



# SUSTAINABILITY SQUAD

## NEWSLETTER



Edition 3: Summer Term 2026

### New Playground Paper Recycling Bin

Using our Micro Action grant and working with the Sustainability Squad we selected a new paper recycling bin for the playground. We would like to introduce you to Buddy.



Did you know that you can recycle your used batteries and printer ink cartridges at school? Just drop them off at the School Office, where they will be collected and disposed of safely.

### Biking and Scootering at Break

As part of our final active travel week, children were able to bike and scoot during lunchtimes. We even had one Reception pupil learning how to cycle during this activity.



### Community Litter Picking Hub - Pupil Voice

"Yesterday, we had such a great time collecting trash in the Ham Forest with N. She kept saying that we were protecting nature, and it made her very happy to be part of this activity."

"We collected 2 full bags of trash!! I think this is such a wonderful initiative. It really gives a sense of helping and making a difference while cleaning the environment."



### Doctor Bike

As part of our commitment to sustainability, we held a Doctor Bike session this term. A team of 2 bike mechanics spent the day servicing 30 children's bikes for free. We are only able to hold one of these per year, so will plan another one for summer 2027.



### TFL (Travel for Life) Gold Submission

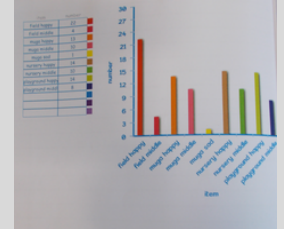
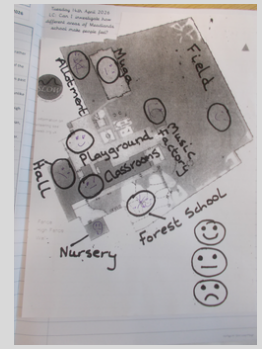
Travel for life is an accreditation program for schools, which encourages pupils to actively travel to school, whilst helping to reduce traffic congestion, improve road safety and boost wellbeing. We have previously been a Bronze level school, this year we have entered for the Gold ward.



## Sustainability and Fieldwork Day

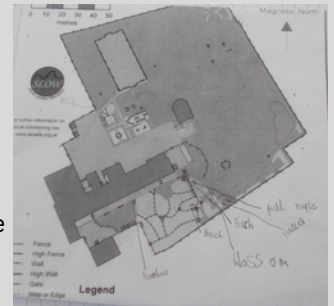
Years 1-5 took part in some exciting fieldwork investigations as part of Meadland's first Fieldwork and Sustainability day. We wanted to use the school grounds to answer important questions and get the children thinking about how we could improve our local environment.

**Year 1** investigated how different parts of our school make people feel. As a starter the children were given the map to see if they could work out what the different areas on the map were - they did this with a partner. This activity tied in with a previous geography lesson where the children had drawn their own maps of the school. The children loved going around the school thinking about how different areas made them feel. The main conclusions were that colourful areas made them feel good, nature made them feel good, and some areas gave them different emotions depending on what it was being used for, such as the school hall.



**Year 2** investigated light and shade and had a very important decision to make about where Mrs Taunton Johnson should place the new sun shades on the playground. They used microbits to measure the light levels and temperatures of light and shaded places around the school and mapped their findings.

**Year 3** were investigating how biodiverse Meadlands is. They enjoyed noting down the variety and spread of trees around the school grounds. Year 3 were amazed by the number of species - some students reported spotting as many as 10 different tree species across the wildlife area and field! They concluded that the tree life shows impressive biodiversity especially (unsurprisingly) in the nature area.



**Year 4** students conducted a sustainability survey with Years 1-6. They then annotated a map of the Meadlands grounds with any litter they noticed as well as rubbish bins that they saw. Year 4 students looked for patterns and noticed a lot of rubbish on the 'other side' of the Music Factory. Their feedback is that every class has a paper recycling bin in the classroom as well as a scrap paper box and their overall recommendation is to put a litter bin on the other side of the Music Factory.

**Year 5** were investigating traffic outside our school. They went out and counted traffic and took measurements of any sound pollution from traffic. In addition to this, they used sticky hundred squares to collect and measure any particulate matter (PM) in the air from traffic pollution. Year 5 were thrilled to find very low levels of pollution, even right next to the road and when surveying traffic they found that there were more cyclists and pedestrians than vehicles, at three different times of the day. They concluded that Meadlands is very lucky to not be negatively impacted by traffic outside our school, noting that the zebra crossing, no stopping zone and speed limit helped this, although they were left wondering whether they would have had different results on a rainy day!

Is my school sustainable?  
How sustainable is our school?

| Year Group | Number of students and teachers surveyed | YES | NO |
|------------|------------------------------------------|-----|----|
| Year 1     | 32                                       | 32  | 0  |
| Year 2     | 32                                       | 32  | 0  |
| Year 3     | 32                                       | 32  | 0  |
| Year 4     | 32                                       | 32  | 0  |
| Year 5     | 32                                       | 32  | 0  |
| Year 6     | 32                                       | 32  | 0  |
| Teachers   | 32                                       | 32  | 0  |
| Parents    | 32                                       | 32  | 0  |
| Other      | 32                                       | 32  | 0  |

Overall, the children did really well and were able to discuss their findings in class and answer their class questions. We were thrilled to see that overall Meadlands is a nice place to be, with minimal traffic pollution, lots of bio diversity and pupils who care about the planet!

Alongside their individual class activities, all children created their own climate change leaf, writing down a promise or something that they would do to help the environment. These were then used to make our Climate Change Pledge Tree. Classes also completed a survey, noting why they think climate change is bad and what we could do to help. All of their ideas were then used to make a whole school informative poster.



Is my school sustainable?  
How sustainable is our school?

| Year Group | Number of students and teachers surveyed | YES | NO |
|------------|------------------------------------------|-----|----|
| Year 1     | 32                                       | 32  | 0  |
| Year 2     | 32                                       | 32  | 0  |
| Year 3     | 32                                       | 32  | 0  |
| Year 4     | 32                                       | 32  | 0  |
| Year 5     | 32                                       | 32  | 0  |
| Year 6     | 32                                       | 32  | 0  |
| Teachers   | 32                                       | 32  | 0  |
| Parents    | 32                                       | 32  | 0  |
| Other      | 32                                       | 32  | 0  |