St Agatha's Catholic Primary School

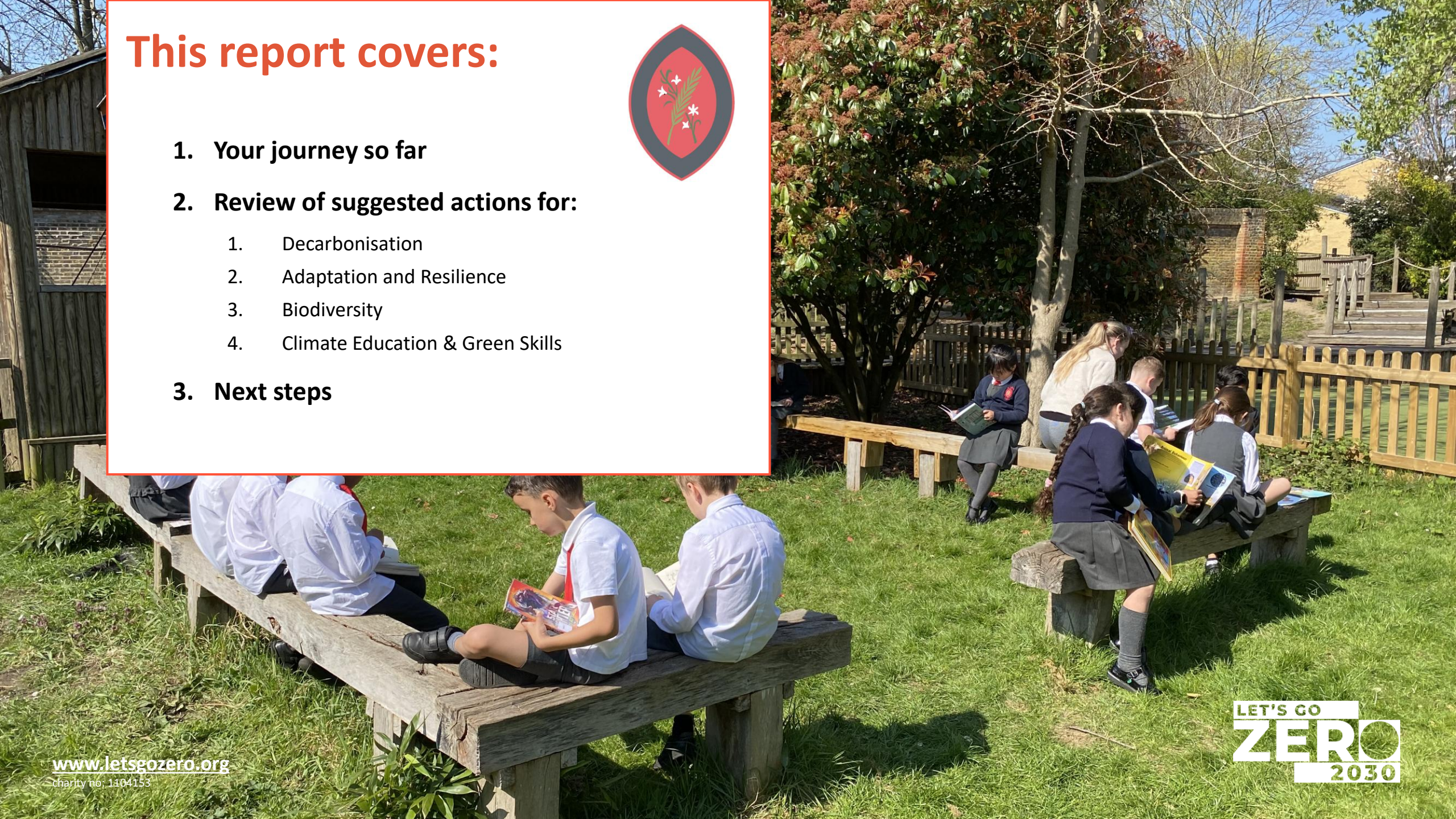
Sustainability Report

24th March 2024

LET'S GO ZERO 2030

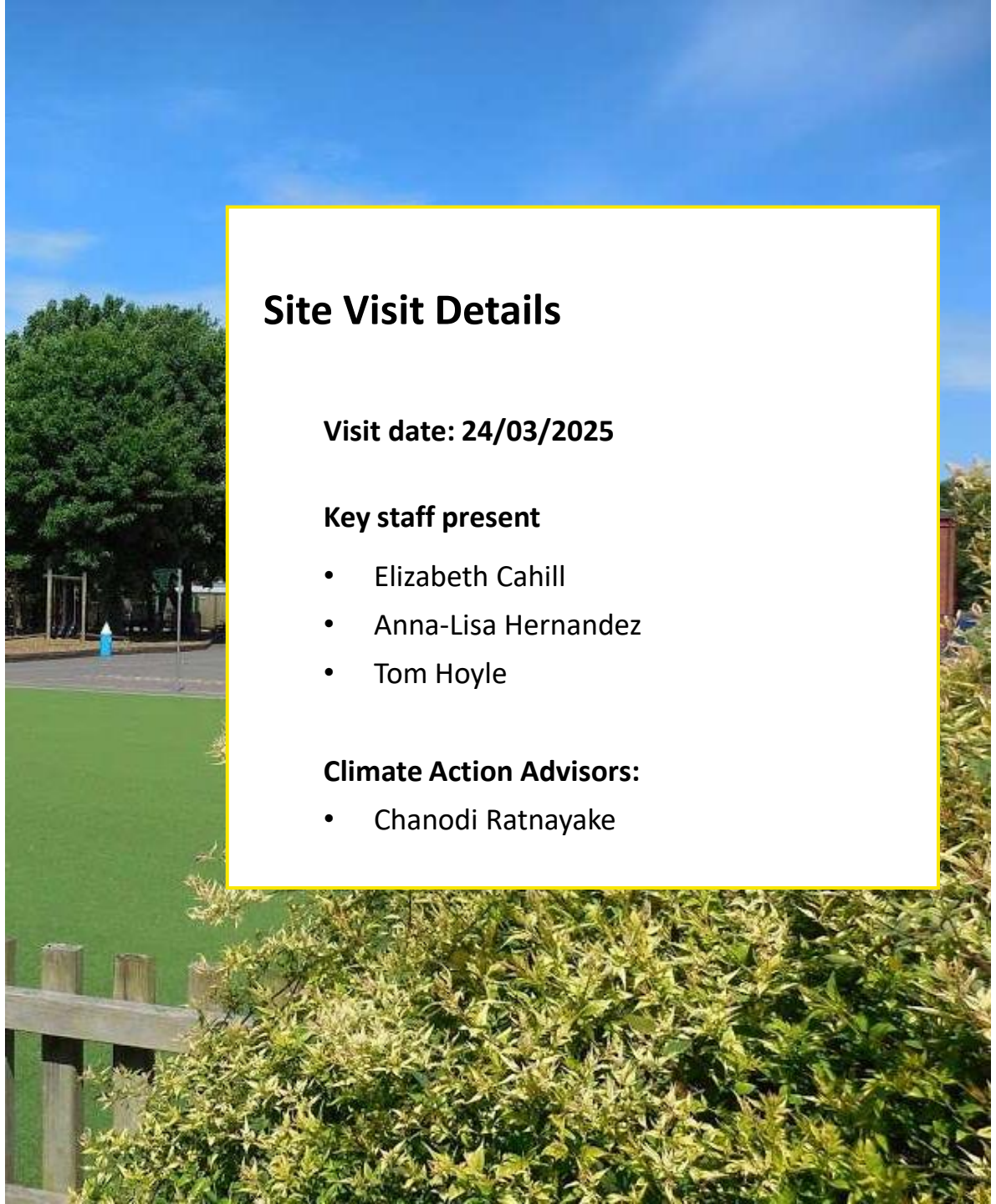
This report covers:

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



Your journey so far…

- ✓ **Engagement:** You are enthusiastic and motivated to promote sustainability within the school, with dedicated staff members and students.
- ✓ **Energy Efficiency:** The school actively reduces energy consumption with LED and motion sensor lighting and double-glazed windows. It is further supported with efficient boiler setting and student initiatives.
- ✓ **Biodiversity:** The school actively promotes outdoor learning through existing trees for shading, spaces for planting, an outdoor learning area with seating, and an active nature club.
- ✓ **Waste Management:** There are waste management procedures in place with recycling bins in all necessary areas and responsible education.
- ✓ **Transportation:** Promotes active travel through recent travel surveys, carpooling encouragement, cycle-to-work scheme and student cycle proficiency courses. Currently monitors air quality on school grounds.



