LET'S GO ZERO 2030

Schools working together to be zero carbon

Sustainability Report

Little Chalfont Primary School

30 September 2024

Your Sustainability Report: Contents

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

Your journey so far…

- Little Chalfont has a wonderful group of students and staff who are knowledgeable and keen to improve the sustainability of the school estate.
- The school has a remarkable Edible Garden, which has received widespread recognition.
- School grounds are managed well for nature with plans afoot for further improvements (e.g. renovation of school pond).
- Great engagement with parents through the garden and grounds (e.g. gardening days; apple picking and juicing).
- You have new solar panels on the roof.
- There are regular updates on sustainability work to school community.
- Engaged and knowledgable Eco-Council demonstrates understanding of sustainability.
- There is a very motivated leadership team, with the Chair of Governors bringing a wealth of experience from his background in the construction industry.

Site Visit

Visit date: 30 September

Weather: rain showers, 15 degrees

Key staff present:

- Rob Hacking – Headteacher
- Simon Barrett – Chair of Governors

Climate Action Advisor:

- Catherine Odell
- Jasmine Newhouse

Your schools total carbon footprint:

178.03

Tonnes co_2e* per year

*'t co_2e' or 'co_2e' 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

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 178.03 tonnes co_2e* per year

Operational area	Emissions area	t co_2e*	% of footprint
Energy & Utilities	Fuel Usage	27.1	15%
	Electricity Usage	10.8	6%
	Waste Usage	0.4	0%
	Water Usage	0.5	<1%
Transport	Vehicles	0	0%
	School Trips	0.6	<1%
	Student Commutes	24.1	14%
	Staff Commutes	23	13%
Food & Drink	Meals	22.8	13%
Purchases	Spending	9.3	5%
	Uniforms	59.5	33%

*'t co_2e' or 'co_2e' 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.

Your carbon footprint over time…

Feb 2024:

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 255.73 tonnes co_2e* per year

Operational area	Emissions area	t co_2e*	% of footprint
Energy & Utilities	Fuel Usage	34.7	14%
	Electricity Usage	0	0%
	Waste Usage	0.3	<1%
	Water Usage	0.5	<1%
Transport	Vehicles	0	0%
	School Trips	6.3	2%
	Student Commutes	66.3	26%
	Staff Commutes	36.7	14%
Food & Drink	Meals	20.1	8%
Purchases	Spending	31.7	12%
	Uniforms	59.3	23%

*'t co_2e' or 'co_2e' 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.

Oct 2024 :

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 178.03 tonnes co_2e* per year

Operational area	Emissions area	t co_2e*	% of footprint
Energy & Utilities	Fuel Usage	27.1	15%
	Electricity Usage	10.8	6%
	Waste Usage	0.4	0%
	Water Usage	0.5	<1%
Transport	Vehicles	0	0%
	School Trips	0.6	<1%
	Student Commutes	24.1	14%
	Staff Commutes	23	13%
Food & Drink	Meals	22.8	13%
Purchases	Spending	9.3	5%
	Uniforms	59.5	33%

*'t co_2e' or 'co_2e' 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.

Things to note:

- your electricity has increased from 0% - was it on a renewable tariff previously?
- travel has reduced as I have 'used the average' data for this setting to prevent outlying pupils skewing it.

How your footprint per pupil compares…

Area	Little Chalfont School	Primary school average	How are you performing?
Total footprint per pupil	**0.73**	**0.95-1.26**	**Slightly better than average**
Gas	0.06	0.12-0.15	Better than average
Electricity	0.02	0.10	Better than average
Food	0.05	0.17	Better than average
Student commute	0.22	0.31	Better than average
Staff commute	0.21	0.19	Slightly worse than average
Purchasing	0.15	0.18	Slightly better than average
Uniform	0.13	0.23	Better than average

Your school produces 178.03 tonnes of carbon per year...

…that’s the equivalent of 197 trans-Atlantic flights!

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Decarbonisation and Energy Efficiency

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

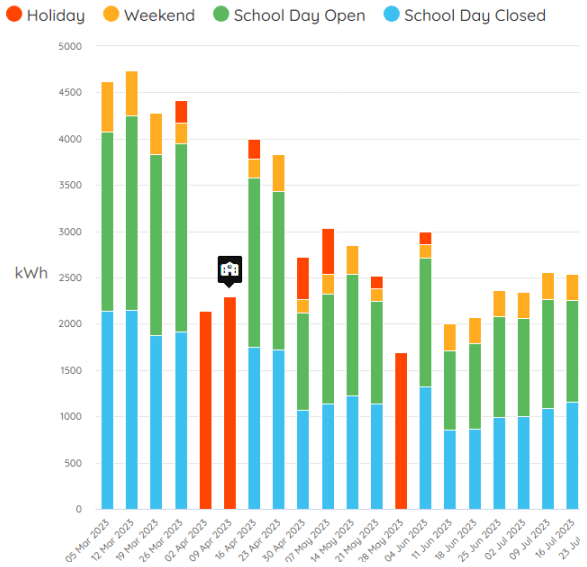
Pillar areas:

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

Energy - buildings

Our findings:

- You have a brilliant new solar array system (60 panels) that could be aligned with the Energy Sparks data. You have commendable visibility of the solar power in your school, including a live feed of the Solar Edge data in reception; pupils seemed engaged with this.
- Your most recent DEC report was rated C. (This is set to expire in December 2024.)
- There is a new smart meter system in place which would enable Energy Sparks analysis for really in-depth management of the BMS.
- Your boilers are nearing end of life. An approach to Salix several years ago suggested that heat pumps could be a possibility.



Energy Sparks Analysis

Suggested actions:

- ❑ Join Energy Sparks to get a clear picture of cost and energy usage over the school day/ week/ year and get live data to make amendments to save energy and money. The average primary school saves £3000 on their energy bills by implementing the no cost recommendations from the use of energy sparks monitoring data[1]. As you are not sure of the benefits in your setting, we suggest joining an Energy Sparks webinar to better understand how your school might benefit from cost and emissions reductions.
- ❑ Conduct your Display Energy Certificate renewal (due in December), to get an up-to-date performance rating and recommendations.
- ❑ Reach out to Greater South East Net Zero Hub for support with an up-to-date energy audit/ Heat Decarbonisation plan that could put you in line for Salix funding for heat pumps.

Energy - buildings

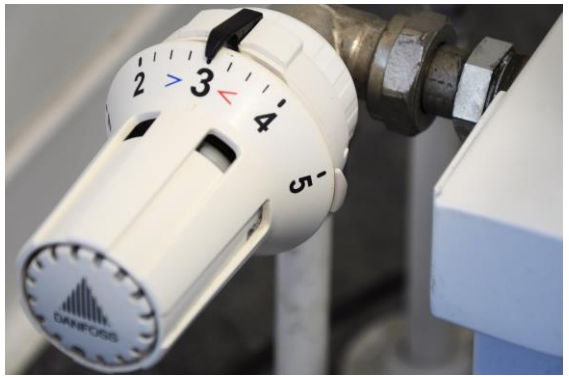
Our findings:

- The school is switching energy suppliers through the Trust but it is not known if a renewable tariff has been chosen.
- Around 60% of radiators are fitted with thermostatic radiator valves.
- 90% of the school has LED but there is no LED or PIR in the corridors.
- Efficient boiler settings are used during term-time, when the school is only heated for three hours and residual heat is used for the rest of the time.
- Chromebooks have a charging trolley and tablets are charged individually.
- The hall roof is not insulated properly.

Suggested actions:

- ❑ Little Chalfont is a sustainability leader within the Trust you joined in April and could advocate for some Trust-wide sustainability practices. This could include requesting a 100% renewable tariff.
- ❑ The wider Trust could also be encouraged to sign up for Energy Sparks.
- ❑ Install TRVs on remaining radiators.
- ❑ Install LED in corridors.
- ❑ Invest in plugs that have timers for tablets.
- ❑ Undertake a school audit to identify areas of thermal loss(this could form part of the heat decarbonisation plan).
- ❑ Insulate hall roof and any other identified areas of thermal loss.

