

This document is a copy of the Sandwell Sustainable School self-evaluation audit tool and lists the evidence that will be required to become a Sustainable School.

Using the on-line application form at www.sustainableschoolsaward.com schools can identify where sustainable development education takes place in teaching, good practice and management of school, and can plan how to develop this further.

The online application form can be completed in stages, allowing schools the flexibility to complete the audit process at their own pace.

Tips for completing the Application Form.

1. Chose from New or In Progress application form.
2. Insert a valid e-mail address to continue.
3. To navigate the site, use buttons at bottom of each page.
DO NOT use the back button on tool bar.
4. Read instructions above each section before adding information.

The award is free of charge for schools within Sandwell Metropolitan Borough Council. The award lasts for 3 years and is renewable.

For more information or help in completing the application process contact:

Marion Mills

Environmental Education Officer

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Housing Education Officer

Tel: 0121 569 3441

Sustainable schools award - School details



School name:

Curriculum audit - *examples of both teaching and good practice.*

This is an opportunity to identify where the school delivers ESD themes in the curriculum, and if possible identify where this extends into the ethos/practice of the school. The links where this work supports Every Child Matters are suggested.

Consumption and Waste limits to the worlds resources - responsibility to conserve the planet

ECM - positive contribution - decision making in community and the environment

Examples:

Global Citizenship global context for trade and consumption - good quality of life for all -

understanding personal beliefs and behaviour

ECM Achieve economic well being - helped to prepare for working life make a positive contribution - support the community and the environment

Examples:

Climate Change and Energy unsustainable growth could cause pollution - consider how

home schools and the wider world can be managed more sustainable

ECM Make a positive contribution decision making in community and the environment

Examples:

Local focus value the locality establish belonging aware of distinctive features of the area and its

community

ECM - Achieve economic well being - community regeneration - make a positive contribution - decision making - support the community and the environment - develop positive relationships

Examples:

Wildlife and nature living things depend upon each other and all living things have value

ECM - make a positive contribution, develop socially and emotionally

Examples:

Inclusion and Participation Participate in decision making school and the wider community -

improve everyone's lives

ECM - make a positive contribution engage in decision making and support the community and the environment
develop positive relationships

Examples:

Health and Well-being understand and develop a safe, healthy lifestyle

ECM- Be healthy - healthy lifestyles promoted to children and young people

Examples:

Rights, Responsibilities and Behaviour consider how their actions have

implications for life in the future and the rights and needs of others

ECM - Make a positive contribution- law abiding and positive behaviour - not to bully or discriminate - Stay safe - safe from bullying or discrimination, crime and antisocial behaviour.

Examples:

1. Planning for ESD

Important information for completing the application

- Examine the four level statements provided to select your level.
- Follow the link to find a suggested 'Action Plan'.
- Select the appropriate Action Plan and personalise in the Action Planning Box with your school priorities.
- This Action Planning should be represented in your School Development Plan.

Part 1 - Establishing priorities, action planning and review

Self evaluation judgement : Choose a level statement for your school.

Focusing	Developing	Establishing	Enhancing
An audit of Education for Sustainable Development should be carried out.	Using an ESD audit, an agreed action plan that addresses identified priorities and appropriate resources has been developed and is being implemented.	The impact of a prior ESD action plan is monitored and evaluated. The plan is refined following the outcome of evaluation.	The school's priorities for improving ESD are part of the whole-school improvement programme with clearly identified subject-specific priorities and systematic review and evaluation.

Action planning: use the action planning tool on the website to help you fill in this box.

Part 2 - Monitoring and evaluation the development of ESD

Self evaluation judgement : Choose a level statement for your school.

Focusing	Developing	Establishing	Enhancing
A start has been made towards monitoring and evaluating, and highlighting to staff, a range of aspects of subject responsibility.	There is a clear structure for monitoring and evaluating ESD in order to identify key priorities.	The outcomes of monitoring and evaluation of aspects of ESD are used to inform future school improvement planning.	Monitoring and evaluation is embedded in the school improvement plan and is effective in celebrating success and identifying area for further improvement.

