



# Horsford C of E VA Primary School's Sustainability Report

Date: Winter 2025

LET'S GO  
**ZERO**  
2030

## This report covers:

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

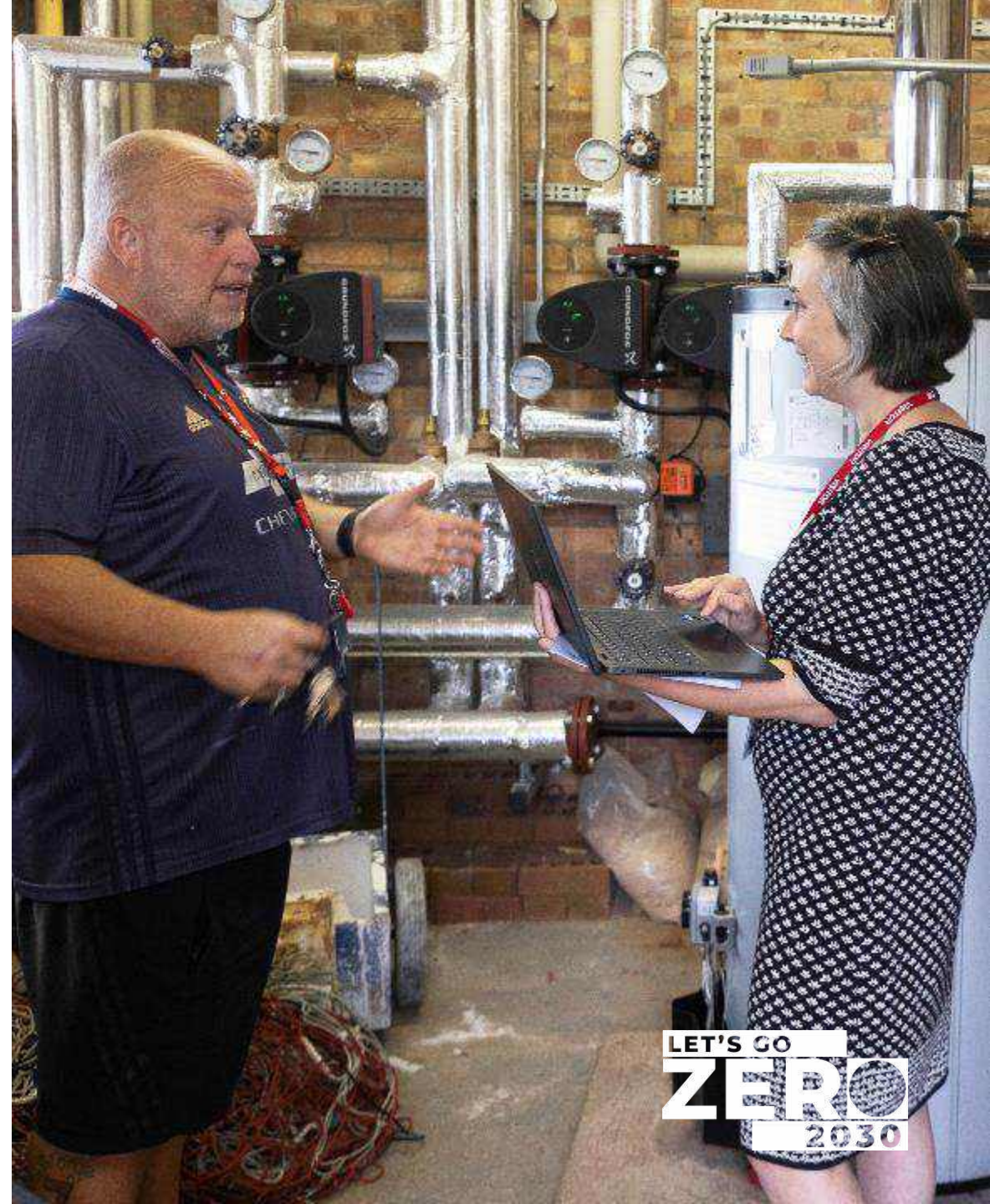
# Site Visit Details

Visit date: 27<sup>th</sup> January 2025

## Key staff present:

- Tanya Kirton
- Carin Pratt
- Eco team

Climate Action Advisor: Nige' Stannett



## Your journey so far...

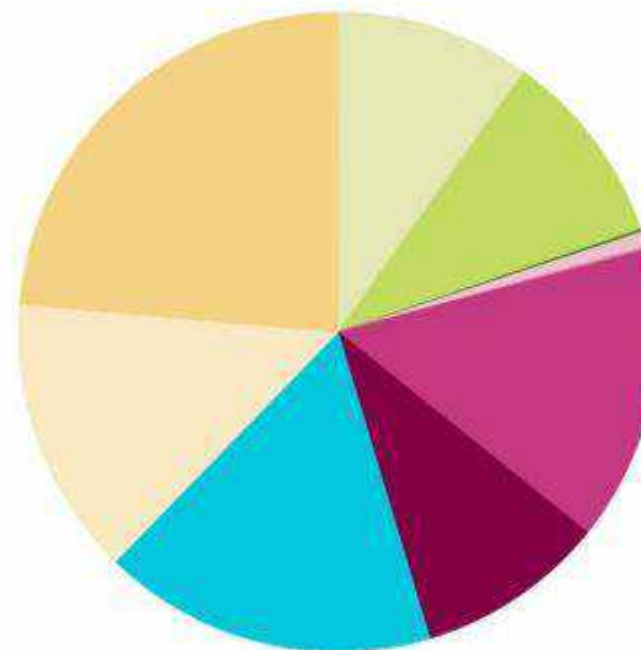
- ✓ Some great action is being taken already.
- ✓ Keen Eco-team and staff.
- ✓ LED lighting throughout.
- ✓ Mill Lane site signed up to Energy Sparks.
- ✓ Awesome progress made on school travel.
- ✓ Have meat free day and daily veggie/vegan meal options.
- ✓ Great new shaded area at Mill Lane.



# Mill Lane's Count Your Carbon Score

Your schools total carbon footprint is estimated to be: 171.22 tonnes co<sub>2</sub>e\* per year

Operational area	Emissions area	t co <sub>2</sub> e*	% of footprint
Energy & Utilities	Fuel Usage	16.8	10%
