

Climate Action Plan

Cranford Primary School

1 year plan Autumn 2025 – 2026



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Climate Action Plan history	
Last reviewed:	
Progress Key	
Not Started	
In Progress	
Stalled	
Complete	

★ = high carbon reduction actions

Overall projected carbon savings: 8-18%

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>			Completed
<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: Jan Review: July</p>	<p>JC SE</p>	<p>Generate baseline figure</p> <p>Work with Eco Warriors to look to improve carbon footprint</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: Jan Review: Sept 26</p>	<p>KK DB</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 the</p>	<p>Start: Jan Review: Sept</p>	<p>DB to lead</p>	<p>Put in staff meeting to set up the group</p>	

title of 'Sustainability Lead' and where possible provide PPA time for this role.				
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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>Install a smart meter</p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks.</p>	<p>Start: Jan Review:</p>	SE	SE to action	
<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>	<p>Start: Sept 25 Review:</p>	AT	Complete	
<p>Audit PIR (motion) sensors on lights and see if more are needed</p> <p>Sensors are most effective in areas with intermittent use, such as corridors and toilets. If LED lighting is not in place or is not possible for the setting, installing PIR (motion) sensors is a good alternative (~£10 per light plus fitting).</p>	<p>Start: Jan Review:</p>	SE	SE to discuss with electrician	

<p>Maximise value from your existing solar panels</p> <p>Keep panels clean to maintain performance, inspect wiring for electrical safety, make full use of any Feed-in Tariff (FiT) or Smart Export Guarantee (SEG) income, and use generation data as a hands-on learning opportunity to engage students with renewable energy.</p>	<p>Start: Sept Review:</p>	<p>SE</p>	<p>A contract is now in place to service, clean and monitor solar panels</p>	
<p>Get support from KIER on your HVAC system</p>	<p>Start: Jan Review:</p>	<p>SE</p>	<p>Kier are coming in over Easter to look at the BMS system</p>	
ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Incentivise students to address energy usage</p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.</p>	<p>Start: Sept Review:</p>	<p>DB</p>	<p>Eco - warriors meetings</p>	
<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: July 26 Review:</p>	<p>AD SLT</p>		
<p>Monitor energy use on a regular basis through dedicated platforms</p>	<p>Start: Jan Review:</p>	<p>JC</p>	<p>Research further into this</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>Ensure staff understand how to heat their rooms in the most energy efficient manner</p> <p>Give staff clear instructions on how to manage heating in areas they are responsible for, e.g. ensure all teachers know where thermostatic radiator valves (TRVs) are or how to control their classroom thermostat, to turn radiators off before opening windows and how to be proactive rather than reactive to overheating issues. .</p>	<p>Start: Jan Review:</p>	KK	Staff meeting reminders monthly	
<p>Investigate options for external doors that are often left open</p> <p>Heat is currently being lost through external doors being left open. Investigate options for either behaviour change, butchers curtains or automatic doors.</p>			Discussion with staff during staff meetings	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Arrange a menu consultation through an external organisation e.g. ProVeg</p> <p>Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to ProVeg for a free menu consultation / advice on this. Engaging your catering team or provider with this is a</p>	<p>Start: February Review: July</p>	<p>JC JC Wilson Jones team RN</p>	JC to organise meeting with Wilson Jones	

great way to bring them on board with your sustainability efforts.				
<p>★ Introduce a plant-based/planet friendly day</p> <p>Adding an planet-friendly day increases your vegan and vegetarian meal uptake.</p>	<p>Start: Review:</p>		Discussion with above team regarding this	
<p>Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc</p> <p>Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.</p>	<p>Start: Jan Review: July</p>	<p>SLT MLT</p>	Curriculum meetings	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Continue good practice on recycling and reducing waste</p> <p>Teach students about the waste hierarchy: '<i>Reduce -> Reuse -> Recycle</i>' through a variety of assemblies, workshops and initiatives. Ensure recycling bins are well labelled and used. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p>	<p>Start: Jan Review:</p>	Eco team	Eco Warriors continue to encourage this	
<p>Continue to monitor paper use and take steps to reduce consumption</p> <p>Use printer management software such as PaperCut to track, control, and reduce printing across devices, set printer quotas, and encourage double-sided and B&W printing. Encourage all teachers and office staff</p>	<p>Start: Jan Review: July</p>	JC SE	Discuss with IBM	

to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc. Actively encourage the use of scrap paper trays though-out classrooms and offices.				

