s3: sustainable school self-evaluation

for primary, middle and secondary schools

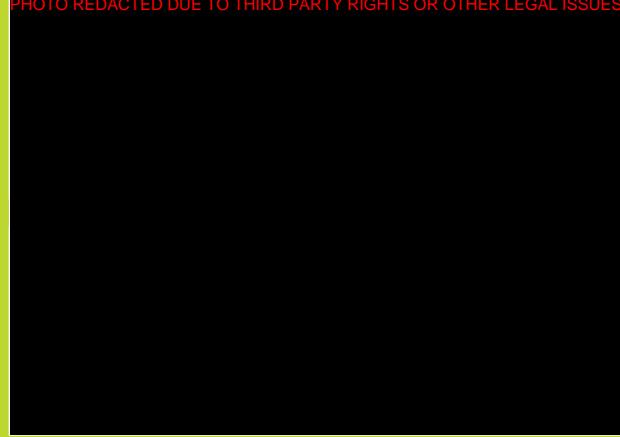**department for education and skills**

Releasing Potential,
Achieving Excellence

contents

www.teachernet.gov.uk/sustainableschools

about sustainable schools

There are many definitions and interpretations of sustainable development. According to 'Securing the Future', the UK's 2005 Sustainable Development Strategy, the goal is to 'enable all people throughout the world to satisfy their basic needs and enjoy a better quality if life, without compromising the quality of life of future generations.[1]

"Schools are there to give children the knowledge and skills they need to become active members of society. Many children are rightly worried about climate change, global poverty and the impact of our lifestyles on our environment. Schools can demonstrate ways of living that are models of good practice for children and their communities. They can build sustainable development into the learning experience of every child to encourage innovation and improvement."

Alan Johnson
Secretary of State for Education and Skills
October 2006

1   HM Government (2005) *Securing the future: delivering UK sustainable development strategy*. TSO, London

The future holds many challenges for young people

Global problems such as climate change and global poverty are becoming critical. Closer to home, many people are worried about environmental problems such as fresh-water scarcity and the build up of waste, health problems such as the rise of obesity, and social problems that threaten the cohesion of local communities

Young people have a high stake in the future

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

Schools have a special role to play in securing the future for young people

As places of learning, they can help pupils understand our impact on the planet. And as models of good practice, they can be places where sustainable living and working is demonstrated to young people and the community. Tomorrow's solutions to the world's problems may be found in our classrooms today.

The Government would like every school to be a sustainable school

In practice this means integrating high standards of achievement and behaviour with the goals of healthy living, environmental awareness, community involvement and citizenship – many of the aspirations set forth in Every Child Matters[2] (2005).

Schools can prepare young people to take an active role in finding solutions to local issues

These solutions will also need to address broader global problems. To do this, schools will need to take an integrated approach to sustainability: they should teach it and demonstrate it through the curriculum (teaching and learning), the campus (values and ways of working) and the community (wider influence and partnerships). They can prepare young people for a lifetime of sustainable living.

A sustainable school is guided by the principle of care

This includes care for oneself, care for each other (across cultures, distances and time), and care for the environment (far and near). Care is demonstrated in new ways and in new contexts, opening pupils' eyes to the possibility of sustainable living. Care builds a sense of shared responsibility for a sustainable school and a vibrant local community.

Sustainable Schools can help build cohesion among a range of initiatives and school practices

Sustainable Schools looks at the 'big picture' and recognises that a school culture, founded on the principle of care, may achieve greater things by taking a more holistic approach to school improvement and community development.

Since there is no single way of achieving this goal, this self-evaluation is offered as a flexible tool that schools may use or adapt to best fit their needs.

introduction

Sustainable school self-evaluation is not an optional extra

Schools currently are required to evaluate their school improvement progress using a self-evaluation form (SEF) developed by Ofsted (2005). This sustainable school self-evaluation (s3) provides schools with a **voluntary** way to record and report their efforts to promote sustainable schools, as an integrated part of their Ofsted SEF. For some schools, parts of s3 may be pasted directly into the relevant Ofsted SEF sections.

Sustainable school self-evaluation can help improve schools

An Ofsted study[3] suggests that sustainable schools offer dynamic and vibrant learning environments because they address real-life challenges in real places with real people. Ofsted found that these schools built their good practices through a cycle of strategic goal-setting, action and assessment. Pupils are at the centre of our interest in sustainable schools. School improvement measures increase opportunities for each individual to realise their full academic potential and to become an enthusiastic lifelong learner. A school culture should address:

- the social and emotional needs of pupils;
- promote healthy living;
- value and respect diversity;
- be aware of the local and global environment;
- and foster pupils' confidence in their ability to make a difference.

3 www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3389

This self-evaluation form has been developed to help schools recognise and appreciate what they are already doing to promote a sustainable school, to plan next steps, and to document the benefits on their Ofsted SEF.

Sustainable schools offer tangible benefits to the curriculum, campus and community		
Curriculum (teaching provision and learning)	**Campus** (values and ways of working)	**Community** (wider influence and partnerships)
☑ teaching and learning ☑ pupil achievement ☑ pupil well-being We propose that schools develop a curriculum and an approach to teaching and learning in and outside the classroom that deepens pupils' understanding of sustainable development. It should cultivate the values and skills they will need to make positive contributions in the places where they live and work.	☑ operating and capital expenses ☑ pupil involvement ☑ staff morale We propose that schools evaluate their own sustainable development performance in order to establish policies and practices for continuous improvement across the school and its estate.	☑ trust ☑ parental involvement ☑ local influence We propose that schools identify ways to promote sustainable development through their communications, services, contracts and partnerships with key stakeholders.

instructions

The sustainable school self-evaluation is for use by your school's Ofsted SEF writing team

This team is likely to include teachers and senior school managers. Depending on how you develop and maintain your SEF, this may also include other staff, governors, parents and even pupils.

The sustainable school self-evaluation follows the 2005 Ofsted SEF headings

The headings are:

- School characteristics
- Stakeholders' views
- Achievement and standards
- Personal development and well-being
- Quality of provision
- Leadership and management.

It considers each of these in the context of sustainability. The last heading is further divided into 10 sub-headings that are linked to the eight sustainable schools doorways of the national framework featured in the **Sustainable Schools** area of TeacherNet[4].

Before you begin, decide if you are going to use all or just some of the tool's questions

If you are just getting started with your sustainable school practice, it may be useful to select those self-evaluation questions that are most relevant to your stage of development. If you have a well-developed sustainable school practice, you will probably use most or all of the questions. Use or adapt the sustainable school self-evaluation questions to the extent to fit your needs. It does take time to work through the tool, but it is time well spent, as you can use your responses to build your Ofsted SEF. An editable, Microsoft Word version of the tool questions can be found at **www.teachernet.gov.uk/sustainableschools/tools/s3**.

Step 1: Grade your performance

Under each sustainable school self-evaluation heading or sub-heading, you are asked to grade aspects of your school practice on a four-point scale (see box below). Examples of the grades are offered for each of the aspects you assess. The examples are progressive and build on one another. So, for example, a grade of 'outstanding' suggests that you also have achieved the performance standard examples described as 'good' and 'satisfactory'. Some of the examples include more than one aspect of practice. Use your judgement when grading your performance, if you address only some aspects of the example offered.

Grade and alternatives	**Implication**
Outstanding Exemplary, highly effective	**Evidence of school improvement and community development** A fully developed, demonstrable impact that is worth disseminating beyond the school
Good Above average, effective	**Evidence of improved pupil performance and school environmental performance** A well developed, demonstrable impact that is worth reinforcing and developing in school
Fundamental Fundamental	**Provision in place** Scope for improvement and further development
Getting started Not considered, pre-engaged, or inadequate	**Provision is not addressed or not fully developed** Merits consideration or attention, or is deemed not relevant or a low priority

Step 2: Write an evaluative statement

Once you have graded an aspect of your school practice, you are asked to explain why you have graded the item as you did. Write an evaluative statement, noting supporting evidence. It is not intended that you should provide large amounts of statistical data and descriptive detail. You should use evidence selectively to support main judgements about your performance. Use brief bulleted statements to answer these questions:

- What was the task or activity?
- What were the intended outcomes?
- Were they met?
- If they were not met, why not?
- If they were, how were they met?
- What change resulted?
- How do you know? What is your evidence?

Step 3: Identify key priorities for development

You are then asked to record the actions you will take that will lead to further improvement. Keep your responses brief. These priorities should be transferred to your school improvement or development plan.

Step 4: Add this to your Ofsted SEF

After you have gathered the evidence of good practice arising from a range of initiatives that contribute to a sustainable school, record them as part of your routine Ofsted SEF maintenance procedures.

Information and support are available

The s3: sustainable school self-evaluation is also offered as an interactive version. The web tool uses MATRIX software and you will need to use your school DfES identification number to register with MATRIX (no cost) in order to access the tool. The web tool offers features not available in this print version. These include online archiving, additional examples, action-planning ideas and web-links to useful resources. The tool can be accessed from the Sustainable Schools area of TeacherNet[5] which also offers case studies, schemes of work and links to other useful websites. These resources are organised in several ways, including a categorisation using the eight sustainable schools doorways introduced in the 2006 DfES Sustainable Schools consultation.

1

school characteristics

Our long-term well-being, as individuals, schools, communities and nations, depends on the way we care for ourselves and for each other, and the way we care for the environment, now and in the future.

Recommendation

Our recommendation is that schools place sustainable development at the heart of their ethos, demonstrating it in their management practice, embedding it in their teaching, and promoting it in their communities.

Background

Each school works within a unique local context, shaped by its heritage, its current development plans and its aspirations, as well as by its physical environment.

Nationally, pupils vary in their attainment and come from a range of social and economic backgrounds. For this reason, schools can determine for themselves the strategic directions they will take to best address their pupils' and the school community's needs, and to reduce any barriers to their success.

A growing number of schools have placed sustainable development principles at the heart of their school ethos. Where this happens, participatory decision-making reflects the particular environmental, social and economic context of each individual school.

Sustainability offers opportunities for innovation in schools and for schools to enhance their roles in the community. It can help to place goals as diverse as healthy living, green travel, social inclusion and standards-raising within a broader canvas. This enables school leaders to present a more coherent picture to pupils and the school community, and to emphasise school improvement priorities while showing how they are advancing the broader school and community agenda.

1.1 To what extent is sustainable development a distinctive characteristic or feature of our school?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

It may be easier to assess this question after considering all the others (questions 2.1-6.1).

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how sustainable development could benefit school improvement, or how it could be a distinctive aim or feature of our school.	We have identified sustainable development as a special feature of our school in our school improvement plan and school policy, and we are pursuing it actively.	We have evidence that our efforts to promote sustainable development benefit pupils' achievement and school operation and performance.	We have evidence that our efforts to promote sustainable development contribute to our overall school effectiveness and to community improvement, and we share our practice with others.
Explain your grade. Write an evaluative statement and include references to relevant evidence or data.		What are your key priorities for development?	

s3: sustainable school self-evaluation **School characteristics**

2

stakeholders' views

Schools can gain the support of local stakeholders by taking account of their needs and involving them in decision-making. Schools can also balance their short-term interests with longer-term goals by considering the needs of the environment, of future generations and of other communities, in the UK and abroad.

Recommendation

Our recommendation is that schools listen to the views of pupils, teachers, school staff, parents and carers, governors and the wider school community, and that they involve them in decision-making in ways that balance the school's needs with its broader commitments to the environment and society.

Background

A stakeholder is anyone who can affect or will be affected by decision-making processes. In most cases, there are individuals and groups who are obvious stakeholders. In schools, for example, pupils, teachers and staff, governors, parents and carers, and community members are obvious stakeholders.

When it comes to sustainable development, however, there are other stakeholders who are frequently overlooked. These individuals and groups often live or work in the distant places that provide the natural resources, produce the goods or dispose of the wastes that are essential to school operation. Other stakeholders – especially future generations – are even less obvious.

Effective decision-making for sustainable development takes account of the views of all stakeholders, even those who may not be able to speak for themselves. For practical purposes, schools can begin this process by engaging the school with the wider community.

