



s3+: sustainable schools self-evaluation for local authorities who support sustainable schools

Enabling local authorities to strategically drive school improvement through sustainable development



Acknowledgements

We would like to extend our thanks to Government Office for the South East (GOSE) for developing this self-evaluation tool as part of their work to support and enable South East local authorities to effectively support their schools in becoming sustainable schools by 2020. We would also like to thank all the other regional government offices and local authorities who contributed to the final stages of the development of this document.

Drafting team

Beverley Anderson, GOSE, with support from GOSE colleagues and Jake Reynolds, SDC, and Janice Lawson, DCSF.

About sustainable schools	4
Introduction	7
Instructions	9
1. Structures of support for sustainable schools	14
1.1 Strategies and standards	15
1.2 Engaging/actively involving stakeholders	17
1.3 Developing skills and capacity	19
1.4 Enhancing achievement and provision	21
2. Supporting doorways to sustainable schools	23
2.1 Food and drink	24
2.2 Energy and water	
2.2a Energy	26
2.2b Water	28
2.3 Travel and traffic	30
2.4 Purchasing and waste	
2.4a Purchasing	32
2.4b Waste	34
2.5 Buildings and grounds	
2.5a Buildings	36
2.5b Grounds	38
2.6 Inclusion and participation	40
2.7 Local well-being	42
2.8 Global dimension	44
3. Performance summary	46
Further resources	48

contents

about sustainable schools

The Government's strategy for children and young people, *The Children's Plan*, aims to "make this country the best place in the world for our children and young people to grow up"¹. This powerful vision sits alongside another visionary strategy, the UK's 2005 Sustainable Development Strategy, *Securing the Future*, which aims to "enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations"². Of course, the two visions are complementary: children cannot grow up into a stable and secure world unless we, as a country and as an international partner, find ways to improve our well-being without destroying our most precious resource, the planet. This is the context for the Department for Children, Schools and Families (DCSF's) National Framework for Sustainable Schools.

¹ *The Children's Plan: Building brighter futures*, TSO, London. DCSF, 2007.

² *Securing the Future: Delivering UK sustainable development strategy*. TSO, London. HM Government, 2005.

The future holds many challenges for young people

Climate change, obesity and global poverty are clear examples. Our current model of development is placing an increasing burden on the planet. In order to secure the future of children all over the world, we need to make a decisive move towards sustainable development.

Young people have a high stake in the future

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 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 preparing young people to build a brighter future

As places of learning, they can help pupils understand our impact on the planet and encourage them to weigh up the evidence themselves. As models of good practice, they can offer young people the chance to contribute to sustainable living, and demonstrate good practices to others. Empowering young people to take responsibility for their own future is not only desirable: it is a crucial feature of their education.

The Government would like every school to be a sustainable school by 2020

In practice, this means integrating high standards of achievement and behaviour with the goals of healthy living, environmental awareness, community engagement and citizenship – many of the aspirations set forth in Every Child Matters.

A National Framework has been established to guide schools towards this aim

The Framework comprises three interlocking parts:³

- **A commitment to care**
Sustainable schools have a caring ethos (culture): care for oneself, for each other (across cultures, distances and generations), and for the environment (far and near). Schools are already caring places, but a sustainable school extends this commitment into new areas. It cares about the energy and water it consumes, the waste it produces, the food it serves, the traffic it attracts, and the difficulties faced by people living in its community and in other parts of the world.
- **An integrated approach**
A sustainable school takes an integrated approach to its improvement. It explores sustainable development through its teaching provision and learning (**curriculum**); in its values and ways of working (**campus**); and in its engagement of local people and partners (**community**).

³ See the Sustainable Schools area of TeacherNet: www.teachernet.gov.uk/sustainableschools

- **A selection of 'doorways' or sustainability themes**
The doorways are entry points, or places where schools can establish or develop their sustainability practices. Each of the doorways draws its inspiration from a range of national priorities around sustainable development.

Sustainable development can help build coherence among a range of initiatives and school practices

It offers schools a bigger picture in which to join up their work on a range of policies and initiatives, such as Every Child Matters, school travel planning, healthy living, extended services, citizenship, and learning outside the classroom.

Sustainable schools self-evaluation for local authorities (s3+) can contribute significantly to developing schools as a central part of sustainable communities

Promoting sustainable schools can form a commitment within a local community strategy to join up many components of a sustainable community, including: active; inclusive and safe; well served; environmentally sensitive; well designed and built; and well connected. An Ofsted Study⁴ recommends: “local authorities and their partners should develop a common vision for a sustainable community in which the contribution of schools is explicit and work together to implement it”.

Sustainable schools can also contribute to the delivery of many local programmes and targets. For example, supporting schools in working to reduce their carbon emissions as part of the Local Authority Carbon Reduction Commitment, having a sustainable school travel plan, and achieving National Healthy School Status can contribute to meeting various Local Area Agreement (LAA) indicator targets. The guidance document *Delivering Sustainable Communities through Sustainable Schools: Guidance for local authority officers* gives details of how sustainable schools can contribute to local targets and be supported through existing service delivery.

introduction

⁴ *Schools and Sustainability: A climate for change?* Ofsted, 2008.