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>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: Feb Review: July</p>	<p>All staff</p>	<p>Utilise February parents evening to set this up</p> <p>End of year procedures</p>	
<p>★ Follow sustainable practices when choosing external companies and how you use them</p> <p>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: Feb Review: July</p>	<p>Admin team</p>	<p>SE to develop Sustainable Procurement Policy</p>	
<p>Develop a Sustainable Procurement policy</p> <p>A Sustainable Procurement Policy is a document that outlines your school's commitment to purchasing in a way that is both sustainable and ethical. You can find</p>	<p>Start: July Review:</p>	<p>JC SE</p>	<p>SE to develop Sustainable Procurement Policy</p>	

some further advice and links on creating a sustainable procurement policy here .				
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Continue to run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns, contributing to your Gold Accreditation for Travel For Life. eg Living Streets' Wow campaign and Sustrans' Big Walk and Wheel. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p>	<p>Start:</p> <p>Review:</p>	<p>All staff</p>		
<p>Consider environmental impact of school trips</p> <p>Continue to use more sustainable travel options and reduce the distance of school trips.</p>	<p>Start:</p> <p>Review:</p>	<p>KK</p> <p>MLT</p> <p>CM</p>	<p>Including sports tournament</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

<p>Build sheltered areas on playgrounds for heat resilience</p> <p>Use awnings/shading measures to provide adequate shelter for students on hot days.</p>	<p>Start: April Review: July</p>	<p>SE JC AD</p>	<p>Will look to get quotes</p> <p>Also can use Adobe as a cool place to shelter from sun (when surrounding grounds are made safe)</p>	
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WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Check site for leaks using your water meter</p> <p>Check your site for any water leaks using your water meter. You can access a water audit from your water supplier - email dion.bachmann@groundwork.org.uk to inquire about water audits being done by Groundwork on behalf of Thames Water. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p>	<p>Start: Feb Review:</p>	<p>AD</p>	<p>Site team to complete this during their regular checks</p>	
<p>Raise awareness around water consumption and efficiency</p> <p>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more. Thames Water have education resources to raise awareness for pupils.</p>	<p>Start: Feb Review:</p>	<p>DB</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
<p>Take part in The Nature Park</p> <p>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. This also contributes to Green Skills.</p>	<p>Start: Jan Review: July</p>	<p>All staff</p>	<p>Share with staff - link to our partnership with Let's Go Outside</p>	
<p>Establish a gardening/nature club</p> <p>Revamp the raised beds and find someone to oversee the planting. Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.</p>	<p>Start: April Review: July</p>	<p>LD</p>	<p>LD to look to find volunteers for Summer term. (I do know a lady who might be interested - Sara)</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 & CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

<p>Continue to work for the Eco Schools award</p> <p>Work with the 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: Sept 25 Review: July</p>	<p>DB</p>		
<p>Appoint a sustainability focused governor</p> <p>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.</p>	<p>Start: March Review:</p>	<p>JC NR</p>	<p>Add to agenda for Gov day</p>	
<p>Provide CPD opportunities for staff on sustainability</p> <p>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.</p>	<p>Start: Sept Review:</p>	<p>KK</p>	<p>Add to our INSET timetable and staff meeting notes as agreed above</p>	
<p>Amend your curriculum to incorporate sustainability</p> <p>Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum as well as the Nature Park.</p>	<p>Start: Jan Review:</p>	<p>SLT</p>	<p>Curriculum development activities</p>	
<p>Engage with the conservation area</p> <p>Once the conservation area has been revitalised 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>Paused until neighbouring construction has been completed.</p>	



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