Supporting Sustainable Schools in the South East

Schools Case Study Guide
This case study guide has been collated and produced by Government Office for the South East on behalf of the South East Sustainable Schools Network for use in the development of support for the Department for Children, Schools and Families Sustainable Schools Strategy in the South East.

Government Office for the South East would like to thank all the schools who contributed to this document for their cooperation and time.

For more information on Sustainable Schools in the South East and the South East Sustainable Schools Network, please contact:

Beverley Anderson
South East Sustainable Schools Network Support
Government Office for the South East
Bridge House
1 Walnut Tree Close
Guildford
Surrey
GU1 4GA

Tel: 01483 882341
Fax: 01483 882259
Email: beverley.anderson@gose.gsi.gov.uk
<table>
<thead>
<tr>
<th>page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Foreword</td>
</tr>
<tr>
<td>6</td>
<td>About Sustainable Schools</td>
</tr>
<tr>
<td>7</td>
<td>Introduction</td>
</tr>
<tr>
<td>8</td>
<td>Primary Schools</td>
</tr>
<tr>
<td>40</td>
<td>Special Schools</td>
</tr>
<tr>
<td>46</td>
<td>Secondary Schools</td>
</tr>
<tr>
<td>64</td>
<td>Further resources</td>
</tr>
</tbody>
</table>
In the South East we face many challenges in developing the region’s prosperity, whilst delivering a high quality of life and environment for everyone, both now and in the future.

As the South East has the highest ecological footprint in the UK, it is essential we adopt a more sustainable way of living to enable us to reduce our use of resources. This means changing the way we lead our lives – in the choices we make, in the courses of action we take and in the way we influence others, both on a local and global level. Schools can play a key role in this through developing their pupils’ skills to enable them to live sustainable lives and through being models of sustainability within their communities. Government does not expect that schools will do this alone however. As part of a Year of Action starting in 2006 the Department for Children, Schools and Families (DCSF) launched many initiatives and tools to support action to enable all schools to be Sustainable Schools by 2020.

With support from the DCSF, Government Office for the South East is supporting this through the South East Sustainable Schools Network. Following on from the report Supporting Sustainable Schools in the South East: A report on current local authority activity with recommendations for further action in 2008-09 and from the first regional sustainable schools conference in March 2008, the need was identified for the sharing of best practice within the South East to enable local authorities and schools to understand how best to support and to become sustainable schools.

This guide contains a selection of schools from across the South East who are on their journey to becoming a sustainable school. The guide aims to show how schools at different stages on this journey have taken varying routes to eventually achieve the same outcomes – to develop within their school a whole school culture of sustainability that cares for itself, for others and for the environment.
As a science teacher in the 1980s I remember trying to convince my pupils that conservation did not mean ‘keeping things the same’, but was something that needed an active input and that we all should be doing more to manage our resources. Today, the term ‘sustainability’ actually does mean ‘keeping things the same’, when what is needed, again, is active change – lots of it, both in terms of behaviour and attitude of the individual and their community.

It is good to report that schools I have come to know well, both in the South East and further afield are now increasingly engaged in teaching their pupils about sustainable development. It is in the science curriculum, it is part of the Ofsted Self Evaluation Form (albeit an optional part), schemes and organisations like Eco-Schools and the WWF are respected and mainstream, and the DCSF have published their Sustainable Schools Framework for all schools to be sustainable schools by 2020.

The Skinners’ School in Tunbridge Wells have adopted the approach where our pupils are given ‘Education by Sustainable Development’, a more interactive hands-on version which has a small but significant change in emphasis from the usual ‘Education for Sustainable Development’ (ESD).

Our enthusiastic students have actively worked on many environmental projects with primary schools, other secondary schools and our local special school. They have met with members of the County Council, the Borough Council, the Kent High Weald Project, university academics, and local businesses, enterprises and charities. They have given presentations to politicians, to head teachers, to governors and senior managers. The point is that in each case the pupils have actively got involved, and in each case they have learned more about themselves, about each other and about their place in the world. I could never teach them that.

If all schools are to be sustainable schools by 2020, we must give pupils a chance to change their world. My experience is that they want to do this; they want to get involved and they are just waiting for the opportunity to do so.

I hope that these case studies provide ideas and inspiration to get similar pupil-led projects started in your own schools. It is now time to actively engage in the true meaning of conservation.
National Sustainable Schools Framework

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

A commitment to care

• Sustainable schools have a caring ethos (culture) – 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 be this country the best place in the world for our children and young people to grow up”. This powerful vision sits alongside another visionary strategy, the UK’s 2005 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”. 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 Department for Children, Schools and Families (DCSF’s) Sustainable Schools Strategy.

Further information

Sustainable Schools: www.teachernet.gov.uk/sustainableschools
DCSF Sustainable Development Action Plan: www.dcsf.gov.uk/aboutus/sd

Introduction

In 2007, Government Office for the South East (GOSE) set out to establish a baseline of current activity to support sustainable schools in the South East. The resulting publication Supporting Sustainable Schools in the South East identified the need for more effective dissemination of best practice with the recommendation for GOSE to produce a schools case study guide for distribution to local authorities and schools. This guide provides examples of current practice within a range of schools from across the South East who are at different stages in their journey to becoming a sustainable school. For local authorities it aims to assist them in effectively supporting schools by enabling them to understand the journey different schools have taken to reach their current stage and the support they may require on this journey. For schools it aims to assist them in understanding how to start their journey to become a sustainable school, provides examples of different activities they could develop in their school, and helps them understand how to sustain this activity within their school and overcome challenges they may face.

Supporting Sustainable Schools in the South East

GOSE is primarily supporting sustainable schools through the South East Sustainable Schools Network with funding from the DCSF. The Network aims to:

- Work together to understand how best to support schools generating a whole school culture of sustainability.
- Become a body that can influence councils and government bodies to gain formal commitment to sustainable schools.
- Feed back to the DCSF regional information to support sustainable schools in the South East and help in the development of stronger national policies.

GOSE is also working with the DCSF to produce national guidance and a self-evaluation tool for local authority officers to enable them to support schools effectively in becoming sustainable schools.

How this guide was developed

The schools included within this guide were identified through case studies collected as part of the South East Sustainable Schools Survey undertaken in 2007 and through recommendations from members of the South East Sustainable Schools Network. Many have been working on sustainability for many years, whilst others have just started. All of them recognise they are on a continually evolving journey. The case studies have been developed by each individual school and reflect how they view their progress.

Each case study outlines:

- Doorways and integrated approach: which areas of the National Sustainable Schools Framework they are working towards.
- Background: how the school started on their journey.
- Current activity: current and ongoing projects including structures of support and activities undertaken.
- Challenges: the difficulties they have had or are still experiencing.
- Outcomes: the impact within the school and wider community.
- Future plans: what they plan to do next to continue their journey.

The case studies included are just a snapshot of the current best practice across the South East. There are many more examples that unfortunately it was not possible to include on this occasion.

---

## Primary schools

<table>
<thead>
<tr>
<th>page</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Badshot Lea Village Infant School</td>
</tr>
<tr>
<td>12</td>
<td>Barton Primary School and Early Years Centre</td>
</tr>
<tr>
<td>14</td>
<td>Caversham Primary School</td>
</tr>
<tr>
<td>16</td>
<td>Farnborough Grange Nursery and Infant Community School</td>
</tr>
<tr>
<td>18</td>
<td>Freemantle Infant School</td>
</tr>
<tr>
<td>20</td>
<td>Hever Primary School</td>
</tr>
<tr>
<td>22</td>
<td>Ley Hill School</td>
</tr>
<tr>
<td>24</td>
<td>Penn Wood Primary and Nursery School</td>
</tr>
<tr>
<td>26</td>
<td>Sandy Lane Primary School</td>
</tr>
<tr>
<td>28</td>
<td>Solent Junior School</td>
</tr>
<tr>
<td>30</td>
<td>St Barnabas Primary School</td>
</tr>
<tr>
<td>32</td>
<td>St Edmund Campion Catholic Primary School</td>
</tr>
<tr>
<td>34</td>
<td>Thames View Infant School and Nursery</td>
</tr>
<tr>
<td>36</td>
<td>Turners Hill C of E Primary School</td>
</tr>
<tr>
<td>38</td>
<td>Whitehill Infant School</td>
</tr>
</tbody>
</table>
Badshot Lea Village  
Infant School  
Farnham, Surrey  
tel: 01252 320883  
www.badshot-lea-school.org.uk

Background:
Sustainability projects have been ongoing since 2001. Some achievements include Eco-Schools Green Flag Award in 2006, Healthy School Status in 2007 and the Activemark award in 2007. The school is fortunate to have a large field and lots of space for gardening and observing wildlife.

A range of projects contributing to all of the doorways within the National Sustainable Schools Framework have been undertaken. This includes recycling as much of the school’s waste as possible including: cardboard; paper; printer cartridges; bottle tops and lots more. Fruit, vegetable and garden waste is composted on the grounds. Recycling waste for use in art lessons is also a feature of the sustainability vision for the school.

Current activity:
Being a Healthy School means the school has worked on many projects relating to food and drink. Healthy options have been introduced for lunch, as well as occasional ‘healthy heart’ lunches and the school aims to increase the number of pupils taking school meals. All pupils have water bottles and fresh fruit and vegetables daily for a morning snack. A successful after school healthy cooking club has been set up and healthy food parties are held.

Extensive work to improve the school grounds is ongoing. A gardening club has been successfully running since 2001, complete with a greenhouse and garden shed, as well as composting facilities. Parents, governors and pupils all help to maintain the grounds. A new all weather path was built this past year to access all areas of the grounds for learning and play. The Millennium Garden is used as an outside learning classroom. In it there are herbs, wildflowers, a bog garden, and other interesting plants, which are often purchased and maintained by the school Gardening Club.

The school Eco Action Team has undertaken ‘eco audits’ to improve their environmental management. Resulting actions have included installing water butts, ensuring new windows are double glazed to save energy, and ensuring sustainable behaviours, such as closing windows and doors, through the school’s ‘eco code’.

A School Travel Plan is in place and has worked to increase walking and improve safety for local well-being. A new pedestrian gate has
been installed and ‘park and stride’ is available for the Walking Bus which started in 2007. There are new extended zigzag lines outside the school, which have reduced parking near the school. Pupils are encouraged to participate in the annual ‘golden boot’ challenge and have been provided with a ‘scooter park’.

The whole school is encouraged to participate in activities, including parents and grandparents, governors and the wider community. This includes active working groups of all ages and ensuring the participation of pupils with complex special educational needs.

Work has also been undertaken towards the global dimension. They have joined the global gateway, created an African garden and undertaken work for the Christian Aid ‘water aid’ campaign.

**Challenges:**
The main challenges are finding financial support and having enough time to integrate and manage projects into the school curriculum.

**Outcomes:**
- Increased social cohesion.
- Raised eco awareness within the whole school community.
- Increased pupil knowledge about healthy lifestyles.
- The school community are working together more.
- Increased knowledge and understanding about sustainability.

The school have received a number of awards, including: Eco-Schools Green Flag status, Healthy Schools Status, Activemark, and Farnham in Bloom (Best School Garden 2000 and 2001, Best School Environment Award 2002, 2004 and 2005, Best School Display 2003, Bronze Award 2003, Gold Award and Silver Environmental Award 2007, Gold Award 2008).

---

**Future plans**
- Entering South and Southeast in Bloom.
- Developing an improved sensory area.
- Planting more trees in the school grounds.
- Further developing the global dimension.
- Achieving their second Eco-Schools Green Flag Award.
- Taking part in the RHS Campaign for School Gardening.
- Incorporating environmental education into the curriculum.
**Background:**

Barton Primary and Early Years centre has achieved Healthy Schools, Eco-Schools Green Flag and Travel Plan awards. For the last five years the school has been an integral part of the community incorporating Day Care, a Maintained Nursery, and Children’s Centre within the school.

The early focus was on healthy eating. This included the introduction of water to all children at all times and working with the local shop, followed by introduction of a fruit barrow so all children could access fresh fruit. Recycling of various materials has been introduced and built on year by year. Major projects are also been done on travel and traffic, school grounds and water.

Children, staff and the community have been totally involved in planning, initiating and evaluating their objectives to become a sustainable school.

**Current activity:**

The school grounds have been developed extensively. An allotment has been developed to enable the school to grow their own food for consumption and a gardening club has been set up. The school grounds are used to their fullest extent whatever the weather!

Through Healthy Schools pupils have been further engaged in healthy eating projects. Work has been done on healthy lunchboxes, as well as, healthy eating on a budget.

Forest Schools is an ongoing project in the school. It is a method of teaching in an outdoor classroom, usually in woodland, where children are given opportunities to explore the natural environment throughout the seasons through games and activities.

The children are set small, achievable tasks, promoting independence raising self-confidence and self-esteem.

Typical activities include outdoor cooking, creating artwork using natural materials, using tools to make wooden items such as whistles, charcoal making, designing and building shelters, taking part in scavenger hunts and playing sensory games.

