



St John and St Nicolas Schools Federation Sustainability Report

Autumn 2025

LET'S GO
ZERO
2030

This report covers:

1. Your journey so far
2. A review of, and suggested actions, for:
 1. Decarbonisation
 2. Adaptation and Resilience
 3. Biodiversity
 4. Climate Education & Green Skills
3. Longlist of actions
4. Next steps

Site Visit Details

Visit date:

Wednesday 12th November 2025

Key staff present:

- Mr Keith Harvey
- Ms Louise Allen
- Ms Lauren King
- Ms Clotilde Biais

Climate Action Advisor:

Jasmine Newhouse



St John EV CofE Infant Count Your Carbon Score

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **110.83 tonnes co₂e* per year**

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	22.4	20%
	Electricity	2	2.3	2%
	Waste	3	0.1	0%
	Water	3	0.4	<1%
Transport	School vehicles	1	0	0%
	School trips	3	0.2	<1%
	Student commuting	3	18.9	17%
	Staff commuting	3	13.7	12%
Food	Food	3	37.6	34%
Purchasing & Uniform	Purchasing	3	15.4	14%
	Uniform ***	Out-of-scope	9	n/a



How your footprint per pupil compares...

Average Per Pupil in Primary		St John the Evangelist CofE Infant School	Comparison
Average per pupil	0.95	0.64	Below average
Fuel	0.13	0.12	Below average
Electricity	0.08	0.01	Below average
Waste	0.00	0.00	Average
Water	0.00	0.00	Average
Vehicles	0.00	0.00	Average
Trips	0.02	0.00	Below average
Student Commutes	0.12	0.10	Below average
Staff Commutes	0.07	0.07	Average
Food	0.16	0.20	Above average
Spending	0.13	0.08	Below average
Uniforms	0.21	0.05	Below average

Tonnes of CO2 per pupil per year.

Data taken from Count Your Carbon scores of schools engaging with the Climate Action Advisor.

How your footprint compares...



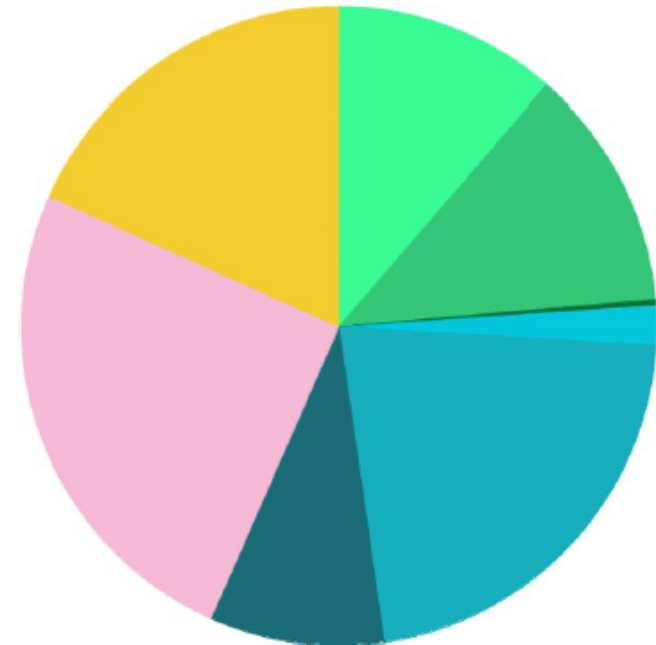
Your carbon footprint is the same as
each pupil taking 8 flights to Paris
and back every year

St Nicolas CofE Junior Count Your Carbon Score

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **125.20 tonnes co₂e* per year**

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	● Fuel	1	14.2	11%
	● Electricity	2	15.3	12%
	● Waste	3	0.1	0%
	● Water	3	0.3	<1%
Transport	● School vehicles	1	0	0%
	● School trips	3	2.5	2%
	● Student commuting	3	27.2	22%
	● Staff commuting	3	11.1	9%
Food	● Food	3	31.4	25%
Purchasing & Uniform	● Purchasing	3	23.1	18%
	● Uniform ***	Out-of-scope	12	n/a



How your footprint per pupil compares...

Average Per Pupil in Primary		St Nicolas CofE Junior School	Comparison
Average per pupil	0.95	0.54	Below average
Fuel	0.13	0.06	Below average
Electricity	0.08	0.06	Below average
Waste	0.00	0.00	Average
Water	0.00	0.00	Average
Vehicles	0.00	0.00	Average
Trips	0.02	0.01	Below average
Student Commutes	0.12	0.11	Below average
Staff Commutes	0.07	0.04	Below average
Food	0.16	0.12	Below average
Spending	0.13	0.09	Below average
Uniforms	0.21	0.05	Below average

Tonnes of CO2 per pupil per year.

Data taken from Count Your Carbon scores of schools engaging with the Climate Action Advisor.

How your footprint compares...



Your carbon footprint is the same as
each pupil taking 7 flights to Paris
and back every year



Decarbonisation & Energy Efficiency

Calculating and taking actions to reduce carbon emissions and become more energy efficient.

Pillars to be discussed:

1. Energy (Buildings)
2. Energy (Behaviour)
3. Transport
4. Food
5. Waste
6. Procurement

Energy (Buildings)

Our findings:

- ✓ There are smart meters for electricity – unsure about gas
- ✓ There is an ASHP which was centralised on 1st December, with further guidance on how to use most energy efficiently
- ✓ Buildings are generally well insulated, apart from St John EV's library – St Nicolas had cavity wall insulation recently fitted where possible
- ✓ St Nicolas has double glazing, while St John's has around 50% double glazing
- ✓ Pipes were recently insulated with newly purchased foam at St John EV
- ✓ St John EV have LED lighting and PIR sensors via finance scheme but St Nicolas is waiting for retrofit (Keith to share email communications with supplier)

Suggested actions:

- ☐ Install a smart meter (for gas)
- ☐ Optimise your BMS to ensure your heating and hot water systems have efficient timings and temperatures set
- ☐ Double glaze all windows where possible
- ☐ Install LED lighting (and PIR sensors)
- ☐ Investigate the potential for solar panels* / Install solar panels
- ☐ Access support from your local net zero hub



See the Greater South East Net Zero Hub's guidance on smart meters (your CAA can share this with you)

[Greater South East Net Zero Hub - Accelerating clean local energy projects](#)

Energy (Behaviour change)

Our findings:

- ✓ Pupils have been involved in reducing energy with energy monitors in previous years
- ✓ The federation hosted a 'no electricity day' a couple of years ago
- There could be a formal lighting policy and strategy to ensure efficient use of lighting
- IT appliances aren't powered down overnight due to slow start up – federation is moving to the cloud which will reduce this and enable a full power down strategy
- Energy usage could be monitored using smart meters and smart data-analysis platforms
- Fridges/freezers are currently left on over the holidays

Suggested actions:

- ☐ Incentivise students to address energy usage
- ☐ Take part in a switch off campaign
- ☐ Introduce a school policy around lighting use (see Energy Sparks' free resource for this)
- ☐ Implement a power down strategy for electrical devices and appliances
- ☐ Implement a power down strategy for energy-intensive appliances over holidays
- ☐ Monitor energy usage on a regular basis through dedicated platforms



[Energy Sparks](#) supports schools in reducing energy consumption and bills, with the average primary school saving £5,000 a year

Energy Champions

Advice

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Have a designated [Energy Champion](#) for every classroom.

- **Responsibilities could include:**

- Turning off lights and electrical items when not in use
- Ensuring doors and windows are closed if heating is on.
- Switching off lights if not needed on bright, sunny days.
- Opening and closing blinds
- [Big Weekend Switch Off](#)
- Reminding adults at home about unplugging and switching off (e.g. [1°C Challenge](#).)

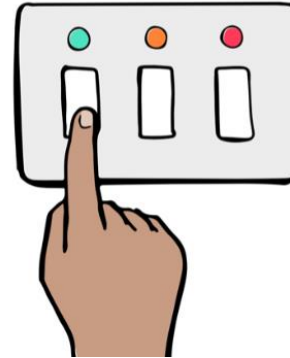
- **Rotate the position to a different pupil each week**

- Include on a 'Classroom Helpers' board alongside other responsibilities
- Ensures all children are engaged in developing good habits, not just Eco Team
- Normalise energy efficient behaviours by involving families

- **Label sockets and switches and display posters**

- [Energy Sparks – label lights and appliances](#)
- Lots of resources on [Twinkl](#)

*Making good use of daylight
in a classroom can reduce lighting
costs by 19%*



Transport

Our findings:

- ✓ The school has developed an Active Travel Plan with the local authority but this hasn't been actively followed for the past couple of years
- ✓ Both schools take part in active travel campaigns
- ✓ Active travel is promoted in lessons, assemblies, comms and newsletters etc.
- ✓ Pupils are taught about air quality e.g. anti-idling campaign and pupils' posters
- ✓ Both schools offer cycling lessons e.g. Bikeability
- ✓ There are concerns over road safety, but basic road crossings and signs are there
 - school street remained after covid

Suggested actions:

- ☐ Develop an active travel plan (silver award)
- ☐ Promote walking/cycling/public transport to school through internal games e.g. 'golden padlock', 'Tuesday shoesday', 'Bling your Bike' etc.
- ☐ Introduce a salary sacrifice scheme for EVs
- ☐ Install EV charging points

Active travel lottery

Staff member on gate duty can clip a padlock onto a pupil's bike/scooter to select a winner e.g. each Friday



Prizes could be as simple as an 'Eco card' which gets the pupil to the front of the lunch queue that day!

'Bling Your Bike'

Two Mile Ash School

School runs regular 'Bling Your Bike' competitions.

Everyone who brings in a blinged bike gets a prize.

Y6 Cycling Ambassadors judge the top three best entries for extra prizes.



Bike to School Card

Two Mile Ash Primary School

Have a 'Bike to School' card. Collect a stamp each day they cycle in and once card is full the pupil gets a reward and is also entered into a prize draw.



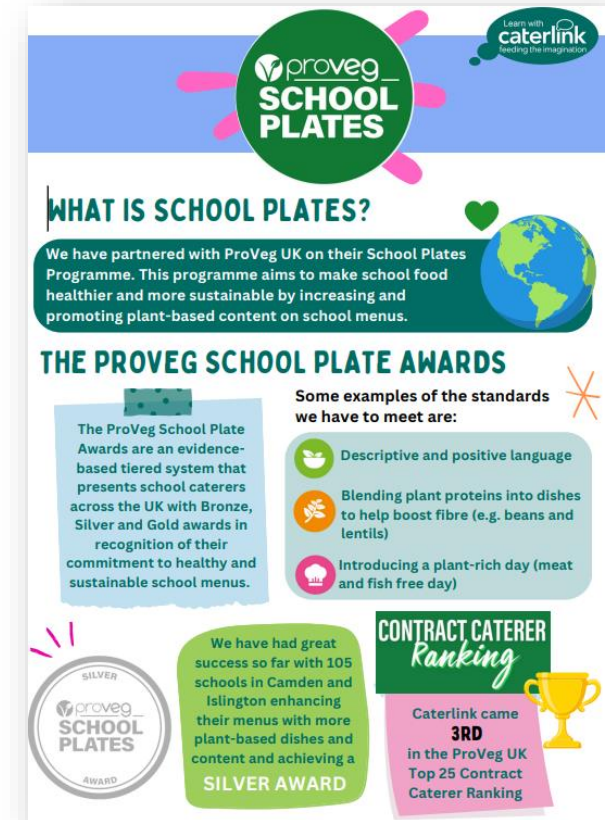
Food

Our findings:

- ✓ Pupils are encouraged to make greener food choices and to reduce food waste through assemblies and lessons
- ✓ There is a meat free Monday
- ✓ Meals have been adjusted to contain less meat quantities e.g. through added lentils and pulses
- There's opportunity for a formal food waste campaign to reduce staff and pupils' plate waste
- Food could be grown for use in cooking

Suggested actions:

- ❑ Arrange a menu consultation through an external organisation e.g. ProVeg and have your menu accredited with a bronze, silver or gold medal
- ❑ Have separate food waste bins in all areas where food is prepared or consumed
- ❑ Run a campaign to reduce plate waste from pupils e.g. weigh waste, make a competition, share data with community in assemblies and newsletters
- ❑ Grow food for use by pupils and/or the local community



Example: Caterlink offer a silver award-winning menu to 105 schools in Camden/Islington

