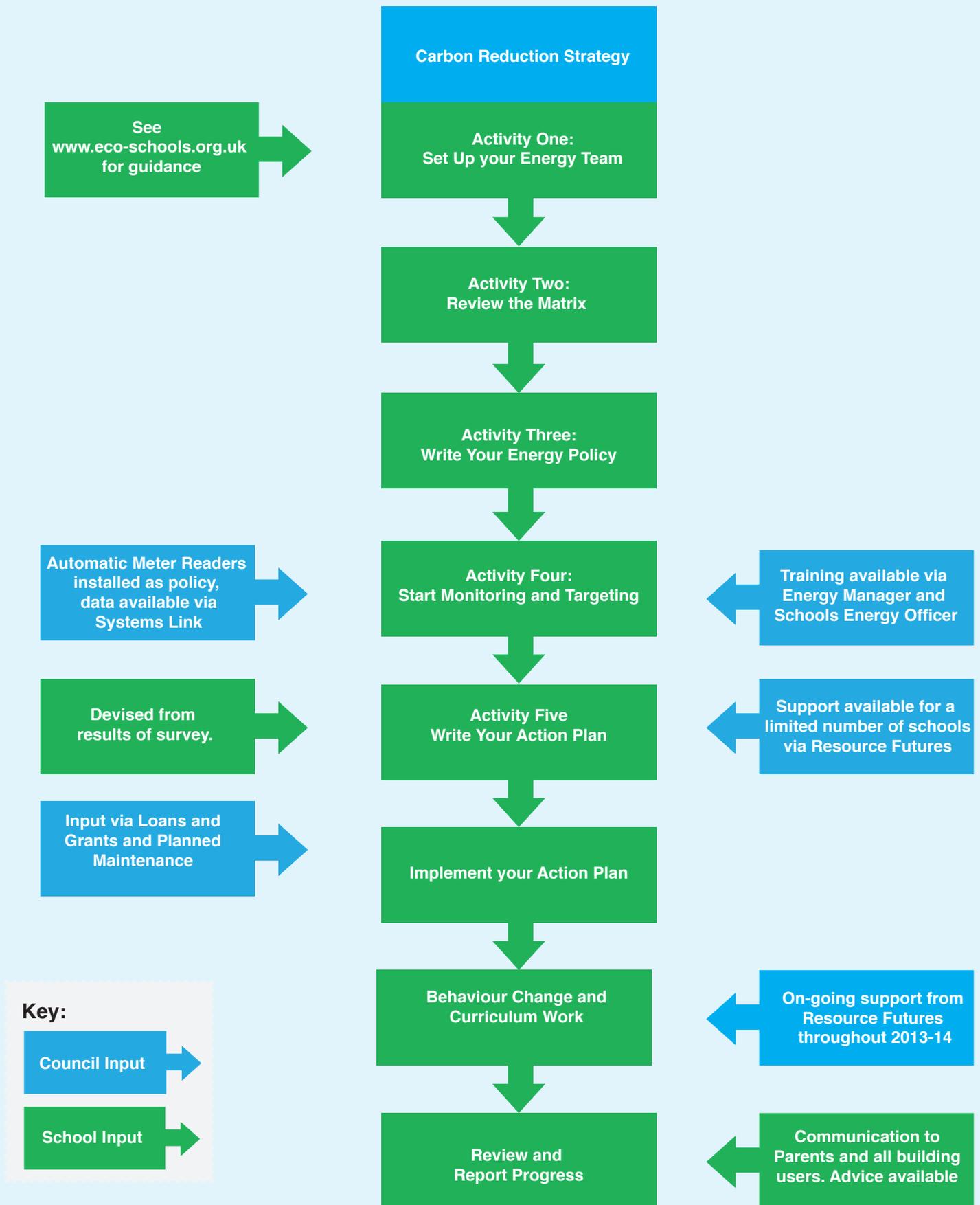


Energy Management Process



Activity Two: Energy Management Self-Assessment

This matrix is a very useful guide to quickly assessing your current position on key sustainability topics and where you want to go.

Step one – With your energy team and senior management reps, review each section of the matrix and discuss where you place yourself for each lever. Head teachers will have already completed this assessment as part of the energy survey and the results can be found within that document. However it is very beneficial for your energy team to discuss this together so they understand the range of topics they are responsible for.

