



# Full Environmental Review

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Eco-Schools Northern Ireland

**School Name**

Londonderry Primary School

**Date**

September 2016

Eco-Schools Northern Ireland is operated by Keep Northern Ireland Beautiful, sponsored by SSE Airtricity and supported by the Department of the Environment



## ENERGY

<p>Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school?</p> <p>If there is, who is it? _____ Mr Stevenson _____</p>	<p>Yes <span style="color: red;">✓</span>      No</p>
<p>Are the energy meters (e.g. electricity meters) easily visible to pupils? Are pupils involved in taking and displaying readings? Has the school registered on Eco-Schools 'Operation Energy'?</p>	<p>Yes      No <span style="color: red;">✓</span> Yes      No <span style="color: red;">✓</span> Yes      No <span style="color: red;">✓</span></p>
<p>Has your school taken any of the following low-cost steps to reduce heat loss through windows?</p> <p style="padding-left: 20px;">Draught excluding strips Solar reflecting film Responsible class window monitors</p>	<p>Yes      No <span style="color: red;">✓</span> Yes <span style="color: red;">✓</span>      No Yes <span style="color: red;">✓</span>      No</p>
<p>Do the school windows have double glazing, triple glazing or energy-saving glass?</p> <p>If Yes, then in how many rooms? (If all, write all)</p>	<p>Yes <span style="color: red;">✓</span>      No  <span style="color: red;">All</span></p>
<p>Are any external (outside) doors self-closing?</p> <p>If Yes, then how many doors are self-closing? (If all, write all)</p>	<p>Yes <span style="color: red;">✓</span>      No  <span style="color: red;">All</span></p>
<p>Are any internal (inside) doors self-closing?</p> <p>If Yes, then how many doors are self-closing? (If all, write all)</p>	<p>Yes <span style="color: red;">✓</span>      No  <span style="color: red;">All</span></p>
<p>Are low-energy light bulbs and fluorescent tubes used in school?</p> <p>If Yes, then in how many rooms?      (If all, write all)</p>	<p>Yes <span style="color: red;">✓</span>      No  <span style="color: red;">All</span></p>
<p>Does each classroom have its own heating thermostat?</p> <p>If No, then how many rooms have a thermostat? (If none, write none)</p>	<p>Yes      No <span style="color: red;">✓</span>  <span style="color: red;">10</span></p>
<p>Are lights and electrical items turned off when not in use?</p>	<p>Yes <span style="color: red;">✓</span> No Sometimes</p>
<p>Does the school have any of the following sources of renewable energy?</p> <p style="padding-left: 20px;">Wind generator Solar water PV heating panels Wood fuel boiler Ground source heat pump</p>	<p><span style="color: red;">No</span> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Any further comments on energy:</p>	

## 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;"><b>All</b></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>Two new bins have been installed, one to replace a broken bin and the other to brighten the Senior Playground. 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. Eco Team (P3-P7) carry out a daily litter pick in school. We are hoping to involve P1 and P2 children this year using Eco Buddy system</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)	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? <u>Watering plants in the polytunnel</u>			
Any further comments on water: The water butt is not positioned near a drain so it currently collects rainwater as it falls. We are hoping to rethink where it is sited.			

## TRANSPORT

Do you monitor how pupils travel to school?	Yes	No ✓
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 ✓
Does the school have dry and secure cycle storage?	Yes	No ✓
If Yes, is there sufficient space for all users?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school offer cycle instruction?	Yes ✓	No
If Yes, does it include on-road training?	Yes ✓	No
If Yes, does it meet the national standard	Yes ✓	No
Does the school have a network of 'safe routes' to walk or cycle?	Yes	No ✓
Does the school have any of the following:		
Walking bus scheme	Yes	SEE NOTE No ✓
Cycle train	Yes	No ✓
Park and stride	Yes	No ✓
Other similar scheme	Yes	No ✓
Does the school organise regular 'walk to school' or 'cycle to school' events?	Yes ✓	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 ✓
Does the school have a school travel plan?	Yes	No ✓
Does the school have a pedestrian and cycle entrance that is separate from vehicle access?	Yes ✓	No
Any further comments on transport: We continued with 'Walk to School Week' this year and increased walking bus locations from 3-4 meeting points		

## 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? <b>But we do have green plants growing in reception area.</b> If Yes, in which classrooms?	Yes	No ✓
Which of the following are commonly used by teachers? <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">chalk</div> <div style="text-align: center;">✓ water based markers</div> <div style="text-align: center;">✓ interactive whiteboard</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">solvent based markers</div> <div style="text-align: center;">a mixture</div> </div>		
Does the school use environmentally friendly cleaning products?	Yes ✓	No
Do the school toilets have: <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">✓ Locks</div> <div style="text-align: center;">✓ Toilet paper</div> <div style="text-align: center;">✓ Sanitary disposal facilities</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">✓ Hot water</div> <div style="text-align: center;">✓ Paper towels</div> <div style="text-align: center;">Sanitary product dispensers</div> </div>		
<p>Any further comments on healthy living:</p> <p>Designated teacher keeps products in store. P6 Girls' Talk is held in March / April by Mrs. Sayers and we are hoping to introduce Love For Life program to P7 boys in April this school</p> <p>We participate in the annual UK Healthy Eating Week which runs in June. We now run a monthly healthy eating scheme for P4-P7. 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.</p> <p>P1-P3 are provided with a healthy break of toast and fruit on a daily basis.</p>		