Many local people care deeply about the well-being of their communities and the wider world, and have much to contribute toward the development of a sustainable school. Involving a wide range of stakeholders can enhance the effectiveness of your school improvement efforts.

A good starting point is to seek to understand stakeholders' views about the current operation of the school, and how they would like to see this improved.

Consultation, dialogue and engagement with stakeholders can help to anticipate potential problems before they arise. It can also build trust with key groups such as parents and carers, and pupils and staff, furthering opportunities to work with them as learning and improvement partners.

Questions 2.1 to 2.5 cover various stakeholders' involvement, including pupils (2.1), teachers and staff (2.2), governors and other stakeholders (2.3), parents and carers (2.4), and the wider community (2.5).

2.1 To what extent do pupils participate in decision-making?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ⊠	**Satisfactory** ⊠	**Good** ⊠	**Outstanding** ⊠
We have not considered, or have just begun to consider, the benefits of pupils' participation in decision-making about their school or their learning.	We have a strategy or mechanism for pupils' participation, and pupils are involved in decision-making about their school and their learning.	Pupils fully participate in decision-making about the ethos, policies and management of the school, and about how their own learning is supported. We act upon their recommendations. We have evidence of how this benefits pupils.	We have evidence of how this contributes to school improvement and community development. We share our practice with others.

Explain your grade. Write an evaluative statement and include examples of action taken based on pupil participation, as well as references to relevant evidence or data.	What are your key priorities for development?

2.2 To what extent do the teachers and staff participate in school decision-making?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
Communication with teachers and staff focuses on keeping them informed about what's happening at school.	We have a strategy or mechanism for the participation of teachers in school decision-making. We solicit their comments and suggestions about a range of issues.	Teachers and staff participate fully in school decision-making. Their recommendations are acted upon. We have evidence of how this benefits teachers and staff.	We have evidence of how this contributes to school improvement and community development. We share our practice with others.

Explain your grade. Write an evaluative statement and include examples of action taken based on teacher and staff participation, as well as references to relevant evidence or data.

What are your key priorities for development?

2.3 To what extent do school governors involve other stakeholders in school decision-making?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
Governors do not involve other stakeholders in school decision-making. Communications focus on keeping other stakeholders informed of governors' decisions.	Governors consult with other school stakeholders, including pupils, teachers and staff, parents and carers, and the community, when making decisions.	Governors involve other school stakeholders, in school decision-making. Stakeholders' recommendations are acted upon.	We have evidence of how this contributes to school improvement and community development. We share our practice with others.

Explain your grade. Write an evaluative statement and include examples of action taken by governors based on stakeholders' participation, as well as references to relevant evidence or data.	What are your key priorities for development?

2.4 To what extent do parents and carers participate in school decision-making?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ✕	**Satisfactory** ✕	**Good** ✕	**Outstanding** ✕
Communication with parents and carers tells them about what's happening at school.	We have a strategy or mechanism for the participation of parents and carers in many aspects of school decision-making. We regularly solicit their comments and suggestions about a range of school issues.	Parents and carers participate fully in school decision-making. We act upon their recommendations. We have evidence of how this benefits parents and carers.	We have evidence of how this contributes to school improvement and community development. We share our practice with others.

Explain your grade. Write an evaluative statement and include examples of action taken based on parent and carer participation, as well as references to relevant evidence or data.	What are your key priorities for development?

2.5

To what extent does the wider school community participate in school decision-making?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
Communication with the wider school community tells them about what's happening at school.	We have a strategy or mechanism for the participation of the wider school community in many aspects of decision-making. We regularly solicit comments and suggestions about a range of school community issues.	The wider community participates fully in school decision-making. We act upon their recommendations. We have evidence of how this benefits the wider community.	We have evidence of how this contributes to school improvement and community development. We share our practice with others.

Explain your grade. Write an evaluative statement and include examples of action taken based on wider school community participation, as well as references to relevant evidence or data.	What are your key priorities for development?

Sustainable development offers a real-life context that can make learning more meaningful and relevant. It can enhance pupils' enjoyment and progress, and build practical life skills.

3

achievement and standards

Recommendation

Our recommendation is that schools use their efforts to develop a sustainable school to motivate pupils, enhance their enjoyment of learning and ultimately raise achievement and standards.

Background

The link between a sustainable school and achievement and standards takes two forms.

The first concerns improvements in pupil attentiveness and concentration through the use of natural light and ventilation, improvement of indoor air quality, availability of nutritious food, and higher levels of pupil fitness.

The second concerns how real-life sustainable development issues can make learning more interesting and relevant for young people. Pupils' engagement with and enjoyment of such subjects in and outside the classroom enhances their achievement, and produces better pupil behaviour and greater job satisfaction among teachers and school staff. All of these can contribute to improved standards.

These benefits are supported by international research and a growing body of practitioner evidence in England.

3.1 To what extent do our efforts to promote sustainable development improve standards and enhance pupils' achievement?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ✕	**Satisfactory** ✕	**Good** ✕	**Outstanding** ✕
We have not considered, or have just begun to consider, how a commitment to sustainable development could influence pupils' achievement and standards.	We have a strategy or mechanism to promote sustainable development in and outside the classroom to influence pupils' achievement and standards.	We develop our pupils' understanding of sustainable development using the full range of different kinds of learning. We have evidence of how this benefits pupils' achievement.	We have evidence of how this approach influences standards and how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.

What are your key priorities for development?

4

personal development and well-being

Schools are able to cultivate individuals with the values, skills and self-confidence to make positive contributions to their family, their community, their job, the environment, and the wider world.

Recommendation

Our recommendation is that schools use their promotion of sustainable development to develop pupils' involvement in their own learning and to encourage them to make positive contributions to their families, their communities, their workplaces, and the environment.

Background

Personal well-being is influenced by many factors, not simply physical and emotional care, or economic security. The social well-being of pupils (their contentedness with family, community and peers) and their environmental well-being (connectedness with physical surroundings and spaces) are particularly important.

