

# School Grounds Climate Audit

This audit is intended to assist in understanding the risks that our changing climate brings to your school grounds, and the nature-based adaptations you can make. It is not intended to be exhaustive or dictate your priorities. The intention is to provide an opportunity to reflect on your education practice and how well adapted your spaces are to our changing climate.

How to use the audit: this audit is best undertaken with a group of learners and adults from the school - different views and experiences are important. Do also undertake the audit 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 audit, select the closest matching statement. You can enter your results directly in the digital version of the audit or complete the audit on paper before entering the results back in the classroom. Please note that an incomplete audit will create incomplete results, as the questions interlink with each other.

On the 'Results' tab you will find a graph of where you are currently with regards to having climate ready school grounds.

After completing this audit 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 audit 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.

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## Policy & Practice

This section is for school staff to fill in. Please use a wide selection of staff across age groups and subject specialism, age, gender and experience.

Use the 'Select' box to choose the closest reply you can. Use the notes box to make deeper observations.

		Scoring	Your notes
P1	Outdoor learning is an expectation of all our staff, who are trained and supported to deliver learning outdoors.		
P2	We have a member of staff or external supplier to lead all or most of our outdoor learning themselves.		
P3	Sustainability, climate change or outdoor learning are all in addition to our current curriculum, or are enrichment, or are for the Eco-Committee to undertake.		
P4	Sustainability, climate change or outdoor learning is embedded across all the curriculum and is visible in school life.		
P5	All our break supervision staff are trained and feel confident to support great play in the school grounds.		
P6	We have an outdoor learning policy.		
P7	We have a play policy.		
P8	We have a climate change action and mitigation policy, or it is clearly integrated with other policies.		
P9	We have appointed a lead or co-ordinator in areas around climate change and sustainability in the curriculum, outdoor learning, and play.		
P10	All our pupils are actively involved in designing and creating school grounds improvements.		
P11	A range of staff members, both teaching and non-teaching, are actively involved in designing and creating school grounds improvements.		
P12	We relate our play, learning, and various action plans to the Global Goals for Sustainable Development.		

P13	We are sharing our climate action work with parents and invite them to contribute their time and skills.		
P14	We are sharing our outdoor learning and play work with parents and invite them to contribute in time, skills or donations as they can.		
P15	Existing features in the school grounds are generally maintained, used and loved.		
P16	We do not yet have a shared vision and values in sustainability, climate education, outdoor learning or play. Consequently we are still planning much of the above.		
P17	We use the grounds for outdoor learning on a regular basis - most days someone is outside for a lesson.		
P18	We have one or more sheltered outdoor gathering spaces for classes to use or pupils to socialise in.		
P19	Our grounds are accessible by all pupils.		
P20	We ensure that all pupils can access warm and waterproof outdoor clothing through a clothes library or similar.		
P21	We partner with other organisations or individuals with specialist skills or knowledge to extend our outdoor learning and play.		
P22	We partner with other organisations or individuals who have knowledge or expertise around climate change issues.		
P23	Our grounds are used every breaktime, even in damp, hot, cold, or windy weather.		
P24	We cancel our outdoor breaktimes due to hot weather more than twice a year.		
P25	We cancel our outdoor breaktimes due to wet weather more than twice a year.		
P26	We cancel our outdoor breaktime due to high winds more than twice a year.		
P27	We welcome our children to play in the school grounds before and after school hours.		

P28	The community use the space by arrangement in an evening or weekend (e.g. renting out pitches, birthday party hosting).		
P29	The community freely use the space in an evening or weekend for play and socialising.		
P30	Our grounds are more sheletered from sun, wind, rain, or cold than the surrounding area.		
P31	Our grounds are closed after school and not used by the community or our familes out of hours.		
P32	We have a plan to communicate to the wider school community around climate change education, outdoor learning and play.		

## Nature & Sustainability

### Ground Cover

Using a satellite map, please estimate in percentages. Bing Maps offers the best detail in aerial photo mode. Use all areas of the school, not just where pupils have access, such as car parks. **The total at the bottom should add up to 100%.**

		Percentage	Do pupils have access to all or some of this area for learning and or play?
GC1	What area of ground is covered by your buildings?		
GC2	What area of ground is sports or play surfaces such as artificial grass, rubber mattings or clay pitches?		
GC3	What area of grounds is solid / hard surfacing such as tarmac?		
GC4	What area of ground is mown grass e.g. sports pitches?		
GC5	What area of ground is for growing food or formal gardens?		
GC6	What area of ground is covered by trees, shrubs, or hedges?		
GC7	What area of ground is covered by long grass or meadow?		
GC8	What area of ground is covered by something else e.g. beach, bogland, water, stone?		
Total %		<b>0</b>	<b>&lt;--This should always add up to 100%.</b>

Now revert back to selecting the best match and making notes.

### Biodiversity & Nature Features

N9	We have items such as bug homes, bat boxes, or hedgehog homes.		
N10	We have areas which are maintained as, or allowed to be, 'wild' with minimal or careful human access.		
N11	We have water features such as ponds, streams or wetland.		

N12	We have areas of flowers, wild flowers, flowering ground cover or flowering shrubs - which may or may not be actively encouraging pollinators.		
N13	We have log piles or areas of deadwood to encourage insects.		
N14	We encourage birdlife through providing bird boxes, tables and a source of water.		
N15	Chemicals such weedkillers, pesticides or herbicides are used on our site regularly.		
N16	We have a biodiversity action plan for our site.		

### Sustainability Features

SF1	All the entrances used by all our children are welcoming, clearly signed and they encourage access by foot, scooter, bike or bus.		
SF2	There is ample seating in different areas of the grounds, and for different sizes of group, including seating with shelter from heat, wind, or rain.		
SF3	There is ample provision for secure cycle and scooter storage.		
SF4	We have an active travel policy and action plan, which is shared with our local authority.		
SF5	There are good composting facilities.		
SF6	There are enough outdoor litter bins located in the right places.		
SF7	We have renewable energy features of some kind, such as solar panels or a wind turbine.		
SF8	There are good facilities for growing food in the grounds.		
SF9	There is a good range of fruit trees or bushes, and we use the fruit.		
SF10	We have none of the sustainability features listed above.		
SF11	We agree that there are significant compromises on your site to allow vehicle access or car parking?		

## Temperature Management

A warming planet puts more energy into our atmosphere. This extra energy is apparent in many ways - one way is that both the underlying temperature across the UK will increase and we will also see hotter and more sustained 'heat waves' in many parts of the UK.

Use this section to consider both how much your site could be vulnerable to heat and how much your site can reduce the extreme heat. Some sites, which are dominated by buildings and dark, hard surfaces, perhaps facing south and in urban areas, are very vulnerable and heat should be a matter of urgent consideration and action.

The questions are looking at the whole site. You can use the notes to remind yourself where the hottest areas are or where they are shaded and cool regularly. You can also keep notes on ideas you have for some areas to use trees, shrubs, water, colour or wind to cool the area.

	Temperature	Scoring	Notes
T1	We have areas of the <b>grounds</b> which get very hot in the summer, through being in the full sun.		
T2	We have areas of the <b>grounds</b> which are well shaded by buildings through the summer.		
T3	We have areas of the <b>grounds</b> which are well shaded by trees or shrubs through the summer.		
T4	We have areas of the <b>building</b> which are shaded by trees or shrubs through the summer.		
T5	The outdoor <b>surfaces</b> in our school can overheat and can be too hot to touch.		
T6	Some of the indoor area of our building overheats in the summer, or requires air conditioning.		
T7	We have green walls or green roofs on our buildings.		
T8	We have running water in areas of our grounds, even in summer.		
T9	We have or are planning temporary shades such as sun sails, tarps, or sheets we can put up in the summer.		
T10	We have seating or gathering areas which are sheltered from the full sun and are cooler than surrounding areas in summer.		
T11	We plan on planting trees, hedges, or shrubs in a location which will shelter the school grounds or building.		

## Considering: Cold Stress

A warming planet puts more energy into our atmosphere. This extra energy is reflected in many ways - one way is greater variation in temperatures. Your site may now experience more 'cold events' in winter and a more persistent wind, cooling the site down.

The questions are looking at the whole site. You can use the notes to remind yourself where you can shelter from the wind and areas which remain colder for longer.

	Question	Scoring	Notes
T12	We have areas of our grounds which feel colder than the rest of the site.		
T13	We have areas of our site where frost or ice can sit for longer.		
T14	We have areas of the grounds where frost, snow or ice rarely forms, even on a sub-zero temperature day.		
T15	Some areas of our building struggle to stay warm on a cold day.		
T16	We have green walls or green roofs on our buildings.		
T17	We have seating or gathering areas which are more sheltered on a cold day.		
T18	We plan on planting trees, hedges, or shrubs in a location which will shelter the school grounds or buildings.		

## Considering: Wind Stress

A warming planet puts more energy into our atmosphere. This extra energy is apparent in many ways - one way is increased winds around the planet. Your site may now experience more wind, both average wind days and extreme wind events during storms.

Use this section to consider both how much wind you have on your site and how much your site shelters you from the winds. You should consider the average wind on your site and extreme wind events due to storms.

The questions are looking at the whole site. You can use the notes to remind yourself where sheltered areas are, where constantly windy areas are or where wind has or does cause problems.

	Question	Scoring	Notes
W1	We have areas of the grounds which are windy on many days through the year.		
W2	We have areas of the grounds which are usually sheltered from the wind.		



W3	We have trees, shrubs or hedges planted around our boundaries.		
W4	We have trees, shrubs, or hedges planted close to our building (within 5 metres).		
W5	We have had shrubs or trees damaged by winds within the last 5 years.		
W6	Our buildings have been damaged by high winds within the last 5 years.		
W7	We plan on planting trees, hedges, or shrubs in a location which will shelter the school grounds or building from wind.		

## Water Management

A warming planet puts more energy into our atmosphere. This extra energy is apparent in many ways - one way is increased water in the atmosphere, which will increase both how often it rains and increase intense rain storms.

Use this section to consider how much water arrives at your site, how it is managed on site, and how it is released from your site. In the UK it is predicted that there is a significant issue depending on your local geography: the south and south east face long drought periods, the north and west face increases in the number of rainy days, and all areas face more rain storms and surface water flooding. All school sites should look to slow down the movement of water, retaining it for longer to reduce drought periods and also reduce any contribution to flooding down stream of the school site.

The questions are looking at the whole site. You can use the notes to remind yourself where issues are, and perhaps ideas to help manage

	Water Questions	Scoring	Notes
W1	We have a stream or river, or have natural running water on site or on a boundary.		
W2	We have area(s) on which water puddles or pools (including a pond) when it rains, but it disappears slowly afterwards, and the water does not cause a problem for us.		
W3	We have areas of the school grounds which remain wet or muddy after rain, hindering use of some spaces.		
W4	Water floods or flows uncontrollably ONTO our site during rainfall.		
W5	Water floods or flows uncontrollably OFF our site during rainfall.		
W6	Some areas of our building have flooded during rainfall in the last 10 years.		
W7	Our downpipes from the school roof drain into rain gardens, water butts, swales, or similar.		

W8	Our site is in a flood risk area.		Please use: <a href="https://flood-map-for-planning.service.gov.uk/location">https://flood-map-for-planning.service.gov.uk/location</a>
W9	We have a flood resilience plan, using a variety of strategies and solutions.		
W10	Our school has areas which are dry and dusty for more than a month in the summer.		
W11	We have plants or trees which have died, or are damaged, in the summer due to lack of water.		
W12	We have deep grass/meadow areas or mulch/gravel covered soil around our trees, shrubs, and plants.		
W13	We have a source of water other than mains water, to water our gardens or grounds with in the summer.		
W14	We have bog gardens, ponds, or swales which retain more water on our site, allowing it to slowly be used.		
W15	Our local area has hosepipe bans or other restrictions on water use during the summer.		
W16	We have a water management plan for our site.		

## Carbon Management

	Carbon Management	Scoring	Notes
C1	There are a good number of trees of different species and ages in our grounds.		
C2	There are a good number of shrubs of different species and ages in our grounds.		
C3	There are areas of rough and long grass, meadows, or areas of wild plants which we do not mow regularly.		
C4	There are a variety of hedges all around the school site, not just boundaries.		
C5	We create our own compost on site - from landscape clippings, leaves etc.		
C6	Our school grounds are over 70% hard surface such as tarmac, astro turf or rubber safety surfaces.		
C7	We have an action plan to increase trees, shrubs, long grass, meadows, and hedges around our site, as a way of sequestering carbon.		

## Air Quality

		Scoring	Notes
A1	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).		
A2	We have barriers such as a hedge or shrubs on the boundary, which could help block out sources of pollution next to the site.		
A3	We have sources of pollution on our site and below adult head height - such as a boiler flue.		
A4	We have more trees, shrubs, and hedges around the site, but not on the boundary.		
A5	We are next to significant sources of pollution from traffic - such as a busy road or intersection.		
A6	We have sources of significant pollution such as factories or heating systems near to our site.		
A7	We have an air quality plan which both reduces our school sources of air pollution, and/or which includes a planting scheme to reduce the pollution which gets onto our site.		

# School Grounds Climate Audit Results



The scoring below is only a broad assessment: hold them as a general indicator of your policy and practice. Reflecting on the questions to understand your strengths and areas for improvement therefore is an important part of the process. Please involve and discuss this with pupils, staff, parents and/or your LTL staff member. The more voices you can hear from, the stronger the vision you can develop from this work. Note that many of the scores draw on questions across all 6 themes and therefore some results will require all sections to be completed for the full scores to be shown.

## Results: Culture, Curriculum and Community

<p>You have a range of positive &amp; constructive policies and practice in place across climate change, sustainability, outdoor learning and play (themes which interact with each other).</p>	<p>The higher your score here, the more your policies align with best practice in climate change education, sustainability, outdoor learning and play. Positive indicators include such things as involving all staff and pupils, a holistic approach, embedding climate and sustainability across both formal learning and creation, management and use of your outdoor space.</p>
<p>You have some policies or practices which are not as positive or helpful in furthering climate change, sustainability, outdoor learning and play themes.</p>	<p>Above 50%? You should look at what policies you have and perhaps consider your practice. Negative indicators include such things as: very few staff or pupils involved in consultation or delivery, lack of embedding in overall curriculum, use of chemicals on site, and more.</p>
<p>You have an ambition to improve, and hope for many changes in the future.</p>	<p>Below 50%? Look to develop your shared vision among staff and pupils, and how you communicate that vision to all.</p>
<p>Your staff broadly share the same vision and share a responsibility to teach about climate change and sustainability, utilising outdoor learning when appropriate.</p>	<p>A high score here suggests that your policy and practice aligns with best practice - that of a shared responsibility and delivery of climate change education, sustainability, outdoor learning and play.</p>
<p>A small group of staff deliver all of the climate change, sustainability and outdoor learning experiences in the school.</p>	<p>A high score here suggests you need to consider how you move towards a practice which includes all staff in climate change education, sustainability, outdoor learning and play for all learners.</p>
<p>Themes such as climate change education and sustainability, or the use of outdoor learning, are cross-cutting and embedded in your wider curriculum.</p>	<p>A high score here suggests that your curriculum has elements of best practice.</p>
<p>Themes such as climate, sustainability and outdoor learning are restricted to a few staff leaders and/or a small group of pupils and/or a short period of time in the year.</p>	<p>A high score here suggests that your curriculum does not have elements of climate change education or sustainability as cross-cutting themes or included in all subjects of the curriculum.</p>
<p>Your policy &amp; practice increases opportunities for play.</p>	<p>A high score suggests your policy and practice support good play.</p>
<p>Your policy &amp; practice restricts opportunity for play.</p>	<p>A high score here suggests you need to consider how play (at breaktimes, before and after school) requires some improvements.</p>
<p>Your wider community is involved in supporting climate change, sustainability, outdoor learning, play and the use of your school grounds.</p>	<p>A high score suggests that the wider school community are involved in the creation and use of your school grounds, reflecting best practice.</p>
<p>Do you exclude community from being involved in or accessing our grounds?</p>	<p>A high score suggests that your school would benefit from more community engagement to both support creation and maintenance of school grounds, as well as benefits from wider community using your spaces out of school hours.</p>
<p>How well do you partner with specialists to extend learning?</p>	<p>Partnerships with both expert or specialist suppliers reflects best practice.</p>

You lack partnership and sharing of vision around climate change, sustainability, outdoor learning and play.

A high score suggests you should consider building partnerships with expert, specialist and local suppliers to extend learning and play in your school grounds.

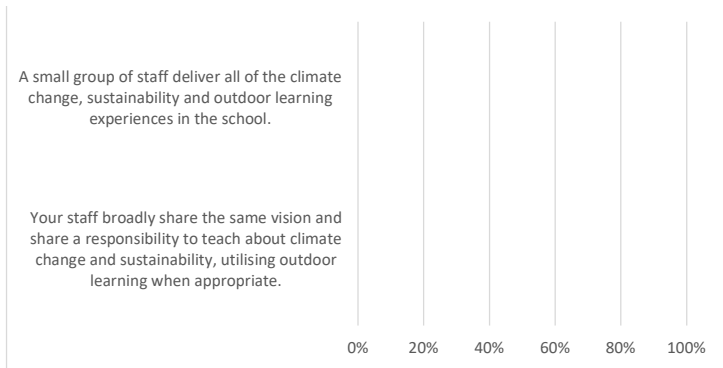
## Results: Campus

There are features in your grounds created and maintained to facilitate learning and play.	A high score indicates that in general your grounds are a rich learning and play environment, resourced to enable use by all.
Your grounds lack features to encourage use by teachers and/or your policy and practice discourages them from using the space.	A high score here suggests that improvements to the school grounds are needed across formal and informal learning, as well as play in all seasons.
How good is your site for nature?	The higher the score, the more you are doing or plan to do for nature.
Can you improve our site for nature?	Above 0%? Your site has some fundamental issues with providing nature, and/or your site management is working against nature.
How many wider sustainability features does your site offer?	Below 50%? There are more sustainability features you should consider for your site.
Sustainability features - opportunity for improvement.	A higher score here shows you need to consider the sustainability features of your site.
You have features or plan features which will shelter us from the wind	The higher the score, the more features you have which shelter you from wind.
How much is wind an issue/could be an issue on your site?	Over 30%? Wind could be an issue on your site.
You have a features which reduce heat on your site	The higher the score, the more you are doing or plan to do to cool your site.
You may have a site vulnerable to overheating	Over 30%? Overheating could be an issue on your site now or in the future.
Does your site have cold areas?	The higher the score the more your site has an issue with cold. This can be through wind, shade or freezing conditions.
Do you currently provide shelter from the cold?	The higher the score, the more you have thought about spaces which shelter us from cold, whether that is wind or freezing conditions.
How does your site currently manage excess water?	The higher the score, the more you are doing or plan to do to manage water on your site, reducing the possibility of flooding.
Is excess water an issue on your site?	Over 30%? Your site might have an issue with too much water, including flooding.
How well do you manage water on our site to reduce drought on our site?	The higher the score, the more you are doing or plan to do to manage water on your site, reducing drought conditions.
Is your site affected by or vulnerable to drought?	Over 30%? Your site might have an issue with drought conditions.
How well does your site manage carbon, particularly sequestering it in into the soil?	The higher the score the more efforts you have made to sequester more carbon into the soil of your site - such as trees, shrubs, plants and composting.
Could you sequester more carbon on your site?	Over 30%? Your site is unlikely to sequester much carbon, and is probably dominated by hard surfaces such as tarmac and artificial surfaces.
Do you have poor air quality on our site?	Over 30%? Your site might have poor air quality.
What are you doing to improve air quality on our site?	The higher the score, the more your site does to clean or protect the pupils from poor air quality.
Your grounds are inclusive.	A high score here suggests your grounds are accessible to all and that you have thought about inclusive practice.
More work is needed to make your grounds inclusive.	A high score here suggests you need to consider inclusive practice in your grounds, for formal learning and play.

## Results: Culture

Culture: Vision & Values

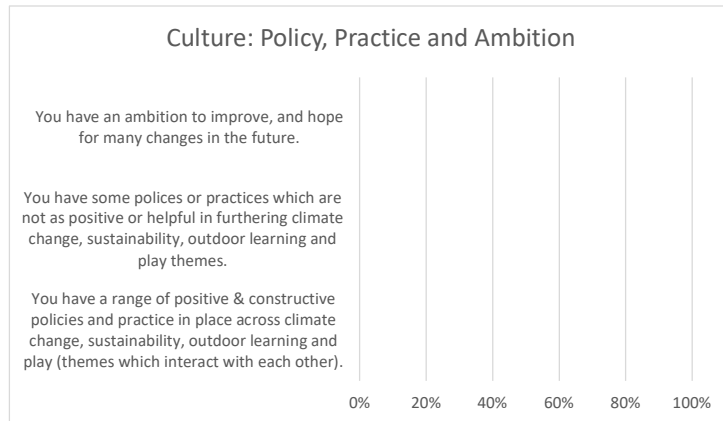
Your shared vision and values will be the starting point of high quality climate change and



sustainability education.

Leaders should consider the benefits of co-creation, engaging with all learners, staff and parents to develop a clear vision and values.

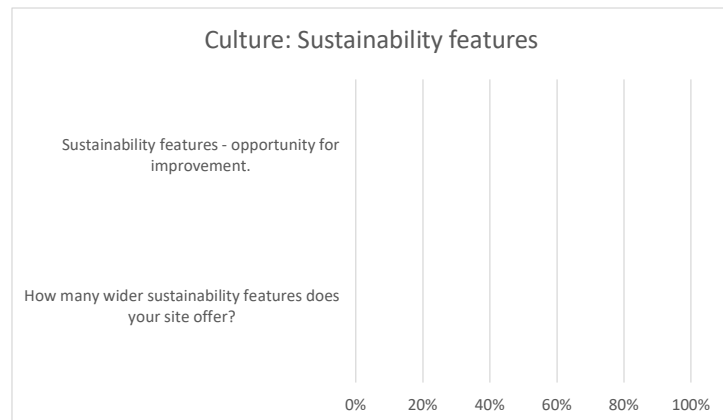
To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



The foundation of quality education is about our intention, our policy and practice. In regard to climate change education, it is important that these issues are considered as a whole school and embedded in our curriculum.

While ambition is vital at the start, we must put in place policy, practice and curriculum which matches our ambition.

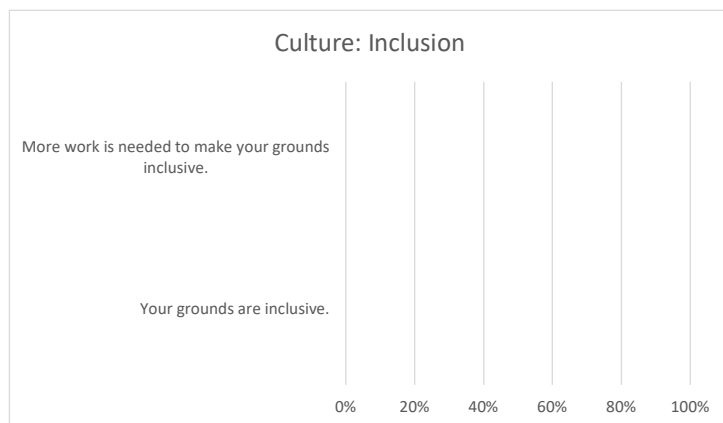
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Each school site is different. It is important to recognise the variety of sustainability features on a school site.

These can be expensive, such as solar panels, but can be more affordable, such as supporting active travel to site and growing areas.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



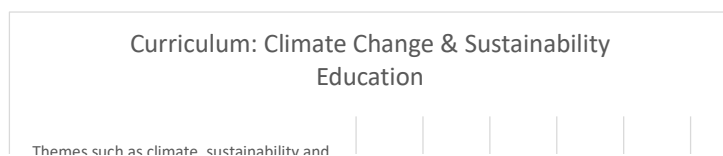
Inclusion is a key issue when considering your outdoor space and your curriculum.

Issues of inclusion are varied - from physical access to outdoor spaces, to issues of culture around being outdoors, or climate justice.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



## Results: Curriculum



Best practice for a quality climate change and sustainability education is embedded in all areas of the curriculum. The learning is often cross-curricular, based in first hand outdoor experiences, and connected to scientific evidence.



Themes such as climate, sustainability and outdoor learning are restricted to a few staff leaders and/or a small group of pupils and/or a short period of time in the year.

Themes such as climate change education and sustainability, or the use of outdoor learning, are cross-cutting and embedded in your wider curriculum.

0% 20% 40% 60% 80% 100%

CHALLENGE

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



### Curriculum: Play

Your policy & practice restricts opportunity for play.

Your policy & practice increases opportunities for play.

0% 20% 40% 60% 80% 100%

Play is often forgotten when considering your curriculum. Break times, before and after school are valuable times for pupils to play, take part in sport and socialise in safe spaces.

Happier, healthier children make for better learners, connected to their local place.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



## Results: Campus

### Campus: Features for learning and play

Your grounds lack features to encourage use by teachers and/or your policy and practice discourages them from using the space.

There are features in your grounds created and maintained to facilitate learning and play.

0% 20% 40% 60% 80% 100%

Not all school grounds offer enough or suitable features to support formal outdoor learning and informal play.

Features include gathering areas for whole classes, rich learning experience such as growing or nature connection, and spaces which offer a playful invite to all.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



### Campus: Nature

Can you improve our site for nature?

How good is your site for nature?

0% 20% 40% 60% 80% 100%

Nature is an amazing thing, and as we address climate change, nature-based solutions are one of the most important tools we have. Nature can cool areas, slow windspeeds, absorb water and carbon, and create spaces which shelter us all. Even the most concrete of school grounds can be transformed with vision, time and effort.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)

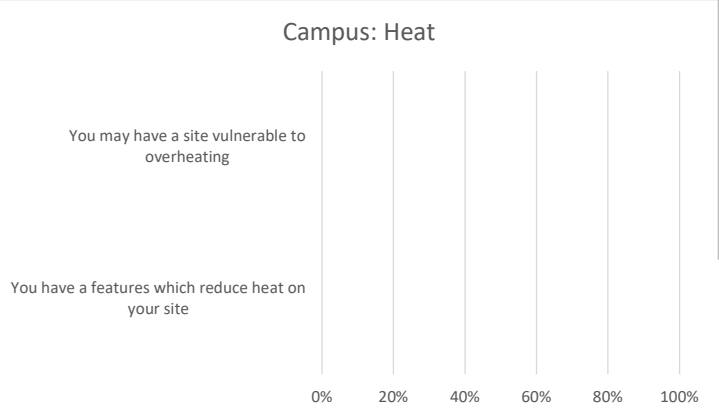
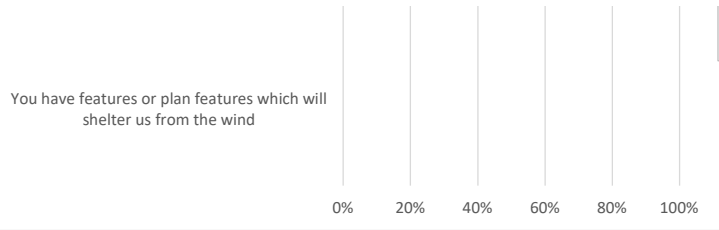


### Campus: Wind

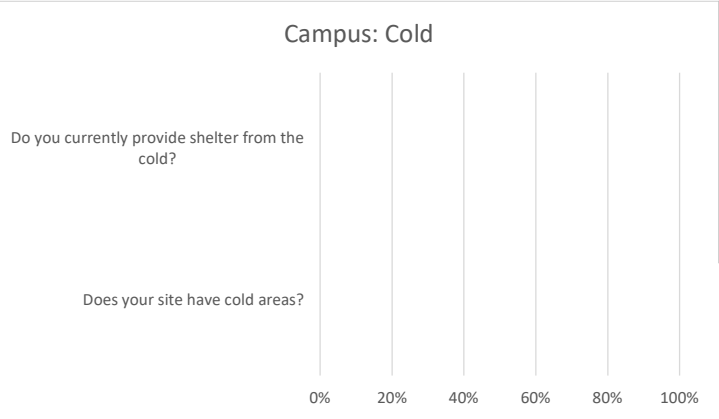
How much is wind an issue/could be an issue on your site?

As our climate changes the average and peak wind speeds will increase. Any wind issues you currently face will increase in the future. Nature-based solutions can provide shelter from average winds and protect children and buildings in high winds.

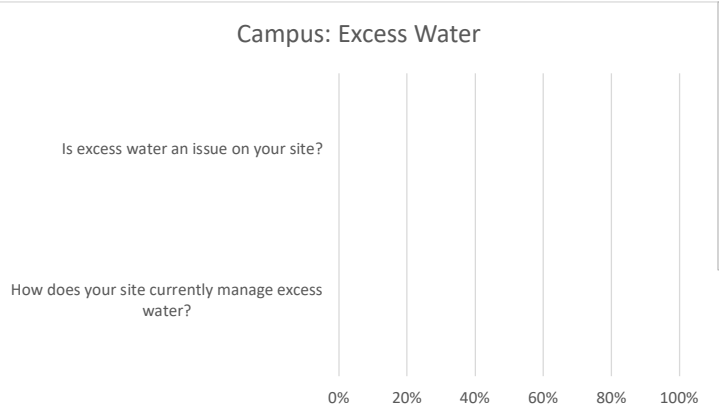
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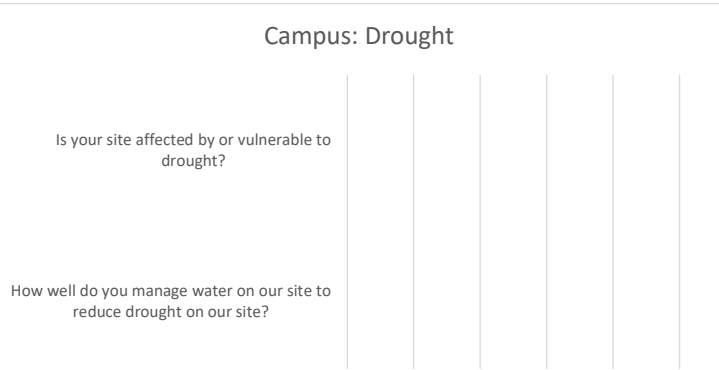
As our climate changes we are likely to see higher peak temperatures and more 'heat events' where we have high temperatures for a week or more. Nature-based solutions can create shade and retain moisture, keeping temperatures much lower than hard surfaces such as tarmac or play safety surfaces do. To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



As our climate changes we are likely to see some 'cold events', where we see extreme cold weather for periods of winter. It is worth considering how we can reduce the ice and snow build up, keeping our children and buildings warmer using nature-based solutions. To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



As our climate changes we will see both more rainy days and an increase in intensity of rainfall. This means our school grounds will both remain wetter and be more prone to flooding. To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



As our climate changes we will see more drought conditions in our schools and communities. Adapting our environment to retain water on site can help support more nature, including the plants, shrubs, hedges and trees we rely upon for all sorts of nature-based solutions. To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)





### Campus: Carbon management

Could you sequester more carbon on your site?

