



## **ENVIRONMENTAL REVIEW**

**School: Cookham Rise Primary School**

**Date of Review: February 2016**

**Carried out by: C.R.E.W. team**

# ENERGY

1 Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school? YES  NO

If there is, who is it?

Mrs. L. Bedford  
(Bursar)

2 Are the energy meters (e.g. electricity meters) easily visible to pupils? YES  NO

3 Has your school taken any of the following low-cost steps to reduce heat loss through windows?

Draught excluding strips

YES  NO

Solar reflecting film

YES  NO

Responsible class window monitors

YES  NO

4 Do the school windows have double glazing, triple glazing or energy-saving glass? YES  NO

If YES, then in how many rooms? (If All Write ALL)

All

5 Are any external (outside) doors self-closing? YES  NO

If YES, then how many doors are self-closing? (If All Write ALL)

5

6 Are low-energy light bulbs and fluorescent tubes used in school? YES  NO

If NO, then in how many rooms? (If All Write ALL)

All

7 Does each classroom have its own heating thermostat? YES  NO

If NO, then how many rooms have a thermostat? (If None Write NONE)

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8 Are lights and electrical items turned off when not in use?

Yes

No

Sometimes

9 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:

ANY FURTHER COMMENTS ON ENERGY:

# LITTER

1 How serious is the problem of rubbish/litter in the school grounds?

Very serious, the place is a mess most of the time

Not too bad, but could be improved

The grounds are more or less litter free

2 Does your school have a clear anti-litter policy?

YES

NO

3 Are there litter bins inside the school buildings?

YES

NO

How many of these are Full / Overflowing?

-----none-----

How many are about half full?

-----none-----

How many are less than a quarter full?

-----all-----

4 Are there any areas inside the school buildings that are littered where there are no bins?

YES

NO

5 Are there enough litter bins in the school's grounds?

YES

NO

How many of these are Full / Overflowing?

---none-----

How many are about half full?

---none-----

How many are less than a quarter full?

-----all-----

6 Are there any areas in the school grounds that are littered where there are no bins?

YES

NO

6 Are the bins generally

Big Enough?

YES

NO

Correct Design (holding in letter in windy conditions)?

YES

NO

Clean

YES

NO

## ANY FURTHER COMMENTS ON LITTER

A small amount of litter does accumulate when the school is closed due to our close proximity to the local park. However we do clear it up immediately on our return. It is minor.

# WASTE / RECYCLING

- 1 Does the school carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc?

No, there seems to be little control

Yes, but control is not very tight

Yes, control of these materials is very strict

- 2 Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?

Yes

No

Sometimes

- 3 Are hand towels and other disposable paper products purchased with recycled content?

Yes

No

Some

If So, note which products are and which aren't

Hand towels

- 4 Does the school recycle any of the following items of school waste?

Paper:

Inkjet cartridges:

Plastic:

Cardboard:

Vending Machine Cups:

Other:

Please describe other materials recycled Our Borough allows us to recycle tins, cans and aerosols, glass bottles and jars, plastic bottles, plastic pots, plastic tubs, plastic trays. Tetra Pak liquid, food and drinks cartons.

- 5 What proportion of school food waste is composted?

None:

1 - 25%:

26 - 50%:

51-75%:

75 - 100%:

- 6 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?

YES

NO

- 7 Does the school encourage reuse of materials, e.g. water bottles?

YES

NO

- 8 Does the school have any policies to reduce waste?

YES

NO

## ANY FURTHER COMMENTS ON WASTE / RECYCLING

Vending machines n/a to the school as we do not have them installed.

Larger 'Blue' main outside recycling bin in place since March 2012.

Bags to School scheme is run regularly by the PTA.

Newsletters etc send by parent mail (electronically) Minimum parents with no access to internet.

# WATER

1 Is there a water meter to record water use in school?

YES  NO

2 Is the meter easily visible to pupils?

YES  NO

3 Are pupils involved in taking and displaying readings?

YES  NO

4 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 toilets are fitted with such devices (If all Write ALL)

All pupils toilets.  
Staff toilets have low volume flush

5 Are hand-basin taps of the push-on or self-stopping type?

YES  NO

If yes, then how many (If all Write ALL)

-All but staff/disabled----

6 Are taps left running?

Yes

No

Sometimes

7 Are dripping taps and other leaks fixed quickly?

YES  NO

If NO, then approximately how long do repairs take?

2 – 3 Days:

4 – 7 Days:

More than 7 Days:

8 How often does the school run water-saving campaigns?

Regularly:

Occasionally:

Never:

## ANY FURTHER COMMENTS ON WATER

We now have 4 large water butts ( 2 in KS1 and 2 in KS2) These are used for watering the garden and supplying water for activities held in the garden. ie art workshop - plaster.