## BIODIVERSITY

Do the school grounds staff use chemical pesticides and herbicides?	Often Occasionally Never <input checked="" type="checkbox"/>												
Does the school have any plants in containers, pots or beds in the school grounds?	Yes, lots <input checked="" type="checkbox"/> Yes, some No												
Does the school have a wildlife, or conservation area?	Yes <input checked="" type="checkbox"/> No												
If Yes, is the area protected by fences or school rules, or both?	Yes <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Woodland area</td> <td><input type="checkbox"/> Pond</td> </tr> <tr> <td><input type="checkbox"/> Squirrel feeders</td> <td><input checked="" type="checkbox"/> Butterfly-friendly plants</td> <td><input checked="" type="checkbox"/> Log piles for invertebrates</td> </tr> <tr> <td><input type="checkbox"/> Species records</td> <td><input checked="" 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 checked="" type="checkbox"/> Woodland area	<input type="checkbox"/> Pond	<input type="checkbox"/> Squirrel feeders	<input checked="" type="checkbox"/> Butterfly-friendly plants	<input checked="" type="checkbox"/> Log piles for invertebrates	<input type="checkbox"/> Species records	<input checked="" type="checkbox"/> Wildflower area	
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If any of the above are ticked Yes, are pupils involved in looking after them?	<input checked="" type="checkbox"/> Yes No												
Does the school have links with any local or national environmental organisations?	Yes <input checked="" type="checkbox"/> 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>We are continuing to develop our STEM trail in school and our Outdoor Learning capacity. We now have a well-used polytunnel and orchard area. We are hoping to raise funds to build a pathway through the orchard this year to make it more usable. We now have a fully blooming wildflower area although it will need continual weeding. Many of the other learning areas take much maintenance so it is our hope to involve parents more this year by introducing Eco Warrior days.</p>													

## SCHOOL GROUNDS

What proportion (percentage) of the school's grounds are?			
Grass playing field, short grass	40%	Long grass	0
Woodland	10%	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 orchard is now in place increasing woodland area. We are hoping to develop this site by planting shrubs and bushes to create a boundary to the orchard and as a means of increasing woodland/wildlife levels.			

## 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"> <thead> <tr> <th>Local Action</th> <th>Local Effect</th> <th>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>Reduce waste and create something new</td> <td>Reduce damage to environment by reducing waste in landfill sites</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	Reduce waste and create something new	Reduce damage to environment by reducing waste in landfill sites	<p>✓ Yes      No</p>
Local Action	Local Effect	Global Effect											
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Reusing and reducing	Improve landscape appearance and support local animal life.	Oxygen levels due to deforestation and forest conservation.											
Waste management	Reduce waste and create something new	Reduce damage to environment by reducing waste in landfill sites											
<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"> <thead> <tr> <th>Eco-Schools topic</th> <th>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>✓ Yes      No</p>		
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>Are the opportunities for considering global environmental issues maximised through the curriculum?</p> <p>Has the school made use of materials from other organisations to help with this topic?</p>	<p>✓ Yes      No</p> <p>✓ 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>✓ Yes      No</p> <p>✓ Yes      No</p> <p>✓ Yes      No</p>												
<p>Are environmental issues raised at School Council?</p>	<p>✓ Yes      No</p>												
<p>Any further comments on global issues:</p> <p>Eco Committee continues to operate. It is our hope to invite Habitat For Humanity into school to increase learning opportunities.</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: It is hoped that through visits by groups such as Habitat for Humanity and programs such as Waste Week our children are will be given further opportunities to explore our carbon footprint and it is hoped that teachers will begin to use the very term 'carbon footprint' more in related lessons. 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><b>Waste Management-</b> Cash For Clobber/Battery Recycling/Waste Week  <b>Healthy Living-</b> Healthy Eating Week  <b>Transport</b> Walk to School Week – benefits to health and environment</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> <ul style="list-style-type: none"> <li>• Whole school -Recycling Bus - <b>Waste Management</b></li> <li>• P7- Fair Trade Talk – <b>Global Perspective</b></li> <li>• P7 Belfast Zoo- <b>Global Perspective</b></li> <li>• P4 Mount Stewart - <b>Global Perspective</b> (tree trail, rainforest conservation and deforestation debating and poster making)</li> <li>• P6 Diary Council- <b>Healthy Living</b></li> <li>• P5 Chester’s Challenge- <b>Healthy Living</b></li> <li>• KS2 Belfast Giants- <b>Healthy Living</b></li> <li>• P3 Tesco Farm to Fork- <b>Healthy Living</b></li> <li>• P1 Plant and Play- <b>Biodiversity</b></li> <li>• Eco Team- Big Spring Clean- <b>Litter</b></li> </ul>	<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

There are signs placed around the school to remind everyone of their responsibility to turn of lights, interactive boards and computers when not in use.

