



Green Flag Award Renewal Application

School Name	Westover Green Primary School
Address	Westover Green West Street Bridgwater Somerset TA6 7HB
Application Date	
Contact	Mr Paul Boucher
Telephone	01278 422943
Email	PBoucher@educ.somerset.gov.uk



About Your Ongoing Eco-Schools Work

Who sits on your eco-committee?

- Pupils chosen or elected to represent different year groups and the whole school *
- A member of staff (the Eco-Coordinator) to support but not lead the committee *
- Governor(s) and/or Parents *

The Eco-Committee should also include the following where possible:

- Headteacher or a member of the senior management team
- School Bursar
- Other teacher(s)
- Non-teaching staff members
- Caretaker or site manager
- Representative(s) from local authorities
- Member of the local community

The school has a current Eco-Committee made up of pupils from a wide range of year groups *

Yes	✓
No	

Pupils take significant responsibility for running the Eco-Committee *

Yes	✓
No	

The whole school is involved in Eco-Schools work *

Yes	✓
No	

The Eco-Committee has conducted an environmental review *

Yes	✓
No	

The Eco-Committee has produced an action plan *

Yes	✓
No	

Pupils were significantly involved in setting action plan targets *

Yes	✓
No	

The school has a current Eco-Code displayed in every classroom *

Yes	✓
No	

The Eco-Code is known and understood by the staff and pupils *

Yes	✓
No	

The school has a prominent Eco-Schools noticeboard visible to the whole school community *

Yes	✓
No	

The school communicates regularly with parents and the wider school community about its Eco-Schools work *

Yes	✓
No	

Linking Eco-Schools to the Curriculum

At Green Flag level, environment issues should have been covered in at least three curriculum areas by most year groups. Ideally Eco-Schools should also be included when curriculum planning.

Please give three brief examples of curriculum work related to Eco-Schools carried out in the two years since your last Green Flag.

Example 1

Year Group / Key Stage: *	Year 3 KS2
Subject Area: *	Geography
Topics: *	Water
Activity: *	Children have studied key questions such as 'Why is water important?' and 'What do we use water for?' They then completed a water diary stating their water usage across a day. Children then considered a life without water and what the water conditions are like for different children across the world. Children designed posters to promote the preciousness of water. A water project folder has been produced.

Example 2

Year Group / Key Stage: *	Year 5 KS2
Subject Area: *	Maths
Topics: *	Waste
Activity: *	Children tallied how many plastic bottles they used and recycled. A simple bar graph was drawn to show bottles used before the project compared to afterwards. Children could then say whether they managed to reduce the amount of bottles they used and increase the amount recycled after use.

Example 3

Year Group / Key Stage: *	Foundation Stage
Subject Area: *	Design Technology
Topics: *	Litter
Activity: *	Children considered alternatives ways of using litter rather than throwing it away. Children designed and made models with litter they collected.



About Your Eco-Schools Project Work

Please note when renewing your Green Flag:

If this is a 1st renewal i.e. you have held an award for two years running, you must work on five topics (this can be three that are ongoing from your previous work and two additional topics).

If this is a 2nd renewal i.e. you have held an awards for four years running, you must work on seven topics (this can be five that are ongoing from your previous work and two additional topics)

If this is a 3rd renewal or beyond i.e. you have help an awards for 6 years running or more, you must work on all nine topics (this can be seven that are ongoing from your previous work and two additional topics)

Dependant on your renewal and the number of topics you are covering this must be reflected in the action plan.

 Energy	✓	 School Grounds	✓	 Litter	✓
 Water	✓	 Healthy Living	✓	 Waste	✓
 Biodiversity	✓	 Transport	✓	 Global Citizenship	✓

Please describe the steps you have taken to address the Eco-Schools litter topic *



Foundation stage looked at what is litter and what can we do to stop littering. An assembly was delivered raising litter awareness around our school. The children considered things they could make out of materials often dropped as litter. They designed posters to advertise anti-littering. Children across foundation and all years of the eco-team have regularly carried out litter picks around the school grounds.

