

Climate Action Plan

Thorns and Park Hill

1 year plan Autumn 2025 – 2026



Jo.Pettifer@letsgozero.org

Your school's carbon baseline: 259.80 t CO₂e Calculation: August 2025

		Total Emissions tCO ₂ e		
		Baseline	End of Year 1	% Change to Baseline
	TOTAL EMISSIONS:	337.29	259.80	-23%
Energy and Utilities	Fuel Usage	36.70	43.50	19%
	Electricity Usage	29.30	29.30	0%
	Waste Usage	0.20	0.10	-50%
	Water Usage	0.50	0.30	-40%
Transport	Vehicles	0.00	0.00	0%
	School Trips	4.00	4.10	2%
	Student Commutes	69.50	35.00	-50%
	Staff Commutes	64.50	35.30	-45%
Food	Meals	39.40	34.70	-12%
Purchases	Spending	30.00	20.40	-32%
	Uniforms	63.10	52.00	-18%

Notes:

There are some caveats to some data in this table that are detailed on your End of Year 1 Impact Report. Please ask your advisor if clarification is needed.

Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history	
Last reviewed:	22/01/2026

★ = high carbon reduction actions

Overall projected carbon savings: 5-14%

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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.	Start: Review:			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 and gives you a baseline against which to measure progress, year on year.	Start: Review:			Complete
Add sustainability plans, projects and successes to your school website and share through wider communications 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.	Start: Review:		Please celebrate your work with Let's Go Zero by using our Comms Pack emailed with this CAP	In progress
Set up a sustainability working group Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.	Start: Review:			Complete

1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>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 degree can cut annual heating costs by 5–10%, according to the DfE.</p>	<p>Start: 22/01/26</p> <p>Review:</p>		Contacted Warwickshire Energy Team and staff responsible for mechanical and heating within the property team to discuss heater timings and settings 22/1/26	In progress
<p>Install LED lighting</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p>	<p>Start:</p> <p>Review:</p>		Park Hill the main internal areas have LED lighting. Non-LED lighting still to be changed in The Hub and external lighting. Thorns around 50% of the school lighting has LED – waiting for funding to replace the remaining.	In progress

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Incentivise students to address energy usage</p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable.</p>	<p>Start:</p> <p>Review:</p>		Eco-council working on reminders to turn off lights. Signs have been made and put around the site.	Stalled


Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.				Stalled
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). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Start: Review:		We attempted to do the Switch Off Fortnight again but due to staffing changes and poor weather it was not successful. To investigate repeating in the summer.	Stalled

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Arrange a menu consultation through an external organisation e.g. ProVeg Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to ProVeg for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.	Start: Review:		The new menu from Educaterers is ProVeg. Their current menu offers fewer meat options. We have been informed that the menu coming out after Easter has won a Bronze Award from ProVeg.	Complete
Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.	Start: Review:			

<p>Increase the number of planet friendly, meat-free options on offer every day</p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!</p>	<p>Start: Review:</p>	<p>The new menu from Educaterers is ProVeg. Their current menu offers fewer meat options. The menu has won a Bronze Award from ProVeg. Children are now ordering their lunch at the start of the day. We have noticed a change in the ordering habits and we are hoping that this has helped to reduce the amount of wasted food at the end of the session as children have chosen the meals they wanted rather than what was left.</p>	Complete
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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: Review:</p>		<p>This needs to be reviewed. Staff, pupils and parents need to be reminded about which bins are for which items as we have found waste mixed in with the food waste.</p>	In progress

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>	<p>Start: Review:</p>		<p>Still reviewing how we can measure how many items are reused as this is being run through the PTA and items are sold for a donation and through an honesty system.</p>	Stalled

Follow sustainable practices when choosing products This approach involves purchasing products that were designed and produced ethically and sustainably, are non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of a sustainable procurement policy.	Start: Review:		We are trying to think more about what products we are buying. We have made changes to the glue sticks and some of our cleaning products looking at manufacturing locations, carbon footprints and their support of the environment.	In progress
 Follow sustainable practices when choosing external companies and how you use them This involves researching and understanding the sustainability and ethical credentials of companies before buying from them, e.g. ensuring they do not take part in deforestation practices. Incorporating sustainable buying practices, e.g. buying in bulk, can also improve the sustainability of your procurement.	Start: Review:		We are trying to think more about what products we are buying. We have made changes to the glue sticks and some of our cleaning products looking at manufacturing locations, carbon footprints and their support of the environment. Need to contact the supplier for the cleaning products for an update on sustainability.	In progress

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Run active travel campaigns Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.	Start: Review:		We are running the WOW scheme throughout the year.	In Progress

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	NOTES	TRACKER
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service . Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: Review:		Need to sign up.	In progress
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days.	Start: Review:		Currently insufficient funds. The PTA are looking to obtain grants to help facilitate this.	Stalled
Install measures in classrooms that prevent overheating 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:		Currently insufficient funds. The PTA are looking to obtain grants to help facilitate this.	Stalled

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: Review:</p>		<p>When capacity increases, assign this to a member of staff to lead on.</p>	

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
<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: Review:</p>		<p>This has taken place at the school. We need to update the eco-flag website.</p>	In progress

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Create an environment where lessons can be taught outside in all subjects</p> <p>Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School Association, Learning Through Landscapes or the National Education Nature Park.</p>	<p>Start: Review:</p>		To be reviewed.	Stalled



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Registered number: 05062574/ Charity number: 1104153
The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP