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# Climate Action Plan

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

**School Sustainability Lead: HY**

**Date of last review: 1st September 2025**

**What has already been achieved?**

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| Action Benefit | | | Benefit/ Impact | | |
| Investment in Low Carbon Energy Efficiency measures   1. New LED lighting systems installed throughout the school 2. Have signed up to the Let’s Go Zero campaign. 3. Have signed up to the National Education Nature Park | | | Reduce energy use and self-generate carbon free energy.  The school has confirmed that it is taking action.  Access to resources. | | |
| 1. School engages with community groups to re-use and recycle unwanted items.   (items taken to charity shops, re-purposed, ‘Bags for Life’ initiative run by PTFA.   1. School took part in the MAD show (Make A Difference) which highlighted the importance of climate action. | | | Reduce the amount of items going to landfill (both within school and local community).  School environment improved by local schemes to reduce and reuse resources.  Improving the local environment.  School presence within the community despite poor attendance to the show itself form the local community. Greater promotion needed. | | |
| 1. Eco Club established across the school with a climate action display in the main corridor. 2. Better disposal of food waste | | | Children are engaged and aware in their learning around climate action and are involved in local action to improve the environment.  Food waste is collected weekly by local authority reducing amount to landfill. | | |
| **Area of action** | **In place?** | **Date checked** | **Action required** | **Individuals involved** | **Additional comments** | |
| **Organising the sustainability leadership team structure** | | | | | | |
| Has a sustainability leadership team been structured? | Yes |  | Roles to be established | HY, SN, LH, SS, JW | Created Sept 2025 | |
| Has a single sustainability lead been nominated? | Yes |  | None | HY | Agreed Sept 2025 | |
| Are members of the sustainability leadership team clear on their duties? | Ongoing |  | Roles and duties to develop, evolve and be established | HY, SN, LH, SS, JW | Further work needed | |
| Does the sustainability leadership team consist of both teaching and operational staff? | Yes |  | None | HY, SN, LH, SS, JW | Senior Leaders  Teachers  Site Manager | |
| Does the sustainability leadership team include senior leaders? | Yes |  | None | HY Head of School  SN Deputy Head  LH Acting Assistant Head |  | |
| **Implementing a whole-school approach** | | | | | | |
| Is the whole school involved and engaged in turning the school’s climate plan into action? | Ongoing |  | Whole school roll-out required | All teaching staff  Teaching Assistants  Cleaning team  Site Manager | Eco Club launched – SS whole school assembly | |
| Does the curriculum increase pupils’ practical knowledge of sustainability and climate change? | Geography topics  PSHE lessons  Assembly themes |  | Amend the curriculum to incorporate sustainability and climate change.  Whole School events and themed days to be planned. | All teachers and local community groups to invite into school. |  | |
| Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns? | Thrive  WEST  ELSA  PSHE |  | Pupils know who to talk to regarding concerns. | All teachers  Thrive Practitioner Sam Smith  ELSA Practitioner Sarah Davies  WEST team |  | |
| Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community? | Visitors  Parent open events |  | Greater links with local community groups and local businesses – talks and workshops to involve parents. | Local community groups and businesses. |  | |
| Are parents and the wider community involved in the school’s approach to sustainability and climate change? | Ongoing |  | Greater links with local community groups and local businesses – talks and workshops to involve parents. | Local community groups and businesses. |  | |
| Do Local Governors and members of the SLT support and drive the school’s sustainable activity? | Yes |  | Need to appoint a designated Governor.  Invite Governors to attend events/workshops with pupils/ meet with Eco Club, Nature and Wildlife Club. | Governors  ECO Club  Nature and Wildlife Club |  | |
| Is the SLT embedding culture change where sustainability is a priority? | Ongoing |  |  |  |  | |
| Does climate change and sustainability feature on the agenda at key meetings? | Not at present |  | Add climate change as an agenda item to Governor meetings and Staff meetings. |  |  | |
| Has the Trust Estate Manager been involved in the school’s Climate Action Plan? | Yes | 08/25 | Trust Estate Manager to review all climate action plans on completion & add comments |  |  | |
| **Climate education** | | | | | | |
| Is climate education embedded throughout the curriculum? | Ongoing |  | Actions to be considered and developed, embedded and reviewed termly. | All teachers |  | |
| Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change? | Yes |  | Further knowledge and activities to be developed including After-School Clubs and Wraparound Care. | All teachers | An increased knowledge and understanding of why/how we need to look after our planet. | |
| Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature. | Yes ongoing |  | Further lessons, assemblies and events required to develop understanding.  Eco Club for pupils to lead on sustainability initiatives -apply for funding. | All teachers | Forest School – all class  Nature and Wildlife Club  Eco Club | |
| Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity? | Yes |  | Workshops to be provided by external providers eg Envirosort trip for Y5 pupils - annually | HY + Class teachers | Workshops provided with practical opportunities | |
| Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability? | Yes |  | Greater recycling needed | HY + Class teachers | Workshops provided with practical opportunities  Forest School  ‘Small Hands Can Change The World’ climate display currently in school  MAD Show attended to promote green issues July 2025 | |
| Are EYFS children provided with opportunities to develop an understanding of the world and the natural environment? | Yes |  | Inclusion and involvement with whole school workshops and themed days.  Need to develop better recycling facilities and food waste/bins for Nursery/PreSchool | HY + Class teachers | See EYFS New Framework Sept. 2025  Forest School  Children reuse and recycle | |
| Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific facts about climate change and environmental degradation? | Yes |  | Science lead Samantha Nash | SN + HY |  | |
| 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? | Yes |  | Head of School to continue supporting/coaching  Agenda item at Staff Meetings | HY |  | |
| 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? | Yes |  | Ensure regular engagement through emails and website to access materials as appropriate. | HY | Have joined the National Education Nature Park  Have signed up to the Let’s Go Zero campaign – contact with Rosie Pincott | |
| Are teachers able to model sustainable practices in relation to their subject specialism? | Ongoing |  | This is to be built into Subject Leadership planning. More work needed here.  Subject Leadership time to be allocated to leaders. | All teachers |  | |
| Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads? | Ongoing |  | This is to be built into Subject Leadership planning. More work needed here.  Subject Leadership time to be allocated to leaders. | All teachers |  | |
| Does the school offer extra curricula activities such as eco clubs or vegetable growing? | Yes |  | Continue to promote After-School Clubs:  Eco Club  Nature and Wildlife Club  Gardening Club |  | Current clubs on offer include:  Gardening Club and Nature and Wildlife Club amongst others. | |
| Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation projects or weather and energy monitoring? | Yes |  | See Long Term Curriculum Plan  Related Curriculum areas  Themed days needed to promote sustainability topics.  Healthy School Initiative to develop further. |  | Healthy School initiative – this needs further development  Healthy Food choices for packed lunches require whole school development – workshops for parents.  EYFS New Framework Sept 2025 – Food and Hygiene guidance. | |
| Are pupils given opportunities to learn outdoors? | Yes |  | Class-based lessons; outdoor learning – The Holt building; Forest School sessions led by RJ. | All teachers  RJ Forest School lead  4 trained Forest Sch Practitioners |  | |
| Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers? | Yes, need to develop |  | Need to develop work on green careers | All teachers | To make links with local MP for the Greens – Ellie Chowns | |
| Does the school avoid presenting misinformation or unsubstantiated claims relating to the climate? | Yes |  | Weekly newsletters are factual and accurate | HY, GU |  | |
| **Green skills and careers** | | | | | | |
| Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution? | Yes, need to develop |  | Develop work on careers with outside speakers/visitors/workshops | All teachers |  | |
| 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? | Yes, need to develop |  | Develop work on careers with outside speakers/visitors/workshops | All teachers | Invite members of the local community to join assemblies, themed days, workshops | |
| **Education estate and digital infrastructure** | | | | | | |
| Are buildings within the school energy efficient? | No | 08/25 | Full review to be undertaken |  |  | |
| Does the school utilise smart meters and energy management systems to reduce usage and bills? | Yes | 08/25 | Smart meters fittings at all schools |  |  | |
| Has the school implemented measures to alleviate poor air quality around the school premises? | No | 08/25 | To be reviewed |  |  | |
| Has the school been able to access the [Public Sector Decarbonisation Scheme](https://www.gov.uk/government/collections/public-sector-decarbonisation-scheme) to support decarbonising the estate? | No | 08/25 |  |  |  | |
| Does the school make use of best practice advice when investing money to reduce carbon emissions? | Yes | 08/25 | Reviewed on each project undertaken | CFO/TEM |  | |
| Does the school have regard to the ‘[Good Estate Management for Schools](https://www.gov.uk/guidance/good-estate-management-for-schools)’ guidance when making decisions regarding sustainable management of the estate, including energy and water efficiency, addressing ventilation and dealing with leaks? | In part | 08/25 | To be added to TDP for 2025-27  GEM course undertaken & passed (TEM) | CFO/TEM |  | |
| Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity? | Yes |  | See Policies and Risk Assessments |  | Weather and health warnings | |
| Does the school make use of any opportunities and advice to improve biodiversity, flood resilience and air quality? | Yes | 08/25 | Acceptance of any advice welcomed | CFO/TEM |  | |
| Has the school conducted a survey of how resilient existing buildings are and how their environmental conditions can be improved, including their access to nature? | No | 08/25 | To be actioned & completed for a academic year | CFO/TEM | No | |
| 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? | Yes | 08/25 | School site has security gate access , closed during schooltime.  Unable to have anti idling zones due to school locations | CFO/TEM | Promote walk to school whenever possible | |
| Has the school looked at delivering initiatives to increase active and safe travel to school, e.g. walking and cycling? | Yes |  | Walking to school encouraged in weekly newsletters  Considerate parking within the school locality encouraged via newsletters and support from Community Police Officers  Bikeability Training for Y6 pupils  Pedestrian Training for Y3 pupils |  | Join ‘Walk to School’ initiatives  Add successes, plans and projects to the school website and share through the wider community. | |
| Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds? | Yes |  | Forest School sessions  Gardening Club  Nature and Wildlife Club  Plans to restore the pond area this academic year – Grants applied for – awaiting response.  Science and Geography lessons  Wildlife surveys |  | Support from the Leominster Wildlife Trust = plans to develop the pond area.  National Education Nature Park | |
| Has the school considered heating solutions which do not utilise carbon intense fuels? | Yes | 02/25 | Yes, reviewed in recent round of CIF funding.  Air pumps extremely costly due to voltage required to operate | CFO/TEM | To be kept under review | |
| Has the school signed up to available weather and flood warnings? | Yes |  | Weather warnings/alerts received via email |  |  | |
| Has the school looked at how it can reduce water usage and improve efficiency? | Yes |  | Water works to be completed in April 2026:  Conversion to mains water completely.  All under sink water heaters to be replaced  Cold exchange taps for outside taps  All pipework connecting to tank system removed. |  | Rain water to be used for water-based activities.  Reconsider water usage for the annual Pool Party. | |
| **Operations and supply chains** | | | | | | |
| 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? | In part | 08/25 | Wherever possible to be reviewed | CFO/TEM |  | |
| Does the school buy from procurement frameworks that offer sustainable goods and services? | In part | 08/25 | Wherever possible & is cost effective to do so | CFO | In part | |
| Does the school provide nutritionally balanced, affordable and sustainable meal choices? | Yes | 09/25 | Continue to liaise with Black Pepper regarding the quality of lunches, nutritional value and affordability. | HY + Black Pepper |  | |
| Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements? | Yes | 09/25 | Continue to promote Healthy Eating at break times and lunchtimes.  See new EYFS Framework and Guidance on Food and Nutrition.  Workshops to parents and newsletters promoting Healthy Eating. | Healthy Schools Initiative.  All staff  Pupil Voice |  | |
| 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 |  | Black Pepper – local food provider  Consider meat-free menus  Local products from local farmers where possible. | HY liaise with Black Pepper  Pupil Voice | CFO – to review with caters | |
| Does the school gather data and take action on food waste whilst making use of best practice advice for sustainable waste prevention and management? | Yes |  | Continue to save food waster – weekly collection by local authority. |  | Children have established routines and this is working well | |
| Has the school moved away from single-use items and towards reusable alternatives where possible? | Yes |  | Where possible, find reusable alternatives. | Whole School |  | |
| Does the school reduce reliance on single-use items in favour of alternatives, e.g. second hand uniforms? | Yes |  | Second hand uniform sales frequently and always available from the school office.  Bromyard online carboot | HY, GU |  | |
| Are any free period products provided to pupils sustainable? | No |  |  |  |  | |
| Is food sourced locally where possible? | TBC | 09/25 | To be reviewed with caters |  |  | |
| Has the school invested in renewable and sustainable energy sources, e.g. solar panels and LED lightbulbs? | In part | 08/25 | LED lighting – no solar panels | CFO/TEM | Solar panels to looked into | |
| Does the school have arrangements in place for the correct recycling of glass, paper, card, plastic, metal and food waste? | Some |  | Need to develop this much further other than just paper recycling, card and food. |  |  | |
| Has the school taken measures to reduce its use of paper? | Yes |  | Continue to develop this. Staff are reminded to only print if necessary; print in black and white, back to back.  Pupils to use scrap paper where appropriate.  Letters sent out to parents via MCAS rather than paper copies. |  |  | |

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| **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.]** |