So while there are many things a school can do to improve the well-being of pupils, school remains just one of several places where their well-being is influenced, alongside home, community, and the local environment. Schools can influence the wider determinants of well-being by providing extended services and getting involved with school stakeholders in local improvement projects. For example, some schools offer healthy living programmes for parents and the community that complement the Healthy Schools programme.

In its 2005 publication, *Every Child Matters*, The Department for Education and Skills set out a new approach for promoting the well-being of children and young people from birth to age 19.

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution to society, and to achieve economic well-being.

This means that the organisations involved with providing services to children – from hospitals and schools, to police and voluntary groups – will be teaming up in new ways. They will be working together to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively than they did previously.

Of course, young people and pupils are not passive recipients of well-being. They actively shape it through their chosen behaviour. In this context, personal development is a lifelong process of understanding the factors that shape well-being, and promoting them in everyday actions. Schools are well-placed to accelerate and deepen this process in young people.

Questions 4.1 to 4.5 cover different aspects of personal development and well being, including: healthy living (4.1), staying safe (4.2), enjoyment of learning (4.3), active citizenship (4.4), and careers and lifestyle (4.5).

4.1 To what extent do our efforts to promote sustainable development contribute to healthy living?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, the links between sustainable development and healthy living.	We recognise the links between sustainable development and healthy living. We use healthy-school standards and materials to address the needs and choices of our pupils through curriculum-based and extra-curricular activities.	We have drawn up healthy living principles as part of our school practice. We have evidence of how this benefits pupils and others in the school community, and school operation and performance.	A healthy community supports healthy pupils, and we involve the school and the local community in practical projects that support healthy living. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

4.2 To what extent do our efforts to promote sustainable development contribute to pupil safety?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, the links between sustainable development and a safe and supportive learning environment.	We recognise the links between sustainable development and safety. We implement a safety and security strategy, and we require school managers, teachers and staff to maintain a safe and supporting learning environment.	It is part of our school's practice that everyone at school – including pupils – is involved in issues of personal safety and security. We have evidence of how this benefits pupils, others in the school community, and the school environment.	We work with local community to tackle issues of personal safety, security and community well-being. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

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4.3 To what extent do our efforts to promote sustainable development contribute to pupils' enjoyment of learning?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ✕	**Satisfactory** ✕	**Good** ✕	**Outstanding** ✕
We have not considered, or have just begun to consider, ways that sustainable development themes and projects can help pupils' enjoyment of learning.	We recognise that sustainable development can enhance pupils' enjoyment of learning. We value and offer learning opportunities – in and outside the classroom – that engage pupils in exciting and appropriate challenges. We encourage teachers and staff to work together to achieve this.	We regularly use sustainable development issues as a means of getting pupils excited about learning. We have evidence of how this benefits pupils' achievement and school operation and performance.	We work with parents, carers, governors and the local community to enhance enjoyment of learning throughout life. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

4.4 To what extent do our efforts to promote sustainable development contribute to active citizenship and local improvement?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider ways that sustainable development themes and projects can promote active citizenship and better prepare pupils for participation in their local communities.	We recognise that sustainable development can enhance our efforts to promote active citizenship. We follow all statutory requirements for the citizenship curriculum, and we offer opportunities for pupils to explore local improvement issues through classroom-based activities.	We support pupils in their exploration of citizenship and local improvement issues through out-of-classroom learning. We have evidence of how this benefits pupils' achievement and school operation and performance.	We work with the local community to identify and address priority local improvement issues. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

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personal development and well-being

4.5 To what extent do our efforts to promote sustainable development help us explore professions and career options with pupils?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, the links between different professional roles and sustainable development, and how we might introduce sustainable development into our career guidance for pupils.	We encourage pupils to use a range of thinking skills in their exploration of professions and career options, and we consider the concept and practice of sustainable lifestyles within the context of the local and global workforce and economy.	We consider the concept and practice of sustainable lifestyles in the context of the school-based workforce. We have evidence of how this benefits pupils' achievement and school operation and performance.	We involve the local community and local businesses in our exploration and practice of sustainable lifestyles. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

5

Sustainable development offers opportunities to explore the local and global contexts of real-life issues. Teaching and learning practices can be tailored to pupils' needs and interests to help them actively to contribute to a sustainable society.

quality of provision

Recommendation

Our recommendation is that schools view the whole curriculum and extra-curricular activities as a means of providing an education for sustainable development, using personalised approaches that enable pupils to develop knowledge, skills, values and attitudes through experience.

Background

Every subject has something to offer young people to help them to thrive in a future where issues of sustainability will be increasingly compelling.

A curriculum designed to achieve this would differ from that which is currently in many schools.

It would provide more opportunities to develop the multi-disciplinary, problem-based skills needed to tackle real-world challenges. It would offer pupils opportunities to apply a full range of thinking skills to practical real-life problem-solving. It would challenge pupils to develop strategies for effective independent working, as well as cooperative team working. It would draw fully on the school's buildings and grounds, its surroundings and local community as a learning resource, bringing learning to life in the form of practical applications. And it would place pupils and their community at the heart of the learning process, making pupils increasingly responsible for the development and assessment of their own learning.

Education for sustainable development is an overarching aim of the National Curriculum, as well as an aspect of four statutory subjects: geography, science, citizenship and design & technology. Through the rich, enjoyable experience of learning at school, young people can gain essential skills for employment and life, while growing to understand the wider determinants of their well-being.

Questions 5.1 to 5.4 consider many aspects of quality provision, including: education for sustainable development provision (5.1), the role of pupils' interests (5.2), competencies for contributing to the community (5.3), and engaging pupils with special education needs and/or disabilities (5.4).