	Electricity Usage	16.9	10%
	Waste Usage	0.1	0%
	Water Usage	0.1	<1%
Transport	Vehicles	1.2	<1%
	School Trips	0.2	<1%
	Student Commutes	25.5	15%
	Staff Commutes	16.4	10%
Food & Drink	Meals	28.9	17%
Purchases	Spending **	24.2	14%
	Uniforms	40.9	24%



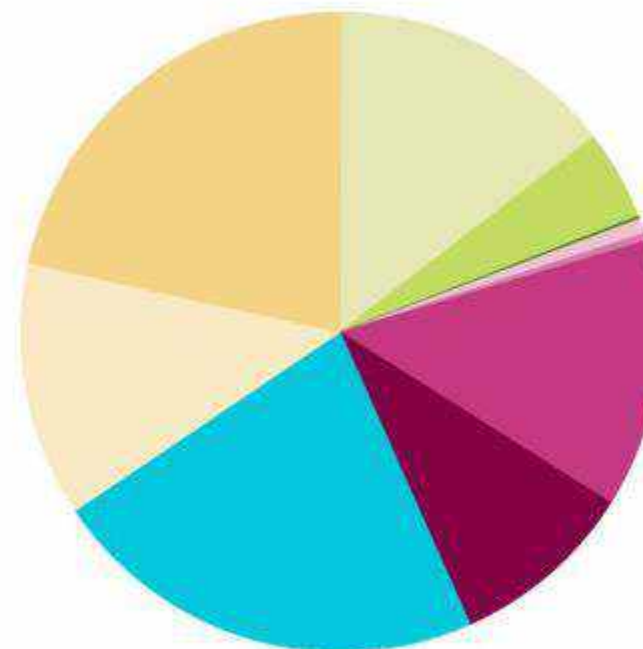
\*'t co<sub>2</sub>e' or 'co<sub>2</sub>e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

\*\* based on averages

# Holt Road's Count Your Carbon Score

Your schools total carbon footprint is estimated to be: 168.57 tonnes  $\text{CO}_2\text{e}^*$  per year

Operational area	Emissions area	t $\text{CO}_2\text{e}^*$	% of footprint
Energy & Utilities	Fuel Usage	24.5	15%
	Electricity Usage	7.6	5%
	Waste Usage	0.1	0%
	Water Usage	0.1	<1%
Transport	Vehicles	1.2	<1%
	School Trips	0.6	<1%
	Student Commutes	22.9	14%
	Staff Commutes	15.7	9%
Food & Drink	Meals	37.4	22%
Purchases	Spending	21.7	13%
	Uniforms	36.7	22%



\*t  $\text{CO}_2\text{e}^*$  or ' $\text{CO}_2\text{e}$ ' 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.

## How your footprint per pupil compares...

Area	Mill Lane 186	Holt Road 167	All school 353	Primary school average
<b>Total footprint</b>	<b>0.92</b>	<b>1.00</b>	<b>0.98</b>	<b>0.95-1.26</b>
Gas	0.09	0.15	0.12	0.12-0.15
Electricity	0.09	0.05	0.07	0.10
Food	0.16	0.19	0.18	0.17
Student commute	0.14	0.17	0.15	0.31
Staff commute	0.09	0.09	0.09	0.19
Purchasing	0.13	0.15	0.13	0.18
Uniform	0.21	0.22	0.22	0.23

*Tonnes of CO2 per pupil per year.*

*Data taken from Count Your Carbon scores of schools engaging with the Climate Action Advisor.*

# How your footprint compares...

Your carbon footprint is the same as each pupil taking 12 flights to Paris and back every year.







## Decarbonisation & Energy Efficiency

Calculating and taking actions to reduce carbon emissions and become more energy efficient.

Pillars to be discussed:

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

# Energy

## Our findings:

- ✓ Have completed carbon footprint for both sites.
- ✓ Have smart meters and using Energy Sparks at Mill Lane.
- ✓ Have LED lighting across both sites and PIR sensors at Holt Road.
- Heating system at Mill Lane at end of life and looking to be replaced (heat decarbonisation plan created in 2022).



## Suggested actions:

- Get support to help with Energy Sparks (from other schools in Diocese or LGZ).
- Where possible, move obstacles blocking radiators leaving at least a 10cm gap.
- Install timer switches on laptop trolleys.
- Where possible, ensure fridges and freezers are switched off over holidays.
- Enquire if solar could be part of the heating system replacement scheme.
- Replace metal framed doors and windows with energy efficient ones.
- Check to see if schools are on a 100% renewable electricity tariff.



# Transport



## Our findings:

- ✓ Have a keen member of staff working in this area!
- ✓ Have an active travel plan.
- ✓ Staff have access to cycle to work scheme.
- ✓ Encourage staff to lift share.
- ✓ New bike shelter being installed.



## Suggested actions:

- Keep up the good work!
- Explore [Modeshift Stars](#) for accreditation if you haven't already.
- Explore possibility of installing EV chargers on school site.
- Consider switching minibus fleet to EV once current contract expires.



# Procurement

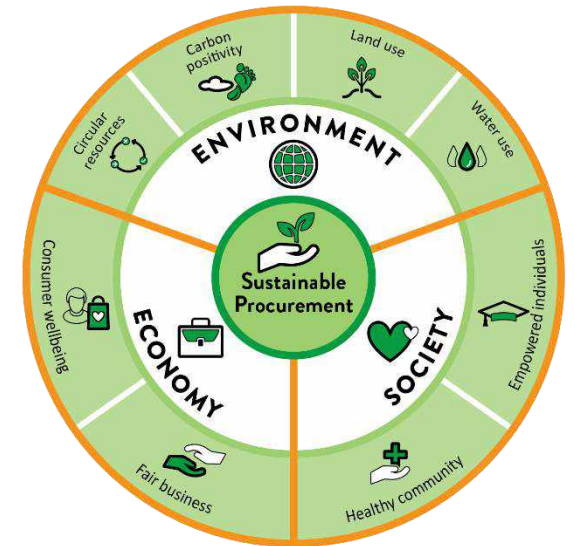


## Our findings:

- ✓ Recycle IT equipment through NCC Refresh programme.
- ✓ Limit amount of branded uniform as much as possible.

## Suggested actions:

- ❑ Engage with Federation regarding the creation of a greener procurement policy.
- ❑ Engage with key suppliers on their sustainability aims and see where they can support the school's own aims.
- ❑ Liaise with federation to see if school could use a more [ethical bank](#).



