

# SUSTAINABILITY AT DRAKE PRIMARY SCHOOL

Our school vision is: 'Our school and curriculum empower pupils to be advocates and agents of change for a more sustainable world.'



Sara Farish and Danielle Ware  
Sustainability leads

# WHY DID DRAKE DECIDE TO TAKE ACTION ON SUSTAINABILITY?

Baseline pupil voice:  
"Ice is melting for polar bears" Jane

"It is getting hotter, the planet is getting hotter." Isla

"Climate change makes it hard for us all to live safely."

Cai

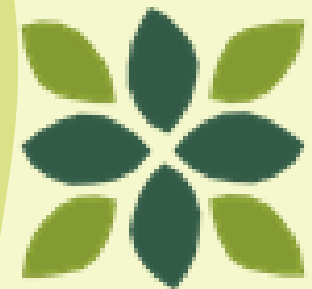


# HOW DID WE APPROACH THE CHANGE?



Climate Adapted Pathways for Education

Organisations we have had support from:

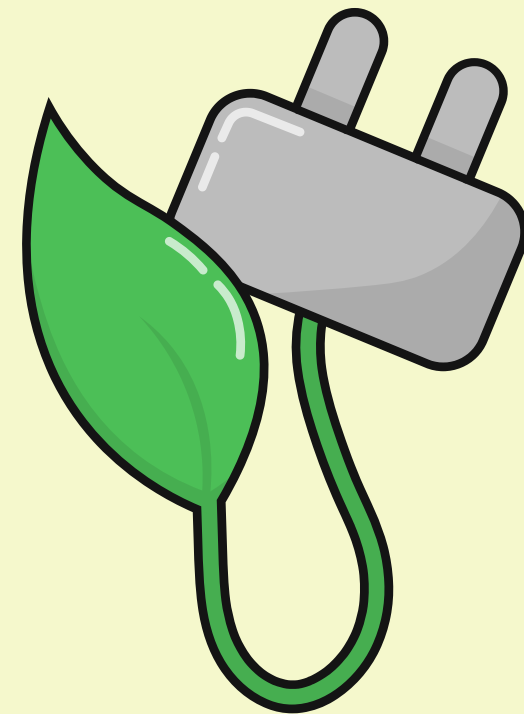


National Education Nature Park and Climate Action Awards

## CLIMATE AMBASSADORS



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



GREEN  
SCHOOLS  
PROJECT

# HOW DID WE ENSURE ALL STAKEHOLDERS ENGAGED WITH OUR APPROACH?

## 1. Community

- Weekly newsletter
- Sustainability page on website
- Instagram
- Climate Action Plan
- Safeguarding policy



## 2. Pupils

- Eco Councillors
- Pupil voice survey
- Outdoor learning



## 3. Staff


- Executive Head and senior Leadership team
- Sustainability Governor
- Collaboration with site staff
- Weekly briefing updates to all staff
- CPD for all staff



# ADAPTATION AND RESILIENCE



## Adverse weather risk assessment

ADVERSE WEATHER Risk Assessment						
<b>ADVERSE WEATHER RISK ASSESSMENT</b> <b>HEAT. SNOW/ICE. WIND. LIGHTNING.</b>						
<b>Site Address/Location:</b>	Drake Primary School and Little Pirates Child Care Fairfields Thetford IP24 1JW					
<b>Assessment Date:</b> (refreshed from September 2022)	21/01/2025		<b>Lead Assessor(s):</b>		Sara Farish – Sustainability Lead Sam Chapman – site manager	
<b>Authorised By:</b> <b>Review:</b>	Health and safety Governor Sam Chapman					
<b>Who Might Be Affected</b>	Employee	Contractor	Visitor	Pupil	other	Member of Public/Third Party
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hazards Considered</b>	<b>How might they be Harmed</b>	<b>Current Control/Mitigation Measures:</b>				<b>Risk</b> High = H Medium = M Low = L <b>Comments</b>
<b>HEAT</b> Hot weather And Extreme heat	If sensible precautions are taken, children are unlikely to be seriously affected by hot conditions but teachers, assistants, school nurses and all child carers should look out	<b>For EXTREME weather</b> Keep to shaded areas/ open some classrooms for children wanting to stay out of the sun/heat or Consider children to stay inside with doors and windows open. Remind children/adults to drink water / refill water bottles. message families with reminders re water bottles, sun hat, sun cream, suitable clothing/shoes.				M Consider early finishing / allow parents to collect earlier