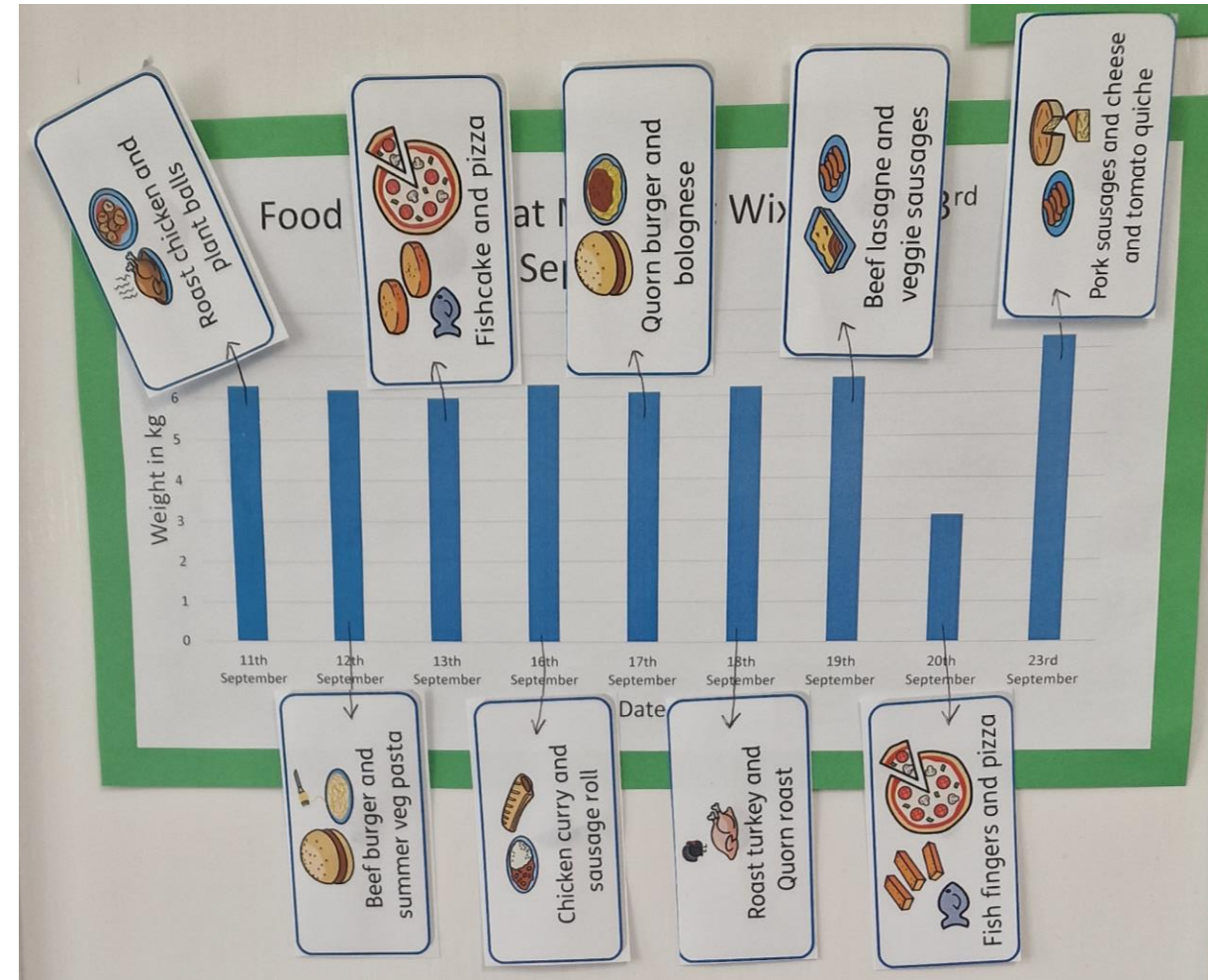
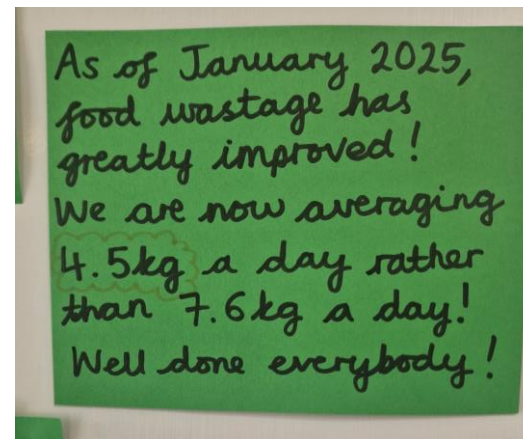
Food Waste Focus - Example



Margaret Wix Primary School and Nursery

Eco Team weighed their food waste every day for a week. Used the information on display boards and in assemblies to engage with other pupils.

Weighed again the next term and the average had reduced from 7.6kg to 4.5kg per day – a 40% decrease in just a few months!



Vegetarian School Menu



Khalsa Primary School

School meals are entirely vegetarian, with no eggs or nuts.

The school also asks for all packed lunches to be vegetarian and healthy as well.



