

1 year plan Academic Year 2025 – 2026



aisyah.duggie@letsgozero.org

GET STARTED

ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
Identify your school's sustainability lead This will help us to ensure that communication takes place with the relevant member (s) of school staff.	SLT member		Complete
Sign up to the Let's Go Zero campaign 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.	SLT member	SIAMS IQ1: Our climate action work is an outworking of our theologically rooted Christian vision, to support a more equitable and just world and a liveable future for our community.	Complete
Calculate your school's carbon footprint using Count Your Carbon This free digital tool allows you to calculate the carbon footprint for your educational setting. You should add your Count Your Carbon pie chart to this document under section 1 – Decarbonisation and Energy Efficiency.	SLT member/R Hazeldine/O Taylor	Net Zero Carbon Schools The Church of England Chester DBE: Let's Go Zero 3030	Complete Historical Reports - Stretton St Matthew's CofE Primary School RESKIN FINAL Carbon Reduction Guide - v.3 - 11/10
Sign up to the Sustainability Support for Education A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching	SLT/R Hazeldine/O Taylor		Sign up complete Staff to utilise resources to support with initiatives/campaigns

age, priorities, how far you've progressed already, estate, and more.			
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1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient



Operational area	Scope	Emissions area	tCO ₂ e	%
Energy, Waste & Water	1	Fuel	33.4	24%
	2	Electricity	14.13	10%
	3	Waste	0.12	<1%
	3	Water	0.29	<1%
Transport	1	School vehicles	0	0%
	3	School trips	0.44	<1%
	3	Student commuting	12.44	9%
	3	Staff commuting	15.75	11%
Food	3	Food	15.72	11%
Purchasing & Uniform	3	Purchasing	48.51	34%
	Out-of-scope	Uniform *	49.49	n/a

ENERGY – BEHAVIOUR CHANGE

What we learnt at our Climate Changemakers Conference...

- Reducing the temperature in a building by 1°C, or operating the heating system for an hour less each day, can save 5% to 10% of your annual heating bill (DfE)

- On average, more energy is consumed by a school when the building is unoccupied! (Energy Sparks)

ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
★ Take part in a switch off campaign 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).	All staff and children	IQ5 SIAMS: Through our staff and pupil-led energy monitoring activities, our pupils and staff learn about the balance between their right to an environment conducive to learning and their responsibilities towards others in our work to mitigate climate change. Our theologically rooted Christian vision enables positive relationships that balance individual freedom and rights, with responsibility towards others through our energy reduction campaigns.	Global citizens to lead on this initiative. Global Citizen representatives to assigned to an area or classroom to ensure lights are switched off at playtimes and lunchtimes. Expectation for class to be responsible for switching them off. Reward given to classes where lights are switched off independently the most.
Monitor energy use on a regular basis through My WME dashboard (where applicable) mywme.co.uk/account/login An energy-monitoring platform enables schools to visualise their energy usage. All CDAT schools will receive their electricity and, where applicable, gas via West Mercia Energy (WME). It can take some time, following conversion, for schools to transfer from their incumbent supplier to WME. Once transferring, access to the portal will be enabled.			Complete
Set your BMS/BEMS appropriately in the evenings, weekends and school holidays, when the building may be out of use Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.			Evening settings applied
Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.			Complete

Instruct all staff to follow heating efficiency practices e.g. turn heating down vs opening windows Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.			Email reminder to be sent
Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.			Email to be sent to staff to ensure boards are turned off.
Power down strategy for appliances (fridges and freezers over holidays) Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.			Not currently, but something to consider for staff fridges.
Review and implement the migration of IT services to offsite/cloud provision This will need to be implemented through either hi-impact, or your own ICT MSP for those schools that are accessing alternative provision. For schools using hi-impact, work will be undertaken during the 2025/26 academic year to develop a route map to cloud migration for each school.			Hi-Impact

ENERGY – BUILDINGS & INFRASTRUCTURE

What we learnt at our Climate Changemakers Conference...

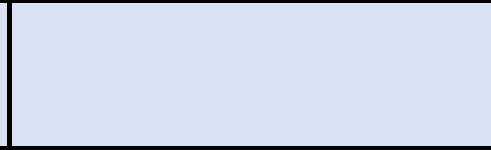
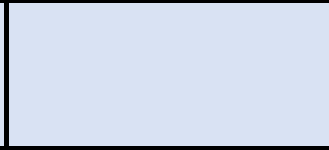
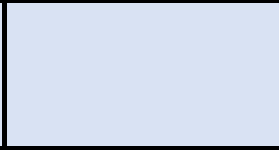
- Most of the energy use in school is for space heating, hot water and lighting
- Most schools are not yet using renewable energy, such as generating electricity from solar panels

Also remember that the CDAT estates strategy includes, as one of its five key priorities, a commitment to driving sustainable cultures and implementing carbon reduction strategies. As part of this, future funding allocations for capital investment – once we have direct capital allocation to distribute – will include a weighting to prioritise projects that improve the carbon consumption of the school estate.

ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
★ Investigate the potential for solar panels Investigate solar providers: aim to compare quotes from at least 3 different providers to check you are getting value for money and pricing that works well for you. Providers we recommend checking with: Solar for Schools & Eden Sustainable. (Note: There is a Let's Go Guide for this action)			
Install LED lighting Replace any remaining older lighting fixtures with LEDs and install motion sensors in any high traffic areas. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.			New lighting due to be installed following consultation.
Insulate your building Insulate your cavity walls and/or roof to prevent heat loss, improve energy efficiency and save money. Opt for 'green' insulation where possible, such as wool, aerogel or cotton.			
Draught proof areas around doors and windows Draught-proof areas around old or ill-fitting doors and windows to prevent energy and heat loss. Have new sealed windows and doors installed or opt for cheaper measures such as draught strips or brush seals.			

Insulate hot-water pipes

Insulating bare heating pipes will reduce heat loss by between 50% and 70%.



FOOD

What we learnt at our Climate Changemakers Conference...

- Plant-based recipes emit one quarter of the emissions of an average meat-based dish (ProVeg)
- If food waste were a country, it would be the 3rd largest emitter worldwide

For those CDAT schools that work alongside Chartwells for the provision of school meals, there are specific opportunities to work together on school-specific activities, some of which are referenced below.

ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
★ Explore opportunities for planet-friendly day (no meat) as part of Earth Day or other events	R Hazeldine/O Taylor	IQ4 SIAMS and IQ5 SIAMS: Our school policies on providing a healthy low carbon menu, creates a culture in which people's wellbeing is enhanced. Our staff and pupils understand that through their daily menu choices, they can be a powerful advocate for not just their own health, but the future of a healthy planet.	Earth Day – 30th March 2026 • Community clean up • Community recycling – crisp packet project? • Recycling or upcycling projects • Gardening workshops – Mrs Clarke • School-based projects 25+ Earth Day Science Experiments and Activities Science Buddies Blog • Careers week – green jobs (parent speakers?) • Walk/wheel to school week. • Initiative for chn to lead project and talk at an event?
Arrange a menu consultation Consider where and how plant-based meals are displayed on menus to reduce bias against these options, e.g. by			We use School Meals Warrington

making the vegetarian offer the default or first in the list, and the meat-option as the alternative. If you are a school that receives their school meals through CDAT's contract with Chartwells you will know that they already incorporate a meat-free day to their menus each week. They also work with Foodsteps who analyse their recipes and calculate their scope 3 emissions (e.g. official carbon impact of menus). Other schools may wish to engage with a service such as Foodsteps or ProVeg for a menu consultation and advice on improving the planet friendly options.			
Contact your waste collectors to organise food waste disposal and diversion to anaerobic digestion plants Contact your waste supplier to organise food waste collections separately in line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills.		SIAMS IQ5: Through our staff and pupil-led action on waste reduction our staff and pupils take responsibility as stewards of our world. Our Sustainability work is one of a range of strategies to ensure that this stewardship fits within our theologically rooted Christian vision and is a living reality that enables pupils and adults to flourish.	
Weigh food waste from kitchen and plates and share results Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage, and feed this back to your school caterer to make necessary changes to dishes/menu. For schools working alongside Chartwells, once provision at each site is fully established kitchen staff will be recording their daily kitchen waste via Chartwells' 'origami' app.			
Waste Free Wednesday / Food Waste Focus once a week			

TRANSPORT

What we learnt at our Climate Changemakers Conference...

- Petrol/diesel cars create high carbon emissions and air pollution, whilst active travel (walking/cycling/scooting) generates nothing!
- 25% of morning traffic in the UK is linked to the school run

ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
★ Continue to run active travel campaigns e.g. Modeshift STARS 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.		SIAMS IQ4 and SIAMS IQ5: Through our staff and pupils' engagement in active travel weeks, with students leading the way to petition for safer school walking routes, better public transport and reducing car use, our school culture encourages justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change.	Travel tracker used historically with success Walk and wheel to school week May 18 to May 22, 2026 Walk to School Week
Continue to work with community-based teams (e.g. Police / LA) regarding safety of roads around the school			Book in PCSO to deliver whole school assembly Road safety officers - LA
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.			

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	LINK TO SIAMS / SIP	NOTES/TRACKER
Plan for and take measures relating to local climate risks and impacts on school estate operations and policy Emergency planning policies can ensure appropriate preparation, response and recovery in the event of extreme weather events. Review flood risk in local area and explore how buildings/land could help.	Start: Review:		Q1 Our theologically rooted Christian vision is a living reality that enables pupils and students, communities and nature to flourish in a changing climate. By planning to adapt and being more resilient to the impacts of climate change we ensure the health, safety and wellbeing of our school and wider community.	
Investigate installation of heat reflective measures in classrooms (focus on south, east and west facing) Assess the need for solar shading on south/west/east-facing classrooms. Look at the most effective measures based on the amount of sunlight, e.g. external blinds/awnings. Solar film can be used but may cause heat retention as well and limit light into classrooms.	Start: Review:			
Conduct a grounds audit using the Learning Through Landscapes tool for climate resilience Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: Review:			
What more can we do as a Trust in this area?				

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
Install water butts Install water butts to capture rainwater for local watering of areas of soft landscape (planted borders / grassed areas) – this will help to reduce water flow in heavy downpours, and supports action in the biodiversity pillar.	Start: Review:		Q4a: Through our pupil-led work on conserving water both in our school and grounds, supports our pupils to understand the precious and precarious balance of life and our responsibilities to it. We link our water use with the impact of climate change on the world's most vulnerable communities. Through this, our theologically rooted Christian vision enables all to live well together in an inclusive, dignifying, and equitable culture.	2 existing water butts on school playground
What more can we do as a Trust in this area?				

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	LINK TO SIAMS / SIP	NOTES/TRACKER
Enrol with The Nature Park (NENP) The NENP aims to embed nature-based learning in 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.	Start: Review:		IQ3c: By taking opportunities to worship outdoors, within nature and surrounded by the wonder of the world, we ensure that the worship life of the school inclusive, invitational, and inspirational.	
Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants and your Let's Go Zero Climate Action Advisor can send updates on funding as it comes available.	Start: Review:			New school garden Classes responsible for planting a variety of plants
What more can we do as a Trust in this area?				

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			
ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
Set up a sustainability working group Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, Local Governance Committee, and any parent teacher association. Ensure one person has oversight, taking the title of 'Sustainability Lead'. Contribute to Trust level working group to share expertise and develop practical initiatives.		SIAMS IQ1: Our climate action work is an outworking of our theologically rooted Christian vision, to support a more equitable and just world and to enable all our adults and young people to flourish, both now and for future generations.	Global Citizens?
★ Develop a communications strategy that shares sustainability goals more widely Develop a communications strategy to share the great work you are doing with the community, e.g. photo diary of plants grown in gardening club or pond, wildflower or no-mow zones. Communicate your sustainability efforts and success via your newsletters, website, local press and social media channels and get your wider community involved.			
★ Set up a sustainability award for students or classes Create an Eco Award as part of the Eco Club's work, either as an end-of-year celebration or a weekly/ half termly			

award, e.g. for the class who do the most recycling/ turn off lights and screens most consistently. Contribute to Trust-wide sustainability award.			
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK: Climate Fresk (world) - Climate Fresk Ministry of Eco-Education has also compiled a list of staff training opportunities: Ministry of Eco Education Home			

CURRICULUM			
ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
Complete a curriculum audit and incorporate sustainability Teach the Future have amazing resources on how to link the curriculum to sustainability! MoEE also has very helpful resources on this. Trust will investigate opportunities to develop science-based research projects relating to temperature and air quality of identified learning spaces. This will include external spaces.		SIAMS IQ2: Our school's theologically rooted Christian vision shapes our curriculum offer as well as our enrichment offer. Through these additional opportunities, our pupils and staff strengthen their understanding of climate change and how we can mitigate this and protect God's world.	
Survey staff on how they feel about teaching sustainability issues Survey staff on how they feel about teaching sustainability. Ask them to rate their knowledge and confidence about the causes and effects of climate change.			

GREEN SKILLS AND CAREERS			
ACTION	STAKEHOLDERS	LINK TO SIAMS / SIP	NOTES/TRACKER
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.			
Students to participate in green careers focused events/days Investigate local university or college green careers events or connect with your local authority / local businesses / Trust suppliers to find out what they could offer or help you run for your students.			

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 The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP