

Climate Action Plan

Priory Woods School & Arts College

1 year plan Autumn Term 2025 – 2026



will.ewens@letsgozero.org

Your school's carbon baseline: 496.91t CO₂e Calculation: October 2025

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **496.91 tonnes co₂e*** per year

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	211.1	42%
	Electricity	2	0	0%
	Waste	3	0.2	<1%
	Water	3	2.8	<1%
Transport	School vehicles	1	17.2	3%
	School trips	3	0	0%
	Student commuting	3	45.3	9%
	Staff commuting	3	46.6	9%
Food	Food	3	57.3	12%
Purchasing & Uniform	Purchasing	3	116.4	23%
	Uniform ***	Out-of-scope	0	n/a



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: Review:</p>			Complete
<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>Start: Review:</p>			Complete
<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: Review:</p>	Kate Thompson		To do
<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 the title of 'Sustainability Lead' and where possible provide PPA time for this role.</p>	<p>Start: Review:</p>	<p>Susan Robinson</p> <p>Kate Thompson</p> <p>Nicola Ure</p>		Complete

		Katy French		Overall projected carbon savings: 8% – 19%
		Emma Fox		
		Simon Davison		

Progress Key

★ = high carbon reduction actions

Not Started

Last reviewed:

In Progress

Stalled

Complete

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
<p>★ 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>	Start: Review:	Simon Davison	As a Special Needs school, we have historically held our classroom temperatures at 21°C however, we will reduce by 1°C and monitor comfort	ongoing
<p>Install LED lighting</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p>	Start: Review:	Simon Davison	You can use LED lights that change colour to take account of sensitivities. We replace broken lights with LED lights.	Ongoing
<p>Investigate the potential for solar panels</p> <p>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community</p>	Start: Review:	Susan Robinson	We will look at this for our Post 16 building and the main school	Ongoing

energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: Solar for Schools & Eden Sustainable .				
<p>★ Install a Combined Heat and Power (CHP) system</p> <p>A CHP system generates both electricity and heat at once, making energy use more efficient by capturing and using heat that would otherwise be wasted. However they require a large and regular heat demand to be cost effective. If you have a pool or high community usage of school buildings during holidays, investigate whether a CHP system might be a more energy-efficient route to manage heat and power for your circumstances.</p>	<p>Start: Review:</p>	<p>Susan Robinson</p>	<p>This will need investment clearly and will require further advice if you do decide to go down this route. We recommend it as a possible solution for schools with swimming pools.</p>	<p>Not yet started</p>

ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Implement a power down strategy for electrical devices and appliances</p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p>	<p>Start: Review:</p>	<p>Susan Robinson, Glen Grout, Nicola Ure</p>	<p>All IT equipment has a power down strategy</p> <p>Student council are working on a campaign across school to remind staff and pupils to turn equipment off</p> <p>Lights are on sensors in some rooms, some of our rooms need a switch.</p>	<p>ongoing</p>
<p>Monitor energy use on a regular basis through dedicated platforms</p> <p>Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.</p>	<p>Start: Review:</p>	<p>Susan Robinson</p>	<p>The LA manage our energy and so it is difficult to access these platforms. SR will speak to the LA about having access to this. It is also difficult to manage the energy just for our school as we share the building with Outwood Academy.</p>	<p>Not yet started</p>

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.</p>	<p>Start: Review:</p>	Kate Thompson	There are also excellent resources at Accessible Chef	Not yet started
<p>Increase the number of planet friendly, meat-free options on offer every day 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 interesting meat substitutes will make switching from meat easy and appealing!</p>	<p>Start: Review:</p>	Emma Fox	Check what is currently on offer from Catering company	Not yet started

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Carry out a bin audit to ensure mandatory recycling requirements are being met New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p>	<p>Start: Review:</p>	Emma Fox		Complete
<p>Provide students with education on the importance of reducing, reusing and recycling correctly Teach students about the waste hierarchy: '<i>Reduce -> Reuse -> Recycle</i>' through a variety of assemblies, workshops and</p>	<p>Start: Review:</p>	Nicola Ure / Kate Thompson		ongoing

<p>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.</p>				
<p>Run waste/plastic reduction initiatives or campaigns with pupils and staff Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a Plastic Free School with Surfers Against Sewage using their free resources.</p>	<p>Start: Review:</p>	<p>Emma Fox</p>		<p>ongoing</p>

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Develop your uniform exchange and extend existing reuse practices Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>	<p>Start: Review:</p>	<p>Susan Robinson. Paula Smith</p>	<p>Preloved uniform stalls at Easter fairs</p>	<p>ongoing</p>
<p>★ Follow sustainable practices when choosing external companies and how you use them This involves researching and understanding the sustainability and ethical credentials of companies before buying from them, e.g. ensuring they do not take part in deforestation practices. Incorporating sustainable buying practices, e.g. buying in bulk, can also improve the sustainability of your procurement.</p>	<p>Start: Review:</p>	<p>Susan Robinson</p>		<p>ongoing</p>

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Provide cycle proficiency lessons in school 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).	Start: Review:	Kate Thompson	This may only be appropriate for a small number of your students. Bikeability offer adapted cycling lessons for students with additional needs. Kate has approached someone to do cycle proficiency	ongoing
Introduce a salary sacrifice scheme for EVs A salary sacrifice scheme is an employee benefit that allows your team to access a range of electric vehicles at no upfront cost.	Start: Review:	Susan Robinson	Not available from the LA	Not yet started
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	Start: Review:	Susan Robinson	Most of your school minibuses are electric so this may save you money, particularly if you are, eventually, able to generate your own renewable electricity through solar PV.	Not yet started

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
Conduct a climate resilience audit Conduct a climate resilience audit of the school site, e.g.	Start: Review:	Simon Davison		Not yet started

To check all windows and blind open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.				
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service . Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: Review:	Susan Robinson		Not yet started
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days.	Start: Review:	Susan Robinson	Some awnings/shaded areas in place	ongoing

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
Take part in The Nature Park The Nature Park aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Start: Review:	Kate Thompson, Susan Robinson	Activities like sound mapping and texture mapping may work well with students with complex needs. There is a filter on the NENP website for specific SEND resources.	ongoing

<p>Create accessible outdoor spaces that enable students to connect with nature 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>Susan Robinson, Katie French, Maisie Johnson</p>		<p>ongoing</p>
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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
<p>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>	<p>Start: Review:</p>	<p>Nicola Ure</p>	<p>Student council currently acting as Eco club</p>	<p>ongoing</p>

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Complete a curriculum audit Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as The Harmony Project and Map The Curriculum may be helpful for this.</p>	<p>Start: Review:</p>	<p>Kate Thompson, Katy French</p>	<p>Year 4 science curriculum currently being written</p>	<p>ongoing</p>
<p>Survey staff on how they feel about teaching sustainability issues Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate</p>	<p>Start: Review:</p>	<p>Emma Fox</p>		<p>Not yet started</p>

change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a template survey you can use.				
<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>	<p>Start: Review:</p>	<p>Kate Thompson, Katy French, Nicola Ure, Emma Fox, Susan Robinson</p>		ongoing

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p>	<p>Start: Review:</p>		Not suitable for our school	Not started



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Registered number: 05062574/ Charity number: 1104153
The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP