



# Planning a sustainable school

Driving school improvement through sustainable development



department for  
children, schools and families

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Foreword	2
About sustainable schools	4
What is a sustainable school?	6
The two sides of sustainable schools	7
A joined-up approach	12

**Activities for school improvement planning 14**

Introduction	14
Who are these activities for?	15
Question tree	15

<b>Activity 1</b>	<b>Cultivating care</b>	<b>18</b>
-------------------	-------------------------	-----------

<b>Activity 2</b>	<b>Defining sustainable schools</b>	<b>22</b>
-------------------	-------------------------------------	-----------

<b>Activity 3</b>	<b>Widening participation</b>	<b>28</b>
-------------------	-------------------------------	-----------

<b>Activity 4</b>	<b>Leadership for sustainable schools</b>	<b>33</b>
-------------------	---	-----------

<b>Activity 5</b>	<b>My school's journey</b>	<b>39</b>
-------------------	----------------------------	-----------

<b>Activity 6</b>	<b>Getting started with s3</b>	<b>43</b>
-------------------	--------------------------------	-----------

<b>Activity 7</b>	<b>Stepping stones</b>	<b>46</b>
-------------------	------------------------	-----------

<b>Activity 8</b>	<b>Opening doors</b>	<b>53</b>
-------------------	----------------------	-----------

<b>Activity 9</b>	<b>Developing a sustainable school</b>	<b>57</b>
-------------------	--	-----------

<b>Activity 10</b>	<b>Work plan</b>	<b>61</b>
--------------------	------------------	-----------

<b>Activity 11</b>	<b>Learning during</b>	<b>68</b>
--------------------	------------------------	-----------

<b>Activity 12</b>	<b>Learning after</b>	<b>71</b>
--------------------	-----------------------	-----------

<b>Activity 13</b>	<b>Evidence and evaluative statements</b>	<b>74</b>
--------------------	---	-----------

Where next?	82
Sharing your practice	82
Useful resources	84
References	85

**contents**





**foreword**  
by Kevin Brennan MP

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I know what you are thinking: another issue, another bit of guidance, another task for schools, but this is different. The only reason you need look at this document, and the accompanying self-evaluation tool, is if you are concerned that young people will face unprecedented challenges in the next period of history. We want them not only to cope with these challenges, but to rise to them and play a leading role in finding the solutions.

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I'm talking about climate change, obesity, global poverty, tensions between and within nations. These are challenges that have the capacity to threaten our futures as individuals and nations if we don't do something to address them. And the way to address them is through sustainable development.

The consequences of inaction are growing, particularly for those with the greatest stake in the future – children. So, inevitably we must consider the role of schools. However, I said this document was different, and I meant it. In these pages you'll find two very different perspectives on sustainable development.

Not only do we ask how schools can support national priorities in areas like climate change, waste and local quality of life, but we also turn this the other way round and ask how sustainable development can support schools. We are very keen to highlight the benefits, whether this is engaging pupils in exciting and relevant learning, driving up value for money, or working more closely with communities.

There can be fewer better places than schools to show the way on sustainable development. I am confident that with the help of this planning tool it will be within the grasp of every school to take the next important step to a sustainable future.



**Kevin Brennan MP**

Parliamentary Under Secretary of State for Children,  
Young People and Families

## about sustainable schools

The Government's strategy for children and young people, The Children's Plan, aims to "make this country the best place in the world for our children and young people to grow up" (DCSF, 2007a). This powerful vision sits alongside another visionary strategy, the UK Sustainable Development Strategy, Securing the Future, which aims to "enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations" (HMG, 2005). Of course, the two visions are complementary: children cannot grow up into a stable and secure world unless we, as a country and as an international partner, find ways to improve our well-being without destroying our most precious resource, the planet. This is the context for the DCSF's sustainable schools strategy.

### **The future holds many challenges for young people.**

Climate change, obesity and global poverty are clear examples. Our current model of development is placing an increasing burden on the planet. In order to secure the future of children all over the world, we need to make a decisive move towards sustainable development.

**Young people have a high stake in the future.** Some of them may live to see the 22nd century. We don't know what that will be like, except that it will be very different from today. Some fuel reserves may be exhausted. The polar ice-caps may have melted. World population may have doubled. And much more of Africa may have become a desert. On the other hand, some people may benefit from dramatic improvements in medicine, and drive silent, emission-free cars. Amid the potential dangers are fantastic opportunities.

**Schools have a special role to play in preparing young people to build a brighter future.** As places of learning, they can help pupils understand our impact on the planet and encourage them to weigh up the evidence themselves. As models of good practice, they can offer young people the chance to contribute to sustainable living, and demonstrate good practices to others. Empowering young people to take responsibility for their own future is not only desirable: it is a crucial feature of their education.

### **The Government would like every school to be a sustainable school by 2020.**

In practice this means integrating high standards of achievement and behaviour with the goals of healthy living, environmental awareness, community engagement and citizenship – many of the aspirations set forth in Every Child Matters.

**A National Framework has been established to guide schools towards this aim.** It comprises three interlocking parts:

- **A commitment to care**  
Sustainable schools have a caring ethos – care for oneself, for each other (across cultures, distances and generations), and for the environment (far and near). Schools are already caring places, but a sustainable school extends this commitment into new areas. It cares about the energy and water it consumes, the waste it produces, the food it serves, the traffic it attracts, and the difficulties faced by people living in its community and in other parts of the world.
- **An integrated approach**  
A sustainable school takes an integrated approach to its improvement. It explores sustainable development through its teaching provision and learning (**curriculum**); in its values and ways of working (**campus**); and in its engagement of local people and partners (**community**).

- **A selection of 'doorways' or sustainability themes**

The doorways are entry points, or places where schools can establish or develop their sustainability practices. Each of the doorways draws its inspiration from a range of national priorities around sustainable development.

**Sustainable development can build coherence among a range of initiatives and school practices.** It offers schools a bigger picture in which to join-up their work on a range of policies and initiatives, such as Every Child Matters, school travel planning, healthy living, school food, extended services, citizenship and learning outside the classroom.

Many schools recognise the potential of sustainable development to transform the experiences and outcomes of pupils whilst improving the environmental performance of the school and contributing to the wider goal of sustainable communities. They also recognise that managing the change is a significant challenge for busy school leadership teams.

### **What is a sustainable school?**

A sustainable school prepares young people for a lifetime of sustainable living, through its teaching, fabric and its day-to-day practices. It is guided by a commitment to care:

- for oneself (our health and well-being);
- for each other (across cultures, distances and generations); and
- for the environment (both locally and globally).

Care has repercussions. It is hard to imagine pupils showing respect for other people, cultures or the natural world if they don't possess an underlying sense of care. Care also instils responsibility. Schools that involve pupils in the design of playing areas experience reduced incidents of bad behaviour, including bullying and vandalism.

Above all, sustainable schools contribute to sustainable development. They make a positive effort to demonstrate responsible practices for their young people and communities, and engage them in learning about the issues and potential responses. The vision encompassed by sustainable schools – which at its heart is about ensuring the world is a fit place for children to grow up in – offers schools a bigger picture in which to direct their school improvement efforts.



## What do we mean by sustainable development?

Sustainable development is a way of thinking about how we organise our lives and work – including our education system – so that we don't destroy our most precious resource, the planet.

From over-fishing to global warming, our way of life is placing an increasing burden on the planet, which cannot be sustained. Things which were once taken for granted, such as a secure supply of energy or a stable climate, do not look so permanent now.

If our prosperity is tied to the health of the planet, then no one's well-being is secure unless the environment is protected. If we cannot prosper in a world that suffers from poverty, inequality, war and poor health, then our future is intimately bound up in the future of other people and places.

Sustainable development means inspiring people in all parts of the world to find solutions that improve their quality of life without storing up problems for the future, or impacting unfairly on other peoples' lives. It must be much more than recycling bottles or giving money to charity. It is about thinking and working in a profoundly different way.

## The two sides of sustainable schools

The agreed definition of sustainable development – the so-called Bruntland definition – is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” – in other words, without undermining the world's ecological balance. While this definition provides a useful starting point, schools that have begun thinking about sustainable development will have found that different people often interpret it in different ways.

Prescribed actions, like recycling, reducing our carbon footprint, or Fair Trade, are responses to the way we view our current situation. However, in a rapidly changing world, we cannot be sure that these same measures will be enough or even the right thing to do in the future. At the same time we know that there are a range of things we can all be doing to improve our prospects.

In this context, schools are challenged to consider how they will address two different, but complementary sides to sustainable development.

### Side one: Sustainable schools as a learning process

In order to equip pupils to take on the challenges and opportunities of a rapidly changing world, sustainable schools must build their capacity to think systemically and beyond the current wisdom of sustainable development. They can do this by offering pupils a range of opportunities to develop and test new ideas for themselves.

From this side, sustainable schools can be viewed as test beds or learning hubs. Today's experts cannot possibly know exactly what solutions will deliver a just and sustainable world. So, an appropriate role for a school is to enable pupils to think critically about the situation and increase their capacity to solve the problems they will encounter in their lifetimes. This approach was described by Birney et al (2007) as possessing three principles:

#### Participating

- Connecting pupils with the environment and with other people – both locally and around the world.
- Involving pupils and the school community in meaningful decision-making.
- Building ownership in and responsibility for successful action.
- Giving pupils and the school community the skills to work together.

#### Systems thinking

- Enabling pupils to see the big picture, as well as the connections among the smaller parts.
- Placing sustainability at the centre of school improvement.
- Combining learning from emerging science, from the creative arts, from practical action, and from direct contact with the environment.

#### Action learning

- Asking key questions that reflect a deep understanding of issues and challenges.
- Taking action in order to learn what approaches work best.
- Enabling pupils to think, see and act with openness to previously unimagined possibilities.
- Reflecting critically on the kind of change needed.

Aspects of these principles will already be present in much good teaching and learning. But they will be most effective when they are addressed purposefully as part of a school improvement strategy. We would like all schools to move in this direction and offer the following recommendations on where we would like schools to be by 2020. In order to reinforce the mainstream nature of the recommendations, they are structured under the headings of Ofsted's self-evaluation form (SEF) for schools.

Ofsted SEF headings	By 2020 we recommend that all schools...
Characteristics of your school	Put sustainable development at the heart of their ethos, demonstrating it in their management practice, embedding it in their teaching and promoting it in their communities.
Views of learners, parents/carers, community and other stakeholders	Listen to the views of stakeholders, and involve them in decision-making in ways that balance the school's needs with its broader commitments to the environment and society.
Achievement and standards	Use sustainable development to motivate pupils, enhance their enjoyment of learning and ultimately raise achievement and standards.
Personal development and well-being	Promote sustainable development in ways that help pupils understand the factors affecting their well-being, and build their capacity to improve their lives in the situations and environments they experience.
The quality of provision	View the whole curriculum and extra-curricular activities as a means of providing an education for sustainable development, using approaches that enable pupils to develop knowledge, skills and values through experience.
Leadership and management	Develop leadership and management practices that promote the core themes of sustainable development within the school's curriculum, campus and community.

Based on DCSF (2006b)

### Side two: Sustainable schools supporting national priorities

In order for schools to make their fair contribution to national priorities, they have an opportunity to promote behaviours and ways of thinking where the need for this is clearly identified and agreed by Government. From this side, sustainable schools can be seen to contribute to a range of national priorities, including areas such as sustainable development and local well-being.

The UK Sustainable Development Strategy, *Securing the Future* (HMG, 2005), aims to ‘enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life without compromising the quality of life for future generations’. Key priorities of the plan include sustainable consumption and production, climate change, natural resource protection and sustainable communities. The National Framework for Sustainable Schools interprets these priorities for schools and offers them a series of ‘doorways’ through which to establish their sustainability practices.

The doorways are entry points – a collection of discrete yet integrated focus areas that schools can relate to and take action around. In an attempt to address local and national priorities, each of the doorways draws its inspiration from a range of government policies concerning sustainable development and quality of life. We would like all schools to be performing well across all of the doorways by 2020, and offer the following recommendations in this regard.

Doorways	By 2020 we recommend that all schools...
Food and drink	Are model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.
Energy and water	Are models of energy efficiency, renewable energy and water conservation, showcasing opportunities such as wind, solar and biomass energy, insulation, rainwater harvesting and grey water recycling to everyone who uses the school.
Travel and traffic	Are models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.
Purchasing and waste	Are models of waste minimisation and sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.
Buildings and grounds	Manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school. Through their grounds, we would like schools to bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.
Inclusion and participation	Are models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.
Local well-being	Are models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.
Global dimension	Are models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

Based on DCSF (2006a)

*Please note: the 'Stepping Stones' activity later in this tool provides a means of comparing your school's progress against the recommendations here and in the previous table.*

### **A joined-up approach**

Although the two sides of sustainable schools are distinctively different, they are also complementary. Though more instrumental, the doorways offer a starting point for open-ended discussion and debate about what are the most effective ways to promote sustainable development. They also build important skills and dispositions and offer direct experiences that pupils can draw on when addressing unrelated but similar issues or challenges.

We are not prescribing where schools should start, nor how they should tackle implementation. These decisions should emerge out of local circumstances and needs in order to devise actions and plans to take them forward. However we do advocate self-evaluation and offer the 's3: sustainable school self-evaluation' tool (DCSF, 2006b) to schools for this purpose.

### **Planning strategically**

Since its publication, many schools have used s3 to take stock of their sustainable development practice and identify improvement priorities. Three key questions have emerged from school leadership teams using s3:

- Are there performance expectations that schools should consider when setting goals or objectives?
- How is leadership for a 'sustainable school' different from good school leadership?
- What does evidence of 'good' and 'outstanding' practice look like?

Interestingly, these three questions relate directly to the 'plan, act and reflect' stages of the school improvement cycle. For schools using s3 for the first time, it's no surprise that they are starting at the 'reflect' stage and finding it challenging to identify evidence of 'good' or 'outstanding' practice. Such evidence is not easy to come by if you haven't purposefully set out to collect it. Without some guidance, it's equally challenging to then move to the 'plan' stage where schools are trying to identify priority actions and longer term aspirations.

School improvement cycle stages	Essential question	Questions arising from use of s3
Plan	What are we trying to achieve?	Are there performance expectations that schools should consider when setting their goals or objectives?
Act	How do we lead?	How is leadership for a 'sustainable school' different from good school leadership?
Reflect	How well are we achieving our aims?	What does evidence of 'good' and 'outstanding' practice look like?

Schools have asked us to advise them on 'what levels of performance' they should aim for when addressing sustainable development. Our National Framework outlines a comprehensive approach to sustainable development and suggests where we would like schools to be across the eight doorways by 2020. However, for many schools these recommendations feel like long-term aspirations. This document is intended to help schools understand what success could look like en route to the 2020 expectations.

### Links to other policy areas and initiatives

Sustainable schools take a 'big picture' look at their performance. They recognise that a school culture, founded on the principle of care, may achieve great things by taking a holistic approach to school improvement across the curriculum, campus and community. As a result, they seize the opportunity to join up existing policies and initiatives under a single powerful vision. This coherence-building potential of sustainable development is one of its most powerful features.

# activities for school improvement planning

## Introduction

Contained in this document are thirteen participatory activities that help bridge the gap between the recommendations of the National Framework for Sustainable Schools and school improvement planning.

The activities are intended to help you plan, implement, monitor and evaluate your progress towards becoming a sustainable school. You can use the activities individually, in combination, or in their intended sequence, depending on where your school is starting from, and what best meets its needs.



## Who are these activities for?

The participatory processes in these tools are intended to build capacity among the adults in the school community, including:

- **Head teachers** and **school leadership teams** with responsibility for self-evaluation, school improvement planning and school development;
- **Teachers** and **staff** who play key roles in developing or delivering initiatives or action plans that address sustainable development;
- **School governors** who support schools by through strategic, challenging and accountable roles;
- **Local authorities** wishing to promote sustainable development; and
- Other **organisations, institutions, agencies** and **businesses** working with schools and their communities to address sustainable development.

They all can be adapted for use with pupils.

## Question tree

Consider the following four questions in order to help you identify your school's needs, starting point and aspirations, and how you might assess your progress.

**Question 1:** Does my school know why we're interested in using sustainable development to help us achieve our school development and improvement objectives and what a sustainable school might look like?

**Activity 1 Cultivating care** explores what a school that 'cares' looks like, feels like and sounds like, and begins to take stock of how care is currently being cultivated.

**Activity 2 Defining sustainable schools** builds a bespoke definition of 'sustainable school' that reflects the school community's unique local context and aspirations.

**Question 2:** Does my school understand where it is in its process of becoming a sustainable school?

**Activity 3 Widening participation** helps your leadership team identify the key influences that have shaped their personal and professional understanding of sustainable development, and identify the key stakeholders that will need to be involved as the school moves forward.

**Activity 4 Leadership for sustainable schools** identifies the competencies and skills for leading a sustainable school and develops plans for building capacity for these.

**Activity 5 My school's journey** identifies past activities that are the foundation for your future efforts to address sustainable development.

**Activity 6 Getting started with s3** helps your school understand how it will utilise or customise s3 as a core self-evaluation tool.

**Activity 7 Stepping stones** introduces the long- and intermediate-range recommendations of the National Framework for Sustainable Schools, and offers a way for schools to track their progress.

**Activity 8 Opening doors** helps you identify work currently underway that supports the eight doorways of the National Framework for Sustainable Schools, and generates ideas for future development.

**Question 3:** Does my school have strategic plans for using sustainable development to help realise its school development and improvement objectives?

**Activity 9 Developing a sustainable school** is a process for generating key priorities for development and quick wins that may contribute to pupil achievement and well-being, school environmental performance, community engagement or other school improvement goals.

**Question 4:** Does my school have tools for planning a new project or initiative and capturing learning during and after, so that lessons learned can inform future activities?

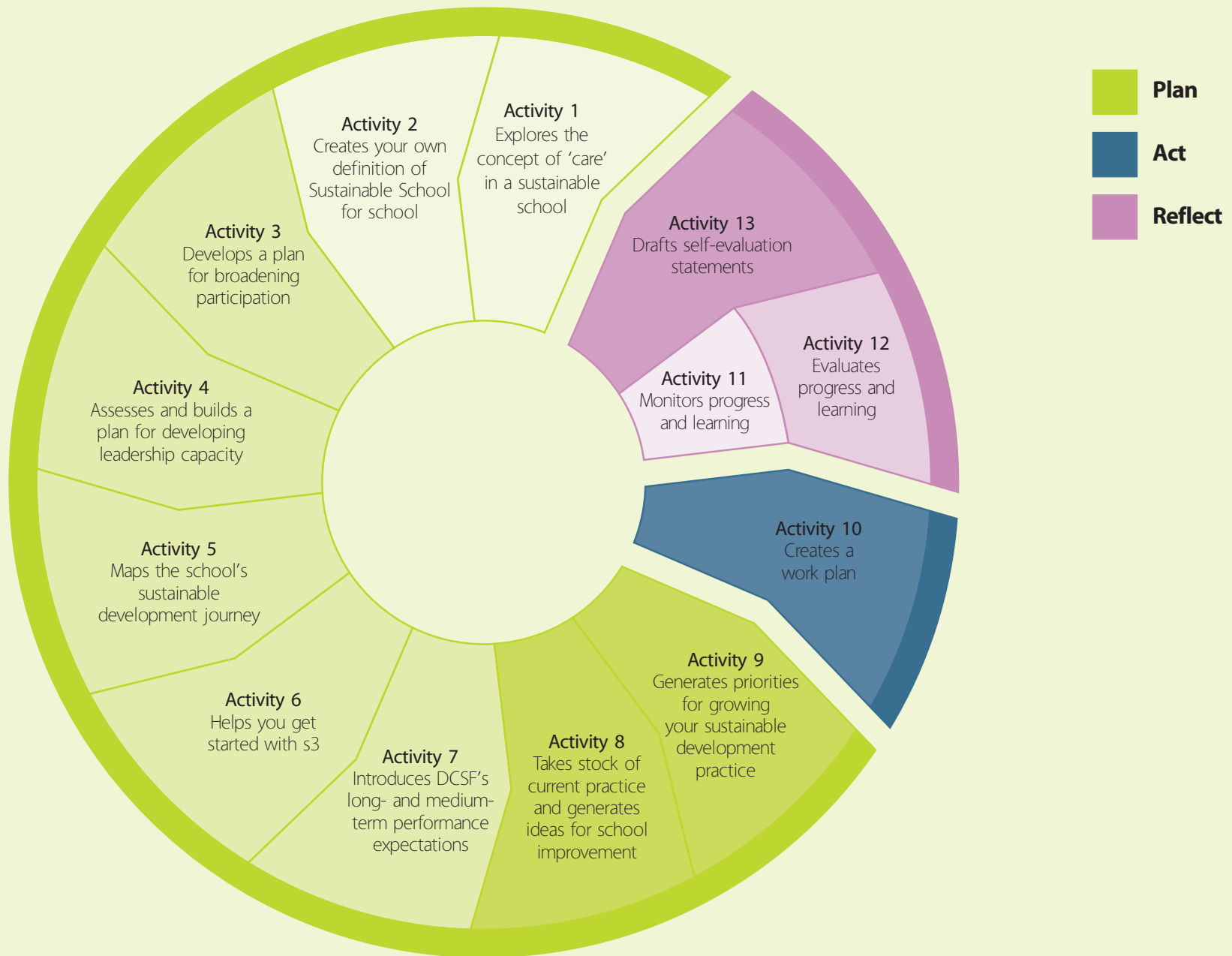
**Activity 10 Work plan** presents a basic work plan model that your school can use to organise its development objectives.

**Activity 11 Learning during** offers a process for a 30-minute structured reflection that can be used to monitor progress.

**Activity 12 Learning after** offers a participatory method for revealing and documenting the outcomes of initiatives, projects or processes.

**Activity 13 Evidence and evaluative statements** offers guidance for using evidence to write evaluative self-evaluation statements.

The diagram opposite shows how the activities support the 'plan, act and reflect' cycle of school improvement planning. The light green block shows the activities that support the plan stage; the blue block the act stage; and the pink block the reflect stage. Use these activities individually, or in combination, to fit your needs. Start with whichever activity you feel would be most valuable.



## 1

## cultivating care

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## ACTIVITY ONE

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This activity explores what a school that ‘cares’ looks like, feels like and sounds like, and begins to take stock of how care is currently being cultivated.

