



Full Environmental Review

Eco-Schools Northern Ireland

School Name

Londonderry Primary School

Date

September 2015

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LITTER

<p>How serious is the problem of rubbish/litter in the school grounds?</p> <p>Very serious, the place is a mess most of the time</p> <p>Not too bad, but could be improved</p> <p>The grounds are more or less litter free</p>	<p>✓</p>
<p>Where is the most littered area in your school?</p> <p>Class room</p> <p>Canteen</p> <p>Outside</p> <p>Entrance</p> <p>Other (please specify)</p>	<p>✓</p>
<p>Does your school have a clear anti-litter policy?</p>	<p>Yes ✓ No</p>
<p>Are there litter bins inside the school buildings?</p> <p>How many of these are:</p> <p>Full – overflowing</p> <p>About half full</p> <p>Less than a quarter full</p>	<p>Yes ✓ No</p> <p style="text-align: center;">✓</p>
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	<p>Yes No ✓</p>
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are:</p> <p>Full – overflowing</p> <p>About half full</p> <p>Less than a quarter full</p>	<p>Yes ✓ No</p> <p style="text-align: center;">All</p>
<p>Are there any areas in the school grounds that are littered where there are no bins?</p>	<p>Yes No ✓</p>
<p>Are litter bins generally:</p> <p>Big enough</p> <p>Correct design (holding in litter when windy)</p> <p>Clean</p>	<p>Yes ✓ No</p> <p>Yes ✓ No</p> <p>Yes ✓ No</p>
<p>Any further comments on litter bins / location of litter:</p> <p>There is one bin in need of repair/replacement and one that has the opening in an awkward position in the Senior playground. We would like to install new bins in this playground.</p> <p>As a school we also feel that although our litter problem is minimal there is a greater problem in the wider Newtownards area. If the values of keeping our environment clean, tidy and litter free is instilled in our children as a part of daily life, then this should make an impact on their locality. We hope to introduce a daily litter pick in school to develop these values.</p>	

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WASTE MINIMISATION / RECYCLING

<p>Does the school carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc?</p> <p style="padding-left: 40px;">No, there seems to be little control Yes, but control is not very tight Yes, control of these materials is very strict</p>	✓
<p>Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?</p>	Yes (where possible) ✓ Sometimes No
<p>Does your school use refillable Whiteboard markers?</p>	Yes No ✓
<p>Does your school have a policy about double-sided printing? What proportion of school documentation is printed in this way?</p> <p>Do pupils have printer credits to improve waste minimisation?</p>	Yes ✓ No None 1% – 25% 26% – 50% ✓ 51% – 75% 75% - 100% Yes No ✓
<p>Are hand towels and other disposable paper products purchased with recycled content? If some, note which products are and which aren't.</p> <hr style="width: 60%; margin-left: 0;"/>	Yes ✓ Some No
<p>Does the school recycle any of the following items of school waste?</p> <p> ✓ paper ✓ cardboard ✓ plastic mobile phones inkjet cartridges vending machine cups ✓ batteries ✓ other </p> <p>Please describe other materials recycled Food Waste</p>	
<p>What proportion of school food waste is composted?</p>	None 1% – 25% ✓ 26% – 50% 51% – 75% 75% - 100%
<p>Do you run any other recycling schemes to raise money for the school and / or involve the local community, e.g. mobile phones, jumble sales, clothes?</p>	Yes ✓ No
<p>Does the school encourage reuse of materials, e.g. water bottles?</p>	Yes ✓ No

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Does the school have any policies to reduce waste?	Yes ✓	No
<p>Any further comments on waste minimization / recycling:</p> <p>Pupils are not given a printing code, but must have permission from the teacher to use their individual code. This goes some way to reducing copies made.</p> <p>We use the 'cash for clobber' scheme but would like to increase the amount collected.</p> <p>Batteries are only recycled by staff at present. We would like to open this to the whole school and local community in the very near futures.</p> <p>We currently recycle food waste in classrooms but would like to introduce this to other food preparation and eating areas in school.</p>		

WATER

Is there a water meter to record water use in school?	Yes	No ✓
Is the meter easily visible to pupils?	Yes	No ✓
Are pupils involved in taking and displaying readings?	Yes	No ✓
Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?	Yes ✓	No
If YES, then how many of the toilets are fitted with such devices? (list, or state All)	ALL	
Are hand-basin taps of the push-on or self-stopping type?	Yes ✓	No
If YES, then how many? (list, or state All)	_____	
Are taps left running?	Always Sometimes Never ✓	
Are dripping taps and other leaks fixed quickly?	Yes ✓	No
If NO, then approximately how long do repairs take?(circle)	<input type="checkbox"/> 2 – 3 days <input type="checkbox"/> 4 – 7 days <input type="checkbox"/> more than 7 days	
How often does the school run water-saving campaigns?	Regularly Occasionally Never ✓	
Does your school have a water butt?	Yes	No ✓
What is the collected rainwater used for? _____		
<p>Any further comments on water:</p> <p>Recent refurbishments carried out in the school allowed us to update our water taps from turn on to self-stopping taps and this has reduced the amount of water wasted considerably. We have also introduced water filters in certain areas of the school so children have access to fresh drinking water.</p>		

TRANSPORT

Do you monitor how pupils travel to school?	Yes	No <input checked="" type="checkbox"/>
If yes, how many pupils use the following transport to or from school – note total count of pupils _____ <input type="checkbox"/> walk <input type="checkbox"/> bus <input type="checkbox"/> Cycle <input type="checkbox"/> share a taxi <input type="checkbox"/> share a car <input type="checkbox"/> travel as a single passenger in car		
Has this data been mapped?	Yes	No <input checked="" type="checkbox"/>
Does the school have dry and secure cycle storage?	Yes	No <input checked="" type="checkbox"/>
If Yes, is there sufficient space for all users?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school offer cycle instruction?	Yes <input checked="" type="checkbox"/>	No
If Yes, does it include on-road training?	Yes <input checked="" type="checkbox"/>	No
If Yes, does it meet the national standard	Yes <input checked="" type="checkbox"/>	No
Does the school have a network of 'safe routes' to walk or cycle?	Yes	No <input checked="" type="checkbox"/>
Does the school have any of the following:		
Walking bus scheme	Yes	No <input checked="" type="checkbox"/>
Cycle train	Yes	No <input checked="" type="checkbox"/>
Park and stride	Yes	No <input checked="" type="checkbox"/>
Other similar scheme	Yes	No <input checked="" type="checkbox"/>
Does the school organise regular 'walk to school' or 'cycle to school' events?	Yes <input checked="" type="checkbox"/>	No
Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?	Yes	No <input checked="" type="checkbox"/>
Does the school have a school travel plan?	Yes	No <input checked="" type="checkbox"/>
Does the school have a pedestrian and cycle entrance that is separate from vehicle access?	Yes <input checked="" type="checkbox"/>	No
Any further comments on transport: We are hoping to continue our 'Walk to School Week' this year with the introduction of meeting points where children who travel much further to school, can avail of in order to be able to take part safely in the walk to school activity. We are hoping to involve the community involvement by providing a breakfast for those that take part in the community centre. We are also hoping to have a 'Bling Your Helmet' day to encourage children to see cycling as a fun option to travel to school in a safe manner.		

HEALTHY LIVING

Does the school provide and promote healthier food at break times and lunchtimes?	Yes ✓	No
Does the school include education on healthier eating and basic food safety practice in the taught curriculum?	Yes ✓	No
Is there a system for monitoring whether children eat a balanced lunchtime diet over the week?	Yes ✓	No
Does the school have drinking water easily available throughout the day?	Yes ✓	No
Is there a whole school approach to the promotion of physical activity?	Yes ✓	No
Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum?	Yes ✓	No
Is there a programme of After-Schools/extra-curricular activities? What is the level of participation?	None 1% – 25% 26% – 50% 51% – 75% 75% - 100% ✓	
Does the school have a no-smoking policy for staff? If Yes, is this followed by all staff including carers, parents and staff?	Yes ✓ Yes ✓	No No
Can classroom and other windows be opened to improve ventilation?	Yes ✓	No
Are there green plants growing in pots in any classrooms? But we do have green plants growing in reception area. Currently waiting on a poly tunnel so we can all plant outdoors. If Yes, in which classrooms?	Yes	No ✓
Which of the following are commonly used by teachers? chalk solvent based markers ✓ water based markers a mixture ✓ interactive whiteboard		
Does the school use environmentally friendly cleaning products?	Yes ✓	No
Do the school toilets have: ✓ Locks ✓ Hot water ✓ Toilet paper ✓ Paper towels ✓ Sanitary disposal facilities Sanitary product dispensers		
Any further comments on healthy living: Designated teacher keeps products in store. P6 Girls' Talk is held in March / April annually and P7 Boys' Talk to introduced this incoming year. We participate in the annual UK Healthy Eating Week which runs in June and we will be again this year. Monthly Healthy Eating scheme is run for P4-P7 classes were children record daily if they have a healthy break and each month the winner is announced in assembly and they receive additional physical activity time and the overall winner at the end of the year receives an out of school activity experience. P1-P3 are provided with a healthy break of toast and fruit on a daily basis.		

