

**Energy and Sustainability Assessment Tool for Schools**

Criteria	NOT STARTED  1	JUST STARTING  2	DOING WELL  3	GOOD PRACTICE  4	EXCELLENCE  5
<b>Senior Leadership (SLT) Commitment</b>	There is no explicit commitment to sustainability or the Eco-Schools Award Programme.	The school have previously been active in the area of sustainability or had an Eco-Code. This is currently unadopted or needs refreshing. This does not appear on the current School Development Plan (SDP).	A commitment to sustainability or an Eco-Code is well publicised in school. This commitment is outlined on the current SDP or will feature on the future SDP.	Sustainability and/or Eco-Schools (Energy Topic) is featured on the SDP but without any specific targets or responsibilities. The headteacher or a governor has attended at least one Eco-Team meeting.	Sustainability and/or Eco-Schools (Energy Topic) is featured in the SDP with responsibility and targets specified. There is active commitment from the SLT who are involved with the Eco-Team.
<b>Energy Management</b>	There is not a member of staff responsible for energy management. There are no visual reminders in school promoting energy saving.	A pupil eco-team have the support of one or more staff members who take it upon themselves to have responsibility for simple energy management. There are some reminders around the school about energy saving.	A pupil eco-team have the support of a member of staff that is actively responsible for energy management (caretaker, bursar, teacher). Fairly recent energy saving posters or stickers are present around school.	Pupil monitors eg. for lighting or computers. Energy saving is integrated into day to day activities (lights off before leaving the classroom for assembly). Pupils make energy saving posters, reminders or labels.	Energy saving and carbon reduction is fully integrated into day to day activities. Everyone takes responsibility with a key member of staff co-ordinating this work. Posters, labels and stickers ensure that everyone is informed of energy matters.
<b>Involving the whole school and wider community</b>	There is no dedicated Eco-Board in a prominent position or a well publicised Eco-Code.	There is an Eco-Board (new or in need of refreshing) in a prominent position to communicate to the whole school. There is an Eco-Code but this needs to be more widely publicised in assemblies or class time.	There is a dedicated, regularly updated Eco-Board in a prominent position. The Eco-Team regularly update the school (and parents) through assemblies, bulletins and newsletters. The Eco-Code is well known throughout the school.	There is a dedicated, regularly updated Eco-Board, the Eco-Team regularly update the whole school and parents and an Eco-Code is displayed in all classrooms and understood by the majority of pupils and staff.	The Eco-Team regularly update the whole school and wider community through their board, assemblies, newsletters and web page. The Eco-Code is well known throughout school. The school has shared experience with other schools and/or local businesses.
<b>Monitoring and Reporting</b>	Energy usage is not monitored or measured outside of necessary requirements to pay invoices by office staff.	The office staff, business manager and caretaker monitor energy usage and keep track of consumption and costs. The pupil eco-team have been introduced to this. This is not yet communicated to the whole school.	Energy usage is monitored and communicated to the whole school (Eco-Board, assemblies) by the Eco-Team with the support of office staff, the business manager, the caretaker or the Eco Co-ordinator.	Energy usage is monitored, measured and communicated to the whole school by the Eco-Team. Targets are set which the school aim to meet. Fluctuations in energy usage and the rationale of seasonal variations have been discussed with pupils.	Energy usage is measured at least monthly and regularly features in assemblies, newsletters and/or lessons. The whole school are aware of their energy saving targets. Classes, pupils and/or teachers are rewarded for their energy saving efforts.
<b>Curriculum Links</b>	The school does not clearly indicate that environmental issues have been covered within curriculum work.	The school can indicate that some environmental issues have been covered in curriculum work but these tend to be uncoordinated and driven by individual teachers.	All teachers have met to discuss how environmental issues could be integrated into curriculum work. These have been covered in most year groups and there is a coordinated approach across school.	Sustainability and environmental issues have been covered in at least three curriculum areas for most year groups with some using data from their own school.	Environmental issues have been covered in at least three curriculum areas for ALL year groups with some using data from their own school. The school seeks creative ways to integrate sustainability into curriculum work.

- Working at Bronze Eco-Schools Award Level
- Working at Silver Eco-Schools Award Level
- Working at Green Flag Eco-Schools Award Level



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Criteria	Score	Year 1 Comment and Targets	End of Year 1 Comments and Reflection	Year 2 Comments and Targets
Senior Leadership (SLT) Commitment				
Energy Management				
Involving the whole school and wider community				
Monitoring and Reporting				
Curriculum Links				
TOTAL Score				