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### Background

A sustainable school prepares young people for a lifetime of sustainable living, through its ethos, teaching and day-to-day practices. It is guided by a commitment to care:

- for oneself (our health and well-being);
- for each other (across cultures, distances and generations); and
- for the environment (both locally and globally).

This simple commitment is explained in more detail earlier in this document (see ‘About sustainable schools’). For further information also visit [www.teachernet.gov.uk/sustainable-schools](http://www.teachernet.gov.uk/sustainable-schools)

## Overview

Participants brainstorm a list of characteristics of a school that has this 'care' ethic at the centre of school culture. Then, they use this list of characteristics to think about how they currently cultivate care and how they could further develop this aspect of school culture.

## Outputs

- A list of 'Qualities of a school that cares'.
- Individuals' ideas of how this aspect of school culture is or could be cultivated.
- A list of points about the 'Importance of a culture of care'.

## Time

30 minutes.

## Materials

- Coloured marking pens
- Large sheets of paper
- Pencils or pens for each participant
- Resource Sheet 1.1: 'Culture of care' (one A4 copy for each participant)

## Preparation

This is a great introductory activity as it assumes no prior knowledge of the National Framework for Sustainable Schools, and offers opportunities for everyone in a school community to contribute.

## The steps

**Step 1** Explain that the DCSF has described a sustainable school as a school that puts 'care' at the heart of school culture. Care has three aspects.

- Care for oneself (our health and well-being);
- Care for each other (across cultures, distances and generations); and
- Care for the environment (both locally and globally).

See the background section of this activity for more information that you can use to introduce it to participants.

**Step 2** Ask the participants to reflect individually for two minutes on the following question. 'What does a school that places care at the heart of school culture look like, feel like, sound like, etc.?'

- Remind them to consider all three aspects of care.

**Step 3** Ask participants to share their responses (words or phrases).

- Record these on a large sheet of paper under the heading 'Qualities of a school that cares'.

**Step 4** When the list is completed, ask participants what they see. What does this list reveal about their view of school culture – as it is or as it could be?

**Step 5** Distribute copies of Resource Sheet 1.1: 'Culture of care' to each participant.

- Ask them to first individually record their responses to the question at the top of the first column. How do we currently cultivate this aspect of care in our school?
- Then ask them to share their responses in pairs.
- Next, ask them to record their responses to the question at the top of the second column. How could we better cultivate this aspect of care in our school?
- Again, ask them to share their responses in pairs.
- Finally, in pairs, ask them to discuss why they think this is important and record their responses in the final column.

**Step 6** Ask the pairs of participants to prepare a very brief statement to report back to the group that summarises their exploration of the importance of care in school culture.

- Ask pairs to report to the group.
- Record main points on a large sheet of paper under the heading 'Importance of a culture of care'.

**Step 7** Ask participants how they would like to use the outputs of this activity (their list of qualities of a school that places care at the heart of school culture, and their assessments of where the school is now and how it may better cultivate a culture of care).

This tool is adapted from DCSF (2007b).

**1.1** This sheet supports Activity 1. Please read the activity for instructions.

<b>Care for:</b>	<b>The school is cultivating this aspect of care by:</b>	<b>The school could better cultivate this aspect of care by:</b>	<b>This is important because:</b>
oneself			
each other (near and far, current and future generations)			
the environment (locally and around the world)			

activity one: cultivating care  
**resource sheet 1.1: culture of care**

## 2

## defining sustainable schools

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## ACTIVITY TWO

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This activity builds a bespoke definition of a ‘sustainable school’ that reflects the school community’s unique local context and aspirations.

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### Background

The agreed definition of sustainable development – the so-called Bruntland definition – is “development that meets the needs of current generations without undermining the ability of future generations to meet their own needs” – in other words, without undermining the world’s ecological balance. While this definition provides a useful starting point, schools that have begun thinking about sustainable development will have found that different people often interpret it in different ways.

Prescribed actions, like recycling, reducing our carbon footprint, or Fair Trade, are responses to the way we view our current situation. However, in a rapidly changing world, we cannot be sure that these same measures will be enough or even the right thing to do in the future. At the same time we know that there are a range of things we can all be doing to improve our prospects.

More about schools’ role in contributing to sustainable development can be found earlier in this document (see ‘The two sides of sustainable schools’). For further information also visit [www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)



## Overview

Participants explore and understand sustainability in the context of the local community and craft a bespoke definition or description of a 'sustainable school' for their school.

## Outputs

- A web of a factors relating to sustainability in your area.
- A list of features or characteristics that the school can use to create a bespoke definition of or vision for a sustainable school.

## Time

60 to 75 minutes.

## Materials

- An extra large sheet of paper made by connecting four or more large sheets of flip chart-size paper to form a large rectangle
- Postcard-size pieces of coloured paper in four colours (scrap preferred) or four colours of large Post-it notes
- Postcard size pictures of your community that reflect its distinctive landscapes, built features, history, people, foods, routines, activities, etc. (one image per participant)
- Coloured marking pens
- Large sheets of paper
- Writing paper
- Pencils or pens for each participant
- Tape or Blu-Tak
- Resource Sheet 2.1: 'Defining sustainable schools' (one A4 copy for each participant)

## Preparation

Before using this activity, you will need to collect or create a collection of pictures of your local community. These are needed to focus participants' attention on the local or regional context in which the school operates. If you live in an area with a well-developed tourism industry, you may use local postcards. If not, you can use a digital camera to record images and print them on plain paper.

## The steps

**Step 1** Display the pictures of the local community on a table, or on the floor in the centre of the room.

- Ask each participant to pick up one of the images.
- Then, ask them to work in pairs, sharing their reason for choosing the image they've picked up.

**Step 2** Ask participants to be seated and pass out one piece of each of the four colours of postcard-size paper to each participant.

- Explain that you would like them to examine the picture they have chosen and identify one social, one environmental, one economic, and one citizenship or governance factor that influences or is influenced by something represented in the picture they have chosen.
- Allocate different paper colours for each of the four types of factors: social, environmental, economic, and citizenship/governance.
- Ask individuals to record one response on each sheet of coloured paper.

**Step 3** Label the large sheet of paper 'Our community'. Display the sheet in the front of the room.

- Beginning with one social factor, ask an individual to offer their response. Do not evaluate or judge the response.
- Post it in the centre of the large sheet of paper.
- Ask one of the other participants to offer one of their factors that is in any way related to the first.
- Place it beside the first and draw a line to connect the two.
- Continue this process until the group has no more related factors.
- If the group can find no more related factors and participants have not posted all their responses, ask someone for a factor and start again.
- Continue this process until all the factors are posted.
- If you created two or more webs, see if you can now connect the two by drawing a line between related factors.

**Step 4** Ask participants to look at this interconnected web of factors and to think about how they are related by the two sides of sustainable schools – the side that sees sustainable schools as a learning process, and the side that sees them as contributors to national priorities. Ask the group the following questions and record the main points on large sheets of paper.

- How is our current understanding of these complex and interrelated factors influencing the way we view or address them?
- What actions are 'experts' or government asking us to take in order to address the factors?

- Which factors will benefit from further research or consideration?
- Where does education fit in with all this?
- What do our pupils need in order to contribute to a sustainable community?
- What is our school's role?

**Step 5** Distribute a copy of Resource Sheet 2.1: 'Defining sustainable schools' to each participant.

- Ask them first to individually complete the prompt – 'Our sustainable school...' with their top three responses. Explain that the first word of each response must be an action word, i.e. is, has, provides, inspires, etc.
- Next, ask them to form small groups of three to four people. Ask them to share their responses. Then ask each small group to prioritise their combined responses and prepare three points to report back to the group.

**Step 6** Label a large sheet of paper, 'Our sustainable school...'

- Ask one of the small groups to share one of their prioritised responses.
- Record it on a large sheet of paper.
- Encourage other small groups to offer their similar responses and group these.
- Continue this process until all the responses are represented in the list.

**Step 7** Draw participants' attention to the webbing diagram and all the sheets of paper used to record the activity's discussions.

- Ask whether the list of 'Our sustainable school' responses creates a picture of the kind of place that prepare pupils to make a positive contribution to sustainable development.
- Modify the list as needed.

**Step 8** Ask participants how they would like to use the outputs of this activity.

- Do they want to use the outputs of this activity to develop their own definition of a 'sustainable school'?
- Do they want to use them to develop a vision statement?
- Do they want to use them to review the school's mission, philosophy or ethos statement (or related school policies)?
- Do they want to form a study group to investigate opportunities to contribute to local sustainable development issues outside the school?

2.1

This sheet supports Activity 2. Please read the activity for instructions.

**Our sustainable school...**

**My top three responses:**

1. (start with action word)

2. (start with action word)

3. (start with action word)

2.1

continued...

**Our sustainable school...**

**My group's top three responses:**

1. (start with action word)

2. (start with action word)

3. (start with action word)

activity two: leadership for sustainable schools

## 3

## widening participation

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## ACTIVITY THREE

---

This activity helps your leadership team identify the key influences that have shaped their personal and professional understanding of sustainable development, and identify the key stakeholders that will need to be involved as the school moves forward.

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### Background

Members of the leadership team, head teachers, school managers, teachers and other staff who play a key role in advancing sustainable development often attribute their passion or interest to key life experiences.

Some of these experiences may be rooted in childhood and their own time in school. A wide range of people and events may have influenced these experiences. Some may have been quite negative at the time, others may have been memorably positive.

By reflecting on how these have shaped your knowledge, skills, values and attitudes, you can get a better perspective of the limits and opportunities presented by sustainable development in your school.

All stakeholders – the people in your school who will be affected by your work on sustainable development – should be represented at the planning stage. Their support and involvement can help ensure its success. Who these individuals are and the best way to engage with them will require careful thought and planning. Schools have an obligation to involve stakeholders in decision-making and their participation is a hallmark of a sustainable school.

### Overview

Participants identify the key influences that have shaped their personal and professional understanding of sustainable development, and develop a better understanding of who the other stakeholders are in their school community and how they can be effectively engaged.

### Outputs

- A personal journey map that participants may choose whether or not to share.
- A table of stakeholders, possible barriers to their participation, and creative ways to address these.

### Time

40 minutes.

### Materials

- Coloured marking pens
- Large sheets of paper
- Pencils or pens for each participant
- Tape or Blu-Tak

- Resource Sheet 3.1: 'Journey map' (one A4 copy for each participant)
- Resource Sheet 3.2: 'Widening participation' (one A4 copy for each pair)

### Preparation

Display the outputs of Activity 1 and/or Activity 2 (if you have done these activities). If these are available, encourage the participants to individually review these by walking around the room and looking at them close-up.

### The steps

**Step 1** Brainstorm a response to the following question. What are the benefits of engaging a large group of people in your sustainable development journey?

- Record responses on a large sheet of paper labelled 'Benefits of wider participation'.

**Step 2** Distribute copies of Resource Sheet 3.1: 'Journey map'.

- Explain that they will be working individually and that you will be giving them a series of instructions to help them work through the task.
- Get them to draw a circle in the centre of the page. Explain that the circle represents them. Ask them to write their name in the circle.

**Step 3** Ask them to think about all the key influences that have shaped their personal knowledge, skills, values and attitudes, as they relate to what they understand about sustainable development and sustainable schools. Key influence prompts can be found at the bottom of Resource Sheet 3.1.

