



## Green Flag Award Renewal Application

School Name	West Hill Primary School
Address	Beech Park West Hill Ottery St. Mary Devon EX11 1UQ
Application Date	
Contact	Mrs Sue Nield
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# About Your Ongoing Eco-Schools Work

Who sits on your eco-committee?

- Pupils chosen or elected to represent different year groups and the whole school \*
- A member of staff (the Eco-Coordinator) to support but not lead the committee \*
- Govenor(s) and/or Parents \*

The Eco-Committee should also include the following where possible:

- Headteacher or a member of the senior management team
- School Bursar
- Other teacher(s)
- Non-teaching staff members
- Caretaker or site manager
- Representative(s) from local authorities
- Member of the local community

The school has a current Eco-Committee made up of pupils from a wide range of year groups \*

Yes	✓
No	

Pupils take significant responsibility for running the Eco-Committee \*

Yes	✓
No	

The whole school is involved in Eco-Schools work \*

Yes	✓
No	

The Eco-Committee has a conducted an environmental review \*

Yes	✓
No	

The Eco-Committee has produced an action plan \*

Yes	✓
No	

Pupils were significantly involved in setting action plan targets \*

Yes	✓
No	

The school has a current Eco-Code displayed in every classroom \*

Yes	✓
No	

The Eco-Code is known and understood by the staff and pupils \*

Yes	✓
No	

The school has a prominent Eco-Schools noticeboard visible to the whole school community \*

Yes	✓
No	

The school communicates regularly with parents and the wider school community about its Eco-Schools work \*

Yes	✓
No	

## Linking Eco-Schools to the Curriculum

At Green Flag level, environment issues should have been covered in at least three curriculum areas by most year groups. Ideally Eco-Schools should also be included when curriculum planning.

Please give three brief examples of curriculum work related to Eco-Schools carried out in the two years since your last Green Flag.

### Example 1

Year Group / Key Stage: *	Year Group 2
Subject Area: *	Science
Topics: *	Biodiversity & School Grounds
Activity: *	A Study of different environments in which plants grow: shade, sun and damp, as part of their Science curriculum about 'Plants'. Tadpoles were inserted in the pond and their development studied. Evidence of children's work has been collected.

### Example 2

Year Group / Key Stage: *	Whole School
Subject Area: *	Geography. Music, Art, D&T (Cookery & costume), Literacy (Chinese characters) & PSHE
Topics: *	Global Perspective
Activity: *	A Cultural Week was held in both 2013 based on life in Brazil & in 2014 based on life in China. Children experienced round robin style activities within their House Groups which included all of the above subject areas, over the period of a week in each of these year.

### Example 3

Year Group / Key Stage: *	Years 3 & 4
Subject Area: *	Science, D&T, Literacy & PSHE
Topics: *	Energy, Litter/Rubbish, Waste, Transport, Healthy Living
Activity: *	A curriculum project based around waste and how energy is created from waste took place in conjunction with a visit by 'Future Resources' from Devon County Council. This involved making electricity through potatoes, a study of the journey taken by our waste and follow up work including raising awareness back at home about reducing packaging and recycling. This also led to work with the whole school on the use of all our recycling bins.



# About Your Eco-Schools Project Work

Please note when renewing your Green Flag:

If this is a 1st renewal i.e. you have held an award for two years running, you must work on five topics (this can be three that are ongoing from your previous work and two additional topics).

If this is a 2nd renewal i.e. you have held an awards for four years running, you must work on seven topics (this can be five that are ongoing from your previous work and two additional topics)

If this is a 3rd renewal or beyond i.e. you have help an awards for 6 years running or more, you must work on all nine topics (this can be seven that are ongoing from your previous work and two additional topics)

Dependant on your renewal and the number of topics you are covering this must be reflected in the action plan.

 Energy	✓	 School Grounds	✓	 Litter	✓
 Water	✓	 Healthy Living	✓	 Waste	✓
 Biodiversity	✓	 Transport	✓	 Global Citizenship	✓

Please describe the steps you have taken to address the Eco-Schools litter topic \*



We have an on-going programme of the Eco Team keeping the school grounds litter free and educating the other children to do the same. As a result, our school and grounds are really tidy including after community events such as fetes, football matches and sports day. There is a whole school ethos of respecting our environment reinforced throughout the school day including in assemblies.

Have you participated in Keep Britain Tidy's Big Tidy Up?