DCSF Sustainable Development Action Plan acknowledges role of local authorities

In line with the *Children's Plan*, the DCSF see local authorities as having: "a pivotal role as place shapers in implementing sustainable development principles, including through their Sustainable Community Strategies. Directors of Children's Services are ideally placed to strategically champion children's interests across a range of areas outside their traditional boundaries, such as planning and transport."⁵

To support the role of local authorities the DCSF is providing Government Offices in every English region with funding to enable them to facilitate regional networks that plan, catalyse and co-ordinate regional support for sustainable schools and look ahead to meeting demand for sustainable development skills and awareness.

Sustainable schools can support school improvement

Pupils are at the centre of our interest in sustainable schools. An Ofsted study⁶ suggests that sustainable schools offer a dynamic and vibrant learning environment because they draw on real life situations and use issues that are relevant and meaningful to pupils as a context for their learning. The capacity to engage pupils in their learning through tapping into their interest and enthusiasm for sustainability issues is one of the most distinctive features of a sustainable school. Naturally, not all of this learning will take place in the classroom. It can take place through the opportunities that the school provides to its pupils to practice sustainable development in its estate and local community. Ofsted found that the best performing schools built their practices through a cycle of strategic goal-setting, action and evaluation. From September 2009, all new inspection guidance from Ofsted will make reference to how they will evaluate features of sustainable development.⁷

⁵ *Brighter Futures – Greener Lives: Sustainable Development Action Plan 2008-2010*. DCSF, 2008.

⁶ *Taking the first steps forward... towards an education for sustainable development*, Ofsted HMI 1658, London. Ofsted, 2003.

⁷ *Ofsted's Sustainable Development Action Plan 2008-2009*. Ofsted, 2008.

The local authority sustainable schools self-evaluation (s3+) is for use by all officers whose work links to sustainable schools

This self-evaluation tool should be completed by a lead officer who has the main responsibility for sustainable schools, such as a sustainable schools or Eco-Schools officer, with support and involvement from senior managers and council members to provide a strategic focus. It should involve contributions from other officers across all relevant departments in the local authority (and possibly in district or boroughs for two-tier authorities) who are involved in work that links to sustainable schools and the eight sustainable school doorways. This may include:

- Directors and senior managers
- Education officers/curriculum advisers
- Sustainability/environment officers
- Healthy School officers
- School travel planners
- School food workers
- School buildings advisers
- School grounds officers
- Energy and water managers
- Waste and recycling officers
- Extended Services advisers
- Local health authority representatives

instructions

The local authority sustainable school self-evaluation (s3+) is modelled on the 2008 DCSF *s3: sustainable school self-evaluation* that was created for schools' own use

The headings are:

- Structures of support for sustainable schools
 - Strategies and standards
 - Engaging/actively involving stakeholders
 - Developing skills and capacity
 - Enhancing achievement and provision
- Supporting doorways to sustainable schools.

The s3+ considers each of these in the context of the DCSF's National Framework for Sustainable Schools and how this relates to current local authority targets, strategies and service delivery. The last heading above is further divided into eight sub-headings that are the eight sustainable school doorways featured in the National Framework for Sustainable Schools.

Completing the self-evaluation tool

This self-evaluation tool has been developed to enable your authority to assess where, on both a strategic and operational level, you currently provide support for sustainable schools. It should assist you in identifying gaps in support provision and to develop actions to address these as part of an ongoing evaluation process. As the lead officer responsible for this document you may only be working to support one or more doorways, so you will need to identify and engage all relevant officers to ensure they receive this document to complete the focus section for their area of work. You may be able to do this through setting up an internal working group or sustainable schools support network. If you are initially unable to do this, you may want to phase the completion of this document rather than undertake it all at once.

Step 1: Grade your performance

Under each of the self-evaluation sub-headings, you are asked to grade aspects of your local authority practice on a four-point scale (see box below). These grades are progressive and build on one another. So, for example, a grade of 'outstanding' suggests that you have also achieved the performance standard described as 'good' and 'satisfactory'. You will need to use your judgement

and base your decision on the evidence provided for the evaluative statement to consider what is most relevant when grading your performance, especially if you address only some aspects of the example offered. If you are unable to gather sufficient evidence at the time of completion you may either wish to grade your performance as 'getting started' or to delay grading your performance until you are able to gather further evidence.

Level and alternatives	Implication
Outstanding Exemplary, highly effective	Evidence the support programme impacts on school improvement and community development A fully developed, demonstrable impact that is worth disseminating beyond the local authority. More than approximately 75% of schools engaged.
Good Above average, effective	Evidence the support provision has improved pupil performance and school environmental performance A well developed, demonstrable impact in schools that is worth reinforcing and developing in the local authority. Approximately 50-75% of schools engaged.
Satisfactory The foundation or 'basics'	Support provision is in place There is scope for improvement, further development and wider engagement with schools. Approximately 25-50% of schools engaged.
Getting started Not considered, pre-engaged, or inadequate	Support provision is not addressed or not fully developed Merits consideration or attention, or is deemed not relevant or a low priority. Less than approximately 25% of schools engaged.

To note (explanation of some of the terms used throughout the document in the grading process):

- **'community engagement'** implies working towards improvements in local quality of life through school-community activities;
- **'improved pupil well-being'** implies improvements with respect to the five outcomes of Every Child Matters: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being;
- **'improved school effectiveness'** implies overall progress towards the stated aims of the school;
- **'improved school environmental performance'** implies improvements with respect to the school's energy and water conservation; its waste minimisation; and its adoption of sustainable procurement and travel practices;
- **'integrated approach'** implies that the whole school community is aware of and involved in work to become a sustainable school; and
- **'stakeholders'** implies all those with an interest in local authority operations, as they relate to the support of sustainable schools.

Step 2: Write an evaluative statement

Once you have graded an aspect of your local authority's practice, you are asked to explain why you have graded the item as you did. Write an evaluative statement using the supporting evidence gathered from the relevant officers. 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 event, project or programme of support? Who was involved? Who was it aimed at?
- What were the intended outcomes?
- Were they met? How were they measured?
- If they were not met, why not? Did you encounter any difficulties?
- If they were, how were they met? Do you have any particular successes?
- What change resulted? What was the longer term impact?
- 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, and how you plan to achieve these. Keep your responses brief. These priorities may already be included within existing action plans or strategies, or you may have identified new priorities for improvement. They could be used to form a distinct strategy or may be incorporated into future action plans or strategies. You can also enter your grades and write an evaluative statement highlighting particular strengths and recording key actions, in the table in section three, to provide a summary of your performance. This could be used within reports or as part of an ongoing evaluation process.

Step 4: Annual review

To enable you to ensure your authority is continually evaluating and developing its support for sustainable schools, it is advisable to undertake an annual review using this tool. This is so a comparison of performance can be made to see if your support provision is improving.

Additional support

Your regional Government Office may be able to assist you in developing your support for sustainable schools and provide advice or support in meeting the priorities for development emerging from your use of this tool. To identify the Government Office for your region see the Government Offices for the English Regions website.⁸

1

structures of support for sustainable schools

This section looks at how your local authority structures the support you provide to enable your schools to become sustainable schools. It considers whether you are incorporating support provision within strategies or embedding it through service delivery and management practices. It also considers how you are supporting schools through whole school improvement to ensure they develop the necessary skills and capacity to enable them to become sustainable schools by 2020.

The section is sub-divided into four sections:

1.1	Strategies and standards	15
1.2	Engaging/actively involving stakeholders	17
1.3	Developing skills and capacity	19
1.4	Enhancing achievement and provision	21

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to become sustainable schools through the local authority:

- developing cross-cutting, sustained support that is embedded within their strategies and service delivery;
- demonstrating sustainable development in their own management practices to schools; and
- promoting sustainable schools to raise awareness in the school community and gain commitment from schools that they will work towards becoming sustainable schools.

Background

Local authorities are required by government to develop strategies to support the development of their local community. This includes developing a sustainable community strategy and having in place a Local Area Agreement, as well as a strategic plan to achieve the five Every Child Matters outcomes within their authority area.

Supporting schools in undertaking sustainable schools related activities can provide local authorities and their partners with the opportunity to deliver outcomes on a number of the Local Area Agreement national indicators. This could be through existing areas of service delivery that contribute to achieving these indicators whilst also

supporting sustainable schools, such as the National Healthy Schools Programme, Extended Services for Schools or the Travel to School Programme. It could also be through the management of schools and their use of resources, or an indirect impact on the local community through the contribution of pupils to improving their local environment.

The National Framework for Sustainable Schools supports all of the Every Child Matters outcomes including the social and economic drivers of children's well-being, as well as the environmental drivers. This means children's services are ideally placed to champion children and young people's needs for a healthy environment both now and in the future.

To achieve this it is vital that local authorities take a joined up approach in all relevant areas of service delivery, particularly at a strategic level, to ensure sustainable schools are effective in contributing to local targets and outcomes. Local authorities should lead by example through embedding this in their own management practices and strategies and promote this to schools to support them to commit towards becoming sustainable schools by 2020.

1.1

strategies and standards

To what extent do you support your schools in becoming sustainable schools through your strategies, service delivery and within your management practices?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started	Satisfactory	Good	Outstanding
<p>We have not considered or are only just beginning to consider how we could support our schools in becoming sustainable schools and how this support could contribute to the local authority's existing strategies, such as our Sustainable Communities Strategy, Local Area Agreement, or Children and Young People's Plan.</p>	<p>We have identified a need to support our schools in becoming sustainable schools and have begun to assess how our service delivery and existing strategies, such as our Sustainable Communities Strategy, Local Area Agreement, and Children and Young People's Plan, supports this.</p>	<p>We have further developed support within our service delivery that is led by a dedicated support officer and have incorporated support for sustainable schools within existing strategies, such as our Sustainable Communities Strategy, Local Area Agreement, and Children and Young People's Plan, and are promoting this to the school community.</p>	<p>We have a distinct strategy to support our schools in becoming sustainable schools that is led by a dedicated support officer, supported by senior management, contributes and is incorporated within existing wider strategies, is embedded in service delivery, and promoted to the school community to gain a broad commitment from all schools to work towards becoming sustainable schools.</p>

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

What are your key priorities for development? Include how you plan to achieve these.

