LET'S GO ZERO 2030

Schools working together to be zero carbon

Sustainability Report

Crockerton CofE Primary School

19th September 2024

Summary

Crockerton school is already doing some good work around sustainability, and in this report we provide an overview of this, as well as suggest array of options you can choose from to further improve your sustainability. These are based on the school's context and the interests of staff. These are categorised into the DfE's Climate Change Strategy areas. In particular, we would emphasise the following recommended actions. Some will be shorter term, and others longer.

- ❑ Sign up to Energy Sparks (page 7)
- ❑ Involve students in a lights switch off policy (page 7)
- ❑ Establish recycling across the site and classrooms (page 9)
- ❑ Establish semi-regular 'swap' events (page 9)
- ❑ Collect and weigh food waste separately and look into options for food waste collection (page 10)
- ❑ Explore options for a bus route for pupil transport (page 11)
- ❑ Create a school sustainable procurement strategy (page 10)
- ❑ Sign up to the National Education Nature Park (page 13)
- ❑ Explore options for SUDs for run off from Friendship Forest (page 15)
- ❑ Review and map your current curriculum for sustainability links (page 17)
- ❑ Introduce Leadership/PPA time for staff working on sustainability (page 18)

Site Visit Details

Visit date: 19th September 2024

Key staff/parents present

- Nic Ilic (Headteacher)

Climate Action Advisors:

- Jen Gale

Your Sustainability Report: Contents

1. Your journey so far
2. 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

Your journey so far…

Crockerton CofE Primary School's Sustainability Journey

Crockerton is a lovely school in a beautiful location with fabulous grounds that really make the most of outdoor play and learning for the pupils. The original building is nearly 180 years old, with newer additions, and a new building for KS2 is currently being built which will have a solar array on the roof.

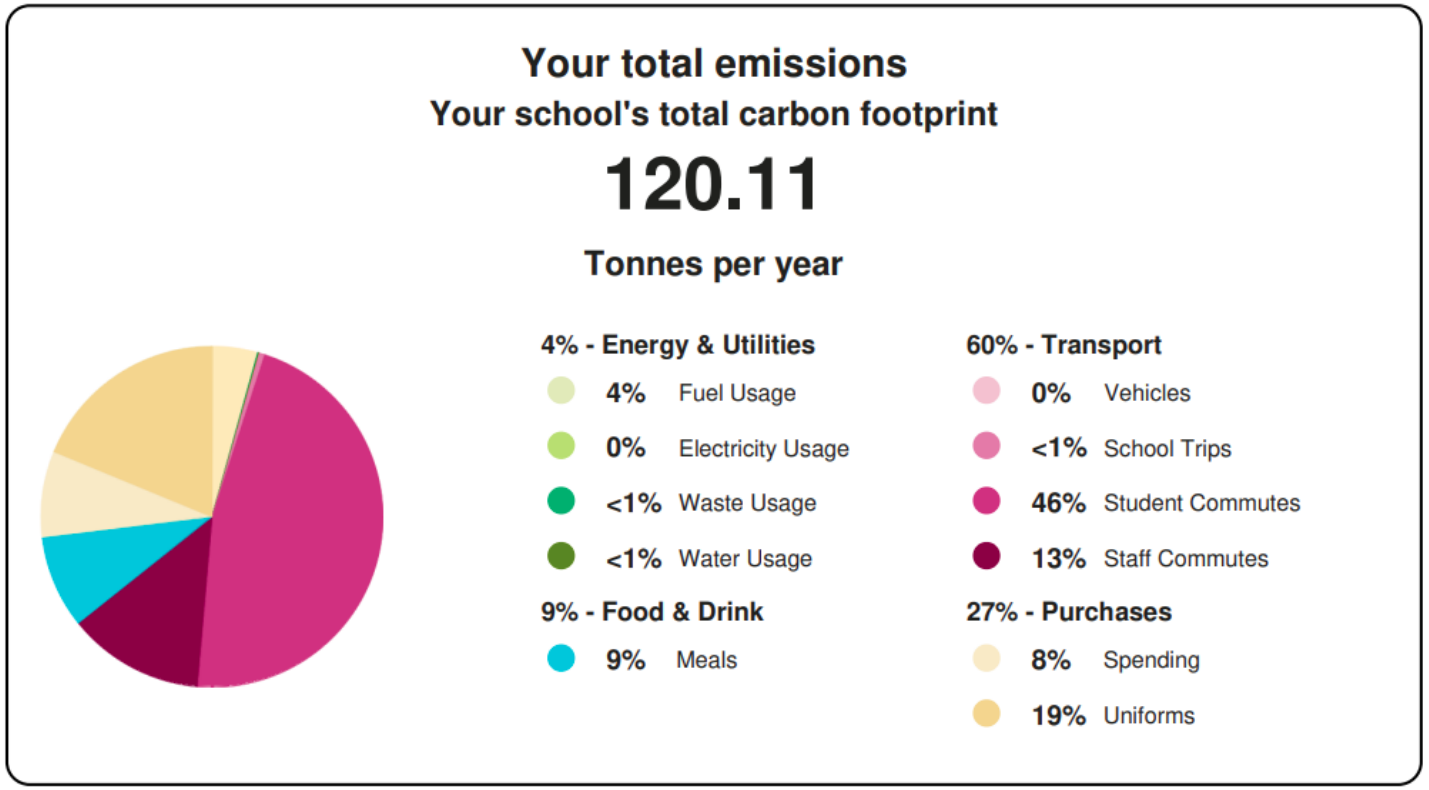
There is double glazing across the site, although some of this is much older. In addition, there is LED lighting across most of the school, with just 3 areas left to convert. There is no gas in the village, and the school has a mix of oil and electric heating. Nic has good oversight over the heating controls, and the school is on a green electricity tariff.

The whole school community is engaged in recycling, and both staff and pupils are great at putting the right stuff in the right bins! Food waste is not currently collected separately and you have previously tried a compost bin, but ended up with issues with rats on site.

There is a well established pupil Green Team who have done work around litter picking and nature on site. Alongside that, there are great links that have already been made with the school's focus on 'courageous advocacy', for example with the litter picking and subsequent engagement with the Town Council. You already have ways of redistributing resources, supplies and uniform with the school community and are hoping to repeat last year's Christmas jumper swap.

Most of the pupils who live in the village walk to school, but most come from Warminster and are driven in. The school has a good 'stop and drop' system that is used in the morning, as well as a one-way system that helps to limit congestion.

Your Count Your Carbon Score



Overview

Crockerton has a carbon footprint per pupil of 1.28tonnes CO2e per year, which is slightly below the average of 1.45 tonnes for primary schools.

The school is situated in an area with no public transport or safe cycling infrastructure for pupils or staff- making transport a high area of impact.

We have proposed a longlist of actions. There are multiple action suggested in the most impactful areas of Purchases and Transport.

Please use this meeting to select a shortlist of actions for this year.

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Energy
Waste
Food
Travel
Water
Procurement

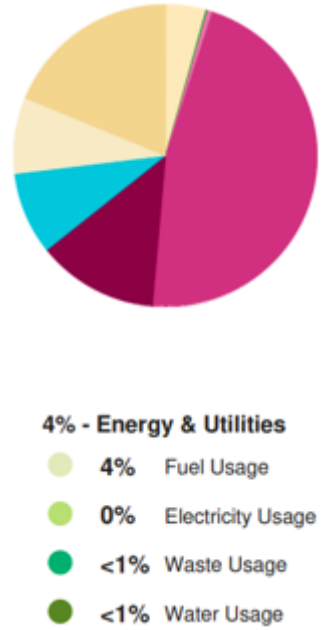
Decarbonisation and Energy Efficiency

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

Energy: our findings

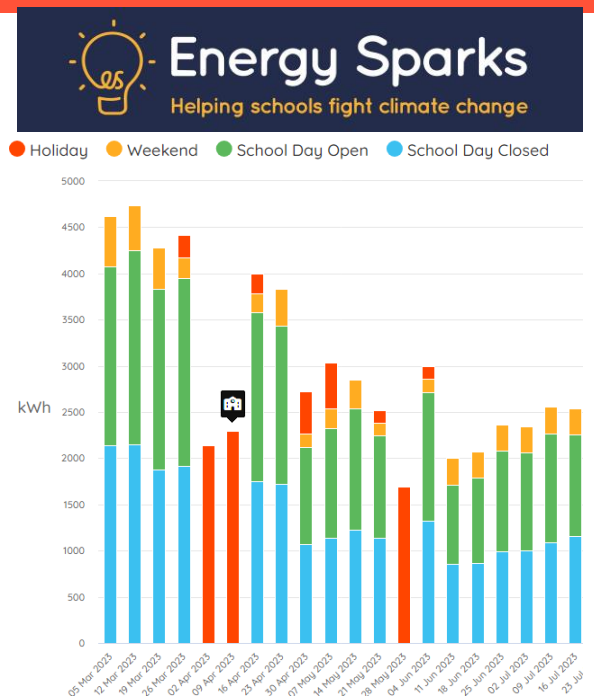
Our findings

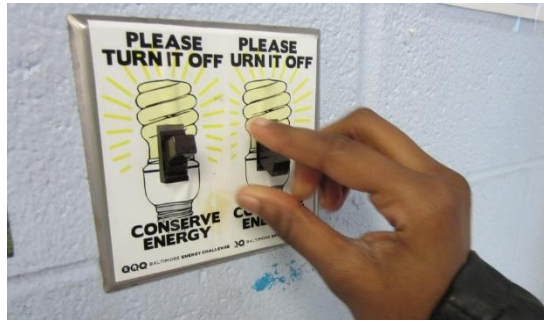
- There is no gas in the village, and the school's heating is a mix of oil (which is a higher carbon source of energy) and electric. There is a smart meter but some uncertainty over whether you are currently set up to get half-hourly meter readings. Clear oversight of your energy usage would help to identify areas where additional tweaks and savings can be made.