- Explain that the list is not inclusive and that individuals can add anything else that is relevant to them.
- Ask them to record each key influence in a circle around the one that represents them. They can identify the influence generally, a 'friend' for example, or more specifically by name.
- Ask them to darken the outline of the circle if it was a positive influence.

**Step 4** Ask them to consider these influences in more detail. Did the influence operate in one direction (the participant was affected) or both ways (the participant also affected the influence).

- Get them to draw arrows showing the direction(s) of influence.
- Invite them to consider which of these key influences actually influenced other key influences.
- Add dashed directional lines of influence as appropriate among the key influences.
- Clarify that they will not need to share these with anyone else – unless they choose to.

**Step 5** Ask the participants to form pairs. Distribute a copy of Resource Sheet 3.2: 'Widening participation'.

- Ask them to spend five minutes reflecting on the statement, discussing the question and recording three key questions or issues.
- Allow the pairs to share these points with the group. Record their responses on large paper.

**Step 6** Prepare a large sheet of paper by dividing it into three columns and labelling them: 'who', 'possible barriers' and 'creative solutions'.

- Ask participants to brainstorm a list of other potential participants. List these on the paper, leaving space below each one. It may be useful to limit the brainstorm to two minutes.
- Next go through the list, one at a time, and list barriers that may prevent these individuals or groups from participating. Note that possible barriers may include time, transportation, child-minding, etc. Record these in the second column.
- Finally, ask participants to think of creative ways to address the barriers. Record these in the third column.

**Step 7** Draw together all the outputs from this activity by facilitating a plenary discussion around these questions – or other questions of your choice.

- How do we want to use the outputs from this activity?
- What is our role in building wider participation?

This tool is adapted from Hren & Birney (2005).



3.1

This sheet supports Activity 3. Please read the activity for instructions.

Key influence prompts. These are only prompts. You may have other ideas.

- |                  |                |                  |        |
|------------------|----------------|------------------|--------|
| World events     | Teachers       | Arts/artists     | Media  |
| National events  | School staff   | Friends          | Family |
| Education policy | Governors      | Writers          |        |
| Headteacher      | School policy  | Politicians      |        |
| Students         | School schemes | Community events |        |

**3.2**

This sheet supports Activity 3. Please read the activity for instructions.

**“We see the world as we are, not as it is.”**

**What issues or questions does his statement raise when you think about how you may engage others in sustainable development?**

**Key questions/issues regarding widening participation:**

1.

2.

3.

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## ACTIVITY FOUR

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This activity identifies the competencies and skills for leading a sustainable school and develops plans for building capacity for these.

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### Background

An individual's ability to lead sustainable development is not determined by their place in an organisational hierarchy. Everyone who takes a proactive role in helping to plan and deliver sustainable development is a leader.

When considering leadership competencies, the question arises as to distinctions between those competencies that every leader needs to be successful, and those that prepare a leader to address sustainable development.

For those competencies that every leader needs to be successful, it is useful to consider the five core competencies introduced in Fullan (2001). These include:

- **moral purpose** – an explicit articulation of the altruistic motivation that shapes your work;
- **understanding change** – a working knowledge of the current research and practice around education and organisational learning, and an understanding of how to use this for school improvement;



4

**leadership for  
sustainable schools**

- **information sharing** – a commitment to developing new knowledge and communicating this effectively;
- **relationship building** – the ability to develop individuals and teams, and to build high levels of trust and cooperation;
- **coherence-making** – the ability to address elements of school practice in their individual complexity, as well as to understand the relationships among them and how they contribute to the whole.

Beyond these core competencies, a recent National College of School Leadership (NCSL) study explored the distinctive characteristics of sustainable school leaders, concluding among other things that they are ‘optimistic and outward looking’ and ‘conscious of the place of the school in the local and global community’ (NCSL, 2007). The main characteristics can be summarised as follows:

- **optimistic and outward looking** – expanding the school experience beyond the school gate to the immediate and global community, while maintaining an optimistic world view;
- **achievement-focused** – delivering tangible sustainable development outcomes in ways that enrich the learning experiences of pupils and improve achievement;
- **participatory** – distributing leadership for sustainable development among a broad range of stakeholders (especially staff and pupils), through a participatory approach to planning, delivery and evaluation;
- **systems view** – an integrated, systemic understanding of the world and their place in it, and an ability to communicate this to others.

Because the notion of leadership for sustainable development is quite new for many schools, it would be unreasonable to expect current or emerging school leaders to know everything about it in advance, or to be performing the role at an advanced level. Instead, those interested in leading sustainable development should view this as a personal development opportunity, one that requires them to consider the rising performance levels to which they aspire.

An effective way to do this is through the development and use of behaviourally anchored rating scales (BARS). Developing leadership BARS first requires the identification of those skills or competencies that are valued or deemed essential to the role. Then, an ascending scale of behavioural examples is described. These are then used for self-evaluation, and personal and professional goal-setting.

For example, if the competency were ‘global superhero’, the BARS might be as follows:

**level one:** is committed to doing good deeds

**level two:** cures cancer

**level three:** ends poverty

**level four:** achieves world peace

### Overview

Participants identify core skills or competencies that are essential for sustainable development leadership, develop a BARS-style self-evaluation, and use the tool to identify personal and professional development needs.

## Outputs

- A list of competencies or skills for sustainable development leadership.
- A behaviourally anchored rating scale for self-evaluation and personal and professional goal-setting.

## Time

60 minutes. Additional time may be needed to further develop the BARS.

## Materials

- Coloured marking pens
- Large sheets of paper
- Pencils or pens for each participant
- Tape or Blu-Tak
- Resource Sheet 4.1: 'Sustainable development leader' (one A4 copy for each participant)
- Resource Sheet 4.2: 'Self-assessment' (one A4 copy for each participant)

## Preparation

Before using this activity, the school should have a clear definition of what it means by the term 'sustainable school' (see Activity 2). It may also be helpful to be familiar with the school's performance review or appraisal procedures.

## The steps

**Step 1** Ask participants to think about people they know who they would describe as being committed to environmental or sustainable development causes. These may include writers, television presenters, politicians, well-known environmentalists, artists, friends, family, etc.

- Ask participants to name these individuals and record their names on a large sheet of paper.
- Ask participants to think about the unique skills or competencies that these individuals possess. Record these beside the names.
- Ask participants if these skills or competencies are generally associated with 'good' leadership or if they are unique to the environmental or sustainable development achievements of these individuals. Record a 'g' for general or a 'u' for unique beside each of the listed skills or competencies.

**Step 2** Distribute copies of Resource Sheet 4.1: ‘Sustainable development leader’ to each participant.

- Review the examples of skills and competencies for sustainable development leadership at the top of the resource sheet. Note that brief explanations of these are provided in the background section of this activity. Encourage participants to expand these brief explanations, drawing on their experiences.
- Next, ask participants individually to list the top three skills or competencies that they believe a sustainable development leader needs within a school.
- When they are done, ask them to form pairs and discuss their responses. Participants may revise or expand their responses during this paired discussion.
- Ask one participant to share one of their responses. Record this on a large sheet of paper. Ask for similar responses from other participants and group them together.
- Repeat this until all the different responses are listed.

**Step 3** Distribute Resource Sheet 4.2: ‘Self-assessment’.

- Ask participants to review the group’s list and choose five skills or competencies that they would like to develop. Ask them to list these in the first column.
- Then, ask them to describe a sequence of behaviours that would characterise a progression from getting started, to satisfactory, good and outstanding practice. Ask them to record these in the table. Refer to the background section of this activity for an example of this.
- Next, ask them to form pairs and share their BARS descriptions. Participants may revise their descriptions as part of this process.

**Step 4** Close this activity by asking participants to set some individual professional development objectives.

- Encourage participants to identify measurable outcomes for these.
- Have them record these at the bottom of Resource Sheet 4.2.

4.1

The following skills and competencies for leading sustainable schools are offered as examples. You may have other ideas for skills or competencies that are most important for your school.

**Skills and competencies associated with general leadership for change:**

- Moral purpose
- Understanding change
- Information sharing
- Relationship building
- Coherence making

**Skills and competencies associated uniquely with leading sustainable schools:**

- Optimistic and outward looking
- Achievement-focused
- Participatory
- Systems view

**What are the top three skills or competencies that you believe are needed to be an effective sustainable development leader in your school? Explain why they are important.**

1.

2.

3.

**4.2**

This sheet supports Activity 4. Please read the activity for instructions.

Skill or competency	Level 1	Level 2	Level 3	Level 4
	Getting started	Satisfactory	Good	Outstanding

My professional development objectives are:

- 1.
- 2.
- 3.

The measurable outcome will be:

- 1.
- 2.
- 3.



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## ACTIVITY FIVE

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This activity identifies past activities that are the foundation for your future efforts to address sustainable development.

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### Background

This is a good activity for:

- Identifying key influences that have shaped your school's understanding and practice of sustainable development.
- Developing a shared understanding between existing and new staff members about what contributes to a sustainable school.
- Sharing effective practice between different parts of your school.
- Informing future planning and action.

Participants identify and map current and past events (projects, programmes or other activities) that reveal the school's starting point for future efforts to advance sustainable development. The resulting journey map should be displayed in a prominent place in the school. It may serve as a focal point for recognising and celebrating the work that has come before and providing a context for what comes next.

5

my school's journey

This exercise benefits from whole staff participation. Consideration should be given to best ways to involve staff members who are new to the school. These individuals may be paired with staff members who have been at the school for one or more years.

### Overview

Participants identify the initiatives, approaches, principles, and evaluation methods that shape the way they plan, act and reflect on sustainable development in their school.

### Outputs

- An exhibit-size display with events and activities mapped across a timeline.

### Time

60 minutes. Additional time will be needed if you decide to use the journey map from this exercise to construct a school display.

### Materials

- Coloured marking pens
- Large sheets of paper
- Pencils or pens for each participant
- Tape or Blu-Tak
- Resource Sheet 5.1: 'Journey card' (the number of copies needed will vary)

### Preparation

You will need to have an agreed definition of a sustainable school before you begin this activity. Activity 2 'Defining sustainable schools' can help your school create its own definition.

Before starting the exercise, stick several large sheets of paper onto the wall to create a backdrop for your timeline. Label the backdrop 'Journey map'.

### The steps

**Step 1** Ask participants to form small groups to think about the events – projects, programmes, activities – that have advanced sustainable development in the school. Be sure to place staff members who are new to the school in groups with staff members who have been at the school for one or more years.

**Step 2** Ask the small groups to record information about each event on a separate journey card or blank sheet of paper. If you use blank sheets of paper, suggest that they record information about the event using the headings:

- Event name
- When it took place
- Sustainable development outcomes (intended and unintended)
- What you learned (what made it effective, what you would take from this to inform future work).

**Step 3** Ask the small groups to take turns sharing brief explanations of the events and placing them onto the timeline.

**Step 4** When all the event cards have been placed onto the timeline, ask the group what they see.

- What does this tell the group about where they are on their 'journey'?
- What have they learned through these events that will inform next steps?

**Step 5** Ask the group to consider whether any of the events merit a more in-depth review or whether any have produced significant learning that is worth sharing with the school community or with other schools.

**Step 6** Identify a place where you will display your 'journey map'. This may be in a staff room or a more prominent place where it can be shared with the entire school community. You may consider adding photos or examples of student work to the journey map to bring it to life.

This activity is adapted from Hren & Birney (2005).

**5.1**

This sheet supports Activity 5. Please read the activity for instructions.

**Complete one 'Journey card' for each sustainable development programme, project or initiative that you have been involved with.**

Event/programme:

Year/subject involved:

Implementation period (dates):

Outcomes (planned and actual):

Learning points:

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## ACTIVITY SIX

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This activity helps your school understand how it will use or customise the 's3: sustainable school self evaluation' as a core self-evaluation tool.

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### Background

Schools are currently required to evaluate their progress using a self-evaluation form (SEF) developed by Ofsted (introduced in 2005 and revised in 2007). Structured in the same way as the SEF, the 's3: sustainable school self-evaluation' (DCSF, 2006b) provides schools with a parallel and voluntary way to record and report their efforts to build a sustainable school.

A recent Ofsted study (2003) suggests that sustainable schools offer dynamic and vibrant learning environments for pupils because they address real-life challenges in real places with real people. In these schools pupils are at the centre of, and often leading, the school's interest in sustainable development.



6

getting started with s3

s3 was developed to help schools recognise and appreciate what they are already doing, to plan next steps, and to document the benefits of sustainable development to their school. It was designed to be used by the school's Ofsted SEF writing team, but it can be completed by a range of school stakeholders – including pupils. Some local authorities are also using s3 to evaluate the quality of their sustainable development support services to schools.

The tool is divided into two parts:

- **Part A** contains questions grouped under the main Ofsted SEF headship. This will be familiar territory for staff who have been involved in SEF writing before. *It evaluates how sustainable development is contributing to school improvement.*
- **Part B** contains questions specifically about your school's progress with the eight doorways of the National Framework for Sustainable Schools. *It evaluates how the school is contributing to national sustainable development priorities.*

Before you begin, you will need to decide if you are going to use all or just some of the questions. If you are using s3 for the first time, it may be useful to select those questions that are most relevant to your school's stage of development. If you have well-developed sustainable development practices, you will probably use all or most of the questions.

Use or adapt the questions in s3 as required to fit your needs. It does take time to work through the tool, but it is time well spent as it offers insights into how sustainability can support your school's essential goals. The tool may be downloaded in PDF and (editable) Microsoft Word formats at:

[www.teachernet.gov.uk/sustainableschools/tools/s3](http://www.teachernet.gov.uk/sustainableschools/tools/s3).

### Overview

The team of people responsible for s3 review its questions and consider any modifications needed to better address the school's needs.

### Outputs

- A plan for creating a bespoke version of s3 or agreement to use the tool as it is written.

### Time

60 minutes. Additional time will be needed for participants to review the tool prior to the activity.

### Materials

- Copies of s3 in either print or electronic form.
- Coloured marking pens
- Large sheets of paper
- Tape or Blu-Tak

## Preparation

Before using this activity, circulate Microsoft Word versions of s3.

Prepare five large sheets of paper. Use the five questions as headings (one per sheet).

## The steps

**Step 1** Explain that you are going to use a series of lateral thinking questions to better understand why and how you might use s3.

- Explain that you will introduce a series of questions and that participants should make an effort to respond only to the question being asked.
- Encourage participants to help listen to each others' responses and to suggest when responses are diverging from the actual question.

**Step 2** Introduce the five questions.

1. What do we know about s3 – just the facts?
2. What does your intuition tell you about the design and possible use of s3? How do you feel about it? What do you like or dislike?
3. What are the potential difficulties with s3 – reasons it may not work for our school?
4. What are the potential benefits of using s3 as a part of our wider self-evaluation process for Ofsted?
5. What creative ideas do we have for introducing or using s3 as an integrated part of our self-evaluation?

**Step 3** Now introduce the questions one-at-a-time and discuss them in plenary.

- If your group is large, you may consider starting with some ground rules, i.e. one person speaks at a time, don't judge responses, etc.
- You should also set a time limit for discussing each question – five to seven minutes. If less time is needed, move onto the next question.
- Record the participants' responses on the sheets.
- Remember to watch for responses that veer from the question.

**Step 4** Ask participants what they would like to do next.

- Do they want to develop a bespoke version of s3?
- Do they want to use all or some of the questions as they are written?
- Who will be responsible for managing the process of coming up with the version of s3 that you will use? What is the timeline for this work?

This activity is adapted from de Bono's 'Six thinking hats' (2000).

## 7

## stepping stones

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## ACTIVITY SEVEN

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This activity introduces DCSF's long- and medium-range performance expectations for the National Framework for Sustainable Schools, and offers a way for schools to track their progress.

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### Background

Schools have asked DCSF to advise them on how they should address sustainable development and 'what levels of performance are expected'? The National Framework for Sustainable Schools includes recommendations on where DCSF would like schools to be across the eight doorways by 2020. For many schools, however, these recommendations feel like long-term aspirations.

As it is unrealistic to expect schools to be performing at the highest levels from the start, a points system is offered to help you plan your progression over the period from now to 2020.

The system works in conjunction with 's3: sustainable school self-evaluation' (DCSF, 2006b), and you will need to evaluate your school's performance using s3 before embarking on this activity.

- **Part A** – where questions are grouped under the six Ofsted SEF headings.
- **Part B** – where questions are grouped under the eight doorways of the National framework for Sustainable Schools.



Please refer to Resource Sheet 7.2: 'Performance bands scoring sheet' for recommendations on how many points schools should be scoring by 2010, 2015 and 2020. Clearly, it is preferable for schools to evaluate themselves honestly and build towards an 'outstanding' sustainable school, than to deny or minimise the school improvements that may be needed to reach this level of performance.

### Overview

Participants fill out Resource sheet 7.2: performance bands scoring sheet' based on the graphs and they have awarded themselves in s3. They then perform a SWOT analysis, and use this information to make decisions about how to take forward their sustainable development practice.

### Outputs

- A cumulative score, based on the s3 grades, giving an indication of the extent to which the school is meeting the recommendations of the National Framework for Sustainable Schools.
- An analysis of strengths, weaknesses, opportunities and threats (SWOT).

### Time

40 minutes. Additional time will be needed to use this information to inform the school development or improvement plan.

### Materials

- Coloured marking pens
- Large sheets of paper
- Tape or Blu-Tak
- Resource Sheet 7.1: '2020 expectations' (one A3 – or larger – copy for each participant)
- Resource Sheet 7.2: 'Performance bands scoring sheet' (one A3 – or larger – copy for each participant)

### Preparation

Before using this activity, the school will need to evaluate its performance using s3.

### The steps

**Step 1** Display the large copy of Resource Sheet 7.1 '2020 expectations' and review each of the recommendations.

- Remind participants that these are aspirations, and that the Government has established interim performance bands based on using s3 self-evaluation.

**Step 2** Display the large copy of Resource Sheet 7.2 'Performance bands scoring sheet'.

- Fill out the two tables based on the relevant 'performance summary' tables in s3 (these appear at the ends of Parts A and B of s3 respectively).
- If you have completed only Part A or Part B of s3, you can still complete the relevant part of this exercise.

**Step 3** Look at the data and perform an analysis of the strengths and weaknesses of your current sustainable development practice.

- Label a large sheet of paper with the heading 'strengths'.
- Ask the participants to describe the strengths of your overall sustainable development practice. Record these on the sheet.
- Label a large sheet of paper with the heading 'weaknesses'.
- Ask the participants to describe the weaknesses of your overall sustainable development practice. Record these on the sheet.

**Step 4** Again, look at the data. This time, perform an analysis of the opportunities to further develop your current sustainable development practice, and the threats or barriers that may challenge this.

- Label a large sheet of paper with the heading 'opportunities'.
- Ask the participants to describe the opportunities that exist to further develop your sustainable development practice. Record these on the sheet.
- Label a large sheet of paper with the heading 'threats or barriers'.
- Ask the participants to describe the threats or barriers that may challenge your plans to further develop your sustainable development practice. Record these on the sheet.

**Step 5** Decide how you will use the outputs from this activity.

- How will you communicate this with the school and/or school community?
- How will you use this information in your SEF?
- How will you use this information in your school improvement plan?

7.1

This sheet supports Activity 7. Please read the activity for instructions.

Ofsted SEF headings	By 2020 we recommend that all schools...
Characteristics of your school	Put sustainable development at the heart of their ethos, demonstrating it in their management practice, embedding it in their teaching and promoting it in their communities.
Views of learners, parents/carers, community and other stakeholders	Listen to the views of stakeholders, and involve them in decision-making in ways that balance the school's needs with its broader commitments to the environment and society.
Achievement and standards	Use sustainable development to motivate pupils, enhance their enjoyment of learning and ultimately raise achievement and standards.
Personal development and well-being	Promote sustainable development in ways that help pupils understand the factors affecting their well-being, and build their capacity to improve their lives in the situations and environments they experience.
The quality of provision	View the whole curriculum and extra-curricular activities as a means of providing an education for sustainable development, using approaches that enable pupils to develop knowledge, skills and values through experience.
Leadership and management	Develop leadership and management practices that promote the core themes of sustainable development within the school's curriculum, campus and community.

Based on DCSF (2006b)

activity seven: stepping stones  
resource sheet 7.1: 2020 expectations

7.1

continued...

Doorways	By 2020 we recommend that all schools...
Food and drink	Are model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.
Energy and water	Are models of energy efficiency, renewable energy and water conservation, showcasing opportunities such as wind, solar and biomass energy, insulation, rainwater harvesting and grey water recycling to everyone who uses the school.
Travel and traffic	Are models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.
Purchasing and waste	Are models of waste minimisation and sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.
Buildings and grounds	Manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school. Through their grounds, we would like schools to bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.
Inclusion and participation	Are models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.
Local well-being	Are models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.
Global dimension	Are models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

Based on DCSF (2006a)

## 7.2

This sheet supports Activity 7. Please read the activity for instructions.

Complete the tables below based on the 'scores' you have entered into the 'performance summary' tables at the ends of Parts A and B of s3, respectively.

Part A: Supporting school improvement	Total points	Number of questions	Average points
1 Characteristics of school		1	
2 Views of stakeholders		4	
3 Achievement and standards		1	
4 Personal development and well-being		6	
5 The quality of provision		3	
6 Leadership and management		1	

Part A TOTAL

/90

**7.2** continued...

Part B: Supporting sustainable development	Points
1 Food and drink	
2 a. Energy	
b. Water	
3 Travel and traffic	
4 Purchasing and waste	
5 a. Buildings	
b. Grounds	
6 Inclusion and participation	
7 Local well-being	
8 Global dimension	

**Performance bands**

As a rough guide DCSF would like all schools to be reaching the following milestones:

- By **2010**, all schools should achieve **60 to 119 points**  
*This score represents (on average) a range that begins with a satisfactory grade for all the elements and extends to a score that is just short of good grades for all elements.*
- By **2015**, all schools should achieve **120 to 150 points**  
*This score represents (on average) a range that begins with a good score for all the elements and extends to a score that is half good and half outstanding for all the elements.*
- By **2020**, all schools should achieve **151 to 180 points**  
*This score represents (on average) a range that begins with just more than half good and half outstanding grades and extends to outstanding grades for all the elements.*

**If you have completed just Part A or Part B of s3, simply divide numbers above by two.**

Part B TOTAL:

GRAND TOTAL (Parts A + B):

## ACTIVITY EIGHT

This activity helps you identify work currently underway that supports the eight doorways of the National Framework for Sustainable Schools, and generates ideas for future development.