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to become sustainable schools through the local authority:

- listening to their stakeholders, both internal and external to the authority and their schools, and actively involving them in local authority decision making in developing support for sustainable schools; and
- ensuring the authority consider and balance the views and needs of their schools, including pupils and their communities, with the broader role of promoting sustainable development locally and beyond.

Background

A stakeholder is anyone who can affect or will be affected by decision making processes. In local authorities, this may include officers, senior managers and councillors, members of the public, schools, local organisations, and other public services. In schools, this may include pupils, staff, governors, parents and carers, and the local community.

When it comes to sustainable development, however, some other groups of stakeholders should be considered. For example, the people who live and work in distant places that provide the natural resources, produce the goods or dispose of the wastes that arise from school operation.

Decision making for sustainable development takes account of the views of all stakeholders. For practical purposes, this process can begin with stakeholders within the local authority, schools and their immediate communities. Many local people care deeply about their community and environment, and have much to contribute to the formation of sustainable schools. This is particularly true of children and young people who regularly place the environment at the top of their list of concerns for the future. Seeking their views about school operation, and how it can be improved, is an important step towards engaging them on this process and gaining a whole school commitment in all schools.

In general, consultation, dialogue and engagement with stakeholders can help to anticipate potential problems before they arise, and build the trust necessary to work with them as improvement support partners. In local authorities, this may be through developing networks or a set process for the involvement of stakeholders in consultations.

1.2

engaging/actively
involving stakeholders

To what extent do you listen to your stakeholders and actively involve them in decision making in developing support for sustainable schools?				
Level				
(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)				
Getting started	Satisfactory	Good	Outstanding	
We have not considered or are only just beginning to consider how we could engage our stakeholders in developing the support we provide for sustainable schools.	We have identified key stakeholders within the local authority, schools and wider community, and are developing mechanisms to actively involve them in the decisions we make in developing the support we provide for sustainable schools through setting up a local network.	We have set up a local support network that involves either internal and/or external key stakeholders and we are actively involving them in part of the decision making process to develop the support we provide for sustainable schools, including considering how this relates to our broader promotion of sustainable development to children and young people.	We have an established support network that involves all stakeholders, internal and external to the authority and schools, with mechanisms to actively involve them in decision making to develop the support we provide for sustainable schools, and relating this to our broader role of promoting sustainable development to children and young people.	
<p>Explain your grade. Write an evaluative statement and include references to relevant evidence or data.</p>			<p>What are your key priorities for development? Include how you plan to achieve these.</p>	

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to become sustainable schools through the local authority:

- developing and providing professional development opportunities for their own officers and for their entire schools' workforce, including head teachers, teachers, governors and school support staff; and
- providing learning opportunities to develop the knowledge required to promote sustainable development and build capacity within their schools and their pupils to understand the factors that affect their well-being to improve their lives in the situations and environments they experience.

Background

Schools are just one of the places that can contribute to the well-being of pupils. Personal well-being is affected by many factors, including care for oneself and economic security, with the social and environmental well-being of pupils being particularly important. Schools can influence pupil well-being by providing extended services and getting involved with school stakeholders in local improvement projects. Local authorities can assist this generally through work to support the Every Child Matters outcomes, and specifically, by involving them in local improvement projects for example congestion issues, local regeneration projects, and environmental educational programmes for pupils.

Building capacity within schools to enable them to become sustainable schools can also link to improving achievement and standards. This is through 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. It is also how, through the context of real-world situations and issues, learning can be made more interesting and relevant for young people, leading to greater pupil engagement and job satisfaction among school staff.

To achieve this, all school staff need to be equipped with the skills and knowledge necessary to provide them with an understanding of how to sustainably manage their school, and communicate this to their pupils. Through supporting this, the local authority can also develop their own officers' understanding to enable them to lead by example and demonstrate sustainable development in their management practices and the support services they provide.

1.3

**developing skills
and capacity**

To what extent do you support your schools in becoming sustainable schools through providing learning and development opportunities for your own staff, your school workforce and pupils?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started	Satisfactory	Good	Outstanding
<p>We have not considered or are only just beginning to consider how we could develop professional development opportunities relating to sustainable schools for our staff and our schools' workforce, and how we can provide direct learning opportunities for schools and their pupils to increase their understanding of factors affecting their well-being.</p>	<p>We have identified a need and begun to offer a limited number of professional development opportunities relating to sustainable schools for our staff and our schools' workforce, and have identified where we can provide direct learning opportunities relating to developing sustainable communities and well-being to our schools and their pupils.</p>	<p>We have developed a professional development programme relating to sustainable schools for our staff and schools' workforce, and are providing some direct learning opportunities for schools and their pupils relating to developing sustainable communities and improving well-being.</p>	<p>We have established an extensive professional development programme and learning opportunities relating to sustainable schools and the development of sustainable communities, and improving personal well-being for our own staff, our schools' workforce and our pupils.</p>

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

What are your key priorities for development? Include how you plan to achieve these.

