

The Willows Primary School Climate Action Plan 2025-26



Introduction

The DfE strategy states that “By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan.” It also sets a target to reduce greenhouse gas emissions by 75% by 2037 across all education settings. By creating a climate action plan, your school is taking the important first step to reach this target.

As part of the DfE requirements, all school climate action plans must include at least one from these four key Action Areas:

1. **Decarbonisation:** Measuring and reducing greenhouse gas emissions and working towards net zero and switching from the use of fossil fuels to carbon-free and renewable energy sources as quickly as possible. Reducing the school's carbon footprint through actions like energy efficiency, renewable energy, sustainable transport, and waste reduction.
2. **Adaptation and resilience:** The ability to prepare, prevent, respond to and recover from climate-related shocks and stresses, eg extreme weather and shifts in climate and weather conditions.
3. **Biodiversity:** The variety of all life on Earth and the interactions between them in the ecosystems they inhabit. Biodiversity is essential for the health of the planet and provides vital support for human survival and well-being. This could include efforts to protect and enhance nature and wildlife within the school grounds, such as creating habitats or planting trees.
4. **Climate education and green skills:** Practical opportunities to participate in activities to increase climate resilience, reduce carbon impact and enhance biodiversity will enable children and young people to translate knowledge into positive action to improve their local communities, their country and the planet. Integrating climate change into the curriculum and providing staff with training.

All of the above key actions should involve the wider school community, including parents and local residents (**Engagement and Communication**)

Climate change goals rely on contributions from:

- Sustainability Lead; Mrs Rachel Mitchell
- Senior leadership team
- Teaching staff
- Operational staff; Site Manager, Lee Payne and cleaning staff, Cat Derbyshire and kitchen staff, Laraine Kelly and office staff
- The Eco Council; representatives from each Y1-Y6 class
- Pupils, parents and families
- Local residents and community groups



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Baseline and Audit

Green Space: **Excellent**

Public Transport Accessibility: **Fair – tram/bus/train** (not close enough for parents and children, but is occasionally used by staff)

Local air quality: According to uk-air.defra.gov.uk where air pollution is described on a scale of 1-10 (1 is 'Low' and 10 is 'Very High' pollution) using the Daily Air Quality Index (DAQI), **our local area is generally 2-3.**

Flood Risk: According check-long-term-flood-risk.service.gov.uk/risk# our risk is **unlikely** or **very low** from reservoirs/rivers/seas/groundwater and **low** from surface water in the current year.

Annual Environmental Review carried out by R. Mitchell and The Eco Council using the Eco Schools 10 Topics Framework (from which the prompt questions for each Climate Action Target have been taken) **Total Score 63% (80-90% for Transport, Litter, Global Citizenship / 20-30% for Energy, Marine)** See website for review document

<https://www.willowstimperley.co.uk/page/?title=Eco+Council&pid=51>

Climate Action Target 1



Decarbonisation (Energy)

Prompt questions asked in our annual Environmental Review:

1. Does your school have student energy monitors, who check lights and other electronic devices are switched off when not in use during the daytime, and an adult member of staff responsible for checking lights and devices are turned off overnight? (No)
2. Do classrooms in your school have posters, signs, or a traffic light system that reminds pupils and staff to turn off electrical devices especially lights and whiteboards when not in use? (No)
3. Does your school have any renewable energy sources on site (solar panels, wind turbine, heat pump, biomass heating), or if not does your school purchase energy from a renewable energy supplier? (No)
4. If it gets too hot in the classroom, is the heating thermostat turned down before opening a window? (Some)
5. In classrooms, are windows kept free of displays and radiators free from blockages to maximise natural light and heat distribution? (Some)
6. Are young people kept updated on your school's energy use (e.g. through a smart meter young people can access, an energy display that is regularly updated, or during assembly briefings)? (No)
7. In the last twelve months, has your school planned an energy-free day, energy-saving week, or something similar? (No)
8. Does your school encourage pupils and staff members to reduce their digital carbon footprint, for example, through unsubscribing from unwanted newsletters, decluttering e-mail inboxes, only sending necessary e-mails, or using a green internet search engine? (No)
9. Ask your school's site/ICT manager - do computers, and the heating system, in your school have automated switch off, and is this set no later than 6pm? (Yes)
10. Ask your school's site manager - has your school building infrastructure been improved to save energy (e.g., double+ glazed windows, insulation, motion-sensing lights, energy efficient lightbulbs, draft excluders etc.)? (Some)

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Goal	Steps	Timescale	Responsibility	Resources/ Cost/useful links	Progress
<p>To investigate the electricity used at school; how much we use, what it is used for and to generate ideas to reduce our usage and to educate our school how to do this.</p>	<p>1.To assess our school’s current energy usage by:</p> <ul style="list-style-type: none"> a) collecting data by taking readings of our electricity meters each month. b) calculating a baseline of electricity used c) recording electricity used in school over time and sharing it with school community in eco assemblies, on a graph/table displayed on Eco Board, in newsletter home, school website. Add competition element d) liaising with LK on the cost and supplier of electricity supplier <p>2.To raise awareness of how we use electricity in our school by</p> <ul style="list-style-type: none"> a) listing all devices and services that consume electricity in school b) sharing this information in an Aut 2 Eco Assembly to promote ‘Switch off Fortnight 2026’ c) whole school participation in ‘Switch Off Fortnight 2026’ d) awarding Eco Warrior certificates for pupils and staff who remember/remind others to ‘switch off’ 	<p>On the first of each month</p> <p>Monthly for the next year.</p> <p>Half termly sharing of info</p> <p>July 2026</p> <p>October 2026</p> <p>November 2026</p> <p>10-23.11.26</p> <p>Half termly Celebration assemblies</p>	<p>LP to email RM with figures</p> <p>RM</p> <p>RM and Eco Council</p> <p>RM/LK</p> <p>Eco council to conduct survey in their class</p> <p>RM/Eco Council</p> <p>Whole school</p> <p>RM/Eco Council</p>	<p>Sustainability leadership time</p> <p>Eco Council Meeting time</p> <p>Useful link: https://energysparks.uk/</p> <p>None</p> <p>School website https://www.willowstimpurley.co.uk/page/?title=Eco+Council&pid=51</p> <p>Eco Meeting time</p>	



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	<p>3.To investigate ways we can reduce our electricity usage and educate our school community by</p> <p>a) carrying out an audit/energy walk to consider prompt questions above looking at where electricity might be wasted (opening windows/doors when heating is on, leaving on TVs/lights, etc.) and how we can prevent this.</p> <p>b) using the above information to plan the next steps on the following year's CAP</p> <p>c) sharing electricity usage, reducing tips with our wider school community and holding poster competition around school, assembly, newsletter, website, staff meeting</p>	<p>October 2026</p> <p>December 2026</p> <p>October/ November 2026</p>	<p>RM/Eco Council/ LP/SLT</p> <p>RM</p> <p>RM/Eco Council</p>	<p>Budget for fobs on doors to keep them shut</p> <p>Leadership time</p> <p>Poster competition prizes</p>	
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Climate Action Target 2

Decarbonisation (Waste)

Prompt questions asked in our annual Environmental Review:

1. Does your school recycle any difficult-to-recycle items like batteries, pens, printer cartridges, etc? (Yes)
2. Is your school's food and brown waste composted and, when possible, is this compost used in the school grounds? (No)
3. In the past twelve months has your school hosted any second-hand sales or swap events e.g., clothing, books, etc? (Yes)
4. Does your school collect and redistribute preloved uniform? (Yes)
5. Does your school use any refillable products, for example whiteboard markers, glue sticks, or soap dispensers or do you sell any refillable products? (Yes)
6. Are recycling bins clearly labelled with signs or posters showing what can and can't be recycled in school? (Some)
7. Spot check three recycling bins in your school, do all three have the correct items in? (Some)
8. Does your school use recycled printer and toilet paper? (Yes)
9. Has your school introduced measures to reduce its use of paper? This might be through printing on both sides, sending letters/homework electronically, adding a release code to the photocopier, limiting use of worksheets, or continuing to use exercise books across academic years. (Some)
10. Ask your school's canteen staff whether have they taken any action to reduce food waste in the last 12 months e.g. sharing data with pupils, a pre-order system, or offering smaller portion sizes? (Yes, trialled but not continued)