### Background

At the core of the National Framework for Sustainable Schools (DCSF, 2006a) are eight 'doorways', each offered as a potential entry point to improved practice, while also being presented as one element of a more integrated approach. These doorways are supported by a series of resources aimed at building schools' capacity to address sustainability as core business.

The doorways – food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, participation and inclusion, local well-being, and the global dimension – figure prominently in and support the UK Sustainable Development Strategy. They also offer exceptional opportunities for pupils and the school community to cultivate their own unique responses to the world's key sustainable development challenges.

The themes covered by the doorways are not new – many schools have been developing their practice in these areas for more than two decades. In other words, they connect the big-picture aspirations of the country with the actual innovation coming out of schools.

8

opening doors

Each of these doorways may be explored through the curriculum (teaching provision and learning), the campus (values and ways of working) and the community (wider influence and partnerships). Although these are presented as discrete elements of practice, they reach their true potential when they are addressed in an integrated way.

### Overview

Participants identify and map the initiatives, projects and activities currently underway in their schools against the eight doorways, identifying places where these activities are integrated across two or more doorways and where they involve the curriculum, campus and community. Then participants generate a list of priorities for development.

### Outputs

- An exhibit-size display with current initiatives, activities and projects mapped across the eight doorways, as well as ideas for their future development.
- An agreed list of strengths and possible 'areas for improvement' that you may further prioritise using Activity 9 'Developing a sustainable school,' and use to complete the 's3: sustainable school self-evaluation' (DCSF, 2006b).

### Time

60 – 90 minutes.

### Materials

- Specialised resources
- Coloured marking pens
- Large sheets of paper
- Writing paper
- Pencils or pens for each participant
- Tape or Blu-Tak
- Eight door-size doorways posters





## Preparation

Before using this activity, the school should use Activity 2 'Defining sustainable schools' to create an agreed definition. It may also be useful to use Activity 5 'My school's journey' to generate a comprehensive list of activities the school has undertaken in the past and up to the present. This list may offer insight into those aspects of your sustainable development practice which do not fit the 'doorways' style of analysis. It could also highlight things from the past that were or were not successful, as well as lessons learned that could be used to develop future priorities.

Create the eight large 'doorways' posters and display them around the room. Label each one with one of the National Framework for Sustainable Schools' doorways. Label the upper part of the door 'strengths' and the bottom half 'areas for development.'

## The steps

**Step 1** Begin by displaying the output from Activity 2, or another agreed definition of or vision for a sustainable school that you have developed. If you have completed Activity 5 'My School's Journey', display the outputs from this activity as well.

- Encourage participants to take some time reviewing these outputs.
- Ask participants to explain or summarise what they see.
- Encourage participants to work together to ask and address questions of clarification.

**Step 2** Explain that each of the eight doorways figures prominently in the UK Sustainable Development Strategy 'Securing the Future' (HMG, 2005).

- The doorways are offered as discrete entry points for school improvement and for improving the school's sustainable development practice.
- They offer the greatest benefit when they are addressed through the curriculum (teaching provision and learning), campus (values and ways of working) and community (wider influence and partnerships), and when they are addressed as parts of an integrated whole.
- In this way, they enable the school to place the principle and practice of 'care' at the heart of everything you do. This includes:
  - care for oneself (our health and well-being);
  - care for each other (across cultures, distances and generations); and
  - care for the environment (both locally and globally).

**Step 3** Ask volunteers to take responsibility for each of the eight doorways. For this activity, they will serve as the doorway 'host'. This means that they will stay with the doorway, while the other participants move from doorway to doorway.

- Explain that the host will ensure that all important points are recorded, welcome participants, and briefly share insights from other participants so that participants may build and link their ideas.
- Hosts will also summarise the discussion at the end of the activity.

**Step 4** Depending on the number of participants, break people into eight groups of two or more.

- Ask each group to begin at one of the doorways, and think about the current strengths of the school's practices that support the doorway.
- Ask them to focus on ways the school addresses the doorway through the curriculum, campus and community.
- Ask them to also note which other doorways have been integrated as an aspect of specific practices.
- Record these on the upper portion of the sheet, labelled 'strengths'.
- Ask them to think about ways the current practice can be improved or ideas they have for new practice.
- Note ways that these could be addressed through the curriculum, campus and community.
- Note opportunities to take a more integrated approach to the doorways.
- Record these on the lower portion of the sheet, labelled 'areas for development'.

**Step 5** Give the groups about five- to 10-minutes with their first doorways poster.

- Next, ask the groups to move to the next poster, review the first group's responses with the doorway host. Add additional information and ideas.
- Give groups about three- to five-minutes at their second (and all subsequent) doorways poster.

**Step 6** Repeat this until all the groups have visited all eight doorways posters.

**Step 7** Ask the doorways hosts to summarise and report on the information and ideas.

- Ask participants how they would like to process all the ideas that have emerged. Do they want to display the posters around the school and invite parents or pupils to add their own ideas? Will the doorway hosts have a further leadership role in developing ideas? Can this information be used to inform the s3?
- Note that Activity 9, 'Developing a sustainable school' offers a process for prioritising all these possible actions.

**Note that this activity begins by mapping what the school is actually doing against the doorways of the National Framework for Sustainable Schools. A similar tool has been developed by the NCSL that takes the opposite approach. It begins with the framework's eight doorways and maps current practice and plans for school improvement against these.**

## ACTIVITY NINE

This activity is a process for generating key priorities for development and quick wins that may contribute to pupil achievement and well-being, school environmental performance, community engagement or other school improvement goals.

### Background

This is the stage of the process where the group should be prepared to generate key priorities for action. Some schools will have the resources to take on ambitious new projects, others will take a 'small steps' approach. Although both types of action may have arisen during the planning process, it is important to recognise which of these may be 'quick-wins', which are short-term projects, and which are longer term aspirations.

Quick wins are highly feasible actions that will have immediate benefits for the pupils and the school, and will be instrumental in building the school's momentum and commitment to sustainable development. They typically build on existing strengths and can be achieved with existing resources – time, people and money.

9

developing a  
sustainable school

**Overview**

Participants develop key priorities for development and 'quick wins' completing an impact and feasibility analysis.

**Outputs**

- A list of key priorities for development and 'quick wins'.

**Time**

60 minutes

**Materials**

- Outputs from Activity 8 'Opening doors'
- Coloured marking pens
- Large sheets of paper
- Pencils or pens for each participant
- Tape or Blu-Tak

**Preparation**

Before using this activity, participants need to generate priorities for development. This can be done using Activity 8 'Opening doors'.

**The steps**

**Step 1** Display the output from Activity 8 'Opening doors'.

- Encourage participants to examine the doorways posters and review the work.

**Step 2** Distribute eight large Post-it notes (or similarly sized bits of scrap paper) to each participant.

**Part One: Proposed actions and quick wins**

**Step 3** Display the first doorway poster and review the strengths and areas for development.

**Step 4** Ask participants to think about the most important actions the school could take to address the areas identified for development.

- Ask them to record each of their action statements on a separate post-it note. Suggest that these statements begin with an action word or verb.

**Step 5** Display a blank sheet of paper beside the doorway poster.

- Ask a participant to start the process by sharing one idea for action.
- Place it on the blank sheet of paper. Do not evaluate the idea.
- Ask if others have similar action ideas; group similar ideas together.
- If necessary, give the cluster of ideas a new name.
- Repeat this until all the ideas for this doorway are displayed.

**Step 6** Display another blank sheet of paper beside the doorway poster.

**Step 7** Draw a horizontal line along the bottom of the page.

- Draw an arrow on the right end of the line.
- Label this line 'feasibility'.
- Explain that feasibility refers to the ease with which an action can be implemented. An activity with high feasibility (located on the right end of the line) could be achieved with existing resources – people, time and money – and involves decision-making that falls within the school's remit.

An activity with low feasibility (located on the left side of the line) would require additional resources and may require external approvals or outreach.

**Step 8** Draw a vertical line up the left side of the page.

- Draw an arrow on the top of the line.
- Label the line 'impact'.
- Explain that impact is a measure of the potential benefits or effect of the action. An action with high impact (located at the top of the line) would represent an important achievement with wide-reaching and long-term benefits. An action with low impact (located at the bottom of the line) may be no less important, but it may benefit only a segment of the school community or may have short-term value.

**Step 9** Select the action ideas for the doorway, one at a time. Note that some of these ideas will have been formed from a cluster of similar ideas.

- Ask the group to help place the action idea onto the impact/feasibility poster, based on the potential impact and feasibility of the proposed actions.
- When all the ideas for this doorway have been presented and posted, confirm agreement on their positions on the poster.

**Step 10** Ask the participants to draw a vertical line between the post-its to separate the 'quick wins' from the proposed actions that will require more in-depth planning and development (the ideas with lower feasibility).

- Explain that the quick wins are those ideas – positioned on the far right side of the poster – with high feasibility and varying potential impacts. These are the ideas that can easily be taken on and, when completed, will build momentum for the less feasible proposed actions.

**Step 11** Repeat this process (steps 3 – 10) for each of the remaining seven doorways posters

- Keep the process going at a comfortable pace. If you have difficulty with a particular action idea, put it aside for future consideration.

When you have identified quick wins for all eight doorways, examine them for any commonality.

- Do certain action ideas join up two or more doorways, or the curriculum, campus and community aspects of school practice? These may become high priority quick wins.
- Be sure to continue to record the quick win actions under each doorway heading they support.

### **Part Two: Proposed actions and objectives**

**Step 12** Examine the action ideas that are not quick wins and explain that these proposed actions will be rewritten as objectives.

- Objectives are measurable action statements with a specific time horizon – short-term, mid-term, or long-term.

- These objectives differ from the quick wins in that they may require financial resources, staff capacity or other resources that are not currently available. They also may simply require longer periods of time to implement.

**Step 13** Begin to develop your objectives by first examining the action ideas positioned to the left of the quick win line and then looking for commonality.

- Which proposed actions are 'big ideas,' and which ones will advance the big ideas?
- Cluster the similar or related proposed actions by listing each cluster group on a separate sheet of large paper.

**Note that some proposed actions may be unique and not part of a larger cluster. List these singly on sheets of paper.**

- Clusters may develop around traditional school improvement topics including: school leadership, school management plan, school policy, communication, school partnerships, finance, technology, community relations.
- Clusters may also develop around ongoing work with initiatives or projects including: Eco-Schools, Healthy Schools, International Schools Award, travel planning, extended services, and others.

**Step 14** Work as a whole group to discuss and agree the cluster groupings.

- Once the cluster groupings are agreed, ask participants to work in smaller groups to write objectives for each cluster grouping.
- Note that some of the proposed actions may remain unchanged while others may be combined.
- A cluster group may produce more than one objective.
- Be careful not to cluster proposed actions that would be more appropriately addressed individually.

**Step 15** Again work as a whole group to discuss and agree the objectives.

- Note which doorways – food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well-being, and the global dimension – these objectives will advance. Observe places where the doorways can be addressed in an integrated way.