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to become sustainable schools through the local authority:

- advising schools in their curriculum development to enable them to view the whole curriculum and extra-curricular activities as a means of providing an education for sustainable development;
- promoting to schools the use of approaches that enable pupils to develop the requisite knowledge, skills and values through study and direct learning, both within and outside the classroom; and
- supporting schools in providing opportunities for pupils to motivate them and enhance their enjoyment of learning and ultimately raise achievement and standards.

Background

Every subject has something to offer young people to help them to thrive in a future where nothing can be taken for granted. A curriculum designed to achieve this would differ from that which is currently taught in many schools.

It would provide more opportunities for pupils to develop the multi-disciplinary, problem-based skills needed to tackle real-world challenges and develop strategies for effective independent and 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 communities at the heart of the learning process, making pupils increasingly responsible for the development and assessment of their own learning.

Sustainable development is a cross-cutting dimension of the National Curriculum, meaning it can provide a meaningful context for pupils in their learning. It is a particular feature of four statutory subjects (geography, science, citizenship and design and technology) but the idea of 'making the world a better place' has relevance across all subjects.

Through offering guidance and sharing knowledge of good practice, local authorities can assist schools in offering a rich, enjoyable experience of learning at school, both within and outside the classroom, so contributing to young people gaining essential skills for employment and life, while growing to understand the basics of sustainable living.

1.4

enhancing achievement
and provision

To what extent do you support your schools in viewing their whole curriculum and extra-curricular activities within school as a means of providing an education for sustainable development?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Good	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p>We have not considered or are only just beginning to consider how we can support our schools in developing their curricular and extra-curricular activities to incorporate education for sustainable development through providing a range of learning opportunities for pupils both within and outside the classroom.</p>		<p>We have identified a need and begun to support our schools in developing their curricular and extra-curricular activities to incorporate education for sustainable development through providing a range of learning opportunities for pupils both within and outside the classroom.</p>		<p>We have further developed support for our schools to enable them to incorporate education for sustainable development in most of their curricular and extra-curricular activities and to consider how to use this as a key achievement raising strategy across their school, to help raise standards across all subjects through providing a range of learning opportunities to motivate and engage pupils.</p>		<p>We have an established education for sustainable development schools' support programme that enables them to generate enthusiasm for learning across staff, pupils and the local community, provides both curricular and extra-curricular learning opportunities for pupils where they can apply their learning to real situations and challenges, and helps raise achievement and standards.</p>	

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

What are your key priorities for development? Include how you plan to achieve these.

This section looks at the way you support and help schools make progress with the eight themes or 'doorways' of the National Framework for Sustainable Schools. Three doorways have been subdivided below, as the support may be provided by different teams or departments within your authority.

2.1	Food and drink		24
2.2	Energy and water	<i>2.2a Energy</i>	26
		<i>2.2b Water</i>	28
2.3	Travel and traffic		30
2.4	Purchasing and waste	<i>2.4a Purchasing</i>	32
		<i>2.4b Waste</i>	34
2.5	Buildings and grounds	<i>2.5a Buildings</i>	36
		<i>2.5b Grounds</i>	38
2.6	Inclusion and participation		40
2.7	Local well-being		42
2.8	Global dimension		44

To assist you in completing this section please also refer to the *s3: sustainable school self-evaluation*⁹ tool for schools. The aspects of good practice given within each subsection of 'Part B' of this tool should provide a greater understanding of how schools may be working towards these doorways across the whole of their school, and therefore, where you may already be supporting schools to undertake these activities.

2

supporting doorways
to sustainable schools



2.1

food and drink

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to:

- provide pupils with the skills, knowledge and confidence to eat and drink healthily and sustainably, and to learn about food production, including growing and preparation;
- be model suppliers of healthy, local and sustainable food and drink;
- produce or prepare food on site (where possible), and maximise their involvement with local suppliers; and
- develop a strong commitment to the environment, social responsibility, and animal welfare.

To what extent do you support your schools in integrating healthy and sustainable food and drink across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started		Satisfactory		Good		Outstanding	
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to healthy and sustainable food and drink, including how to address this through the curriculum.	✕	We have begun to support our schools through enabling them to undertake an audit of food and drink to see opportunities to promote health and sustainability, including how to address this through the curriculum, sourcing from local suppliers, and how to develop onsite food production and preparation.	✕	We have further developed support for schools through assisting them in writing whole school food policies that have consideration for the environment and address this through the curriculum, and have supported them in developing onsite food production facilities and begun to link them to local suppliers.	✕	We provide extensive support to enable schools to write and implement whole school food policies that consider the environment, are implemented in the curriculum, and have measures in place to maximise involvement with local suppliers and producing and preparing food within the school.	✕

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

What are your key priorities for development? Include how you plan to achieve these.



2.2a

energy
energy and water**Recommendation**

Our recommendation is that local authorities support their schools to effectively enable them to:

- encourage behaviour change in the way energy is used both within and outside the school;
- be models of energy efficiency and renewable energy to lead to reductions in carbon emissions; and
- showcase opportunities like wind, solar and biomass energy, insulation, low-power technologies and efficient energy management to everyone who uses the school.