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Goal	Steps	Timescale	Responsibility	Resources/ Cost/useful links	Progress
<p>To review our approach to food waste management and sustainable practice and to implement new approaches as necessary.</p> <p>To reduce the amount of waste from the school grounds through: Refuse, Reduce, Reuse/Repair, Recycle, Rot.</p>	<p>1. To assess our school's current waste and recycling systems by</p> <p>a) reviewing existing waste, recycling and composting arrangements across the school</p> <p>b) Carrying out regular spot checks of bins to assess how full they are and whether waste is correctly separated</p> <p>c) Using this information to calculate a baseline for current waste management performance</p>	<p>December 2025</p> <p>Once per half term, ongoing</p> <p>December 2025</p>	<p>RM/LP</p> <p>RM/LP</p> <p>RM</p>	<p>Sustainability Lead/Man time</p>	<p>Completed</p> <p>Considerations:</p> <p>*Remind classes to empty own paper bins</p> <p>*Can we purchase photocopier paper that has a higher recycled content?</p> <p>*Can we work on reducing paper waste by not sticking worksheets into books?</p> <p>*Reminder sent to staff about recycling bins use/location to share with class</p> <p>*New pen recycling box set up</p>
	<p>2. To improve how food and compostable waste is managed in school by</p> <p>a) Establishing a clear system for collecting fruit and compostable waste</p>	<p>January 2026</p>	<p>RM/LP</p>	<p>New bins/ LP more emptying?</p>	<p>*New food waste bins purchased for playground staffroom and kitchen,</p> <p>*New composters sited in car park</p>
	<p>b) Clearing existing compost bins and using finished compost in school growing areas</p>	<p>April 2026</p>	<p>JP/gardening club</p>	<p>Gardening time</p>	
	<p>c) Investigating the purchase of new, easy-to-use compost bins or a hot, aerobic composting machine capable of processing all types of food waste (not just biodegradable green waste) on-site</p>	<p>Due to budget implications possibly leave until 2027</p>	<p>LP/RM</p>	<p>Grant likely required for the purchase</p>	<p>*Cost could be up to £4,000 for Ridan Pro Food Waste Composter</p>
	<p>d) Share new food waste practice via children in Eco Assembly and staff via email</p>	<p>January 2026</p>	<p>RM</p>	<p>https://www.ridan.co.uk/products/ridan-pro-system-food-waste-composter/</p>	<p>Completed</p>

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	<p>3. To raise awareness and understanding of waste reduction and composting by</p> <p>a) Teaching pupils about ‘Refuse, Reduce, Reuse/Repair, Recycle, Rot’, and the importance of minimising waste</p> <p>b) Teaching pupils how composting works and how compost can be used in school (assembly and email to staff)</p> <p>c) Ensuring waste and composting systems are clearly labelled and accessible to all pupils and staff.</p> <p>4. To monitor progress and reduce waste sent to landfill by</p> <p>a) Measuring and recording the amount of compost produced over time</p> <p>b) Regularly monitoring waste and recycling levels to track improvements</p> <p>c) Setting short-term and long-term targets to reduce landfill waste and lower the school’s carbon footprint, possibly initiating new recycling programs.</p>	<p>February 2026 Whole school assembly alongside posters on the eco board and email sent to staff</p> <p>Termly from March 2026</p> <p>Termly</p> <p>Ongoing</p>	<p>RM and Eco Council</p> <p>LP/RM</p> <p>JP/RM</p> <p>JP/LP/RM</p> <p>Useful ideas https://www.terracecycle.com/en-GB/#@54.39586446195522:-2.83447377734376zoo m:5</p>	<p>Established growing areas with planters</p> <p>Gardening time JP</p>	<p>‘No Away’ assembly and staff email sent Completed 26.1.26</p> <p>January 2026 Pen recycling box ordered from edding.com https://www.edding.com/en-uk/company/sustainability/returnbox/</p>
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Climate Action Target 3

Climate Education and Green Skills

Prompt questions asked in our annual Environmental Review:

1. Do pupils have opportunities to learn in the natural environment? (Some) Is this part of their curricula or extracurricular program?
2. Are there any labels or QR codes within your school grounds that highlight what plants, trees, or flowers are present or emphasise biodiversity-supporting facilities and areas? (No)
3. Does your school have a gardening club, or does it offer gardening lessons? (Some)
4. In what parts of the curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages?
5. Are the Sustainable Development Goals displayed anywhere in your school? (Yes)
6. Do you have regular environmental assemblies? Do staff and pupils attend? (Yes/No)
7. Have any classes or year groups in your school been on an environmentally themed trip in the previous 12 months? (Yes)
8. Do your school's newsletter, website or social media accounts celebrate your school's environmental achievements and encourage your wider community to cut carbon, reduce waste, and boost biodiversity at home? (Some)
9. Does your school hold an annual environmentally themed day or week of learning? (Some)
10. Do you have an environmental book section in your school library? (Yes)
11. Does your school's reward system recognise environmental action and achievements? (Yes)



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<p>To enable our school community to translate climate knowledge into positive action to improve our local community, country and the planet.</p>	<p>1. To assess current understanding of sustainability and climate change by</p>				
	<p>a) gathering pupil and staff views on sustainability and climate change, collecting this information through interviews and discussions</p>	<p>book/ curriculum scrutiny/pupil voice by June 2026</p>	<p>RM</p>	<p>Leadership time</p>	
	<p>b) auditing the existing curriculum for sustainability and climate-related learning</p>		<p>RM</p>		
	<p>c) using the findings to establish a baseline of knowledge and identify priority learning areas</p>	<p>July 2026</p>	<p>RM</p>		
	<p>2. To strengthen sustainability and climate education across the curriculum by</p>				
	<p>a) identifying opportunities to integrate environmental learning into all subjects</p>	<p>As part of audit to be done by July 2026</p>			
	<p>b) remaining up to date with any upcoming changes to the NC re climate education and adjusting our curriculum plans accordingly</p>	<p>Ongoing</p>	<p>RM/SLT</p>	<p>https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education</p>	
	<p>c) share information about climate education through dedicated eco book boxes lent to each class throughout the year</p>	<p>Audit and revamp from May 2026</p>	<p>RM</p>	<p>Eco budget to purchase new books</p>	
	<p>3. To raise awareness of sustainability education and build green skills within the school community by</p>				

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	<p>a) Promoting the importance of sustainability through assemblies, displays and communications</p> <p>b) Providing training opportunities for teachers, teaching assistants, kitchen, office, site and wraparound care staff</p> <p>c) Exploring future opportunities for family and community training</p> <p>4. To increase outdoor and place-based environmental learning by</p> <p>a) improving learning opportunities in school grounds through gardening projects and clear plant labelling</p> <p>b) monitoring school trips to ensure a broad range of environmental themes and locations are covered and improving provision where needed</p> <p>c) offering a range of extracurricular clubs run by teachers as well as outdoor agencies (clubs offered Aut 1 and Sum 2)</p> <p>5. To raise the profile of sustainability across the school by</p> <p>a) celebrating environmental action and achievements regularly within school life</p>	<p>Half termly</p> <p>TA meeting 24.3.26 PP send to R & S staff</p> <p>July 2026</p> <p>April-July 2026</p> <p>July 2026</p> <p>Audit by July 2026</p> <p>Half termly Eco warrior certificates</p>	<p>RM</p> <p>RM</p> <p>RM</p> <p>JP/RM</p> <p>RM/class teachers</p> <p>RM/all staff and outdoor providers</p> <p>RM/ Eco Council</p>	<p>Eco page on school website https://www.willowstimperley.co.uk/page/?title=Eco+Council&pid=51</p> <p>https://www.eco-schools.org.uk/</p> <p>Gardening club/JP £30 for wood/paint for signs, £130 for outdoor noticeboard in allotment area. https://modeshift.org.uk/modeshift-stars/</p>	<p>Staff meeting 4.2.26</p> <p>Audit completed using Modeshift January 2026</p> <p>Aut 1 clubs completed</p>
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	<p>b) holding an environmental day to promote awareness of single use plastic and its effect on ocean health</p>	<p>24th March 2026</p>	<p>RM/ Eco Council</p>	<p>Prizes for competitions</p>	
	<p>c) sharing eco themes and success with parents and community through newsletters, websites and eco board.</p>	<p>Ongoing</p>	<p>RM</p>		