

Climate Action Plan

Ferndale Primary School

1 year plan 2025 – 2026



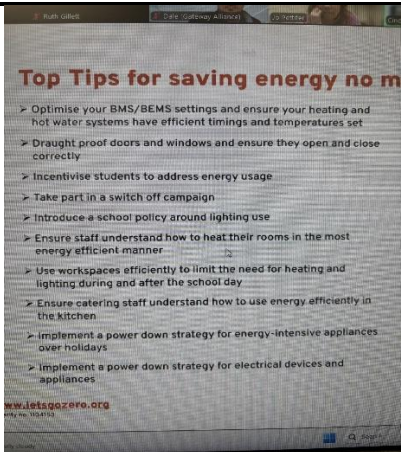
Carbon baseline: Calculation: date

Continuing from 24/25				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES & SIP LINK	RAG TRACKER
<p>Calculate your school's carbon footprint using Count Your Carbon ★</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting . You will need to collect data on energy use, water, waste, purchasing, meals, daily commutes and school trips in order to get your carbon baseline score which can then be used to track progress.</p> <p>100% renewal tariff for energy use? Can we ask?</p> <p>Laminating lasts 1000 years- does it really need laminating?</p> <p>PE kit- non branded</p> <p>Sustainability drawer/modelling (not junk or scrap)</p>	Aut 24, continue Aut 25	CS RG PG eco team	P3	

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

<p>Take part in a switch off campaign ★</p> <p>e.g. Switch-Off Fortnight. Aim for 10% reduction of energy use (the typical amount saved by participating schools).</p> <p>Try to get accurate meter readings, share with whole school, and parents over the fortnight. Energy Sparks/council platform for use- check and 30 min readings?</p>	<p>Start: Aut 24, continue 11/25</p>	<p>RG CS PG DC</p>	<p>launched 4.11.25, ran over national dates</p> <p>done enrolment form for energy sparks</p> <p>tips from webinar 2/12/25 in photo- RG to talk to DC/PG</p>	
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ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Install LED lighting ★</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in any high traffic area where possible or where not yet installed. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p>	<p>Start: Aut 25</p>	<p>RG/DC</p>	<p>ongoing, none needing this at present</p>	

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Continue the uniform swap shop - set up and market this to support fast fashion reduction in uniform</p> <p>Ensure sustainability focus eg last weds of every term- bring one take one.</p> <p>Look into a Sign up for Uniformd – a free ‘Vinted’ style uniform including world book day outfits where we can see things very cheaply.</p>	<p>Start: 24/25 ongoing termly</p> <p>Autumn 25</p>	<p>CA TS</p>	<p>Photos needed.</p> <p>oct half term – ran this.</p> <p>looked at Uniformd- costs and more linked to uniform, ours saves more carbon as on site and not posted</p>	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Arrange a menu consultation through an external organisation e.g. ProVeg. Liaise with Dolce on marketing around this. Switching to a weekly plant-based menu could save the typical primary school over 20 tonnes of CO2e in the course of an academic year!	Start: 24/25, continue aut 25	PG RG	This has begun, need to continue. Dolce work with pro-veg- meat free Mondays and Fridays plus vegan options. Award winning provider apparently.	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Run Active Travel Campaigns Participate in one or more of the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. See Let's Go Guide	Start: 24/25, ongoing	CS KM RG NK	modeshift stars- got accredited, and good and now working on very good. road safety, active travel champions, rail safe gold, rail assembly, walking to eg Q3, library, swimming	
Walk even part of the way reward week? Trips- do we really need a coach? Can we use public transport? Swimming now walking not coach. Walking to local library events for EYFS events. Climate ambassadors can come in for active travel link.	ongoing	All staff		

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Ensure recycling/food waste bins are in all key areas and that dry mixed recycling and food waste are being collected separately as per new Dfe expectation. Getting your school or trust ready for new recycling regulations – Buying for Schools WRAP - Business of Recycling - Guide Do a waste audit and engage the kids in the whole process. Wastebuster has a helpful step-by-step guide for this. Consider following sustainable procurement. E.g. more recycled or reusable products, such as recycled paper, sharpenable student whiteboard markers, new box files Useful links: <ul style="list-style-type: none"> Wastebuster Toolkit 	Start: aut 24/25 ongoing	PG CS RG DC Phase leaders	Nexus- one example but there are others- not great feedback on these. Phase leaders looking into alternatives. Or link to plastic count week to support plastic use awareness, Kids against Plastic will help (KAP) and 'Plastic Clever schools'-	

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Continue to :</p> <ul style="list-style-type: none"> Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance. Planting trees on site to support CO2 absorption- link to memory garden. Consider blinds or film to support insulation and heat in rooms? Or sail shade if poss. 	Start: 24/25 ongoing	RG MS CS CC BS	<p>FPS wild flowers- free links- biffa Free trees- CS sorted Apply for free shovels/tools etc?</p> <p>Bench funding</p>	

WATER

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Capture rainwater to support Sow and Grow and gardening work and help reduce water flow in heavy downpours.	Start: AUt 25, also in sum 26	CA RG	<p>Gardening- strawberries, herbs. H4L link</p> <p>Water butts</p>	

3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Enrol in the DfE's Education Nature Park ★</p> <p>Map your grounds and empower students to monitor and encourage biodiversity on the school site over time. Free resources inc. outdoor design tool, funding search tool and lesson plans covering five key steps to embed nature-based learning in the curriculum.</p>	Start: AUt 25	CS RG JM		
Create insect habitats- link to curr'm work	Spring 26	Y2 staff JM SR		
<p>Continue:</p> <p>Re-wilding a patch. No mow May. Identify areas in your school grounds which could accommodate planting for a wild flower meadow. This could be natural planting such wildflower meadows. Consider the best placement of this planting for accessibility and</p>	Started 03/25 continue into 05/26	RG PG MS	garden and growing project- cold frames, potting area, getting it ready over winter to support this- £2k donation.	

<p>maintenance. Link this to a memory garden. Use the link below for advice on where and how to sow wildflower seeds.</p> <p>Useful links:</p> <ul style="list-style-type: none"> Wildflowers in Schools Eden Project <p>Gardenforum News - Around the Country - Seedballs for schools</p>				
<ul style="list-style-type: none"> Growing focus- link to H4L work for eg veg beds etc. Sensory garden changing to potting and growing area with mindfulness nature area. 	ongoing	<p>All staff</p> <p>AB work</p>		

4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Continue an eco-club for pupils to take leadership on issues</p> <p>Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>	<p>Started 09/24</p> <p>ongoing</p>	RG CS JLT links	presented to governors across Sandwell sum 25	
CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Incorporate more sustainability as appropriate into science topics and showcase within displays</p> <p>?White Rose topics.</p>	<p>Start: aut 25</p>	JM LM SR, teachers and support staff	<p>topic displays to support careers, drivers, time given, supporting reusable resources- science y4, sustainability y3.</p> <p>F50 reusable resources eg couscous pots,</p>	

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Access the DfE's Climate Ambassadors scheme</p> <p>Place a request for free support with your Climate Action Plan on the STEM Learning page. Regional Hub Managers will assist you in finding the right</p>	<p>Spring 26</p>	CS RG	<p>meeting taken place, 2 assemblies booked with STEM learning</p> <p>meeting taken place, date booked but had to be rebooked for Feb- solar work with eco-council</p>	

specialist volunteers in your area. Please get in touch via email: climate-ambassadors.wm@keele.ac.uk				
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Contact Edd Moore- HT at Davey school as contact/linkedin/facebook as ideas
Spik and span recipe/waxtastic no plastic ideas