# TRANSPORT

1 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

Walk: \_\_\_\_\_

Bus: \_\_\_\_\_

Cycle: \_\_\_\_\_

Share taxi: \_\_\_\_\_

Share a car \_\_\_\_\_

Car single passenger \_\_\_\_\_

TOTAL: \_\_\_\_\_

Has this data been mapped?

YES  NO

2 Does the school have dry and secure cycle storage?

YES  NO

If Yes, is there sufficient space for all users?

YES  NO

3 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

4 Does the school have a network of 'safe routes' to walk or cycle?

YES  NO

5 Does the school have any of the following:

Walking Bus Scheme?: YES  NO

Cycle Train: YES  NO

Park & Ride?: YES  NO

Other Similar Scheme: YES  NO

6 Does the school organise regular 'walk to school' or 'cycle to school' events?

YES  NO

7 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

8 Does the school have a school travel plan?

YES  NO

9 Does the school have a pedestrian and cycle entrance that is separate from vehicle access?

YES  NO

## ANY FURTHER COMMENTS ON TRANSPORT

As a relatively small primary school with our main intake of local children we do not find it necessary to operate a park and ride. Walk on Wednesdays scheme in place. Cycle/scooter pods installed but not covered. Bikeability scheme used for cycle training every year.

Successful Kiss and Drop scheme launched Summer 2012 - High usage. Double yellow lines are marked on south side of High Road - February 2013

# HEALTHY LIVING

- 1 Does the school provide and promote healthier food at break times and lunchtimes? YES  NO
- 2 Does the school include education on healthier eating and basic food safety practice in the taught curriculum? YES  NO
- 3 Is there a system for monitoring whether children eat a balanced lunchtime diet over the week? YES  NO
- 4 Does the school have drinking water easily available throughout the day? YES  NO
- 5 Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum? YES  NO
- 6 Does the school have a no-smoking policy for staff? YES  NO

If Yes, is this followed by all staff including carers, parents and staff?

YES  NO

- 7 Can classroom and other windows be opened to improve ventilation? YES  NO
- 8 Are there green plants growing in pots in any classrooms? YES  NO

If Yes, in which classrooms? (If all Write ALL)

---some-----

- 9 Which of the following are commonly used by teachers?

Chalk:

Water Based Markers:

Interactive Whiteboard:

Solvent Based Markers:

A Mixture:

- 10 Does the school use environmentally friendly cleaning products? YES  NO

- 11 Do the school toilets have: YES  NO

Locks:

Toilet Paper:

Sanitary Disposal Facilities:

Hot Water:

Paper Towels:

Sanitary Product Dispensers:

## ANY FURTHER COMMENTS ON HEALTHY LIVING

Hand dryers are installed in pupil toilets.  
Themed lunch menus eg Chinese New Year.  
PSHE lessons taught throughout the school.

# BIODIVERSITY

1 Do the school grounds staff use chemical pesticides and herbicides?

Often

Occasionally

Never

2 Does the school have any plants in containers, pots or beds in the school grounds?

Yes Lots:

Yes Some:

No:

3 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

4 Does the School have any of the following

Bat Boxes:

Bird Boxes:

Log Piles for Invertebrates:

Bird Feeders:

Bird Baths:

Woodland Areas:

Squirrel Feeders:

Pond:

Butterfly Friendly Plants:

Species Record:

If any of the above are ticked Yes, are pupils involved in looking after them ?

YES  NO

5 Does the school have links with any local or national environmental organisations?

YES  NO

If Yes, then with Whom? (List)

CPRE (Berkshire)

WWF

Thames and Chiltern In Bloom

Community Allotment

Marsh Meadow Conservation Area

## ANY FURTHER COMMENTS ON BIODIVERSITY

RHS level 5 achieved 2015. Winners of Mark Mattocks Schools challenge Cup (Cookham In Bloom) 2015. Two of our Teaching Assistants are co-ordinators for a local conservation area which is promoted for all schools in the area to use.

African Garden Trophy Winners Summer 2012. Commended in RHS Cookham In Bloom 2012 and CPRE Dorothy Morley Award 2012. New hedge planted along boundary with Alfred Major.