**Step 16** Summarise the outputs for each doorway.

- Place the doorway heading on the top of a clean large sheet of paper.
- List the strengths and areas for development below the heading.
- Below these, list the proposed actions – the quick wins and the objectives.

Ask participants how they would like to use the outputs.

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## ACTIVITY TEN

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This activity presents a basic work plan model that your school can use to organise its development objectives.

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### Background

In most schools, the planning stage for new projects or initiatives typically involves developing a series of curricular lessons or pupil experiences that contribute to a new unit of study and the development of new knowledge or skills. Planning for sustainable development is different as it spans curriculum (teaching provision and learning), campus (values and ways of working) and community (wider influence and partnerships).

Obviously, any work plan must be tailored to the school's particular circumstances and needs. You can base your work plan on the simple table format offered here, or use an existing template in the school.

Whatever form your work plan takes, it should offer an easy-to-follow calendar-driven checklist that will help you chart your progress and identify possible problems as they arise.

**10****work plan**

**Overview**

Participants conduct a 'POP' analysis and record this information in a work plan template of their choice.

**Outputs**

- A 'POP' analysis and a work plan.

**Time**

Time will vary, depending on the scope of the work being planned.

**Materials**

- Coloured marking pens
- Large sheets of paper
- Writing paper
- Pencils or pens for each participant
- Tape or Blu-Tak
- Resource Sheet 10.1: 'POP analysis' (one A4 copy for each participant)
- Tool Resource Sheet 10.2: 'Work plan template'

**Preparation**

Before using this activity, the school should have identified strategic pieces of work that it wants to take forward.

**The steps**

**Step 1** Distribute Resource Sheet 10.1: 'Pop analysis'. Introduce the 'POP' analysis questions.

**Purpose**

1. Why are we doing this?
2. Who will benefit from this?
3. What strategic aim(s) does it contribute to?

**Outcomes**

1. What will we achieve?
2. When does it need to be achieved?
3. To what standard?

**Process**

1. Where are we starting from?
2. What resources and experiences do we need?
3. What steps do we need to take, and by when?
4. Who will take responsibility for each step?

**Step 2** There is no single way to complete the POP analysis. You should choose a process that best fits your needs.

- You could have participants complete the POP analysis questions in pairs or small groups, and then share this with the whole group. The group could consider the responses to each question and develop a group response.
- Or, you could discuss each question with the whole group and record the group's responses.



**Step 3** During or after the discussion, use the group's responses to fill in a work plan template. An example is offered in Resource Sheet 10.2: 'Work plan template'.

**Step 4** Encourage the project planning team to consider the following:

- Does the plan draw effectively on existing resources while continuing to develop them?
- Does your plan build on past successes and achievements?
- Does your plan recognise existing commitments to other new or ongoing projects and honour your commitment to complete them?
- Does your plan identify and prioritise gaps in your sustainable development practice and provide strategies for addressing these over time, taking account of the other elements above?
- Does your plan identify the stages or milestones where you will monitor progress and evaluate outcomes?

**10.1**

This sheet supports Activity 10. Please read the activity for instructions.

**Purpose**

1. Why are we doing this?

2. Who will benefit from this?

3. What strategic aim(s) does it contribute to? How does it link with the National Framework for Sustainable Schools, other initiatives or projects and statutory requirements?

**Outcomes**

1. What will we achieve?

2. When does it need to be achieved?

3. To what standard?

10.1

continued...

**Process**

1. Where are we starting from?

2. What resources and experiences do we need?

3. What steps do we need to take, and by when?

4. Who will take responsibility for each step?

activity ten: work plan  
**resource sheet 10.1: POP analysis**

**10.2**

This sheet supports Activity 10. Please read the activity for instructions.

**Project**

Project name:

Start date:

Anticipated completion date:

Project team leader:

Project team members:

**Purpose**

Doorway links:

Curriculum links:

Campus links:

Community links:

Other strategic links:

**Outcomes**

10.2

continued...

Process				
Task	Criteria for completion	Person(s) responsible	Resources needed	Completion date
1.				
2.				
3.				
4.				

activity ten: work plan  
**resource sheet 10.2: work plan template**

11

learning during

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## ACTIVITY ELEVEN

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This activity offers a process for a 30-minute structured reflection that can be used to monitor progress.

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### Background

This is a good activity for:

- Quickly monitoring the progress of work plans.
- Making learning conscious and explicit.
- Recording and sharing learning.

This activity is a formative assessment which should take place immediately after a phase or stage of a piece of work is finished. Participants discuss what was supposed to happen, what actually happened and what they have learnt from the process. Learning is expressed and recorded as specific, actionable recommendations for developing good practice.

This exercise benefits from participation by everyone involved with planning and implementing the piece of work.

## Overview

Participants discuss what happened in a recent piece of work and record what they have learnt as recommendations for developing good practice.

## Outputs

- A formative assessment.

## Time

30 minutes.

## Materials

- Coloured marking pens
- Large sheets of paper
- Tape or Blu-Tak

## Preparation

This activity benefits from the participation of all members of a team involved with planning and implementing a project. Before using this activity, the school should be sure that all these people are available and that they have assembled the work plan and any key outputs that the work has produced to date.

## The steps

**Step 1** Introduce the 'Learning during' activity.

- Tell participants that the purpose of the meeting is to capture and share learning about a piece in progress.
- Let them know that the meeting will only take 30 minutes, so you will keep the discussion moving and if necessary anything that needs more time will be noted for future action.
- Ask participants to take their own notes to supplement any emerging recommendations which will be written up and circulated.

**Step 2** Introduce and briefly discuss the four main questions below, using the secondary questions to elicit a deeper response:

*Question 1: What is supposed to be happening?*

- What is the objective of the piece of work?
- Is there a clear objective?
- Is it measurable?
- Does everyone agree?

**Note and briefly explore any disagreement, but disagreements do not need to be resolved at this meeting.**

*Question 2: What is actually happening?*

- What is the result so far?
- Is it measurable?
- Does everyone agree?

Again, note and briefly explore any disagreement. If necessary remind the group that you are looking for understanding and learning, not blame or praise.

*Question 3: What are the positive and negative factors?*

- Are there difference between what is supposed to be happening and what is actually happening?
- Are you doing better or worse than expected?
- What has helped the success or contributed to the failure so far? (if necessary probe deeper, asking 'Why?')

*Question 4: What have we learnt?*

Lessons which have emerged should be phrased and recorded as specific, actionable recommendations for other educators or future projects.

Specific actionable recommendations are:

- Specific (something clear and precise);
- Actionable (than can be done again); and
- Presented as a recommendation (for future work).

**Step 3** If any action points arise or further discussion is needed to reach agreement, identify who will carry this forward and by when.

**Step 4** After the meeting, write up and circulate the recommendations. Make sure that these are referred to as appropriate over the course of the project or programme, or when planning future projects.

This tool first appeared in Hren & Birney (2005). It is adapted from Heaney (2004).



## ACTIVITY TWELVE

This activity offers a participatory method for revealing and documenting the outcomes of initiatives, projects or processes.

### Background

This is a good activity for:

- Conducting an evaluation following the completion of a work plan.
- Making learning conscious and explicit.
- Recording and sharing learning.
- Allowing closure on a project.

This summative assessment activity should take place after a project or programme is completed. Participants discuss what was supposed to happen, what actually happened and what they have learnt from the process. Learning is expressed and recorded as specific, actionable recommendations for developing good practice.

This exercise requires the participation of everyone involved with planning and implementing the piece of work, and should include representatives of students or other participants in the project or programme. It can also include key colleagues who will use the lessons learnt in the future.

12

learning after

**Overview**

Participants discuss what happened in a recent piece of work and record what they have learnt as recommendations for developing good practice.

**Outputs**

- A summative assessment.

**Time**

60 minutes.

**Materials**

- Formative assessments and other key outputs
- Coloured marking pens
- Large sheets of paper
- Tape or Blu-Tak

**Preparation**

This activity requires some advance preparation. Facilitators should arrange a meeting time that is convenient for all the key players and assemble the following materials:

- All key documents, including project proposal, minutes from previous meetings, student work, photographs, monitoring and assessment.
- Large sheets of paper.
- Marker pens.

The facilitator's role is to keep time and record responses, but not to contribute to the discussion.

**The steps**

**Steps 1** Tell participants that the purpose of the meeting is to ensure that future projects or programmes are even more successful than the piece of work that you are about to evaluate. To help ensure this, the team will identify what it has learnt from this piece of work. Emphasise that the purpose for using the 'Learning after' tool is not to assign blame or praise.

**Steps 2** Introduce the five questions (below) around which the review will be organised, and set a 10 minute time limit for each question.

**Steps 3** Now ask each question in turn, using the secondary questions to evoke a deeper response. Give participants a few minutes to reflect on each question and encourage them to record their responses, prior to opening the questions for discussion. Don't make judgements and record all responses.

*Question 1: What was the objective of the project or programme?*

- What did you set out to do?
- What did you really achieve?
- Were there any un-stated objectives?

*Question 2: What was the result?*

- What was the student or participant experience?
- What was the staff experience?
- What was the community experience?
- Were deadlines met?
- Are all the stakeholders happy?

*Question 3: What went well in this project or programme?*

- Why did this bit go well?
- What did the team do to ensure it went well?
- How can you ensure that future projects or programmes go as well?
- If you were a future project or programme leader, what advice would you offer?

*Question 4: What could have gone better?*

- What happened that stopped the team from delivering more?
- What was missing that meant this happened?
- How can you ensure that future projects or programmes go better?
- If you were a future project or programme leader, what advice would you offer?

*Question 5: Looking back over the history of this project or programme, how satisfied do you feel with the way it went?*

- How would you rate your satisfaction on a scale of 1-10?
- What would have made it a 'perfect 10' for you?
- How would you rate the product and the process separately?

**Steps 4** If any actions arise from this summative discussion, identify who will take them, by when.

**Steps 5** After the meeting, type up and share the specific, actionable recommendations. Make sure that these are referred to when planning future projects or programmes.

This tool first appeared in Hren & Birney (2005). It is adapted from Heaney (2004).

## 13

evidence and  
evaluative statements

## ACTIVITY THIRTEEN

This activity offers guidance for using evidence to write self-evaluation statements.

**Background**

The 's3: sustainable school self-evaluation' (DCSF, 2006b) asks schools to first grade their performance on a specific aspect of their sustainable development practice. Then it asks them to write an evaluative statement that explains the grade they have given their performance.

Although the term 'evaluative statement' is used to refer to these explanations, they are at once 'descriptive' and 'evaluative'. In addition to this explanation, schools are also asked to identify 'key priorities for development. This involves the development of yet another kind of statement – an 'interpretive' statement.

In brief, a descriptive statement:

- describes what happened;
- the intended outcomes;
- the extent to which the outcomes were achieved;
- the contribution to some aspect of school improvement, for example pupil achievement and well-being, school environmental performance, or community engagement;
- and the source (and location) of evidence used to make the judgement.

An evaluative statement:

- describes the self-evaluation teams views of the benefits or values of the activity;
- and identifies the strengths and weaknesses of the practice.

The descriptive and evaluative statements are used to 'explain the grade'. There are a broad range of sources that schools draw on to explain their Ofsted SEF evaluations. Most of these should also be considered as possible sources of sustainable development evidence. Some of these are:

- school improvement or development plans
- action plans
- reports and minutes of meetings (school council meetings, department meetings, school leadership team meetings, governor meetings, etc.)
- pupil, parent/carer, governor or community surveys
- review of procedures and policies
- attendance records
- disciplinary records (behaviour incident reports)
- pupil achievement data
- lesson observations
- playground observations
- subject evaluations
- discussions with pupils, school councils, class teachers, governors or parents/carers
- sampling pupils' work
- environmental performance audits
- health and safety audits

- analysis of activities led/promoted by pupils
- evaluation of uptake of voluntary activities or learning opportunities
- evaluation of Learning Outside the Classroom activities
- evaluation of visiting speakers
- evaluation of external awards
- analysis of PSHE or Citizenship provision
- evaluation of links with external agencies
- analysis of use made of school grounds
- analysis of use made of external resources.

An interpretive statement:

- describes how the self-evaluation team feels about the activity;
- or the team's plans, ideas, ambitions or hopes for the future.

The interpretive statement should also consider the context in which the work has taken place, or may take place in the future. This will inform your 'key priorities for development.'

### Overview

Participants deconstruct a case study to reveal the descriptive, evaluative and interpretive statements that have been used.

### Outputs

- A set of learning points for 'explaining your grade' and describing 'key priorities for development'.

### Time

40 minutes.

**Materials**

- Coloured marking pens
- Large sheets of paper
- Pencils or pens, and three colours of coloured pencil for each participant
- Tape or Blu-Tak
- Resource Sheet 13.1: 'Case study' (one A4 copy for each participant)
- Resource Sheet 13.2: 'Explaining your grade and key priorities' (one A4 copy for each participant)

**Preparation**

This is an activity that you may use with the team designated to complete the s3 before they actually get started.

**The steps**

**Steps 1** Distribute copies of Resource Sheet 13.1: 'Case Study' and Resource Sheet 13.2: 'Explaining your grade and key priorities'.

- Allow participants 10 – 15 minutes to read the case study and complete the individual tasks on Resource Sheet 13.2.

**Steps 2** Ask participants to form pairs and share their responses.

Ask them to compare their learning points and prepare to report these back to the group.

**Steps 3** Ask the pairs to share their learning point. Record these on large paper.

**Steps 4** Ask participants how they would like to use the outputs and what they have learned from this activity.

## 13.1

This sheet supports Activity 13. Please read the activity for instructions.

**D1** To what extent have you integrated healthy and sustainable food and drink across the curriculum, campus and community?

**Note:** This is a real case study (names have been changed), responding to question D1 in the 's3: sustainable school self-evaluation'. It presents a wealth of information that could be used to write self-evaluation grade explanations or key priorities for development.

*"Healthy food has been integral to the school for eight to nine years, long before Jamie Oliver," said teacher Verity Bissy. She credited this to the Head Teacher's vision and ethos that children cannot work unless they are well fed. "She comes from a catering background and hated the school kitchen so set out to change things," said Bissy. Having a senior figure taking the lead means that the scheme was effectively cascaded throughout the school, and has become an integral aspect of every part of the school.*

### Activities

To incorporate healthy food the school reviewed menus and a school nutritionist visits each term to ensure the menus are well balanced. Fruit, vegetables, organic bread (baked on site), milk and crudités are provided every lunch time.

The school has also implemented a healthy packed lunch policy that parents must follow, which is carefully monitored by the School Nutrition Action Group. To help everyone stay hydrated drinking water is provided in every classroom throughout the day.

Several school activities give adults a taste of the action. A weekly healthy eating tuck shop is run by the school and has proved very popular with parents. Parents are invited to the school for 'taster evenings' to get a flavour of what is included in school menus, and to encourage them to have their children switch from lunch boxes to school dinners and provide healthy meals at home.

The school provides a functions menu for groups in the community that hire out rooms for events, with the school council and parents having input into these menus. A cook book has been produced by the school featuring recipes by the parents. The school also runs a healthy living week and has established good relationships with local suppliers.

The school has developed a curriculum map with a school planning overview and makes sure there is a unit for every year to cover healthy living. This is overseen by the science and design and technology coordinator for continuity. The school has a sustainability club that meets once a week, comprising of about twenty juniors, they keep their momentum going through the enthusiasm of the teacher who has links with local groups. The group makes plant pots from old newspapers for broad beans, and has been planning a roof garden, for which there was a design competition. They are also campaigning for a wind turbine on the roof.

## 13.1

## continued...

To keep their food system sustainable the school runs trips to farms and the local fish market to help educate pupils as to where the food comes from. They also promote recycling awareness in the school and community.

The school council is very involved, for example they campaigned for no sugary cereals in the breakfast bar and this was subsequently changed to yoghurt with dried and fresh fruit with children cutting up their own fruit.

### Benefits

The numbers speak for themselves – uptake on school meals has increased by almost 20 per cent in the three years since the school took over the running of the kitchen. The programme has also had a positive impact on behaviour with reported instances of poor behaviour in the morning down by 15 per cent since the school introduced its breakfast club providing deprived children with a free meal. The introduction of healthy food for the entire staff, including homemade soup and a salad bar, has led to an increased uptake of school dinners by staff.

The School is a UNICEF children's champion school and everything they do must be linked to Every Child Matters.

Lessons in how to grow vegetables are very popular with special needs pupils, as it gives them confidence and makes them feel included. The school has a gardener working with autistic children to grow food and use compost from the kitchen. Autistic pupils, whose typical behaviour is to eat a narrow range of foods, are now eating a wider selection thanks to the cornucopia they are offered.

*"You're always onto a winner with food as it draws people in to whatever you are doing," said Bissy.*

### Challenges and next steps

The school food is now 80 per cent organic, falling short of 100 per cent only because it is not possible to source organic halal meat. Sourcing food locally has proven difficult given the school's location but Taylor said they try their best. For example they source dried goods such as flour from a local company; all fresh fruit and vegetables are from a local farm market; and they buy organic milk and uncooked bread, which they cook on the school premises, from a local producer. A purchasing consultant visits the school on an ad hoc basis and works as a link to foster relationships with local companies.



## 13.2

This sheet supports Activity 13. Please read the activity for instructions.

**1** Begin by reading the case study and using coloured pencils to underline words or phrases that are descriptive, evaluative or interpretive.

A **descriptive** statement:

- describes what happened;
- the intended outcomes;
- the extent to which the outcomes were achieved;
- the contribution to some aspect of school improvement, for example pupil achievement and well-being, school environmental performance, or community engagement.
- and the source (and location) of evidence used to make the judgement.

An **evaluative** statement:

- describes the self-evaluation teams views of the benefits or values of the activity;
- and identifies the strengths and weaknesses of the practice.

An **interpretive** statement:

- describes how the self-evaluation team feels about the activity;
- or the team's plans, ideas, ambitions or hopes for the future.

**2** Next, grade this case study on the food and drink doorway question:

D1 To what extent have you integrated healthy and sustainable food and drink across the curriculum, campus and community?

**Getting started** We have not considered, or have just begun to consider, how to adopt an integrated approach to healthy and sustainable school food and drink.

**Satisfactory** We have audited and understood our opportunities for promoting healthy and sustainable school food and drink. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.

**Good** We involve pupils and staff in the delivery and monitoring of our healthy and sustainable school food and drink work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.

**Outstanding** We encourage pupils and staff to apply what they have learned about healthy and sustainable food and drink to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local community. We share our practice with others.

## 13.2

continued...

**3** Now, use the descriptive and evaluative information in the case study to write a brief, yet precise **grade explanation**.

What additional evidence would help you explain your grade?

**4** Next, use the interpretive information in the case study to describe what you believe are the **key priorities for development**.

## 13.2

continued...

5 Finally, record up to three key learning points, which you will use in your own self-evaluation work.

1.

2.

3.

activity thirteen: evidence and evaluative statements  
**resource sheet 13.2: explaining your grade and key priorities**

## where next?

### **Sharing your practice**

Schools are becoming aware of sustainable development through different routes and at different speeds. Some are starting their journey by tackling a single challenge like an accident risk outside the school gate. Others have taken a whole-school approach, defining what they mean by a sustainable school before establishing a route map for long-term success. Some are building on existing programmes like Healthy Schools, while others are responding to issues raised by pupils and parents.

It doesn't matter where a school starts from, or which aspect of sustainable development it chooses to prioritise. The main thing is that it starts somewhere and becomes more ambitious as its confidence grows.

The following guidelines will help you develop a case study-style report about your sustainability practices and their contribution to school improvement. The names of individuals involved should not be made available in the report to protect their privacy.

When writing your report, consider the following structure:

## Title

The main title should indicate the aspect(s) of sustainable development addressed, the school type, and the school improvement objective of the work completed.

## Summary

Include the school name and type, pupil age range, enrolment, the school improvement objective of the work completed, and three or four key outcomes of the work. The summary should help readers decide whether your case study is relevant to their interests.

## Introduction

What were the aims and objectives of the completed work? Why were they chosen? What were the expected outcomes? How were these to be identified and recorded? Who was involved?

## Report on the experience

What happened? Was it successful? Were the objectives achieved? What surprises and innovations in educational terms were observed? What evidence did you collect?

## Summary

Describe the relevant school improvement outcomes:

- Pupil achievement and well-being.
- Outcomes for teachers, staff, parents etc.
- School environmental performance outcomes.
- Community engagement and learning.
- Other outcomes.

## Dissemination

How will you tell others about what you have found? Methods of dissemination may include presentations at staff meetings or to local, regional or national meetings of interested individuals and groups, and articles for websites, professional journals or newspapers.

## Useful resources

The Sustainable Schools area of Teachernet contains all the key publications and guidance commissioned by the DCSF to support schools on their journey towards sustainable development.

The web address is [www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

## Government sites on sustainable development

Web portal:	<a href="http://www.sustainable-development.gov.uk">www.sustainable-development.gov.uk</a>
Independent advisor and watchdog:	<a href="http://www.sd-commission.org.uk">www.sd-commission.org.uk</a>
Sustainable development indicators:	<a href="http://www.sustainable-development.gov.uk/progress/index.htm">www.sustainable-development.gov.uk/progress/index.htm</a>
DCSF sustainable development action plan:	<a href="http://www.dcsf.gov.uk/aboutus/sd">www.dcsf.gov.uk/aboutus/sd</a>

## Other useful sites

Eco-schools:	<a href="http://www.eco-schools.org.uk">www.eco-schools.org.uk</a>
International schools:	<a href="http://www.globalgateway.org.uk/default.aspx?page=1343">www.globalgateway.org.uk/default.aspx?page=1343</a>
Rights Respecting Schools Award:	<a href="http://rrsa.unicef.org.uk">http://rrsa.unicef.org.uk</a>
Healthy Schools:	<a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a>
Every Child Matters:	<a href="http://www.everychildmatters.gov.uk">www.everychildmatters.gov.uk</a>
Extended schools:	<a href="http://www.teachernet.gov.uk/extendedschools">www.teachernet.gov.uk/extendedschools</a>
Global Gateway:	<a href="http://www.globalgateway.org.uk">www.globalgateway.org.uk</a>
Growing Schools:	<a href="http://www.teachernet.gov.uk/growingschools">www.teachernet.gov.uk/growingschools</a>
Learning Outside the Classroom:	<a href="http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom">www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom</a>

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