Energy Sparks
Helping schools fight climate change



Energy – behaviour change

Our findings:

- Pupil engagement in switching off lights is high through Eco-Council and Energy Monitors in classrooms.
- Cleaning staff are switched on about switching things off.
- Fridges and freezers are not turned off over holidays.
- Efficient boiler settings are currently used during holidays but that could change when new holiday clubs start.

Suggested actions:

- ❑ Ensure fridges and freezers are turned off during holidays (one could be kept on if necessary).
- ❑ Ensure holiday clubs stick to one heated area of school.

Water

Our findings:

- You check your water system for leaks on a regular basis but don't have a procedure in place to minimize water wastage.
- You don't currently engage in much education around water consumption with pupils, though this has been partially explored in context of partner school in Uganda where water scarcity is an issue.
- You have water butts on site.
- You have procedures in pace to mitigate flooding risks.

Suggested actions:

- ❑ Check systems to reduce water wastage e.g. controlled flow measures in bathrooms (toilets with half-flush settings) and leak detection.
- ❑ Implement a water usage policy.
- ❑ Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider.

Food

Our findings:

- The school has tried really hard to advocate for plant-based options but was blocked by the DfE, which is frustrating. They have worked with the local MP to advocate for this at a national level.
- The school currently offers one meat-free day per week and has previously sought advice from ProVeg.
- There is a network of Headteachers who are keen to negotiate a new catering contract (the current one has a three-month notice period).
- The school has amazing engagement with the issue of food through its edible garden (with produce taken home by pupils) and initiatives like apple- juicing that involve the parent community too.
- Food waste is not currently collected from the canteen or kitchen or staff room, although everything is set up to do it in the canteen – pupils scrape their plates into a separate bin etc. Caterer is not willing to collect food waste in kitchen.

Suggested actions:

With so much appetite for action on food, there are some quick wins to be made here:

- ❑ Increase number of meat-free days to two per week (either through negotiating with current contractors or with new ones).
- ❑ Explore new catering contract, with kitchen food waste separation included in provision.
- ❑ Ascertain who collects waste (Veolia or Biffa) and ask them to collect food waste – this will be a statutory requirement from April.
- ❑ Include food waste bins in staff room.

Transport

Our findings:

- The majority (73%) of your pupils use active travel to get to school. The majority of staff (88%) drive. The car park is quite crowded.
- There is high pupil engagement with the ongoing travel survey and this helps to promote active travel.
- You have engaged with parent parking pledges, WOW walk to school challenge, MODESHIFT STARS
- You are working with Bucks CC to install a crossing point.
- You take account of carbon emissions when planning school trips.
- You have an unofficial lollipop service to enable safe crossing.
- You provide cycling proficiency classes but no additional road safety training.
- You have installed air monitors in the playground, based on our previous advice.

Suggested actions:

- ❑ Keep going with behaviour change initiatives, and use the air quality data to try to push for more park and stride.
- ❑ Carry out a road safety audit and provide lessons for pupils.
- ❑ Offer staff season tickets for public transport / incentives for lift-sharing.
- ❑ Explore EV charging points for staff.

Procurement

Our findings:

- You have considered sustainable procurement but didn't go for the company you researched as it was more expensive.
- You factor in energy efficiency when buying new equipment such as kettles, and also your new ICT equipment.
- Your paper is not recycled.
- Families can buy non-branded uniform if they choose and you would consider limiting the uniform that is branded.
- You do not use an ethical bank.

Suggested actions:

❑Switch to recycled or sustainably sourced paper.

❑Reduce branding on uniform at next review.

❑Switch to an ethical bank.

Waste

Our findings:

- The school is mindful of waste and engaged in waste reduction and recycling
- There is clear signage and high levels of compliance with recycling
- You have taken part in plastic reduction campaigns
- You are mindful of trying to reduce paper consumption eg..g. homework and planning done online)
- You recycle WEEE (waste electrical and electronic equipment)

Suggested actions:

- ❑ Keep going with waste reduction and recycling campaigns
- ❑ Initiate a Christmas Jumper swap-shop

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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 an amazing school site with lots already happening and lots of potential too.
- You have already planted 300 trees and do no-mow May.
- Your edible garden is exceptional and has unique opportunities.
- You have an incredible pond area with a colony of Great-Crested Newts, but the Eco-council reported that they very rarely visit it and did not know about the newts.
- You only use weedkiller once a year, on paths.
- An outdoor classroom is under construction.
- You are enrolled with the National Education Nature Park but not yet using its resources.