Site Visit Details

Visit date: 24/03/2025

Key staff present

- Elizabeth Cahill
- Anna-Lisa Hernandez
- Tom Hoyle

Climate Action Advisors:

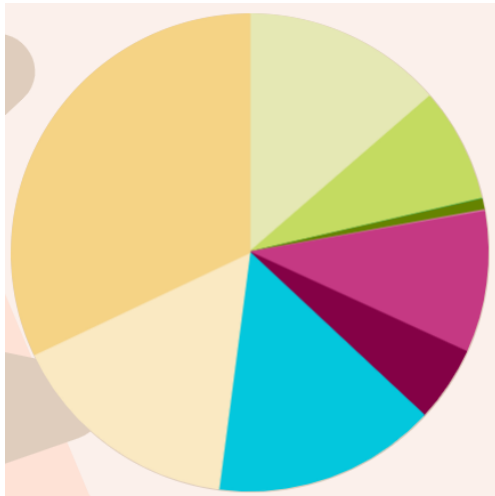
- Chanodi Ratnayake

St Agatha's CP School's Count Your Carbon Score

LET'S GO ZERO 2030

258.08

Tonnes co_2e* per year



22%
Energy & Utilities
- **14%** Fuel Usage
- **8%** Electricity Usage
- **<1%** Waste Usage
- **<1%** Water Usage

15%
Transport
- **0%** Vehicles
- **<1%** School Trips
- **10%** Student Commutes
- **5%** Staff Commutes

15%
Food & Drink
- **15%** Meals

48%
Purchases
- **16%** Spending
- **32%** Uniforms

Operational area	Emissions area	t co_2e*
Energy & Utilities	Fuel Usage	35.2
	Electricity Usage	20
	Waste Usage	0.1
	Water Usage	1.9
Transport	Vehicles	0
	School Trips	0.2
	Student Commutes	24.7
	Staff Commutes	13.2
Food & Drink	Meals	39
Purchases	Spending	41
	Uniforms	82.7

*'t co_2e' or 'co_2e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

COUNT YOUR CARBON

How your footprint per pupil compares…

Area	St Agatha's Catholic Primary School	Average of LGZ Primary Schools	How are you performing?
Total footprint	**0.69**	**1.03**	**Better than Average**
Gas/Fuel	0.09	0.13	Better than Average
Electricity	0.05	0.14	Better than Average
Food	0.10	0.16	Better than Average
Student commute	0.07	0.19	Better than average
Staff commute	0.04	0.10	Better than Average
Purchasing	0.11	0.14	Better than Average
Uniform	0.22	0.21	Slightly above average

Tonnes of CO2 per pupil per year.
Data taken from Count Your Carbon scores of schools engaging with the Climate Action Advisor.

Decarbonisation & Energy Efficiency

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

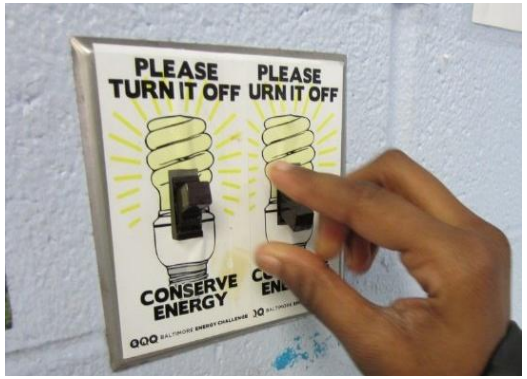
Pillars to be discussed:

- **Energy**
- **Transport**
- **Food**
- **Waste**

Energy

Our findings:

- ✓ You have LED and motion sensor lights, and your windows are double-glazed.
- ✓ You use efficient boiler settings and involve students in energy saving initiatives.
- → Currently investigating potential for solar panels.