Each group attends forest school for at least six two hour sessions at weekly intervals. The leaders are trained to support child centred learning and recognise different learning styles.
The school has achieved the Activemark, as
• 90% or more of pupils across the school are doing two hours of Physical Education and sport.
• The school hold a sports day.
• The school have met or bettered the national average for the range of sports it offers or the percentage of pupils participating in sports clubs linked to their school or school sports partnership.

Barton achieved level 1 School Travel Plan in March 2006 by demonstrating a commitment to reducing car use by promoting walking, cycling and sustainable travel to school.

The school have three members of staff trained in GO-Ride Cycle Training and have received funding to purchase mountain bikes and cycle helmets for full child participation.

The whole school including their Nursery take part in raising funds for their local Hospice by ‘Walking the Wight’ each year. They also hold Toddler ‘Healthy Toddle’ Walks, which encourages children to learn to make safe choices, behave responsibly and gain independence.

Barton aim to ensure their values show a commitment to environmental issues and global awareness. These high aspirations are embedded in their children, staff and the wider community.

**Challenges:**

The school aim to continue their enthusiasm for these projects. This is an ongoing commitment that will always be a high focus within the school and community.

Challenges will include how to integrate new staff joining the school who do not currently have the same commitment. Also in the present financial climate, the need to ensure that healthy eating choices are maintained.

**Outcomes:**

Increased knowledge of how all of the school community can look after the environment, take responsibility for their actions and be proactive as a school to encourage global awareness. Benefits also include the healthy environment in the school that is obvious to visitors and translates to the children’s lives as part and parcel of their whole well-being and lifestyle choices.

Awards include:
• Global Rock Junior Champions 2008 (local History project).
• Eco-Schools Green Flag 2008.
• Bike to School Champions 2007 and 2008.
• Healthy Schools cluster award 2007 (first award gained nationally).
• Global Rock Junior Champions 2005 (Tsunami Disaster).
• Travel Plan 2005.
• Healthy Schools award 2003.

**Future plans**

• As school re-organisation takes place on the Isle of Wight, older children will be joining the school, so Barton need to revisit and continue to embed their strongly held beliefs about how they can improve the living environment.
• Training for staff to be Forest School Leaders (has a cost implication).
• Oral health facility.
• Childhood obesity project.
• Youth worker involvement with the school and community.
Background:
The school has been registered on the Eco-Schools awards scheme for approximately two years. They are currently working towards Eco-Schools Silver Award and hope to attain this by Easter 2009. In the first half of 2008 the school worked in partnership with Atkins Energy to look at energy use in the school. Energy use was reviewed to look at ways of reducing energy consumption in the school and raise pupils awareness of what they could do now to achieve sustainable living and protect the environment for future generations. This was considered such an important aspect of the children’s education that environmental issues were incorporated into the School Improvement Plan in 2007-08.

The school is placed in a suburb of Reading. It is oversubscribed. The school site is small, comprises a mixture of buildings dating from the 1930s to the present and facilities are stretched in terms of space.

Current activity:
The school has an Environmental Co-ordinator who ‘manages’ the activities of two groups of people: the Eco Team (managed by two parents) and the Allotment Team (managed by three parents). Activities are very well supported by an active set of School Governors. Two environment days are held annually to which children and their parents/guardians are encouraged to attend to help manage the school grounds and undertake necessary work.

Following working with Atkins Energy, the school Eco Team is continuing to monitor energy use. The Eco Team do weekly visits to classrooms to ensure lights, interactive white boards, and computer terminals are turned off, and that windows and doors are closed to conserve heat when classrooms are not in use. They also encourage other pupils to turn off taps to reduce water use.

Further work is also being undertaken to reduce energy use. The school is currently examining the feasibility of controlling their own heating, are using energy efficient light bulbs, and investigating the availability of grants for the possibility of installing solar panels.

A healthy eating campaign has been running in the school for many years. Free fruit is about to be offered to Key Stage 2 as well as Key Stage 1. In addition to this, the Eco Team will be continuing to do spot checks of lunchbox waste in each class, to ensure it is minimal.
The school encourages walking to school and this year ran a high profile campaign during Walk to School Week. Children recorded their experiences through poems, power point presentations, books, photographs and collections of leaves and flowers etc. they found lying along their journey. The school runs a cycling proficiency scheme to encourage pupils to cycle to school.

Recycling is encouraged in the school through the provision of special bins for recycling of paper, batteries and ink cartridges. Recyclable goods are bought wherever possible and the school encourages the reduction of paper waste by writing and printing on both sides, and reusing paper as scrap wherever possible. Where appropriate information, such as the school newsletter and curriculum newsletter, is available electronically.

The local authority has given the school an allotment on a site adjacent to the school. The first crop of pumpkins, sown by pupils when in Year 3 and harvested by the same pupils when in Year 4, were harvested and raffled, with the profits being donated to the children’s charity Barnardo’s.

The allotment is currently being developed so that there will be a raised bed for each year group within the school. Plans are in place for each year group to grow and harvest food, then prepare and cook it in the school kitchen (in 2008, Year 5 cooked pumpkin soup). The school is also hoping to try to sell its produce to parents and the local community in order to try and make the allotment a self-funding project. The money raised could then be used to buy seeds and tools etc.

**Challenges:**
- Getting funding for the installation of solar panels.

**Outcomes:**

Respect for one another permeates the school life. The school will continue to encourage this including developing respect for the living environment and a recognition of the role that all members of the community have as global citizens, in living in such a way as to ensure balance and the preservation of the living planet.

**Future plans**
- The school is constantly seeking ways to improve the school grounds not only for pupils (a current project includes creating shaded areas in the school playground), but also to encourage wildlife (there is sympathetic planting and a thriving pond). Projects for the near future include an outdoor classroom and creating habitats for birds, butterflies and bees.
Farnborough Grange Nursery and Infant Community School
Farnborough, Hampshire

tel: 01252 541879
www.farnboroughgrange.hants.sch.uk

Background:
Following the arrival of a new headteacher and deputy headteacher, the school started work on school grounds development, health education and community links. After the deputy headteacher undertook research for their Masters on sustainable development, these issues were brought together under the umbrella of Education for Sustainable Development (ESD). At this time the school also gained a curriculum management award, enabling the school to work in partnership with WWF for three years.

During this time ESD went from being a ‘bolt on’ to becoming fully embedded within the curriculum and everyday school life. As staff developed a greater understanding of ESD, aspects were highlighted and planned into the two year topic cycle. Everyday life at the school was also examined to ensure ESD became an explicit part of school life.

In 1997 the school council was developed with representatives from Reception to Year 2. This was important as it ensured pupils became fully involved in the school’s decision-making process. It also helped the school to forge closer links with the local borough council and other non-governmental organisations (NGOs).

As the school council became a more integral part of the school, an energy sub-committee was created to monitor energy consumption and produce reports. This has developed further with the introduction of an annual budget of £200. The format of the meetings has also changed with the introduction of thinking hats to promote new thinking.

Strong community links are important to the school and have helped develop a real sense of belonging in the school community. Staff, pupils and parents/carers work closely together in an environment that values all and places emphasis on adults as role models in what they do and say.

At the heart of the school is the vision of care. The school is seen as a ‘real’ place that is very much part of the ‘real’ world. Work on citizenship has a high profile and led to work with UNICEF and on the children’s rights through Rights, Respect and Responsibilities (RRR). This has resulted in changes being made to class and school rules, behaviour management and relationships, global citizenship and ultimately, children’s rights have been incorporated into the school’s Teaching and Learning policy.
**Current activity:**

- Use of a range of resources including stories, books, small world play, puppets and artefacts to develop critical thinking skills for global citizens.
- Focused weekly activities in small groups examining pupils’ connection with the natural world. Sustained learning journey on a connected theme, for example, stones in the local environment.
- Increased involvement of the school council within the local community, introduction of a budget (£200) and development of thinking hats in meetings.
- Use of specific ESD information and examples to develop a greater understanding of ESD.
- Focused global citizenship activities included across the whole curriculum which reveal their impact on the world around them and provide opportunities to influence and direct change, for example, ‘Take Over Day’, rewriting the school aims, and input into the ‘Futures Plan’.
- Exploration of this in the context of community cohesion and global citizenship; working beyond the classroom with other partners and local community groups. ECM in real life contexts which support the wider community.
- Curriculum resources and citizenship boxes have been developed as a result of RRR/ESD work and Citizenship Continuing Professional Development at Winchester University. RRR work has been linked this year in to other school projects. Rights work has been more focused on real lives, situations and stories these are more meaningful to all children and have increased impact.

**Challenges:**

- Getting more support from the local authority.
- Getting funding to really move ESD work forward.
- Engagement of other schools in this work.
- Not enough support resources available for early years’ educators on education for sustainable development.

**Outcomes:**

The main outcome over the past 16 years has been the validation of the school as being highly effective. This has come through participation in schemes such as Eco-Schools (four Green Flags) which provides a clear framework to follow along with plenty of ideas to get a school started.

The school’s links with other agencies and organisations are strong. They have previously received funding from WWF and recently received a National College of School Leadership grant.

The sense of a learning community has been developed. ESD has enabled the school to continually develop a real, relevant and fun school curriculum. Children’s behaviour has improved and they have developed a range of important skills, values and attitudes at a very young age which hopefully will stay with them for the rest of their lives.

**Future plans**

- Further development of resource management across the school, including developing a procurement policy and ensuring that it is put into practice.
- Stronger emphasis on social justice across all curriculum areas linking particularly to global citizenship and topic themes which focus on people.
- Continue development of global citizenship across the whole school community.
Freemantle Infant School
Southampton
tel: 02380 227925
www.freemantle.southampton.sch.uk

Background:
Freemantle Infant School has been conscious of the impact of the school and community on the environment for many years. In 2004 they made the decision to lessen their impact on the environment in a big way by setting themselves the most challenging of targets; to be the first retrofitted carbon neutral school by 2010.

The catalyst for change to achieve this and bring the community together was to aim for the Eco-Schools Green Flag Award. Using the Eco-Schools resources made the process thought provoking and interesting. Through dialogue the pupils, staff and community all signed up to the goal. The headteacher enlisted the support and guidance of the local authority sustainability team and also contacted local businesses to ask for support.

The starting point within school was an INSET for staff and governors to formalise the process and share the vision with the school community. From this meeting an eco-task group was created with members including school staff, parents, governors, pupils and members of the local authority.

It was realised there was already a lot of good work being undertaken but it was not coordinated or formalised in any way. The INSET saw the governors and staff identify existing strengths and potential areas for improvement. A comprehensive action plan was drafted; the staff then discussed this with the pupils and added their thoughts and suggestions. As the school already had a School Travel Plan, Healthy Schools and Investors in People status, links to non-British schools and did other work, it was a case of focussing the pupils on this and explaining how it was all intertwined.

The pupils too had to make sacrifices. Through PSHE and collective worship the children were asked how they could have an impact on the world and how they could sacrifice something special to them as a gesture. The children agreed to give up their ‘expensive’ birthday cards as this saved paper, ink, electricity and ‘labour’. They agreed that a simple sticker to celebrate birthdays had the same impact for them. This clearly demonstrated there was an embedded awareness of what Eco-Schools is about.

The school have built on this and the school community has never looked back. The action plan is permanently displayed on the eco notice board. Updates are sent to families via newsletters, to

Supporting Sustainable Schools in the South East Schools Case Study Guide
children via assemblies, through whole class activities, notice boards, playground meetings and membership of the eco task group.

**Current activity:**

In 2008 the school took over the catering of school meals from the local authority. Fresh meat and vegetables have been sourced and are delivered daily. Pupils use ‘proper’ plates and cutlery. The children have as much fruit and vegetables as they wish to eat with fruit juice as an extra, not a ‘pudding’. Seasonal vegetables which the children grow in beds are cooked and served by the children.

In addition pupils take full responsibility for gardening, composting, recycling, feeding of the school pets, raising the funds to feed the pets, supporting local sheltered housing schemes, and raising funds for children in third world countries.

The school is currently the enviro-champion for their local B&Q branch. They have an electric bike which staff can use to attend meetings in the city centre. They also have open fire pits within school which the children cook on using charcoal from sustainable sources.

**Challenges:**

- Enabling all sections of the community to participate in the evolution into an Eco-School.
- Accessing funding; grant application forms can be difficult and cumbersome to complete. It can be deflating as a professional to have to attempt to change things and present information that they are not trained to provide, only to have applications rejected – it seems counterproductive.

**Outcomes:**

There has been a clear change in pupil behaviour showing improved educational attainment. The headteacher, Kevin Barnett, says:

“One example which springs to mind when we first began our formalisation was the child who went to our Head of Education after an assembly, “Ms Hill” he said “are there any teachers in the staffroom?”

“I don’t know, why?” the pupil then took Ms Hill to the staffroom where sure enough he had seen some lights on and there were no teachers, he suggested politely “if there is no one in the room then we don’t need the lights on do we!”

In the same week at eco-club the group had decided to look at how many lights were on in school and how many were needed. The group went to every room in school looking at the number of lights which were on and asked the teachers why they needed all the lights on with the suggestion “if you work together in the same place you can turn most of the lights off!” From that day all teachers and staff were conscious that they may be selected for a visit from the eco warriors, so lights in classes are turned off and the teachers do work in the same areas - just in case!”

There are also financial implications. Heating and lighting costs are down by around 50% at present and with their new initiatives they are planning to increase this and eventually have nil cost for utilities.

**Future plans**

- Freemantle are currently part of a feasibility study, which if successful, will mean the school will provide heating for around 100 homes within the local community through an ambitious Biomass heating system that will be situated in the school grounds.
- The school are about to begin phase two of their solar photovoltaic panel programme, increasing output from 6.24kw to a potential of 24kw of energy. This should be completed in Autumn 2009.
Background:
An emphasis on sustainability commenced in the school six years ago. In October 2005 the school registered with Eco-Schools, received Bronze Award in January 2006 and their first Green Flag in April 2007. The school are currently working towards Healthy Schools Status and they achieved the Sportsmark in 2006, 2007 and 2008. Initial emphasis was through the desire to improve school grounds for wildlife via the Kent Gardening for Wildlife scheme. From this, as part of working towards Eco-Schools status, a recycling and litter programme was developed for the whole school, followed by energy awareness and a move towards reducing the school’s carbon footprint by establishing a renewable energy source. The emphasis on the environment culminated in introduction of the School Environmental Policy in 2007.

Current activity:
Since 2005, comprehensive action plans have been drawn up and amended annually through the Eco-Schools framework following yearly sustainable reviews. Participation has been pupil-driven but has also included the active involvement of teachers, governors and parents. Current projects include:
• Maintaining recycling and litter focus (ongoing minor project).
• Maintaining gardening activities including an emphasis on biodiversity. Developing a new World Peace Garden (major project).
• Formalising energy development within the school to achieve Level 2 Sustainable Learning certification.
• Developing greater global awareness through becoming a pilot school for Commonwork’s Sustainable and Global Schools’ Programme.

Challenges:
• Resources in the form of ‘staff hours’ to sustain the snowballing effect of pupils’ enthusiasm.
• Kent County Council is very supportive via the Eco-Schools Officer and Energy Team but if funding was removed from these areas,
development would be seriously impaired. The school recognise that schools in other counties are not so lucky and may not receive this support.

- Integration of sustainable ethos throughout the curriculum and recognition of this through the government’s inspection framework which, at present, is highly ‘results’ orientated.
- Completion of paperwork, diverting valuable time away from pupil contact.
- Maintaining communication and a useful parental support system.

Outcomes:

Children have increased their understanding of local and global sustainable issues. They appreciate that this can result in positive actions being taken by the wider community and have developed a more caring ethos and enjoyed a greater sense of achievement and wellbeing.

Surveys undertaken by the school have shown that these positive impacts have disseminated to the wider community. As a result, greater links have been developed between the community as a whole, throughout the school to parents and to other organisations.

The school have evidence of energy savings through reduced fuel costs. This is the result of pupil-awareness and the introduction of a renewable energy source (solar photovoltaic panels were installed in December 2007).

Awards achieved include:

- Gold Gardening for Wildlife.
- Kent Regional Winner for the past three years for South and South East In Bloom.
- One of the first schools in Kent to achieve Clean Kent Red Flag status.
- Eco-School Green Flag Award.

Future plans

- In 2009, to apply for and achieve second Eco-Schools Green Flag.
- Develop ‘Pilot School’ status with Commonwork.
- Share and develop sustainable work with a wider network of schools and the community through more formalised links.
- Develop a ‘world peace garden’.
- Introduce lunchtime ‘global games’.
- More formalised monitoring of inclusion of sustainable issues within the curriculum.
**Background:**
Ley Hill School has had Eco-Schools Green Flag Award status since 2001. They gained their fourth Green Flag in 2007. A business partnership with BP started in 1999 has proved supportive and probably the starting point for their move towards Eco-Schools award status and more recently, towards becoming a sustainable school.

The school started recycling in a major way nearly 14 years ago and now host a large centre used by the whole community. Walking routes to school, which was started in 1998, has proved a successful initiative and cycling schemes are delivered for children and families. Gas, water and electricity are monitored by the children on a daily basis. The continued development of the school grounds has allowed the school to create two significant environmental reserves for use by the school and the wider community.

The pupil driven Eco Club plus Junior Road Safety Officers and School Council ensure that the pupils have a proactive role in the continued development of the school.

**Current activity:**
In 2007 the school installed solar panel units on two classrooms. The school was very keen to actively engage with renewable energy. After giving serious consideration to a wind turbine, the preferred option was for photovoltaic solar power which was installed once grants and loans had been achieved. A monitoring screen in the entrance hall allows the school to demonstrate to children and visitors exactly how much electricity is being produced at any particular time.

In 2007 the school gained Healthy School Status following a significant focus on diet, exercise and healthy lifestyles. Dietary information to parents, closer monitoring of school lunch boxes and a greater encouragement of water bottles in the classroom were all features of the award criteria.

Current initiatives include:

- the development of a nine acre environmental reserve for community use using a grant gained from the ‘Breathing Places’ initiative. The children have been particularly proactive in the development of this site including; the planting of hundreds of trees, the preparation of a large wildflower meadow and the building of many different bird and bat boxes.
• Promoting bags for life and helping to make Chesham a plastic bag free town. The Eco Club has led on this initiative and has informed both pupils and parents about the many problems associated with reliance and culture based on using plastic bags. The children now make their own ‘bags for life’ in technology lessons.

Challenges:
Finding suitable funding to develop projects is a constant challenge.

Outcomes:
The school grounds have been significantly developed. They now include discovery gardens, vegetable gardens, outdoor classrooms, fitness trails and more. They are used for learning outside the classroom.

A three-year British Council ‘Comenius’ project created a partnership of five European countries all focussing on various environmental priorities for the schools. This created wonderful curriculum opportunities for both cultural and environmental cross curricula projects.

The school has helped develop a major nine acre environmental reserve (Crabtree Farm Environmental Reserve and Plantation) for use and access by the whole community. Children have been involved in tree planting, making bird boxes and raking the ground in preparation for a wildflower meadow.

Eco-School awareness is now firmly entrenched into the ethos and organisation of the school. The purchasing of materials, the disposal of rubbish, the organisation of the curriculum and the continued development and improvement of the school are all undertaken with a view to environmental implications.

Future plans
• The school is currently installing some mini beast homes made from recycled wooden pallets and small recycled plastic tubes.
Supporting Sustainable Schools in the South East Schools Case Study Guide

Penn Wood Primary and Nursery School
Slough, Berkshire
tel: 01753 521811
www.pennwood.slough.sch.uk

Background:

Penn Wood School was rebuilt in February 2007 as part of a Private Finance Initiative (PFI) with Slough Borough Council and Wates. It is a large urban school situated in North Slough that serves an area of considerable social and economic disadvantage. The school population is culturally diverse with up to 30 different languages represented. Mobility of pupils in and out of the school is high.

The school has high expectations of all pupils and is committed to the Every Child Matters agenda. The whole ethos of the school is based on inclusion. Children are encouraged to be ‘the best that they can be’ and become ‘educators for the future’.

Penn Wood School has its own woods and a dipping pond, which are used regularly for environment studies and other curriculum subjects. The indoor/outdoor manifesto is apparent in the everyday life of the school. The school as an allotment, has signed up to the ‘Year of Food and Farming’ project, and, weather permitting, have assemblies outside.

The school has worked towards becoming sustainable for a long time. One of their first initiatives was connected to the global perspective and they donated all their old furniture to schools in Gambia. Since this link was forged, two other local schools and two other local authorities have donated furniture to Gambia.

In July 2007 Penn Wood School was awarded Healthy Schools Status. They also have a travel plan in place, including, ‘Walk to School on Wednesdays’ when the children can earn house points. The school has Eco-Schools Silver Award status. The Eco-Team is made up of students, governors, teaching and site controlling staff.

Parents/carers ‘sign up’ to the ‘healthy option’ and there is guidance available for them. Crisps and chocolate are not allowed in lunchboxes and children are encouraged to drink water, milk or juice. Parents/carers are encouraged to dine with their children at different events planned throughout the year, for example, Chinese New Year, Potato Day, and Mothers Day. Fresh drinking water is available in every classroom and children all have their own water bottles.

The school employs two full time fitness coaches and children have the opportunity to do ‘wake up and shake up’ exercises before school. Pupils can be dropped off early in the mornings to play supervised outdoor games. There are eight after school clubs that...
offer physical education, including, a girl’s football team, tag rugby, basketball and martial arts. Summer 2008 saw some of their Year 6 children compete very successfully in Dragon Boat racing.

In their recent Ofsted report (October 2008) the support and care for pupils and their families was deemed an ‘outstanding aspect’ of the schools provision. There is a large Inclusion Team who work alongside the children, their families, staff and outside agencies. Parents partake in English classes and other classes supporting their support for children in school. Recently, 21 parents signed up to computer classes run by teaching staff and an ‘Active Learning Library’ serves all stakeholders in the community and is widely used before and after school. In July 2008 BECTA awarded Penn Wood School the ICT Mark for continual improvement through ICT.

Current activity:

Leadership within the school is ‘inspirational’ and ‘visionary’; together with an enthusiastic, hard working and dedicated staff that all work extremely hard to improve the lives of the children in their care.

The school is currently working towards Eco-Schools Green Flag status. Some of the projects undertaken include: composting, growing food, and using water butts to recycle water. The school belong to the ‘Reuse network’, and is a member of the Berkshire, Buckinghamshire and Oxford Wildlife Trust. There is an afterschool environmental club and, wherever possible, the school try to use Fairtrade products.

Harvest Festival is a time when Penn Wood invites local elderly residents into school for a concert and refreshments. The School actively fund raise for several charities, including, Age Concern, Lupus, Cancer and Third World Projects such as Water Aid, which uses sustainable technologies.

Challenges:

After careful consideration, for the safety of their children, the school have decided against having a ‘walking bus’. This is due to the location of the school, the density of traffic in the area and insufficient parent volunteers. For similar reasons, they do not actively encourage cycling to school.

Outcomes:

The positive effects of embracing sustainability, a concept that engages and unites the community are immeasurable.

Respect for oneself, for each other and an understanding of other cultures enable all stakeholders to develop self-esteem and be proud of their identity. Pupils are encouraged to act locally whilst thinking globally. Community Cohesion is now considered to be ‘good’ by Ofsted (2008).

Slough Borough Council considers Penn Wood School and its stakeholders to be pioneers in sustainability.

Future plans

- The school is committed to cutting down on waste. They use internal email rather than paper as a way to communicate. Whenever possible, meetings are paperless including their governing body meetings. Photocopiers are in the process of being pin coded to eradicate unnecessary photocopying.
- Installation of OWL meters in strategic parts of the school to encourage more awareness of energy consumption – the school plan to ‘loan’ them out to pupils for use at home.
- Educating the children in their care to cope with life’s challenges and changes. Embedding sustainability in all areas of school life is considered as important as attainment and achievement in core subjects.
Supporting Sustainable Schools in the South East Schools Case Study Guide

Sandy Lane Primary School
Bracknell, Berkshire
tel: 01344 423896
www.sandylaneprimary.ik.org

Background:
Sandy Lane Primary School serves a mixed catchment area with some level of deprivation. They became a primary school after the amalgamation of the infant and junior school in 2002. At that time, sustainability became a focus of the school development plan, with enthusiastic support.

An Eco Group was formed with representation from the governors, staff and pupils. The school has achieved Silver Eco-Schools Award status and is working on Green Flag status. The school did an environmental review to develop their eco-action plan. The school also has Healthy School Status.

Current activity:
The Eco Team have initiated and developed projects around all of the sustainable schools doorways. To save water, pupils have made and installed water hippos in all the toilet cisterns. This has led to a 35 per cent reduction in consumption. Water butts have also been installed to water the allotment and new tree plantings.

The school do recycling including paper and cardboard. All non-meat waste from school lunches is recycled in wormeries and the compost and liquid is used on the allotment. Parents/carers are actively encouraged to receive newsletters by email and three times a year, to contribute old clothes and fabrics for recycling.

Much work has been done to develop the school grounds. This has included planting a small orchard of apple trees, a wild flower meadow sponsored by local industry, and 30 trees to provide shady areas. The school uses waste tree chippings from a local tree surgeon to discourage weeds. The school have developed an allotment to grow vegetables that are used in the school kitchen. Pupils also collect seeds from plants to grow the following year.

Bird boxes have been placed around the school. Two boxes have been connected to the school’s computer network to allow all pupils to watch the egg laying and chick rearing process through their classroom whiteboards.

The school operates a 'park and stride' system. Parents are given free parking in two car parks that are within walking distance of the school. Children are rewarded for walking to school and encouraged...
through Walk on Wednesdays (WOW) and the provision of covered scooter and bike racks.

Capital resources have been invested in replacing 50 year old, inefficient windows. Members of the school’s Eco Team are displayed on posters around the school together with the school’s eco-pledge. The Eco Team have put up posters to remind others to close doors and windows and turn off lights and projectors.

All meters are read weekly by the caretaker and pupils. Energy use is monitored by the School’s Business Manager and pupils are kept informed to try and involve them in reducing readings. Door monitors are on every door at break time to allow pupils to come into school to use the toilets and save energy through reducing heat loss. Motion sensitive lights have been installed in all new toilets and the new administrative block.