Yes	✓
No	

Please describe how you have monitored and evaluated your progress towards the litter topic. \*

*Examples include: Tally charts, photos of before and after, graphs showing litter collected over a period of time or types of litter, weighing bags of litter, Big Tidy Up evidence (number of bin bags collected), the Pod's Pod-o-meter evidence.*



Governors monitor and evaluate all our Eco-Schools work at the termly Resources Committee meetings. The Eco Team monitors litter and reports back at meetings and on an ad hoc basis, including reporting any necessary actions to the Headteacher or Senior Administrator. The Waste Management and Litter Policy is regularly reviewed.

Please describe the steps you have taken to address the Eco-Schools Water topic \*



There have been several curriculum based topics across the school based on the importance of water and water conservation. For example, a study of the water cycle in Year 4 was linked to learning about water conservation issues both locally and in developing countries. A visit was made to the Tiverton Canal where children carried out pond dipping to analyse pollutants and eco-systems. The knowledge obtained was transferred to our own pond and how, when this is not maintained, different species of plants and animals do not thrive. The children were given situations of how man impacts on food webs for example when pollutants are released into ponds or water courses. They made a class food web in which each child was an animal / creature in the eco system and were linked together by string and observed the web breaking down when species were killed by the pollutant and the knock on effect / inter relationship in the food chains of the different species. They made a power point of the day in which there are images of this. A project on 'rivers' in Year 3 with a particular focus on the Nile to link with a study on Ancient Egypt links closely with humanitarian and environmental issues affecting drought -stricken parts of Africa. The Year 5 study of 'coasts' looks at the impact of global warming on sea levels as well as the consequences of erosion on coastlines. Year 5 carried out an online project on 'Water for All' through Oxfam through which they developed key skills and values by looking at case studies about water shortages around the world and learned what people had done to overcome water shortages. The children have seen for themselves the impact of extensive rainfall on our local area and problem solving mornings are used to look into different ways of preventing flooding and conserving the rainfall. A joint local schools approach to conservation issues on the River Otter in Devon is looking at the impact of pollution on the River Otter as well as the impact of invading species. We now have water filter systems for both staff and children and children take care when refilling water bottles to ensure the minimum of leakage. A Water Efficiency Report by South West Water led to systematic checking for leaks, on-going checking for worn washers and rigorous monitoring of cistern fill levels in all toilets. This has resulted in a steady reduction in water consumption from 2012 with water bills down by approximately one third by the end of the 2013-2014 academic year.

Did you manage to make a reduction in your water consumption?

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

If yes, please tell us what the % reduction you have achieved

Water consumption has been reduced by one third.

Please describe how you have monitored and evaluated your progress towards the water topic. \*

*Examples include: Utility bills, meter readings, tally charts, with taps checked each day, etc), recording how many pupils use water bottles, how much rain water is collected and used in the gardens, the Pod's Pod-o-meter evidence.*



Our Eco Team monitors water consumption and bills on a monthly basis in conjunction with our School Administrator. They report their findings to the rest of the school and encourage sustainable use of water through poster campaigns and assemblies.

Please describe the steps you have taken to address the Eco-Schools Biodiversity topic \*



Considerable efforts have been made to improve our pond. This includes the addition of paving stones to enable children to work more easily in the area, clearing the pond of excess plants and developing a wild flower and wildlife area. Tadpoles were put in the pond in June. This is now a more workable area and several classes were able to carry out pond dipping during the year. Members of the local community assisted with the pond clearance and the laying of the paving stones. We also took advice from DCC's Steve Edmunds, Wildlife Co-ordinator for schools. We had a highly successful, whole school 'Bug Day' in conjunction with Devon Wildlife Trust. All the children and staff came to school dressed as bugs and raised £160 for DWT. The Education Officer for DWT gave a presentation which was followed by an assembly by the Eco Team with bug quizzes. Every child made a bug hotel to take home and age appropriate bug activities took place throughout the day. Families were encouraged to join DWT at a special negotiated rate. Information about our day is on the DWT website.

Please describe how you have monitored and evaluated your progress towards the Biodiversity topic. \*

*Examples include: Tally charts and identification of new species, photos of before and after developments, evidence of the impact of new bird boxes, bug homes being used.*



Governors monitor and evaluate this area of our work at the termly Resources Committee meetings. The Eco Team monitors litter and reports back at meetings and on an ad hoc basis, including reporting any necessary actions to the Headteacher or Senior Administrator.