How well does your site manage carbon, particularly sequestering it into the soil?



Our school sites can play a part in absorbing (or "sequestering") carbon. Sites with more trees, shrubs, hedges and plants create better soils, and so are far superior to sites with hard tarmac or plastic play surfaces.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



### Campus: Air Quality

What are you doing to improve air quality on our site?

Do you have poor air quality on our site?



Linked to our changing climate and weather is an increase in air pollution, particularly at ground level. When created well, natural barriers such as trees, hedges and shrubs can all reduce air pollution levels on site significantly.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



## Results: Community

### Community

Do you exclude community from being involved in or accessing our grounds?

Your wider community is involved in supporting climate change, sustainability, outdoor learning, play and the use of your school grounds.



Involving the wider community around school in creating, using and maintaining outdoor spaces has many benefits. These benefits include: higher quality spaces, better maintenance, reduction in vandalism and better value for time and money invested.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



### Community: Partnership with specialists

You lack partnership and sharing of vision around climate change, sustainability, outdoor learning and play.

How well do you partner with specialists to extend learning?

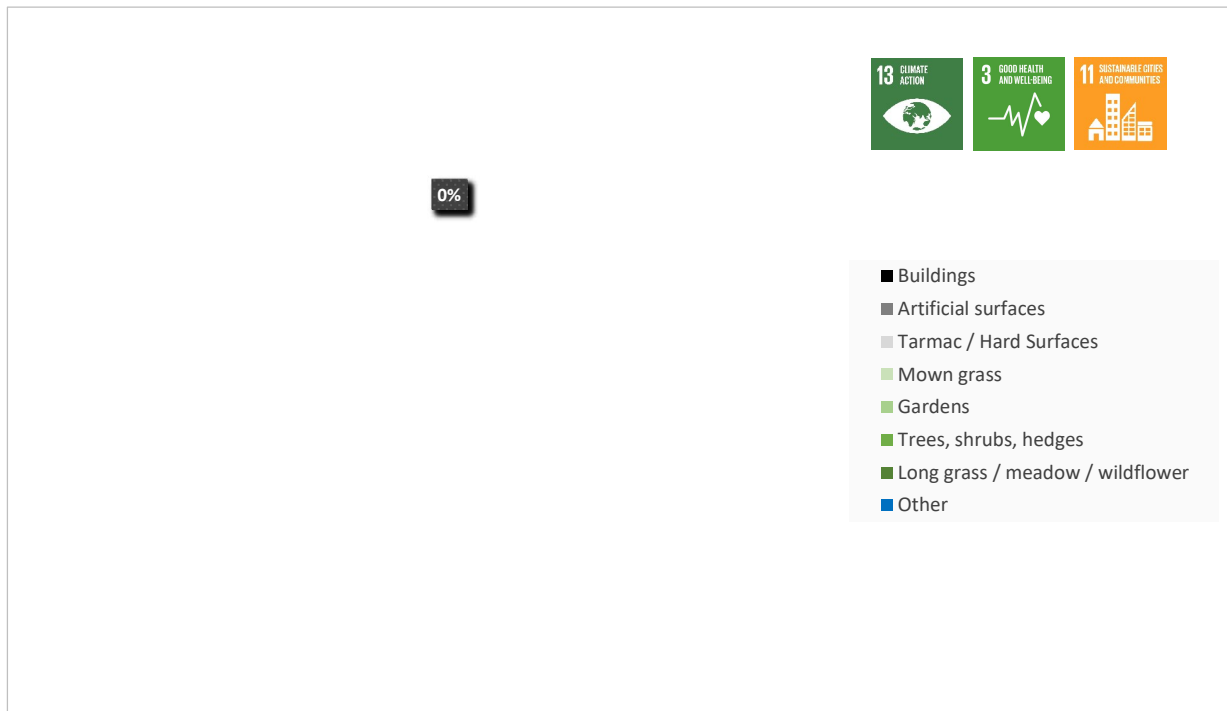


Good practice is that quality partners are involved effectively in the planning, delivery and evaluation of climate change and sustainability education. This may be experts within local institutions or organisations, or specialists who can lead learning experience in collaboration with teachers.

To find out how you can address these issues, please visit [www.ltl.org.uk](http://www.ltl.org.uk)



## Results: Existing Space



## Results: End