- You are on a renewable energy tariff and you will soon have solar PV on the roof of your new KS2 building.
- All windows are double glazed and many of the lights are LEDs.
- The laptop charging unit is on a timer so it is not left constantly charging.
- Staff and students are quite good at turning off lights, devices, and appliances, but can sometimes need reminding!
- There are some draughts from the external wooden doors in some parts of the older building
- I was unable to find a Display Energy Certificate (DEC) on the government website



Energy: recommendations

- **Energy Sparks**
  - Join Energy Sparks to monitor energy usage on a regular basis. You need half-hourly meter readings to use Energy Sparks - Jen can put you in touch with Nikki Webb who can discuss with you how to ascertain if you currently have this, and what to do if not.
  The average primary school saves £3000 per year from implementing Energy Spark's recommendations.
  - Attend Energy Sparks training Training | Energy Sparks
  - Use the Energy Sparks data to check your temperature and timings settings are efficient for evenings, week-ends and school holidays.
- Identify any remaining areas where **LED lightbulbs** have not yet been fitted, and budget for these over the next 12 months
- Involve the students and staff in a **Switch Off campaign** such as The Pod's Switch Off Fortnight in November.
- Introduce a school policy around lighting use e.g. 'Last out, lights off'
- Create a **switch off policy** for the end of week, term and year, including fridges and freezers over the holidays. Examples are on Energy Sparks: switch off for the summer.pdf - Google Drive
- Install timer-controlled electric switches e.g. laptop charging banks
- Replace the draughty external wooden doors, and/or install thick curtains in the meantime **to minimise heat loss.**
- Check to see if you have an up to date **DEC** – if not, there is information on how to get a new certificate here.