To what extent do you support your schools in integrating energy saving and renewable energy across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started		Satisfactory		Good		Outstanding	
<p>We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to energy efficiency and renewable energy, including how to address this through the curriculum.</p>	✕	<p>We have begun to support our schools through enabling them to undertake an audit of their energy use to understand how they can be more energy efficient and promote renewable energy within their school, and how to address this through the curriculum.</p>	✕	<p>We have further developed support for our schools through assisting in delivery and monitoring of energy efficiency and renewable energy work that has improved their environmental performance and is addressed through the curriculum.</p>	✕	<p>We provide extensive support to enable our schools to be models of energy efficiency, supporting this through implementing it within their curriculum, to share this practice with others and where possible, showcase renewable energy sources in our schools.</p>	✕

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

What are your key priorities for development? Include how you plan to achieve these.



2.2b

water
energy and water**Recommendation**

Our recommendation is that local authorities support their schools to effectively enable them to:

- encourage behaviour change in the way water is used both within and outside the school;
- be models of sustainable water use and conservation; and
- showcase opportunities such as rainwater harvesting, grey water recycling, efficient water use management and, where possible, sustainable drainage systems to everyone who uses the school.

To what extent do you support your schools in integrating water conservation across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started		Satisfactory		Good		Outstanding	
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to water conservation, including how to address this through the curriculum.	<input type="checkbox"/>	We have begun to support our schools through enabling them to undertake an audit of their water use to understand how they can promote water conservation and how to address this through the curriculum.	<input type="checkbox"/>	We have further developed support for our schools through assisting in delivery and monitoring of water conservation work that has improved their environmental performance and is addressed through the curriculum.	<input type="checkbox"/>	We provide extensive support to enable our schools to be models of water conservation, supporting this through implementing it within their curriculum, to share this practice with others, to continuously monitor and review water use, and where possible, to bring in new technologies.	<input type="checkbox"/>

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

What are your key priorities for development? Include how you plan to achieve these.



2.3

travel and traffic

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to:

- develop and implement school travel plans that encourage sustainable forms of travel;
- be involved in the development of safe routes to school and contribute to consultations on travel and transport proposals and major planning applications affecting their local area and wider catchment areas; and
- 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, such as walking, cycling and the use of public transport.

To what extent do you support your schools in integrating sustainable travel across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started	Satisfactory	Good	Outstanding
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to sustainable travel, including how to address this through the curriculum.	We have begun to support our schools through enabling them to undertake an audit and understand how they can promote sustainable travel and how to address this through the curriculum, and are working to develop safe routes to school.	We have further developed support for our schools through assisting in delivery and monitoring of sustainable travel work that has improved their environmental performance, is addressed through the curriculum, and involves them in developing safe routes to school and other consultations affecting their local area.	We have an agreed strategy to provide extensive support to enable our schools to be models of sustainable travel, to continuously monitor and review their school travel plans, and to support them in implementing it within their curriculum, share this practice with others, and be actively involved in consultations affecting their local area.

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

What are your key priorities for development? Include how you plan to achieve these.



2.4a

purchasing
purchasing and waste**Recommendation**

Our recommendation is that local authorities support their schools to effectively enable them to:

- be models of sustainable consumption and responsible purchasing; and
- use goods and services of high environmental and ethical standards from local sources where practical.

To what extent do you support your schools in integrating sustainable consumption and responsible purchasing across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started		Satisfactory		Good		Outstanding	
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to sustainable consumption and responsible purchasing, including how to address this through the curriculum.	✕	We have begun to support our schools through enabling them to undertake an audit and understand how they can promote sustainable consumption and how to address this through the curriculum.	✕	We have further developed support for our schools through assisting in delivery and monitoring of sustainable consumption and purchasing work that has improved their environmental performance and is addressed through the curriculum.	✕	We provide extensive support to enable our schools to be models of sustainable consumption and purchasing, to continuously monitor and review performance, supporting this through implementing it within their curriculum, and to share this 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? Include how you plan to achieve these.



2.4b

waste
purchasing and waste**Recommendation**

Our recommendation is that local authorities support their schools to effectively enable them to:

- be models of waste minimisation to enable behaviour change both within and outside the school through the efficient use and disposal of resources; and
- increase value for money within their schools by enabling them to reduce, reuse, repair and recycle as much as possible.

To what extent do you support your schools in integrating waste minimisation across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started		Satisfactory		Good		Outstanding	
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to waste minimisation, including how to address this in the curriculum.	✕	We have begun to support our schools through enabling them to undertake an audit and understand how they can promote waste minimisation and how to address this through the curriculum.	✕	We have further developed support for our schools through assisting in delivery and monitoring of waste minimisation work that has improved their environmental performance and is addressed through the curriculum.	✕	We provide extensive support to enable our schools to be models of waste minimisation, to continuously monitor and review their performance, supporting this through implementing it within their curriculum, and to share this 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? Include how you plan to achieve these.



2.5a

buildings
buildings and grounds**Recommendation**

Our recommendation is that local authorities support their schools (old or new) to effectively enable them to:

- demonstrate sustainable buildings management in their use of resources, such as water and energy, and encourage sustainable behaviours through engaging pupils and staff in monitoring usage;
- enable pupils to feel cared for, enjoy their school and learn about sustainable living; and
- design and refurbish their buildings (where possible) in ways that visibly demonstrate sustainable development in practice, such as through the use of recycled building materials, and sustainable technologies, equipment, furniture and fittings, and provide training to staff in the use and interpretation of their new facilities.

To what extent do you support and enable your schools to have buildings that exemplify sustainable development in their design and management?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Good	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
We have not considered or are only just beginning to consider how we can support and enable our schools to have buildings that exemplify sustainable development in their design and management, including how to address this through the curriculum.		We have begun to support our schools through enabling them to undertake an audit and understand how their buildings could exemplify sustainable development in their design and management, and be used as a learning resource through addressing this in the curriculum.		We have further developed support for our schools through assisting in delivery and monitoring of sustainable buildings management and work, to enable buildings to be used as a learning resource, and that has improved their environmental performance.		We provide extensive support to enable our schools to have buildings that exemplify sustainable development in their design and management, to use them as a learning resource supporting this through implementing it within their curriculum, and to share this 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? Include how you plan to achieve these.			



2.5b

grounds buildings and grounds

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to:

- design and manage their grounds to enable them to bring pupils closer to the natural world, capture their imaginations in outdoor play, help them learn about sustainable living and through using them as a resource for learning outside of the classroom opportunities;
- develop areas within their grounds for food growing and biodiversity conservation; and
- use materials, plants and equipment in their school grounds maintenance and development that highlight sustainable practices.

To what extent do you support and enable your schools to have school grounds that exemplify sustainable development in their design and management?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started		Satisfactory		Good		Outstanding	
We have not considered or are only just beginning to consider how we can support and enable our schools to have school grounds that exemplify sustainable development in their design and management, and be used as a resource for learning outside the classroom.	<input type="checkbox"/>	We have begun to support our schools through enabling them to undertake an audit and understand how their grounds could exemplify sustainable development in their design and management, and be used as a resource for learning outside the classroom.	<input type="checkbox"/>	We have further developed support for our schools through assisting in delivery and monitoring of sustainable school grounds work that has improved their environmental performance and developed grounds suitable for use as a resource for learning outside the classroom.	<input type="checkbox"/>	We provide extensive support to enable our schools to have school grounds that exemplify sustainable development in their design and management, to use them as a resource for learning outside the classroom, and to share this practice with others.	<input type="checkbox"/>

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

What are your key priorities for development? Include how you plan to achieve these.



2.6

inclusion and participation

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to:

- be models of social inclusion and aid community cohesion;
- enable extensive and effective pupil participation in school life and provide an inclusive, welcoming atmosphere; and
- instil in their pupils a long-lasting respect for human rights, freedoms, cultures and creative expression.

To what extent do you support your schools in integrating inclusion and participation across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started	Satisfactory	Good	Outstanding
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to inclusion and participation, including how to address this through the curriculum.	We have begun to support our schools through enabling them to undertake an audit and understand how they can promote inclusion and participation, and how to address this through the curriculum.	We have further developed support for our schools through assisting schools in delivering and monitoring of inclusion and participation work that has improved their environmental performance and is addressed through the curriculum.	We provide extensive support to enable our schools to be models of social inclusion and participation, to monitor and review inclusion and participation strategies, supporting this through implementing it within their curriculum, and to share this 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? Include how you plan to achieve these.	



2.7

local well-being

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to:

- be models of corporate citizenship within their local areas through being socially responsible;
- be at the centre of sustainable communities, acting as hubs of learning and change in their local area; and
- enrich their educational mission with activities that improve the environment and quality of life of local people, and as a means of strengthening local relationships.

To what extent do you support your schools in integrating local well-being across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started		Satisfactory		Good		Outstanding	
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to local well-being, including how to address this through the curriculum.	✕	We have begun to support our schools through enabling them to undertake an audit and understand how they can promote local well-being and how to address this through the curriculum.	✕	We have further developed support for our schools through assisting schools in delivering and monitoring of local well-being work that has improved their environmental performance and is addressed through the curriculum.	✕	We provide extensive support to enable our schools to integrate local well-being across their whole school, so their pupils and staff take what they learn beyond the school, supporting this through implementing it within their curriculum, and to share this 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? Include how you plan to achieve these.



2.8

global dimension

Recommendation

Our recommendation is that local authorities support their schools to effectively enable them to:

- be models of global citizenship through developing a responsible, global outlook among their pupils, based on an appreciation of the impact of their personal values and behaviours on global challenges and on people and places, here and across the world;
- explore interconnections between their local and the global environment and communities; and
- enrich their educational mission with activities that contribute positively to a more just and sustainable world.

To what extent do you support your schools in integrating the global dimension across the curriculum, campus and community?

Level

(There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put an 'x' in the box which best fits your local authority.)