Please describe the steps you have taken to address the Eco-Schools Waste theme \*



We carried out a Devon County Council Waste Audit and applied for a grant to provide us with a new composter. Our grant application was successful and we obtained a new Ridan composter & two hotboxes. We have an excellent system for composting in place and our Eco Team leader is in regular contact with Melissa from DCC. We also took part in a Devon Art In Schools Initiative (DAISI) project based on the TV series Mr. Benn, which involved making models of Mr. Benn as different characters out of a variety of recycled materials leading to creative writing about the chosen characters. All the children's work is now proudly displayed at school. We now take part in the Bags2School Scheme through our PTFA which encourages recycling clothes, soft toys and soft furnishings. Through this scheme the children can see reusing and recycling in action which also makes some money for the school. We also recycle cardboard from our site.

Have you managed to make a reduction in the amount of waste the school produces?

Yes	✓
No	

If yes, please tell us what the % reduction you have achieved

We have reduced our waste by approximately 25%.

Please describe how you have monitored and evaluated your progress towards the Waste topic. \*

*Examples include: Waste audits, weighing waste (landfill, recycling, compost) after a waste campaign, continuing the number of cans or plastic bottles thrown away for recycling, recording the number of bin lifts there are by the waste management provider, recording the number of caddies taken to the compost bin or the amount of compost used in the school grounds over a period of time.*



Regular waste audits and measuring of bins. We record the number of bags/boxes taken to the composter and taken by the waste collection company. Our Governors' Resources Committee monitors all our Eco work including work towards the Waste topic. We monitor waste at dinner time - both food waste and packaging. Lunchboxes are carefully checked by mealtime staff. There are regular reminders about printing economically and waste paper is checked regularly by our ICT leader, office staff, Eco Team and the Headteacher.

Please describe the steps you have taken to address the Eco-Schools Energy topic \*



We have installed 16 solar panels on our roof to provide our electricity. The initial cost of this was funded by parents through our PTFA. The Eco Team reads meters and monitors the bills and we will begin to see the financial benefits of this shortly. We have switched from oil to gas for our heating with very positive results in terms of energy reduction and costs, as monitored by the Eco Team. Comparative graphs are produced for ease of understanding by the children.

Have you managed to achieve a reduction in your school's energy use?

Yes	✓
No	

Please give an indication of the reduction in Energy use you have achieved, i.e. % or kWh. \*

The Senior Administrator produces graphs to show Energy use. We have reduced our heating and hot water bills by half since converting from oil to gas. Solar PV Panels were installed in the Summer so we haven't had a chance to analyse the benefits in relation to our initial outlay. However, these will be significant in the long term.

Please describe how you have monitored and evaluated your progress towards the Energy topic. \*

*Examples include: Utility bills, meter readings, tally charts or graphs with electrical equipment left on each day, recording how many classrooms have lights on or off before during and after an 'energy' campaign, the Pod's Pod-o-meter evidence.*



The Governors Resources Committee has fully supported the school through conversion from oil to gas and the installation of solar panels. Although it is early days for the solar panels, the Governors monitor Energy use carefully and the Eco Team works with their Leader, the Headteacher and the Senior Administrator to monitor and evaluate progress. They report back to the whole school at assemblies.

Please describe the steps you have taken to address the Eco-Schools Healthy Living theme \*



We have healthy fruit snacks across the school. We have a new kitchen under construction which will give us more control over menus which are based on the National Nutritional Standards. The School Nurse visits to talk to the children about healthy lunchboxes. Healthy living is embedded throughout the curriculum in areas such as science and PSHE. An Oral Hygienist visits school each year to talk about healthy teeth. Excellent use is made of government sports funding to provide additional Sports Clubs and to continue our Sports Partnership with The King's School which provides activities to promote exercise and healthy lifestyles.

Does your school have Healthy Schools status?

Yes	✓
No	

Please describe how you have monitored and evaluated your progress towards the Healthy Schools topic. \*

*Examples include: Survey or record the number of pupils choosing a healthy food option, how many pupils eat fruit, packed lunches or school dinners. If there is a reward of campaign how many pupils change their behaviour.*



Lunches are monitored every day and the school works closely with Devon Norse who provide the dinners to ensure the highest quality is maintained. Lunchboxes are monitored by MTAs and concerns addressed to the Headteacher as necessary. Parents are asked to provide healthy snacks, via the newsletter, and Key Stage 1 children receive free fruit/veg as part of the government scheme. Snacks are monitored by teachers. Milk is provided for families that want their children to have this and numbers are monitored by the Admin Team and Year 6 who are Milk Monitors. PE and Sport lessons are used to remind children why exercise is important. Registers are kept for clubs to evaluate take-up.