Step two – Mark your score on the matrix alongside the date for the next review. This will make it easy to track improvements over time.

Step three – Prioritise which sections you would like to work on and include these in your action plan. Writing the action plan is explained in Activity Five.

Levers	Progress			
	weak	fair	good	excellent
Policy	No strategic approach or policy to deliver a low carbon school.	Basic strategy and energy policy in place but not implemented or followed	Formal energy policy and low level commitment. Energy and carbon prioritised.	Strong approach, taking advantage of national schemes, funding and community leadership opportunities. Senior Management Team committed to energy policy and action plan, with effective monitoring and prioritisation of actions.
Investment	No investment in improving the energy efficiency of buildings	Only low cost measures taken	Short term payback projects carried out	A strategic approach to funding showing green approach in investment appraisal of all new build and refurb. At least 10% of the organisation's energy bill being invested in energy efficiency per annum.
Management	No defined delegation of responsibilities for energy management i.e lack of clarity on responsibility for controlling heating	Energy management responsibility identified but lack of authority, line management or co-ordination.	Energy co-ordinator responsible to senior management and governors	Energy management fully integrated into management structure with clear responsibilities and resources
Education	No teaching about energy efficiency	Some identification of opportunities for using the school to teach about energy efficiency	Co-ordinated approach to energy efficiency education, linked to the energy policy	Full involvement of pupils in energy management of the school, appropriate to pupils age



Levers	Progress			
	weak	fair	good	excellent
Involvement of Pupils in reduction of energy wastage	No attempt to involve pupils in reduction of energy waste.	Some use of posters, stickers, leaflets etc to remind pupils to switch off lights and appliances.	Regular, active campaigns led by pupils. No feedback provided on effect of campaign.	As 'good', but using AMR or OWL meters to feedback results of campaigns to pupils. Also including energy waste reduction into curriculum activities
Staff motivation and involvement	Minimal energy efficiency training.	Some energy efficiency training for some staff. Some consideration of staff's energy use in their own homes, for example distribution of Energy Saving Trust Advice Centre materials or equivalent.	Energy efficiency training included in induction and in refresher courses as part of coherent strategy. Regular energy efficiency campaigns for staff, covering energy use at work and at home.	Departmental targets set and staff aware of their contribution towards the target. 'Energy champions' scheme in place with one staff champion per year. Incentives and feedback for staff achieving targets.
Community Engagement	No attempt to engage parents in low carbon activities.	Occasional engagement with parents on curriculum linked activities such as homework or home energy projects	Ad hoc and one off events / work shops /open days for parents and wider community on carbon reduction work	Planned Programme of engagement and events for parents and local community, including working with local community groups
Information and Communication	No meter readings recorded, bills or AMR data analysed No communication of energy performance	Monitoring and targeting reports based on meter readings or AMR data or OWL readings, reports. Performance and plans for improvement communicated to all building users	Comprehensive system to set targets, monitor consumption, identify faults, quantify savings and incorporate into budgets	Progress, savings, future plans, and energy performance all communicated to all building users, parents and governors.
Equipment, including Catering and Science Teaching Equipment	No thought given to energy consumption of equipment in use.	High energy consuming equipment is identified and staff are encouraged to take measures to reduce consumption, by switching off or using low energy settings where possible.	As 'fair', with plans to replace current equipment with more efficient equipment at end of life.	As 'fair', with plans to replace current equipment before the end of its life, with calculations to show where this is more cost effective than using current equipment to the end of its life.
ICT	No green ICT strategy or policy in place or measures taken to reduce associated energy impacts.	Automatic switch off installed for computers.	Thin client* computers or laptops / tablets used or part of planned replacement where appropriate,	ICT teaching utilises school energy data and ICT is used to display energy data in conjunction with AMR data where possible
Use of renewables and low carbon technologies on own buildings	No consideration of use of renewables or low carbon technologies on own buildings.	Organisation is looking for opportunities to use renewables or low carbon technologies on its own buildings.	Renewables/low carbon technologies installed on own buildings (new and old) and organisation is actively looking for further opportunities to install more.	As Good but also monitor and measures renewable generation and feedback to school users and include in curriculum activities