Getting started	Satisfactory	Good	Outstanding
We have not considered or are only just beginning to consider how we can support our schools in adopting an integrated approach to the global dimension, including how to address this through the curriculum.	We have begun to support our schools through enabling them to undertake an audit and understand how they can promote the global dimension and how to address this through the curriculum.	We have further developed support for our schools through assisting schools in delivering and monitoring of global dimension work that has improved their environmental performance and is addressed through the curriculum.	We provide extensive support to enable our schools to integrate the global dimension across their school, so their pupils and staff take what they learn beyond the school to make a difference, supporting this through implementing it within their curriculum, and to share this 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? Include how you plan to achieve these.	

3

performance summary

The following table helps you to summarise your local authority's progress towards supporting your schools in becoming sustainable schools by 2020.

To complete the table:

1. Complete your local authority's name and insert the lead officer's name, including their job title, department and a contact number or email.
2. Complete the relevant details including the date each section was completed and the officers involved in the completion of that section, including their job title.
3. Look back through the document and insert a points value for the grading given in each section as follows:

Getting started = 0 **Satisfactory = 3**
Good = 6 **Outstanding = 9**

Please note: to have a clear simple view of the values gained, then colour code the grading value boxes as follows:

Getting started = **red** Satisfactory = **red/amber**
 Good = **amber/green** Outstanding = **green**

4. Add up the points to obtain the total (or score) for each section and an overall total.

The following is a rough guide to national expectations:

By 2010 = 45 to 89 points

By 2015 = 90 to 114 points

By 2020 = 115 to 135 points

5. Write an evaluative statement on overall performance highlighting particular strengths and recording key actions.

Summary performance table					
Local authority name:					
Lead officer:		Job Title:			
Department:		Contact email/ number:			
Section		Completion date	Officers involved in completion	Points	Review date
Structures of support	1.1 Strategies and standards				
	1.2 Engaging/actively involving stakeholders				
	1.3 Developing skills and capacity				
	1.4 Enhancing achievement and provision				
Section 1 Summary				/36	
Supporting doorways to sustainable schools	2.1 Food and drink				
	2.2a Energy				
	2.2b Water				
	2.3 Travel and traffic				
	2.4a Purchasing				
	2.4b Waste				
	2.5a Buildings				
	2.5b Grounds				
	2.6 Inclusion and participation				
2.7 Local well-being					
2.8 Global dimension					
Section 2 Summary				/99	
Overall summary				/135	
Summary evaluative statement					

further resources

Sustainable schools area of TeacherNet

www.teachernet.gov.uk/sustainableschools

Government information on sustainable development

DCSF sustainable development action plan: www.dcsf.gov.uk/aboutus/sd

Web portal: www.defra.gov.uk/sustainable/government/

Independent advisor and watchdog: www.sd-commission.org.uk

Sustainable development indicators: www.defra.gov.uk/sustainable/government/progress/index.htm

Other useful sites:

Eco-schools: www.eco-schools.org.uk

Envirowise: www.envirowise.gov.uk

Extended Schools: www.teachernet.gov.uk/extendedschools

Every Child Matters: www.dcsf.gov.uk/everychildmatters/

Global Dimension: www.globaldimension.org.uk

Global Gateway: www.globalgateway.org.uk

Growing Schools: www.growingschools.org.uk

Healthy Schools: www.healthyschools.gov.uk

International Schools Award: www.britishcouncil.org/learning-international-school-award.htm

Learning Outside the Classroom: www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom

Local Government Information Unit: www.lgiu.gov.uk

National College for School Leadership: www.ncsl.org.uk/sustainableschools

Ofsted: www.ofsted.gov.uk

Rights Respecting Schools: Award: <http://rrsa.unicef.org.uk>

Safe Routes to Schools: www.sustrans.org.uk/default.asp?SID=1094226578046

School Travel: www.dft.gov.uk/pgr/sustainable/schooltravel/

You can download this publication or order copies online at: www.teachernet.gov.uk/publications
Search using the ref: DCSF-00697-2009

Copies of this publication can also be obtained from:
Department for Children, Schools and Families Publications
PO Box 5050

Sherwood Park, Annesley
Nottingham NG15 0DJ

Tel 0845 60 222 60

Fax 0845 60 333 60

Textphone 0845 60 555 60

Please quote ref: 00697-2009BKT-EN

ISBN 978-1-84775-487-5

PPAPG/D35(4123)/0709/13

© Crown Copyright 2008

Published by the Department for Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged.

For any other use please contact licensing@opsi.gov.uk

This project has been printed on uncoated 9lives Offset paper. This is a true recycled content paper, NAPM approved and made of 100% post-consumer reclaimed material which may be recycled, composted or incinerated for energy recovery. The paper is totally chlorine free and the paper mill is certified to both the EMAS and ISO 14001 environmental management standards. A lithographic print process was employed using vegetable inks throughout.

The Department for Children, Schools and Families sources its paper through the Recycled Printing Papers (RPP) Framework established by Government to mainstream the use of recycled paper in printing, copying and publications.

This document has been produced to support the Sustainable Schools Strategy. For more information, go to www.teachernet.gov.uk/sustainableschools

100% recycled

This book is printed
on 100% recycled paper



When you have finished with
this book please recycle it