Sandy Lane is linked to a school in Zambia. Through this the children learn about the use of water as a precious resource and walking distances to school. They have raised £800 to enable the school to have a vegetable garden so the children have a meal before they walk home at night.

**Challenges:**

Sandy Lane tried using Bolkashi digesters to cope with fish and meat waste from the kitchens. However these were unsuccessful, so discontinued as they encouraged rats! The majority of the school buildings are 52 years old and the old oil boilers are ineffective. They are hoping to have the central heating system and oil boilers replaced by the local authority. The school also recognise they need to encourage more parents/carers to walk to school.

**Outcomes:**

Pupils are actively involved in sustainability and eco issues. Their awareness has been raised. They know about healthy eating, the effects of regular exercise and the differences between their school and a school in another country. They are enthusiastic gardeners and actively encourage parents and staff to recycle materials. They have also learnt that some projects are long-term, for example, tree planting, and saving and sowing seeds.

All the pupils are proud of their school, which hopefully extends to teenagers who were at the school. There have been no incidents of vandalism for four years and the school is nearly litter free.

Different clubs linked to sustainability have been set up following pupil suggestions. For example, a bird-watching club, an eco-club and an Africa club. They have given displays in the assemblies to encourage other children. Water bills have reduced and there will be energy savings with the installation of new windows.

The school has won the following awards: Bracknell Flowers Best School Garden 2007, Terry Mills Award for Environmental Gardens 2007 and Bracknell Town Eco Hero Award 2008. They were also in the BBC Southern Region article on Spring Watch – *Do just one thing for Nature* reporting on wormeries in 2007.

**Future plans**

- To conduct a survey into the packaging that children use to bring packed lunches to school and make packaging more sustainable.
- Installing new boilers and a central heating system.
- Planting and growing saved seeds.
- Increasing the use of the site as a biodiversity area including the establishment of bug hibernation areas, log piles and a sensory garden.
Supporting Sustainable Schools in the South East Schools Case Study Guide

Solent Junior School
Drayton, Portsmouth
tel: 023 9237 5459
www.solent-jun.portsmouth.sch.uk

Background:
The children at Solent Junior School are encouraged to take care of their school environment and actively participate in local and national environmental initiatives.

In 1986, Environmental Studies was introduced following a teacher joining the staff who had done this as their degree subject. In 1988, gardening activities started and have ‘blossomed’ in the intervening years!

Following the school’s first residential visit to the Minstead Study Centre in 1995, recycling initiatives were set up. They have been expanded on a regular basis. There is now an annual year 3 residential trip to Minstead. Solent Junior have held the Healthy Schools Award since 2005.

Current activity:
The school are doing projects towards the following National Sustainable Schools Framework doorways:

- Food and drink: the caterers use local produce where possible and all children are provided with water bottles.
- Travel and traffic: the school have a School Travel Plan and take part in the Walk to School initiative.
- Purchasing and waste: products are purchased locally to minimise transport and save energy and costs and where possible, made from recycled materials. Fences, pergolas, steps and platforms bought for the garden are all constructed from wood from sustainable forests and useful materials are collected regularly from the Materials Bank. All paper and cardboard are recycled in a green bin with the provision of green recycling boxes in all classrooms and areas of the school. Blue bins for non-recyclable materials are lined with reused carrier bags. In the recycling area the following items are collected: silver foil; stamps; mobile phones; plastic lids; printer cartridges; glasses; unclaimed lost property is washed and resold at the School Fair; and pennies are collected for Water Aid.
- Energy: both gas and electricity readings are monitored weekly. Sun tubes have been installed in the office and all regular lighting tubes are recycled. All computers are closed down at the end
of each day and the school have purchased low energy base computers and flat screen monitors. All old computers have been recycled.

• Water: there are water monitors who take weekly meter readings and calculate consumption. The school have installed water butts in the playground.

• Buildings: the school have a new economic heat exchanger unit. Cavity insulation is beneath the floors, in the walls and above the ceilings of new buildings.

• School grounds: the environmental area is being redeveloped. Through a ‘pupil voice’ initiative, children’s ideas have been incorporated into an agreed design created by a professional garden designer. The school are adapting new curriculum themes to enable the full use of the environmental area when it is completed.

• Inclusion and participation: the Parent Teacher Association help raise funds to purchase equipment. Parents help with school grounds clearance and pupils assist with the day to day care through a Gardening Club. The school have received financial assistance from the Ernest Cooke Trust and the Hampshire and Isle of Wight Sustainable Business Partnership.

• Global Perspective: the school raise funds for the WWF. The school have ownership of a small area of rainforest, sponsor a gorilla and numerous turtles. They have hosted a Whale and Dolphin Workshop and held a Rainforest Day. They were the regional winners in the Global Rock Challenge Dance Competition in 2008.

**Challenges:**

All projects have been well supported by the staff, Parent Teacher Association, Governors, parents and children. Securing financial support is always the biggest challenge.

**Outcomes:**

The school have received a number of awards. Recent awards have included:

• 2006-2008 South East in Bloom, Silver Gilt Awards.
• 1999 Portsmouth Environment Fortnight, 2 Awards.
• 2002 Barclaycard Livingland National Award.
• 2002 Green Energy Experience, Portsmouth University, Winner.
• Hants and Isle of Wight Environmental Awards, winner in 2004 and runner-up in 2003 and 2005.

**Future plans**

• Looking forward to the completion of the environmental area and the use of the ‘outdoor classroom’ it will provide.
Background:
The school began working towards Healthy Schools and Eco-Schools in 2005. A committee of children, governors, teachers, teaching assistants and the caretaker was created to support and develop the work in the school. Their main projects were healthy living, waste minimisation and energy.

The school achieved both Healthy Schools and Eco-Schools Green Flag Award status in 2006. The most exciting part was how involved the children became in initiating ideas and taking on roles in the school to sustain the work that had been started.

A school newspaper, Barnabas Buzz, was created to keep the school community informed about the work they were doing. They now use the school’s website. The eco co-ordinator also meets with outside agencies to gain support.

Two ‘Eco Weeks’ have been held. Members of the community were invited to promote eco issues, including a local company who do rickshaw rides and have oxon carts, and a local man in who has made a solar powered car.

Current activity:
When St Barnabas first applied for Eco-Schools status they carried out an audit of the school. They identified areas that needed improving, which are included within an action plan.

They used information provided by the Carbon Trust and now save energy by putting their computers on standby. The eco committee also identified where posters were needed to promote the work they were doing, for example, putting messages around the light switches, and the Eco-Warriors check items are not being left on to save energy.

The school use coloured bins to promote recycling, which are checked by the Recycle Squad each day. Red for rubbish they cannot recycle, white for white paper and green bins for items they could recycle. The Parent Teacher Association pays for a recycling firm to collect all waste that will be recycled. The school also compost their food waste where possible and were involved in a campaign to reduce their use of plastic bags.

All ideas, from recycling to making links to a school in Ghana, are communicated clearly to the school community.
Challenges:
The main challenge is maintaining all the work and managing the teams of children. The most satisfying part is ensuring the children remain keen and enthusiastic so they can manage the work themselves.

From the start the school has worked together. They have staff meetings to discuss potential ideas and then inform the school community in newsletters, through the website and in assemblies. Their Parent Teacher Association and Governors are keen and interested in all they do.

They recognise they are very lucky as many members of their school community have already taken on board many of the eco issues and so are very supportive.

Outcomes:
The main positive outcome is a community working together, making a difference each day, and making a commitment to the environment.

It is a lot of work to sustain the initiatives but there is never a shortage of children volunteering to ensure they maintain their eco status.

The school have won a number of awards. They were chosen for a poster promotion, If I can, you can, by Oxfordshire County Council, and were runners-up in the 2006 Oxfordshire Sustainability and Conservation Awards for their work on water efficiency for which they won £200. They were also the seventh school in the country to get the Level 1 Energy certification award and now have Level 2.

The gardening club work hard to grow vegetables in a limited space and have links with the Oxford Botanic Gardens. The school residential trips are to centres with Eco-Centre Green Flag Awards as they think it is important to stay at places with the same values as the school.

Assemblies regularly focus on eco issues. Also in 2007 the year 4/5 pantomime had an ‘eco’ twist. Costumes were made from recycled materials and recycling jokes were included! There is generally a very positive attitude to recycling waste in the school.

The Parent Teacher Association is very supportive. There was an Easter Eco Fayre in 2007 and a Recycled Fashion Evening. Both were a great success and involved the whole community.

Children have produced some excellent work through cross-curricular work. For example, they gave very impassioned speeches about not using plastic bags following information they had gathered in internet research.

Science and geography topics are linked to eco issues. Visiting a landfill site and a recycling centre was very powerful and really made children see the negative and positive aspects of waste management.

St Barnabas received ‘outstanding’ from Ofsted for their work on ecological issues in 2007. This was really positive for the school community because it valued and recognised all the work that had taken place in the school.

Future plans
• Maintaining and sustaining their work.
• Developing further global links.
• Developing the curriculum further to include eco issues.
• Working on ideas with the community.
• Improving the energy efficiency of their school building.
Background:

In 2004 St Edmund Campion School attended a conference on Learning for Sustainability (LfS) hosted by WWF.

In their first Inset on sustainability they explored the meaning of sustainability. They filled in the LfS performance matrix and identified areas where they felt sustainability issues were already covered in the curriculum. Teachers agreed that they would try to include sustainability issues more overtly in their planning.

The following year the school included LfS in all their policies and in the School Development Plan. They also applied for Eco-Schools Award status and set up a school eco-group to focus on their environment. The eco-group identified that they would like a woodland area, vegetable beds, and more tables, benches, patios and pathways. This was achieved with the support of the Parents Teachers Association. The woodland area is used as an outdoor classroom to look at themes such as habitats, biodiversity and nature conservation.

In July 2006, Key Stage 2 (KS2) produced a musical called Yanomamo. The theme of the musical, the plight of the rainforest and its people, had a huge effect on the pupils. This was followed in 2007 by another musical called Ocean World and in 2008 by African Jigsaw. A junior Christmas production, written by the school’s staff, has also had sustainability issues at the heart of its message, preaching tolerance and understanding of other cultures.

Another training day was organised to which parents and governors were invited. It looked at the sustainability imperative and the danger the planet is in. There was discussion around how the same attributes required for learning are also present in Learning for Sustainability. They agreed to more formally identify the links to the curriculum and to create sustainability maps of the curriculum. Following this the local borough’s LfS Action Group brought together staff, governors and pupils to consider the schools future actions under the three headings of campus, curriculum and community.

The school are currently having a nursery and reception class built which will have many sustainable features. This will include a ground source heat pump, panels made from crushed glass, wood from sustainable forests, recycled door mats and carpets, recycled insulation and lots of glass for maximum sunlight. ‘Live Simply’
assemblies are presented by the head, with a monthly challenge for the children to achieve, for example, to conserve water. In early 2008 all classes were allocated a ‘doorway’. These included travel and traffic, waste, environment, food and drink, global citizenship and energy. The pupils engaged in research and discussion around their doorway, which they presented at a ‘summit’ in July 2008 to feedback on findings and solutions. All pupils were given the opportunity to contribute.

**Current activity:**

The ‘doorways’ project, in which each class concentrates on a particular theme, has been very powerful. The class teacher keeps the same theme every year, which means that the pupils will be exposed to five or six ‘doorways’ in their time at school. The ‘summit’ was so successful last year that parents and members of the community will be invited to attend in July 2009. They are planning to produce another KS2 production, ‘Arabica’, as these musicals have a huge impact on pupils’ learning. Their productions are always held in a local arts centre so that members of the public, as well as parents, can attend. In this way they spread their learning and their concerns.

**Challenge:**

Lack of money for larger projects can be an issue. They would love to have included solar thermals and rainwater harvesting in their new nursery and reception classes however these had to be abandoned through lack of money. They wanted to install solar panels to heat their swimming pool. However, as it has a flat roof concerns arose about vandalism. They are hoping to reconsider this project as vandal proof panels are now being produced.

St Edmund Campion have already installed a ground source heat pump on the understanding that they would get a grant towards the costs. After they had installed the system, the government changed its guidelines and limited access to the grant so that only specific suppliers could be used. As they had used an unspecified supplier they lost out.

One difficulty is that sustainable installations or resources tend to be very expensive. As schools are asked for best value the price of sustainable products can be prohibitive.

**Outcomes:**

The pupils are very aware of LfS issues and are working towards reducing carbon emissions. They pressure their parents into buying Fairtrade goods and more children are walking or cycling to school. Sustainable development is a distinctive characteristic of their school and, to demonstrate this, is featured in all their curriculum policies. They have applied for Eco-Schools Green Flag status.

---

**Future plans**

- Continuing ‘doorways’ projects.
- Networking with local schools to share good practice.
- Continuing musicals.
- Hold an interfaith/cultural evening for parents and the local community to learn more about each others’ lives.
Thames View Infant School and Nursery
Rainham, Medway
tel: 01634 361129
www.thamesview-inf.medway.sch.uk

Background:

Thames View have been working on their School Travel Plan since 2005. They initially had a working party to carry out the tasks and actions. This has now evolved into a ‘Sustainability’ Working Party following the school governors becoming involved in an audit to see where the school are at along the eight sustainable schools doorways. This followed a presentation by a teacher who had attended a Medway governor training course on sustainability.

This work was important to the school as they realised they were already doing a lot of work. This included the work on their Travel Plan, being a Healthy School, the curriculum on offer to their school and the Every Child Matters Agenda.

For the audit, the working party were set the task to gather evidence to support their progress on each doorway and from this, to set out an action plan.

Prior to undertaking the audit the Sustainability Working Party familiarised themselves with the sustainable schools doorways. They then looked at the evidence they had gathered and next possible steps to improve this work.

Work they were already doing included:

- Food and drink: Healthy Schools Status, a fruit and vegetable scheme and curriculum work.
- Travel and traffic: School Travel Plan, walk to school initiatives and increasing safety outside the school.
- Energy and water: water butts installed in the grounds, weekly recording of usage and curriculum work.
- Purchasing and waste: repairing items where possible, buying items made from recycled materials, and recycling or reusing paper, plastics and other materials.
- Buildings and grounds: areas for growing vegetables and plants, and better insulation in the ceiling.
- Inclusion and participation: have gained the Inclusion Quality Mark, newsletters are produced for parents/carers and governors, and a school council is in place.

Doorways

- Food and drink
- Energy
- Water
- Travel and traffic
- Purchasing and waste
- Buildings
- Grounds
- Inclusion and participation
- Local well-being
- Global dimension

Integrated approach

- Curriculum
- Campus
- Community
• Local well-being: consulting with local residents about traffic issues, working across both the infants and juniors sites, and the provision of before and after school clubs.
• Global dimension: the school raise money for charities.

Once they had completed their audit they presented their findings to the Sustainability Co-ordinator in Medway Council who also forwarded them on to the regional Government Office. They both thought the school had achieved a great deal. The council gave them some funding avenues to pursue. Following this feedback the working group prioritised their actions according to the cost to the school and achievability.

Current activity:
Projects Thames View are currently prioritising include:
• Food and drink: completing their food and drink policy.
• Travel and traffic: keeping their walking bus operational.
• Energy and water: monitoring usage and developing an energy and water policy, including practical ideas for energy and water conservation, such as, lagging pipes, and installing solar panels, sun tunnels or a wind turbine.
• Purchasing and waste: doing recycling, including educating both children and parents.
• Buildings and grounds: ensuring environmentally friendly products are used in maintenance.
• Global dimension: developing links with schools abroad.
• Inclusion and participation: increasing the size of the parent and community room.
• Local well-being: parenting support.

The working party hope to meet once a term to enable them to continue taking this work forward. They also plan to look at the impact of all the doorways on the world.

Challenges:
One of the main challenges is to find funding for all the projects they would like to get involved in to make eco-friendly improvements. For example, a wind turbine in the school grounds, solar powered lighting in the hall, and a larger parent and community room. There are pots of money for these projects that can be bid for but this is very time consuming for all concerned and not always successful!

Outcomes:
When Thames View started they found that they already had lots of evidence towards the sustainable schools doorways. They found they were further along than first anticipated.
All children, staff and parents are aware of the work within the school and support their aims for sustainability. In educating the children the important messages are being relayed to parents and the local community, so the message is spreading.

Future plans
• Thames View have recently entered into a collaboration with their partner Junior School. As the Headteacher of both schools, they propose to have a joint Sustainability Working Party, working across the site. The headteacher will be giving a short presentation at the next full Junior School Governors’ meeting and will ask for support with this project. As some governors have already shown an interest in this work and have offered to be on the working party they are hoping this will be successful. Once this is agreed, they will need to carry out an audit of the Junior School and see if they can agree a joint action plan for the Joint Working Party to take this work forward.
Background:

Turners Hill C of E Primary School have been involved in food and farming for 17 years. The school has had an ‘outside classroom’ since 2000. The children are responsible for different areas and a scheme of work has been developed to link to this. The children are involved in many ways. They pick up litter, look after the hens, grow fruit and vegetables, compost waste and provide habitats for small creatures (bug hotels). The school eat or use what they grow. All paper and plastic waste in the school is recycled. Work to improve the energy efficiency of the school buildings began in 2006 with increased roof insulation. In November 2007, the school had two wind turbines installed, followed by the installation of 24 solar photovoltaic panels in 2008. The School Travel Plan was completed in July 2007 and includes a walking bus from local church. In 2008, the school achieved Eco-Schools Green Flag status, Healthy Schools Status and the Investors in Health Award.

Current activity:

In conjunction with the local land owner they have planted 1,750 trees in a three acre site adjacent to the school. These trees will be coppiced in rotation and will hopefully be used as fuel for a biomass boiler within the school. Working with Mid Sussex District Council sustainability officers and independent energy consultants the school recently held a renewable energy course for other schools and the wider community. At least 30 people attended and the feedback was very positive. Since attending the course four of the other schools attending have signed up consultants to assist them with renewable energy in their schools and the Parish Council are going ahead with their solar roof.

To reduce the schools demand for energy, various practices have been put into place. Laptops are charged on a timer, servers switched off in the holidays and all computers and printers are turned off at the end of the day. Children are taught about closing doors, switching off appliances and turning off taps etc. Each class has an appointed eco monitor who is responsible for checking that energy is not being wasted. Awards are given to classes that make the most effort in reducing the school’s carbon footprint.
The school have appointed pupils as wind turbine and solar power monitors. They take regular readings of how much energy is produced by these installations. These monitors produce graphs and displays to enable this information to be shared within the school, so all the children can understand the impact of both the wind turbines and the solar panels.

Healthy eating for pupils is encouraged. Various types of fruit and vegetables are grown at the school, all of which are used in activities tied in with the curriculum. The children bring their own fruit each day and any waste is then used to make compost or in the school’s own vegetable gardens. The school recently embarked on a project with their older children where they were given a budget, taken to the supermarket and encouraged to make up a healthy recipe of their own. They have also experimented with running a healthy tuck shop.

**Challenges:**
- Difficulties with planning permission.
- Challenges of being the first school in West Sussex with micro wind-turbines.

**Outcomes:**
- High Weald Heroes, School of the Year 2007.
- Showcase project on the Big Lottery for the school solar roof.

**Future plans**
- The school is currently working on harvesting the rainwater from the school roof to supply the majority of its water needs.
- Increase renewable energy to provide at least 50% of the schools needs.
- Encouraging the local community to use renewable energy.
- Looking after their woodland and making it a haven for wildlife.
- Develop a walking bus through the schools new woodland.
Whitehill Infant School
Crowborough, East Sussex
tel: 01892 655846
www.whitehill.e-sussex.sch.uk

Background:
Whitehill Infant School became the first infant school in East Sussex to gain Eco-Schools Green Flag Award status. In 2007 they were awarded the Healthy Schools Silver Award followed in 2008 by their third Eco-Schools Green Flag and Fairtrade School status. The school’s success has been due to the commitment of pupils, staff, parents, governors and the wider community.

Current activity:
Whitehill have a green team comprising pupil representatives from each class and a teacher who are involved in decision making on eco-initiatives. They empty the school’s fruit bins into the compost area, and act as energy monitors making sure lights, computers and other electrical equipment are turned off when not needed.

In addition to the green team, the school council is involved in the decision making process for eco initiatives within the school. The School Business Manager also has discussions with energy advisors at the local education authority who give advice on new initiatives, which are passed to the Senior Leadership Team and Governing Body for discussion. The school has recently installed burn management units on two boiler units and lagged all the valves in their boiler room to reduce energy consumption.

All staff, parents and pupils are encouraged to voice any ideas they may have in making the school more eco-friendly. One of the associate governors is an eco-advisor and has recently been involved in their renewable energy initiatives. To reduce paper waste newsletters are emailed to parents and put on the school website.

Whitehill currently has 4.32kWp of panels on the school roof to reduce their energy consumption. A display unit in the ICT suite shows both electricity and carbon footprint savings to everyone in the school.

A large wildlife area was created when the school was built in 1998 to protect a badger sett that could not be disturbed. Since then, a pathway has been built around the area that allows access throughout the year as well as building a raised pond for pond dipping. Other schools visit and use the wildlife area as part of the maths and science curriculum.

A wildlife committee of staff and parents meet termly and once a month they have a wildlife action day where parents, staff and other members of the community help with the upkeep of the wildlife and compost area.
The pupils recently completed the East Sussex County Council’s Wastebusters pledge. This was a recycling initiative involving the school and local community. Some of the pupils and a teacher attended the awards ceremony where they received a grant of £500 which was successfully used to improve recycling in school.

The Parent Teacher Association (FOWS – Friends of Whitehill School) is committed to the school’s eco status. For school events they ensure where possible Fairtrade and healthy products are selected, and recycling is provided including bins being labelled to make people aware of how much will go to landfill. One fair produced only half a bag of waste for landfill with the remainder being recycled, showing the community support the school.

The school is planning to bid for a grant from the Local Food Big Lottery Fund. They hope to create an organic garden and orchard that will be shared with pupils from Grove Park Special School. This will include a bid for a rocket composter, which will involve pupils having containers to bring in waste from home, to eventually produce compost to sell to pupils and the community.

**Challenges:**

In 2005 the school sought advice on renewable technology. They were advised that wind power offered the best payback and least cost per kilogram of carbon dioxide savings. This was assisted by the school being situated on the top of a hill with relatively higher than average wind speed. Funding was successfully applied for however planning permission was refused on the basis of a possible noise nuisance to neighbouring properties. Fortunately, as the same planning concerns did not apply to photovoltaic panels, the school were successfully able to transfer the funding and install solar photovoltaic panels and a display panel instead.

**Outcomes:**

The Community Challenge run by East Sussex County Council encouraged the children to involve their parents and families in recycling opportunities at home. It raised their awareness that the recycling they do at school needs to be part of their everyday life outside of school to make a difference to the community they live in. The £500 award the school received enabled them to further improve recycling with clearer labelling the children understand.

Fairtrade School status means that the school purchases, wherever possible, Fairtrade ingredients for their food technology. The Breakfast Club uses Fairtrade and organic products, and tea and coffee for staff and visitors is Fairtrade. This has raised pupils’ awareness of their global responsibility and how buying Fairtrade products means farmers get a fair price for their produce.

The School Travel Plan formed part of their application for the Healthy Schools Award. It helped the school embrace the Every Child Matters agenda of staying safe and being healthy. The walking bus was introduced in October 2006 and has proved very successful thanks to parent volunteers.

**Future plans**

- Installing separate external doors in the Foundation Stage classrooms to allow internal/external free flow by pupils as part of the new Foundation Stage curriculum. This will reduce heat loss in the school.
- Looking at the zoning of the heating system around the school. There are currently two zones meaning there is a limited amount of control over heating within the school which leads to energy wastage.
- Looking at installing push taps in the pupil toilets to reduce water wastage.
- Applying for funding to install an additional 10.2kWp of solar panels on the school roof.
- Continuing to consult their associate governor eco-adviser and a colleague of theirs who can draw up a costed scheme for their food project. The Local Food Project will have links with Grove Park Special School and wider community involvement. It will include raised beds, an organic orchard and polytunnels to grow exotic vegetables. It will also include a rocket composter that can take cooked food and other food waste as well as garden waste to maximise recycling.
Special schools

- Brookfields School
- Patcham House
Background:
Brookfields School have 170 pupils with special educational needs, many of them autistic. The school started looking at sustainability in 2004 and began working towards the Eco-Schools scheme in 2005. They were awarded the Eco-Schools Silver Award in October 2005 and in 2006 they gained their first Eco-Schools Green Flag.

In 2007 they were winner in the ‘Most Sustainable School in Southern England’ category in the Department for Children, Schools and Families Teaching Awards. They have also achieved the National Healthy Schools Enhanced Award.

Brookfields is trying to embed sustainability in the whole school culture. They are using the DCSF Sustainable Schools Strategy to see if they can become sustainable across a broad range rather than focusing on one thing. Some of the policies and initiatives in school include: recycling, visiting a local site with a wind turbine, learning about new technologies, food sourcing, developing a wildlife area and a link to a school in Uganda and Afghanistan.

Current activity:
The school are now working on stage two of their action plan, which includes developing a whole school policy on Education for Sustainable Development (ESD). This will mean accepting more responsibility for financial choices, as well as bringing more staff on board and getting them to look at the bigger picture through embedding ESD in the curriculum, campus and community. Activities are listed as follows.

Whole school:
- Whole school policy on sustainability ratified by governing body. The whole school policy on sustainability was written in 2007 by the sustainable schools working group. The group is made up of 10-12 staff and meets every half term. The sustainability policy sets out the schools’ vision and goals as a sustainable school and is written under the three headings of curriculum, campus and community. Following a presentation to the governing body, the policy was ratified in Spring 2008. As a result, the school has a firm foundation for taking action on sustainability.
- Whole school INSET on sustainability. Raising awareness and providing training for staff is a key feature of becoming a more
sustainable school. This includes training for all new staff who join the school.

- Since 2007, whole school targets on sustainability have been included in the School Development Plan. In 2008 these targets were: (1) to write a three year action plan based on the eight doorways and linked to the ECM agenda, and (2) to write a cross curricula scheme of work on sustainability for key stages 3 and 4.
- The sustainable schools action group (staff) meet every half term to work on a school action plan.
- Eco week celebrations and fund raising occur each summer.