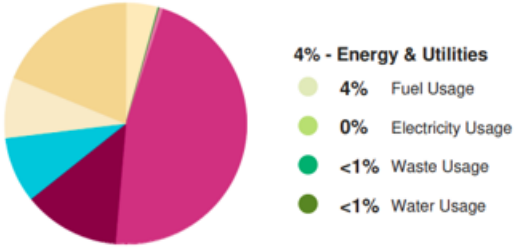




Waste: our findings

Our findings

- Waste makes a small contribution to the school's carbon footprint, but is a very visible issue for staff and pupils.
- Your waste is collected and managed by Hills who currently collect dry mixed recycling and residual waste. You don't have a food waste collection or glass recycling.
- All the students have reusable water bottles and there are water fountains available but these are difficult to use for re-filling water bottles.
- Reusable plates and cutlery are used for hot meals.
- You previously had recycling bins in the classrooms but these have been moved whilst the building works are carried out.
- The children pointed out some areas in the playground where food waste can get left, which attracts wasps.
- Janette is looking into options for WEEE (waste electrical and electronic equipment) recycling.



Waste: recommendations

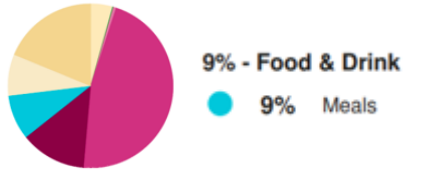
Suggested actions

- ❑ Re-install **recycling bins** into the classrooms once the building work is completed. Ensure signage is clear and that staff and students understand what can be put into each bin – consider recruiting 'rubbish monitors' to check the bins, and a competition for the class that does the best each week. Devon Council have some **good educational resources** for schools around recycling and waste (available to schools outside Devon!).
- ❑ Look into **refillable glue sticks** as an alternative to single use ones – check out these ones here. Refillable whiteboard pens are also available.
- ❑ **Sign up to Surfers Against Sewage Plastic Free Schools scheme.** Successfully use the resources to educate children on reducing plastic waste and commit to eliminating 3 types of single use plastic, and get sent a plaque.
- ❑ Explore options for pen recycling. Terracycle have a pen recycling scheme but it's unclear if they are still accepting registrations. Refactory have 'arts and crafts' recycling boxes, but there is a cost (smallest box is £72)– could the PTA fundraise to cover the costs? Or could a local company be approached for sponsorship?
- ❑ Hill's can arrange WEEE collections for you. If you have laptops or devices, Wiltshire Digital Drive are collecting these to refurbish and pass on to local families in need, or the Air Ambulance Service will collect a variety of different items for secure processing.
  14th October is 'International E-Waste Day' and Recycle Electricals are encouraging schools to run 'The Great Cable Challenge'.
- ❑ Consider having extra 'snack waste' bins in locations where food waste keeps accumulating in the playground
- ❑ Host semi-regular 'swap' events – clothes, books, toys etc. And/or a costume swap event in the run-up to World Book Day (or consider 'wear PJs and bring your favourite book'.) Repeat the Christmas jumper swap again.

Food

Our findings

- Food makes up around 9% of the school's carbon footprint, with a food carbon footprint per pupil of 0.11 tonnes CO2e per year. This is below the average of 0.16 tonnes that we are seeing with the schools we work with – well done!
- Hot meals are supplied by Kingdown. There is a vegetarian option available every day and a meat-free day every week.
- Around 70% of KS1 have a hot lunch, with the rest bringing in a packed lunch from home. KS2 pupils nearly all bring a packed lunch.
- You do not currently have a food waste collection or any way of collecting and composting food on site (rats have been an issue with compost bins in the past).



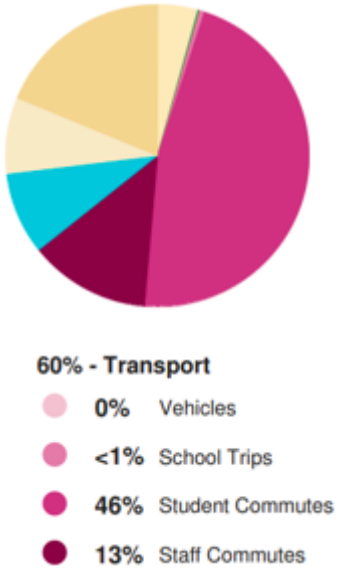
Suggested actions

- ❑ **Collect and weigh your food waste separately** to the main bin. Engage students to reduce the weight each week. WWF have some great resources on conducting a food waste audits with kids and educating them to understand why food waste is a sustainability issue.
- ❑ Once you have an idea of how much food waste is being created, contact Hills to enquire about a food waste collection (it might be that there isn't a big enough volume to warrant a collection).
- ❑ Consider a **'tumbler composter' as an alternative to a food waste collection. Cooked food alongside** for any extra food waste and compostable material from the school grounds – this can be used to create compost that can be sold as a fundraiser, and could be a great scheme that the students could get involved in. There's a great case study of a school doing this here.
- ❑ Taste Ed do **free workshops for primary schools**, encouraging children to try different fruits and vegetables

Transport

Our findings

- Transport is the biggest contributor to the school's carbon footprint, with 46% of total emissions coming from the student commute.
- Around 70% of the children come from Warminster and are currently driven in by parents.
- The school has instigated an effective 'stop and drop' system in the mornings which has been effective at managing the traffic.
- Some local families walk, and in the past some students have cycled although none do at the moment.
- The Year 6 pupils take part in Bikeability.
- There is no suitable public transport between the village and Warminster.
- Most of the staff drive to school, and often combine the work commute with school runs.



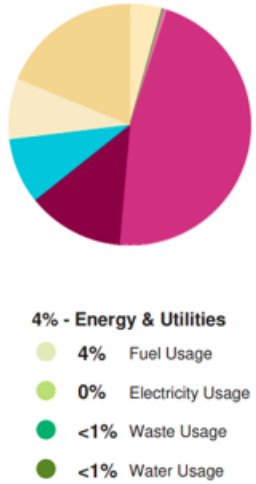
Suggested actions

- ❑ **Explore appetite for, and options regarding, a bus route.** Could the Kingdown bus work? Enquire with Sutton Veny what arrangements they have made and how their bus service works.
- ❑ Register for **ModeShift Stars** and aim for their National Award Education - Modeshift STARS. This case study is a good example of a rural school who have done great work promoting active travel.
- ❑ Promote **Active Travel weeks**: Sustrans Big Walk and Wheel in March, Living Streets Walk to School week in May and Cycle to School Week in September.
- ❑ Explore options with staff regarding car sharing, or cycling, and options that could incentivise this.

Water

Our findings

- Your water contract is with Wessex Water who have been and checked for leaks (and found none!)
- Some taps are push taps, and the children are generally very good at turning off taps.
- You have trialled 'hippo' type bags in your cisterns, but due to other issues with some of the toilets these aren't in place at the moment.
- Children in KS1 are currently exploring topic work all about water, how important it is, and why we need to protect our waterways.



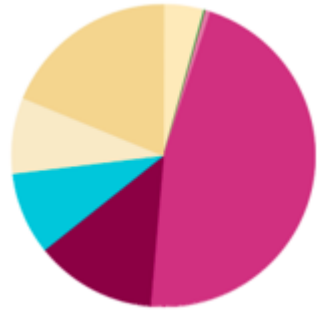
Suggested actions

- ❑ Look into re-installing your **'hippo' cistern devices** once the current issues are resolved.
- ❑ It might be possible to install tap aerators to your current taps which can reduce water usage.
- ❑ WaterAid have some great **water focussed teaching resources**, and also celebrate World Water Day on the 22nd March.

Purchases

Our findings

- The requirement to wear a school uniform and have a school PE kit is a significant contributor to a school's carbon footprint.
(*The current iteration of the Count Your Carbon calculator does not take into account efforts to recycle uniform through the school's twice yearly uniform swaps but this is being hopefully addressed.*)
- You don't currently have a sustainable procurement policy.
- You are currently banking with HSBC and need a bank where you can visit a physical branch to pay in cheques.



Suggested actions

- ❑ **Create a sustainable procurement policy** – Eco Schools have a template version here (due to be updated shortly)
- ❑ Look into options for **refurbished computers and IT** – Pure IT have a schools arm that works specifically with schools, reducing costs by up to 50% and providing a 5 year advanced replacement warranty
- ❑ PaperCut is a 'print management system' that many schools use to help them to reduce printing costs and the associated carbon footprint.
- ❑ HSBC are one of the world's leading providers of fossil fuel finance – switching banks to a more ethical alternative divests the school's money from these investments and result in a better fit with the school's values. Ethical Consumer have some good general information about ethical bank accounts here (although the results are frustratingly behind their paywall!); Bank.Green allow you to see how well your current account performs when it comes to investments in fossil fuels and then suggests alternatives.

