s3: sustainable school self-evaluation

Driving school improvement through sustainable development

department for
children, schools and families

Version 2, May 2008

acknowledgments

We would like to express our gratitude for the cooperation and support of the head teachers, local authorities and others who took part in the development of this document.

contents

About sustainable schools 2

Introduction 5

Instructions 7

Part A Supporting school improvement 10

1 Characteristics of your school 11

2 Views of learners, parents/carers, community and other stakeholders 14

3 Achievement and standards 20

4 Personal development and well-being 23

5 The quality of provision 31

6 Leadership and management 36

Performance summary 39

Part B Supporting sustainable development 41

1 Focus on food and drink 42

2a Focus on energy 45

2b Focus on water 48

3 Focus on travel and traffic 51

4 Focus on purchasing and waste 54

5a Focus on school buildings 57

5b Focus on school grounds 60

6 Focus on inclusion and participation 63

7 Focus on local well-being 66

8 Focus on the global dimension 69

Performance summary 72

Further resources 74

www.teachernet.gov.uk/sustainableschools

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 if 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 DCSF's sustainable schools strategy.

1 DCSF (2007). *The Children's Plan: Building brighter futures*, TSO, London.
2 HM Government (2005). *Securing the Future: Delivering UK sustainable development strategy*, TSO, London

> return to contents <

"Educating people from an early age about how our actions influence the environment is a vital element in promoting responsible behaviour. Creative and practical ways can be found to help pupils translate the study of climate change into actions in their everyday lives."

Nicholas Stern, October 2006

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 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 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.

> return to contents <

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.

It comprises three interlocking parts:[3]

- **A commitment to care**
  Sustainable schools have a caring ethos – 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**).
- **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 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, school food, extended services, citizenship and learning outside the classroom.

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

> return to contents <

introduction

What is the purpose of s3?

The DCSF would like all schools to be sustainable schools by 2020, and has set out a National Framework for Sustainable Schools[4] to ensure they are aware of its expectations. s3 was developed to help schools recognise and appreciate what they are already doing to promote sustainable development, to document the benefits and prompt next steps.

How does it relate to school improvement planning?

Schools have rightly asked DCSF to offer milestones en route to the 2020 aims so that they can judge whether they are on the right track, and s3 allows them to do this. It should be used in conjunction with its sister tool – Planning a Sustainable School: Driving school improvement through sustainable development[5] – which enables schools to contrast their performance with national expectations by 2010, 2015 and 2020. Both tools are intended to cause schools to reflect upon how sustainable development can support their core objectives, and vice versa.

How is s3 different to the Ofsted SEF?

Ofsted already requires schools to evaluate their performance via a self-evaluation form (SEF)[6], so why do we need another tool? From September 2007 the SEF refers to the National Framework for Sustainable Schools in two places (Q1b and 4f). However, sustainable development can support school improvement across a much wider range of school activities, and the current SEF does not capture all of these. s3 is a **voluntary** way to evaluate these wider opportunities.

4 www.teachernet.gov.uk/sustainableschools
5 www.teachernet.gov.uk/sustainableschools
6 This version of s3 (May 2008) draws on the Ofsted SEF of September 2007 https://forms.ofsted.gov.uk/blankpdf.aspx

> return to contents <

How is s3 structured?

s3 is structured in two parts:

- **Part A** evaluates progress under the six Ofsted SEF headings. In essence this part asks the question: how is sustainable development supporting school improvement in the areas of interest to Ofsted?
- **Part B** evaluates progress with the eight doorways of the National Framework for Sustainable Schools. This part asks the question: how is the school supporting national sustainable development priorities?

As it is unrealistic to expect schools to be performing at the highest levels from the start, a points system is built in to both parts to enable you to plan your progression to 2020.

Why evaluate sustainable development?

Pupils are at the centre of our interest in sustainable schools. An Ofsted study[7] suggests that sustainable schools offer a dynamic and vibrant learning environment because they draw on real-life situations and issues as a context for their learning – issues that are relevant and meaningful to pupils. The capacity to engage pupils in their learning through tapping into their interest and enthusiasm for the 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 the school provides to its pupils to practice sustainable development in its estate and local community, as much as through formal teaching and learning. Ofsted found that the best-performing schools built their practices through a cycle of strategic goal-setting, action and evaluation.

7 Ofsted (2003). *Taking the first steps forward... towards an education for sustainable development*, Ofsted HMI 1658, London **www.ofsted.gov.uk/assets/3389.doc**

> return to contents <

instructions

Form a team to complete s3.

This is likely to include members of the senior leadership team, governing body, and others involved in writing and maintaining your SEF. It may also include teachers and other staff, parents and pupil representatives. Initially it makes sense for a small group to complete one or two sections of s3 for moderation purposes, followed by pairs of people working on the remaining sections.

Before you begin, decide if you are going to use all or just some of the questions in this tool.

If you are just beginning to explore sustainable development, it may be useful to select those questions that are most relevant to your stage of development (for example just Part A or Part B). If you have well-developed sustainable development practices, you will probably use most or all of the questions. Feel free to use or adapt this tool to fit your needs. It does take time to work through the tool, but it is time well spent, as you can use your findings to enhance your Ofsted SEF.

> return to contents <

Step 1: Grade your performance

Under each question 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. You will notice that the 'good' and 'outstanding' grades assume the availability of supportive evidence.

The examples are progressive and build on one another. So, for example, a grade of 'outstanding' suggests that you also have achieved the performance level 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. In these cases use your judgement about what is most salient when grading your performance.

To note:

- **'improved school effectiveness'** implies overall progress towards the stated aims of the school.
- **'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 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.

Level 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
Satisfactory The foundation or 'basics'	**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

> return to contents <

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 kinds of 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. For further advice and planning activities you can use the sister tool to s3 – *Planning a sustainable school: Driving school improvement through sustainable development*.

Step 4: Enhance your Ofsted SEF

After you have gathered evidence about your practices, consider whether this information could be used to enhance your Ofsted SEF.

Further support and information

A condensed version of s3 is also available from DCSF for use in group activities. For general information, publications and support on sustainable schools please consult the following site on TeacherNet: **www.teachernet.gov.uk/sustainableschools**

> return to contents <

supporting school improvement

PART A

This part of s3 allows you to evaluate your performance across the six headings of the Ofsted SEF – six dimensions of school performance and improvement.

The headings are:

1	Characteristics of your school
2	Views of learners, parents/carers, community and other stakeholders
3	Achievement and standards
4	Personal development and well-being
5	The quality of provision
6	Leadership and management

Once you have completed the questions you can enter your grades into the performance summary at the end of Part A. Using the sister tool to s3 – *Planning a Sustainable School: Driving school improvement through sustainable development* – you can then compare your performance against milestones suggested by DCSF.

> return to contents <

1 characteristics of your school

Our long-term well-being – as individuals, 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.

DCSF recommendation

Our recommendation is that schools put 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.

> return to contents <

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 at the heart of their ethos. Another way of thinking about this is in terms of how well the school demonstrates its commitment to care – care for ourselves, for each other and for the environment.

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.

> return to contents <

1a To what extent is sustainable development a distinctive characteristic or feature of your school?*

**It may be easier to tackle this question after considering all the others in Part A.*

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how sustainable development could improve our effectiveness, 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 planning and policy.	We pursue sustainable development actively, both as a moral imperative and a school improvement strategy. We have evidence that our efforts to promote it benefits pupils' well-being and/or the school's environmental performance.	Our ethos is guided by the goal of sustainable development. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

2 views of learners, parents/carers, community and other stakeholders

Understanding the needs of stakeholders, and involving them in decision-making, is a prerequisite for sustainable development. It is also good for the school in terms of building trust and harnessing the enthusiasm of others for school and community improvement. A range of stakeholders should be considered, from pupils, parents and the local community to interest groups, other schools and public services.

DCSF recommendation

Our recommendation is that schools listen to their stakeholders and involve them in decision-making in ways that balance the school's immediate interests with its broader role in promoting sustainable development locally and beyond.

> return to contents <

Background

A stakeholder is anyone who can affect or will be affected by decision-making processes. In schools, obvious examples include pupils, staff, governors, parents and carers, the local community, public services and interest groups.

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. There are other groups to consider also, such as future generations and other species, which are easily overlooked in the rush of a typical school day.

Decision-making for sustainable development takes account of the views of all stakeholders. For practical purposes, this process can begin with the stakeholders in the school and its immediate community, but should also acknowledge the effect of the school on people and places further away.

Many local people care deeply about their community and environment, and have much to contribute to the formation of a sustainable school. Tapping into their enthusiasm can enhance the effectiveness of school improvement efforts.

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 the current operation of the school, and how it could be improved, is an important step towards engaging them on this issue.

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 partners.

Questions 2.a to 2.d cover various stakeholders' involvement, including **learners** (2.a), **parents and carers** (2.b), **the local community** (2.c), and **other stakeholders** (2.d).

> return to contents <

2.a How do the views of learners influence your school's work on sustainable development?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how to involve pupils in school decisions. Communication with pupils currently focuses on keeping them informed about what is happening at school.	We promote pupil participation and have a mechanism in place for involving pupils in decisions about many aspects of their school and learning.	Pupils participate fully in school decision-making and we act upon their recommendations. We consult them specifically about our work on sustainable development and encourage them to get involved. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	Pupils strongly shape our school's work on sustainable development. They are empowered to develop ideas and where practical, implement them with the support and backing of the school. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

2.b How do the views of parents and carers influence your work on sustainable development?

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 a '**x**' in the box which best fits your school.

Level			
Getting started	**Satisfactory**	**Good**	**Outstanding**
We have not considered, or have just begun to consider, how to involve parents and carers in school decisions. Communication with parents and carers tells them about what is happening at school.	We have a mechanism in place for involving parents and carers in many aspects of our decision-making. We regularly solicit their views about a range of school issues.	Parents and carers participate fully in our decision-making and we act upon their recommendations. We consult them specifically about our work on sustainable development in order to better understand their needs. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	Parents and carers play an active role in supporting our school's work on sustainable development. They cooperate with and in some cases work directly with pupils and staff in improving our sustainability practices. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

2.c How do the views of the local community influence your work on sustainable development?

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 a '**x**' in the box which best fits your school.

Level							
Getting started		**Satisfactory**		**Good**		**Outstanding**	
We have not considered, or have just begun to consider, how to involve the local community in school decisions. Communication with the local community tells them about what is happening at school.		We have a mechanism in place for involving the local community in many aspects of our decision-making. We regularly solicit their views about a range of school issues.		The local community has an important influence on our decision-making. We consult the community specifically about our work on sustainable development in order to better understand its needs. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.		The local community plays an active role in supporting our school's work on sustainable development. We draw on local knowledge extensively, and share our practices in areas of local need. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

2.d How do the views of other stakeholders* influence your work on sustainable development?

**For example interest groups, other schools, public bodies and services, and other external organisations.*

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 a '**x**' in the box which best fits your school.

Level			
Getting started	**Satisfactory**	**Good**	**Outstanding**
We have not considered, or have just begun to consider, how other stakeholders could contribute to school decisions.	We recognise we have a lot to learn from other stakeholders, and are putting a range of relationships and partnerships in place to support knowledge sharing.	Other stakeholders make important contributions to our decision-making. We consult them specifically about our work on sustainable development in order to identify opportunities to improve. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We routinely engage other stakeholders in our work on sustainable development, and solicit their critical feedback. We consciously promote outside interest in our work. We have evidence that our approach improves our overall effectiveness and supports or local 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?

> return to contents <

3 achievement and standards

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.

DCSF recommendation

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

> return to contents <

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, through the context of real-world situations

and issues, learning can be made more interesting and relevant for young people. Pupils' engagement with and enjoyment of relevant, real-world subjects in and outside the classroom can enhance their achievement and behaviour, and lead to greater job satisfaction among 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 and elsewhere.

> return to contents <

3.a To what extent does sustainable development help learners achieve and raise standards?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how sustainable development could influence pupils' achievement and standards.	We recognise that many pupils are interested in sustainable development issues, and use this to engage pupils in their learning, in and outside the classroom.	Sustainable development is a key achievement-raising strategy in our school, helping to raise standards across all subjects and ability groups. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	Sustainable development provides a compelling vision and purpose for our school, and generates enthusiasm for learning across staff, pupils and the local community. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

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, community, environment, and wider world.

DCSF recommendation

Our recommendation is that schools promote sustainable development in ways that help pupils understand the factors affecting their well-being, and build their capacity to improve their lives in the situations and environments they experience.

> return to contents <

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 lives are influenced, alongside home, community and, these days, the internet. Schools can influence children's well-being by providing extended services and getting involved with school stakeholders in local improvement projects. For example, dealing with congestion issues, supporting the regeneration of a local space, running educational programmes for parents, or reaching out to excluded sections of the community.

Every Child Matters (ECM) sets out five outcomes for children aged 0 to 19. The aim is for every child, whatever their background or circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution to society, and achieve economic well-being.

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 achieving them through everyday actions. Schools are well-placed to accelerate and deepen this process of discovery in young people[8].

Questions 4.a to 4.f cover different aspects of personal development and well being, including: **healthy lifestyles** (4.a), **staying safe** (4.b), **enjoyment of education** (4.c), **behaviour** (4.d), **contribution to community** (4.e), and **preparation for economic well-being** (4.f).

8 The links between ECM and sustainable development were explored in *Every Child's Future Matters*, *Sustainable Development Commission*, London, 2007
www.sd-commission.org.uk/pages/edu_cayp.html

> return to contents <

4.a To what extent does sustainable development enable learners to adopt healthy lifestyles?

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 a '**x**' in the box which best fits your school.

Level							
Getting started		**Satisfactory**		**Good**		**Outstanding**	
We have not considered, or have just begun to consider, the links between sustainable development and healthy living.		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 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?

> return to contents <

4.b To what extent does sustainable development help learners feel safe and adopt safe practices?

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 a '**x**' in the box which best fits your school.

Level			
Getting started	**Satisfactory**	**Good**	**Outstanding**
We have not considered, or have just begun to consider, the links between sustainable development and pupil safety.	We recognise the cross-over between safety and sustainability, for example with respect to road traffic, and address the needs and choices of our pupils through school policy, teaching and extra-curricular activities.	Our work on pupil safety is viewed as an important strand of our wider commitment to sustainable development. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We work with local community to tackle issues of personal safety, security and community well-being. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

4.c To what extent does sustainable development help learners enjoy their education?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, the connection between sustainable development and pupils' enjoyment of learning.	We view sustainable development as a means of enhancing pupils' enjoyment of learning, in and outside the classroom. We encourage staff to provide relevant and interesting learning opportunities for pupils around sustainable development issues.	Sustainable development is a core context for making learning exciting, relevant and purposeful in our school. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We share our learning about sustainable development with the local community, and encourage stakeholders to work with us to increase our understanding. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

4.d To what extent does sustainable development encourage good behaviour in learners?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how sustainable development could improve the behaviour of pupils.	We recognise the potential of sustainable development to create a culture of positive, responsible behaviour in the school, and use this to improve pupil behaviour in and outside the classroom.	Sustainable development is a key behaviour-improving strategy in our school. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	Our commitment to sustainable development promotes positive, responsible behaviour across all aspects of school life. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

4.e To what extent does sustainable development enable learners to make a positive contribution to the community?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how sustainable development could enable pupils to contribute positively to the local community.	We view sustainable development as a vehicle for promoting active citizenship among pupils, enabling them to contribute positively in areas of local need. We achieve this predominantly through classroom teaching.	A core aim of our school is to prepare pupils to become active, responsible citizens, focused on the needs of their local communities and wider world. Our work extends beyond the classroom to activities in the school and local area. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We recognise that our own success is bound up with the success of our local community, and enable pupils to actively address local needs as a core part of their education. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

4.f To what extent does sustainable development help learners prepare for their future economic well-being?

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 a '**x**' in the box which best fits your school.

Level			
Getting started	**Satisfactory**	**Good**	**Outstanding**
We have not considered, or have just begun to consider, how sustainable development relates to pupils' future economic well-being.	We recognise that sustainable development is important to everybody's future prosperity. We enable pupils to understand how the economy depends on a stable society and healthy environment. We achieve this predominantly through classroom teaching.	We enable pupils to discover the economic value of sustainable development by giving them a role in measuring the environmental impact of our school operation, and pursuing actions which improve its performance while saving money. Our work extends beyond the classroom to activities in the school and local area. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We enable pupils to use their understanding of the economic value of sustainable development to set up projects and small business activities in the school and local community which contribute to environmental and social objectives. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

5 the quality of provision

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 contribute to a sustainable society.

DCSF 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 approaches that enable all pupils to develop the requisite knowledge, skills and values through study and direct experience.

> return to contents <

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 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.

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

Through the rich, enjoyable experience of learning at school, young people can gain essential skills for employment and life, while growing to understand the basics of sustainable living.

Questions 5.a to 5.d consider many aspects of quality provision, including: **quality of teaching and learning** (5.a), **meeting pupils' needs and interests** (5.b), **quality of guidance and support** (5.c).

> return to contents <

5.a To what extent does sustainable development improve the quality of your teaching and learning?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how sustainable development could improve the quality of our teaching and learning.	We teach sustainable development through a limited number of subjects, such as science, geography, citizenship and D&T. We recognise its potential to engage pupils in their learning through exposure to relevant, real-world issues, in and outside the classroom.	We view the whole curriculum as an opportunity to teach sustainable development, and its associated values, attitudes and skills. Pupils are encouraged, and supported, to put their learning into practice within the school. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We want pupils to take responsibility for their own learning, and hence their own future. We regard the school and local community as practice grounds where pupils can apply their learning to real situations and challenges. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

5.b To what extent does sustainable development enable the curriculum and other activities to meet the range of needs and interests of pupils?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how sustainable development could improve the quality of our curriculum.	Sustainable development provides an important context for our curriculum, helping to ground it in real-world situations of relevance and interest to pupils.	Our curriculum and wider learning activities provide opportunities for pupils to identify, explore and address sustainable development in the school. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We want pupils to regard sustainable development as a normal way of living and working. Our curriculum and wider learning activities are designed to meet this aim. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

5.c To what extent does sustainable development improve the way learners are guided and supported?

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 a '**x**' in the box which best fits your school.

Level			
Getting started	**Satisfactory**	**Good**	**Outstanding**
We have not considered, or have just begun to consider, how sustainable development could influence our guidance and support for pupils.	Our support for pupils is reflected in a culture of care in the school. We are concerned primarily about pupils' school-related challenges and goals.	Our support for pupils reflects a concern for their whole lives and future prospects. We recognise that the success of our pupils (and our own success) is bound up in the success of their families and local community. Our support and guidance reflect this. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We are committed to preparing all pupils to realise their full potential as contributors to sustainable development. We achieve this through ensuring the whole school is responsive to pupils' needs, set within the needs of the local community, environment and wider world. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

6 leadership and management

Sustainable development offers a unique and long-term framework for school improvement – one that spans the interests of the school alongside its local community, environment and wider contributions to society.

DCSF recommendation

Our recommendation is that schools adopt a leadership and management style that promotes the core themes of sustainable development across its curriculum, campus and community.

