

GREEN FLAG Application Form

School Name	The Woodroffe School
Address	Uplyme Road, Lyme Regis, Dorset. DT 7 3LX
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Email	jcowling@woodroffe.dorset.sch.uk
LEA	Dorset
Name of Headteacher	Dr Richard Steward
Name of Eco-Schools Co-ordinator	Jenny Cowling
Date of Submission	April 4th 2008

Tick this box if you are renewing your Green Flag Award

SECTION 1 – About your Action Team

Who are the 'Action Team' members and who do they represent? (Please list)

Team members	Represents
<u>Staff Action Team</u> <u>Jenny Cowling</u> <u>Justin Loveland</u> <u>Dorothy Wood</u> <u>Carol Hyde</u> <u>Claire Thornett</u> <u>Simon Ransom Williams</u> <u>Hugh Fitzgerald</u> <u>David Chambers</u> <u>Martin Banfield</u> <u>Student Action Team</u> <u>Emily Fuller</u> <u>Jo Voysey</u> <u>Chloe Watson</u> <u>Jake Perrett</u> <u>Dan Blaker</u> <u>Lally Owen</u> <u>Rory Farwell</u> <u>Charlotte Damon</u> <u>Plus some other less regular attenders</u>	<u>Environmental Science dept</u> <u>Head of Geography</u> <u>Director of Arts i/c cross curricular projects</u> <u>Teacher of English</u> <u>Teacher of English</u> <u>Head of Science</u> <u>Teacher of RE</u> <u>Teacher of Health and Fitness/PE</u> <u>Teacher of Business</u>
Who chairs/organises the meetings?	Justin Loveland and Jenny Cowling

Who takes minutes/ records the proceedings of team meetings?	Justin Loveland
How often has your team met to-date?	Staff Action Team - Once every other month for the past two academic years for an hour after school. Student action team – every other Monday for the past three years.
On how many occasions has a parent, governor or other member of the 'out-of-school' community attended to date?	Feb 08 a member of the community from Turn Lyme Green environmental group. Sept – March 07 Sophie Burleigh, governor for Environmental science and Geog dept attended student EAT meetings. The following three parents drop in and out on an ad hoc basis Emma Rees Haughton Parent recycles phones and ink jet cartridges via PTA and EAT group. Irene Benson Parent, PTA chairlady recycles fax cartridges via Lyme net for Air ambulance funds Candida Blaker chair woman of Turn Lyme Green Environmental Action group is a parent and link with the design a logo for the TLG bag campaign
How are decisions arrived at during meetings?	Consensus of opinion
How can pupils not on the team make suggestions?	Through student council, or to any form teachers or subject teachers who will then pass on the information to the EAT staff or student team.
How does the team feedback decisions to the rest of the school?	Via assemblies, notices to tutor groups, EAT notice boards

[Suggested evidence for Section 1 = minutes and other meeting reports]

SECTION 2 – About your Environmental Review

NB: Please send two copies of both your initial Environmental Review Checklist and your Follow-up Environmental Review Checklist with this form.

Who carried out your initial Environmental Review and when?	<u>Jenny Cowling 2005</u> <u>Assisted by Matt Daley Site Manager, Nigel White Site Staff, Cherrill Ware secretary, John Haylock Deputy Head, Transport,</u>
Who carried out your follow-up review and when?	<u>Jenny Cowling and Dorothy Wood</u> <u>March 08, along with the aforementioned staff</u>

[Suggested evidence for Section 2 =: The Environmental Review documents themselves, minutes and meeting reports, photographs, pupil accounts, data collection sheets, etc.]

SECTION 3 – About your Action Plan

NB: Please send two copies of your current Action Plan with this for which should include targets and methods of measuring the targets set.

Who was involved in developing the action plan? Briefly describe process.	<u>Staff EAT team during meetings which were reviewed at the first meeting of each year. Sept 06 and Sept 07</u>
How did you share the action plan with the rest of the school?	<u>Through staff magazine 'Friday Notes'</u> <u>Green Day plans, assemblies</u>

SECTION 4 – About Eco -Schools developments in curriculum work

Please give 3 brief examples of curriculum work carried out related to Eco-Schools

Year Group	Subject Area	Activity
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<p>Example 1</p>	<p>Whole School Green Day MARCH 7TH 08</p>	<p>All subjects areas contributed by having a 'Green' theme to the lessons for that day.</p>	<p>In Science all year 11 watched 'An Inconvenient Truth'</p> <p>All Year 9 watched the film 'Message in the Waves' during PSE.</p> <p>WRAP and DCC representatives came in to school to give talks and demonstrations on composting. Particularly a yr8 group and a yr11 and a yr13 group</p> <p>Lyme 'Turn Lyme Green' group gave us banners and the Logo work for the Ban the Plastic bag in Lyme campaign. Lunchtime bean bag stuffing opportunity for students and staff to remove plastic bags from circulation</p> <p>Textiles groups made a fabric bag using recycled material.</p> <p>Other departments carried out a whole range of activities throughout the day, records of which are in our portfolio and photographic evidence is on our Eco board</p>
<p>Example 2</p>	<p>Design a logo for Turn Lyme Green ban the Bag campaign.</p>	<p>Yr 10 graphics September 07</p>	<p>The group watched the film Message in the Waves which highlights the danger of plastics in the water to Marine life. The group then produced a series of logos which would be selected to be used by the Environmental group in Lyme called Turn Lyme Green. The group were also instrumental in devising the name of the group.</p>
<p>Example 3</p>	<p>Sustainable Development unit of work</p>	<p>Yr 8 Geography curriculum From Sept 07</p>	<p>All Year 8 now complete a 6 lesson Scheme of work within their Geography lessons plus they have to complete an assessment of their knowledge gained throughout the topic.</p>

<p>Can you offer any examples of how pupils' involvement in Eco-Schools has led to a rise in educational achievement?</p> <p>Please describe briefly.</p>	<p>Seeing new Solar panels and its meter, the paper and card compactor, the soon to be erected wind generator, being involved in 'Green day', designing the logo for Turn Lyme Green, the EAT group, staff and pupils encouraging paper and card sorting for recycling and the power down campaigns have all provided first hand experience of increasing our students environmental awareness which in turn has led to an increase in their educational achievement in specific subjects.</p>
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[Suggested evidence for Section 4 =: Lesson plans, pupils own work records, wall displays, etc.]

SECTION 5 – About your Eco-Schools Communication

NB: Please send two identical photographs of your notice board/web-pages with this form.

<p>Where is your Eco-Schools notice board?</p>	<p>We have two boards, one has a display of work completed during the whole school Green day activities and the other is a board that has notices of things happening and future events in both school and locally.</p> <p>In the main corridor seen as one leaves reception area and enters the main school building.</p>
<p>What information is put on the Eco-Schools notice board</p>	<p>Activities recently completed and events planned for the future both in school, in the local community and sometimes where relevant, nationally. General information of an environmental nature.</p>
<p>Who is responsible for new material on the notice board?</p>	<p>Jenny Cowling, Dorothy Wood and members of EAT team</p>
<p>How often does new material appear?</p>	<p>Varies</p>
<p>Is Eco-Schools promoted in any other way? E.g. website, newsletters, posters</p>	<p>Every month we have a parents bulletin in which our green issues are published. After Green Day we published it on green recycled paper. We are continually trying to get as many parents to subscribe to parent mail to save paper and resources. Local news paper articles. Plans for assemblies given by Dorothy Wood and Justin Loveland prior to 'Green Day' .Attendance at green day by local council environmental officers re composting workshops and displays also 'love food hate waste' representative attended green day and spoke to individual groups of children.</p> <p>During the Turn Lyme Green Bag campaign Dorothy wood made a video of events during the Great Bag give away day which features students from school working alongside members of TLG in helping distribute cotton bags to households in Lyme. A display of the graphics logo project was also on display in the Marine Theatre during the evening launch of the bag campaign which was also</p>

	captured on film.
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[Suggested evidence for Section 5 =: The notice-board photograph, assembly plans, press releases/press cuttings, minutes from governor meetings, AGM agendas, letters to/from business contacts, Newsletter.]

SECTION 6 – About your schools Eco-Code

NB: Please include two copies of your eco-code with this form.

Briefly explain how your Eco-Code was developed?	Developed with EAT students and displayed in every classroom
How often is it reviewed?	Every year
Where is it displayed?	In every classroom of the school
How do you ensure all pupils are aware of it?	At the beginning of every year we issue all form teachers with a new poster to display in their classroom with information that we want each tutor group to be told in the package that accompanies the 'first day back' information for tutors to give to pupils. Students are continually reminded to sort the paper and card out of the rubbish, to switch off lights etc. to compost vegetable waste from food rooms and to generally be constantly environmentally aware of their surroundings. Staff are continually reminded to 'nag' re the above by Jenny Cowling and the site staff through Friday notes.

[Suggested evidence for Section 6 =: The Eco-Code itself, assembly plans, notice-board photograph, lesson plans etc.]

SECTION 7 Monitoring Achievements

Which of the Eco-Schools topics have you tackled? For each topic that you have worked on, please provide an indication of the scale of the project (i.e. major project, small / short project) N.B. one of these projects must be waste.

Topic	Tick if worked on and note scale of project
Litter	/ Every day 6 students in yr 7 collect litter on a rota basis after lunch supervised by a member of SLT.
Energy	/ Power down campaigns and new bank of 40 solar panels erected. Wind generator to power computer to be erected ASAP
Water	/ Automatic taps to turn off after certain time now installed throughout school and also push taps so only work on demand. Low volume cisterns on all toilets now in place.
Waste	/ We compact all waste with compactor after site staff sort out paper and card which is packaged and collected by recycling firm. Since having the compactor we send only four wheelie bins of other waste to land fill each week. Prior to the compactor which we got in Nov 07 we used to have 7 large 60 cu lts wheelie bins to go to land fill.
Transport	/ Students are encouraged to walk or cycle where able but our location means that this is often not possible or it is dangerous with the main road leading to school having no pavements either side for a large portion of its length.
Healthy Living	/ School committed to Healthy Living, and has been awarded Healthy eating award 2007 Food and Fitness is a new Year 7 curriculum where Food has been taken out of the Technology Rotation and put into the PE rotation with an emphasis on healthy eating and keeping fit. SLT are in constant consultation regarding what food is served up to the students at break and during lunch times. We have banned fizzy drinks and chocolate from student purchasing venues. School council also involved in food choices available.
School Grounds	/ Benches have been purchased made from recycled plastic material and are used throughout the school grounds. During Green Day 30 saplings were planted – donated by the Woodland trust. Adjacent to our Sports field we have a Woodland Trust

	<p>wooded area which is ideal for practical work in Environmental Science.</p> <p>We continually strive to keep the site litter free but have an ongoing problem with seagulls and squirrels taking material out of the bins after students have put it in. Also some of the lids on the bins are damaged and litter can blow out. We hope to rectify this situation by removing bins without lids but are concerned about the amount of wrappings generated by the kitchen sales and students littering the site.</p> <p>We now have two compost bins and are collecting vegetable waste from the staff room, the office and the food rooms.</p>
Biodiversity	In June 07 the EAT students conducted a plant diversity study. To be repeated in July 08.
Global Perspective	<p>All 6th form students and Year 11 have seen 'An Inconvenient Truth' during curriculum time. The 6th form students also watched 'A Great Global Swindle' to allow them to make reasoned judgements. General Studies often covers Global issues as we have weekly news quizzes, discussions on current events and weekly speakers that cover a range of global issues in 'Core' lessons.</p> <p>Are Gold members of Rafi ki and staff have been invited to Cameroon to work with teachers in schools in Buea.</p> <p>This year we have initiated three new exchange partnerships with France, Italy and Spain.</p> <p>All students in Year 7 are registered with Rafi ki and have been communicating with schools in the Gambia re water issues.</p>

Referring to your action plan, please outline the targets that you set, the steps you have taken to achieve these and the progress you have made to-date?

Target	Steps Taken	Progress to date / results
To continue to sort waste into paper and card for recycling throughout the whole school.	Provide bins to identify paper collection points in each classroom. We tried to avoid this previously as we felt it was a waste of the earth's resources in buying bins to put paper and card specifically for recycling. However we have found that staff and students often fail to remember and quickly lapse	We are very pleased in how much the site staff is behind us in this initiative and they tell us when the school staff are lapsing in their sorting because they sort through the rubbish for us. Nigel White a member of the site staff did all the investigating about the hiring of the compactor and getting the recycling company

	<p>into their old bad habits. In many class rooms it was not clear where the paper and card for recycling should go. It was felt at SLT that having clearly identifiable bins in every classroom would help remind both staff and students to sort their waste.</p>	<p>to collect our paper. He speaks at EAT meetings and regularly at Monday morning staff meetings about our progress re how many bins we are saving by compacting our rubbish and recycling our paper.</p> <p>The school has invested in making a special compound for our compactor and our recycled paper storage because we were very concerned in times of high wind we could loose the lot through Lyme Bay and its environs.</p> <p>So far we have gone down from 7 bins to 4 that go to land fill. We hope to try and get the 4 bins down to 1!</p>
<p>Include Office staff, Site Staff and kitchen workers in our quest to recycle as much as possible. We have small composting boxes that we need to continually monitor that they are emptied regularly into the large composting containers</p>	<p>Keep an eye on the boxes in the staff room, the office and the food rooms so they are regularly emptied</p>	<p>To fill the compost bins with all organic material and to keep meat and food stuffs out.</p> <p>We are slightly concerned with the Rat population that we are aware exists in the school grounds are therefore we are proceeding with caution re the composters.</p>
<p>Complete another Power down survey</p>	<p>We have already had one which highlighted the need to the same person to read the same meters at regular periods</p>	<p>Have a series of power down surveys taken at different times of the year to be every year at least twice a year.</p>
<p>Monitor the litter situation</p>	<p>Make sure all litter bins have secure lids</p>	<p>For all bins to be seagull and squirrel proof. For site staff to empty all bins after lunch each day.</p>
<p>Repeat Green Day as an annual event</p>	<p>We have had our first green day this year and would like to repeat it as an annual event focussing on the issues which are of most concern around the school/local area/in the media at the time.</p>	<p>Organise another Green Day for Feb 09</p>