There are 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 thermostat to allow temperature to me regulated.

The effectiveness of these measures will be monitored over the next few years.

We hope to take part in Switch Off Fortnight this year in order to raise awareness of the need to monitor/ reduce energy usage.

### Litter

Litter Picking is carried out daily by the eco team. It is hoped that an Eco Buddy will be introduced over the next year to encourage and educate FS children to recognize their responsibility in keeping the environment litter free.

We already took part in the Big Spring Clean in April 2016 and it is our aim to do so again in 2017. We will continue to work with the local community/Ards Borough Council to increase community litter picks.

### Waste Minimisation / Recycling

A compost bin has been placed in the polytunnel area which P3 children will use periodically to recycle class food waste. Food caddies are in every class and we hope to continue recycling food waste in the lunch area of the canteen and the staff room. Battery collections c/o European Recycling Forum were introduced as a whole school initiative and it is our aim to increase amounts collected by holding assemblies and promoting on FB and school website.

We intend to continue our involvement with the Cash for Clobber clothes recycling scheme this year and increase collections through better advertising on social media and the school website and by hosting assemblies.

We would hope to take part in Waste Week this year in order to promote the need for waste minimization/ recycling.

### Water

We now have a water butt although it is simply collecting rain water as it falls and not through a drain pipe. The location of the butt will be assessed through the year.

### 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 more pick up locations for the 'walking bus' this year to encourage parents and more children to get involved.

### **Healthy Living**

The Healthy Eating Reward Scheme is in place for P1-P3 already. A healthy eating reward scheme has been introduced for P4-P7. This will be monitored throughout the year. We will continue to take part in the UK wide Healthy Eating Week in June 2017. We hope to introduce a daily run for the week.

Education on healthy living embedded in topics through the teaching of PDMU in all year groups.

The Diary Council to be invited in to speak to KS2 pupils about healthy eating.

### **Biodiversity**

A STEM trail has been well developed in school with many links to biodiversity. This year it is hoped that we can further develop the trail and improve the children's knowledge of, and exposure to, animal and plant life within the school environment. Having successfully obtained two grants, one from the 'Live Here Love Here' fund and the other from the Challenge fund, we now have a polytunnel and a mini orchard. These areas will need further development and much maintenance. It is our aim to become self-sustaining as a school both financially and in terms of the management and maintenance of the STEM trail. We hope to work in conjunction with Extended Schools to introduce Super Saturday Eco Warrior days for families to come in to school and carry out maintenance and gardening tasks. We hope to raise money through sales of plants grown and a requested bag pack in Tesco Castlebawn at Christmas, in order to build a pathway through and a seating area in the orchard to make it more user friendly. The principal and I are also hoping to apply for further funding to buy shrubs that will produce fruit/ attract wildlife and mark a boundary in the orchard.

The new Wildflower area will hopefully be seeded and maintained by parents and their children as the year progresses.

### **School Grounds**

Our school grounds are continually being developed as detailed in the comments above (Biodiversity) It is our aim that we will improve the climbing frame area by installing a willow pod and adding learning boards to make more educational use of the climbing frame structure and surroundings. One of the older mobiles no longer required has been removed giving a little more grass space to utilize.

### **Global Perspectives**

We have been enhancing the curriculum content of the World Around Us and most year groups now address global eco issues to some degree. This will be monitored and additional activities/actions pursued. We are hoping to invite Habitat For Humanity to visit P7 later in the year. We are also hoping to take part in Switch Off Fortnight and Waste Week, two programs that will highlight the necessity to appreciate how our actions and misuse of resources impact on the world.

We are continuing to maintain our Level 1 RRSA award.

### **Climate Change**

This area is taught through the WAU and we are continued to improve pupil learning and understanding as mentioned above.

### 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. We are hoping to extend eco council membership by introducing the Eco Buddy scheme to FS. As set out in suggested targets for improvement we are also hoping to introduce an eco-logo which all our children will be able to identify with. We hope to do this through a competition in early 2017. By running whole school events and initiatives we intend to further involve as much as of the school community as possible. These will include, recycling batteries, clothes and food waste, litter collection in the school grounds/local community, Eco Warrior Super Saturdays, a walking bus event during 'Walk to School Week', local community use of the STEM trail and Outdoor Learning areas, assemblies and competitions. It is hoped that children in most classes and parents on Super Saturdays will get involved in planting items to then sell throughout the year.

**Date of Review: September 2016**

**Review carried out by: Mrs Hutton**