Please describe the steps you have taken to address the Eco-Schools Transport topic \*



We work hard to encourage walking to school and have several families living within easy reach of the school who always walk. However, due to our rural location car use is often unavoidable and, furthermore, there are limited pavements in the village. We have worked with our Local Councillor and Devon County Council Officers to make plans to construct a pavement on a particularly dangerous part of West Hill Road which puts many would-be walkers off. The older children were fully involved in this process. The planned pavement will be constructed during 2014-2015. We work with the Residents Association to support their speed watch programme and with our local PCSO to ensure safer drop-off and collection times. This is to be extended to Year 6 in 2014-2015, subject to the relevant permissions by parents/carers. The Headteacher stands on the roundabout most mornings and evenings to welcome pupils and to ensure traffic flows safely. This will be extended to Year 6, where appropriate, in 2014-2015. We now have three buses dropping off and collecting children from school and we have put in a number of safety and supervision measures to ensure the children's safety before, during and after their journeys. Governors regularly review our Travel Plan, Road Safety and Parking Policies and the traffic risk assessment is regularly updated. Each Summer Term we renew our Walking Bus programme. We shall revisit our second Walking Bus route once the pavement has been constructed. This year we are working hard to promote car sharing, smart parking and cycling/scooting to school for the older children.

Has your school implemented any of the following?

- Walking Bus
- Walk once a Week scheme
- Park and Stride
- Cycling Scheme
- Other

If you answered 'Other' above, please provide details here.

We hold a 'Walk to School Week' to coincide with Devon County Council's Walk to School Week. We award half-termly trophies for walking to school. In the last two years, we have re-introduced Cycling Proficiency for Year 5 children through Bikeability.

Do you have a school travel plan?

Yes	✓
No	

Have you managed to achieve a reduction in journeys to school by car?

Yes	✓
No	

If yes, please tell us what the % reduction you have achieved or how the reduction was made.

There are 5 more families who walk to school 'regularly' than 2 years ago. We have maintained the momentum for walking to school and continue to promote this.

Please describe how you have monitored and evaluated your progress towards the Transport topic. \*

*Examples include: Survey or record the number of pupils walking to school or the variety of ways pupils get to school, record the number of children taking part in cycling proficiency, record the changes in choice of transport after a 'transport assembly' or a walk to school campaign.*



Governors monitor and evaluate this area of our work at termly Resources Committee meetings. The Travel Plan and Policies for Road Safety and Car Parking are updated annually according to need. The Headteacher and local PCSO monitor traffic and issues are reported/or reminders published in the weekly newsletter, eg. a reminder to children that we have a 'speed bump' not a 'pedestrian crossing'.

Please describe the steps you have taken to address the Eco-Schools School Grounds topic \*



We were awarded a lottery grant of £10k to build a new outdoor classroom for outdoor learning. This has been particularly successful with all the children using this for art, drama, quiet reading, creative writing, PSHE etc. The local community are also able to make use of this at events such as the fete, sports matches or at weekends. We held a 'Wild night Out' for the Eco Team, using the new outdoor classroom and our Woodland Walk to spot different species at twilight and night-time. The children identified night and daytime sounds, built a camp fire and cooked outside. We have become a Forest School teaching essential life skills and developing self-confidence, self-esteem and respect for the environment in our children. Two teachers were trained as Forest School leaders during 2013-2014 and parents have been enlisted to support further work this year. Our Garden Club continues to teach children about a variety of plants and how to care for, cultivate and nurture plants. Our pond has been cleared and re-vamped to enable pond dipping to take place. We have a new Forest School area on the Eastern edge of the school field. Our various steps have been re-treated and painted with white safety treads and our murals have been replaced with bright new artwork by the children. We have a new school sign which brightens the entrance to the school.

Do you grow your own food either via the school garden or allotment?

Yes	✓
No	

Please describe how you have monitored and evaluated your progress towards the School Grounds topic. \*

*Examples include: Photos of before and after, recording how much produce is grown and used by pupils or in the kitchen, how much money is made from selling produce, surveys of how often and who uses new equipment on play ground.*



Use of all areas in our grounds is monitored on an ongoing basis within the taught curriculum, by the Headteacher and as different events/actions take place. The Governors Resources Committee monitors use of the school grounds at its termly meetings. Teachers report that children's cutting skills in cooking have improved tenfold since taking part in Forest School work and some children have come forward as natural leaders following the Forest School sessions. Writing for the less able boys has improved with Forest Schools as a stimulus.