5.1 To what extent does your school provide an education for sustainable development in the delivery of the National Curriculum?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We do not adequately cover sustainable development in our delivery of the National Curriculum.	We address sustainable development concepts and skills – and their associated values and attitudes – in the science, geography, citizenship and design & technology curricula.	We require sustainable development concepts and skills – and their associated values and attitudes – to be covered in all or most subject areas. We take a multi-disciplinary and integrated approach to teaching sustainable development. We have evidence of how this benefits pupils' achievement and school operation and performance.	We use sustainable development in and outside the classroom as a context for learning. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

5.2 To what extent are our curricular and extra-curricular activities driven by pupils' interests in sustainability issues?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We do not provide curricular opportunities for pupils to identify and explore sustainability issues of interest to them.	We provide curricular opportunities for pupils to identify and explore sustainability issues of interest to them.	We provide curricular and extra-curricular opportunities for pupils to work independently and collaboratively to identify, explore and address sustainability issues. We have evidence of how this benefits pupils' achievement and school operation and performance.	We provide curricular and extra-curricular opportunities for pupils to work independently and collaboratively to identify, explore and address sustainability issues of interest to the community. We have evidence of how this benefits our school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

5.3 To what extent do you enhance pupils' capacities to make positive contributions to the places where they live?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not identified those skills we believe pupils need to make positive contributions to the places where they live.	We have identified essential skills pupils need to contribute to the places where they live, and offer opportunities for pupils to practice these skills in curricular and extra-curricular activities.	We understand and recognise those skills that all members of our school need to contribute to the development of the places where they live. We practice these skills and have evidence of how this benefits pupils' achievement and the environmental performance of the school.	We work with our local community to identify and cultivate those skills we all need to make positive contributions to the sustainable development of the places where we live and work. We are involved in local community improvement. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

5.4

To what extent do your efforts to promote sustainable development inclusively engage pupils, including those with special education needs or disabilities?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We do not specifically address inclusion or the participation of pupils with special education needs or disabilities in our provision of education for sustainable development.	We have identified and implemented strategies through which all pupils can explore and address sustainability issues.	All pupils have many opportunities to explore sustainability issues and to contribute to the whole school community's efforts to promote sustainable development. We have evidence of how this benefits pupils' achievement and school operation and performance.	We prepare all pupils to realise their full potential as contributors to sustainable development. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

Sustainable development is central to lasting school improvement. The most effective way for schools to improve their sustainability is to adopt a style of leadership and management that integrates the curriculum, the campus and the community.

6

leadership and management

Recommendation

Our recommendation is that schools develop leadership and management practices that recognise as complementary goals the achievements of learners and their well-being, teaching excellence, the environmental performance of the school estate, staff development, and community improvement.

Background

A key responsibility of school leaders is to recognise and capitalise on the learning opportunities offered by complementary links between the curriculum, campus and community. These links, or synergies, have the potential to inform and enhance the school's character, the roles and views of stakeholders, the school's achievements and standards, pupils' personal development and well-being, the quality of provision, and the school's overall efficiency and effectiveness. They also can enhance the school's environmental performance and make significant contributions to national and local sustainable development targets.

Fundamental to this is building the leadership capacity of the teachers, school staff, and the school community to participate in and support this systemic approach to sustainable development and school improvement.

A series of ten focused self-evaluations is offered to help you better grade your Leadership and Management performance. These are:

6.1 What is the overall effectiveness and efficiency of our leadership and management of sustainable development in school?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

After grading the next question, you will need to complete the series of focused evaluations (F1-F10) that follow, and consider the degree to which you integrate the curriculum, campus and community in specific aspects of your efforts to develop a sustainable school.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how leadership and management practices should take account of sustainable development.	Our leadership and management practices incorporate sustainable development issues, and we are taking steps to strengthen our capacity in this area.	We recognise and develop the leadership capacity of our staff to integrate sustainable development across the curriculum, campus and community. We have evidence of how this benefits pupils' achievement and school operation and performance.	Our leadership and management practices are guided by the principles of sustainable development. We have evidence of how this benefits our school and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

F1

leadership and management

focus on food and drink

An unhealthy diet contributes to obesity and poor pupil concentration. Healthy, ethically sourced food can offer high nutritional benefits while protecting the environment and supporting local producers and suppliers.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** to be model suppliers of healthy, local and sustainable food and drink. Food should, where possible, be produced or prepared on site. Schools should show strong commitments to the environment, social responsibility and animal welfare. They should also seek to increase their involvement with local suppliers.

Before rating your school's performance on food and drink, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

☐ Does the school curriculum address healthy and sustainable food, drink and living issues and reinforce these through positive activities in the local area?

☐ Does professional development address healthy and sustainable food and drink issues through the curriculum and in extra-curricular activities?

☐ Does the school use information about its own food and drink provision in the curriculum, across key stages and subject areas?

☐ Are teachers and pupils involved in schemes that address healthy and sustainable food and drink issues?

Campus

☐ Have you undertaken an audit of school food and drink that takes account of nutritional standards and sustainability?

☐ Does your school improvement plan address healthy and sustainable food and drink, with performance targets that address human health, the environment, the local economy, animal welfare and working with local suppliers to provide options that meet the highest standards?

☐ Does the school monitor its healthy and sustainable food and drink plan and report on its progress toward agreed performance targets?

☐ Does professional development prepare staff members to contribute to the healthy and sustainable food and drink plan?

☐ Is healthy and sustainable food and drink planning and management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

☐ Does the school use its communications, services, contracts and partnerships to promote awareness of the wider impacts of food and drink choices among its stakeholders?

☐ Does the school have links with the local authority or with outside bodies that support schools' efforts to become models of healthy and sustainable food and drink?

F1 | **To what extent have you integrated healthy and sustainable food and drink across the curriculum, campus and community?**

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to sustainable and healthy school meals and food and drink management could benefit our school.	We have audited our school meals, food and drink. We have involved pupils, staff and the wider community in the development of a plan to achieve our targets for sustainable and healthy school meals, and food and water provision. We address sustainable food and drink in the curriculum.	We involve pupils, staff and health professionals in the implementation and monitoring of our sustainable and healthy school meals, food and drink plan. We have evidence of how this benefits pupils' health and achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned to their own lives. We periodically assess and update our plan and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

Rising demand for energy is storing up problems for future generations. Energy conservation can tackle this problem while saving the school money.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** in order to be models of energy efficiency and renewable energy use. They should take the lead in their communities in their use of low-energy equipment and passive energy designs as well as wind, solar, bio-fuel and other appropriate renewable energy sources.