# SCHOOL GROUNDS

1 What proportion (percentage) of the school's grounds are?

**Grass Playing Field / Short Grass:** 70% \_\_\_\_\_ **Long Grass** 0% \_\_\_\_\_  
**Conservation or Wildlife Area:** 5% \_\_\_\_\_ **Woodland:** 0% \_\_\_\_\_  
**Tarmac / Path / Roads** 15% \_\_\_\_\_ **Seating Areas:** 5% \_\_\_\_\_  
**Flower / Vegetable Beds:** 3% \_\_\_\_\_ **Activity Play Area:** 10% \_\_\_\_\_  
**Other:** \_\_\_\_\_

2 What proportion (percentage) of the school's boundaries are?

**Hedges & Trees:** 50% \_\_\_\_\_ **Wire or Railing** 50% \_\_\_\_\_ **Open** \_\_\_\_\_

3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always:  **Occasionally:**   
 Rarely:  **Never:**

4 Do you ever hold lessons or part of lessons outside?

**YES**  **NO**

5 Have pupils looked into the heritage of the school grounds?

**YES**  **NO**

## ANY FURTHER COMMENTS ON SCHOOL GROUNDS

Our new hedgerow is planted against a wired fence. New wood fencing has been erected around the front of school for security.

# GLOBAL PERSPECTIVE

- 1 Do pupils consider how actions taken within the school affect people and the environment locally and globally?

YES  NO

If so please give examples

Local Action	Local Effect	Global Effect
Keeping area tidy	Less vandalism	n/a
Recycling	Less landfill waste	Pacific Garbage Patch
African Garden	Locally grown veg and fruit	Supporting Africa

- 2 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?

YES  NO

If so please give examples

Eco-Schools Topic	Location(s) Looked at
Waste	Pacific Garbage Patch - Global Eye
Biodiversity	Rainforest
Global Citizenship/Awareness	Africa - Uganda, Lestho

- 3 Are the opportunities for considering global environmental issues maximised through the curriculum?

YES  NO

Has the school made use of materials from other organisations to help with this topic?

YES  NO

- 4 Have the pupils considered other issues, such as

Human Rights and Ethics

YES  NO

Fair Trade

YES  NO

Conflict resolution

YES  NO

## ANY FURTHER COMMENTS ON GLOBAL PERSPECTIVE

Widely support African charities. Our latest venture is to build a new school in Uganda. Two of our teaching Assistants are ambassadors for this new charity supported by Empower a child, our deputy head and local community (<https://www.facebook.com/Brainstormcookham/?ref=hl>)

www.sendacow.org and Africa Turns Green.

Sponsored child - Imani (Mrs. Peters sponsors this child and the school actively helps to support her in this)

Our Digismart group look at Orangutan's and their habitat every year.

# PUPIL PARTICIPATION

- 1 Do any of the issues considered in this environmental review feature in school assemblies?

YES  NO

If so then list those in the last term, detailing the topic covered

Global Awareness/  
New Brainstorm

- 2 Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc?

YES  NO

If so then list those in the last term, detailing the topic covered

Topics across the school link to the environment and climate change

Frozen Worlds, Fire and Ice, Flying High – Climates around the world, birdwatch, Geological history, Birch tree collage, seasonal changes.

Chatterbox Challenge entered every year.

Cookham In Bloom entered annually.

Participation in community allotment one lunchtime per month from Summer Term 2016

- 3 Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc ?

YES  NO

If yes then list some examples

Parents of Pupil in key stage 2 keen conservationists and their job is to write about renewable energy.

Some of our pupils participate in the community allotment project which is held every Saturday at the Alfred Major Allotments in the recreation area next to our school

All children along with their parents use the local recycling centre and the special bins provided to residents which now include a separate cooked food waste bin. Residents can collect points for their recycling and use for money off vouchers or donate to good causes via the Greenredeem website.

School ECO and Garden Club.

Leap for Africa – Community charity event based at Longridge Activity Centre on the River Thames to raise money for two schools in Africa and Longridge.

# 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

Check Bulbs and make sure all bulbs are low energy.  
Look into pupils being able to view energy usage. Energy Meters.

## Litter

Have easily accessible compost and more recycling receptacles available.

## Waste Minimisation / Recycling

Promote outside recycling bins/food waste bins

## Water

Water meter visibility to students

## Transport

Although not dry. Cycle/scooter pods are installed and used in the grounds. Continue to encourage walking/cycling/public transport to school where possible.

**Healthy Living**

Check with Caretaker about use of cleaning chemicals within school. Reduce number of paper towels.

**Biodiversity**

Bug House built – continue to maintain log piles. Do not be too tidy!

**School Grounds**

Continue to expand/improve school garden/wildlife areas.

**Global Perspectives**

Support Sendacow and Africa Turns Green.  
New Brainstorm via Empower a child

**Pupil Participation**

Expand Eco/gardening club to include after school hours. Enter Thames and Chilterns – Cookham In Bloom.  
Re -introduce cooking club.  
Displays with ideas for activities outside of school eg National Trust  
African charities - posters, letters, etc