HeadStart EcoSchool Environmental Review

Date completed	Completed by (list names of all contributors)

Many of the questions can be answered without guidance, however, there are other questions that will need staff input or may require some research.

In each box there is a numerical value. At the end of each section and upon completing your Environmental Review you can add these numerical values to give your school a score for each topic and a total score at the end.

These scores will help you identify three areas to focus on to improve within the school.

Environmental review Areas 2025

- ☐ Biodiversity
- ☐ Energy
- ☐ Global citizenship
- ☐ Healthy Living
- ☐ Litter
- ☐ Marine
- ☐ School Grounds
- ☐ Transport
- ☐ Waste
- ☐ Water
- ☐ Climate change
- ☐ More Thoughts
- ☐ Things we are doing well
- ☐ Things we could do better
- ☐ Topics we want to work on during our Action Plan



Climate Change

How visible is the school's commitment to tackling climate change?

- ☐ 0 – No signs or messaging about climate change anywhere in the school.
- ☐ 3 – Occasional posters or events, but nothing consistent.
- ☐ 5 – Climate awareness is central and clearly visible throughout the school.

How well does the school reduce waste and encourage recycling or reuse?

- ☐ 0 – No recycling or waste-reduction systems in place.
- ☐ 3 – Some recycling bins but no clear guidance or student involvement.
- ☐ 5 – A clear, school-wide system with education, monitoring, and student leadership.

Does the school promote sustainable food and reduce its carbon footprint in food choices?

- ☐ 0 – No efforts made; high-carbon food dominates menus.
- ☐ 3 – Occasional plant-based options or campaigns.
- ☐ 5 – Sustainability guides food policy; local/seasonal/plant-based food promoted.

Does the school actively reduce energy use and promote energy-efficient behaviour?

- ☐ 0 – No visible efforts to reduce energy use.
- ☐ 3 – Staff may remind students to save energy, but no clear system.
- ☐ 5 – Energy reduction is monitored, reported, and part of a school plan.

Is climate change and sustainability part of the school curriculum?

- ☐ 0 – No learning on climate change or sustainability.
- ☐ 3 – Present across several subjects or year groups.
- ☐ 5 – A key theme across subjects, with projects, reflection, and actions.

Are students involved in leading or shaping the school's response to climate change?

- ☐ 0 – No student involvement.
- ☐ 3 – A student group exists but has limited influence.
- ☐ 5 – Students regularly lead initiatives and shape school climate policies.

comments:	Score



More Thoughts

Have any classes or year groups in your school been on an environmentally - themed trip in the last 12 months?

- ☐ Yes
- ☐ No
- ☐ We don't know

Have any charities, experts or eco-authors visited the school to deliver a talk about environmental issues in the last 12 months?

- ☐ Yes
- ☐ No
- ☐ We don't know

Have young people planned and delivered an environmentally-themed assembly in the last 12 months?

- ☐ Yes
- ☐ No
- ☐ We don't know

Does the school website or social media accounts celebrate the school's environmental achievements?

- ☐ Yes
- ☐ No
- ☐ We don't know

Has the school worked with any other schools on an environmental project in the last 12 months?

- ☐ Yes
- ☐ No
- ☐ We don't know

Does the school hold an annual environmentally - themed day or work of learning?

- ☐ Yes
- ☐ No
- ☐ We don't know

During the previous July break did the school send home environmental challenges or activities to complete?

- ☐ Yes
- ☐ No
- ☐ We don't know

Do we have an environmental section in the school library?

- ☐ Yes
- ☐ No
- ☐ We don't know

Has the school worked with the local government, or a community group, on an environmental project in the last 12 months?

- ☐ Yes
- ☐ No
- ☐ We don't know

Does the school reward system recognise environmental action and achievements?

- ☐ Yes
- ☐ No
- ☐ We don't know

comments:

Overall Score *(add up the score from each section = the total score)*
Things we are doing well:
Things we could do better:
Topics we want to work on during our Action Plan: 1: 2: 3: