

Climate Action Plan

Little Heath School

1 year plan Autumn 2024 – 2025



Your school's carbon baseline: 1035.03 t CO₂e

Calculation: Ac. Year 2023-2024

Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history	
Last reviewed:	August 2025

★ = high carbon reduction actions

RECOMMENDED FIRST STEP		
ACTION	NOTES	TRACKER
<p>Calculate your school's carbon footprint using Count Your Carbon</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress, year on year.</p>	<p>Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.</p> <p>Aligned with the Department for Education's Sustainability and Climate Change Strategy, Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.</p> <p>Calculating your carbon footprint is a great first step on your decarbonisation journey. It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support.</p>	Complete

1. Decarbonisation and Energy Efficiency

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

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.</p>	<p>Start: Sep 2024 Review: Termly</p>	ES		Complete
<p>Appoint a sustainability lead with sufficient PPA and support.</p> <p>Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/TLR to fulfill this role.</p>	<p>Start: Sep 2024 Review: Termly</p>	ES	<p>Completed by GP for past academic year (1 Sep 23 – 31 Aug 24)</p>	Complete
ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Investigate the potential for solar panels</p> <p>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: Solar for Schools & Eden Sustainable.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES SL DR GP</p>	<p>Researched solar with both SFS and LCH – progressed further with LCH</p> <p>Now exploring council options – Molly shared contact with West Berks Council in solar dept. – school now proposing this to the Board</p> <p>Survey now taking place in January 2026</p>	Complete

ENERGY – BEHAVIOURAL CHANGE				
Action	Timeframe	Stakeholders	Notes	Tracker
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.	Start: Sep 2024 Review: Termly	ES DR GP	ES used learning resources with Eco Committee and Y12 Sustainability Prefects. They have completed lighting and energy audits, and presented an assembly to Y7	Complete
Implement a power down strategy for electrical devices and appliances Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	Start: Sep 2024 Review: Termly	ES SL	Sustainability Team have implemented a power down over Christmas, February half term, Easter holidays, and May half term enabling significant carbon reduction Work on roll out of energy shut down for every Friday and a 'Energy Saving' hour through the summer term	Complete
Implement a power down strategy for energy-intensive appliances over holidays Fridges and freezers are often overlooked during holiday and closure periods and require a lot of energy to run. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer to reduce baseload during unoccupied periods and turn any other freezers off.	Start: Sep 2024 Review: Termly	ES SL	Routine fridge/freezer clear out over holidays (all departments incl. food tech who consolidated it into one)	Complete
★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1	Start: Sep 2024 Review: Termly	ES SL	SL completed in light of ES data e.g. heating set to come on later in the morning	Complete

degree can cut annual heating costs by 5–10%, according to the DfE .				
Ensure your site manager is effectively trained to optimise the BMS/BEMS Ensure your site manager or caretaker is trained in how to monitor and effectively manage the controls on the school's BMS/BEMS systems. If you are using an energy monitoring system, then staff should be given access to CPD training courses to fully understand this so they can make use of this monitoring data to manage their systems.	Start: Sep 2024 Review: Termly	ES DR GP	Range of staff attended ES training	Complete
Use workspaces efficiently to limit the need for heating and lighting during and after the school day Create a smart timetabling system for before and after-school community usage, and for staff usage on non-teaching days to limit the spaces that need to be lit and heated.	Start: Sep 2024 Review: Termly	ES DR GP	One building heated earlier in morning for early workers Staff working during holidays use plug in radiators as heating remains off	Complete
Access support from your local Net Zero Hub Regional Net Zero Hubs across England support schools with improving capacity and capability on the journey to reaching net zero. School Business Managers, Operational and Estates staff can access free advice and guidance on a variety of decarbonisation projects, including acquiring Heat Decarbonisation Plans, exploring solar potential and preparing for upcoming governmental grants.	Start: Sep 2024 Review: Termly	ES SL	GSENZH reviewed school and advised on PSDS funding, but school did not have required capital contribution Highlighted how old boilers were – established that replacing oldest boilers would be the most efficient way of tackling	Complete
Install timer-controlled electric switches e.g. laptop charging banks to reduce energy required to charge or laptop updates overnight Using timer-controlled switches on laptop charging banks to charge them overnight will allow you to take advantage of the cheapest energy rates, while also saving energy by limiting the length of time they are drawing power.	Start: Sep 2024 Review: Termly	ES SL	IT dept. installed switches in summer 2025	Complete

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Carry out a bin audit to ensure mandatory recycling requirements are being met</p> <p>New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES SL GP</p>	<p>Completed outdoor bin audit and repositioned bins across site – students supported with checking inside buildings and discussed label designs</p> <p>New signs have been designed</p>	Complete
<p>Run waste/plastic reduction initiatives or campaigns with pupils and staff</p> <p>Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a Plastic Free School with Surfers Against Sewage using their free resources.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES</p>	<p>House competition for littler picking – one hour timed race called the House Clash Trash Dash</p> <p>Litter survey went to all staff, parents and students to get opinions on littler issue and suggestions</p>	Complete

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	NOTES	TRACKER
<p>Take part in The Nature Park</p> <p>The Nature Park aims to embed nature-based learning into 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.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES</p>	<p>ES signed up in Spring 2025</p>	Complete
<p>Have pupils carry out wildlife surveys</p> <p>Conduct wildlife surveys and habitat mapping using the Nature Park resources or take part in activities such as the Big Birdwatch with the RSPB. Use this data in</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES</p>	<p>Emma has worked with three ASDAN groups in February as part of the RSPB Big Schools Bird Watch. They completed a birdwatch on the school field, identified sites to put up the bird boxes (made</p>	Complete

engaging lessons and to inform the next steps in improving your grounds for wildlife.			at Y7 Eco Day 2024) and made bird feeders which have been put up in the Inclusion garden	
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	Start: Sep 2024 Review: Termly	ES	Site Team put up the bird boxes and they are already being used	Complete
Increase planting of available areas Identify areas in your school grounds which could accommodate new planting. This could include hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. When planning ensure the "right tree in the right place" principle is followed and consider accessibility and maintenance requirements.	Start: Sep 2024 Review: Termly	ES	Accessed and planted hedgerow saplings from Woodland Trust	In progress

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	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to 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 age, priorities, how far you've progressed already, estate, and more.	Start: Sep 2024 Review: Termly	ES	ES signed up - looks well-structured with actions to complete at each stage	Complete

<p>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</p> <p>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES</p>	<p>ES set up Eco Club – linked with Climate Ambassador for future activity</p> <p>First time recruiting Y12 Sustainability Prefects (new cohort to be recruited next academic year)</p>	<p>Complete</p>
<p>Set up a sustainability award for students or classes</p> <p>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.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES</p>	<p>Sustainability Award given to three Y11 students who worked on school nature space and ran a second hand uniform stall at evening events and raised over £1,800 for Eco Committee projects. Certificate and vouchers to be awarded during Y11 Prom</p>	<p>Complete</p>
<p>Support your staff to attend local sustainability networks & events</p> <p>Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. You can include the Let's Go Zero webinar schedule in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES</p>	<p>Emma and David to attend the Climate Ambassadors Climate and Nature Action in Education event</p> <p>Emma met with a Governor from Englefield Primary School to talk about their journey with Energy Sparks – Emma to share</p> <p>ESA has been added to a WA group of local sustainability leads across schools in West Berks</p> <p>ESA has a progress meeting with sustainability leads on 12/03/25 – organised by Leanne Hughes, Holme Grange</p>	<p>Complete</p>
<p>Apply for funding</p> <p>Submit an application for funding for one or more of your projects. Your CAA can share appropriate funds and grants where available.</p>	<p>Start: Sep 2024 Review: Termly</p>	<p>ES</p>	<p>Jasmine shared details of Learning Through Landscapes' Local School Nature Grants for £500 of outdoor learning equipment and staff CPD to support curriculum, deadline 4th Apr 2025. ESA applied but sadly we were unsuccessful.</p>	<p>Complete</p>

GREEN SKILLS & CAREERS				
Action	Timeframe	Stakeholders	Notes	Tracker
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	Start: Sep 2024 Review: Termly	ES	Paired with a Climate Ambassador in Spring 2025 – Lisa Hill Met Lisa Hill who is working with ESA on revamping the Eco Com, and she ran a session on Y7 Eco Day in July (alongside speakers incl. soil scientist, beekeeper and clean air expert)	Complete
Include green skills as part of careers guidance Integrate green skills and career pathways in school career fairs Engage with the National Education Nature Park Green Skills framework for careers education and development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical).	Start: Sep 2024 Review: Termly	ES	Careers Lead has worked with Emma on sustainability – Green Careers Fair and Education Business Partnership Biocap project. Biocap workshops: Green Careers session for Y10, 12/12/24 Y8 Champions of Enterprise event, 27/03/25 Y7 Green Careers 'What's my job?' 02/07/25 82% of students reported an improved understanding of green careers Coding for Climate Change workshops - 17-18/06/25 Taking part in the NADAS Design, Make and Market Challenge – design a product focused on sustainability, horticulture or agriculture. Student presentations at Berkshire College of Agriculture and judging took place on 2 May and we won. 3 Y10s and 5 Y8s, all girls. Collaboration with JME (HoD D&T) ESA has been working with Y13 student Beth on the Mend the Gap nature project. She completed a project on outdoor learning as part of her EPQ qualification. Having now experienced real life examples of designing and working on a outdoor project, she has decided to change her university course from just Architecture, to Architecture and Environmental Engineering as she realised this is what she wants to do – she ran a Y7 session on their July Eco day to garden features Y12 Careers and HE Fair – massive event with over 80 different universities, apprenticeships and companies, many of which were focused on green careers including Grundon, Reading Hydro. – biggest focus ever – changed from once every 2 years to once a year check which academic year this was in Working with JME in Tech and 'Design Nature' (CIC) on a ReDesigners project for Y9 students on 14/07/25. Session led by Product Designer and Engineer, Mark Mason, and Designer, Erica Purvis. Session focused on solving the problem of waste through innovative design – students looked at waste products	Complete

			<p>to create an idea for a sustainable product or thinking of a solution to reducing waste. They shared a message that the Design Council want to upskill 1 million designers in green skills by 2030 (Emma suggested other NADAS project with JME, which inspired her to also arrange Design Nature project for students)</p> <p>09/12/25 - First session with Y9 Textiles students to work on display for Newbury Show 'Environmental Art' display 2026. Piece depicts the seasons using natural materials, used window envelopes, fabric scraps and magazines. Scheduled to work with Y12 students in January. (been 3 times, 2026 will be the fourth time)</p>	
<p>Upskill careers advisors/teachers in green careers options</p> <p>Staff should know about both the technical and academic routes to green skills courses available. Find further information on this here.</p>	<p>Start: Sep 2024 Review: Termly</p>	ES	<p>Met with four PGCE students on 22/5 to talk about my work with students and sustainability at LHS. An opportunity to talk to them about bringing climate education into everyday teaching/school life.</p> <p>ESA advised careers team (2 staff members) on how to identify green careers and skills opportunities – they subsequently booked EBP and received this for free as a pilot school</p>	Complete
<p>Invite inspirational green careers speakers in to speak to pupils</p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.</p>	<p>Start: Sep 2024 Review: Termly</p>	ES		Complete



www.letsgozero.org

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