Suggested actions:

- ❑ Use Eco-friendly cleaning products.
- ❑ Proceed with plans to re-invigorate the pond area.
- ❑ Increase planting of available areas.
- ❑ Have pupils carry out wildlife surveys and start using the NENP resources.

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Pillar areas:

1. Curriculum
2. Culture
3. Green skills and careers

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:

- The Curriculum has recently been reviewed in your school and you are expecting an OFSTED visit soon – there is currently no appetite for further curriculum review.
- Staff are partially confident in teaching about sustainability.
- You have a partial forest school and a fantastic outdoor learning teacher who manages the edible garden.
- The eco-council report that they don't do much learning outside.

Suggested actions:

- ❑ Survey staff on how they feel about teaching sustainability issues.
- ❑ Share best practice and ideas internally.
- ❑ Create an environment where lessons can be taught outside in all subjects – you could look at training in outdoor play and education though Learning through Landscapes.
- ❑ Access ready-to-use curriculum resources such as Earth Cubs .
- ❑ If there is more appetite for a wider look at Teaching and Learning. Young Climate Warriors, the Natural Curriculum or The Harmony Curriculum could be good places to start.

Culture

Our findings:

- Sustainability is already part of your school's culture and is embedded in the SDP.
- There is a sustainability tab on your website but more could be done to promote the school's commitment to this.
- You have a Sustainability Lead (Mr Hacking) and a Sustainabilty-focused governor (Mr Barratt) but no established sustainability working group beyond meeting with the pupil Eco-council.
- Sustainability does not form part of staff CPD.

Suggested actions:

- ❑ Include a commitment to sustainability in school values statement including declaration of Net Zero aspirations.
- ❑ Add sustainability goals/ projects/ successes to school website in a prominent way.
- ❑ Develop a communications strategy that shares sustainability goals more widely.
- ❑ Provide CPD opportunities for staff on sustainability.

Green Skills and Careers

Our findings:

- A parent delivered an assembly in sustainability.
- You engage the students in any retrofit or refurbishment works of your school building for them to learn about the process related to sustainability e.g. solar dashboards - the Eco-Council were knowledgeable about this.
- Not all students have the opportunity to take part in sustainability initiatives – this is mainly held by the Eco-Council.

Suggested actions:

- ❑ Provide opportunities within & outside for all students to take leadership on sustainability.
- ❑ Encourage all school visiting speakers to talk about how sustainability impacts their work (Include green skills as part of early career guidance/thinking).
- ❑ Access the Climate Ambassadors scheme, where you can get support from local, volunteer climate experts.

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Pillar areas:

1. Adaptation and Resilience
2. Water

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:

- One particularly hot classroom has a pergola with planting to reduce solar gain.
- The school had to shut three years ago due to over-heating
- You have considered how the changing climate impacts what is grown (e.g. exotic fruit against your South-facing wall)
- Windows open to allow ventilation but don't have heat reflective blinds or film to reduce solar gain.
- The pergola and new outdoor classroom and planted trees should provide shade cover for students in future.
- You have looked at wall temperature but not ground temperature of areas where students sit/play
- You have taken measures to mitigate flash flooding, including clearing gutters

Suggested actions:

- ❑ Build sheltered areas on playgrounds for heat resilience.
- ❑ Install heat reflective measures in classrooms (focus on south, east and west facing.
- ❑ Conduct a heat audit of the school site checking that windows and blinds open and close.
- ❑ Write/adopt a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns (the NEU has a Heatwave protocol).
- ❑ Conduct a grounds audit using Learning through Landscapes tool for climate resilience.

