

LET'S GO

ZERO

2030

Schools working together to be zero carbon

Sustainability Report



Drake Primary School

November 2024

This report covers:

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

Site Visit Details

Visit date: 24/10/2024

Key staff present:

Danielle Ware – Sustainability Lead

Sara Farish – Sustainability Lead

Sam Chapman – Site Manager

Victoria Langley - Head of School

Louise McLeod - Executive Headteacher

Climate Action Advisors:

Luciana de Almeida

Jenna Gilmour (NENP)



Your journey so far...

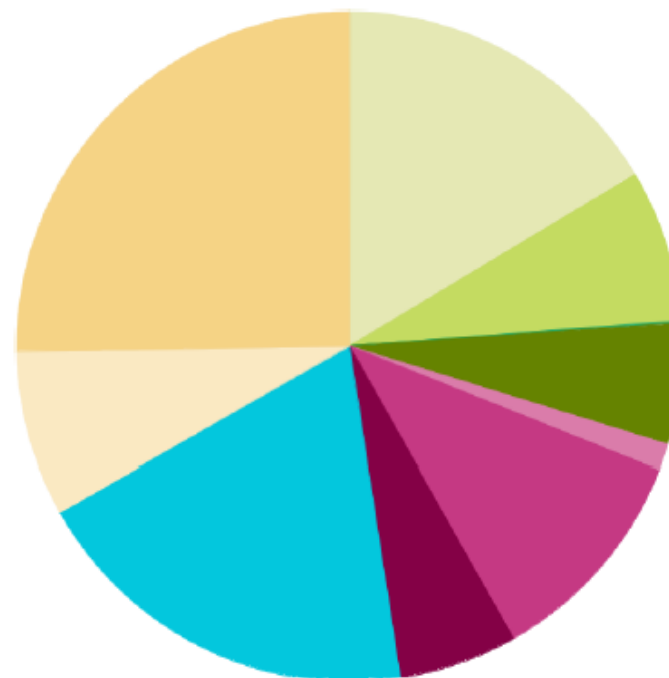
- ✓ Solar panels in school roofs;
- ✓ New building with Air Source Heat Pump;
- ✓ EV charge points and upcoming electric minibuses;
- ✓ New wetland area;
- ✓ Extensive Forest school area with covered areas and willow tunnels;
- ✓ Water saving features and water butts;
- ✓ School leadership committed to sustainability;
- ✓ Teaching staff enthusiastic about changing the curriculum and taking advantage of training and networking opportunities;
- ✓ School participating on local projects such as project to a trail with sculptures made from business waste;
- ✓ School also fostering partnerships with local charities that might use the electric buses too.



Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 397.67 tonnes co₂e* per year

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	Fuel Usage	65.3	16%
	Electricity Usage	29.1	7%
	Waste Usage	0.4	0%
	Water Usage	23.2	6%
Transport	Vehicles	0	0%
	School Trips	5.1	1%
	Student Commutes	42.7	11%
	Staff Commutes	22.8	6%
Food & Drink	Meals	76.4	19%
Purchases	Spending	31.5	8%
	Uniforms	101.3	25%



*'t co₂e' or 'co₂e' 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.



Decarbonisation & Energy Efficiency

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

Pillars to be discussed:

1. Energy
2. Transport
3. Procurement
4. Food
5. Waste

Energy

Our findings

- Staff noticed high energy usage outside of school hours.
- During our initial meeting, staff said room temperature was high at 22 degrees.
- Staff might consider opening windows as not able to control room temperature.
- School produces renewable energy, but data is not easily accessible to staff or students.

Suggested actions

- **Analyse your school's** out-of-school hours usage: carry out a spot check to see if lights or electrical items are left on after school. Look particularly at the charging banks, printers, heaters, overhead projectors and interactive boards. Where possible, use 7-day timer switches to automatically switch off equipment at the end the school day and weekends.
- **Experiment with changing timings of your heating.** Operating your heating system for an hour less each day can save 5% to 10% of your annual heating bill according to the [DfE](#).
- **Energy champions:** engage students in [energy monitoring](#). Students can observe classroom temperatures to ensure they are within the agreed range, check if electrical items are turned off during lunch and breaks and ensure that doors and windows are closed during cold weather.
- **Consider signing up for [Energy Sparks](#):** this tool helps to get a clear picture of your school's energy usage and cost. By following their [recommendations](#), Energy Sparks found that the average primary school could save £3,000 on their energy bills.
- Consider **green electricity tariffs** in the next contract.