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BIODIVERSITY

Do the school grounds staff use chemical pesticides and herbicides?	Often Occasionally Never ✓												
Does the school have any plants in containers, pots or beds in the school grounds?	Yes, lots ✓ Yes, some No												
Does the school have a wildlife, or conservation area?	Yes ✓ No												
If Yes, is the area protected by fences or school rules, or both?	Yes ✓ No												
<p>Does the school maintain any of the following?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Bat boxes</td> <td style="width: 33%;">✓ <input checked="" type="checkbox"/> Bird boxes</td> <td style="width: 33%;">✓ <input checked="" type="checkbox"/> Bird feeders</td> </tr> <tr> <td><input type="checkbox"/> Bird baths</td> <td><input type="checkbox"/> Woodland area</td> <td><input type="checkbox"/> Pond</td> </tr> <tr> <td><input type="checkbox"/> Squirrel feeders</td> <td><input type="checkbox"/> Butterfly-friendly plants</td> <td><input type="checkbox"/> Log piles for invertebrates</td> </tr> <tr> <td><input type="checkbox"/> Species records</td> <td><input type="checkbox"/> Wildflower area</td> <td></td> </tr> </table>		<input type="checkbox"/> Bat boxes	✓ <input checked="" type="checkbox"/> Bird boxes	✓ <input checked="" type="checkbox"/> Bird feeders	<input type="checkbox"/> Bird baths	<input type="checkbox"/> Woodland area	<input type="checkbox"/> Pond	<input type="checkbox"/> Squirrel feeders	<input type="checkbox"/> Butterfly-friendly plants	<input type="checkbox"/> Log piles for invertebrates	<input type="checkbox"/> Species records	<input type="checkbox"/> Wildflower area	
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<input type="checkbox"/> Species records	<input type="checkbox"/> Wildflower area												
If any of the above are ticked Yes, are pupils involved in looking after them ?	✓ Yes No												
Does the school have links with any local or national environmental organisations?	Yes ✓ No												
If Yes, then with whom? (list) Whole school membership of National Trust Primary 3 are members of RSPB													
<p>Any further comments on biodiversity:</p> <p>Last year we started the development of a STEM trail. We have hopes to develop this further by applying for funding for a poly tunnel and an orchard.</p> <p>We did pay a conservation group to develop a wildflower area, but unfortunately we received poor advice in its location in the grounds and as a result it has not grown. We are hoping to develop a new area in the coming months.</p>													

SCHOOL GROUNDS

What proportion (percentage) of the school's grounds are?			
Grass playing field, short grass	40%	Long grass	0
Woodland	0	Tarmac/paths/roads	20%
Conservation or wildlife area	10%	Flower/vegetable beds	10%
Water or wetland area	0	Seating area	5%
Activity play area	5%	Other	_____
_____	_____	_____	_____
_____	_____	_____	_____
What proportion (percentage) of the school boundaries are.....?			
Hedges and trees	_____	Wire or railing	100%
		Open	_____
Does the school recycle garden or fruit/vegetable waste in a composter or wormery?		Always <input checked="" type="checkbox"/> Occasionally Rarely Never	
Do you ever hold lessons or part of lessons outside?		Yes <input checked="" type="checkbox"/>	No
Does the school have any plants in containers, pots or beds in the school grounds?		Yes <input checked="" type="checkbox"/>	No
Have pupils looked into the heritage of the school grounds?		Yes <input checked="" type="checkbox"/>	No
Any further comments on school grounds: The school grounds is an area which we are hoping to develop further in terms of biodiversity.			

GLOBAL PERSPECTIVES

<p>Do pupils consider how actions taken within the school affect people and the environment locally and globally?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Local Action</th> <th style="width: 30%;">Local Effect</th> <th style="width: 40%;">Global Effect</th> </tr> </thead> <tbody> <tr> <td>Recycling</td> <td>Reduce landfill</td> <td>Less pollution</td> </tr> <tr> <td>Reusing and reducing</td> <td>Improve landscape appearance and support local animal life.</td> <td>Oxygen levels due to deforestation and forest conservation.</td> </tr> <tr> <td>Waste management</td> <td></td> <td></td> </tr> </tbody> </table>	Local Action	Local Effect	Global Effect	Recycling	Reduce landfill	Less pollution	Reusing and reducing	Improve landscape appearance and support local animal life.	Oxygen levels due to deforestation and forest conservation.	Waste management			<p style="text-align: center;">✓ Yes No</p>
Local Action	Local Effect	Global Effect											
Recycling	Reduce landfill	Less pollution											
Reusing and reducing	Improve landscape appearance and support local animal life.	Oxygen levels due to deforestation and forest conservation.											
Waste management													
<p>Of the Eco-Schools topics that you may have looked at in the past, have you explored how these issues might be approached in other parts of the world?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Eco-Schools topic</th> <th style="width: 65%;">Location(s) looked at</th> </tr> </thead> <tbody> <tr> <td>Recycling</td> <td>Deforestation in rainforests</td> </tr> <tr> <td>Sustainable Energy</td> <td>Use of solar power in third world.</td> </tr> <tr> <td>Fair Trade</td> <td>Ghana</td> </tr> <tr> <td>Light pollution/sky glow</td> <td>Cities vs countryside</td> </tr> </tbody> </table>	Eco-Schools topic	Location(s) looked at	Recycling	Deforestation in rainforests	Sustainable Energy	Use of solar power in third world.	Fair Trade	Ghana	Light pollution/sky glow	Cities vs countryside	<p style="text-align: center;">✓ Yes No</p>		
Eco-Schools topic	Location(s) looked at												
Recycling	Deforestation in rainforests												
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Light pollution/sky glow	Cities vs countryside												
<p>Are the opportunities for considering global environmental issues maximised through the curriculum?</p>	<p style="text-align: center;">✓ Yes No</p>												
<p>Has the school made use of materials from other organisations to help with this topic?</p>	<p style="text-align: center;">✓ Yes No</p>												
<p>Have the pupils considered other issues, such as</p> <p>Human rights and ethics?</p> <p>Fair Trade?</p> <p>Conflict Resolution?</p>	<p style="text-align: center;">✓ Yes No</p> <p style="text-align: center;">✓ Yes No</p> <p style="text-align: center;">✓ Yes No</p>												
<p>Are environmental issues raised at School Council?</p>	<p style="text-align: center;">✓ Yes No</p>												
<p>Any further comments on global issues:</p> <p>Eco Committee Established</p>													

CLIMATE CHANGE

<p>Do pupils understand the difference between Climate and Weather? Please expand: Throughout the school weather is a recurring topic which is reviewed and taught at different levels and at differing depths. This approach ensures pupils have a good understanding of the seasons and the water cycle and its importance to the landscape and animal life in varying locations / countries around the world. As the children mature the teaching of 'weather' progresses into developing the understanding of climate, our impact on it as humans and again its effect on population, environment and animal life to ensure that they understanding their responsibility and impact as humans and how they as environmentalists can work to preserve and improve it on a global and local level.</p>	<p>✓ Yes No</p>
<p>Is there an understanding that climate change is taking place at a much faster rate now than before?</p>	<p>✓ Always Occasionally Rarely Never</p>
<p>Is there an understanding of the contributing factors which are the cause of Climate Change? If yes, please give examples: Throughout planning we have included lessons on: habitats, volcanoes and earthquakes, pollution of the air, electricity, natural and manmade fuels, extreme weather and its impact on the local environment and deforestation of rainforests.</p>	<p>✓ Yes No</p>
<p>Do pupils understand that the impact of Climate Change is felt most by the people in developing countries? Are pupils aware that rich countries are consuming more energy than can be sustained?</p>	<p>✓ Yes No</p> <p>Yes No ✓</p>
<p>Do the pupils know about Carbon Footprint and understand why it is important to reduce our Carbon Footprint? Do pupils understand that changes to our lifestyle would help reduce our carbon footprint? Can you list some of these changes?</p>	<p>Yes No ✓</p> <p>Yes No ✓</p>
<p>Any further comments on Climate Change:</p> <p>Age appropriate</p>	

PUPIL PARTICIPATION

<p>Do any of the issues considered in this environmental review feature in school assemblies?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p> <p>Appeal for fruit /waste recycling bags. Clothes recycling appeal. Batteries recycling scheme.</p>	<p>✓ Yes No</p>
<p>Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p> <p>IKEA (to see how they recycle and to learn about how they raise awareness of the need for solar lighting in third world countries), Waterbus (to help explain to pupils how water is reused after it has been cleaned), Mountstewart- Tree trail, Rainforest conservation and deforestation debating and poster making.</p>	<p>✓ Yes No</p>
<p>Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc.?</p> <p>If Yes, then list some examples:</p>	<p>Yes No ✓</p>

Comments / Notes for Action

On completion of the Environmental Review fill in the following boxes with any comments relating to each topic and list possible actions that could be taken. Some of these actions can then be used in your Action Plan

Energy
 Signs placed around the school to remind everyone of their responsibility to turn off lights, interactive boards and computers when not in use.
 Signs also asking everyone to close doors and windows as well as turning off radiators rather than opening windows when the temperature is too high.
 Every classroom either has a thermometer to monitor the temperature or a

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<p>thermostat to allow temperature to be regulated.</p> <p>Litter Last year we began to introduce litter picking by the Eco committee on a monthly rota. We aim to increase this to more frequent intervals. 2 new litter bins were purchased and we hope to have these in place this year. We hope to continue to work with the local community to increase community litter picks and aim to do this by applying to The Big Spring Clean in April 2016.</p>
<p>Waste Minimisation / Recycling We have introduced food recycling caddies to the classrooms and we hope to increase the amount of food waste we recycle by adding in a compost bin outside, to place additional caddies in the staffroom and the lunch area. It has come to our attention that a huge number of batteries are used in the school and by families at home and generally we are unsure of how to dispose of them properly. Work with the European Recycling Forum will educate the pupils on the safe disposal of batteries and allow us to dispose of them in an environmentally friendly way. We hope to introduce this scheme soon. We intend to continue our involvement with the Cash for Clobber clothes recycling scheme this year.</p>
<p>Water As mentioned most of our taps are self-stopping to ensure water conservation.</p>
<p>Transport We aim to continue the success of our Walk to School Week later in the year when the weather is suitable and will introduce a 'Bling your Helmet to School' day to encourage children to cycle and to be safe on the roads.</p>

<p>Healthy Living Healthy Eating Reward Scheme in place for P1-P3 already. Plan on participating in the UK wide Healthy Eating Week in June 2016. Education on healthy living embedded in topics through the teaching of PDMU in all year groups. Diary Council to be invited in to speak to KS2 pupils about 5 a day.</p>
<p>Biodiversity Last year as a WAU coordinator and not in my capacity, this year, as eco schools coordinator, I was starting to develop a STEM trail in school with many links to biodiversity. This year I hope to further develop the trail and to improve our children's knowledge of and exposure to animal and plant life within their school environment. These plans include the further development of the P3 planting area, improvements to our bug apartments including the installation of signage, further involvement in using a wormery to produce fertilizer and a composter to utilize our food waste and improvements to our bird feeding and nesting areas including the addition of signage and child involvement in the feeding process. A wildflower patch was also created place in July of this year, but to date we have no definite growth. This area will be further developed as the year progresses. The principal and I are hoping to apply to the, 'Live Here Love Here' fund to build a poly tunnel and the Challenge fund to place a mini orchard in a disused area of the school grounds.</p>

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School Grounds

We have begun to develop our school grounds with a STEM trail which will continue to be developed throughout the school year so we can utilize it in various curriculum area.

Bins bought last year will be put in place this year.

Due to ongoing building work areas of grass are to be replaced once an old mobile is removed.

Global Perspectives

We have been enhancing the curriculum content of the World Around Us and in 2015/16 a review of the teaching and learning in this area will allow us to add more global issues to enhance pupil learning.

We will also be applying for our Rights Respecting School Level 2 award in 2016 and will be developing a project which will allow all pupils to develop as Global Citizens

Climate Change

This area is taught through the WAU and we are continued to improve pupil learning and understanding as mentioned above throughout application for Level 2 Rights Respecting School Award.

Pupil Participation

Our aim has been to involve the whole school as much as possible and we have ensured our Eco committee have been actively involved to date. By running whole school events and initiatives we intend to further involve as much as of the school community as possible. This will include, recycling batteries, clothes and food waste, litter collection in the school grounds and local community, assemblies, competitions and use of the STEM trail.

Date of Review: September 2015

Review carried out by: Mrs Hutton