## Safeguarding audit with Kit Marie (Climate Ambassador)

A	B	C	D	F	G	H	I	J	K	L	M
Setting Name	Drake Primary School										
Postcode	IP24 1JW										
Region	East of England										
Setting Type	Local authority maintained schools										
Phase	Primary										
No. of Pupils	417										
%FSM	10.8										
Urban/Rural Classification	Urban city and town										
TUNDRA Quintile	2	Less participation rates in HE									
Engagements: Sustainability Support for Education	0										
Engagements: Climate Ambassadors	1										
Engagements: National Education Nature Park	1										
Engagements: Let's Go Zero	1										
Website (for contact details)	<a href="http://www.drake.norfolk.sch.uk/">www.drake.norfolk.sch.uk/</a>										
Eligible for NENP Funding?	Not Eligible										
Utilities Expenditure (2022-23 academic year)	Buildings and Grounds Maintenance and Improvements	% of total exp	per pupil								
	Water and Sewerage	1.22%	£ 88.96								
	Energy	0.10%	£ 7.45								
		0.85%	£ 61.85								
<b>Climate Risk</b>											
Heat Risk	Average	Last Update: Monday, December 02, 2021									
Flood Risk	Average	Key: Spending is... significantly above average (Top 2.28% of schools) above average (Top 13.59% of schools) around average (Middle 68% of schools) below average (Bottom 13.59% of schools) significantly below average (Bottom 2.28% of schools)									
Flood risk mapping tool:											
For a more holistic analysis, map your catchment area rather than just the school site											

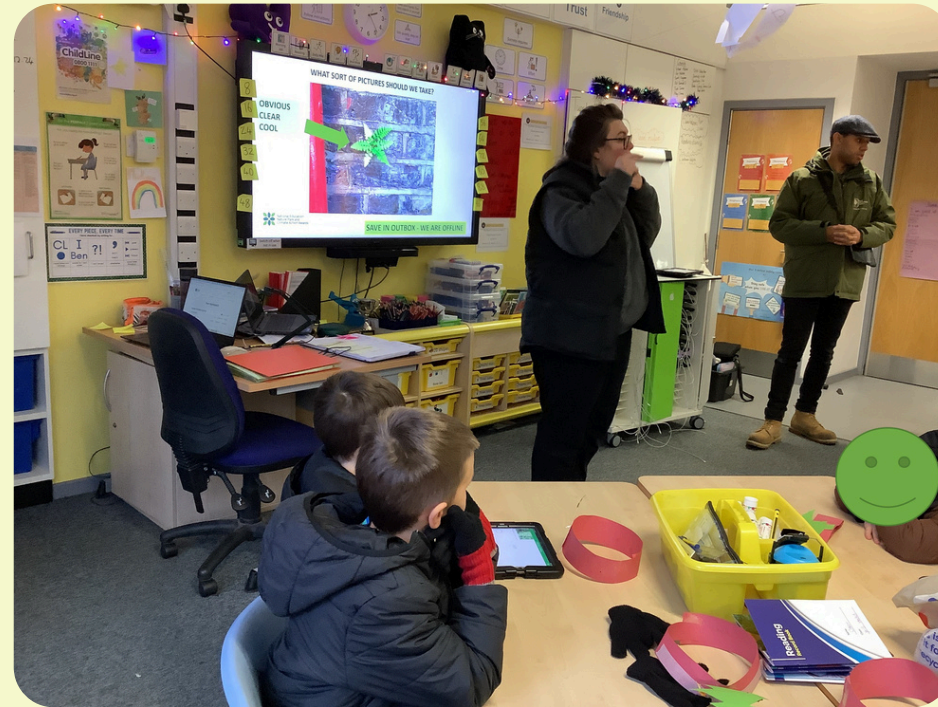
## Rainwater planter





**Wetland area**

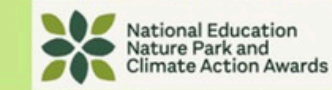
# BIODIVERSITY



## Mapping Biodiversity

This week we had a visitor in, Jenna Gilmour, from **National Education Nature Park**. Jenna helped us map the habitats and microhabitats in the grounds. Now we have a baseline map, we can measure and track the biodiversity across the school site.

This project links to our BioBlitz- each year group has a specific area of our school grounds. Children identify plant, insect and fungi species that live in our school over the seasons.



**Forest School sessions**

## Hidden Nature Challenge

Jenna and Louis from 'National Education Nature Park' visited Drake to run a biodiversity activity. Year 3 took part in the 'Hidden Nature Challenge' where they took photos of repeating patterns in nature, plants in unexpected places, something new to them and the smallest signs of nature. They uploaded their nature photos to a national map to help track biodiversity.



**Biodiversity mapping**


# ECO CODE

Our Eco Code is a whole school pledge to protect our planet, created by the eco council. It reflects the projects in our Action Plan, focusing on Biodiversity, Waste and Energy.



# CLIMATE EDUCATION



Action Plan- Drake Primary 2024-25	
Topic 1	
Eco-Schools Topic	Biodiversity
<b>Aim</b> Write a short explanation of what you hope to achieve.	Our Vision- To enhance biodiversity and increase access to and connection with nature. 
<b>Action(s)</b> Add actions you are going to take/projects you will deliver to achieve your aim. Include delivery dates to set yourself a timeline.	Register for National Education Nature Park and undertake biodiversity mapping of habitats across the school site. We will take part in the National Education Nature Park's Hidden Nature Challenge, to track and monitor biodiversity through the seasons. Take part in Big Garden Birdwatch 2025 / Big Schools Birdwatch. Continue to develop our wetland area- increasing biodiversity and habitats on the Drake school site. We will make more frequent use of our outdoor areas. Develop our allotment area, raise awareness of food seasonality and grow food. Enter School gardening competition at Royal Norfolk Show (Literary Garden based on 'The Secret Sky Garden')
<b>Informing &amp; Involving</b> Explain how you are going to advertise your activities and involve your school community in them.	Put information in the weekly newsletter about biodiversity. Take photos of our wetland area and allotment area and share on eco and gardening club website pages. Invite National Education Nature Park team into our school to support us with biodiversity mapping.
<b>Monitoring &amp; Evaluation</b> Consider how you will monitor the impact of your projects and evaluate their success.	Collecting pupil voice from eco council and gardening club. Track biodiversity on National Education Nature Park's biodiversity map.

- Explore**  
Understand the causes and effects of the climate crisis.
- Investigate**  
Understand your school's carbon emissions and work out an estimate of its carbon footprint.
- Act**  
Design and lead projects that reduce your school's carbon emissions.
- Inspire**  
Influence the school community and beyond to take climate action.



Climate Change assembly

## Environmental review and action plan

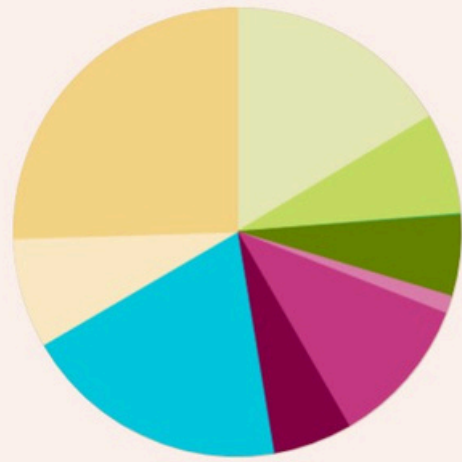


Mini COP 25

Sometimes the people taking action are not always the people starting and contributing to climate change - Cai, Year 3

## Green Schools pilot project





**30% Energy & Utilities**

- 16% Fuel Usage
- 7% Electricity Usage
- <1% Waste Usage
- 6% Water Usage

**19% Food & Drink**

- 19% Meals

**18% Transport**

- 0% Vehicles
- 1% School Trips
- 11% Student Commutes
- 6% Staff Commutes

**33% Purchases**

- 8% Spending
- 25% Uniforms

## Carbon footprint

# DECARBONISATION



## EV chargers and electric minibuses



## Weighing food waste

**Sustainability Report**

**This report covers:**

- Your journey so far
- A review of, and suggested actions, for:
  - Decarbonisation
  - Adaptation and Resilience
  - Biodiversity
  - Climate Education & Green Skills
- Longlist of actions
- Next steps

**LET'S GO ZERO 2030**

Schools working together to be zero carbon



## Calculating energy usage



## Solar panels



## Energy monitoring



# TEACHER VOICE

## What support or resources would make it easier for you to incorporate climate change education into your classroom?

- **Curriculum**– Lessons woven into our Drake curriculum.
- **Resources** – A list of books and websites, interactive tools, quizzes, games, child friendly information, drama activities, and PowerPoints. Knowledge organisers and information posters to prompt discussion. Vocabulary word banks.
- **Progression** – A guide on what to specifically teach in each year group.
- **Complexity of climate change** – How to explain the complex elements of climate change in age appropriate language and strategies to address eco-anxiety in children.
- **CPD**– Evidence based information to ensure the correct knowledge and skills are being taught.



# ADVICE FOR OTHER SCHOOLS...

**Take one step  
at a time**

**Pupil voice  
matters**

**Use the  
support out  
there**

**Get staff  
on board**



**Get  
sustainability  
into policy**

# THANK YOU!



Together, we can create a greener  
and more sustainable future.