<p>What evidence can you offer to demonstrate how each of the targets has been met? E.g. analysis such as tables, graphs</p> <p>(Do not send this information in with your report)</p>	<p>The number of wheelie bins filled every week.</p> <p>The amount energy produced by our solar panels.</p> <p>The amount of energy consumed during our 'Power Down' campaigns, compared to normal usage.</p> <p>The amount of Paper and card taken to recycling.</p>
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[Suggested evidence for Section 7 = Before and after photographs, meter readings, waste audit data, pupil attitude questionnaires etc. etc.]

SECTION 8 – General

(To be completed by the Headteacher)

<p>Briefly describe how you see your Eco-Schools programme developing in the future</p>	<p>We have made considerable change in a very short time by hiring the compactor and having the solar panels visible to all. Our only hope now is that the students stay very aware of the need for recycling our waste, cutting down what we send to landfill to the absolute minimum and saving energy by switching off lights, computers and heaters when they are not necessary. If we continue to keep the students proactive in being environmentally aware it is hoped that they go home and educate their parents.</p>
<p>What have been the benefits of Eco-Schools to your school?</p>	<p>The economic saving in reducing our energy bills through using solar power is being monitored and also our refuse collection costs have been considerably reduced. More than the economic saving however is importance of raising the educational awareness of the whole work force as well the students body in having first hand experience of recycling and saving energy to improve the environment not only in school but in the wider locality.</p> <p>Every year the whole of year 8 go to an outdoor education camp near Wareham and as part of the activities we drive past an area actively used for land fill. The smell of methane gas is incredibly strong and now identifiable to all, but the students also see how much of the countryside is being used for land fill and the obvious practical consequences that it has on our local environment.</p>
<p>How have you managed to ensure whole school awareness and participation in Eco-Schools?</p>	<p>The EAT staff team are proactive in assisting the Environmental Staff and the Science department in keeping everyone aware and on their toes re consistently recycling and saving energy.</p>

	<p>The whole school Green Day had a real impact, in particular the amount of upheaval involved in showing the whole of year 11 and year 9 films during the day in the place of their normal curriculum time - made all the staff and the students aware of how seriously we take the issues that are confronting us. We could have opted to show the films during lesson time in classrooms but we felt that using the Drama Studio and a large screen gave the event far more gravitas.</p>
<p>How has Eco-Schools been integrated into your School Development Plan?</p>	<p>The aims of the school were recently rewritten and now include a reference to environmental awareness (we aim to encourage a respect for the environment in which we live). These aims are stated clearly at the start of every years new development plan.</p> <p>The development plan features plans for all key areas of the school and includes a school council plan. Key issues for the council this year as set out in the plan include :</p> <ul style="list-style-type: none"> • Environmental issues • A project undertaken in co operation with the Food Standards Agency (we are one of only ten schools involved in the project) exploring healthy eating and related issues (SDP 07/08 pg 18) <p>There is also a whole school plan which, in its community section, includes the following target:</p> <ul style="list-style-type: none"> • Develop a programme of environmental projects aimed at making Woodroffe a sustainable institution (SDP 07/08 pg28) <p>The schools involvement in the Turn Lyme Green campaign also features in the SDP (SDP 07/08 pg 42)</p> <p>Sustainable education is a key issue in the Environmental Science department's development plan:</p> <ul style="list-style-type: none"> • Develop methods to promote students into environmental thinking and actions and development of EAT team (SDP 07/08 pg99) <p>The school development plan is rewritten every summer and revised in September. The 08/09 plan will also include extensive reference to Eco issues.</p>

Signed:.....**Headteacher**

SECTION 9 – Re-applications

Complete this section if your school has previously been awarded the Green Flag status

<p>Explain briefly what progress you have made</p>	
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with your Eco-Schools work and what have been the main developments since you were awarded green flag status	
If it has been significantly more than two years since you were awarded green flag status, please explain briefly the reason(s) for this and outline any problems which have occurred.	
If your application is successful do you require another Green Flag	Yes / No

Checklist for Green Flag Application and Re-Application

2 x This completed application form	
2 x Your Initial Environmental Review	
2 x Your follow-up Environmental Review	
2 x Your Eco-School Action Plan	
2 x Notice-board photograph	
2 x Your Eco-Code	
2 x Your Display Energy Certificate (Jan 08 Onwards)	

NB: Please ensure that you print or copy documents double sided wherever possible.

The above (and no other material) should be sent to:

Eco-Schools, ENCAMS, Elizabeth House, The Pier, Wigan, WN3 4EX

Or email to eco-schools@encams.org