Suggested actions:

- ☐ **Install solar panels**
- ☐ **Access support from your local Net Zero Hub**
  Offer technical advice, general guidance on retrofits, and project management support for funding applications and review Heat Decarbonisation Plans.
- ☑ **Undertake a school audit to identify areas of thermal loss**
  This can be done by the site manager, with assistance from older students.
- ☐ **Commission an energy audit or heat decarbonisation plan**
  Key recommendation to reduce costs, identify and priorities energy-saving upgrades.
- ☐ **Monitor energy use on a regular basis through online platforms.**
  Sign up to Energy Sparks, monitor and reduce energy use through visual dashboards and friendly competition – Applicable for electric smart meters.

Greater South East Net Zero Hub

Food & Waste

Our findings:

- ✓ Your caterer sources food locally
- ✓ You offer a meat-free day and a vegetarian option on the menu.
- ✓ There are recycling bin in all necessary areas and educate students on recycling.
- → There is potential to grow food in the garden.

Suggested actions:

- ☐ **Education around recycling as part of assemblies or other whole school opportunities**
  Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this. Visit a recycling plant as a whole school opportunity.

- ☐ **Weigh food waste from kitchen and plates and share results**
  Get students involved in food waste weigh-ins as part of their curriculum or eco-club activities to educate about food waste. WWF Resources.

- ☐ **Engage with a plastic reduction campaign e.g. Surfers Against Sewage**
  Access resources, educate students on reducing plastic waste, commit to eliminate 3 types of single use plastic, and receive a plaque.

Travel

Our findings:

- ✓ You have conducted a recent travel survey and encourage staff to carpool.
- ✓ You offer cycle-to-work scheme for staff and cycle proficiency courses for students.
- ✓ The school have cycle, scooter storage facilities and monitor air quality on school grounds.
- → There's potential to further encourage students and staff to active travel and improve skills.

Suggested actions:

☐ **Develop an active travel plan**
The school travel plan can focus on promoting sustainable transport

☐ **Run active travel campaigns**
Participate in any three annual Active Travel Weeks. E.g., Living Streets, Sustrans Big Walk and Wheel, Clean Air Day, and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. More examples can be provided by the CAA.

☐ **Promote walking/cycling/public transport to school/ Park & Stride**
Communicate to the wider school community the benefits of active travel.

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:

- **Water**
- **Adaptation & Resilience**

Water

Our findings:

- ✓ Your water system is regularly checked for leaks and is maintained by a caretaker.
- ✓ The school has implemented measures to reduce water wastage in toilets.
- ✓ Water butts and outdoor shading in play areas are available on site.

Suggested actions:

☐ **Raise awareness around water consumption and efficiency through workshops**
Contact your local water company who may have an education team or free, from assembly sessions and webinars to school visits.

☐ **Install a solar hot water cylinder**
(As an alternative to installing solar panels for the whole school)
To do this you should have the roof space and integrity investigated to assess whether your roof can accommodate it, and if your heating system is compatible.

Adaptation & Resilience

Our findings:

- ✓ There are mature trees on site with shading in the summer.
- ✓ All windows in the school has external shading and heat reflective blinds in classrooms.
- ✓ You regularly check and clean gutters.
- → Potential to further educate school community on climate resilience and take action.

Suggested actions:

☐ **Conduct a grounds audit for climate resilience**
Involve students to conduct a climate resilience audit of the school grounds. Learning Through Landscape's Climate Ready School Grounds survey.

☐ **Adapt planting on site for shade & climate resilinace**
E.g., Planting to improve soil health, drought tolerant plants to save water, wildflower meadow, vertical gardens for shade, etc. Explore Woodland Trust and RHS for offers.

☑ **Replace the rear fence to improve safety of the students.**
Consider allocating funds from the Health and Safety Budget. Apply for external funding opportunities.

Biodiversity & Green Infrastructure

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

Pillars to be discussed:

- **Nature**

Nature

Our findings:

- ✓ You have an outdoor learning space equipped with seating.
- ✓ There's an active nature club in school
- ✓ There's adequate space for planting trees and biodiversity to thrive.
- → Potential to further engage students in improving wildlife and biodiversity on site.