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Pillar areas:
1. Nature

Biodiversity and Green Infrastructure

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

Nature

Our findings

- You have a beautiful site with a well established and shaded outdoor play area that all of the children clearly benefit hugely from.
- The younger children take part in a weekly 'welly walk' around the village and on the Longleat Estate.
- You work with Longleat to collect seeds and plant trees on the estate.

Suggested actions

- ❑ **Sign up to become a part of the National Education Nature Park.** There is support and lots of resources on the website to help you get pupils involved with mapping your school site, establishing baselines and then working in increasing the nature and biodiversity in the school grounds.
- ❑ Carry out a biodiversity survey and consider how you might be able to utilise apps such as Merlin Bird ID and Seek on your welly walks to help pupils notice and engage with nature.
- ❑ Apply for the Let's Go Zero OVO Foundation Nature Prize – prizes of up to £1000 are available for schools looking to bring their students closer to nature. The 2024 Prize Fund is launching on the 14th October.

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Pillar areas:

1. Adaptation and Resilience

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

Our findings

- The school is in an area that is 'very low risk' for flooding.
- There are issues with water run off down the slope through the 'Friendship Forest' towards the new building.
- All of the classrooms have external doors and windows to enable ventilation in hotter months.

Suggested actions

- ❑ Explore options for **Sustainable Urban Drainage Systems (SUDS)** to slow the flow of water down the slope of the Friendship Forest. There is currently a scheme from the government providing **part funding** for SUDS in schools – **the closing date for applications is the 4th November 2024.** ****Let's Go Zero can support you in this application if helpful!**
- ❑ Advice from DfE re the flooding: Contact your insurance provider, Lead Local Flood Authority (Typically your Local Council), and your local Water Company providing details of the Floods the site has previously suffered from, to ask if they can provide any support/funding to help the School.
- ❑ **Install blinds** in all of the classrooms that can be used to provide shading on sunny days.
- ❑ Check that you are signed up for the government's flood risk alerts and heat wave alerts
- ❑ Create a heat wave policy that addresses areas such as school dress code, passive ventilation measure, PE lessons and 'slip slap slop' campaigns.

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Pillar areas:

1. Curriculum
2. Culture & Communication

Climate education, Green skills and 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

Curriculum

Our findings

- Sustainability currently features in some curriculum areas but there has not been a mapping exercise done and Nic is keen to explore how it might be able to be integrated more widely, and especially into the science curriculum.
- Sustainability has the potential to become the school cultural norm if embedded into the curriculum plans.

Suggested actions

- ❑ Set aside time for SLT or whole staff (via an Inset), to evaluate your current curriculum against the Teach The Future Curriculum for a Changing Climate. Map out the curriculum links with sustainability across as many subjects as possible.
  The Harmony Project also has some lovely resources and support for integrating connection with the natural world and the skills needed to live more sustainably into your existing curriculum.
- ❑ Energy Sparks have a pupil dashboard and lots of resources supporting schools to use their energy data within the curriculum.
- ❑ Explore Earth Cub's resources for additional ideas for ongoing work with the Eco-Council and/or consider signing up for the Eco-Schools accreditation programme.
- ❑ Consider whole staff training e.g. Climate Fresk or Carbon Literacy Project (this could be done as a Compass Group activity?)

Culture and Communication

Our findings

- The school has already done some really good work, and the children clearly understand the need to look after the planet and nature.
- You have an active and enthusiastic Eco-Council!
- There is potential to work together with other schools in the Compass Group to share learnings and resources.
- There is not currently any Leadership or PPA time for staff working on sustainability in the school.
- Sustainability is not a feature on the school's website.

Suggested actions

- ❑ Appoint a **Sustainability Lea**d in line with the DfE's expectations in their Sustainability and Climate Change Strategy.
- ❑ Create a Sustainability Working Group made up of key stakeholders, for example: SLT, governor(s), and teaching staff. Introduce Leadership/PPA time for staff working on sustainability. This helps ensure the work can be completed and in a way that doesn't add additional work to already busy schedules.
- ❑ Get the pupils involved with the creation and documentation of a 'Ta-Da!' List of all of the sustainability actions and projects that the school has already done/is currently doing.
- ❑ Network with the other Compass Group schools to share ideas, best practice and learnings.
- ❑ Create opportunities for the wider school community to join in with events, eg 'swap shops', tree planting, 'bio blitzes'.
- ❑ Create a 'sustainability' page on the school website – use your Ta-Da! List as a starting point, and link to your Climate Action Plan, as well as providing updates on progress.

Long-list

Pillar	Action	Y/N
Energy	Sign up to Energy Sparks	
Energy	Attend Energy Sparks training	
Energy	Complete LED switchover	
Energy	Switch Off campaigns eg The Pod's Switch Off Fortnight	
Energy	Introduce a switch off policy for the end of the day, and the end of the week, term, year	
Energy	Install timer-controlled electric switches for the laptop chargers	
Energy	Replace the draughty external wooden doors, and/or install thick curtains	
Energy	Check to see if you have an up to date DEC	
Waste	Re-install recycling bins into the classrooms once the building work is complete	
Waste	Recycle Devon's Recycle Zone and workshops	
Waste	Plastic Free Schools Accreditation	
Waste	Look into refillable glue sticks and/or whiteboard pens	
Waste	Explore options for pen recycling	

Long-list

Pillar	Action	Y/N
Waste	Arrange a WEEE collection	
Waste	Take part in International E-Waste Day	
Waste	Consider having extra waste bins for snack food where the food waste ‘appears’!	
Waste	Host semi-regular swap events	
Food	Collect and weigh your food waste separately	
Food	Educate the children around food waste, why it’s an issue, and steps they can take	
Food	Consider a ‘tumbler’ composter or a food waste collection from Hills	
Food	Taste Ed workshops	
Transport	Explore options for a bus route	
Transport	Register for Modeshift Stars	
Transport	Promote Active Travel Weeks	
Transport	Explore options for car sharing and/or cycling for staff travel	
Water	Re-install ‘hippos’ in cisterns when able to	

Long-list

Pillar	Action	Y/N
Water	Install tap aerators	
Water	Explore WaterAid's learning resources for your KS1 water topic	
Procurement	Create a sustainable procurement policy	
Procurement	Look into options for refurbished computers and IT	
Procurement	Look into PaperCut	
Procurement	Move to a more ethical business bank account	
Nature	Sign up to the National Education Nature Park	
Nature	Carry out a biodiversity survey	
Nature	Apply for the Let's Go Zero OCO Foundation Nature Prize	
A and R	Explore options for Sustainable Urban Drainage Systems (SUDS) for Friendship Forest	
A and R	Install blinds in all classrooms	
A and R	Sign up for Flooding and Heat Wave alerts	
A and R	Create a heat wave policy	

Long-list

Pillar	Action	Y/N
Curriculum	Review and map your current curriculum for sustainability links	
Curriculum	Explore The Harmony Project's support and resources	
Curriculum	Use Energy Sparks data within the curriculum	
Curriculum	Explore Earth Cub's resources and/or sign up for Eco-Schools	
Curriculum	Staff sustainability CPD	
Culture	Appoint a Sustainability Lead	
Culture	Create a sustainability working group	
Culture	Brainstorm your 'Ta-Da!' List	
Culture	Create a sustainability section on your school website	
Culture	Network with other Compass Group schools to share best practice and ideas	
Culture	Create opportunities for wider school community involvement in projects	

Next steps:

Today:
JG will send over report PDF and longlist documents. Agree deadline for Nic to review longlist and select actions for this year's Climate Action Plan

Within 2-3 weeks:
JG will send draft Climate Action Plan for review, and can meet with key staff to go through action plan if necessary

Every half-term (or as often as required):
Check-in on progress and review actions

1 year:
Review actions, re-do Count Your Carbon, celebrate successes.
Create Year 2 Climate Action Plan