**Energy and water:**
- A £10,000 solar array was installed in October 2008.

**School grounds:**
- A horticultural therapist is working with pupils in the garden and allotment areas on the school site.
- Management of the neighbouring wildlife site to enhance biodiversity, in conjunction with community groups.

**Global dimension:**
- Brookfields have a link with school in Uganda who they support financially and a new link to a school in Afghanistan.

**Challenges:**

There are three significant challenges:

- There are still not enough staff who understand the relevance of sustainability issues to pupils at the school.
- There is no identified management position or area of responsibility for sustainability at the school.
- How to encourage senior management to make more of the tough decisions on big issues such as procurement and buildings management.

**Outcomes:**

The school have won a number of awards. In 2008 they also introduced their own Eco Award which is presented to one pupil at the end of each year to recognise their work on sustainability. This has helped to embed sustainability as a key area of learning and activity in school. It has also served to raise the self esteem and achievement of a small number of pupils and to re-energise and motivate others. Pupils self esteem has been enhanced through involvement in eco meetings and practical projects. Year 11 pupils relish planning and organising ‘Eco Week’ each year. This gives pupils the chance to help others and do something positive for the environment.

The schools work on sustainability and the positive impact on pupils was noted by Ofsted in their 2007 inspection. There have also been environmental benefits – enhanced biodiversity, reduced carbon dioxide emissions and energy saving. These have resulted from the continued management of wildlife areas, installation of solar panels and greater attention to recycling and reusing.

**Future plans**

- Reappplication for Eco-Schools Green Flag.
- Continued INSET on sustainability to ensure that staff understand key issues and will be ever more supportive of work on sustainability at school.
- One or more teaching staff planning to visit their partner school in Uganda.
- Likely relocation to a new site shared with a secondary school. Efforts to ensure they move into a more sustainable set of school buildings.
- New sustainability scheme of work to be introduced in Spring 2009.
Patcham House Special School are very proud of their ‘sustainable schools’ ethos which runs throughout their whole school community. Their vision is centred on their status as a Green Flag certified Eco-School. They were awarded with the green flag for their outstanding contribution to sustainable policies in January 2007, in recognition of their hard work and efforts in becoming a pioneering eco-school committed to sustainable policies, one of the first in Brighton and Hove. An action plan was formulated and carried out over a two year period as part of the Eco-Schools assessment criteria.

They were also selected as National Finalists for the South Region National Teaching Awards Sustainable Schools Award 2008. This was an incredible achievement for a school of such a small size, gaining national recognition for their sustainable practices and overall contribution to environmental awareness. They also gained Healthy Schools Status last year and are a Certified Fairtrade School, committed to Fairtrade policies and products.

Current activities:
Patcham House have an active Eco-Council who meet monthly to discuss the school vision. They formulate new ideas for their future progression as an Eco-School, debate important pressing environmental issues, and generate ideas for whole school involvement and new competitions. Current activity includes:

- Eco-competitions, such as ‘who can grow the biggest sunflower’, designing herb gardens, and Fairtrade food tasting etc.
- Regularly updating the Eco-Schools notice boards with any new ideas, policies, news, photos, and competitions that are happening around the school. An eco-newsletter is sent out to inform parents of the eco-activities happening in school.
- Assembly time is given to share information and gather views. The eco-committee present the Eco-Schools topics and inform the whole school community of their eco-news.
- Pupils attend Forest Schools and there is an Allotment Programme linked to Year 7 and Year 9 science curriculum. These activities help to link outdoor learning experiences to their eco-status.
The children learn sustainable woodland management skills, composting skills, and many other horticulture skills and activities.

- There is a well established Eco-club at lunchtimes; activities include recycling paper, litter picking, energy audits, planting vegetables and growing fruit, composting, biodiversity surveys, weeding the school’s wildlife garden, looking after the school’s wormeries and species identification.

- Recycling policy. Patcham House have a well established paper recycling system which has minimised their waste of paper to virtually nothing. They also have an independent recycling company that collects other waste. This has also greatly reduced the volume of refuse that is collected from their premises. Water butts have been installed in the grounds to recycle water and a wormery to recycle food waste.

- Independent Travel Plans – cycling, taking the bus and walking are actively encouraged. Patcham House are now a ‘Bikeit’ school to promote cycling to school.

**Challenges:**
- Keeping on top of the recycling.
- Raising awareness of the global dimension of sustainability in school.
- Refurbishing classrooms and other school areas with ‘eco’ principles whilst keeping within a fixed budget.

**Outcomes:**

Independent travel forms part of pupils’ personalised learning plans, reducing the school’s carbon footprint.

Pupils have become more active learners. Learning linked to real life has made learning more relevant across the whole curriculum.

Pupils are aware of how to make a positive contribution to school, home and society through recycling, energy conservation and a greater awareness of environmental issues.

**Future plans**

- To further develop the outside area for an allotment, gardening and activity challenge area.
- To become a global school, through the Department for International Development Global Schools Partnership Program where they establish a link with a school in Latin America or Sub-Saharan Africa.
## Secondary schools

<table>
<thead>
<tr>
<th>Page</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>Dorothy Stringer School</td>
</tr>
<tr>
<td>50</td>
<td>Heathside School</td>
</tr>
<tr>
<td>52</td>
<td>John Hampden Grammar School</td>
</tr>
<tr>
<td>54</td>
<td>Oakgrove School</td>
</tr>
<tr>
<td>56</td>
<td>Priestlands School</td>
</tr>
<tr>
<td>58</td>
<td>Ringmer Community College</td>
</tr>
<tr>
<td>60</td>
<td>The Hurst Community College</td>
</tr>
<tr>
<td>62</td>
<td>The Skinners’ School</td>
</tr>
</tbody>
</table>
**Dorothy Stringer School**  
**Brighton**  
tel: 01273 852222  
www.dorothy-stringer.co.uk

**Background:**
The school started recycling in the early 1990’s. This was the start of moving towards Eco-Schools Green Flag Award status in 1999. Eco-School committee meetings were expanded to include schools from across the campus.
The past 10 years have been dominated by developing their schools grounds. This has been to increase biodiversity and develop the Brian Foster Environment Centre.

**Current activity:**
Dorothy Stringer is a Healthy School working towards promoting healthy eating as part of the curriculum. They grow organic vegetables and make compost from the canteens vegetable waste. Students have recently surveyed the provenance of the food supplied in the canteen.

A lot of items are recycled and reused in the school. Paper that has been only used on one side is collected and turned into notepads, and paper from the shredder is turned into fire bricks for wood burners. Recycling workshops are carried out in PSHE lessons and during activities week.

A derelict building within the school grounds has been turned into an Environment Centre which is a showcase for various sustainable technologies. This includes: solar hot water heating, sun pipes, and an innovative insulation experiment with human hair and wool. It hosts a range of external meetings for local community groups.

The grounds have been developed extensively over the last nine years. The woodland is designated as a School Nature Reserve and a large educational pond has been created that is also used by local primary schools. In 2007-08 all pupils were given the opportunity to plant a tree – this is now a rolling programme with every Year 7 planting a tree.

As part of a new building programme, negotiations to mitigate for loss of woodland led to the creation of new woodland and a wildflower meadow. GCSE Environmental Science students are involved in the design and monitoring of the mitigation meadow, as part of their coursework.
An innovative project has changed the topography of a large area of land, producing a series of banks designed to manipulate microclimate at ground level. These were planted up with chalk grassland plants to produce a range of niches for rare invertebrates. This is now the basis of a range of longitudinal studies for pupils at Key Stage 3 and 4.

GCSE Environmental Science students survey the water use in the school and give recommendations on how to save water. Energy surveys are also undertaken by students. This now involves students from link schools in Ghana, Cameroon and Europe undertaking surveys at the same time, so all the schools can compare consumption.

Climate Change Ambassadors have carried out an ‘Eco Check’. This is where teachers are given points for turning off lights and computers during break and lunch, with naming and shaming in staff meetings.

Students with a range of learning difficulties are involved in bushcraft workshops run by countryside rangers and the police. The workshops are held in the school nature reserve (SNR) and at local nature reserves (LNR) to provide a structured and alternative curriculum.

The school involves the whole school community. There are regular weekend woodland working days in the school nature reserve, as well as other projects. There is an annual Summer Environmental Fayre. The last one was opened by David Bellamy OBE and had a biodiversity theme.

Dorothy Stringer is an international school linked with various schools globally many on a sustainability theme. For example, a link in Normandy involves student exchanges looking at conservation management in the two countries.

**Challenges:**

Time restraints are always a problem - understanding senior management can work wonders. Also, funding applications can be very time consuming and can sometimes mislead the true direction of projects in an effort to secure funding.

The school is part of a Private Finance Initiative paying a flat rate rent to the company. There is no financial incentive to save energy or water so the school must exercise moral and ethical considerations in dealing with these issues.

**Outcomes:**

All students have a greater understanding and connection with the natural world. This was recognised at the Brighton and Hove Young Environmentalist of the Year Awards - in excess of 60 pupils received awards for environmental work in 2006 and 2008, as well as two Teacher of the Year Awards in 2006.

“The school has gained a reputation for excellence in environmental education”

**Background:**

In 2005 the school’s aim was to become a healthy school and to secure Healthy School Status. Student’s voice was at the centre of this whole school transformation. Using an appreciative enquiry approach, where all stakeholders focus on positive improvements, an exciting plan of action was agreed by all. Students were then involved with the appointment of a new catering company, the introduction of a new range of healthy meals and snacks, and with the design of new canteen facilities.

Heathside School achieved Healthy School Status in 2006. Since then the school has sought several opportunities to embed a long-term, sustainable process of improving the take-up of healthy food and educate young people about the value of a nutritionally balanced diet.

**Current activity:**

Heathside was one of only three secondary schools nationally to be involved in the School Food Trust (SFT) pilot. This pilot was to implement the nutritional standards which are to be statutory for all secondary schools from September 2009. Heathside was the first school of their type nationally to be compliant.

The SFT visited the school to film a television documentary about the success of their whole school approach and the involvement of students. This film and the school’s case study form part of the SFT guidance that is available to all secondary schools. In July 2008 students delivered a key note speech to over a thousand delegates at the Birmingham national Local Authority Caterers Association (LACA) conference.

The school have held several parents’ forums to discuss, debate, celebrate and sample the results of the project and staff and students have organised events, including Junior Master Chef and Ready Steady Cook.
Challenges:
The main challenge is to encourage even more students to appreciate the importance of nutrients in their diet enabling them to pursue a sustainable healthy eating lifestyle throughout their lives. Heathside would like to encourage more students to eat nutritionally balanced meals at school, particularly hard to reach groups. Students have successfully run an efficient paper collection service as part of the eco group work however they need to establish a more sustainable approach to food and food delivery waste. This could be by introducing collection services and making use of biodegradable wrappings.

Outcomes:
Student voice using the appreciative enquiry approach has made a real difference to the lives of their students. Heathside’s catering company Scholarest has gained national recognition for the work at Heathside and their supervisor has just received a prestigious award for his services. The school dining facilities have been much improved and the range of dishes offered reflects Heathside’s healthy eating philosophy. Caterers from Sheffield and Merton have sought advice from their students as they prepare for the implementation of nutritional compliance. More students now purchase school meals and the food technology curriculum area delivers numerous activities including ‘how to survive university on a tight budget’ cooking lessons for their sixth form students, ‘ready steady cook’ and providing healthy food for 230 year 5 pupils who recently competed in the popular annual Heathside Proctor and Gamble Technology Challenge

Future plans
• The SFT already talks about the ‘Heathside model’ when working with other schools and companies. The school have already shared their experiences with catering companies from Sheffield and Merton and would like to develop this support nationally using a web site and teleconferencing technology.
• There are plans to improve the access to fresh drinking water.
• The school intend to introduce a daily ‘open all hours’ canteen facility for their sixth form students and a biometric (cashless) system which has many benefits including the opportunity for students to monitor their own nutritional intake from school meals.
John Hampden Grammar School
High Wycombe, Buckinghamshire
tel: 01494 528589
www.johnhampdengrammar.bucks.sch.uk

**Background:**

John Hampden Grammar School started about seven years ago with a simple paper recycling scheme across the whole school collected by year 7s. The following year the school council was started, with an eco-council sub group as part of the Eco-Schools Award scheme.

The eco-council has changed over the years. Initially it consisted of voluntary eco-warriors; this was then changed to having an eco rep in each class, before reverting back to a voluntary group which is now strong.

Whilst going for the Eco-Schools Bronze Award the recycling scheme was expanded. The school applied for funding for a wind turbine however planning permission was refused, though the council were willing to allow the school to go ahead with installing solar panels instead.

Following this a plastic bottle recycling scheme was started. The eco-council were very active in poster campaigns and setting up bottle washing schemes, as well as doing a recycling raffle with a ticket given for each plastic bottle collected.

In the early years there were assemblies from Wycombe Waste on recycling. The pupils have been involved in two school waste summits in Buckinghamshire and a DEFRA schools consultation, all putting the emphasis on the pupils to produce research and presentations. There has also been a water day with Thames Water to audit water use.

The last two years have seen the eco-council grow, with fortnightly meetings and representatives from the school support staff as well as pupils. Badges are given out on the completion of specific targets, for example, contacting the Wycombe Rangers to come and advise on the wildlife area or setting up and running a new recycling scheme.
Current activity:

John Hampden are currently working on the following activities:

• Energy and water monitoring using a £3000 grant from Curry’s and Eco-Schools. Data loggers have been installed with information being stored on the website ready for interrogation. The eco-council are planning a robust poster campaign to show how, where and when the school can make savings.
• A full curriculum audit on sustainable schools to help staff fill in the DCSF s3 sustainable schools self-evaluation tool. A meeting has already been held with all Heads of Departments to discover what they are already doing towards the eight doorways and how they address them in their schemes of work.
• A fair trade stall, starting on a monthly basis.
• Continuing and possibly expanding the wildlife and quiet nature area.
• Action plans and reviews as submitted to Eco-Schools to achieve continued Green Flag Award status in the future.
• Assemblies to every year group to explain what sustainable schools is all about, what is happening, and what has been done, helping to recruit new pupils to the eco-council.
• Building links with the Shortenills Centre and the environment centre in Wycombe, and through word of mouth becoming a school which will offer advice to others on sustainable schools. Pupils want to do ‘outreach’ to their old primary schools.

Challenges:

The main challenge remains to make pupils take ownership of the projects they are running and to see them through to fruition, not for the lead teacher to do all the work. There is also the issue of changing perceptions, old habits and preconceived ideas in both staff and pupils.

There are frequent technology problems with the data collector for the photovoltaic cells due to the lack of back up support. The council also do not offer the collection of organic and food waste, so this is not done in school.

Outcomes:

Pupil and staff awareness of the global movement towards sustainability has increased. They are sharing at home what they are learning at school regarding saving water and energy, buying ethically and encouraging wildlife.

The school have saved money which can be partly channelled back into green schemes. They are also reducing their carbon footprint and the headteacher regularly mentions the schools ‘eco’ work at open evenings and in assemblies.

John Hampden would like to be seen as a ‘beacon’ Green Flag Eco-School in the area. They have completed the DCSF s3 self-evaluation and are at least ‘good’ in all areas.

Future plans

All the current activities described are long term projects. As the school has just achieved its first green flag, it will try to put plans forward to achieve its next one in two years time with:

• further monitoring and cutting energy/water.
• the fair trade stall to lead them to becoming a Fairtrade School.
• more outreach work.
• organising an annual eco-day.
• composting.
• local or organic or ethical food available from the canteen.
• exemplary eco-standards in the next new school building.
Oakgrove School
Middleton, Milton Keynes
tel: 01908 545300
www.oakgrove.milton-keynes.sch.uk

Background:
Oakgrove School is a brand new state of the art school with BREEAM (Building Research Establishment Environmental Assessment Method) status. They are a Healthy School and are looking to apply for Eco-Schools Award status this year.

The school have a group of 35 students who are Eco reps who help to do lots of eco awareness projects in school. This last academic year (2007-08) they have created a sculpture garden and a vegetable patch from a successful £10,000 bid they wrote to the local Milton Keynes Youth Bank. They were granted this money and then created the gardens as part of two days of fun learning on one of the schools collapse learning days with a difference called ‘Shuffle Days’.

‘Shuffle Days’ have also been held on ‘Eco Madness’. All incoming Year 7s are taught about the ‘eco fabric’ of the school on one of these days and how to spread the word of sustainability in the local community. The school has many energy saving features of which the students learn about on the ‘Eco Madness Shuffle Day’.

A partnership has been developed with ASC, the Academy for Sustainable Communities. A ‘Shuffle Day’ was held on ‘Sustainability in the Community’ in Summer 2007. As a consequence of that project the school have created a teaching tool with the ASC based on running a ‘Sustainable Themes Shuffle Day’, which has been published. This runs through the core themes of sustainability as a ready to use collapse day for any school, but uses many of the ideas from Oakgrove’s ‘Shuffle Days’.

Current activity:
The Eco reps are currently having a campaign on stopping students littering. They are running all the schools assemblies in one week within the school term. Their next mission is to then publish their article and accounts from the garden projects.

The school would then like to make progress on their Eco-Schools Green Flag status application through working out an action plan of how to take this further. Lots is already being done, however, the students need to develop this.

Oakgrove are looking for some community helpers or volunteers to come and help them with their vegetable patch as they know...
very little about how to do this themselves. They would also like to continue with their Spring ‘Shuffle Day’ on ‘Eco Madness’ for Year 7s, and a community and ‘Green Shuffle Day’ for Year 8s that focuses on how to reduce their carbon footprint through local actions.

All of the doorways are covered in the ‘Sustainable Shuffle Day’ Toolkit.

**Challenges:**

There are many! Getting funding for external visitors to come in and getting staff onboard to help run the ‘Shuffle Day’ activities.

Co-ordinating and planning it all is very time consuming and difficult to sort.

**Outcomes:**

- A toolkit has been published by ASC, which is available to other schools.
- The positive spin and ethos of the school with ‘Shuffle Day’ experiences. Student participation has grown throughout school.

“We have learnt a great deal by developing two garden areas at our new school. The first message to any school wishing to take on such a big project, is make sure you have some funding and some serious support from adults and students. Be sure to have some students who are the lead steering group who work closely with the lead teacher. Be sure to have lots of help so rope in more people, like we did on the ‘Shuffle Days’, and try and get more external help – like we did with the brilliant Barclaycard volunteers, and our own very handy caretaker. Be sure to reward those people who are giving up their time, and keep them happy – even think about reimbursing them if it eats into more of their time. We need more student volunteers for the veggie patch to keep going and need students and staff to think about why ‘grow your own’ is important and fun. We want more teachers to use this area as a point of learning in class.”

Evaluation of Garden Projects 2008 by Core Eco Rep Student and Miss Gardner, teacher, Oakgrove School

**Future plans**

- Continued ‘Shuffle Days’.
- Possible re run of ‘Sustainable Shuffle’.
- More Eco club action!
- Get Eco-Schools Green Flag Award status.
Background:
Priestlands School registered as an Eco-School in 2005. It was a truly pivotal moment in their journey towards becoming a more sustainable school. They were already a Healthy School (they now have ‘enhanced status’) but they had little awareness about sustainability. When Eco-Schools was launched in the school the students were challenged to take it on and they really rose to it. An eco-action team was formed. After an environmental audit of the school they developed an action plan. The fact they had come up with it really empowered them and helped ‘sell’ it to the rest of the school. The action plan included generating their own electricity, introducing recycling bins and restoring a derelict walled garden.

Current activity:
The most successful project has been the walled garden. The Eco Warriors, the self-named most active eco-students, have restored a one acre Victorian walled garden from a completely derelict and overgrown state to that of a well managed, productive garden. They have put in many thousands of hours between them and have succeeded where adults had failed before. The project was funded externally and all the work was done outside school hours. The students now have six productive raised beds, chickens for eggs and pigs for meat. They have bred piglets from their own sows and have been through two breeding cycles where they have been involved in the butchery process themselves. They even made their own sausages which were then sold back to the school canteen and served to the whole student body. The garden can be seen through the schools eco cam, which is on their website.

Other successes include the introduction of a whole school approach to litter picking. Every day one class is taken out for a 20 minute litter pick during period five. This not only reduces the burden on the site team but also raises awareness about litter and the school hope it will actually lead to a reduction in littering.

All classrooms have recycling bins and every tutor group has at least two eco monitors. Their job is to monitor recycling and ensure classrooms are managed in an energy efficient way, for example, computers and lights turned off at the end of a lesson.
Priestlands had hoped to install a 5kW wind turbine. However, despite raising over £10,000 towards the project they were unable to go ahead due to health and safety concerns over the proposed location. They are now close to installing a 10.2 kW photovoltaic system on the Science department roof with an internet linked monitoring system. The Eco Warriors have given talks to local groups about the work they are doing at the school and the importance of living a low carbon lifestyle.

**Challenges:**

The biggest challenge for most schools is having a real commitment from leadership. There are so many pressures on schools to deliver meaning that sustainability is seen as a bolt on and not the over arching umbrella that it should be. It takes a lot of time to coordinate these projects and yet most schools rely on an enthusiastic teacher who will be doing it all on top of their full teaching load.

**Outcomes:**

The main benefit has been a raising of awareness about sustainability throughout the whole school community. The ethos of sustainable schools is one that touches the whole community and so builds bridges between groups that may not have felt they had much in common. For example litter picking now involves staff, students and the site team whereas it used to be done solely by the site team. The same is true of monitoring energy. If a classroom is too hot there is an increased awareness that it is not acceptable to open a window and the heating needs to be adjusted. This involves discussions between groups who may not have spoken to each other before. This is driven by the eco monitors whose job it is to keep an eye on any bad practice.

Most of the drivers towards sustainability also save money. This is a huge benefit – a win-win situation. The school save thousands of pounds each year now simply because they recycle most of their used paper. The next big step is to use less paper as they still use a shocking amount, but at least they are aware of their paper use and will hopefully cut back.

Priestlands are a Silver status Eco-School and hope to apply for Green Flag status at the end of the academic year. They have won awards from the Jane Goodall Foundation and have had praise from HRH Prince Charles who invited some of the Eco warriors to a tour of Highgrove after enjoying some of their home made sausages!

**Future plans**

- Priestlands plan to build an eco classroom within the walled garden. This would be a space which could be used by the school and wider community to learn about living in a more sustainable manner. The school will be delivering the Environment and Land Based Studies diploma at level 1 and 2 next year and will, hopefully, use this classroom as a base. They already teach the GCSE in Environment and Land Based Science using the restored walled garden as a resource.

- The school, built in the 1950’s, is a model of poor design and is inefficient. A major goal is to improve the efficiency of the school buildings through changes in pupil and staff behaviour and measures such as lagging heating pipes and insulating areas of high heat loss.
Background:
Ringmer Community College have held Eco-Schools Green Flag Award status since 2002. They won the 2008 Ashden Award, the Specialist Schools and Academies Trust Chairman’s Award for Sustainability 2007, and were National Finalist in the Teacher of the Year Sustainable Schools Category 2008.
Over the six years they have been working on this project they have received grants in excess of £100,000. This has been for photovoltaic panels, a wind turbine and ground source heat pumps.

Current activity:
Current activities are focussed around the installation of biomass boilers, the provision of proper insulation to their existing buildings, the building of links with their partnership school in South Africa and the expansion of sustainability topics throughout the curriculum.

Biomass Boilers
• As a school that is 50 years old Ringmer have concentrated on energy use for some time and have managed to reduce their energy consumption considerably. This has been as a result of improved energy management and the use of renewable energy. The provision of biomass boilers will enable around 60 per cent of their heating to be provided by a renewable energy source. This will be used, like their other energy sources, as a teaching aid within the college. On completion the college will have energy provided by wind, sun, ground source and biomass.

Insulation
• The school buildings are very poorly insulated, so their proposals are to insulate the main building roof space to a high level. To increase the benefit in educational terms they plan to have areas of the roof space visible using Perspex ceiling panels. Above these panels will be various types of insulation including, sheep wool, straw and human hair. They intend showing the efficiency of these insulators by measuring the heat difference with thermo couples and displaying the results in the classroom. It is hoped that by comparing the areas with insulated panels with areas where there is no insulation pupils will quite clearly see the benefit of proper insulation.
South Africa Links
• Ringmer’s links with their partner school are now established and they are currently planning a visit to the school by a science representative who will be establishing parallel courses for the two schools. This will provide a meaningful comparison for Ringmer pupils between their own lives and life in a country where resources are not plentiful yet students are still able to learn and have fulfilling lives.

Curriculum Expansion
• Although included in many of their curriculum areas the relevance of sustainability to education is being expanded into most of the school’s Departments. With the starting of the new Diploma courses they are taking every opportunity to include environmental references where possible. They are also using the Assembly process to bring in outside speakers to enthuse and support the work they do. With over 220 pupils signed up as Eco Reps there is now a demand being brought by pupils to find out more about environmental issues in their school work. Ringmer’s aim is to make sustainability their theme and culture in the same way a Faith School would promote a religion.

In identifying the above areas and building on their past work on waste and inclusion they are meeting and addressing the requirements of the eight National Sustainable Schools Framework doorways.

There is still much work to do at Ringmer Community College but the change of culture needed to make this project a success is becoming embedded. All new staff are now asked their understanding of sustainability at interview and the demand for relevant learning topics and interest from pupils is evident.

The school are currently working for their fourth Eco-Schools Green Flag, a scheme they are very supportive of. By taking every opportunity to put sustainability on their school’s agenda they hope they are giving their pupils the skills they will need to deal with the environmental issues that will without doubt affect their lives.

Challenges:
Changing attitudes is the main challenge.

Outcomes:
• Increased awareness by pupils and staff of sustainability issues.
• Substantial savings in financial and environmental terms in energy and resources as well as waste disposal costs.

