



Full Environmental Review

Eco-Schools Northern Ireland

School Name

Londonderry Primary School

Date

September 2017

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? If there is, who is it? _____ Mr Stevenson _____</p>	Yes ✓ No
<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>	Yes No ✓ Yes No ✓ Yes No ✓
<p>Has your school taken any of the following low-cost steps to reduce heat loss through windows? Draught excluding strips Solar reflecting film Responsible class window monitors</p>	Yes No ✓ Yes ✓ No Yes ✓ No
<p>Do the school windows have double glazing, triple glazing or energy-saving glass? If Yes, then in how many rooms? (If all, write all)</p>	Yes ✓ No All
<p>Are any external (outside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)</p>	Yes ✓ No All
<p>Are any internal (inside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)</p>	Yes ✓ No All
<p>Are low-energy light bulbs and fluorescent tubes used in school? If Yes, then in how many rooms? (If all, write all)</p>	Yes ✓ No All
<p>Does each classroom have its own heating thermostat? If No, then how many rooms have a thermostat? (If none, write none)</p>	Yes No ✓ 10
<p>Are lights and electrical items turned off when not in use?</p>	Yes ✓ No Sometimes SEE NOTE
<p>Does the school have any of the following sources of renewable energy? Wind generator Solar water PV heating panels Wood fuel boiler Ground source heat pump</p>	No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Any further comments on energy: Teachers and children turn off lights when and where possible. Steps are taken to have energy monitors and helpers within the classroom to ensure that electrical items are turned off when not in use. Taking part in Switch Off Fortnight this year highlighted the need to ensure that these measures are taken more seriously. We will review this in the future.</p>	

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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>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>Does your school have a clear anti-litter policy?</p>	Yes ✓ No
<p>Are there litter bins inside the school buildings?</p> <p>How many of these are: Full – overflowing</p> <p>About half full</p> <p>Less than a quarter full</p>	Yes ✓ No ✓
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	Yes No ✓
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are: Full – overflowing</p> <p>About half full</p> <p>Less than a quarter full</p>	Yes ✓ No All
<p>Are there any areas in the school grounds that are littered where there are no bins?</p>	Yes No ✓
<p>Are litter bins generally:</p> <p>Big enough</p> <p>Correct design (holding in litter when windy)</p> <p>Clean</p>	Yes ✓ No Yes ✓ No Yes ✓ No
<p>Any further comments on litter bins / location of litter:</p> <p>As a school we 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. The eco team carried out a community litter pick for the Big Spring Clean programme in April of 2017. It is hoped that we will do two community litter picks in 2017/18 school year, one in November and the other again in April.</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="margin-left: 20px;">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>	<p>Yes (where possible) ✓ Sometimes No</p>
<p>Does your school use refillable Whiteboard markers?</p>	<p>Yes No ✓</p>
<p>Does your school have a policy about double-sided printing? What proportion of school documentation is printed in this way?</p>	<p>Yes ✓ No None 1% – 25% 26% – 50% ✓ 51% – 75% 75% - 100%</p>
<p>Do pupils have printer credits to improve waste minimisation?</p>	<p>Yes No ✓</p>
<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;"/>	<p>Yes ✓ Some No</p>
<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>	<p>None 1% – 25% 26% – 50% ✓ 51% – 75% 75% - 100%</p>
<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>	<p>Yes ✓ No</p>
<p>Does the school encourage reuse of materials, e.g. water bottles?</p>	<p>Yes ✓ No</p>
<p>Does the school have any policies to reduce waste?</p>	<p>Yes ✓ No</p>
<p>Any further comments on waste minimization / recycling:</p> <p>Pupils must have permission from the teacher to use their individual code. Teachers were supplied with photocopy codes/cards in Spring 2017 and usage will be monitored fully in Spring 2018 to assess if there as been an effective reduction in copy costs/waste.</p> <p>We use the 'cash for clobber' scheme and will continue to promote it in the hope of further increasing the amount collected. Batteries are recycled at a whole school level.</p> <p>We are still recycling food waste in the lunch area of the canteen</p> <p>We are hoping to reinstall the wormer and P3 will be able to dispose of some of their food scraps in this additional way.</p>	

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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 this year.			

