

LET'S GO
ZERO
2030

Schools working together to be zero carbon

Sustainability Report



Oak Cottage Primary School
Visit: 18th June 2024 - Report:



Your Sustainability Report: Contents

- Your journey so far
- Review of and suggested actions for:
 - Climate Education & Green Skills
 - Decarbonisation
 - Adaptation and Resilience
 - Biodiversity
- Next steps

Your journey so far...

Key achievements the school has made:

- Oak Cottage is a wonderful school that has received the level three award for Greener Schools. There is a fantastic eco club who meet every 1-2 weeks and have been involved in lots of projects such as 'Switch off Fortnight'.
- The school has a covered pond, dedicated environmental area and a polytunnel where pupils grow vegetables, strawberries and herbs. The school also has two bug hotels, planters, an outdoor gym, their own compost site and water butt. The school has a beautiful tree where the pupils sit and enjoy reading lessons. The children participate in birdwatching
- The school have a meat free day whilst also offering vegan and vegetarian options.
- The school changed all their lights in the summer of 2024 to LED lights and all windows are double glazed. The school also has 50 solar panels.
- Recycling is well established and embedded, the school recycle batteries, crisp packets, paper, glass. They also get involved in the Recycle to Read.
- The school has submitted their Count your Carbon details and have a carbon emissions total for their school.

Site Visit Sate: 18th June 2024

Key staff present:

- Richard (Head Teacher)
- Jane Newman

Climate Action Advisors:

- Kumari Kher
- Rosie Pincott

Your Count Your carbon Score

Your total emissions
Your school's total carbon footprint

168.97

Tonnes per year



24% - Energy & Utilities

- 16% Fuel Usage
- 8% Electricity Usage
- 0% Waste Usage
- <1% Water Usage

16% - Food & Drink

- 16% Meals

10% - Transport

- 0% Vehicles
- <1% School Trips
- 3% Student Commutes
- 7% Staff Commutes

49% - Purchases

- 15% Spending
- 34% Uniforms

Overview

A typical Primary School's carbon footprint is between 300 and 500 Tonnes per year.

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

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

Pillar areas:

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

Decarbonisation and Energy Efficiency

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

Energy: Electricity

Our findings:

- The school use an energy-efficient hot water point of use device. All lights were changed to LED passive infrared in the summer of 2024. The school is involved in Switch off Fortnight every year. The school got improvement funding for January 2025 for retro fitting purposes.
- The school uses Ecosia, a free search engine that uses ad revenue to fund tree planting projects around the world.
- There are three computers in most rooms that are kept on sleep mode. The fridges are never powered down. The school is based in Solihull and may be on Stark Energy platform, a online energy monitoring platform.
- The school have 50 solar panels from Gen Community Ventures.
- The school are keen on EV charger points.

Suggested actions:

- Consider switching to a renewable tariff.
- Check to see if Oak Cottage is on the energy platform Stark Energy.
- Consider getting involved in 'Switch off Fortnight' again this year. Consider a policy for turning devices off during the day.
- Consider getting EV charge points on the school site.

Previous operational ratings

This tells you how efficiently energy has been used in this building over the last three accounting periods.

February 2024

71 C

February 2023

78 D

February 2022

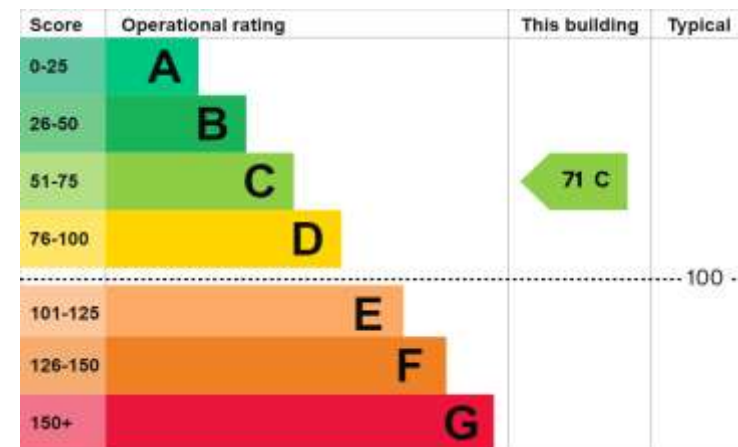
82 D



Energy: Gas Heating

Our findings:

- The biggest impact on your Carbon Footprint is your gas heating use (as with most schools).
- The school has three boilers that were purchased in 2020. Many classrooms have multiple radiators in them with controls that are pre-set but can easily be changed by staff which overrides the pre-set thermostat Pupils can get too hot in the classrooms
- The main (larger) school building is used by school wraparound provision and holiday activities resulting in this building being heated for long days throughout the year.



Suggested actions:

- Consider attending a webinar for the Low Carbon Skills Fund Application in preparation for applying for the Heat Decarbonisation plan with a view to Heat Pump installation in the future.
- Consider turn off heating after lunch leaving sufficient residual heat for the school day.
- Consider the best location for the wraparound provision and holiday club activities.

Procurement - Uniform

Our findings:

- There is a uniform swap shop and all dress up is preloved, they have a dress up library where children can swap.
- The requirement to wear a school uniform and have a School PE kit is one of the biggest contributors to a school's carbon footprint at 34%.

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.



Suggested actions:

- Consider whether a school PE kit is “worth the carbon”. Do the benefits outweigh the impact? Conduct a parent survey to evaluate opinion on going to a policy of plain coloured/ no branded kit.
- Consider recycling uniform, find out how it has been successful with parents at King Edwards School. Alternatively, [Uniformerly](#) is an online school uniform marketplace, where parents or PTAs can buy, sell, and give away school uniform. Raise money for the eco club whilst reducing stigma with online anonymity.

Our findings:

- SMBC has a preferred supplier for procurement, and some items are made from recyclable materials. The school have also started to purchase one side lined, one size plain for drawings exercise books.
- Country Wide are hired to maintain the school site, they do not use pesticides.
- The school try and use local cleaners who are from SMBC.
- The school use papercut for printing.

Suggested actions:

- Continue using papercut for printing and paperless platforms that can reduce paper consumption e.g. Seesaw
- Consider replacing ICT equipment that is end of life with energy-efficient alternatives
- Create a sustainable procurement policy
- Explore refillable glue sticks (Nexus has said that they will price match LGZ schools – however we cannot officially endorse!).

Transport

Our findings:

- The school have completed a commute survey with pupils and staff. Most children live within 5 minutes of the school and will walk. The school have used school streets for restrictions around their site to reduce pollution. The school have air pollution monitor.
- The head teacher will cycle to school. Three teachers walk to school and the rest drive to school.
- The school have a bike racks and a scooter rack for equipment.

Suggested actions:

- Consider registering with [Modeshift STARS](#) and aiming for their National Award.
- Consider surveying staff on their commute whilst also consider promoting staff car sharing where possible.
- Ask staff how you can best support them to reduce their commuting emissions. Explore options including cycle to work schemes and salary sacrifice schemes (for electric bikes or other vehicles and for annual travel passes)



Our findings:

- The school have a meat free days and there is a vegetarian option every day (and a plant-based day)
- The school grow their own food in the poly tunnel.
- All fruit waste from snack time is composted.
- Food waste is collected by the council waste disposal unit.



Suggested actions:

- Build on your success of reducing food waste by including children in 'food waste weigh ins'. WWF have some great [resources](#) on conducting a food waste audits with kids.
- Hold an assembly / awareness campaign to educate about why eating plant based diets is important (some resources on Energy Sparks)
- Engage with [ProVeg](#) to conduct a menu consultation and green your menu even further. This includes the wording used on your menus.



Our findings:

- Pupils are involved in litter picking in the and tools are available for children to borrow over the weekend.
- The school partake in recycling that is embedded into the culture. The school recycle batteries, crisp packets, paper, glass. They also get involved in the Recycle to Read.
- The school also use waste to make glass guardians and make lots of junk modelling.
- Most furniture and monitor stands are recycled from bank branches that have closed in the area.

Suggested actions:

- The school have an excellent waste strategy please continue to embed this within the community through newsletters and activities for pupils to complete at home.
- Have eco monitors or staff ensure correct separation of waste/recycling in early stages.
- Achieve Plastic Free Schools accreditation. Use the resources to educate children on reducing plastic waste and commit to eliminating 3 types of single use plastic, you are sent a plaque.



Pillar areas:

1. Adaptation
2. 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 whole school is double glazed, some rooms can get very warm at times.

- The main hall has curtains, the school are looking at getting roller blinds,- anti glare ones to keep the inside cool
- There is limited shade on playground, which can impact play time for the pupils.
- Staff have normal taps in their toilets, pupils have timers on their taps.
- Toilets have timers

Suggested actions:

- Consider applying for funding from the Severn Trent Community Fund for improvements such as shade sails and planting.
- Consider applying for a Severn Trent Waterfree water audits for schools.



SEVERN
TRENT
WATER

Pillar areas:

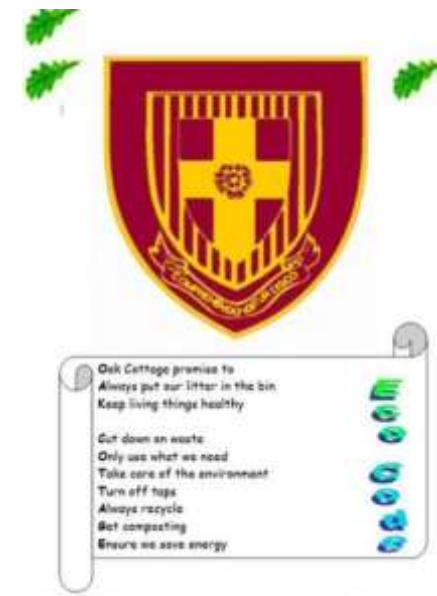
1. Curriculum, Culture & Communication

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

Our findings:

- The school are very much invested in sustainability, and this is embedded into the curriculum.
- Jane Newman is the Sustainability Lead for the school and has PPA weekly which equals on day every half term. All of the leadership team and staff are engaged with sustainability.
- The school are involved with Roto kids focussing fun and exciting way for children aged 7-12 to make friends and get involved with important activities in the community. The school focused on sustainability this year.
- The school has focused on women in employment roles recently.



Suggested actions:

- Continue to update your website to celebrate your sustainability work.
- Ensure that an emphasis on Green Careers is included in next year's careers day.

Pillar areas:

1. Nature

Biodiversity and Green Infrastructure

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

Our findings:

- The school have a dedicated environmental area from Veolia. Parents help out with the maintenance of this area. New trees were planted in July 2023.
- They also have polytunnel where pupils grow vegetables, strawberries and herbs. The school also has two bug hotels, planters, an outdoor gym, their own compost site and water butt. The school has a beautiful tree where the pupils sit and enjoy reading lessons. The children participate in birdwatching
- The school has a covered pond and would like benches to be put around it.
- The school doesn't have much shaded area in the main playground but will use gazebo's when it is really wet.
- The school has the greener school awards and runs an eco-club every fortnight.



Suggested actions:.

- Apply for a [Learning Through Landscapes](#) grant
- Apply to be a Climate 180 school.
- Consider planting seasonal vegetables for pupils to enjoy.



Next steps:

Next week:	We will send over your action plan
Within 1 month:	To meet with whole staff to go through action plan
3 months:	Progress checkpoint
6 months:	Progress checkpoint
9 months:	Progress checkpoint
12 months:	Redo Count Your Carbon calculation. Celebration of success with whole school assembly

East Bridgford St Peters Climate Action Plan

One year plan: Summer 2024 – Summer 2025

Created in collaboration with Let's Go Zero



Count Your Carbon baseline: 358.09 Tonnes Co2

Date: 14th March 2024

Potential Carbon Reduction	Potential Cost Savings	Expected Cost	Ease of implementation
High	£	£	High

Action	Input/return	Key stakeholders	Start date	Review date	Resources	School Improvement Priority link
Sign up to Let's Go Zero. By joining this campaign, your school confirms that it wants to be zero carbon by 2030, 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.	High Medium Free Moderate	Senior Leader			Click here to join Let's Go Zero	
Complete the Count Your Carbon Calculator This is a free and easy to use digital tool which allows your school to calculate the carbon footprint for your educational setting.	Medium Medium Medium Moderate	Sustainability Lead with support from business manager, site manager and catering lead.	Completed 14/3/24	Summer term 2024	Click here to complete the Count Your Carbon Test	

Decarbonisation and Energy Efficiency: Taking actions to reduce carbon emissions and becoming more energy efficient