Please describe the steps you have taken to address the Eco-Schools Global Citizenship topic. \*



We hold a Culture Week each year: In 2013, the children spent a week learning about Brazil and in 2014 they learned about China, through music, art, cookery, technology, creative writing, science, history and geography. Margaret Cameron, a headteacher from New Zealand visited having read about our Eco work on the school website - she was very impressed with what she saw and she gave a presentation to the children about her school. The Eco Team showed her around. We have established links with a school in the Solomon Islands and have studied the similarities and differences between our two cultures. We sent parcels of used books to the school, in conjunction with our Learning Community partner school, Feniton Primary. We have formed a Co-operative Trust - The SMILE Learning Trust - with Ottery Primary School, based on the Co-operative values of self-help, self-responsibility, democracy, equity, equality, solidarity and the ethical values of honesty, openness, social responsibility and caring for others. We have also formed links with schools in Singapore, France and Jamaica.

Does your school have the International Schools award?

Yes	✓
No	

Please describe how you have monitored and evaluated your progress towards the Global Citizenship topic. \*

*Examples include: Survey or record the type and number of fair trade products and pupils choosing them, record the food miles from kitchen food or lunchbox food, survey pupil and staff choices.*



We have the Foundation Stage of the ISA and are applying for the Intermediate Stage this year. We monitor and evaluate our links and our progress at staff meetings, Governors meetings and as contact is made. We evaluate Culture Week after it takes place and put in place changes for the following year as necessary.

## Requirements from your previous Green Flag assessment

<p>Following the assessor had the following requirements</p>	<ul style="list-style-type: none"> <li>Provide the Eco-team with the opportunity to influence what goes on the notice board and use this space to celebrate achievements, inform students and parents of the action plan or current projects.</li> <li>Share all the good work you have been doing with students, teachers and wider community.</li> </ul> <p>Your assessor Rachel made some suggestions to help improve your Eco-Schools work:</p> <ul style="list-style-type: none"> <li>It may be nice to keep a small folder of what the Eco-team have achieved - this could be accessible to the students as well as senior members to the committee and will help the whole school to be involved in your Eco-Schools work.</li> </ul> <p>Sue made some comments about your school:</p> <p><b>“Well done West Hill Primary School! I felt the level of ownership the students had over anti-littering throughout the school was excellent and they really seemed to thrive on this responsibility. The Eco-team’s ideas and problem solving was inspiring. There is excellent and exciting work within the Global Citizenship topic, making those connections with overseas schools seems really valuable to the children. Please keep up the hard work!”</b></p>
<p>Please describe in the box below how you have addressed these requirements</p>	<p>The Eco-Team is in charge of the noticeboard and we now use this space to celebrate our achievements and let everyone know the sort of things we are working on. We share our good work with the wider community through our weekly newsletter and through the Headteacher's bi-monthly article for the Messenger, the local community magazine. The Eco-Team did a presentation of their work to the Village Hall and Residents Association at the 'West Hill on Parade' event.</p> <p>Dorn and the Eco Team keep a folder of diarised achievements and our Eco work is also celebrated in the school scrapbook and on our noticeboard.</p>

## To be completed by the Headteacher / Head of Centre

To help us process your application quickly please ensure that you are concise as possible.

Please describe how Eco-Schools/sustainable development is supported by senior management. \*

The Senior Leadership Team fully supports our Eco-Schools work. Looking after the environment is a particular passion of the Headteacher and it was she that began the Eco-Schools work in the school, setting up the original Eco Team, Environmental reviews and the original Eco Code. The Deputy Headteacher teaches in Class 2 with Dorn, the Eco-Team Leader and fully supports her work, enabling her to carry out her work with the Eco Team as and when required. Governors are also passionate about the work we do and Eco-Schools is a standing item on all the Resources Committee agendas. The whole school is totally committed to our Eco-Schools and sustainable development work as can be seen by the numerous projects undertaken since our last Green Flag Award. The Eco Team Leader, Dorn, and the Headteacher complete this form together.