Have you participated in Keep Britain Tidy's Big Tidy Up?

Yes	
No	✓

Please describe how you have monitored and evaluated your progress towards the litter topic. *

Examples include: Tally charts, photos of before and after, graphs showing litter collected over a period of time or types of litter, weighing bags of litter, Big Tidy Up evidence (number of bin bags collected), the Pod's Pod-o-meter evidence.



The children are more aware of the impact of littering through the assembly. Our school as a whole is much more litter free. We encourage children to ensure their adults also put rubbish in the bins provided. Photos and folder evidence has also been provided.

Please describe the steps you have taken to address the Eco-Schools Water topic *



Year 3 looked at why water is important and what we use it for. They kept a water diary and recorded every time they used water over a day. They then considered a life without water. They played a game to show how easily germs spread. Finally children designed posters to highlight the importance of saving water.

Did you manage to make a reduction in your water consumption?

Yes	
No	✓

If yes, please tell us what the % reduction you have achieved

Please describe how you have monitored and evaluated your progress towards the water topic. *

Examples include: Utility bills, meter readings, tally charts, with taps checked each day, etc), recording how many pupils use water bottles, how much rain water is collected and used in the gardens, the Pod's Pod-o-meter evidence.



Classrooms are reminded not to leave taps running and children are encouraged to spread their awareness at home. Photos and folder evidence has also been provided.

Please describe the steps you have taken to address the Eco-Schools Biodiversity topic *



All children as part of our forest school have the opportunity to explore our wildlife area and pond. The eco-team also participated in the rspb's Big School's Birdwatch. We have encouraged biodiversity by making bug homes, using bird feeders and making habitats for newts and other pond creatures.

Please describe how you have monitored and evaluated your progress towards the Biodiversity topic. *

Examples include: Tally charts and identification of new species, photos of before and after developments, evidence of the impact of new bird boxes, bug homes being used.



We have collected data on the birds around the school site and at children's homes and entered this data on the rspb website. Photos of projects and wildlife are in the evidence folder.

Please describe the steps you have taken to address the Eco-Schools Waste theme *



Year 5 looked at ways at reducing the amount of plastic we use by carrying out the 'Bottle Stoppers' project. They visited a local bio-fuels site. As a result of this visit school has now organised our food waste to be collected and used for bio-fuel.

Have you managed to make a reduction in the amount of waste the school produces?

Yes	
No	✓

If yes, please tell us what the % reduction you have achieved

Please describe how you have monitored and evaluated your progress towards the Waste topic. *

Examples include: Waste audits, weighing waste (landfill, recycling, compost) after a waste campaign, continuing the number of cans or plastic bottles thrown away for recycling, recording the number of bin lifts there are by the waste management provider, recording the number of caddies taken to the compost bin or the amount of compost used in the school grounds over a period of time.



For the 'Bottle Stoppers' project, children tallied the use and recycling of plastic bottles before and after the project. Children wrote an evaluation of the bio-fuels process and argued whether they thought it was a good idea or not. Most children at the beginning didn't know what bio-fuel was but by the end nearly all children understood the benefits. Photos and folder evidence has also been provided.

Please describe the steps you have taken to address the Eco-Schools Energy topic *



Year 4 have learnt about carbon footprints and worked out their own using an I.C.T. program. After they had finished the project and learnt about saving energy they measured their carbon footprints again. Children have chosen to focus on reducing the amount of electricity used in their classroom.

Have you managed to achieve a reduction in your school's energy use?

Yes	
No	✓

Please give an indication of the reduction in Energy use you have achieved, i.e. % or Kwh. *

We have had major works on our electricity supply last year so a direct comparison is not available. See folder containing data from our energy viewer from county council.

Please describe how you have monitored and evaluated your progress towards the Energy topic. *

Examples include: Utility bills, meter readings, tally charts or graphs with electrical equipment left on each day, recording how many classrooms have lights on or off before during and after an 'energy' campaign, the Pod's Pod-o-meter evidence.