> return to contents <

Background

NCSL recently reviewed the distinctive characteristics of sustainable school leaders, concluding that they are:[9]

- **optimistic and outward looking** – expanding the school experience beyond the school gate to the immediate and global community, while maintaining an optimistic world view
- **achievement-focused** – delivering tangible sustainable development outcomes in ways that enrich the learning experiences of pupils and improve achievement
- **participatory** – distributing leadership for sustainable development among a broad range of stakeholders (especially staff and pupils), through a participatory approach to planning, delivery and evaluation
- **systems perspective** – an integrated, systemic understanding of the world and their place in it, and an ability to communicate this to others.

Leaders who achieve this – who develop an integrated approach to learning across the curriculum, campus and community – are likely to have a very full understanding of their school's circumstances, needs and improvement strategy.

Putting sustainable development at the heart of school leadership encourages a joined up approach to the many initiatives in every school competing for time. It is a smart way to deliver Every Child Matters outcomes at the same time as standards-raising, behaviour improvement, value for money and staff morale – not to mention the school's environmental performance and contributions to national and local sustainability goals.

Fundamental to this is the leadership capacity of the school's staff and wider community to work together on a systemic approach to sustainable development and school improvement.

9 NCSL (2007). *Leading Sustainable Schools: What the research tells us*, NCSL, Nottingham **www.ncsl.org.uk/sustainableschools**

> return to contents <

6.a To what extent does sustainable development enhance the effectiveness and efficiency of your leadership and management?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how sustainable development could enhance our leadership and management practices.	We recognise the potential of sustainable development to add purpose, vitality and vision to our leadership and management practices, and are taking steps to strengthen our capacity in this area.	Our commitment to sustainable development builds coherence across the range of activities in our school. We develop the capacity of our staff to support sustainable development, and recognise their achievements. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	Sustainable development brings the school together under a common vision and purpose of building a better world. Our staff are enthusiastic and able to bring this vision to life in their work, and support each other. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

The table overleaf helps to summarise your progress towards becoming a sustainable school.

PART A performance summary

> return to contents <

Ofsted SEF headings Supporting school improvement	**Total points**	**Number of questions**	**Average points**
1 Characteristics of school		**1**	
2 Views of stakeholders		**4**	
3 Achievement and standards		**1**	
4 Personal development and well-being		**6**	
5 The quality of provision		**3**	
6 Leadership and management		**1**	

Part A TOTAL /90

To complete the table:

1. Look back through Part A, and total up the number of points scored under each Ofsted SEF heading. They are awarded as follows:

   Getting started = 0 **Good = 10**
   Satisfactory = 5 **Outstanding = 15**

2. Work out the average number of points for each Ofsted SEF heading, bearing in mind the headings contain different numbers of questions.
3. Add up the averages to provide the total (or score) for Part A of s3.

Use the sister tool to s3 – *Planning a Sustainable School: Driving school improvement* through sustainable development – to compare your performance against national expectations. As a rough guide, DCSF would like all schools to be reaching the following milestones:

By 2010 = 30 to 59 points
By 2015 = 60 to 74 points
By 2020 = 75 to 90 points

> return to contents <

PART B

This part of s3 allows you to evaluate your performance across the eight 'doorways' of the National Framework for Sustainable Schools. Please note that two of the doorways ('Energy and water' and 'Buildings and grounds') are divided into separate parts to provide greater focus.

The resulting ten evaluations are:

1	Food and drink		
2a	Energy	**2b**	Water
3	Travel and traffic		
4	Purchasing and waste		
5a	Buildings	**5b**	Grounds
6	Inclusion and participation		
7	Local well-being		
8	Global dimension		

Once you have completed the questions you can enter your grades into the performance summary at the end of Part B. Using the sister tool to s3 – *Planning a Sustainable School: Driving school improvement through sustainable development* – you can then compare your performance against milestones suggested by DCSF.

PART B
supporting sustainable development

> return to contents <

1

focus on food and drink

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

DCSF recommendation

We would like all schools to be model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to eat and drink healthily and sustainably, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address healthy and sustainable food and drink through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own food and drink provision in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes that address healthy and sustainable food and drink issues?

Campus

- ☐ Have you audited school food and drink from a health and sustainability perspective?
- ☐ Does your school improvement plan (or related plan) cover healthy and sustainable food and drink issues, with associated performance goals?
- ☐ Do you monitor progress with the health and sustainability of school food and drink, and report on agreed performance goals?
- ☐ Does professional development enable staff to promote healthy and sustainable food and drink in the school?
- ☐ Is healthy and sustainable food and drink covered 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 healthy and sustainable food and drink choices among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become a model of healthy and sustainable food and drink provision?

> return to contents <

1 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 level. The examples are progressive, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put a 'x' in the box which best fits your school.

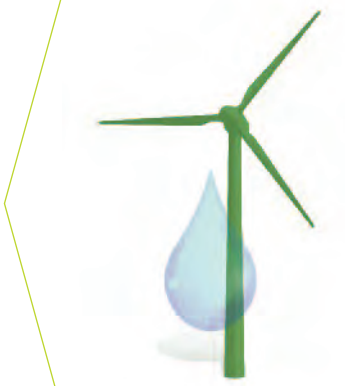
Grade (Please check appropriate box)			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how to adopt an integrated approach to healthy and sustainable school food and drink.	We have audited and understood our opportunities for promoting health and sustainability in school food and drink. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our healthy and sustainable school food and drink work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned about healthy and sustainable food and drink to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

2a

focus on energy



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

DCSF recommendation

We would like all schools to be models of energy efficiency and renewable energy, showcasing opportunities like wind, solar and biomass energy, insulation, low-power technologies and energy management to everyone who uses the school.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to use energy wisely, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address energy issues through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own energy needs and practices in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to promote energy efficiency and renewable energy?

Campus

- ☐ Have you undertaken a school energy audit?
- ☐ Does your school improvement plan (or related plan) cover energy efficiency and the use of renewable energy, with associated performance goals?
- ☐ Do you monitor progress with energy efficiency, and report on agreed performance goals?
- ☐ Does professional development prepare staff to contribute to energy efficiency measures?
- ☐ Is energy efficiency 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 energy efficiency and renewable energy among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become a model of sustainable energy management?

> return to contents <

2a To what extent have you integrated energy saving and renewable energy across the curriculum, campus and community?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how to adopt an integrated approach to energy efficiency and renewable energy.	We have audited and understood our opportunities for promoting energy efficiency and renewable energy. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our energy efficiency and renewable energy work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned about energy efficiency and renewable energy to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

2b

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.

DCSF recommendation

We would like all schools to be models of water conservation, showcasing opportunities such as rainwater harvesting, grey water recycling and, where possible, sustainable drainage systems to everyone who uses the school.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to use water wisely, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address water conservation issues through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own water practices and needs in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to promote water conservation?

Campus

- ☐ Have you undertaken a school water use audit?
- ☐ Does your school improvement plan (or related plan) cover water conservation, with associated performance goals?
- ☐ Do you monitor progress with water conservation, and report on agreed performance goals?
- ☐ Does professional development prepare staff to contribute to water conservation measures?
- ☐ 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 water conservation among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become a model of sustainable water use?

> return to contents <

2b To what extent have you integrated water conservation across the curriculum, campus and community?

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 a '**x**' in the box which best fits your school.

Level			
Getting started	**Satisfactory**	**Good**	**Outstanding**
We have not considered, or have just begun to consider, how to adopt an integrated approach to water conservation.	We have audited and understood our opportunities for promoting water conservation. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our water conservation work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned about water conservation to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

3 focus on travel and traffic

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

DCSF recommendation

We would like all schools 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.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to make sustainable travel choices, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address sustainable travel issues through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own travel practices in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to promote sustainable travel?

Campus

- ☐ Have you undertaken a school travel audit?
- ☐ Does your school improvement plan (or related plan) cover sustainable travel, with associated performance goals?
- ☐ Do you monitor progress with sustainable travel, and report on agreed performance goals?
- ☐ Does professional development prepare staff to contribute to sustainable travel measures?
- ☐ Is sustainable travel 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 sustainable travel choices among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become a model of sustainable travel?

> return to contents <

3 To what extent have you integrated sustainable travel across the curriculum, campus and community?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how to adopt an integrated approach to sustainable travel.	We have audited and understood our opportunities for promoting sustainable travel. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our sustainable travel work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned about sustainable travel to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

4

focus on purchasing and waste

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

DCSF recommendation

We would like all schools to be models of waste minimisation and sustainable consumption, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to minimise waste and consume sustainably, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address waste and consumption issues through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own purchasing and waste practices in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to promote waste minimisation and sustainable consumption?

Campus

- ☐ Have you undertaken a school purchasing and waste audit?
- ☐ Does your school improvement plan (or related plan) cover waste minimisation and sustainable consumption, with associated performance goals?
- ☐ Do you monitor progress with waste minimisation and sustainable consumption, and report on agreed performance goals?
- ☐ Does professional development prepare staff to contribute to waste minimisation and sustainable consumption measures?
- ☐ Are waste minimisation and sustainable consumption 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 waste minimisation and sustainable consumption among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become a model of waste minimisation and sustainable consumption?

> return to contents <

4 To what extent have you integrated waste minimisation and sustainable consumption across the curriculum, campus and community?

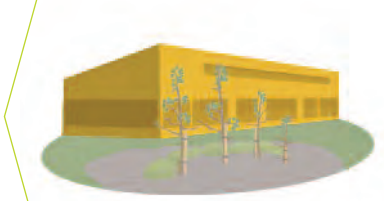
There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each level. The examples are *progressive*, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put a '**x**' in the box which best fits your school.

Level							
Getting started		**Satisfactory**		**Good**		**Outstanding**	
We have not considered, or have just begun to consider, how to adopt an integrated approach to waste minimisation and sustainable consumption.		We have audited and understood our opportunities for waste minimisation and sustainable consumption. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.		We involve pupils and staff in the delivery and monitoring of our waste minimisation and sustainable consumption work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.		We encourage pupils and staff to apply what they have learned about waste minimisation and sustainable consumption to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

5a focus on buildings



The way school buildings are designed, constructed and managed not only affects their environmental footprint, but also their ability to help pupils feel cared-for, enjoy their school, and learn about sustainable living. Choices as wide-ranging as building materials and technologies, school equipment, and even furniture and fittings all provide opportunities to highlight sustainable practices.

DCSF recommendation

We would like all schools – old and new – to manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to improve the quality of their built environments, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to use your buildings as a learning resource through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the design and management of the school's own buildings in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to design and manage the school's buildings in sustainable ways?

Campus

- ☐ Is sustainable development a core consideration in maintenance, refurbishment or new build projects in your school?
- ☐ Have you undertaken an audit of your buildings' potential to teach sustainable development?
- ☐ Does your school improvement plan (or related plan) cover sustainable design and management of your school's buildings, with associated performance goals?
- ☐ Do you monitor progress with the sustainable design and management of your buildings, and report on agreed performance goals?
- ☐ Does professional development prepare staff to take measures to design and manage school buildings sustainably?
- ☐ Is sustainable design and management of buildings 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 sustainable design and management of buildings among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to exemplify sustainable design and management in its buildings?

> return to contents <

5a To what extent do your school buildings exemplify sustainable development in their design and management?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how our buildings could exemplify sustainable development in their design and management.	We have audited and understood how our buildings could exemplify sustainable development in their design and management, including their function as a learning resource. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our sustainable buildings work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned to the built environments where they live and work, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

5b

focus on grounds

The way school grounds are designed and managed not only affects their environmental quality, but also their ability to engage pupils in imaginative outdoor play and help them learn about sustainable living. Areas for food growing, biodiversity conservation and contact with the natural world can add considerable value, while the choice of materials, plants and equipment can highlight sustainable practices.

DCSF recommendation

Through the design and management of their grounds, we would like all schools to bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to improve the quality of their outdoor environments, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to use the grounds as a learning resource through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the design and management of the school's own grounds in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to design and manage the school grounds in sustainable ways?

Campus

- ☐ Is sustainable development a core consideration in maintenance, improvement or design projects in your school grounds?
- ☐ Have you undertaken an audit of your grounds' potential to teach sustainable development?
- ☐ Does your school improvement plan (or related plan) cover sustainable design and management of the school grounds, with associated performance goals?
- ☐ Do you monitor progress with sustainable design and management of your school grounds, and report on agreed performance goals?
- ☐ Does professional development prepare staff to take measures to design and manage the school grounds sustainably?
- ☐ Is sustainable design and management of school grounds 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 sustainable design and management of outdoor environments among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to exemplify sustainable design and management in its school grounds?

> return to contents <

5b To what extent do your school grounds exemplify sustainable development in their design and management?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how our grounds could exemplify sustainable development in their design and management.	We have audited and understood how our grounds could exemplify sustainable development in their design and management, including their function as a learning resource. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our school grounds work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned to the outdoor environments where they live and work, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

6 focus on inclusion and participation

Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions – irrespective of background, culture, age, religion or ability – and challenges prejudice and injustice in all its forms.

DCSF recommendation

We would like all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to challenge injustice, welcome diversity and actively participate in school life, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address inclusion and participation issues through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own inclusion and participation practices in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to promote inclusion and participation?

Campus

- ☐ Have you undertaken an inclusion and participation audit?
- ☐ Does your school improvement plan (or related plan) cover inclusion and participation, with associated performance goals?
- ☐ Do you monitor progress with inclusion and participation, and report on agreed performance goals?
- ☐ Does professional development prepare staff to contribute to inclusion and participation measures?
- ☐ Are 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 inclusion and participation among its stakeholders?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become a model of inclusion and participation?

> return to contents <

6 To what extent have you integrated 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 level. The examples are *progressive*, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how to adopt an integrated approach to inclusion and participation.	We have audited and understood our opportunities for promoting inclusion and participation. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our inclusion and participation work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned about inclusion and participation to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

7

focus on local well-being

With their central locations, facilities and extensive networks, schools can act as hubs of learning and change in their local communities. Problems on their doorstep offer relevant and engaging opportunities for pupils to learn, and a means of strengthening local relationships.

DCSF recommendation

We would like all schools to be models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to understand and seek solutions to local issues, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address local well-being issues through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own efforts to promote local well-being in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to promote local well-being?

Campus

- ☐ Have you undertaken an audit of local issues, and assessed how your school could play a role?
- ☐ Does your school improvement plan (or related plan) cover local well-being, with associated performance goals?
- ☐ Do you monitor progress with the school's contribution to local well-being, and report on agreed performance goals?
- ☐ Does professional development prepare staff to work on local well-being projects?
- ☐ Is local well-being 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 local well-being?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become an exemplary local partner?

> return to contents <

7 To what extent have you integrated 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 level. The examples are *progressive*, so a grade of 'outstanding' implies you have also achieved the 'satisfactory' and 'good' grades. Put a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how to adopt an integrated approach to local well-being.	We have audited and understood our opportunities for promoting local well-being. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our local well-being work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned about local well-being to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

8 focus on global dimension

Growing interdependence between countries changes the way we view the world and ourselves. Schools can respond by developing a responsible, international outlook among their young people, based on an appreciation of the impact of their personal values and behaviours on global challenges.

DCSF recommendation

We would like all schools to be models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

> return to contents <

Before rating your school's performance, consider the following aspects of good practice which may help you explain your rating or indicate new approaches.

Curriculum

- ☐ Does your curriculum cultivate the knowledge, skills, values and confidence pupils need to understand and respond to global challenges, and is this reinforced through positive activities in the school and local area?
- ☐ Does professional development enable staff to address global dimension issues through the curriculum and in extra-curricular activities?
- ☐ Do you use information about the school's own response to global challenges in the curriculum, across key stages and subject areas?
- ☐ Are staff and pupils involved in schemes to promote global citizenship?

Campus

- ☐ Have you undertaken an audit of global challenges, and assessed how your school could play a role?
- ☐ Does your school improvement plan (or related plan) cover global citizenship, with associated performance goals?
- ☐ Do you monitor progress with the school's contribution to global challenges, and report on agreed performance goals?
- ☐ Does professional development prepare staff to promote a global dimension in different 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 global citizenship?
- ☐ Does the school have links with the local authority or with outside bodies that can support its efforts to become an exemplary global citizen?

> return to contents <

8 To what extent have you integrated the global dimension across the curriculum, campus and community?

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 a '**x**' in the box which best fits your school.

Level			
Getting started ☐	**Satisfactory** ☐	**Good** ☐	**Outstanding** ☐
We have not considered, or have just begun to consider, how to adopt an integrated approach to the global dimension.	We have audited and understood our opportunities for promoting a global dimension. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	We involve pupils and staff in the delivery and monitoring of our global dimension work, and draw on outside expertise when needed. We have evidence that our approach benefits pupils' well-being and/or the school's environmental performance.	We encourage pupils and staff to apply what they have learned about the global dimension to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress. We have evidence that our approach improves our overall effectiveness and supports the needs of our local 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?

> return to contents <

PART B

performance summary

The table opposite helps to summarise your progress towards becoming a sustainable school.

> return to contents <

To complete the table:

1. Look back through Part B, and total up the number of points scored for each doorway. They are awarded as follows:

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

2. Add up the points to obtain the total (or score) for Part B of s3.

Use the sister tool to s3 – *Planning a Sustainable School: Driving school improvement through sustainable development* – to compare your performance against national expectations. As a rough guide, DCSF would like all schools to be reaching the following milestones:

By 2010 = 30 to 59 points
By 2015 = 60 to 74 points
By 2020 = 75 to 90 points

Doorways Supporting sustainable development	**Points**
1 Food and drink	
2 a. Energy	
b. Water	
3 Travel and traffic	
4 Purchasing and waste	
5 a. Buildings	
b. Grounds	
6 Inclusion and participation	
7 Local well-being	
8 Global dimension	

Part B TOTAL **/90**

> return to contents <

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.sustainable-development.gov.uk
Independent advisor and watchdog:	www.sd-commission.org.uk
Sustainable development indicators:	www.sustainable-development.gov.uk/progress/index.htm

Other useful sites

National College for School Leadership:	www.ncsl.org.uk/sustainableschools
Eco-schools:	www.eco-schools.org.uk
International Schools Award:	www.britishcouncil.org/education/schools/award.htm
Rights Respecting Schools Award:	http://rrsa.unicef.org.uk
Healthy Schools:	www.wiredforhealth.gov.uk
Every Child Matters:	www.everychildmatters.gov.uk
Extended Schools:	www.teachernet.gov.uk/extendedschools
Global Gateway:	www.globalgateway.org.uk
Growing Schools:	www.teachernet.gov.uk/growingschools
Learning Outside the Classroom:	www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom

> return to contents <

Copies of this publication can be obtained from:

DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham
NG15 0DJ

Tel 0845 6022260
Fax 0845 6033360
Please quote ref: 03973-2006DOM-EN

ISBN: 978-1-84775-181-2

PPAPG/D35(3763)/0608/53

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www.dcsf.gov.uk
Published by the Department for Children, Schools and Families

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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 publication is part of the sustainable schools strategy and is *climate neutral*. Working with Climate Care, we have offset the CO2 emissions arising from all printing and distribution, consultation events and response routes. The money used to offset these will go towards sustainable energy projects, like the production of energy efficient cooking stoves for schools in India.

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