

# Lugwardine Primary Academy



## Climate Action Plan

**TCAT Sustainability Lead: Mrs D Wiles, Chief Finance Officer (CFO)**

**School Sustainability Lead: J.Church**

**Date of last review: July 18<sup>th</sup> 2025**

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
<b>Organising the sustainability leadership team structure</b>					
Has a sustainability leadership team been structured?	yes	07/08/25		JC. KW.	
Has a single sustainability lead been nominated?	yes	07/08/25		JC	
Are members of the sustainability leadership team clear on their duties?	yes	07/08/25	JC to brief KW.	JC	
Does the sustainability leadership team consist of both teaching and operational staff?	yes	07/08/25			
Does the sustainability leadership team include senior leaders?	yes	07/08/25			
<b>Implementing a whole-school approach</b>					
Is the whole school involved and engaged in turning the school's climate plan into action?	yes	07/08/25	Assembly & Pupil team from September.	JC	

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Does the curriculum increase pupils' practical knowledge of sustainability and climate change?	yes	07/08/25		JC to monitor	Science and PSHE curriculum include these areas.
Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns?	yes	07/08/25	JC to address this in assembly.	JC	
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?	yes	07/08/25	Yes pupils will be able to share school activities with families and friends including dojo and Facebook.	JC	
Are parents and the wider community involved in the school's approach to sustainability and climate change?	yes	07/08/25	Parents will understand our approach through shared values.	JC	
Do Local Governors and members of the SLT support and drive the school's sustainable activity?	yes	07/08/25	It is considered in all aspects of school and curriculum development.	JC	

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Is the SLT embedding culture change where sustainability is a priority?	yes	07/08/25		JC	
Does climate change and sustainability feature on the agenda at key meetings?	If needed	07/08/25		JC	Depending on the requirements and topics of the key meeting.
Has the Trust Estate Manager been involved in the school's Climate Action Plan?	yes	07/08/25	Needs to be notified and see our current CAP.	JC	
<b>Climate education</b>					
Is climate education embedded throughout the curriculum?	yes	07/08/25	LPA follow the national curriculum and involve climate education within the curriculum.	JC. KW. SLT	
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change?	tbc	07/08/25	They are learning the impacts of climate change & sustainability.	JC. KW. SLT	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.	yes	07/08/25	LPA follow the national curriculum and involve climate education within the curriculum.	JC. KW. SLT	
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity?	yes	07/08/25	LPA follow the national curriculum and involve climate education within the curriculum.	JC. KW. SLT	
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?	yes	07/08/25	LPA follow the national curriculum and involve climate education within the curriculum.	JC. KW. SLT	
Are EYFS children provided with opportunities to develop an understanding of the world and the natural environment?	yes	07/08/25	LPA follow the national curriculum and involve climate education within the curriculum.	JC. KW. SLT	
Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific facts about	yes	07/08/25	JC will be looking to advise and give access to further information beyond the	JC. KW. SLT	

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climate change and environmental degradation?			curriculum for teachers to access.		
Do staff members make use of best practice advice which demonstrates how sustainability and climate change should be incorporated into teaching in an age-appropriate manner?	No	07/08/25	We will be assessing different possibilities and using our curriculum which already incorporates this learning.	JC. KW. SLT	
Are relevant teaching resources from governmental departments utilised? e.g. from the Department for Environment, Food and Rural Affairs (DEFRA), Waste and Resources Action Programme (WRAP), and the Environment Agency?	No	07/08/25	We will be assessing different possibilities and using our curriculum which already incorporates this learning.	JC. KW. SLT	
Are teachers able to model sustainable practices in relation to their subject specialism?	yes	07/08/25	When opportunities arise.	JC. KW. SLT	

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Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads?	yes	07/08/25	Yes. JC will be looking to provide further information to all staff.	JC. KW. SLT	
Does the school offer extra curricula activities such as eco clubs or vegetable growing?	yes	07/08/25	We have an Eco council, Gardening club and forest school.	JC. KW. SLT	
Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation projects or weather and energy monitoring?	yes	07/08/25	Yes we have water workshops, energy monitoring in KS2 and the national curriculum.	JC. KW. SLT	
Are pupils given opportunities to learn outdoors?	yes	07/08/25	Regularly.	JC. KW. SLT	
Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy,	yes	07/08/25	JC to encourage further adoption and information for teacher and pupils.	JC. KW. SLT	

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climate resilience and green careers?					
Does the school avoid presenting misinformation or unsubstantiated claims relating to the climate?	Yes	07/08/25		JC. KW. SLT	
<b>Green skills and careers</b>					
Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?	No	07/08/25	Children will be given awareness through their learning to understand future possibilities.	JC. KW. SLT	
Does the school provide assembly information and interactive class exercises which enable pupils to see and learn about a wide range of green careers and skills in action?	No	07/08/25	JC to develop.	JC. KW. SLT	
<b>Education estate and digital infrastructure</b>					

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Are buildings within the school energy efficient?	No	07/08/25	Ongoing review of the estate.	JC. KW. SLT	
Does the school utilise smart meters and energy management systems to reduce usage and bills?	No	07/08/25	Keep staff aware that energy saving is important. Consider smart meters.	JC. KW. SLT	
Has the school implemented measures to alleviate poor air quality around the school premises?	Yes	07/08/25	Air source heat and air condition units have been recently installed.	JC. KW. SLT	
Has the school been able to access the <a href="#">Public Sector Decarbonisation Scheme</a> to support decarbonising the estate?	No	07/08/25	JC to discuss with TCAT.	JC. KW. SLT	
Does the school make use of best practice advice when investing money to reduce carbon emissions?	Yes	07/08/25	Where possible.	JC. KW. SLT	

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Does the school have regard to the ' <a href="#">Good Estate Management for Schools</a> ' guidance when making decisions regarding sustainable management of the estate, including energy and water efficiency, addressing ventilation and dealing with leaks?	Yes via TCAT	07/08/25		JC. KW. SLT	
Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?	Yes	07/08/25	We treat this in the same manner as any other potential situation. Snow etc.	JC. KW. SLT	
Does the school make use of any opportunities and advice to improve biodiversity, flood resilience and air quality?	No	07/08/25		JC. KW. SLT	
Has the school conducted a survey of how resilient existing buildings are and how their environmental	Yes	07/08/25		JC. KW. SLT	

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conditions can be improved, including their access to nature?					
Has the school looked at ways in which to reduce indoor and outdoor air pollution, e.g. expanding anti-idling zones to reduce the impact of the school commute?	NR	07/08/25		JC. KW. SLT	
Has the school looked at delivering initiatives to increase active and safe travel to school, e.g. walking and cycling?	Yes	07/08/25		JC. KW. SLT	
Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?	Yes	07/08/25		JC. KW. SLT	
Has the school considered heating solutions which do not utilise carbon intense fuels?	Yes	07/08/25		JC. KW. SLT	

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Has the school signed up to available weather and flood warnings?	Yes	07/08/25		JC. KW. SLT	
Has the school looked at how it can reduce water usage and improve efficiency?	No	07/08/25	TBC	JC	
<b>Operations and supply chains</b>					
Does the school procure from companies that commit to achieving net zero by 2050 and have a plan in place which shows how they will meet this target?	No	07/08/25		JC. KW. SLT	
Does the school buy from procurement frameworks that offer sustainable goods and services?	TBC	07/08/25		JC	
Does the school provide nutritionally balanced, affordable and sustainable meal choices?	Yes	07/08/25		JC. KW. SLT	

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Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?	Yes	07/08/25		KL	
Is consideration given to sustainable practice in relation to school food contracts, preparation and practice, with thought given to ingredients and their environmental impact?	Yes	07/08/25		KL	
Does the school gather data and take action on food waste whilst making use of best practice advice for sustainable waste prevention and management?	No	07/08/25	TBC	JC	
Has the school moved away from single-use items and towards reusable alternatives where possible?	Yes	07/08/25		JC. KW. SLT	

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Does the school reduce reliance on single-use items in favour of alternatives, e.g. second hand uniforms?	Yes	07/08/25		JC. KW. SLT	
Are any free period products provided to pupils sustainable?	TBC	07/08/25		JC. KW. SLT	Products supplied are mainstream products which would be familiar to pupils.
Is food sourced locally where possible?	Yes	07/08/25		JC. KW. SLT	
Has the school invested in renewable and sustainable energy sources, e.g. solar panels and LED lightbulbs?	To a point	07/08/25		JC. KW. SLT	Led Lighting no solar panels.
Does the school have arrangements in place for the correct recycling of glass, paper, card, plastic, metal and food waste?	Yes	07/08/25		JC. KW. SLT	

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Has the school taken measures to reduce its use of paper?	Yes	07/08/25		JC. KW. SLT	Where possible

## Summary of findings and actions

**[Use this space to collate the findings and actions that have been entered into the template and note the main priority areas for action.]**