

Climate Action Plan

St Anne's C of E Primary School

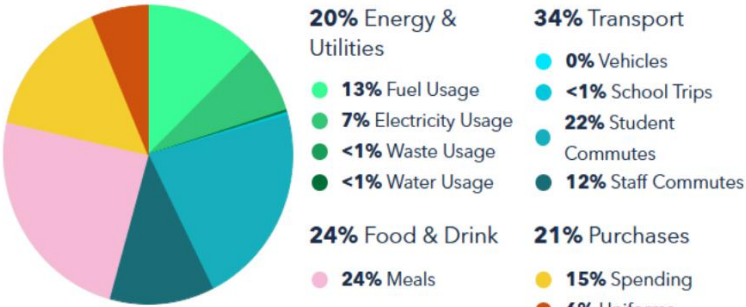
1 year plan Spring 2026 – 2027



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Your school's carbon baseline: TBC t CO₂e Calculation: Month Year

RECOMMENDED FIRST STEP

ACTION	NOTES	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 and gives you a baseline against which to measure progress, year on year.</p> 	<p>Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.</p> <p>Aligned with the Department for Education's Sustainability and Climate Change Strategy, Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.</p> <p>Calculating your carbon footprint is a great first step on your decarbonisation journey. It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support.</p> <p>If you choose to complete this action, you can add your carbon baseline and the calculation date to the yellow box above. You can then repeat the calculation in 12 months' time to see the difference.</p>	



Progress Key

Not Started

In Progress

Stalled

Complete

Climate Action Plan history

Last reviewed:

★ = high carbon reduction actions

GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Sign up to the Let's Go Zero campaign</p> <p>By joining this campaign, your school confirms 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.</p>	<p>Start: 22/5/26 Review:</p>	<p>Mark Farrell Caroline Sibson</p>	<p>Signed up -22/5/26</p>	
<p>Set up a sustainability working group</p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking</p>	<p>Start: 22/5/26 Review:</p>	<p>Mark Farrell Caroline Sibson Jo Kingman</p>	<p>Started - 22/5/26</p> <p>School teacher to be assigned responsibility in the future.</p>	

<p>the title of 'Sustainability Lead' and where possible provide PPA time for this role.</p>				
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.</p>	<p>Start: 2025 Review:</p>	<p>Mark Farrell Caroline Sibson Jo Kingman Class teachers</p>	<ul style="list-style-type: none"> - Forest School started 2025 - New curriculum in the process of being developed which has strong community stewardship and sustainability links - Collaborative planning around curriculum to enhance these golden threads - School Business Manager formed links with local companies to reduce heating bills and lighting - LED lights are now installed throughout the school. - Thermostats have been installed on every radiator to reduce unnecessary use of heating - School staff working with PTA to produce a school natural meadow - Children wrote to Anglian Water to encourage them to fix a water leak. - We have worked with the Woodlands Trust and planted 20 sapling trees on the school sight - The Year 6 class learnt about climate chane and held a climate summit with local MP/ councillors in attendance. - Year 6 class will attend the next council meeting. - Gardening Club is starting in September. - Year 5 are growing vegetables to be eaten. - We hold Walk to School Week every year. 	

1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>★ (C01 – C03) Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE.</p>	<p>Start: 2025 Review: Sept 2026</p>	<p>Jo Kingman Matthew Bannister</p>	<p>School Caretaker has changed the lighting outside so that it is turned off over the summer.</p> <p>The settings on the heating have been changed over winter to turn off at 4pm rather than 6pm.</p> <p>Radiator thermostats are all set at not higher the 3 and permission should be sought to turn them higher. This also allows staff to turn heating down to save waste.</p> <p>Water temperatures are checked monthly by an outside company.</p>	
<p>(C05) Install and check TRVs on radiators</p> <p>Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators and should be set around their “3” setting.</p>	<p>Start: 2026 Review: Completed</p>	<p>Jo Kingman Matthew Bannister</p>	<p>See above</p>	
<p>(J02) Install LED lighting</p>	<p>Start: 2025 Review: Completed</p>	<p>Mark Farrell Jo Kingman</p>	<p>Completed 2025.</p>	

ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Take part in a switch off campaign</p> <p>Take part in a switch off campaign, e.g. Switch Off Fortnight. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start: Sept 2026 Review:</p>	<p>Helen Curtis</p>	<p>School Council initiative starting academic year 2026-27</p>	
<p>D01: Remove obstructions in front of radiators (this blocks the heat)</p>	<p>Start: 2026 Review: Completed</p>	<p>Matthew Bannister</p>	<p>Caretaker monitors this on a weekly basis.</p>	
<p>D02: Ensure lights and equipment are switched off at the end of the day</p>	<p>Start: 2025 Review:</p>	<p>Mark Farrell</p>	<p>The cleaner does this when she locks up.</p> <p>Initiatives to turn off electrical devices - responsibility of class teachers, TAs and office staff.</p> <p>School Council</p>	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Increase the number of planet friendly, meat-free options on offer every day</p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and</p>	<p>Start: 2025 Review: Completed</p>		<p>School Business Manager, Head Teacher and the Cooks meet every half term to review the school menu. The menu is designed in-house, as is our catering. We provide meat-free options on a daily basis.</p>	

interesting meat substitutes will make switching from meat easy and appealing!			The menus include quorn options and there is a salad bar on a daily basis.	
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PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Reduce branding on uniform and other school items Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO ₂ limits on embroidery and personalisation.	Start: Sept 2026 Review:	Mark Farrell	Head Teacher in the process of producing a uniform policy to state that uniform doesn't have to be branded.	

WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Provide students with education on the importance of reducing, reusing and recycling correctly Teach students about the waste hierarchy: 'Reduce -> Reuse -> Recycle' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.	Start: 2025 Review:	Mark Farrell Caroline Sibson Class Teachers	See action 3	

TRANSPORT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Provide cycle proficiency lessons in school</p> <p>Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p>	<p>Start: completed</p> <p>Review: completed</p>	<p>Caroline Sibson</p> <p>Claire Roberts</p>	<p>Bikeability sessions are provided to Year 6 children each year.</p>	

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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</p> <p>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO₂ levels using devices.</p>	<p>Start: 2025 Review:</p>	<p>Mark Farrell Caroline Sibson Class Teachers</p>	<p>Broken velux windows fixed - audit to be completed to check all are in use.</p> <p>Training to be provided to staff to ensure that classrooms are appropriately monitored.</p>	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Install water butts to harvest rainwater</p> <p>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.</p>	<p>Start: Completed Review:</p>	<p>Matthew Bannister</p>	<p>Completed.</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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>(B03) Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p> <p>Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.</p>	<p>Start: 2025 Review:</p>	<p>Mark Farrell Forest School Staff</p>	<p>A mini pond has been added to the Forest School area.</p> <p>We are creating a wildflower meadow.</p> <p>We work with a local charity to install bird boxes and bug hotels throughout the whole school site.</p> <p>We aim to create a full-size pond. - Spring Term 2027</p>	
<p>Create accessible outdoor spaces that enable students to connect with nature</p> <p>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</p>	<p>Start: Review:</p>	<p>Mark Farrell</p>	<p>The Forest School area has been enhanced and continues to be enhanced.</p> <p>Classes receive weekly Forest School for a term per year.</p> <p>Development of the meadow - see above</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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
A01 Appoint a green governor	Start: 2026 Review:	Mark Farrell	To be discussed at next Governors Meeting - July 2026.	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Create an environment where lessons can be taught outside in all subjects</p> <p>Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School Association, Learning Through Landscapes or the National Education Nature Park.</p>	Start: 2025 Review:	Mark Farrell	<p>Forest School area - see above</p> <p>The new curriculum contains an increase amount of outside learning.</p> <p>The courtyard is being developed into an outdoor classroom/ library once funding is available.</p>	

GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Provide opportunity for all pupils to take leadership on sustainability</p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p>Start: 2025 Review:</p>	<p>Mark Farrell</p>	<p>Year 6 Climate Summit - see above.</p> <p>Litter Picking Club</p> <p>School Council initiative - to be more aligned with sustainability for 2026 to 2027.</p>	



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