Transport

Our findings:

- School bought 2 electric minibuses for school trips and installed 4 EV charge points!
- Transport accounts for the largest portion of carbon emissions in your school's carbon footprint.
- 50% of the school community travels to school by car.

Suggested actions:

- Consult staff on commuting: ask staff how you could best support them to reduce their commuting emissions. Explore options including cycle to work schemes and salary sacrifice schemes (for electric bikes or other vehicles)
- Encourage staff to carpool to school. There are many apps that can help with this, or alternatively a simple sign-up sheet in the staff office could work well.
- Participate in the three annual Active Travel Weeks: [Living Streets](#), [Sustrans Big Walk](#) and [Wheel 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.
- Register for [ModeShift STARS](#) to create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel.



Food

Our findings

- Canteen staff is concerned about food waste, and school have weighed food waste with the children.
- There is always a vegetarian or vegan option on the menu, and you have a meat-free day.
- You grow food in the school allotment, and you have fruit trees.

Suggested actions

- **Get a free menu consultation from [Pro-Veg](#)**, to find quick, healthy, and tasty ways to green your menu. Engage your catering provider so they can help implementing changes.
- **Keep involving the students in weighing your canteen food waste.** Provide this feedback to the school caterer so they can make the necessary adjustments to the dishes and menu.
- **Run an assembly with students on sustainability and food.** YYPE have a free downloadable [presentation and notes](#) on food waste you can use. You could also talk about the benefits of a plant-based diet.



Waste

Our findings:

- Your food waste is collected separately and turned into renewable energy by Ellgia.
- You use reusable crockery and cutlery, but packed lunches contain some avoidable plastic bags. Sustainability leads say children and staff need more training on recycling to avoid bins contamination.
- The school has a space for storing school uniforms that can be reused, but it hasn't yet considered promoting reusable or DIY costumes for dress-up days like Halloween and World Book Day.

Suggested actions:

- **Talk to your waste contractors** and get ready for [new recycling regulations](#) coming into force in March 2025.
- Review the **recycling signs and bins** around the school. Check if there are any bins missing in classrooms and common areas. Implement clear signage on the bins to support behaviour change. [Recycle Now](#) has some resources, such as posters and lesson slides, and [Young Climate Warriors](#) also offer some excellent teaching resources.
- Encourage families to **swap costumes** and DIY for dress up days - this could be a fun way to encourage creativity and sustainability.
- **Achieve [Plastic Free Schools](#) accreditation.** Successfully use the resources to educate children on reducing plastic waste. Commit to eliminating 3 types of single use plastic and get sent a plaque.



Procurement

Our findings:

- The school does not consider the environmental practices of all its suppliers, although it has begun to do so with its catering and waste contractors;
- At the moment, your primary consideration when procuring items is cost.

Suggested actions:

- **Create a [Sustainable Procurement Policy](#)** to ensure that any purchases minimise environmental and social harm, and that all electrical items are efficient. See [Molescroft Primary](#) procurement policy as an example.
- **Consider green electricity tariffs** in your next contract.
- **Switch to recycled or sustainably sourced paper.** DfE estimates that if all schools bought recycled stationery, printed only when necessary, and recycled all waste paper, it would reduce procurement-related emissions by 7%.
- **Consider** using the School Resources Exchange when purchasing new resources [School Resources Exchange - SELL | BUY | SWAP \(school-resources-exchange.co.uk\)](#)

Further info: [Greenwashing in marketing & how to spot it | 2024 Guide](#)





Biodiversity & Green Infrastructure

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

Pillars to be discussed:

1. Nature

Nature

Our findings:

- The school has a brand-new wetland area that was completed in Summer 2024!
- The school runs a gardening club with 8 raised bed areas and a mini allotment.
- Staff would like to improve “Sophia’s garden” to provide seating for 30 students. This area is left wild, but staff are concerned about visitors' perceptions.
- The school is participating on the National Education Nature Park project and is receiving support from the local officer.



Suggested actions:

- [Map habitats](#) using NENP resources: students can help to identify areas to create new habitats. It will also create a baseline to measure improvements;
- Involve students in maintaining outdoor areas, such as through activities like picking up sticks, pruning, or creating bug hotels, which would both engage them in environmental stewardship and lighten staff workload.



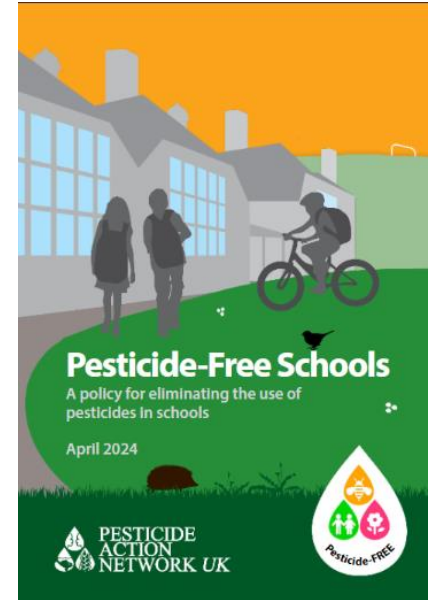
Nature

Our findings:

- The school is unsure whether the cleaning products used on site are eco-friendly or which products are used for maintaining the grounds.

Suggested actions:

- Once current cleaning products are finished, **replace any cleaning products with eco-friendly versions**. This may need to be an ongoing conversation with your cleaning company.
- Establish clear guidelines and a **maintenance plan** for grounds staff or external contractors to reduce pesticide use and focus on eco-friendly practices, like leaving some areas unmown to foster biodiversity. The [Polli:Nation](#) project has some useful guidance and the Pesticide Action Network produced “[Pesticide-Free Schools](#)” to help to move away from using herbicides to manage green spaces and hard surfaces in schools.
- **Wildflower and grass management**: designate areas for wildflower growth and let specific spaces go wild for biodiversity while maintaining tidy paths for accessibility. A regular maintenance plan, especially for long grass, could help balance tidiness and natural growth.
- **Create signs** to explain to families and visitors the reason for letting grass grow.





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:

1. Curriculum
2. Culture
3. Green Skills & Careers

Curriculum



Our findings:

- Sustainability leads will complete a curriculum audit in Spring 2025!
- School provides Forest school sessions to all year groups; climate change is part of geography and art lessons (local trail with sculptures made from business waste).
- School signed up to participate on Green Schools/Zero carbon project.
- Outdoor learning is not yet encouraged in all curriculum areas, but school leadership is very supportive.



Suggested actions:

- **Explore** [Teach the Future](#) and [UCL Extend primary](#) resources to incorporate climate change into every subject you currently teach.
- **Use Green Schools project resources** in one year group and then extend to the whole school in the following year.
- Encourage teachers to utilise outdoor spaces across the curriculum, such as using natural settings for subjects like English (poetry readings), science (plant identification), and history (planting crops from relevant historical eras).
- Consider joining the [Climate 180 Schools programme](#). This will provide staff training and help the school to identify opportunities for interdisciplinary and curriculum linked outdoor learning.



**TEACH THE
FUTURE**

Culture

Our findings:

- Sustainability is a key part of your school's culture and values.
- You have 2 sustainability leads with subject leadership time for working on sustainability in the school.
- Sustainability working group meets every half-term with staff at Wicklewood Primary School.
- Sustainability leads plan to upskill the rest of the school staff on sustainability once they finish their current CAPE training.

Suggested actions

- **Run a staff inset day** on sustainability training.
- **Appoint a sustainability governor** and organise a working group with governor, staff and student representation.
- Include sustainability as a regular **agenda point** in all staff meetings.
- Give a permanent space for sustainability in **school newsletters**.
- Connect with [Climate Ambassadors](#) in your region and invite them to do school assemblies on green skills and curriculum-linked topics.



Greta Thunberg
Scarecrow



Eco Council



Decarbonisation





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:

1. Water
2. Adaptation & Resilience

Adaptation & Resilience

Our findings:

- The EPC report notes that some rooms may experience overheating due to high solar gain.
- Play areas: there might not be enough shaded areas for pupils in periods of hot weather.
- Some of the children live in areas of the town that flood completely.

Suggested actions:

- **Shade:** consider adding shaded structures in play areas, perhaps using natural or biodiverse features like trellises with climbing plants, to make outdoor spaces more comfortable in hot weather. Students could be involved in planning by using NENP [shade mapping](#) activity.
- Raise awareness around **water consumption** with students and staff – [Anglian Water](#) has a range of free downloadable resources, covering everything from the water cycle to how to look after the water in our environment, as well as a school [water audit pack](#).
- [Beat the flood](#) – this resource encourages pupils to look at flooding around the world then design and build a model of a flood-proof house. This link contains a [case study](#) of a school in Suffolk that used this resource.
- Produce a [heatwave policy](#) for the school, for when there is risk of overheating.





Action Plan Longlist

Based on our findings at your school, we have put together a list of recommendations for you to review.

1. Your recommended actions
2. Next steps
3. References

Longlist of recommended actions



Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Energy	Analyse your school's out-of-school hours energy usage	Yes	Nov 2024 – Jan 2025	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager) Ben Fox (Computing lead)
Energy	Experiment with changing timings of your heating	Yes	Nov 2024 – Feb 2025	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers)
Energy	Energy champions: engage students in energy monitoring	Yes	Nov 2024 -	Sara Farish and Danielle Ware (Sustainability leads) Eco Council
Energy	Consider signing up for Energy Sparks	Maybe	Trying to get a funded place for 2025 - 2026	Sara Farish and Danielle Ware (Sustainability leads)
Energy	Consider green electricity tariffs	Yes /Maybe	We need to do research into the cost of green electricity tariffs- Summer 2025	Nicola Oakley-Collins (Finance manager) Sam Chapman (Site manager) Senior leadership team

Longlist of recommended actions



Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Transport	Consult staff on commuting	Yes	Jan 2025 – Jul 2025 Research how staff commute- staff survey	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager)
Transport	Encourage staff to carpool to school	Yes	Put a plan in place 2025 - 2026	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager)
Transport	Participate in the three annual Active Travel Weeks	Yes	Living Streets Walk to School Week = May 2025 Sustrans Big Walk and wheel = April 2025 Cycle to school week = September 2025	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager) Senior leadership team Pastoral team
Transport	Register for ModeShift STARS to create and implement your school travel	Yes	Need to review current travel plan in Jan 2025	Sam Chapman (Site manager) Senior leadership team Pastoral team

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Food	Get a free menu consultation from Pro-Veg	Yes	Summer term 2025	Kitchen staff (Norse) Sara Farish and Danielle Ware (Sustainability leads)
Food	Keep involving the students in weighing your canteen food waste	Yes	Jan 2025 – Jul 2025	Sara Farish and Danielle Ware (Sustainability leads) Eco Council SNAC Council Abby Goff (SNAC Council lead)
Food	Run an assembly with students on sustainability and food	Yes	Summer term 2025 (Apr – Jul)	Sara Farish and Danielle Ware (Sustainability leads) Eco Council & SNAC Council
Waste	Review the recycling signs and bins	Yes	Spring term 2025 (Jan – Mar)	Sara Farish and Danielle Ware (Sustainability leads) Eco Council Harvey Raven and Mark Bullock (Caretakers) Cleaners
Waste	Encourage families to swap costumes and DIY for dress up days	Yes	Christmas jumper day – Dec 2024	Senior leadership team
Waste	Achieve Plastic Free Schools accreditation	Yes	Summer 2025 – Spring 2026	Sara Farish and Danielle Ware (Sustainability leads) Eco Council
Procurement	Create a Sustainable Procurement Policy	Maybe	Sept 2025 – Jan 2026	Senior leadership team Nicola Oakley-Collins (Finance manager)
Procurement	Switch to recycled or sustainably sourced paper	Yes	Summer 2025	Sara Farish and Danielle Ware (Sustainability leads) Nicola Oakley-Collins (Finance manager)
Procurement	Consider using the School Resources Exchange when purchasing new resources	Yes	Spring term 2025	Sara Farish and Danielle Ware (Sustainability leads) Nicola Oakley-Collins (Finance manager)

Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Nature	Map habitats using NENP resources	Yes	Nov 2024	Sara Farish and Danielle Ware (Sustainability leads) Jenna Gilmore (NENP)
Nature	Involve students in maintaining outdoor areas	Yes	Start Spring term 2025 – Ongoing	Sara Farish and Danielle Ware (Sustainability leads) Eco Council Gardening Club Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers)
Nature	Replace any cleaning products with eco-friendly versions	Yes / Maybe	Review of current cleaning products: Spring 2025	Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers) Cleaners Nicola Oakley-Collins (Finance manager)
Nature	Establish a maintenance plan to reduce pesticide use and increase no mowed areas	Yes	Review of current pesticide use: Spring 2025 Review of mown areas: Summer 2025	Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers) Sara Farish (Sustainability lead)
Nature	Create signs to increase awareness	Yes	Spring 2025 – Summer 2025	Sara Farish and Danielle Ware (Sustainability leads) Gardening Club Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers) Eden's dad (Carpenter)

Longlist of recommended actions



Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Curriculum	Incorporate sustainability into every subject	Yes	For the 2025 – 2026 curriculum	Sara Farish and Danielle Ware (Sustainability leads) Senior leadership team David Hewitt (Assistant head) Lucy Sims (Assistant head)
Curriculum	Use Green Schools project resources in one year group and then extend to the whole school in the following year	Yes	Already started- Started in Oct 2024 and runs over the year (Oct 2024 – Jul 2025)	Sara Farish and Danielle Ware (Sustainability leads) David Hewitt (Assistant head) Eco Council Year 4 teachers (Scarlett and Nathaniel)
Curriculum	Encourage teachers to utilise outdoor spaces across the curriculum	Yes	Beginning in Dec 2024 and Ongoing through Spring and Summer terms 2025	Sara Farish and Danielle Ware (Sustainability leads) Senior leadership team David Hewitt (Assistant head) Lucy Sims (Assistant head)
Curriculum	Consider joining the Climate 180 Schools programme	Yes	Joined in Nov 2024	Sara Farish and Danielle Ware (Sustainability leads) Senior leadership team
Culture	Run a staff inset day on sustainability training	Yes	Summer 2025	Sara Farish and Danielle Ware (Sustainability leads)
Culture	Appoint a sustainability governor	Yes	October 2024	Holden Cook (Sustainability governor)
Culture	Organise a working group with governor, staff and student representation	Yes	Started in Nov 2024 – Jul 2025	Sara Farish and Danielle Ware (Sustainability leads) Senior leadership team Holden Cook (Sustainability governor) Eco Council
Culture	Include sustainability as a regular agenda point in all staff meetings	Yes	Started in Nov 2024 - Ongoing	Sara Farish and Danielle Ware (Sustainability leads) Senior leadership team
Culture	Give a permanent space for sustainability in school newsletters	Yes	Started in Oct 2024 - Ongoing	Sara Farish and Danielle Ware (Sustainability leads) Senior leadership team

Longlist of recommended actions



Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Adaptation	Consider adding shaded structures in play areas	Yes	Summer 2025	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers) Senior leadership team Mallards (PTA)
Adaptation	Raise awareness around water consumption	Yes	Summer 2025	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers)
Adaptation	Increase awareness of flood risks both globally and in the local area due to climate change	Yes	Summer 2025	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers) Senior leadership team
Adaptation	Produce a heatwave policy for the school	Yes	Summer 2025	Sara Farish and Danielle Ware (Sustainability leads) Sam Chapman (Site manager) Harvey Raven and Mark Bullock (Caretakers) Senior leadership team

Next steps

Next week

We will send over your Climate Action Plan and guidance on getting started

Within 1 month

We will meet with key staff to go through action plan

Spring Term

Check-in on progress and review actions

Summer Term

Celebration of success with whole school assembly

Redo Count Your Carbon calculation

Autumn Term

Review actions and add to action plan

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

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