

# National Framework for Sustainable Schools

## The eight doorways

[www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)



### Food and drink



#### Opportunity

An unhealthy diet contributes to obesity and poor pupil 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 model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.

### Energy and water



#### Opportunity

Rising demand for energy and water is storing up problems for future generations. Energy efficiency, renewable energy and water conservation can tackle this problem while saving the school money.

#### Recommendation (by 2020)

We would like all schools to be models of energy efficiency, renewable energy and water conservation, showcasing opportunities such as wind, solar and biomass energy, insulation, rainwater harvesting and grey water that uses the school.

### Travel and traffic



#### Opportunity

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

#### 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 facilities for healthier, less polluting or less dangerous modes of transport.

### Purchasing and waste



#### Opportunity

Waste, and the throw-away culture that encourages it, can be addressed through sustainable consumption. Schools can reduce costs and support markets for ethical goods and services at the same time.

#### Recommendation (by 2020)

We would like all schools to be models of waste minimisation and sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.

### 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 equipment provide opportunities to highlight sustainable practices, while the inclusion of food growing, biodiversity conservation and natural play in grounds increases their learning value.

#### Recommendation (by 2020)

We would like all schools – old and new – to manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school. Through their grounds, we would like schools to bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.

### Inclusion and participation



#### Opportunity

Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions – irrespective of background, culture, age, religion or ability – and challenges prejudice and injustice in all its forms.

#### Recommendation (by 2020)

We would like all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.

### Local well-being



#### Opportunity

With their central locations, facilities and extensive networks, schools can act as hubs of learning and change in their local communities. Problems on their doorstep offer relevant and engaging opportunities for pupils 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 environment and quality of life of local people.

### Global dimension



#### Opportunity

Growing 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.

## 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

Sustainable schools have a caring ethos – care for oneself, for each other (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.

- An integrated approach

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 doorways are entry points, or places where schools can establish or develop their sustainability practices. Each of the doorways draws its inspiration from a range of national priorities around sustainable development.

### The future holds many challenges for young people

Climate change, obesity and global poverty are clear examples.

### 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.**

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department for  
children, schools and families

# s3 PERFORMANCE MATRIX

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 Enter your scores in the right-hand column and calculate your Part A total at the bottom.

Ofsted SEF headings	THE FOUR GRADES (AND ASSOCIATED POINTS)				Your score			
	Getting started	0	Satisfactory	5		Good*	10	Outstanding**
<b>1 Characteristics of your school</b>								
1.a To what extent is sustainable development a distinctive aim or special feature of your school?	We have not considered, or have just begun to consider, how sustainable development could improve our effectiveness, or how it could be a distinctive aim or feature of our school.	<input type="checkbox"/>	We have identified sustainable development as a special feature of our school in our planning and policy.	<input type="checkbox"/>	We pursue sustainable development actively, both as a moral imperative and a school improvement strategy.	<input type="checkbox"/>	Our ethos is guided by the goal of sustainable development. We share our practice with others.	<input type="checkbox"/>
<b>Sub-total</b>								
<b>2 Views of learners, parents/carers, community and other stakeholders</b>								
2.a How do the views of learners influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how to involve pupils in school decisions. Communication with pupils currently focuses on keeping them informed about what is happening at school.	<input type="checkbox"/>	We promote pupil participation and have a mechanism in place for involving pupils in decisions about many aspects of their school and learning.	<input type="checkbox"/>	Pupils participate fully in school decision-making and we act upon their recommendations. We consult them specifically about our work on sustainable development and encourage them to get involved.	<input type="checkbox"/>	Pupils help shape our work on sustainable development. They are empowered to develop ideas and, where practical, implement them with the support and backing of the school. We share our practice with others.	<input type="checkbox"/>
2.b How do the views of parents and carers influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how to involve parents and carers in school decisions. Communication with parents and carers tells them about what is happening at school.	<input type="checkbox"/>	We have a mechanism in place for involving parents and carers in many aspects of our decision-making. We regularly solicit their views about a range of school issues.	<input type="checkbox"/>	Parents and carers participate fully in our decision-making and we act upon their recommendations. We consult them about our work on sustainable development in order to better understand their needs.	<input type="checkbox"/>	Parents and carers play an active role in supporting our school's work on sustainable development. They cooperate with and in some cases work directly with pupils and staff in improving our sustainability practices.	<input type="checkbox"/>
2.c How do the views of the local community influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how to involve the local community in school decisions. Communication with the local community tells them about what is happening at school.	<input type="checkbox"/>	We have a mechanism in place for involving the local community in many aspects of our decision-making. We regularly solicit their views about a range of school issues.	<input type="checkbox"/>	The local community has an important influence on our decision-making. We consult the community specifically about our work on sustainable development in order to better understand its needs.	<input type="checkbox"/>	The local community plays an active role in supporting our school's work on sustainable development. We draw on local knowledge extensively, and share our practices in areas of local need.	<input type="checkbox"/>
2.d How do the views of other stakeholders influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how other stakeholders could contribute to school decisions.	<input type="checkbox"/>	We recognise we have a lot to learn from other stakeholders, and are putting a range of relationships and partnerships in place to support knowledge sharing.	<input type="checkbox"/>	Other stakeholders make important contributions to our decision-making. We consult them specifically about our work on sustainable development in order to identify opportunities to improve.	<input type="checkbox"/>	We routinely engage other stakeholders in our work on sustainable development, and solicit their critical feedback. We consciously promote outside interest in our work.	<input type="checkbox"/>
<b>Sub-total (add up and divide by 4)</b>								
<b>3 Achievement and standards</b>								
3.a To what extent does sustainable development help learners achieve and raise standards?	We have not considered, or have just begun to consider, how sustainable development could influence pupils' achievement and standards.	<input type="checkbox"/>	We recognise that many pupils are interested in sustainable development issues, and use this to engage pupils in their learning, in and outside the classroom.	<input type="checkbox"/>	Sustainable development is a key achievement-raising strategy in our school, helping to raise standards across all subjects and ability groups.	<input type="checkbox"/>	Sustainable development provides a compelling vision and purpose for our school, and generates enthusiasm for learning across staff, pupils and the local community.	<input type="checkbox"/>
<b>Sub-total</b>								
<b>4 Personal development and well-being</b>								
4.a To what extent does sustainable development enable learners to adopt healthy lifestyles?	We have not considered, or have just begun to consider, the links between sustainable development and healthy lifestyles.	<input type="checkbox"/>	We recognise the cross-over between health and sustainability, and address the needs and choices of our pupils through school policy, teaching and extra-curricular activities.	<input type="checkbox"/>	Our work on healthy lifestyles is viewed as an important strand of our wider commitment to sustainable development.	<input type="checkbox"/>	We work with our local community to promote healthy lifestyles.	<input type="checkbox"/>
4.b To what extent does sustainable development help learners feel safe and adopt safe practices?	We have not considered, or have just begun to consider, the links between sustainable development and pupil safety.	<input type="checkbox"/>	We recognise the cross-over between safety and sustainability, for example with respect to road traffic, and address the needs and choices of our pupils through school policy, teaching and extra-curricular activities.	<input type="checkbox"/>	Our work on pupil safety is viewed as an important strand of our wider commitment to sustainable development.	<input type="checkbox"/>	We work with local community to tackle issues of personal safety, security and community well-being.	<input type="checkbox"/>
4.c To what extent does sustainable development help learners enjoy their education?	We have not considered, or have just begun to consider, the connection between sustainable development and pupils' enjoyment of learning.	<input type="checkbox"/>	We view sustainable development as a means of enhancing pupils' enjoyment of learning, in and outside the classroom. We encourage staff to provide relevant and interesting learning opportunities for pupils around sustainable development issues.	<input type="checkbox"/>	Sustainable development is a core context for making learning exciting, relevant and purposeful in our school.	<input type="checkbox"/>	We share our learning about sustainable development with the local community, and encourage stakeholders to work with us to increase our understanding.	<input type="checkbox"/>
4.d To what extent does sustainable development encourage good behaviour in learners?	We have not considered, or have just begun to consider, how sustainable development could improve the behaviour of pupils.	<input type="checkbox"/>	We recognise the potential of sustainable development to create a culture of positive, responsible behaviour and use this to improve pupil behaviour in and outside the classroom.	<input type="checkbox"/>	Sustainable development is a key behaviour-improving strategy in our school.	<input type="checkbox"/>	Our commitment to sustainable development promotes positive, responsible behaviour across all aspects of school life.	<input type="checkbox"/>
4.e To what extent does sustainable development enable learners to make a positive contribution to the community?	We have not considered, or have just begun to consider, how sustainable development could enable pupils to contribute positively to the local community.	<input type="checkbox"/>	We view sustainable development as a vehicle for promoting active citizenship among pupils, enabling them to contribute positively in areas of local need. We achieve this predominantly through classroom teaching.	<input type="checkbox"/>	A core aim of our school is to prepare pupils to become active, responsible citizens, focused on the needs of their local community and wider world. Our work extends beyond the classroom to activities in the school and local area.	<input type="checkbox"/>	We recognise that our own success is bound up with the success of our local community, and enable pupils to actively address local needs as a core part of their education.	<input type="checkbox"/>
5.c To what extent does sustainable development improve the way learners are guided and supported?	We have not considered, or have just begun to consider, how sustainable development relates to pupils' future economic well-being.	<input type="checkbox"/>	We enable pupils to use their understanding of the economic value of sustainable development to set up projects and small business activities in the school and local community which contribute to environmental and social objectives.	<input type="checkbox"/>	We enable pupils to discover the economic value of sustainable development by giving them a role in measuring the environmental impact of our school operation, and pursuing actions which improve its performance while saving money. Our work extends beyond the classroom to activities in the school and local area.	<input type="checkbox"/>	We recognise that sustainable development is important to everybody's future prosperity. We enable pupils to understand how the economy depends on a stable society and healthy environment. We achieve this predominantly through classroom teaching.	<input type="checkbox"/>
<b>Sub-total (add up and divide by 6)</b>								
<b>5 The quality of provision</b>								
5.a To what extent does sustainable development improve the quality of your teaching and learning?	We have not considered, or have just begun to consider, how sustainable development could improve the quality of our teaching and learning.	<input type="checkbox"/>	We teach sustainable development through a limited number of subjects, such as science, geography, citizenship and D&T. We recognise its potential to engage pupils in their learning through exposure to relevant, real-world issues, in and outside the classroom.	<input type="checkbox"/>	We view the whole curriculum as an opportunity to teach sustainable development, and its associated values, attitudes and skills. Pupils are encouraged, and supported, to put their learning into practice within the school.	<input type="checkbox"/>	We want pupils to take responsibility for their own learning, and hence their own future. We regard the school and local community as practice grounds where pupils can apply their learning to real situations and challenges.	<input type="checkbox"/>
5.b To what extent does sustainable development enable the curriculum and other activities to meet the range of needs and interests of pupils?	We have not considered, or have just begun to consider, how sustainable development could improve the quality of our curriculum.	<input type="checkbox"/>	Sustainable development provides an important context for our curriculum, helping to ground it in real-world situations of relevance and interest to pupils.	<input type="checkbox"/>	Our curriculum and wider learning activities provide opportunities for pupils to identify, explore and address sustainable development in the school.	<input type="checkbox"/>	We want pupils to regard sustainable development as a normal way of living and working. Our curriculum and wider learning activities are designed to meet this aim.	<input type="checkbox"/>
5.c To what extent does sustainable development improve the way learners are guided and supported?	We have not considered, or have just begun to consider, how sustainable development could influence our guidance and support for pupils.	<input type="checkbox"/>	Our support for pupils is reflected in a culture of care in the school. We are concerned primarily about pupils' school-related challenges and goals.	<input type="checkbox"/>	Our support for pupils reflects a concern for their whole lives and future prospects. We recognise that the success of our pupils (and our own success) is bound up in the success of their families and local community. Our support and guidance reflects this.	<input type="checkbox"/>	We are committed to preparing all pupils to realise their full potential as contributors to sustainable development. We achieve this through ensuring the whole school is responsive to pupils needs, set within the needs of the local community, environment and wider world.	<input type="checkbox"/>
<b>Sub-total (add up and divide by 3)</b>								
<b>6 Leadership and management</b>								
6.a To what extent does sustainable development enhance the effectiveness and efficiency of your leadership and management?	We have not considered, or have just begun to consider, how sustainable development could enhance our leadership and management practices.	<input type="checkbox"/>	We recognise the potential of sustainable development to add purpose, vitality and vision to our leadership and management practices, and are taking steps to strengthen our capacity in this area.	<input type="checkbox"/>	Our commitment to sustainable development builds coherence across the range of activities in our school. We develop the capacity of our staff to support sustainable development, and recognise their achievements.	<input type="checkbox"/>	Sustainable development brings the school together under a common vision and purpose of building a better world. Our staff are enthusiastic and able to bring this vision to life in their work, and support each other.	<input type="checkbox"/>
<b>Sub-total</b>								
<b>Part A TOTAL:</b>					/90			

\* This grade should be backed up by evidence that your approach benefits pupils' well-being and/or the school's environmental performance.  
 \*\* This grade should be backed up by evidence that your approach improves the overall effectiveness of your school and supports the needs of your local community.

## PART B: SUPPORTING SUSTAINABLE DEVELOPMENT Enter your scores in the right-hand column and calculate your Part B total at the bottom.

Doorways	THE FOUR GRADES (AND ASSOCIATED POINTS)				Your score			
	Getting started	0	Satisfactory	3		Good*	6	Outstanding**
<b>1 Food and drink</b>								
To what extent have you integrated healthy and sustainable food and drink across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to healthy and sustainable school food and drink.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting healthy and sustainable school food and drink. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our healthy and sustainable school food and drink work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about healthy and sustainable food and drink to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>2.a Energy</b>								
To what extent have you integrated energy saving and renewable energy across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to energy efficiency and renewable energy.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting energy efficiency and renewable energy. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our energy efficiency and renewable energy work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about energy efficiency and renewable energy to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>2.b Water</b>								
To what extent have you integrated water conservation across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to water conservation.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting water conservation. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our water conservation work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about water conservation to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>3 Travel and traffic</b>								
To what extent have you integrated sustainable travel across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to sustainable travel.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting sustainable travel. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our sustainable travel work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about sustainable travel to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>4 Purchasing and waste</b>								
To what extent have you integrated waste minimisation and sustainable consumption across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to waste minimisation and sustainable consumption.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting waste minimisation and sustainable consumption. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our waste minimisation and sustainable consumption work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about waste minimisation and sustainable consumption to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>5.a Buildings</b>								
To what extent do your school buildings exemplify sustainable development in their design and management?	We have not considered, or have just begun to consider, how our buildings could exemplify sustainable development in their design and management.	<input type="checkbox"/>	We have audited and understood how our buildings could exemplify sustainable development in their design and management, including their function as a learning resource. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our sustainable buildings work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned to the built environments where they live and work, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>5.b Grounds</b>								
To what extent do your school grounds exemplify sustainable development in their design and management?	We have not considered, or have just begun to consider, how our grounds could exemplify sustainable development in their design and management.	<input type="checkbox"/>	We have audited and understood how our grounds could exemplify sustainable development in their design and management, including their function as a learning resource. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our school grounds work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned to the outdoor environments where they live and work, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>6 Inclusion and participation</b>								
To what extent have you integrated inclusion and participation across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to inclusion and participation.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting inclusion and participation. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our inclusion and participation work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about inclusion and participation to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>7 Local well-being</b>								
To what extent have you integrated local well-being across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to local well-being. We have audited and understood our opportunities for promoting local well-being.	<input type="checkbox"/>	We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our local well-being work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about local well-being to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>8 Global dimension</b>								
To what extent have you integrated the global dimension across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to the global dimension.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting a global dimension. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our global dimension work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about the global dimension to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>
<b>Part B TOTAL:</b>					/90			

\* This grade should be backed up by evidence that your approach benefits pupils' well-being and/or the school's environmental performance.  
 \*\* This grade should be backed up by evidence that your approach improves the overall effectiveness of your school and supports the needs of your local community.

## 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 2010, all schools should achieve **60 to 119 points**  
 This score represents (on average) a range 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 (on average) a range 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.

- By 2020, all schools should achieve **151 to 180 points**  
 This score represents (on average) a range that begins with just more than half good and half outstanding grades and extends to outstanding grades for all the elements.

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