Suggested actions:

☐ **Have pupils carry out wildlife surveys**
Conduct wildlife surveys and habitat mapping using the NENP resources.
Take part in activities such as the Big Birdwatch with the RSPB.
Complete a biodiversity assessment and explore outdoor plantlife.

☐ **Increase biodiversity to support local wildlife**
E.g. Pollinator-friendly plants, wildflowers, birdfeeders, Bee hives, bat boxes, bug hotels

☐ **Enroll with The National Education Nature Park.**
This programme promotes student action to enhance biodiversity on school grounds through nature-based learning. They offer support and guidance.

National Education Nature Park

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:

- **Curriculum**
- **Culture**
- **Green Skills & Careers**

Culture

Our findings:

- ✓ You encourage sustainability within your school
- → The school can further strengthen its commitment to sustainability by appointing a sustainability leadership team.

Suggested actions:

- ☐ **Add sustainability goals/ projects/ successes to school website**
  Promote climate action achievements and community engagement through a dedicated sustainability page on the school website. School Exmaples: 01, 02.

- ☐ **Set up a sustainability award for students or classes**
  Implement an Eco Award to celebrate and encourage sustainable practices among students. E.g., For the class who do the most recycling/ energy saving/ litter picking/ etc.

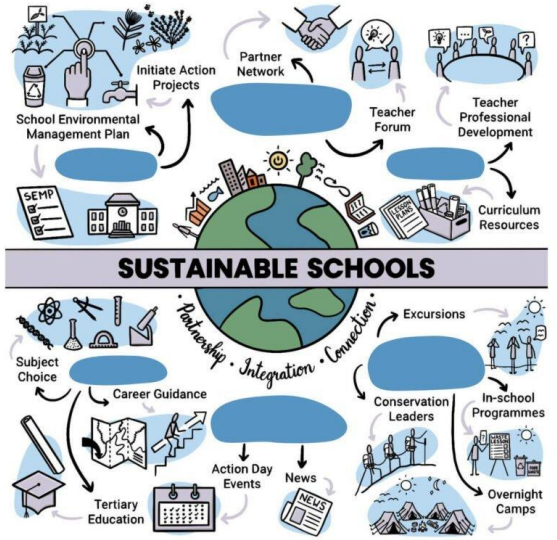
- ☐ **Appoint a sustainability working group within the school.**
  Appoint a designated sustainability lead with sufficient PPA time. You can also Form a working group of governors, teachers, staff members and parents to support this effort.

- ☐ **Investigate and provide CPD opportunities for staff on sustainability**
  E.g., Let's Go Zero Course, Carbon Literacy Project, or Climate FRESK.

Curriculum, Green Skills & Careers

Our findings:

- ✓ You encourage outdoor learning.
- → Staff members are interested and confident in communicating about sustainability in their curriculum, but there is room for improvement.



Suggested actions:

☐ **Complete a curriculum audit & incorporate sustainability**
Teach the Future and Ministry of Eco Education provide resources and ways to link the curriculum to sustainability. Explore mapping tools to understand where climate change content is found in the curriculum. More resources can be provided by the CAA.

☐ **Share best practice and ideas internally**
Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads.

☑ **Set up a forest school**
Refer guides, ideas and resources for setting up a forest school.

☐ **Access the Climate Ambassadors scheme.**
Connect with local Climate Ambassadors and invite them to conduct school assemblies on curriculum-linked topics.

CLIMATE AMBASSADORS
In association with EAUC, STEM Learning and the University of Reading

TEACH THE FUTURE

Next steps

Immediate Next Step:	Finalise the actions for the Climate Action Plan (15 to 20 actions)
Within 1 month:	We will send over your Climate Action Plan
	Meet with key staff members to go through the action plan
3 – 4 months:	Check-in on progress and review actions
6 months:	Celebration of success with whole school assembly
9 months:	Review actions and add to action plan
1 year:	Redo Count Your Carbon calculation

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

Chanodi.ratnayake@letsgozero.org