What have been the benefits of Eco-Schools to your school? \*

Our children respect themselves, each other, our school environment and the wider world and they are proud to be pupils at the school, proud of their school and their achievements. They are confident individuals with a keen sense of moral purpose, of right and wrong and learning about the environment inspires them and supports them to succeed in the more structured, academic subjects. They learn to be creative, using 'outside' and a desire to look after their world as a stimulus for creative writing, problem solving, art and music. Children are inspired to take up causes of their own. For example, a group of Year 2 children took up the plight of the Snow Leopard, presented to the Class, put up posters around school and promoted the adoption of the Snow Leopard Scheme through WWF. This was entirely their own initiative.

How has senior management supported whole school involvement and participation in Eco-Schools? \*

By giving high priority to Eco Work in each Eco-School area eg, the outdoor classroom and pond development to support outdoor learning, the solar panels to reduce energy use and the grant application for an improved composting system etc. Being Eco-Friendly is an expectation within the whole school ethos and is embedded in all our teaching and learning. The Senior Administrator who is part of the SLT works with the Eco Team to help them understand energy use and bills and to explain some of our grounds projects and the financial implications of these. The Headteacher provides dedicated time for the Eco Team to meet and time for them to lead assemblies. She has facilitated training in the Forest School programme to link with our Eco work on School grounds and keeps parents and the community involved through reports in the newsletter and local parish magazine as well as enabling the Eco Team to take part in presentations. Headteacher or Deputy Headteacher assemblies are often based on an environmental issue and all the staff and children are expected to respect and look after each other, their environment and the wider world. The Headteacher has actively sought links with schools at home and abroad and supported the Bags2School programme with the PTFA. The Sustainable Schools ethos of 'caring for ourselves, others and the wider world community' is very much at the heart of everything we do. The local community are invited to enjoy the school grounds and the school fully supported the construction of the adjacent Playpark.

The Eco-Schools programme is about schools engaging in a process of continuous improvement. Please describe any systems you have in place to ensure that work on sustainability can continue if the lead for Eco-Schools leaves or for any reason is unable to continue with their work. \*

Our 'Eco Ethos' isn't just about one person. The legacy will live on because it is already embedded in practice and every member of our school community has signed up to it. There are enough of us who are passionate about our work for our good work to continue well into the future. Eco-schools is always on our School Development Plan which is reviewed regularly and updated at least annually.

Has Eco-Schools / Sustainability been integrated into curriculum planning?

Yes	✓
No	

We agree to pay the Green Flag assessment charge of £200 plus VAT which was introduced on 1st November 2013.

Yes	✓
No	

## Document Upload and Display Energy Certificate Data

Since October 2008 occupiers of public buildings with floor access of more than 1000m<sup>2</sup> (roughly 10,000ft<sup>2</sup>), have been required to have a Display Energy Certificate (DEC).

We are asking schools to submit data from their certificate to help us gain a better picture of energy usage in schools. Schools making a (minimum 10% reduction in their energy usage will be eligible for the new Act on CO<sub>2</sub> School's award.)

School Type / Floor Area	We are a state school / centre with a floor area under 1000 m <sup>2</sup>
Certificate Number:	
Please upload your current Environmental Review	whps environmental review 2014-2015.doc
Please upload your current Action Plan	whps action plan september 2014.docx
Please upload your Eco-Code	our eco code.doc
Please upload a photo of your Eco-Schools noticeboard	eco team board sept 14.docx
Please upload your green procurement policy	WHPS Ethical Green Procurement Policy.rtf

### Submitted Applications - What Next?

Once the Eco-Schools team have reached your green flag application an email acknowledgement will be sent to the school and you will then be added to the assessment schedule and a local assessor sourced.

Following the dates and information provided above we will establish a convenient date for the assessment and an email is sent to the school which includes the date, time and assessor name. Your green flag application is also sent to the assessor, this allows them to identify the topics you have covered before the visit.

All of our trained assessors are CRB checked volunteers and so we aim to assess all schools within 3 months of receiving the application. However waiting time is longer between March and July.

All green flag assessment visits are very informal and usually last between 1 - 1 1/2 hours. The assessor will want to take a tour of the school to have a look at the different projects you have been working on, interact with pupils and perhaps read through your evidence file.

The assessor will require time during the visit to talk to the Eco-Committee and possibly other pupils to confirm the level of knowledge on Eco-Schools throughout the school.

A great way to host an assessment is for the pupils to escort the assessor on their tour explaining the projects as they go along. The school may also consider having the Head or a Governor present but if this isn't possible it will not hinder your assessment result.