F2

leadership and management
focus on energy

Before rating your school's performance on energy, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

☐ Does the school use the curriculum to cultivate the knowledge, skills, values and attitudes pupils need to use energy wisely?

☐ Does professional development enable staff to address energy issues through the curriculum and in extra-curricular activities?

☐ Does the school use its own energy conservation measures in the curriculum, across key stages and subject areas?

☐ Are teachers and pupils involved in schemes to minimise energy consumption?

Campus

☐ Have you undertaken a whole-school energy audit?

☐ Does your school improvement plan address energy conservation, with performance targets for energy efficiency and the use of renewable energy alternatives?

☐ Does the school monitor its energy use and report on its progress toward agreed performance targets?

☐ Does professional development prepare staff members to contribute to the energy conservation action plan?

☐ Is energy management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

☐ Does the school use its communications, services, contracts and partnerships to promote awareness of sustainable energy among its stakeholders?

☐ Does the school have links with the local authority or with outside bodies that support schools' efforts to reduce energy use or increase renewable energy use?

F2 To what extent have you integrated energy issues and energy management across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to energy management could benefit our school.	We have audited and understand our school's energy use. We have involved pupils, staff and the wider community in the development of a plan to achieve our energy targets. We address energy issues and energy management in the curriculum.	We involve pupils and staff in the implementation and monitoring of our energy conservation plan. We have evidence of how this benefits pupils' achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned about energy conservation to their own lives. We periodically assess and update our plan and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

s3: sustainable school self-evaluation
focus on energy

F3

leadership and management
focus on water

Rising demand for water is storing up problems for future generations. Water conservation can tackle this problem while saving the school money.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** in order to be models of water management. They should take the lead in their communities in freshwater conservation, rainwater use, and other water conservation measures.

Before rating your school's performance on water, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

- [ ] Does the school use the curriculum to address sustainable water use?

- [ ] Does professional development enable staff to actively address water issues through the curriculum and in extra-curricular activities?

- [ ] Does the school use its own water conservation measures in the curriculum, across key stages and subject areas?

- [ ] Are teachers and pupils involved in schemes to minimise water consumption?

Campus

- [ ] Have you undertaken a whole school water-use audit?

- [ ] Does your school improvement plan address water conservation, with performance targets that address fresh water use efficiency, and rain water and waste water management?

- [ ] Does the school monitor its water use and report on its progress toward agreed performance targets?

- [ ] Does professional development prepare staff members to contribute to the water conservation action plan?

- [ ] Is water management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

- [ ] Does the school use its communications, services, contracts and partnerships to promote awareness of sustainable water use among its stakeholders?

- [ ] Does the school have links with the local authority or with outside bodies that support schools' efforts to reduce fresh water use, make better use of rainwater or more effectively manage wastewater?

F3

To what extent have you integrated water issues and water management across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to water management could benefit our school.	We have audited and understand our school's water use. We have involved pupils, staff and the wider community in the development of a plan to achieve our water conservation targets. We address water issues and water management in the curriculum.	We involve pupils and staff in the implementation and monitoring of our water conservation plan. We have evidence of how this benefits pupils' achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned about water conservation to their own lives. We periodically assess and update our plan and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

Rising vehicle use adds to road congestion, road accidents and pollution. Car-sharing and public transportation help ease these concerns, while walking and cycling also boost fitness and well-being.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community**, in order to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.

F4

leadership and management
focus on travel and traffic

Before rating your school's performance on travel and traffic, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

☐ Does the school use the curriculum to address travel and traffic issues and reinforce this through activities in the school and in the local area?

☐ Does professional development enable staff to address travel and traffic issues through the curriculum and in extra-curricular activities?

☐ Does the school use its own travel policies and measures in the curriculum, across key stages and subject areas?

☐ Are teachers and pupils involved in schemes to address school travel issues?

Campus

☐ Have you undertaken a school travel audit?

☐ Does your school improvement plan address school travel , or do you have a separate school travel plan with performance targets for walking, cycling, car-sharing and public transport, aimed at lessening your environmental impact and promoting healthier lifestyles?

☐ Does the school monitor its travel plan and report on its progress toward agreed performance targets?

☐ Does professional development prepare staff members to contribute to the school travel plan?

☐ Is management of the school travel plan included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

☐ Does the school use its communications, services, contracts and partnerships to promote awareness of travel decisions among its stakeholders?

☐ Does the school have links with the local authority or with outside bodies that support schools' efforts to become models of sustainable travel?

F4 — To what extent have you integrated school travel plans and traffic management across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to transport and travel could benefit our school.	We have audited our own school's travel practices and traffic issues. We have involved pupils, staff and the wider community in the development of a plan to achieve our school travel plan targets. We address transport and travel issues in the curriculum.	We involve pupils and staff in the implementation and monitoring of our school travel plan. We have evidence of how this benefits pupils' achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned about travel sustainability issues to their own lives. We periodically assess and update our plan and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

F5

leadership and management

focus on purchasing and waste

Waste, and the throw-away culture that encourages it, can be tackled through sustainable consumption. Schools can reduce costs and support markets for ethical goods and services at the same time.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** in order to be models of the efficient use of resources. We recommend that schools use goods with a low impact on the environment, that they minimise or eliminate disposable packaging, that they source goods from local suppliers where practicable, and that they recycle, repair and reuse as much as possible.

Before rating your school's performance on purchasing and waste, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

- [ ] Does the school use the curriculum to address sustainable consumption and waste issues, and reinforce this through activities in the school and in the local area?

- [ ] Does professional development enable staff to address sustainable purchasing and waste management issues through the curriculum and in extra-curricular activities?

- [ ] Does the school use its own purchasing and waste policies in the curriculum, across key stages and subject areas?

- [ ] Are teachers and pupils involved in schemes to actively address sustainable purchasing and waste management issues?

Campus

- [ ] Have you undertaken a purchasing and waste audit?

- [ ] Does the school improvement plan address sustainable purchasing and waste management, with performance targets that address whole-life costs, the local economy and waste minimisation?

- [ ] Does the school monitor its sustainable purchasing and waste management plan and report on its progress toward agreed performance targets?

