

LET'S GO

ZERO

2030

Schools working together to be zero carbon

Sustainability Report



East Bridgford St Peters CofE Primary School

Vist: 14th March 2024 - Report: 16th April

Your Sustainability Report: Contents

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

Site Visit

Visit date: 20th February 2024

Key staff present:

- Richard Tomlinson, Head Teacher
- Allison Gibbens, Deputy
- Jo Archer Dytch & Lily Waghorn, Sustainability Leads
- Kate Buckley, Business Manager
- Steve Maynard, Site Manager
- Sarah Plumb, Catering

Climate Action Advisors:

- Jo Pettifer & Jelly Moring

East Bridgford St Peters Climate Action Plan

One year plan: Summer 2024 – Summer 2025

Created in collaboration with Let's Go Zero

Count Your Carbon baseline: 358.09 Tonnes Co2
Date: 14th March 2024

Potential Carbon Reduction	Potential Cost Savings £	Expected Cost £	Ease of implementation
High	£	£	High

Action	Input/return	Key stakeholders	Start date	Review date	Resources	School Improvement Priority link
Sign up to Let's Go Zero. By joining this campaign, your school confirms that it wants to be zero carbon by 2030, that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	High Medium Low	Senior Leader			Click here to join Let's Go Zero	
Complete the Count Your Carbon Calculator This is a free and easy to use digital tool which allows your school to calculate the carbon footprint for your educational setting.	Medium Medium Medium	Sustainability Lead with support from business manager, site manager and catering lead.	Completed 14/3/24	Sign up here	Click here to complete the Count Your Carbon Tool	

Decarbonisation and Energy Efficiency: Taking actions to reduce carbon emissions and becoming more energy efficient

Your journey so far...

Buildings and operations

Energy efficiency survey carried out by Becky Valentine, resulting in:

- Window solar blinds/ privacy film installed. LED survey and installation plan in place

Energy Efficiency INSET resulting in staff discussion around:

- Carbon impacts of IT communication,
- Using pupil monitors effectively for lighting, turning off smart boards, using blinds efficiently, decluttering radiators, recycling, low radiator setting, Supporting children in using hand dryers (aim: to reduce or eliminate paper towel usage)

New roof in 2022. Three rooms with new insulation. Victorian block now has walls and floor insulated.

Energy:

- 16 ° standard temperature for heating

Food:

- Inspirational example of tailored menu offered

Waste:

- Couple of uniform swap shops per year
- Recycling established and almost embedded

Travel:

- Pupil commute survey conducted and shared with community

Curriculum and Culture:

- Engaged leadership and staff
- Roto Kids has run for several years with focus on sustainability this year
- Ambition for inspirational curriculum review



Your Count Your carbon Score

Your total emissions
Your school's total carbon footprint
358.09
Tonnes per year



- 13% Energy & Utilities
- 36% Transport
- 21% Food & Drink
- 30% Purchases

Overview

A typical Primary School's carbon footprint is between 300 and 500 Tonnes per year.

The school is situated in an area with very unreliable public transport for pupils or staff - making Transport a high area of impact.

We have proposed a longlist of 17 actions. There are multiple action suggested in the most impactful areas of Energy and Transport.

Please use this meeting to select a shortlist of actions for this year.

Pillar areas:

1. Curriculum

Climate education, Green skills and 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

Our findings:

SLT are interested in exploring how a planned curriculum review could include a mapping exercise to plot opportunities to engage in sustainability action.

It is recognised that sustainability action could become the school cultural norm, if embedded in the curriculum Long Term, Medium term and Weekly plans.

SLT have ambition to become a Diocesan flagship school in this area.

Suggested actions:

- Set aside time for SLT or whole staff (via an Inset), to evaluate your current curriculum against the Teach The Future Curriculum for a Changing Climate. Map out the curriculum links with sustainability to include the action detailed within the following sections of this report.
- Consider whole staff training e.g. Climate Fresk or Carbon Literacy Project.



Pillar areas:

1. Energy
2. Travel
3. Food
4. Purchasing
5. Waste

Decarbonisation and Energy Efficiency

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

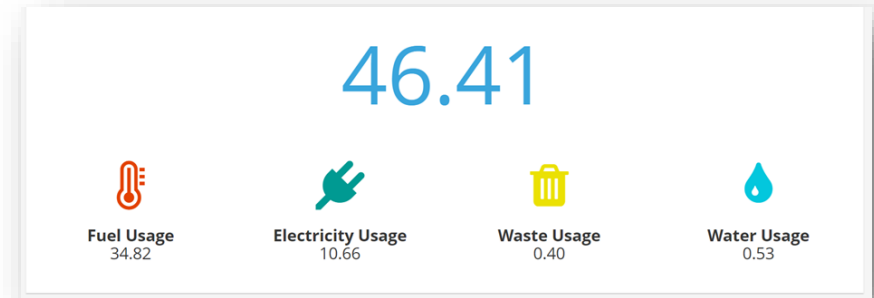
Energy: Electricity

Our findings:

- We understand there is an informal “Power down” policy which requires staff to turn off appliances at the main switch but there was some evidence that this isn’t happening consistently.
- The school is not yet on a Renewable Energy Tariff resulting in a carbon impact from fossil fuel powered electricity.

Suggested actions:

- School to participate in Switch off Fortnight to help reduce energy usage through behavioural change (on average, schools save 10%). *Example Curriculum Link: Year 4 Science Electricity*
- Request quote from energy provider to switch to a renewable tariff. If this proves to be an increased cost, to set a whole school target for reducing energy use in order to make the switch possible – get staff and students engaged in this mission.



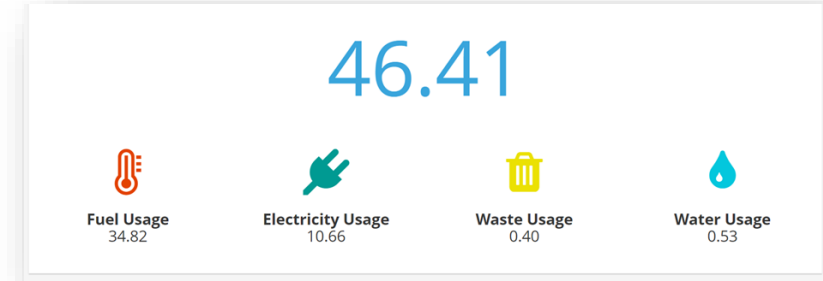
Energy: Gas Heating

Our findings:

- The biggest impact on your Carbon Footprint is your gas heating use (as with most schools). We will suggest that the Diocese commissions heat Decarbonisation plans with a view to Heat Pump installation.
- Many classrooms have multiple radiators in them with controls that are pre-set but can easily be changed by staff which overrides the pre-set thermostat.
- The main (larger) school building is used by school wraparound provision and holiday activities resulting in this building being heated for long days throughout the year.

Suggested actions:

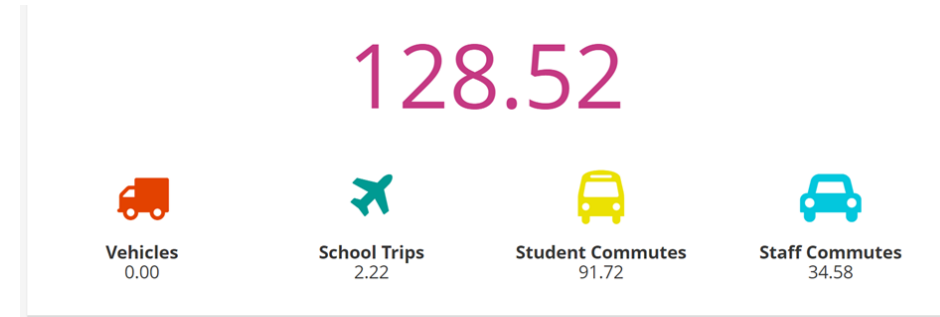
- Staff behaviour change training on energy conservation (potentially via Climate Fresk).
- School to consider best location for the wraparound provision and holiday club activities.
- Schools with similar building construction to yours have found they can turn off heating after lunch leaving sufficient residual heat for the school day. We would suggest involving staff in a trial of reducing length of heating time.



Transport

Our findings:

- Your staff commute is 100% by car due to the extreme challenge of local public transport (as experienced by your Climate Action Advisors!)
- Your pupil commute survey revealed that while 55% of pupils live in the village, only 33% of them walk to school.
- Your school trips have minimal negative carbon impact and are part of your outstanding Personal Development offer.



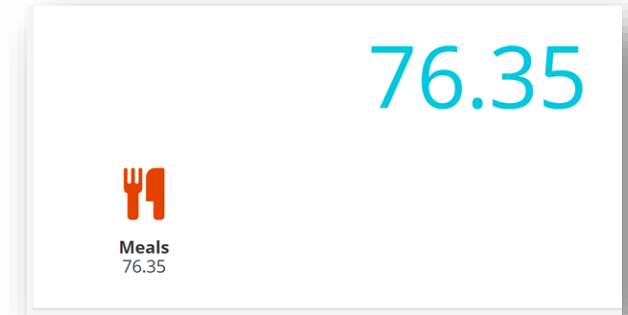
Suggested actions:

- Promote staff car sharing where possible. This will require flexibility where working hours do not naturally align but can be supported by sharing the fuel cost savings.
- Promote Active Travel weeks: Sustrans Big Walk and Wheel in March, Living Streets Walk to School week in May and Cycle to School Week in September.
Curriculum links to Maths (Measure, Statistics), PE, KS1 Science (Seasonal Changes) LKS2 Science (animals including humans), UKS2 Science (Forces)
- Register for ModeShift stars and aim for their National Award [Education - Modeshift STARS](#)
- Free Air quality monitoring as part of SAMHE could be a good parent motivator
[SAMHE get-involved](#)



Our findings:

- The school catering offer currently results in 0.26 tonnes of CO2 per pupil. For comparison, other Catholic primaries we are supporting have come in lower at around 0.1 tonnes per pupil. This is partly due to the successful uptake in school meals at St Peters, but also the relative percentage of non-meat meals: the percentage at St Peters is 16% whereas another S&N Diocese school is 43% non-meat meals.



Suggested actions:

- Pro Veg offer schools a free menu consultation that seeks to support them in improving the uptake of your low-carbon intensive options. Apply for ProVeg's School Plates award scheme, awarding schools bronze, silver and gold for decarbonising their school menu – use their badges to promote sustainable consumption on your menu, website and other comms e.g. parent newsletter

[Home - ProVeg UK](https://www.proveg.co.uk/)

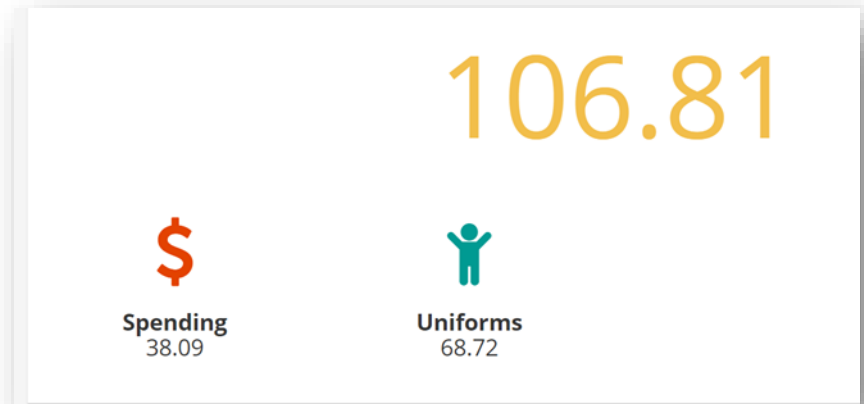
Eat Better Do Better Summer Term 1			
Lunch Menus	Week 1 Weeks starting: 15.4.24, 6.5.24	Week 2 Weeks starting: 22.4.24, 13.5.24	Week 3 Weeks starting: 29.4.24, 20.5.24
Meat Free Mondays	Cheese & tomato pizza (v) Potato wedges, baked beans or homemade coleslaw Shortbread or fruit	Tomato & basil pasta (v) Homemade bread, seasonal vegetables Blueberry Muffins or fruit	Macaroni cheese bake (v) Homemade bread, peas & sweetcorn. Chocolate chip cookie or fruit
School Favourite Tuesdays	Veggie meatball in tomato sauce (V) Pork meatball in tomato sauce Pasta twists, cabbage & sweetcorn Banana muffins or fruit	Spicy vegetable beanburger (v) Beefburger with gravy Roasted baby potatoes, broccoli & carrots Raspberry jelly or fruit	Roasted vegetable turnover (V) Chicken & ham pie Diced potatoes, carrots & broccoli Raspberry muffins or fruit
Traditional Wednesdays	Quorn sausages (V) Pork sausages Mashed potatoes, carrots, broccoli Yorkshire pudding & gravy rice pudding with jam or fruit	Vegetable hotpot (v) Cottage pie (beef) Peas & carrots Spiced apple cake with custard or fruit	Quorn sausages (V) Pork Sausages Mashed potatoes, carrots, cabbage & gravy Carrot cake with custard or fruit
Around the World Thursdays	Vegetable bolognese (V) Spaghetti bolognese Garlic bread, peas & carrots lemon drizzle cake Piece of fruit or yoghurt	Broccoli & cherry tomato pasta (V) Pasta peas & bacon Mixed vegetables Cornflake tart with custard or piece of fruit	Vegetable lasagna (v) Beef lasagna garlic bread Mixed seasonal vegetables Gingerbread or piece of fruit or yoghurt
Fishy Fridays	Vegetable fingers (V) Breaded fish fingers Mashed potatoes, baked beans or peas or vegetables of the day Arctic roll or fruit	One pot Vegetable chilli (V) Breaded fish portion Diced potatoes, baked beans or peas or vegetables of the day Flapjack or fruit	Vegetable parcel (V) Breaded fishcakes Mashed potatoes, baked beans or peas or vegetables of the day. Raspberry mousse or fruit

Purchasing

Our findings:

- The requirement to wear a school uniform and have a School PE kit is one of the biggest contributors to a school's carbon footprint.

The current iteration of the Count Your Carbon calculator does not take into account efforts to recycle uniform through the school's twice yearly uniform swaps but this is being hopefully addressed.



Suggested actions:

- Consider whether a school PE kit is “worth the carbon”. Do the benefits outweigh the impact? Conduct a parent survey to evaluate opinion on going to a policy of plain coloured/ no branded kit.
- Expand on your Uniform Swap Shop opportunities e.g. Summer and Christmas Fairs, Parents Evenings, End of term playground events.



Waste

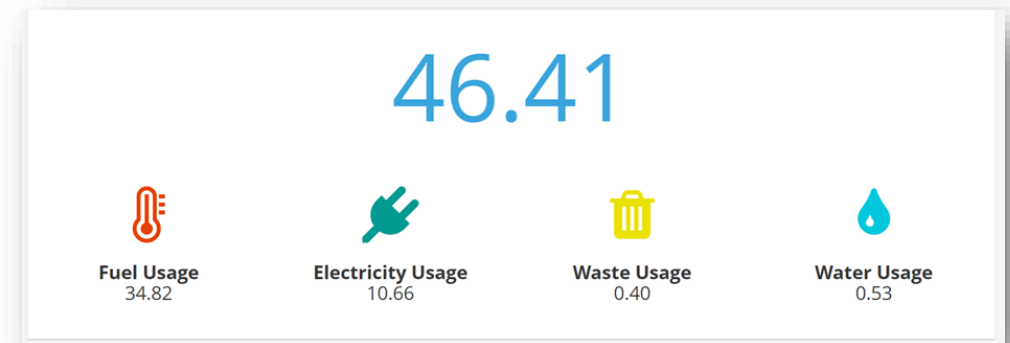
Our findings:

- Your school waste has a very low Carbon impact although continued work to keep on top of your recycling is valuable work to address plastic pollution.
- In some areas of the school, both hand dryers (rented) and paper towels are being used. The carbon footprint of paper towels is considerably higher due to the emissions produced during their manufacturing, transportation, and disposal processes.



Suggested actions:

- Remove the paper towels where you currently have both options.



Pillar areas:

1. Nature

Biodiversity and Green Infrastructure

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

Our findings:

- The school has an excellent garden area, but it is not maintained and not used. Some voluntary parents work has cleared it. It was identified that Lily could run a gardening club. There would then be lots of potential for Curriculum integration for the work there.

Suggested actions:

- School Leaders to look for opportunities to embed the National Education Nature Park in the wider curriculum and school enrichment plan - with the support of Let's Go Zero. *Curriculum Link: EYFS Science Animals, Insects and Invertebrates, Plants; Year 4 Living Things and their habitats*



Pillar areas:

1. Adaptation
2. Resilience

Adaptation and Resilience

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

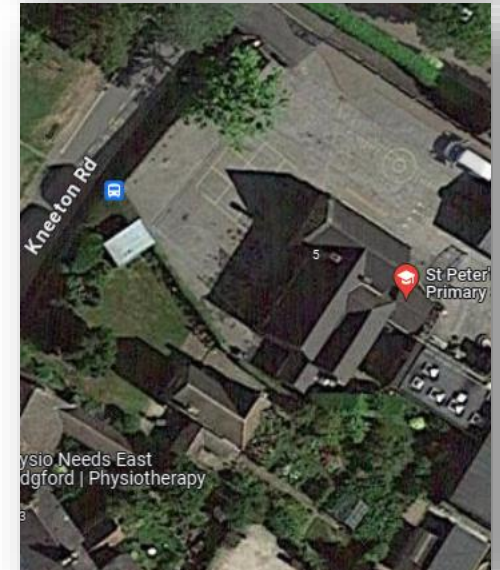
Adaptation and resilience

Our findings:

- The school has invested well in Solar window screening.
- Regular flooding of road in village prevents access to the school. Collapsed drains and run off from nearby fields exacerbates this.
- Limited on playground shade – school is aiming to raise money for shade sails.

Suggested actions:

- Severn Trent Water are currently offering free water audits for schools. As part of the audit, they will monitor your business's current water usage and provide personalised water saving advice, tailored to your business. They'll fit water saving devices, replace any old fixtures and fittings, and identify opportunities to fix leaks all for free [Business water form](#) | [Get in touch](#) | [Severn Trent Water](#) (stwater.co.uk)
- Consider applying for funding from the Severn Trent Community Fund for improvements such as shade sails and planting – any bid would need to evidence the benefit for people, place and environment. Your Climate Action Advisor can offer support with this.



Next steps:

Next week:	We will send over your action plan
Within 1 month:	To meet with whole staff to go through action plan
3 months:	Progress checkpoint
6 months:	Progress checkpoint
9 months:	Progress checkpoint
12 months:	Redo Count Your Carbon calculation. Celebration of success with whole school assembly

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