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Section areas:

1. Actions
2. Next Steps
3. Key info
4. References

Action Plan: Longlist

Longlist of actions

PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Energy	Join Energy Sparks							
Energy	Conduct your Display Energy Certificate renewal							
Energy	Reach out to SE Net Zero Hub for support with an up-to-date energy audit							
Energy	Advocate for some Trust-wide sustainability practices. This could include requesting a 100% renewable tariff							
Energy	Encourage Trust to sign up for Energy Sparks.							
Energy	Install TRVs on remaining radiators.							
Energy	Install LED in corridors.							
Energy	Ensure holiday clubs stick to one heated area of school.							

Longlist of actions

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PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Energy	Invest in plugs that have timers for tablets.							
Energy	Undertake a school audit to identify areas of thermal loss(this could form part of the heat decarbonisation plan).							
Energy	Insulate hall roof and any other identified areas of thermal loss.							
Energy	Ensure fridges and freezers are turned off during holidays.							
Water	Check systems to reduce water wastage e.g. controlled flow measures in bathrooms (toilets with half-flush settings) and leak detection.							
Water	Implement a water usage policy.							

Longlist of actions

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PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Water	Raise awareness around water consumption and efficiency through workshops and displays.							
Food	Increase number of meat-free days to two per week (either through negotiating with current contractors or with new ones).							
Food	Explore new catering contract, with kitchen food waste separation included in provision.							
Food	Ascertain who collects waste (Veolia or Biffa) and ask them to collect food waste.							
Food	Include food waste bins in staff room.							

Longlist of actions

PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Transport	Keep going with behaviour change initiatives, and use the air quality data to try to push for more park and stride.							
Transport	Carry out a road safety audit and provide lessons for pupils.							
Transport	Offer staff season tickets for public transport / incentives for lift-sharing							
Transport	Explore EV charging points for staff.							
Nature	Use Eco-friendly cleaning products.							

Longlist of actions

PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Nature	Proceed with plans to re-invigorate the pond area.							
Nature	Increase planting of available areas.							
Nature	Have pupils carry out wildlife surveys and start using the NENP resources							
Curriculum	Survey staff on how they feel about teaching sustainability issues.							
Curriculum	Share best practice and ideas internally.							

Longlist of actions

PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Curriculum	Set up an established forest school.							
Curriculum	Create an environment where lessons can be taught outside in all subjects – you could look at training in outdoor play and education though Learning through Landscapes.							
Curriculum	Access ready-to-use curriculum resources such as Earth Cubs .							
Curriculum	If there is more appetite for a wider look at Teaching and Learning, the Natural Curriculum or The Harmony Curriculum could be good places to start.							

Longlist of actions

PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Culture	Include a commitment to sustainability in school values statement including declaration of Net Zero aspirations.							
Culture	Add sustainability goals/ projects/ successes to school website in a prominent way.							
Culture	Develop a communications strategy that shares sustainability goals more widely.							
Culture	Provide CPD opportunities for staff on sustainability.							
Green Skills and Careers	Provide opportunities within & outside for all students to take leadership on sustainability							

Longlist of actions

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PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Green Skills and Careers	Encourage all school visiting speakers to talk about how sustainability impacts their work							
Green Skills and Careers	Access the Climate Ambassadors scheme, where you can get support from local, volunteer climate experts.							
Adaptation and resilience	Build sheltered areas on playgrounds for heat resilience							
Adaptation and resilience	Conduct a grounds audit using Learning through Landscapes tool for climate resilience							
Adaptation and resilience	Install heat reflective measures in classrooms (focus on south, east and west facing							

Longlist of actions

PILLAR	SUGGESTED ACTION	CARBON REDUCTION	COST SAVING	COST	Workload	CAP	Time Frame	Who?
Adaptation and resilience	Install heat reflective measures in classrooms (focus on south, east and west facing							
Adaptation and resilience	Write/adopt a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns (the NEU has a Heatwave protocol).							

Next steps:

Next week:	We will send over your action plan
Within 1 month:	We will meet with key staff to go through action plan
3 months:	Check-in on progress and review actions
6 months:	Celebration of success with whole school assembly
9 months:	Review actions and add to action plan
12 months:	Redo Count Your Carbon calculation