Autumn & Spring Term Menu 2024/25

Monday	Tuesday	Wednesday	Thursday	Friday
Channa Daal with Rice or Naan Bread (M, G, W) Tomato Cheesy Pasta (M,G,W) with Mixed Salad & Sweetcorn Chocolate Cake (M, W,G) with Custard (M)	Mixed Vegetable Curry with Rice or Naan Bread (M, G, W) Jacket Potato with Cheese(M) & Baked Beans with Mixed Veg Fresh Fruit Salad & Cream (M)	Paneer Biryani (M) Cheese & Tomato Pizza/ Vegetable Pizza (M, G,W) with Garlic Bread (M,G,W) Assorted Ice Cream (M)	Rajma with Rice or Naan Bread (M, G, W) Cheese (M) & Tomato Panini (G, W) with Diced Potatoes & Carrots Sponge Pudding (M,G,W) & Custard (M)	Red Lentil Daal with Rice or Naan Bread (M, G, W) Soya Mince Lasagne (S, M, G, W) with Roast Potatoes & Green Beans Orange Jelly
Moong Moth Daal with Rice or Naan Bread (M, G, W) Quorn Sausages (W, G) with Creamed Mashed Potatoes (M) Peas & Gravy Mixed Fruit Yoghurt (M)	Saag with Rice or Naan Bread (M, G, W) Macaroni Cheese (M, G, W) with Herby Potatoes & Diced Carrots Rice Pudding (M)	Paneer Biryani (M) Cheese & Tomato Pizza/ Vegetable Pizza (M, G,W) with Onion Rings (W) & Baked Beans Assorted Ice Cream (M)	Masar Daal with Rice or Naan Bread (M, G, W) Cheese & Cucumber Baguette (M, G, W) with Nachos & Sweetcorn Flapjack (M, G)	Black Chickpea & Potato Curry with Rice or Naan Bread (M, G, W) Paneer Wrap (M, G, W) with Potato Bites & Shredded Cabbage Marble Cake (M, W, G)
Daal Makhani (M) with Rice or Naan (M, G, W) Cheesy Pasta Bake (M, G, W) with Sweetcorn Banana Mousse (M)	Kadhi (M) with Rice or Naan (M, G, W) Veggie Burger (M, W, G) with Chips & Baked Beans Chocolate Cake (M, W,G) with Custard (M)	Paneer Biryani (M) Cheese & Tomato Pizza/ Vegetable Pizza (G, M,W) Garlic Bread (G, W, M) & Potato Salad (M) Assorted Ice Cream (M)	Mattar Paneer (M) with Rice or Naan Bread (M, G, W) Cheese & Onion Roll (M, G, W) with Diced Potatoes & Baked Beans Strawberry Jelly	Sholay & Samosa (M, G, W) or Rice with Mint Yoghurt (M) Veggie Fingers (W) with Potato Wedges & Baked Beans Jam Sponge (M, G, W) and Custard (M)
Mixed Salad, Bread, Grated Cheese, Fruit Yoghurt, Water or Milk				
M- Milk G- Gluten. W- Wheat S- Soya				

Waste

Our findings:

- ✓ Pupils are educated on the importance of reducing, reusing and recycling
- ✓ The schools take part in community reuse e.g. headteacher group to donate and acquire unused furniture and resources and book swaps during World Book Day/Book Week
- ✓ Schools take part in additional recycling schemes e.g. batteries and textiles
- ✓ The federation could reduce single-use packaging and waste across catering
- The federation could conduct a bin audit to ensure all mandatory requirements are being met and that all rooms have recycling bins have image-based labels e.g. in classrooms, corridors, playgrounds, canteen, staff room etc.

Suggested actions:

- ☐ Carry out a bin audit to ensure all dry recycling and food waste is separated from general waste in all rooms (your CAA can provide a bin audit toolkit with label templates) - schools need a bigger food waste bin
- ☐ Contact your waste contractor to provide you with a sufficient number of external recycling and general waste bins
- ☐ Transition to reusable plates, cutlery, cups, beakers and Tupperware for school events
- ☐ Aim to reuse all electricals and IT equipment to ensure only 'end of life' items are recycled



Explore [Wastebusters'](#) educational resources, videos and bin labels to teach the whole community on minimising waste

House Recycling Competition



Bishops Hatfield Girl's School

House point competition rewards recycling and reuse and halves general waste in weeks.

School launched competition in January, the volume of the school's general waste was halved by February half term.

Recycling:

A wheelie bin in each house colour is put on their playground. The one that collects the most, gets house points.

Reusing:

Once a month, at random, during form time, pupils are asked to show their drinks bottles. Everyone with a reusable gets one house point.



Procurement

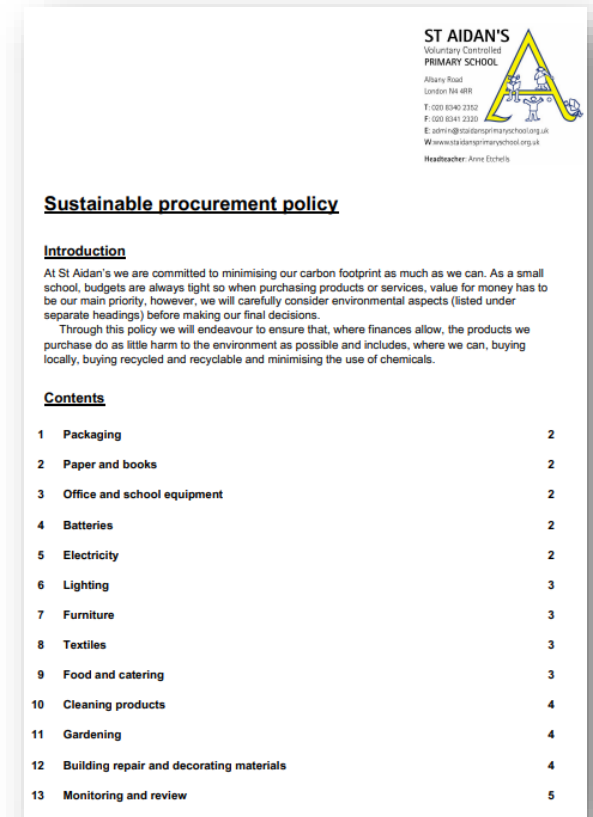


Our findings:

- ✓ The PTA support with selling pre-loved uniform
- ✓ The uniform policy has been relaxed – pupils are encouraged to wear the t-shirt but can wear other shorts etc.
- ✓ Branded uniform is limited to t-shirts and jumpers
- ✓ St Nicolas' cleaning company use eco-friendly cleaning products
- St John EV could switch to more ethical cleaning products?
- There is potential for a Sustainable Procurement policy

Suggested actions:

- ☐ Remove the requirement to wear branded PE kit and allow appropriate own clothes
- ☐ Use ecofriendly products
- ☐ Develop a Sustainable Procurement policy



See further advice on developing a sustainable procurement policy here [Procurement – Our Schools, Our World](#)



Climate Adaptation & Resilience

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

Pillars to be discussed:

1. Water
2. Adaptation & Resilience

Adaptation & Resilience

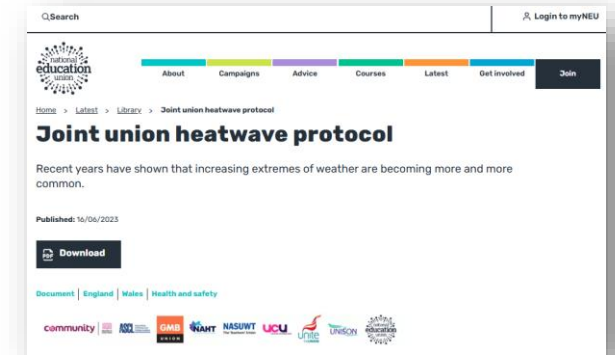


Our findings:

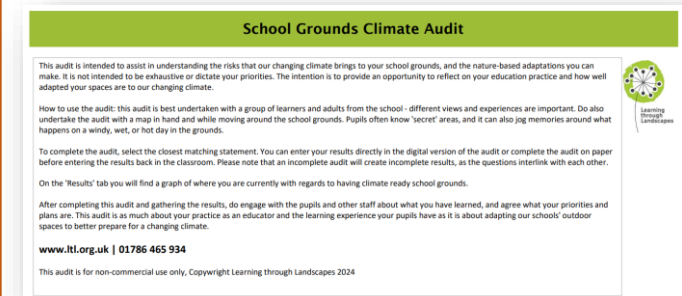
- ✓ The federation has not experienced any flooding to date
- ✓ All classrooms have external opening windows and are ventilated sufficiently
- ✓ There are sails at St Nicolas for shading
- The federation could formalise its heatwave protocol into a formal policy
- Some classrooms at St Nicolas are at more risk of overheating
- This Gutting at St Nicolas is deteriorating and in need of being replaced

Suggested actions:

- ☐ Conduct a climate resilience audit
- ☐ Subscribe to receive Heat Health Alerts and write/adopt a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns – your CAA can share a Let's Go guide including various short and long term measures for cooling schools
- ☐ Regularly organise cleaning gutters and unblocking any drains on site
- ☐ Install measures in classrooms that prevent overheating e.g. solar shading



Join the many schools who are adopting this protocol as their formal policy



A simple but effective activity that engages pupils in the topics of adaptation & resilience

Water

Our findings:

- ✓ The school has push press taps in pupil toilets
- The federation has water butts which could be used more consistently
- Pupils could be further educated on the importance of water consumption and water quality

Suggested actions:

- ☐ Install water butts to harvest rainwater
- ☐ Raise awareness around water consumption and efficiency through workshops and displays e.g. [book a free speaker](#) via WaterAid and take part in Earthwatch's [Great UK WaterBlitz](#) (based in Oxford but runs nationally)
- ☐ Install mechanisms to reduce water wastage – your CAA can support with accessing a free water-saving audit which involves identifying and repairing hidden leaks and installing water-efficient devices where possible



See this case study of a Let's Go Zero school who received a free water-saving audit
[Hove Park School Water-Saving Audit - Southern Water](#)



Biodiversity & Green Infrastructure

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

Pillars to be discussed:

1. Nature

Nature

Our findings:

- ✓ Staff are involved in supporting local wildlife, for example through the provision of bird feeders
- ✓ There is a large tree in the playground of St Nicolas Junior School
- This area could be further developed to incorporate more nature
- There could be a general push to involve more pupils in gardening and making their spaces greener

Suggested actions:

- ☐ Take part in the DfE-funded [National Education Nature Park](#), which is led by the Royal Horticultural Society and other organisations
- ☐ Establish a gardening/nature club
- ☐ Have pupils carry out wildlife surveys e.g. [RSPB's Big Garden Birdwatch](#)
- ☐ Increase biodiversity to support local wildlife e.g. add pollinator-friendly plants, put up bat boxes and bug hotels etc.
- ☐ Increase planting of available areas e.g. using mobile planters, existing allotments
- ☐ Participate in local efforts to promote and protect nature beyond your school grounds e.g. local nature groups and nature recovery schemes



National
Education
Nature Park

Invite the National Education Nature Park to your school to offer workshops on biodiversity mapping and nature connectedness (contact your CAA for support accessing this opportunity)



University of
Reading

Join the University's [Nature Park](#) programme to engage pupils in nature-based learning (contact your CAA for support accessing this opportunity)

Growing Competition



Fairfields Primary School

Launched a competition across school to see which class could grow the most tomatoes.

Each class grew lots and decided which ones would be the official class entries.

Nominated pupils took their plants home to look after during half term.

After the competition, they sold the tomato plants to parents for £1 each – raising £75, which was used for bug hotels and Nature Club materials.





Climate Education, Green Skills & 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.

Pillars to be discussed:

1. Culture
2. Curriculum
3. Green Skills & Careers



Culture



Our findings:

- ✓ You signed up to Let's Go Zero's national campaign on 19th November 2025
- ✓ You are signed up to Sustainability Support for Education
- ✓ There is an emerging Sustainability Working Group comprising the executive headteacher, federation business manager, heads of schools, Eco Council Leads
- ✓ There is a link governor for sustainability
- ✓ There are Eco Councils at both schools
- Sustainability could be further incorporated into the schools' culture, ethos and values

Suggested actions:

- ☐ Set up a Sustainability Working Group which meets regularly to review progress against actions in the federation's Climate Action Plan
- ☐ Add sustainability plans, projects and successes to your school website and share through wider communications e.g. newsletter
- ☐ Publicise your commitment to sustainability



The Church of England have asked all CofE schools to sign up to a vision of Net Zero Carbon schools

They are encouraging schools to take ownership of the target by making a declaration from the governing body or academy board

[Net Zero Carbon Schools | The Church of England](#)

Curriculum



Our findings:

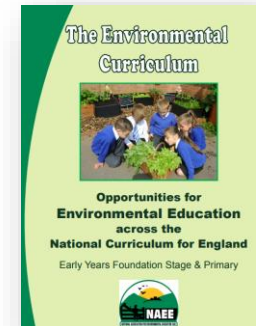
- ✓ The federation has amended its curriculum to incorporate sustainability
- The federation could complete a full curriculum audit involving all staff to highlight existing and potential opportunities for climate education across all subjects

Suggested actions:

- ❑ Complete a curriculum audit – your Climate Action Advisor can provide an example structure for an INSET or twilight session to involve all staff and accompanying resources to support them in this



See their [Curriculum for a Changing Climate](#) for ideas to incorporate sustainability in different subjects in the NC



See the NAEE's document '[The Environmental Curriculum](#)' to existing sustainability content in each subject and best practice

Green Skills & Careers

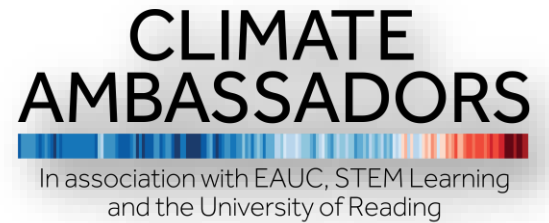


Our findings:

- ✓ There are some opportunities for pupils to meet and engage with those from the green sector
- The federation could connect with the local sustainability scene

Suggested actions:

- ❑ Access the DfE-funded [Climate Ambassadors scheme](#)



Invite a local expert to support with a specific project e.g. digging a pond or supporting staff with further integrating sustainability into the curriculum

Carbon Footprint Campaign



Bledlow Ridge Primary School

Used their Count Your Carbon footprint data to turn into cardboard signs.

The Eco Team held an assembly to explain the footprint to their pupils and ask what actions the students would like to take to reduce their emissions.

The pupils also used the signs to engage with parents at the school gates to encourage them to reduce their emissions too.





Action Plan Longlist

Based on our findings at your school, we have put together a list of recommendations for you to review.