- [ ] Does professional development prepare staff members to contribute to the sustainable purchasing and waste management plan?

- [ ] Is sustainable purchasing and waste management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

- [ ] Does the school use its communications, services, contracts and partnerships to promote awareness of sustainable consumption and waste minimisation among its stakeholders?

- [ ] Does the school have links with the local authority or with outside bodies that support schools' efforts to become models of sustainable purchasing and waste management?

F5 To what extent have you integrated sustainable purchasing and waste management across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to procurement, consumption and waste management could benefit our school.	We have audited and understand our school's purchasing practices and our use of consumables. We have involved pupils, staff and the wider community in monitoring procurement and consumption and eliminating waste. We address consumption and waste issues in the curriculum.	We involve pupils and staff in the implementation and monitoring of our school's sustainable procurement and consumption targets and our sustainable waste targets. We have evidence of how this benefits pupils' achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned about purchasing and waste to their own lives. We periodically assess our performance and update our plan and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

School buildings – both old and new – have the power to teach through the observable use of sustainable design principles, choice of appropriate technologies, use of interior furnishings and environmental management.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** to create school buildings that show pupils what a sustainable lifestyle means through their involvement in the continual improvement of the school estate.

F6

leadership and management
focus on school buildings

Before rating your school's performance on school buildings, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

- [ ] Does the school use the curriculum to help pupils to understand the links between the built and natural environment and to encourage them to improve the sustainability of the built environment in school and in the local area?

- [ ] Does professional development enable staff to address sustainable school building issues through the curriculum and in extra-curricular activities?

- [ ] Does the school use its own building design, construction, and management experience in the curriculum, across key stages and subject areas?

- [ ] Are teachers and pupils involved in schemes to actively address sustainable school design, building and management issues?

Campus

- [ ] Have you undertaken a sustainable school building audit prior to refurbishment or new build projects?

- [ ] Does your school improvement plan address the sustainable development of the school buildings, with performance targets that address the well-being, health, achievement and enjoyment of pupils and staff?

- [ ] Does the school monitor its sustainable school building development plan and report on its progress toward agreed performance targets?

- [ ] Does professional development prepare staff members to contribute to the sustainable school building development plan?

- [ ] Is sustainable school building planning included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

- [ ] Does the school use its communications, services, contracts and partnerships to promote awareness of good environmental design and practices in buildings among its stakeholders?

- [ ] Does the school have links with the local authority and with outside bodies that support schools' efforts become models of sustainable school design, build and management?

F6 To what extent do you integrate school design, construction and management across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to sustainable building design, construction and management could benefit our school.	We have audited and understand the sustainable design, construction and management of our existing buildings and planned renovation and construction projects. We have involved pupils, staff and the wider community in the development of a plan to achieve our sustainable buildings targets. We address sustainable building and design issues in the curriculum.	We involve pupils and staff in the implementation and monitoring of our sustainable building development plans. We have evidence of how this benefits pupils' achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned to the built environments where they live and work. We periodically assess and update our plans and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

s3: sustainable school self-evaluation
focus on school buildings

F7

leadership and management

focus on school grounds

The design, development, use and maintenance of school grounds has the power to teach through the observable use of sustainable design principles, to significantly influence the environmental impact of a school, and to contribute to the richness of opportunities available to pupils and the community for learning and play.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** to create school grounds where pupils can see what a sustainable lifestyle means through their involvement in the continual improvement of the grounds and where they can observe the importance of biodiversity and nature conservation.

Before rating your school's performance on school grounds, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

- [ ] Does the school use the curriculum to help pupils understand the links between the built and natural environment, and to improve the sustainability of the natural environment through conservation and maintenance projects at school and in the local area?

- [ ] Does professional development enable staff to actively address sustainable school grounds issues through the curriculum and in extra-curricular activities?

- [ ] Does the school use its own grounds design, construction, and management experience in the curriculum, across key stages and subject areas?

- [ ] Are teachers and pupils involved in schemes to actively address sustainable school grounds design, construction and management issues?

Campus

- [ ] Have you undertaken a sustainable school grounds audit?

- [ ] Does your school improvement plan address sustainable school grounds development, with performance targets that address the health and well-being of pupils and staff, the health of the local environment, the environmental performance of the school, and action steps to enhance the school grounds for the benefit of pupils and biodiversity conservation?

- [ ] Does the school monitor its sustainable school grounds development plan and report on its progress toward agreed performance targets?

- [ ] Does professional development prepare staff members to contribute to the sustainable school grounds development plan?

- [ ] Is sustainable school grounds included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

- [ ] Does the school use its communications, services, contracts and partnerships to promote awareness of good environmental design and practices in managed landscapes among its stakeholders?

- [ ] Does the school have links with the local authority and with outside bodies that support schools' efforts to develop and manage sustainable school grounds?

F7 To what extent do you integrate school grounds design, development use and maintenance across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to school grounds design, development and management could benefit our school.	We have audited and understand the sustainable design, development and management of the school grounds. We have involved pupils, staff and the wider community in developing and managing the school grounds and in improving biodiversity. We address school grounds development and biodiversity conservation in the curriculum.	We involve pupils and staff in improving and monitoring our school grounds. We have evidence of how this benefits pupils' achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned to the outdoor environments where they live and work. We periodically assess and update our plans and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	What are your key priorities for development?

F8

leadership and management
**focus on inclusion
and participation**

Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions, and challenges prejudice and injustice in all its forms.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community**, in order to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedom and creative expression.

Before rating your school's performance on inclusion, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

☐ Does the school use the curriculum to address issues of diversity and injustice, to actively participate in school decision-making, and to contribute to sustainable development in school and in the community?

☐ Does professional development enable staff to address inclusion and participation issues through the curriculum and in extra-curricular activities?

☐ Does the school use its own efforts to address inclusion issues in the curriculum, across key stages and subject areas?

☐ Are teachers and pupils involved in schemes to actively address inclusion and participation issues?

Campus

☐ Have you undertaken an inclusion and participation audit?