Children aimed to reduce their own carbon footprint by the end of the topic. Photos and folder evidence has also been provided.

Please describe the steps you have taken to address the Eco-Schools Healthy Living theme *



Year 1 made posters to promote healthy eating (5 a day). They kept a food journal. We had a health and fitness week with a daily wake and shake. We celebrated the up and coming Olympics during our whole school sports day. Children visit the local YMCA. Lots of other evidence in P.E. leader folder.

Does your school have Healthy Schools status?

Yes	
No	✓

Please describe how you have monitored and evaluated your progress towards the Healthy Schools topic. *

Examples include: Survey or record the number of pupils choosing a healthy food option, how many pupils eat fruit, packed lunches or school dinners. If there is a reward of campaign how many pupils change their behaviour.



School has a really good attitude regarding healthy living which is embed in the school's ethos. Children are aware of what they need to do to stay active and healthy. Lunch boxes also reflect a healthy eating attitude. Photos and folder evidence has also been provided.

Please describe the steps you have taken to address the Eco-Schools Transport topic *



Year 2 investigated/researched the most eco-friendly ways of traveling to school. Then looked at how they actually traveled to school. They considered how can we get more children to walk/cycle/scoot to school. Finally, designed an eco-friendly car for 2050 using an alternative energy source.

Has your school implemented any of the following?

- Walking Bus
- Walk once a Week scheme
- Park and Stride
- Cycling Scheme
- Other

If you answered 'Other' above, please provide details here.

We have a large bike shed to encourage eco-friendly ways of traveling to school.

Do you have a school travel plan?

Yes	
No	✓

Have you managed to achieve a reduction in journeys to school by car?

Yes	
No	✓

If yes, please tell us what the % reduction you have achieved or how the reduction was made.

Please describe how you have monitored and evaluated your progress towards the Transport topic. *

Examples include: Survey or record the number of pupils walking to school or the variety of ways pupils get to school, record the number of children taking part in cycling proficiency, record the changes in choice of transport after a 'transport assembly' or a walk to school campaign.



The bike shed is always used showing that many children travel to school in an eco-friendly way. We still aim to reduce the number of cars which drive to school. Photos and folder evidence has also been provided.

Please describe the steps you have taken to address the Eco-Schools School Grounds topic *



We have a dedicated gardening club who work endlessly to keep our school looking great. All children are encouraged to not drop litter and the eco-team carry out regular litter picks. Gardening club also look after a community garden on West Street and grow vegetables at school. School also has a bike shed to encourage children to ride to school and various play equipment to enrich the children's play times.

Do you grow your own food either via the school garden or allotment?

Yes	✓
No	

Please describe how you have monitored and evaluated your progress towards the School Grounds topic. *

Examples include: Photos of before and after, recording how much produce is grown and used by pupils or in the kitchen, how much money is made from selling produce, surveys of how often and who uses new equipment on play ground.



When walking around the school school grounds projects are apparent from a new pond liner, green house, planters, play equipment etc. The school grounds offer a welcoming and eco-friendly environment. Photos and folder evidence has also been provided.

Please describe the steps you have taken to address the Eco-Schools Global Citizenship topic. *



Year 6 learnt about what it means to be a global citizen and thought of ways to be more like this. They studied children's rights and in particular article 6, 12 and 21. They looked at and compared the different living conditions for children around the world. They also held a mock European Union referendum and debated whether the UK should leave or not?

Does your school have the International Schools award?

Yes	
No	✓

Please describe how you have monitored and evaluated your progress towards the Global Citizenship topic. *

Examples include: Survey or record the type and number of fair trade products and pupils choosing them, record the food miles from kitchen food or lunchbox food, survey pupil and staff choices.



Photos and folder evidence.

Requirements from your previous Green Flag assessment

<p>Following the assessor had the following requirements</p>	<ul style="list-style-type: none">Hand the responsibility of chairing meeting, taking minutes and setting the agenda to pupilsInvolve the pupils in collecting and collating evidence of their work and evaluating it <p>Your assessor Lucy made some comments about your school:</p> <p>"Well done to Westover Green Primary School! Pupils were knowledgeable and enthusiastic, supported by Mrs Hawkins and the wider staff, who is doing a wonderful job and very committed. The level of parental involvement is very impressive. It is clear to see the positive impact that the Eco-Schools programme has had here. There is a very strong school ethos, with brilliant enthusiasm from the Eco-Committee and many other students in the school. Congratulations and keep up the good work!"</p>
<p>Please describe in the box below how you have addressed these requirements</p>	<p>Eco projects have been shared out to each year group ensuring all classes are involved in contributing the the green flag award. The eco group is made up of children from year 1 upwards who meet half termly to share new information about what is going on around school.</p>

To be completed by the Headteacher / Head of Centre

To help us process your application quickly please ensure that you are concise as possible.

Please describe how Eco-Schools/sustainable development is supported by senior management. *

Eco School development is a high priority within in the school ethos. Where possible time and resources are provided to continually develop and complete projects.
There are regular assembly slots provided for an eco focus.

What have been the benefits of Eco-Schools to your school? *

Raising awareness and heightening children's knowledge and understanding of the environment. We all benefit and appreciate a 'greener' school environment.

How has senior management supported whole school involvement and participation in Eco-Schools? *

A staff meeting was held with all staff involved to look at how the whole school could share in the development and project work.
Curriculum links have been encouraged for projects to be undertaken.

The Eco-Schools programme is about schools engaging in a process of continuous improvement. Please describe any systems you have in place to ensure that work on sustainability can continue if the lead for Eco-Schools leaves or for any reason is unable to continue with their work. *

Previously the eco school lead left and a member of staff with a keen interest liaised with the existing lead and continued the good work.
We have a global dimension leader who works alongside the eco lead and therefore capacity to continue the work is strong.

Has Eco-Schools / Sustainability been integrated into curriculum planning?

Yes	✓
No	

We agree to pay the Green Flag assessment charge of £200 plus VAT which was introduced on 1st November 2013.

Yes	✓
No	

Document Upload and Display Energy Certificate Data

Since October 2008 occupiers of public buildings with floor access of more than 1000m² (roughly 10,000ft²), have been required to have a Display Energy Certificate (DEC).

We are asking schools to submit data from their certificate to help us gain a better picture of energy usage in schools. Schools making a (minimum 10% reduction in their energy usage will be eligible for the new Act on CO₂ School's award.)

School Type / Floor Area	We are a state school / centre with a floor area of over 1000 m ²
Certificate Number:	0599-9349-2910-5300-3903
Please upload your current Environmental Review	environemtal review completed.pdf
Please upload your current Action Plan	westover green eco team action plan.docx
Please upload your Eco-Code	westover green - eco code.docx
Please upload a photo of your Eco-Schools noticeboard	eco display photo.jpg
Please upload your green procurement policy	westover green - green procurement policy - sep 2016.doc

Submitted Applications - What Next?

Once the Eco-Schools team have reached your green flag application an email acknowledgement will be sent to the school and you will then be added to the assessment schedule and a local assessor sourced.

Following the dates and information provided above we will establish a convenient date for the assessment and an email is sent to the school which includes the date, time and assesor name. Your green flag application is also sent to the assessor, this allows them to identify the topics you have covered before the visit.

All of our trained assessors are CRB checked volunteers and so we aim to assess all schools within 3 months of receiving the application. However waiting time is longer between March and July.

All green flag assessment visits are very informal and usually last between 1 - 1 1/2 hours. The assesor will want to take a tour of the school to have a look at the different projects you have been working on, interact with pupils and perhaps read through your evidence file.

The assessor will require time during the visit to talk to the Eco-Committee and possibly other pupils to confirm the level of knowledge on Eco-Schools throughout the school.

A great way to host an assessment is for the pupils to escort the assessor on their tour explaining the projects as they go along. The school may also consider having the Head or a Governor present but if this isn't possible it will not hinder your assessment result.