Action planning: use the action planning tool on the website to help you fill in this box.

Part 3 - Other evidence

School Improvement Plan: Explain briefly how the action planning items described within this award application are delivered through your school improvement plan

Whole school approach: Explain how this is managed through the whole school to ensure a consistency of approach

Policy Statement:

Summary statement: Provide a summary in support of this application that describe in general terms how the school has developed ESD and how it is having an impact on children's learning and achievement. Include specific activities (e.g. curriculum, site and community) that have not been included elsewhere.

Role of Governors: Please explain how the governors are engaged in the process.

Role of Parents and Carers: Please explain how the wider school community are engaged in sustainability issues.

2. Quality of provision

Part 1 - The quality of ESD provision in teaching and learning

Self evaluation judgement : Choose a level statement for your school.

Focusing	Developing	Establishing	Enhancing
Scrutiny of children's work has raised awareness of the quality of teaching of ESD across the school and the strengths and weaknesses of teachers' subject knowledge.	There is a developing programme to monitor the quality of ESD through children's work. Weaknesses are recognised and staff are given feedback. Actions to be taken are identified and incorporated into the ESD action plan or school improvement plan.	Systems are in place for monitoring and evaluating that a whole school ethos of ESD is in place. This is impacting positively on classroom practice. Some areas of weakness remain but are being addressed through feedback and professional development plans.	There is systematic and structured evaluation of ESD teaching across the school. Weaknesses in subject knowledge, and teaching and learning are being addressed effectively.

Action planning: use the action planning tool on the website to help you fill in this box.

Part 2 - Other evidence

Global perspective: explain how the school has developed a global and international dimension within the curriculum.

Pupil participation: How is this managed through school to ensure a consistency of approach.

Lesson Planning: Please explain how sustainable development is highlighted through lesson planning.

3. Environment for ESD

Part 1 - Establishing an effective learning environment for ESD

Self evaluation judgement : Choose a level statement for your school.

Focusing	Developing	Establishing	Enhancing
The importance of an effective environment to support the teaching and learning of ESD is recognised.	Through an audit of resources, key areas for action have been identified in order to promote an effective environment which will support children's learning of ESD.	A systematic plan is in place across the school to support improvement of the environment in which children learn of ESD.	The school environment makes a key contribution to ESD learning for all children.

Action planning: use the action planning tool on the website to help you fill in this box.

Part 2 - Other evidence

Management of the school site: how are school buildings and grounds managed/developed and used to promote ESD learning for pupils and the community

Environmental impact: Illustrate with data if possible direct ways in which your schools approach to ESD is having a positive impact on the environment, (waste management, energy consumption, purchasing policy)

External partnerships: How does your school work with external groups and individual to support aspects of ESD?

Purchasing Policy: Please summarize any purchasing policy in place.

4. Developing colleagues

Part 1 - Developing and supporting colleagues in ESD

Self evaluation judgement : Choose a level statement for your school.

Focusing	Developing	Establishing	Enhancing
Resources to support colleagues in improving teaching of ESD is managed and organised. Individuals are supported on request to help them to improve the quality of the teaching of ESD	A planned programme of support is being developed in order to address whole-school and individual needs. This support programme includes trainee teachers and other additional adults.	There is a coherent support programme in place and all staff are involved in a review and evaluation of the professional development and support they have received.	All staff are supported in developing high quality teaching and learning in ESD. Evaluation of the support shows a positive impact on teaching and learning.

Action planning: use the action planning tool on the website to help you fill in this box.

Part 2 - Other evidence

ESD development for all staff: how are teachers and support staff provided with support for their work and learning in ESD and any specific opportunities that have been/ are provided for continuing development in this area

Schools are advised to visit the Sandwell Sustainable Schools web site

sustainableschoolsaward.com

to find out more about good practice in Sandwell and who can help.

The on-line application form can be completed at your own pace, simply save your progress and return to the form when convenient.

For help and advice contact: **Marion Mills 0121 569 4019**
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