National Framework for Sustainable Schools

The eight doorways

www.teachernet.gov.uk/sustainableschools

Food and drink

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

Recommendation (by 2020)
We would like all schools to be models of sustainable food and drink provision, valuing local, seasonal, ethically sourced food and helping children to learn about sustainable living.

Energy and water

Opportunity
Rising demand for energy and water is shaping up problems for future generations. Energy efficiency, renewable energy and water conservation, including opportunities such as micro-generation, conservation, reducing heating and grey water recycling to everyone who uses the school.

Recommendation (by 2020)
We would like all schools to be models of energy efficiency, renewable energy and water conservation, including opportunities such as micro-generation, conservation, reducing heating and grey water recycling to everyone who uses the school.

Local well-being

Opportunity
Local authorities, facilities and sustainable methods schools can act as hubs of learning and change in their local communities. Problems with health can offer relevant and engaging opportunities for schools to learn, and a means of strengthening local relationships.

Recommendation (by 2020)
We would like all schools to be models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the levels of people living in other parts of the world.

Global dimension

Opportunity
Governing 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.

Recommendation (by 2020)
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.

Travel and traffic

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

Recommendation (by 2020)
We would like all schools to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary factors in behaviour and practice, including carbon reductions or less developed modes of transport.

Buildings and grounds

Opportunity
The way school buildings are designed, constructed and managed affects their ability to teach pupils about sustainable living. For example, decisions over materials and design can provide opportunities to highlight sustainable practices, while the extension of food growing, biodiversity conservation and natural play in grounds increases their learning value.

Recommendation (by 2020)
We would like all schools to be models of sustainable building design and construction, protecting earth, water and energy (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.

A National Framework

What is sustainable development?

Sustainable development is a way of thinking about how we organise our lives and work — including our education system — so that we don’t destroy our most precious resource, the planet.

From over-fishing to global warming, our way of life is placing an increasing burden on the planet, which cannot be sustained. Things which were once taken for granted such as a secure supply of energy or a stable climate do not look so permanent now.

We need to help people in all parts of the world to find solutions that improve their quality of life without storing up problems for the future, or impacting unfairly on other people’s lives. Sustainable development means much more than recycling bottles or giving money to charity. It is about thinking and working in a profoundly different way.

The eight doorways

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

A National Framework has been established to guide schools towards this aim. It comprises three interlocking parts:

- A commitment to care
- A selection of ‘doorways’ or sustainability themes
- The future holds many challenges for young people

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 future holds many challenges for young people

Schools have a special role to play in preparing young people to build a brighter future.

Empowering young people to take responsibility for their own future is not only desirable: it is a crucial feature of their education.
This is a condensed form of the DCSF’s self-evaluation for sustainable schools (s3). Like s3 it comes in two parts covering the Ofsted SEF headings (Part A) and the doorways of the National Framework for Sustainable Schools (Part B), respectively.

### Part A: Supporting School Improvement

<table>
<thead>
<tr>
<th>Ofsted SEF headings</th>
<th>The Four Grades (and associated points)</th>
<th>Your score</th>
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<tbody>
<tr>
<td>1. Characteristics of your school</td>
<td>Getting started</td>
<td>Satisfactory</td>
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<td>2. Views of learners, parents/carers, community and other stakeholders</td>
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<td>3. Development of high aspiration, high achievement and high attainment levels</td>
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<td>4. Personal development and well-being</td>
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<td>5. The quality of provision</td>
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<td>6. Leadership and management</td>
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### Part B: Supporting Sustainable Development

<table>
<thead>
<tr>
<th>Doorways</th>
<th>Getting started</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Outstanding***</th>
<th>Your score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food and drink</td>
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<td>2. Energy</td>
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<td>3. Water</td>
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<td>4. Travel and traffic</td>
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<td>5. Purchasing and waste</td>
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<td>6. Buildings</td>
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<td>7. Global dimension</td>
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</table>

### Comparing Your Performance with National Expectations

As a rough guide DCSF would like all schools to be reaching the following milestones (taking Parts A and B together):

- By 2018, all schools should achieve 60 to 119 points

This score represents an average that begins with a satisfactory grade for all the elements and extends to a score that is just short of good grades for all elements.

- By 2015, all schools should achieve 120 to 150 points

This score represents an average that begins with a good score for all the elements and extends to a score that is half good and half outstanding for all the elements.

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*This grade should be treated as one that your approach benefits pupils’ wellbeing and the school’s environmental performance.

*The grade should be backed up by evidence that your approach benefits pupils’ wellbeing and the school’s environmental performance.

N.B. If you have completed Part A or Part B only, divide numbers above by two. Use the slider tool to s3 – Planning a Sustainable School: Driving school improvement through sustainable development – to plan improvement activities.