☐ Does your school improvement plan address inclusion and participation, with policies and actions that address diversity, cultural respect, the school community's participation in decision-making, and the pupils' and staffs' enjoyment of their day-to-day school experience?

☐ Does the school monitor inclusion and participation and report on its progress?

☐ Does professional development prepare staff members to promote inclusion and participation?

☐ Is inclusion and participation included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

☐ Does the school use its communications, services, contracts and partnerships to promote the values of inclusion and respect for diversity among its stakeholders?

☐ Does the school have links with the local authority and with outside bodies that support schools' efforts to address inclusion and participation issues?

F8 — To what extent do you address inclusion and participation across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)

Getting started	Satisfactory	Good	Outstanding
We have not considered, or have just begun to consider, how an integrated approach to inclusion and participation could benefit our school.	We monitor inclusion and participation practices. We have involved pupils, staff and the wider community in the promotion of inclusion and participation. We address inclusion and participation in the curriculum.	We involve pupils and staff in the implementation and monitoring of inclusion and participation. We have evidence of how this benefits pupils' performance and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned about inclusion and participation. We periodically assess our performance and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.

What are your key priorities for development?

F9

leadership and management

focus on local well-being

With their central locations and often extensive facilities, schools can act as hubs of learning and change in their local communities, contributing to the environment and quality of life.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** in order to be models of good corporate citizenship within their local areas, enriching their educational mission with active support for the well-being of the local community and environment.

Before rating your school's performance on local well-being, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

- [ ] Does the school use the curriculum to address local issues and challenges?

- [ ] Does professional development enable staff to address local well-being issues through the curriculum and in extra-curricular activities?

- [ ] Does the school use its own efforts to promote local well-being in the curriculum, across key stages and subject areas?

- [ ] Are teachers and pupils involved in schemes to actively promote local well-being?

Campus

- [ ] Have you undertaken an audit of your school's involvement in fostering local well-being?

- [ ] Does your school improvement plan address local well-being, and do school policies address the role of the school in community development?

- [ ] Does the school monitor and report on its contributions to community development and local well-being?

- [ ] Does professional development prepare staff members to contribute to the community development and local well-being plan?

- [ ] Is community development included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

- [ ] Does the school use its communications, services, contracts and partnerships to promote awareness about local environmental and social challenges among its stakeholders?

- [ ] Does the school have links with the local authority or with outside bodies that support schools' efforts to promote local well-being?

F9 To what extent do you address local well-being across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to local well-being could benefit our school.	We monitor the impact of our school and its practices on local well-being. We have involved pupils, staff and the wider community in the promotion of local well-being. We address local well-being and community development in the curriculum.	We involve pupils and staff in the promotion and monitoring of local well-being. We have evidence of how this benefits pupils' performance and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned about local well-being. We periodically assess our performance and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.

What are your key priorities for development?

Growing interdependence between countries changes the way we view the world, including our own culture. Schools can respond by developing a responsible, international outlook among young people, based upon an appreciation of the global impact of their personal values, choices and behaviours.

Recommendation

Our recommendation is that schools integrate their efforts across the **curriculum**, **campus** and **community** in order to be models of good global citizenship, enriching their educational mission with active support for the well-being of the global environment and community.

F10

leadership and management
**focus on the
global dimension**

Before rating your school's performance on the global dimension, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

☐ Does the school use the curriculum to help pupils to appreciate and respond positively to global interdependence?

☐ Does professional development enable staff to actively address the global dimension through the curriculum and in extra-curricular activities?

☐ Does the school use its own experience cultivating a global outlook in the curriculum, across key stages and subject areas?

☐ Are teachers and pupils involved in schemes to address the global dimensions of our everyday lives?

Campus

☐ Have you undertaken an audit of your school's global outlook?

☐ Does your school improvement plan address the global dimension, and do you have policies that address the global impact of your school's management and purchasing policies?

☐ Does the school monitor and report progress toward its development of a global outlook?

☐ Does professional development prepare staff members to address the global dimension in all aspects of school life?

☐ Is the global dimension included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

☐ Does the school use its communications, services, contracts and partnerships to promote respect for diverse cultures, countries and the global environment among its stakeholders?

☐ Does the school have links with the local authority or with outside bodies that support schools' efforts to promote a global dimension to the school's provision and practice?

F10

To what extent do you address the global dimension, and integrate global citizenship across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)			
Getting started ☒	**Satisfactory** ☒	**Good** ☒	**Outstanding** ☒
We have not considered, or have just begun to consider, how an integrated approach to the global dimension could benefit our school.	We monitor the ways our school addresses the global dimension through provision and practices. We have involved pupils, staff and the wider community in recognising and addressing the global dimension in all aspects of school life. We address global issues across the curriculum.	We involve pupils and staff in promoting an interest in the global dimension. We have evidence of how this benefits pupils' performance and school operation and performance.	We take a leadership role, recognising 'the global in the local'. We encourage pupils, staff and the community to apply what they've learned about global issues. We periodically assess and improve our performance and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data.	**What are your key priorities for development?**

further resources

Sustainable schools area of TeacherNet

www.teachernet.gov.uk/sustainableschools

Government information on sustainable development

Web portal:	www.sustainable-development.gov.uk
Independent advisor and watchdog:	www.sd-commission.gov.uk
Sustainable development indicators:	www.sustainable-development.gov.uk/progress/index.htm
DfES policy and sustainable development action plan:	www.dfes.gov.uk/aboutus/sd

Other useful sites:

Eco-schools:	www.eco-schools.org.uk
Extended schools:	www.teachernet.gov.uk/extendedschools
Every Child Matters:	www.everychildmatters.gov.uk
Global Gateway:	www.globalgateway.org.uk
Growing Schools:	www.teachernet.gov.uk/growingschools
Healthy Schools:	www.wiredforhealth.gov.uk
International schools:	www.britishcouncil.org/education/schools/award.htm
Learning to Last:	www.learning2last.org
Ofsted:	www.ofsted.gov.uk/publications/docs/3389.doc
WWF Pathways:	www.wwflearning.org.uk/data/files/pathways-310.pdf, also available as an online interactive version, at www.teachernet.gov.uk/sustainableschools/wwftool

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