Future plans
• Comprehensive insulation of older buildings to include monitoring.
• Reapplication for Eco-Schools Green Flag status
• Closer links with the community and other organisations.
Supporting Sustainable Schools in the South East Schools Case Study Guide

The Hurst Community College
Braughurst, Hampshire
tel: 0118 9817474
www.hurst.hants.sch.uk

Environmental art with a sculptor

School landscaping project

Background:
The Hurst Community College began work towards becoming a sustainable school in 2004 when they registered with Eco-Schools. The main emphasis was on improving the school grounds as well as introducing a recycling programme organised by the pupils. In 2007, they were awarded Eco-Schools Green Flag Award status.

The school have held an annual environmental day of action since 2004. This has encouraged the pupils to consider the transport they use to come to and from school, the food they eat on that day, the waste they generate, as well as working in the school grounds and undertaking environment research on the site. They started the Hampshire School Landscape Project in 2006 and completed their School Travel Plan in 2007.

An initial link was made with a Kenyan school in 2006. The link with the school became more important when Hurst pupils, parents and staff were able to support them through their crisis following the Kenyan elections.

In 2007 a link was made with Laverstoke Farm Park and several visits with pupils have been made. The experience is further enhanced by linking the study work done at the farm with pupils cooking back at school.

Current activity:

• A Fairtrade café has run for three years. This is organised and run by pupils in Year 8 and 9.
• An ongoing school landscape project means development and improvement within school grounds is continuous.
• There is a full school paper recycling programme and part school plastic recycling programme.
• Groups of students from Reading University work each summer term on extended Eco projects with pupils, such as building ponds, planting schemes and the development of energy use within the school.
• They are involved in local town council environmental campaigns with pupil involvement.
• The school takes part in British Food Fortnight.

Doorways
✓ Food and drink
  Energy
  Water
✓ Travel and traffic
  Purchasing and waste
  Buildings
✓ Grounds
✓ Inclusion and participation
✓ Local well-being
✓ Global dimension

Integrated approach
Curriculum
✓ Campus
✓ Community
• There is a gardening group, which has been set up as part of extended schools provision, including a full composting scheme.
• Pupils are exploring the role of livestock in schools. The school have bought chickens, which are looked after by a member of the Science teaching staff and pupils.
• Safer routes to school are being developed for pupils who cycle.
• Issues with safety for the children had been raised on several occasions due to staff cars and pupils being in the same location. A new location for the staff car park was made in order to provide safe movement between buildings for pupils.
• More social eating areas have been provided outside for pupils, as well as more benches for seating. These were made by the pupils over several environment days.
• Thanks to a local community grant and additional funding from the Parent Teacher Association the school was able to commission an artist to take up a residency at the school. The sculptor, Darcy Turner, worked with pupils from all year groups to make large wire sculptures which have been placed in the school grounds and on the roofs of the buildings.
• The school have recently started to tackle energy. As a specialist science college there is now a group of science energy warriors who monitor wasted energy and report back to heads of departments about their findings. The aim is to stop energy waste and to investigate alternative and sustainable forms.

Challenges:
Initially making the ‘eco’ approach a whole school focus. Now it has been adopted by all and is part of the school improvement plan and links directly with the school specialism.
Grants have helped to move things forward but to make major changes with energy waste would need a massive input of financial support!

Outcomes:
• Eco-Schools Green Flag Award.
• Enhanced Healthy Schools Status.
• Safer journey to school for Hurst pupils.
• Pupils show more respect for the environment.

Future plans
• To extend the International link with their Kenyan school.
• To further promote a rural dimension within the school and local community.
• 2009 application for second Eco-Schools Green Flag Award.
• Share and develop sustainable work with their feeder schools.
The Skinners’ School
Tunbridge Wells, Kent
tel: 01892 520732
www.skinners-school.co.uk

Background:
The Skinners’ School has been steadily building up its knowledge and experience of what it means to be a sustainable school over the past five years. Helped by their status as a Science Specialist School, they have carried out an ambitious program of both ‘in-reach’ and outreach work, always concentrating on activities that demonstrated a sustainable schools theme or a cross curricular dimension. Their aim was simple – to be seen as a beacon of good practice and encourage other schools to do the same.

Current activity:
The key focus for the school has been on energy, although they also work simultaneously on the other seven sustainable schools doorways. They have recently installed a large (10.7KWh) solar photovoltaic array to power their science block, which is not only saving money and carbon dioxide emissions, but also acting as a powerful educational focal point.

Skinners’ are the lead school in the ‘Weald Energy Story’. This is an innovative project with Kent County Council and the Kent High Weald Project, which aims to deliver a historical and practical perspective to primary schools on energy use in the High Weald Area. Skinners’ deliver their part via informative twilight sessions for primary staff, as well as sending their pupils to run energy workshops at local primary schools. Science teachers from Skinners’ also provide technical advice and support when the other schools want to install their own renewable systems or apply for grants.

As a recently designated ‘STEM Pathfinder School’ they are developing new ways for pupils to link STEM with sustainability. For example, their after-school club is building solar thermal panels, solar ovens, bicycle dynamos, and Mag-Lev devices, all of which use cheap, recycled materials to engineer and build.

The school have installed a range of sustainable devices. This includes retro-fitting of boys toilets with water-saving proximity flush urinals and ‘Air Blade’ driers, as well as fitting proximity light switches in science labs and science offices.

The school have set up a local Sustainable Secondary Schools Network. Ten secondary schools have already joined the network.
and separate forums are held regularly for students and staff to share ideas and good practice regarding the eight doorways.

One of the strengths of Skinners’ is the way the sustainable ethos has been embedded throughout the school. It is then regularly reinforced by assemblies, campaigns and guest speakers from local sustainable businesses and enterprises. There is ‘Green Bin’ paper recycling in every classroom and office, and every form group in the school has elected eco-monitors who check lights, windows, computers and the green bin in their form room. Can crushers have been installed and plastic bottles are recycled from common rooms.

Thematic assemblies are given by the eco-committee to every year group each term. Each department in the school has a ‘green’ notice board where pupils work in that subject area that links to sustainable technology can be displayed to others in the school.

Pupils have also worked collaboratively with Oakley Special School pupils in the construction of a wildlife trail, outdoor classroom and ‘Trim-Trail’ to complement the science-themed sensory garden that they built together in 2006.

Challenges:
The school is on a small cramped site in the town centre, so there is little scope for ground development. This includes old buildings, some of which are energy-inefficient. Also, Grammar school status means they are low on the list for building or maintenance work from the local authority, so from the start the eco-team knew they would have to be self-financing. Teachers have found applying for grants a time consuming business, especially as success is never guaranteed.

There were delays getting planning permission with the solar photovoltaic panels even though most of the panels are not visible and others are only visible from within school. They believe there should be a streamlined process for schools that simplifies the process of installing renewable energy technologies. There is still energy wastage throughout the school – changing behaviours of both staff and pupils is a constant challenge.

Outcomes:
The school has featured in many press articles for events such as the opening of the Sensory Garden and Outdoor Classroom at Oakley Special School. Their growing experience, expertise and reputation attracts visitors from other schools who are seeking advice and/or help. The status of the environmental committee in school is now recognised by pupils, staff, parents and governors as being a powerful, influential and successful part of the school.

The school has received approximately £100,000 worth of environmental grants that they have applied for and been awarded over the last four years. They have also received the following awards:

- 2006 Kent Business Award (Best Sustainable School).
- 2007 School Travel Plan – Platinum Award from KCC.
- 2008 Eco-Schools Green Flag.
- 2008 STEM Pathfinder status.

--

Future plans

- STEM Pathfinder School (using STEM with a sustainable focus) both cross-curricular and cross-phase projects.
- Development of Woodbury Park Cemetery as a school resource. Using GIS mapping techniques to put environmental data about Woodbury online.
- Apply for grants to build a mini Eden Project (Geodesic Greenhouse) on the roof of the science building.
- Apply for grants to install thermostatic valves on radiators.
- Develop the local Sustainable Secondary Schools Forum and help other schools towards Eco-Schools Green Flag status before 2020.
- Continue to assist local primary schools on sustainable issues via the Weald Energy Story.
- Focus on delivering the Sustainable Schools framework so all is in place by July 2009, including SMT being encouraged to complete the s3 as part of the SEF form.
Further resources

Sustainable schools and related government information

Sustainable Schools:  www.teachernet.gov.uk/sustainableschools
Every Child Matters:  www.everychildmatters.gov.uk
Extended Schools:  www.teachernet.gov.uk/wholeschool/extendedschools/
Growing Schools:  www.growingschools.org.uk
Healthy Schools:  www.healthyschools.gov.uk
Learning Outside the Classroom:  www.lotc.org.uk
Ofsted:  www.ofsted.gov.uk
QCA:  www.qca.org.uk
School Travel:  www.dft.gov.uk/pgr/sustainable/schooltravel/
Sustainable Development Commission:  www.sd-commission.org.uk/pages/schools.html

South East local authority information on sustainable schools

Government Office for the South East:  www.gose.gov.uk
Bracknell Forest:  www.bracknell-forest.gov.uk/environment/env-climate-change.htm
Brighton and Hove:  www.brighton-hove.gov.uk/index.cfm?request=c1170154
Buckinghamshire:  www.bucksgfl.org.uk/course/view.php?id=356
Hampshire:  www3.hants.gov.uk/sustainableschools
Isle of Wight:  http://eduwight.iow.gov.uk/curriculum/marks/eco-scho.asp
Medway:  www.medway.gov.uk/index/environment/waste/banishrubbish/41770.htm
Milton Keynes:  www.milton-keynes.gov.uk/sustainable-living/home.asp
Oxfordshire:  www.oxfordshire.gov.uk/ecoschools
Portsmouth:  www.portsmouth.gov.uk/Sustainability
Reading:  www.reading.gov.uk/AZEntry.asp?id=SX9452-A78088C3
Slough:  www.slough.gov.uk/services/902.aspx
Southampton:  www.southampton.gov.uk/childrenandlearning/educationandschools
Surrey:  www.surreycc.gov.uk/ecoschools
West Sussex:  http://wsgfl.westsussex.gov.uk/ccm/navigation/in-your-community/engauge---sustainability-in-schools/01--about-engauge/
Windsor and Maidenhead:  www.rbwm.gov.uk/ecolfs/education.htm
Wokingham:  www.wokingham.gov.uk/environment/green-issues

Other useful sites

Activemark and Sportmark Awards:  www.sportengland.org/activemark_and_sportsmark.htm
Ashden Awards:  www.ashdenawards.org
Bike to School:  www.bikeforall.net/content/cycling_to_school.php
Breathing Places:  www.bbc.co.uk/breathingplaces
Carbon Detectives:  www.carbondetectives.org.uk
Comenius:  www.britishcouncil.org/comenius
Development Education Association:  www.dea.org.uk
Eco-Schools:  www.eco-schools.org.uk
Fairtrade Schools:  www.fairtrade.org.uk/schools
Food for Life:  www.foodforlife.org.uk
Forest Schools:  www.forestschools.com
Global Dimension:  www.globaldimension.org.uk
Global Gateway:  www.globalgateway.org.uk
Global Rock Challenge:  www.rockchallenge.co.uk
Home and Communities Academy (formally Academy for Sustainable Communities):  www.hcaacademy.co.uk
ICT Mark:  http://schools.becta.org.uk/ictmark
Inclusion Quality Mark:  www.inclusionmark.co.uk
International School Award:  www.britishcouncil.org/learning-international-school-award.htm
Investors in People:  www.investorsinpeople.co.uk
National College for School Leadership:  www.ncsl.org.uk/sustainableschools
RHS School Gardening:  www.rhs.org.uk/schoolgardening/default.aspx
Rights Respecting School Award:  http://rrsa.unicef.org.uk/
Safe Routes to Schools:  www.sustrans.org.uk/default.asp?sID=1094226578046
School Food Trust:  www.schoolfoodtrust.org.uk
School Travel Plans:  www.schooltravelplans.org
SEEd:  www.se-ed.org.uk
Specialist Schools and Academies Trust:  www.specialistschools.org.uk
STEM:  www.stemcentres.org.uk
Sustainable Learning:  www.sustainablelearning.info
Think Food and Farming:  www.thinkfoodandfarming.org.uk
Walk to School:  www.walktoschool.org.uk
WWF:  www.wwf.org.uk/what_we_do/working_with_schools
© Crown Copyright 2009. Copyright in the contents, the cover, the design and the typographical arrangement rests with the Crown.

This document is also available on the Government Office for the South East website: www.gose.gov.uk

Reference number: GOSE ID2008075

Published by:
Government Office for the South East
Bridge House
1 Walnut Tree Close
Guildford
Surrey
GU1 4GA

January 2009.

All case study and cover images have been supplied by the individual schools and are copyrighted to them.

Front cover: 1 2 3 4 5 6

Back cover: 7 8 9 10 11 12

Badshot Lea Village Infant School (11)
Barton Primary School and Early Years Centre (1,7)
Dorothy Stringer School (3)
Freemantle Infant School (2,10)
Heathside School (5)
Penn Wood Primary and Nursery School (12)
Priestlands School (8,9)
The Skinners’ School (6)
Whitehill Infant School (4)

When you have finished with this publication please recycle it

80% recycled

This publication is printed on 80% recycled paper