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 Cycle train Park and stride Other similar scheme	Yes	SEE NOTE No <input checked="" type="checkbox"/>
	Yes	No <input checked="" type="checkbox"/>
	Yes	No <input checked="" type="checkbox"/>
	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 will continue with 'Walk to School Week' this year and will host a walking bus from 4 locations/meeting points		

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 checked="" type="checkbox"/> Woodland area</td> <td><input type="checkbox"/> Pond see note</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 see note	<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?	✓ 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>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 were able to raise funds through a bag pack in Tesco's in December 2016 which allowed us to build a pathway through the orchard making it more usable. We plan to continue to develop this area by decorating trees, adding bird feeders, hedgehog homes and a mini pond. We introduced three very successful Super Saturday Eco Warrior days in conjunction with Extended schools. These were very beneficial in maintaining grounds, weeding etc. This will continue next year with three more Saturday events in October, February and March.</p> <p>We applied for and received a grant through Live Here Love Here for hedging to be added to the orchard. This will be planted this year and should not only provide a boundary and extra privacy for the school, but also encourage more wildlife to use this area.</p>													

SCHOOL GROUNDS

What proportion (percentage) of the school's grounds are?			
Grass playing field, short grass	<u>40%</u>	Long grass	<u>0</u>
Woodland	<u>10%</u>	Tarmac/paths/roads	<u>20%</u>
Conservation or wildlife area	<u>10%</u>	Flower/vegetable beds	<u>10%</u>
Water or wetland area	<u>0</u>	Seating area	<u>5%</u>
Activity play area	<u>5%</u>	Other	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
What proportion (percentage) of the school boundaries are.....?			
Hedges and trees	<u> </u>	Wire or railing	<u>100%</u>
		Open	<u> </u>
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 applied for and received a grant through Live Here Love Here for hedging to be added to the orchard. This will be planted this year and should not only provide more woodland, a boundary and extra privacy for the school, but also encourage more wildlife to use this area.			

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" data-bbox="153 371 1118 790"> <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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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" data-bbox="153 974 1114 1232"> <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												
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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 Human rights and ethics? Fair Trade? 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: Habitat For Humanity visited P7 this year. The children found their work very enlightening and it is hoped to invite them back this year and build future links in relation to their recycling programme.</p>													

CLIMATE CHANGE

<p>Do pupils understand the difference between Climate and Weather? Please expand:</p> <p>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.</p> <p>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:</p> <p style="padding-left: 40px;">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?</p> <p>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?</p> <p>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>Habitat for Humanity provided opportunities for the P7 children to further explore the impact of climate change. Waste Week in 2017 was an excellent means of introducing many children to the concept of climate change. The children took part in quizzes, a recycling challenge and watched videos emphasising the global effect of waste on our climate. It is hoped that we can take part in this again in 2018. As a school we continue to monitor curriculum based activities and will endeavor to ensure that opportunities are given to explore our carbon footprint and it is hoped that teachers will begin to use the very term 'carbon footprint' more in related lessons.</p> <p>Age appropriate</p>	

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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>Waste Management- Cash For Clobber/Battery Recycling/Waste Week Healthy Living- Healthy Eating Week Transport Walk to School Week – benefits to health and environment</p>	<p style="text-align: center;">✓ 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"> • Whole school -Recycling Bus - Waste Management • P7- Fair Trade Talk – Global Perspective • P7- Habitat For Humanity Talk- Global Perspective/Climate Change • P7- Belfast Zoo- Global Perspective • P7- Love For Life- Healthy Living • P6- Diary Council- Healthy Living • KS2- Belfast Giants- Healthy Living • SU /KS2- Stand By Me programme- Global Perspective • P5- Chester’s Challenge- Healthy Living • P4- Mount Stewart - Global Perspective (tree trail, rainforest conservation and deforestation debating and poster making) • P3- Tesco Farm to Fork- Healthy Living • P1-P3 Bin Lorry Safety Visit- Transport • P1- Plant and Play- Biodiversity • P1- Dentist/ Nurse/Optician/ Paramedic visits- Healthy Living • Eco Team- Big Spring Clean- Litter • Whole School- EDF/ Energy Education/ The Pod – Switch Off Fortnight and Waste Week initiatives- Waste Management/ Energy/Global Perspective 	<p style="text-align: center;">✓ 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 style="text-align: center;">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 continue to be monitored over the next few years. Switch Off Fortnight, which the whole schoo took part in this year, was very effective in raising awareness throughout the school of the need to save energy. We will revisit this in the future in more depth, but for now the eco team will encourage everyone to be more aware by completeing a classroom talk in October this year reminding teachers and children of their responsibilities. The use of energy monitors or classroom helpers to assist in this will be encouraged in P3-P7. Eco Buddies in P1 and P2 will be encouraged to take on the role of turning off lights and closing doors.

Litter

Litter Picking is carried out daily by the eco team alongside our eco buddies. They will continue to take part in a daily school litter pick.

We took part in the Big Spring Clean in April 2017 and it is our aim to do so again in 2018. We will continue to work with the local community/Ards Borough Council to increase community litter picks and hope the eco team hope to take part in two this year.

Waste Minimisation / Recycling

The compost bin in the polytunnel area has been utilized by P3 and by the Eco Warriors on Super Saturday events. This will continue, with the compost produced being used to plant with this year, thus reducing the amount purchased. It is hoped that we can re-install the wormer this year for P3 to use. Food waste will continue to be recycled in the packed lunch area of the canteen.

Battery collections c/o European Recycling Forum runs now at a whole school level and collections have increased considerably. It is our aim to increase amounts collected by holding assemblies and promoting on FB and the 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 again this year in order to promote the need for waste minimization/ recycling.

Water

The water butt was utilized well by the eco team in the warmer months to water flowers but its location needs assessed in order to maximize rain water collected.

Transport

We aim to continue the success of our Walk to School Week this year and continue to host 4 pick up locations for the 'walking bus' this year to encourage parents and more children to get involved. We will promote this better through assemblies

Healthy Living

The Healthy Eating Reward Scheme is in place for P1-P3 already. A healthy eating reward scheme was successfully implemented this year for P4-P7 and will continue. We will continue to take part in the UK wide Healthy Eating Week in June 2018 along with all the suggested and very successful activities that were tailored to our school. We would hope to continue our school fun/fitness day (which also raises money for an allocated charity), healthy picnics and talks by Mrs Moore in the canteen about a healthy menu, with cookery demonstrations where possible. We hope to link again with Tesco and have a reward for P1 children who have healthy meals at home during that week. The daily run that took place for the week was received very well by FS teachers and pupils and it is hoped that children in these classes will implement this as a three weekly event all year.

Education on healthy living will continue to be embedded in topics through the teaching of PDMU and WAU topics in all year groups.

The Diary Council will again 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 orchard and other areas of the STEM trail and improve the children's knowledge of, and exposure to, animal and plant life within the school environment. We have successfully applied to Live Here Love Here and achieved a grant to plant hedging in the orchard/woodland area. This should encourage more wildlife into our grounds. We were very successful in our attempts to become a self-sustaining eco school team, both financially and in terms of the management and maintenance of the STEM trail. We held three Super Saturday Eco Warrior events with Extended Schools assistance, and raised over £2000 through bag packing and plant/vegetable sales in the year. Some of this money went towards the pathway in the orchard and improvements at the polytunnel. We hope to continue with fundraising this year to further improve grounds and sustain our biodiversity projects. The eco team along with teachers are hosting a Santas grotto in the orchard during the Christmads Tree Festival (St Marks Church event) that is taking place in December 2017.

School Grounds

Our school grounds are continually being developed as detailed in the comments above (Biodiversity) We improved the climbing frame area by installing a willow pod and it is hoped that we can add learning boards to make more educational use of the climbing frame structure and surroundings.

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 continue to be monitored and additional activities/actions pursued. We are inviting Habitat For Humanity to visit P7 again this year. We will be taking part in Waste Week again this year. Although Switch Off Fortnight was very beneficial last year teachers felt that there were too many 'weeks' in school last year and it was agreed that we can address energy usage in later years. 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 successfully extended eco council membership by introducing the Eco Buddy scheme to FS. As set out in suggested targets for improvement we introduced an eco-logo which all of our children will be able to identify with. By running whole school events and initiatives we intend to continue to involve as much as of the school community as possible. This will include a whole school/ family approach to recycling batteries and clothes, 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 and parents will continue to get involved in planting items sell throughout the year. We had a successful fund raising bag pack this year when parents and children worked together to raise over £800. We hope to continue fundraising this year and building special links by hosting a Santas grotto and plant stall at Christmas, open to the school and local nursery children.

Date of Review: September 2017

Review carried out by: Mrs Hutton