



# Climate Ready School Grounds School Grounds Climate Survey

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This survey is intended to stimulate discussion and awareness around developing a Climate Ready School Ground. It is not intended to be exhaustive or dictate your priorities. The intention is to provide a learning opportunity and highlight resources which can help you develop your space to be more climate resilient, while also providing a rich curricular linked learning opportunity.

## How to use the survey

This survey is best undertaken with a group of learners and adults from the school – different views and experiences are important. Do also undertake the survey with a map in hand and while moving around the school grounds. Pupils often know 'secret' areas, and it can also jog memories around what happens on a windy, wet, or hot day in the grounds.

To complete the survey, enter a score for each statement: (**0 = you disagree, 3 = you strongly agree**). You can enter your results directly into the digital version of the survey using a tablet, or complete the survey on paper before entering the results back in the classroom.

After completing this survey and gathering the results, do engage with the pupils and other staff about what you have learned, and agree what your priorities and plans are. This survey is as much about your practice as an educator and the learning experience your pupils have as it is about adapting our schools' outdoor spaces to better prepare for a changing climate. Please visit the [Climate Ready School Grounds](#) webpage to download the workshops related to this survey and browse other helpful resources.

If you have any questions, please get in touch with our team by emailing [enquiries@ltl.org.uk](mailto:enquiries@ltl.org.uk).



## Climate Ready School Grounds School Grounds Climate Survey

	<b>Wind Stress</b>	<b>Score (0-3)</b>	<b>Notes</b>
1.01	We have areas of the grounds which are windy on many days through the year		
1.02	We have areas of the grounds which are usually sheltered from the wind		
1.03	We have trees, shrubs, or hedges planted around our boundaries		
1.04	We have trees, shrubs, or hedges planted close to our building (within 5 metres)		
1.05	We have had shrubs or trees damaged by winds within the last 5 years		
1.06	Our buildings have been damaged by high winds within the last 5 years		
1.07	We plan on planting trees, hedges, or shrubs in a location which will shelter the school grounds or building		



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	Heat Stress	Score	Notes
2.01	We have areas of the <b>grounds</b> which get very hot in the summer, through being in the full sun		
2.03	We have areas of the <b>grounds</b> which are well shaded by the building through the summer		
2.04	We have areas of the <b>grounds</b> which are well shaded by trees or shrubs through the summer		
2.05	We have areas of the <b>building</b> which are shaded by trees or shrubs through the summer		
2.06	The outdoor <b>surfaces</b> in our school can overheat and can be too hot to touch		
2.07	Some of the indoor area of our building overheats in the summer, or requires air conditioning		



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2.08	We have green walls or green roofs on our buildings		
2.09	We have running water through areas of our grounds, even in summer		
2.10	We have temporary shades such as sun sails, tarps, or sheets we can put up in the summer		
2.11	We have seating or gathering areas which are sheltered from the full sun and are cooler in summer		
2.12	We plan on planting trees, hedges, or shrubs in a location which will shelter the school grounds or building		
2.13	We plan on creating temporary shades such as sun sails, tarps, or sheets we can put up in the summer		



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	<b>Cold Stress</b>	<b>Score</b>	<b>Notes</b>
3.01	We have areas of our grounds which feel colder than the rest of the site		
3.02	We have areas of our site where frost or ice can sit for longer		
3.03	We have areas of the grounds where frost, snow or ice rarely forms, even on a sub-zero temperature day		
3.04	Some areas of our building struggle to stay warm on a cold day		
3.05	We have green walls or green roofs on our buildings		
3.06	We have seating or gathering areas which are more sheltered on a cold day		
3.07	We plan on planting trees, hedges, or shrubs in a location which will shelter the school grounds or building		



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	<b>Biodiversity and Ecosystems</b>	<b>Score (%)</b>	<b>Notes</b>
	<i>Using a satellite map, please estimate in percentages. Bing Maps offers the best detail in aerial photo mode.</i>		
4.01	What area of ground is covered by your building?		
4.02	What area of ground is hard surfaces such as plastic grass or rubber mattings?		
4.03	What area of ground is mown grass - e.g. sports pitches?		
4.04	What area of ground is for growing food or formal gardens?		
4.05	What area of ground is covered by trees, shrubs, or hedges?		
4.06	What area of ground is covered by long grass or meadow?		



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	<i>Return to scoring from 0-3 (0 = poor or no, 3 = good or yes)</i>		
4.07	We have items such as bug homes, bat boxes, or hedgehog homes		
4.08	We have areas which are maintained 'wild' with minimal or careful human access		
4.09	We have water features such as ponds, streams or wetland		
4.10	We have log piles or areas of deadwood to encourage insects		
4.11	We encourage birdlife through providing of bird boxes, tables, or baths		
4.12	Chemicals such weedkillers, pesticides, or herbicides are used on our site regularly		
4.13	We have a biodiversity action plan for our site		



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	<b>Water Management - excess rain</b>	Score (0-3)	Notes
5.01	We have a stream or river, or have running water on the site when it rains		
5.02	We have an area which water pools (large puddle or even pond) when it rains, but it disappears afterwards		
5.03	We have areas of the school grounds which remain wet or muddy after rain, hindering use of some spaces		
5.04	Water floods or flows uncontrollably ONTO our site during rainfall		
5.05	Water floods or flows uncontrollably OFF our site during rainfall		
5.06	We have areas where water remains after it has stopped raining, such as a pond or SUDS		
5.07	Our downpipes from the school roof drain into rain gardens, water butts, swales, or similar		





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	<b>Water Management - drought</b>	Score	Notes
6.01	Our school has areas which are dry and dusty for more than a month in the summer		
6.02	We have plants or trees which have died or are damaged in the summer due to lack of water		
6.03	We have deep grass/meadow areas or mulch/gravel covered soil around our trees, shrubs, and plants		
6.04	We have a source of water other than mains water to water our gardens or grounds with in the summer		
6.05	We have bog garden(s), ponds, or swales which retain more water on our site, allowing it to slowly be used		
6.06	Our local area has hosepipe bans or other water use restrictions on water use during the summer		
6.07	We have a water management plan for our site		



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	<b>Carbon Management</b>	Score	Notes
7.01	There are a good number of trees of different species and ages		
7.02	There is a good number of shrubs of different species and ages		
7.03	There are areas rough and long grass, meadows, or areas of wild plants which we do not mow regularly		
7.04	There are a variety of hedges all around the school site, not just boundaries		
7.05	We create our own compost on site - from landscape clippings, leaves, etc.		
7.06	Our school grounds are over 90% hard surface such as asphalt, astroturf, or safety surfaces.		
7.07	We have an action plan to increase trees, shrubs, long grass, meadows, and hedges around our site, as a way of sequestering carbon		



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	Air Quality	Score	Notes
8.01	We have plants, shrubs, hedges, or trees immediately next to sources of pollution (e.g on the verge next to a road, but outside the school site)		
8.02	We have barriers such as a hedge or shrubs on the boundary, which could help block out sources of pollution next to the site		
8.03	We have NO sources of pollution on site (such as a boiler flue) at head level or below		
8.04	We have more trees, shrubs, and hedges around the site, but not on the boundary		
8.05	We are next to significant sources of pollution from traffic - such as a busy road or intersection		
8.06	We have sources of pollution (e.g. factories or heating systems) near to our site		
8.07	We have an air quality plan which reduces our school sources of air pollution and includes a planting scheme to reduce the pollution on site		



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	<b>Learning, Play, and Community</b>	Score	Notes
9.01	We use the grounds for outdoor learning on a regular basis - most days someone is outdoors for a lesson		
9.02	We have one or more sheltered outdoor gathering space for classes to use or pupils to socialise in		
9.03	We partner with other organisations or individuals to support your outdoor learning and play		
9.04	We partner with other organisations or individuals who have knowledge or expertise around climate change issues		
9.05	Our grounds used for every breaktime, even in damp, hot, cold, or windy weather		
9.06	We cancel our outdoor breaktimes due to hot weather more than twice a year		
9.07	We cancel our outdoor breaktimes due wet weather more than twice a year		



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9.08	We cancel our outdoor breaktime due to high winds more than twice a year		
9.09	We welcome children to play in the school grounds after hours		
9.10	The community use the space by arrangement in an evening or weekend (e.g. renting out pitches)		
9.11	The community freely use the space in an evening or weekend for play and socialising		
9.12	Our grounds are more sheltered from sun, wind, rain or cold than the surrounding area		
9.13	Our grounds are closed after school and not used by the community or our families out of hours.		
9.14	We have a plan to communicate around Climate Ready School Grounds with parents and guardians.		



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	Site: sustainability features	Score	Notes
10.01	There is ample seating in different areas of the grounds and for different group sizes, including seating with shelter from heat, wind, or rain		
10.02	There is ample provision for secure cycle and scooter storage		
10.03	We have an active travel policy and action plan		
10.04	There are good composting facilities		
10.05	There are enough outdoor litter bins located in the right places		
10.06	We have renewable energy features of some kind		
10.07	There are good facilities for growing food in the grounds		
10.08	There is a good range of fruit trees or bushes, and we use the fruit		
10.10	We have none of the sustainability features listed above		



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	How do children feel in the space?	No Score	Notes
11.01	What are your favourite spaces on a hot day?		
11.02	What are your favourite spaces on a wet day?		
11.03	What are your favourite spaces on a cold day?		
11.04	What are your favourite spaces on a windy day?		
11.04	What areas do you use for outdoor learning lessons?		
11.05	What does your entrance say about your school?		



## Climate Ready School Grounds School Grounds Climate Survey

	<b>Our Practice - for school staff to answer</b>	Score	Notes
12.01	All our teachers are trained and feel confident to make use of our school grounds for outdoor learning		
12.02	All our break supervision staff are trained and feel confident to support great play in the school		
12.03	We have an outdoor learning policy		
12.04	We have a play policy		
12.05	We have a climate action and mitigation policy		
12.06	Our pupils are actively involved in designing and creating school grounds improvements		
12.07	A range of staff members, both teaching and non-teaching, are actively involved in designing and creating school grounds improvements		





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12.08	We relate our play, learning, and various action plans to the Global Goals for Sustainable Development		
12.09	We are sharing our climate action work with parents and invite them to contribute time and skills		
12.10	We have sustained all our efforts in the school grounds before – existing features are maintained, used, and loved.		
12.11	We have none of the above in place		
12.12	We have a specialist member of staff or provider who delivers all or most of our outdoor learning		

Enter your results into the [digital version of the School Grounds Climate Survey](#) to produce graphs to help you identify priority areas within your school grounds.