1. Your recommended actions
2. Next steps
3. References

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Energy (bui.)	Install a smart meter			
Energy (bui.)	Optimise your BSM to ensure your heating and hot water systems have efficient timings and temperatures			
Energy (bui.)	Double glaze all windows where possible			
Energy (bui.)	Install LED lighting			
Energy (bui.)	Install PIR (motion) sensors			
Energy (bui.)	Install solar panels			
Energy (bui.)	Access support from your local net zero hub			

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Energy (beh.)	Incentivise students to address energy usage			
Energy (beh.)	Take part in a switch off campaign			
Energy (beh.)	Introduce a school policy around lighting			
Energy (beh.)	Implement a power down strategy for electrical devices and appliances			
Energy (beh.)	Implement a power down strategy for energy-intensive appliances over holidays			
Energy (beh.)	Monitor energy usage on a regular basis through platforms e.g. energy sparks			
Transport	Develop an active travel plan (new or reintroduce previous plan)			

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Transport	Promote walking/cycling/public transport			
Transport	Introduce a salary sacrifice for EVs			
Transport	Install EV charging points			
Food	Carry out a bin audit to ensure all dry recycling and food waste is separated in all rooms			
Food	Arrange a menu consultation through ProVeg for an accredited menu (action includes menu alterations such as becoming beef-free)			
Food	Have separate food waste bins in all areas			
Food	Run a campaign to reduce plate waste from pupils			
Food	Grow food for use by pupils and/or local community			

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Waste	Carry out a bin audit to ensure all dry recycling and food waste is separated in all rooms			
Waste	Contact your waste collector to provide you with a sufficient number of each bin type			
Waste	Transition to reusable plates, cutlery, cups, beakers and Tupperware for school events			
Waste	Aim to reuse all electrical/IT equipment to ensure only 'end of life' items are disposed of (links to other actions on disposing of e-waste in the first instance so it can be refurbished for others or buying refurbished IT equipment only, which some schools do)			
Procurement	Remove the requirement to wear branded PE kit			

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Procurement	Use eco-friendly products			
Procurement	Develop a Sustainable Procurement policy			
Adap/Resil	Conduct a climate resilience audit			
Adap/Resil	Subscribe to receive Heat Health Alerts and write/adopt a heatwave policy			
Adap/Resil	Regularly organise cleaning gutters and unblocking any drains on site			
Adap/Resil	Install measures in classrooms that prevent overheating e.g. solar shading			
Water	Install water butts to harvest rainwater			
Water	Raise awareness around water consumption and efficiency			

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Water	Install mechanisms to reduce water wastage e.g. aerators			
Nature	Increase planting of available areas e.g. using mobile planters, existing allotments			
Nature	Participate in local efforts to promote and protect nature beyond your school grounds			
Nature	Take part in the Education Nature Park			
Nature	Establish a gardening/nature club			
Nature	Have pupils carry out wildlife surveys			
Nature	Increase biodiversity to support local wildlife e.g. pollinator-friendly plants			

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Nature	Increase planting of available areas e.g. using mobile planters, existing allotments			
Nature	Participate in local efforts to promote and protect nature beyond your school grounds			
Culture	Set up a Sustainability Working Group			
Culture	Add sustainability plans, projects and successes to your school website and share through wider communications			
Culture	Publicise your commitment to sustainability			
Curriculum	Complete a curriculum audit			
Green skills	Access the Climate Ambassador scheme			

Your potential carbon savings



We estimate that by committing to the following actions with a high carbon reduction potential, your plan could potentially save between 8% and 11% of your total carbon footprint!

St John EV CofE Infant School		
Action	Max reduction (%)	Max reduction (tCO ₂ e)
Optimise your BMS to ensure your heating and hot water systems have efficient timings and temperatures set ★	3%	3.6
Double glaze all windows where possible ★	3%	3.6
Install solar panels ★	5%	6
Total	11%	13.2 tonnes

St Nicolas EV CofE Junior School		
Action	Max reduction (%)	Max reduction (tCO ₂ e)
Optimise your BMS to ensure your heating and hot water systems have efficient timings and temperatures set ★	3%	4.1
Install solar panels ★	5%	6.8
Total	8%	10.9 tonnes

Next steps

Next week

I will send over
your joint
Climate Action
Plan

Within 3 months

We will have
our three
month impact
checkpoint to
review
progress
against all
actions

Within 6 months

We will have
our six month
impact
checkpoint to
review
progress
against all
actions

Within 9 months

We will have
our six month
impact
checkpoint to
review
progress
against all
actions

Within 12 months

We will repeat
Count Your Carbon
to measure carbon
reduction and
celebrate success
with an impact
report
We will then
develop your Y2
CAP

Contact your Climate Action Advisor anytime
with questions or updates of your progress.

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