# Food



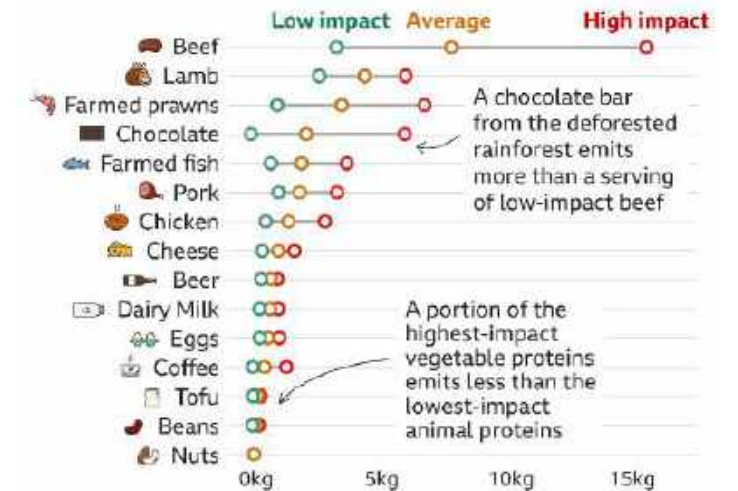
## Our findings:

- ✓ Have one meat free day a week and vegetarian/vegan option everyday.
- Catering contract with [Norse Catering](#). Bronze food for life award.

## Suggested actions:

- ❑ Explore [Simpler Recycling regulations](#) and ensure food waste is separated and collected across the two sites.
- ❑ Engage with Norse to see how they can support the school's net-zero ambitions.
- ❑ Eco-team could run a [food waste campaign](#) in preparation for Food Waste Week in March (17th – 23<sup>rd</sup> March).

Beef has the biggest carbon footprint – but the same food can have a range of impacts  
Kilograms of greenhouse gas emissions per serving



Note: The figures for each food are based on calculations from 119 countries. Serving sizes are from the British Dietetic Association (BDA) and Bupa.

Source: Poore & Nemecek (2018), Science



# Waste

## Our findings:

- ✓ Already recycle and have well labelled recycling bins in key areas.
- ✓ Pupils and staff use reusable cups and bottles.
- ✓ Have water fountains across the site.
- ✓ Offer pre-loved uniform shop.

## Suggested actions:

- Engage with a plastic reduction campaigns such as [Plastic Free Schools](#) or [Plastic Clever Schools](#).
- Check school is ready for the Simpler Recycling Regulations as mentioned in food slide.
- Explore whether water fountains need to be chilled? Could save money if they can be turned off or replaced with water bottle filling station.





## Climate Education, Green Skills & 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.

Pillars to be discussed:

1. Culture
2. Curriculum & Green Skills

# Culture



## Our findings:

- ✓ Have a fantastic Eco-team and staff keen to take climate action.

## Suggested actions:

- Appoint a Sustainability Lead (one at each site or across both sites).
- Consider a [school sustainability steering group](#) to spread workload across the two sites, inviting (or asking for input from) caretaker, catering team, PTA, governors, and any local businesses you think could be useful.
- Include a commitment to sustainability in the school's values.
- Engage with Federation and/or Diocese to create a [sustainability policy](#).
- Engage other schools in Fed to help share workload/ideas/resources/best practice.
- Share and celebrate sustainability actions, news and documents on the school website and in newsletters to the wider school community.



## Sustainability

It's the little things...

Here are some of the small changes and actions Prince Edward School is taking to support being more sustainable and environmentally friendly in our practices:



- Using Term Code to recycle all pens, trays and chocolate wrappers
- Developing the Walking Bus to promote sustainable transport
- Promoting using old or reused paper when printing and photocopying
- Reusing the contents and case of food waste using compost and food bins in classrooms to reduce the bill
- Establishing bike and scooter training in school to provide children with more sustainable ways of getting to school
- Working with the Earth Friends to geting out local community about saving energy and water



# Curriculum & Green Skills



## Our findings:

- ✓ Run Forest School.
- ✓ New outdoor space will improve opportunities for outdoor learning.

**TEACH THE  
FUTURE**

## Suggested actions:

- ❑ Explore [Teach the Future curriculum guidance](#), [Ministry of Eco Education](#) and the [Sustainability Support for Education Hub](#) amongst others for further curriculum ideas and support.
- ❑ Engage with staff on [how they talk to pupils about climate change](#) and sustainability. Messaging should be joined up across both school sites.
- ❑ Explore the support the Climate Ambassador programme can provide.

**CLIMATE AMBASSADORS**  
In association with EAUC, STEM Learning and the University of Reading



## Climate Adaptation & Resilience

Taking actions to reduce the risk of flooding and overheating and to future proof scarce resources for potential shortages.

Pillars to be discussed:

1. Water, adaptation & resilience

# Water, resilience & adaptation

## Our findings:

- ✓ Have water butts at Holt Road site.
- ✓ Have a great new shaded area at Mill Lane site.
- Have replaced push taps with normal taps and some toilets back to single flush.
- Have had flooding issues at Mill Lane during heavy rain due to narrow downpipes.

## Suggested actions:

- Reconsider replacing push taps and improve maintenance/servicing of them.
- Install water butts at Mill Lane.
- Conduct heat audit of the site, monitoring temperatures of classrooms and checking windows and blinds work properly.
- Formalise heatwave policy.





## Biodiversity & Green Infrastructure

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

Pillars to be discussed:

1. Nature

# Nature

## Our findings:

- ✓ Good mix of habitats and green spaces across both sites.
- ✓ New outdoor learning area coming soon.



## Suggested actions:

- ❑ Enrol and explore the [National Education Nature park](#) resources and guides.
- ❑ Engage with Broadland Country Park Ranger and volunteer team to support increasing biodiversity across school grounds, and outdoor learning and curriculum opportunities.





## Action Plan Longlist

Based on our findings at your school, we have put together a list of recommendations for you to review.

1. Your recommended actions
2. Next steps
3. References

# Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Energy	Get support to help with Energy Sparks (from other schools in Diocese or LGZ).			
	Where possible, move obstacles blocking radiators leaving at least a 10cm gap.			
	Install timer switches on laptop trolleys.			
	Where possible, ensure fridges and freezers are switched off over holidays.			
	Enquire if solar could be part of the heating system replacement scheme.			
	Replace metal framed doors and windows with energy efficient ones.			
	Check to see if schools are on a 100% renewable electricity tariff.			

# Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Transport	Explore <a href="#">Modeshift Stars</a> for accreditation if you haven't already.			
	Explore possibility of installing EV chargers on school site.			
	Consider switching minibus fleet to EV once current contract expires.			
Procurement	Engage with Federation regarding the creation of a greener procurement policy.			
	Engage with key suppliers on their sustainability aims and see where they can support the school's own aims.			
	Liaise with Trust to discover if school uses a more <a href="#">ethical bank</a> .			



# Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Food	Explore <a href="#">Simpler Recycling regulations</a> and ensure food waste is separated and collected across the two sites.			
	Engage with Norse to see how they can support the school's net-zero ambitions.			
	Eco-team could run a <a href="#">food waste campaign</a> in preparation for Food Waste Week in March (17th – 23 <sup>rd</sup> March).			
Waste	Engage with a plastic reduction campaigns such as <a href="#">Plastic Free Schools</a> or <a href="#">Plastic Clever Schools</a> .			
	Check school is ready for the Simpler Recycling Regulations as mentioned in food slide.			
	Explore whether water fountains need to be chilled?			

# Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Culture	Appoint a Sustainability Lead (one at each site or across both sites).			
	Consider a <a href="#">school sustainability steering group</a> to spread workload across the two sites.			
	Include a commitment to sustainability in the school's values.			
	Engage with Federation and/or Diocese to create a <a href="#">sustainability policy</a> .			
	Share and celebrate sustainability actions, news and documents on the school website.			
	Communicate this news with wider school community. i.e. section in newsletters.			



# Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Curriculum & green skills.	Explore <a href="#">Teach the Future curriculum guidance</a> , <a href="#">Ministry of Eco Education</a> and the <a href="#">Sustainability Support for Education Hub</a> amongst others for further curriculum ideas and support.			
	Engage with staff on <a href="#">how they talk to pupils about climate change</a> and sustainability. Messaging should be joined up across both school sites.			
	Explore the support the Climate Ambassador programme can provide			

# Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?
Water, adaptation and resilience.	Consider replacing push taps and improve maintenance/servicing of them.			
	Install water butts at Mill Lane.			
	Conduct heat audit of the site, monitoring temperatures of classrooms and checking windows and blinds work properly.			
	Formalise heatwave policy.			
Nature	Explore the <a href="#">National Education Nature park</a> resources and guides.			
	Engage with Broadland Country Park Ranger and volunteer team to support increasing biodiversity across school grounds.			

# Next steps



## Next week

We will send over your Climate Action Plan and guidance on getting started

## Within 1 month

We will meet with key staff to go through action plan

## Term X

Check-in on progress and review actions

## Term X

Celebration of success with whole school assembly

Redo Count Your Carbon calculation

## Term X

Review actions and add to action plan

Contact your Climate Action Advisor anytime with questions or updates of your progress.

[Nigel.stannett@letsgozer.org](mailto:Nigel.stannett@letsgozer.org)

# References

<sup>1</sup> Energy Sparks, *For schools*. Available at: <https://energysparks.uk/for-schools> (accessed DATE)