OUR LADY & ST. PHILOMENA'S CATHOLIC PRIMARY SCHOOL

The Love of Christ Shines Here

Subject Improvement Plan 2025-2028
DRAFT: Sustainability and Climate Change
Subject Lead: Mrs Sheriff

Key Priority:

- To join the National Education Nature Park (NENP) as a tool to facilitate and implement change throughout school grounds.
- To refine curriculum opportunities to incorporate NENP learning opportunities and activities aligning with CC&S goals.
- To identify areas to be established as 'green spaces' across the school premises.
- To introduce an Eco-Council (as part of Pupil Council) to be Climate Ambassadors and use pupil voice to deliver impactful, measurable change.
- For children to understand the importance of sustainability and climate change.

Required Improvements:

Decarbonisation: To reduce the carbon output of school including students, staff and premises.

Adaptation and Resilience: To enhance the primary school's resilience to the effects of climate change by conducting a climate risk assessment, improving infrastructure, and implementing systems to mitigate and respond to extreme weather events.

Biodiversity: To ensure outdoor provision areas are utilised to maximise habitats in given space

Climate Education and Green Skills: To refine Geography curriculum to explicitly teach Climate education and green skills.

Key Milestones for Summative Evaluation:

Baseline (Dec '25)	2025-2026	2026-2027	2027-2028
• Generate carbon baseline. • Join National Education Nature Park. • Map habitats and areas of school site identify areas for green spaces and opportunities for improved biodiversity.	• Climate Ambassadors draft changes for decarbonisation and biodiversity. • Consultation of stakeholders for changes to premises for decarbonisation and biodiversity. • 'Green spaces' and biodiversity zones established in conjunction with S&CC	• Pupil Voice clearly demonstrates climate education as part of the school's curriculum and their role in carbon offset (walk to school, recycling, composting, meat free, etc.). • Book looks reflected high-quality Climate Education and Green skills.	• Climate Risk Assessment developed and in place. • Conduct a detailed evaluation of the school's vulnerability to climate-related risks, such as high temperatures, flooding, storms, and drought.

• Sustainability Core Group established.	plan, Climate Ambassadors and Stakeholder decisions. • Curriculum reviewed and refined and NENP opportunities embedded. • Staff CPD to have taken place and planning prompts/supports created.	• Community links established and facilitate biodiversity project.	• Complete infrastructure upgrades, including heat-resistant roofing or paint and elevated or waterproofed critical systems (e.g., IT systems, boilers).

Target (s)	Action/tasks	Personnel responsible for action	Timescale – start, end and review	Resource implications	Monitoring and reporting on progress with action/tasks	Evaluation	Success criteria
Decarbonisation:							
To reduce the carbon output of school	• Use the 'Count Your Carbon' website to generate a carbon baseline that can be used to generate actions and measure impact as milestones are achieved. • Audit and establish the 'food recycling' and 'compositing' practices in school as part of carbon offset.	S&CC Lead	Jan '26 – Jul '26	• Time • Waste Recycling partnership for food waste	**Timeline Tracking:** Ensure the baseline is established within the first term of implementation. Set reminders for updating the data periodically (e.g., each term or biannually). Document the establishment of the baseline carbon footprint and provide an overview of key contributors to carbon output. **Data Collection:** Maintain records of all carbon data inputs for transparency and accuracy. **Responsibility:** Assign a sustainability lead or team (JS and pupil representatives – Eco Council) to manage the		**Carbon Baseline Established:** A comprehensive carbon baseline is established using the 'Count Your Carbon' website, capturing the school's energy consumption, waste production, and other significant carbon outputs. **Carbon Reduction Milestones:** At least 10% reduction in carbon output within the first year, with a long-term goal of reducing carbon output by 30% by 2027. **Energy Efficiency Improvements:** Implementation of energy-saving initiatives (e.g., LED lighting, improved insulation)

					process and report to SLT/ Governors on progress **Initial Audit:** Conduct a comprehensive audit to identify current practices, gaps, and opportunities for improvement. **Implementation Log:** Track the introduction or enhancement of food recycling and composting initiatives, including dates and observed outcomes. **Participation Tracking:** Monitor participation rates among students and staff, using methods such as surveys or observational data. **Volume Monitoring:** Measure the quantity of food waste being recycled or composted monthly to assess progress.		leads to measurable reductions in electricity consumption. **Sustainable Practices Implemented:** A significant shift toward sustainable practices in the school, including waste minimisation, composting, and energy-saving measures.
To create green spaces around school to offset carbon output	• Re-establish Eco-Council. • Habitat-map school site as part of National Education Nature Park. • Identify opportunities to install green spaces		Jan '26 – Dec '26	• Time (Lead and Governors) • Building/ Wall/ Premises space and regulation • Budget implications	**Initial Survey:** Document baseline conditions, noting existing habitats, biodiversity, and green spaces. **Data Recording:** Keep detailed records of findings		**Green Space Development:** At least one new green space (e.g., living wall, wildflower area, raised garden beds) is created around the school site each year, with a focus on

	around school with pupil voice (Eco-Council). • Draft changes (Eco-Council) and consult stakeholders on potential plans. • Develop/ install and maintain/ green spaces around the school site.				from the habitat mapping process. **Initial Milestone:** Publish the completed habitat map with clear labelling of existing features and biodiversity levels. **Pupil Updates:** Share updates on how the habitat map is informing green space initiatives, including findings or changes observe with records used to inform Eco-Council meetings. **Draft Milestone:** Present draft plans in a newsletter, meeting, or assembly, detailing pupil contributions and stakeholder feedback.		maximising biodiversity and carbon sequestration. **Biodiversity Improvement:** Significant increase in local biodiversity, as measured through habitat mapping and biodiversity surveys, demonstrating the positive impact of the new green spaces. **Student Engagement:** Active involvement of students in the design, implementation, and maintenance of green spaces, with at least 75% pupil participation (through Eco Council or similar initiatives). **Sustainability in Green Space Design:** Green spaces are designed and maintained using sustainable materials and practices, with long-term plans for the growth and upkeep of these areas.
To reduce carbon travel emissions of staff and children.	• To re-launch 'Walk to School' tracker. • Eco-Council to actively monitor, input and update tracker.	S&CC Lead Pupil Council	March '26 ongoing	• Time and CPD	**Update Tracker:** Ensure the tracker is updated daily or weekly to reflect walking, cycling, carpooling, or public transport habits.		**Walk to School Participation:** Increase in the number of students and staff walking to school, as tracked through the 'Walk to School' tracker, with at least a 15% increase in

	• Eco-Council to analyse data for impact of starting point. • Eco-Council to hold assembly and launch week for walk to school week with monthly reviews/updates.				**Launch Milestone:** Share participation data from the first month to highlight initial engagement. **Termly Reports:** Provide updates on the number of participants, trends in travel choices, and estimated reductions in carbon emissions. **Responsibility Assignments:** Allocate specific roles within the Eco-Council for data collection, input, and maintenance of the tracker.		participation within the first year. **Modal Shift:** Reduction in the number of car journeys to school, with at least 20% fewer students and staff commuting by car, as measured through surveys and travel data tracking. **Active Travel Initiatives:** Regular campaigns and activities (e.g., 'Walk to School Week') that engage at least 50% of the children and staff, leading to sustained interest and participation in active travel.
Adaptation and Resilience:							
To enhance the primary school's resilience to the effects of climate change by conducting a climate risk assessment, improving infrastructure,	• Perform a detailed assessment of the school's susceptibility to climate and weather-related risks, including high temperatures, flooding, storms, and prolonged drought. • Identify and upgrade infrastructure to withstand extreme weather such as heat resistant roofing/paint,			• Time and Budget	**Completing the climate risk assessment:** ensuring milestones for each risk area (e.g., high temperatures, flooding, storms, drought). Including observations of the school's vulnerabilities, including physical inspections, historical data,		Reduction in vulnerability indicators such as water ingress, temperature-related complaints, or technology malfunctions during extreme weather events. Increased awareness and confidence among students, staff, and parents regarding

and implementing systems to mitigate and respond to extreme weather events.	elevating/waterproofing critical infrastructure (IT systems, boilers etc.) against flooding.				and consultation with local climate experts. **Infrastructure Audit:** Log all identified areas of improvement, such as heat-resistant roofing, waterproofing measures, and elevated equipment. **Implementation Tracking:** Create a schedule for each upgrade, with clear deadlines and responsible personnel. **Cost and Resource Management:** Track the budget and resources required for infrastructure improvements to ensure timely and cost-effective implementation. **Impact Monitoring:** Assess the effectiveness of completed upgrades through simulated tests or real extreme weather events.		the school's resilience measures. Positive feedback from stakeholders on the overall improvements in the school's infrastructure and preparedness.
To develop and Communicate Emergency Response Plans	• Create clear plans for responding to heatwaves, floods, and other extreme events. • Ensure staff and pupils understand and are			• Time and CPD	**ERP:** Completing drafting, reviewing, and finalising emergency response plans (ERPs) for various extreme events.		Completion and accessibility of ERPs for all identified risks. Increased awareness and understanding of roles among

	aware of their respective roles in ERP. • Provide training on the risks of climate change and appropriate responses during extreme weather events.				Ensure each plan addresses critical components such as evacuation procedures, communication protocols, and safety measures. **Draft Milestones:** Share drafts with stakeholders and provide summaries of progress during staff meetings or newsletters. **Plan Finalisation:** Publish and distribute the completed ERPs, ensuring they are accessible in multiple formats (e.g., printed copies, digital files, and visual posters).		staff and children (evidenced by quizzes or drills). Positive feedback on training sessions and confidence in preparedness measures. Demonstrated effectiveness during drills or real extreme weather events, with reduced confusion or delays in response.
Biodiversity:							
To improve the biodiversity of the school site.	• Join National Education Nature Park. • Habitat map the school grounds of plants and animals using the NENP. • Complete Biodiversity bar chart on NENP to gather base line. • Identify opportunities to improve biodiversity around school with pupil voice (Eco-Council). • Draft changes (Eco-Council) and consult		Jan '26 – Dec '26	• Subscription to NENP – (Currently Free) • Budget/Cost of improvements • Time	**Mapping Timeline:** Establish deadlines for completing the habitat mapping process, including areas covered and species identified. **Participation Records:** Track student and staff involvement, noting the number of contributors and roles (e.g., surveyors, recorders).		Increased number and diversity of species recorded in follow-up habitat mapping. Positive feedback from students, staff, and stakeholders on implemented changes. Increased pupil engagement and awareness of biodiversity and its importance. Visible enhancements to the school grounds, such as new

	stakeholders on potential plans. • Implement changes to outdoor provision based on findings (see next target).				**Data Collection:** Keep detailed records of plant and animal species observed and mapped. Present the biodiversity bar chart (NENP task) as a snapshot of the school's current biodiversity levels, identifying areas for improvement. **Pupil Voice Summary:** Record of suggestions and opportunities identified by the Eco Council, categorising them by feasibility and impact. Record progress on the development of biodiversity improvement plans, noting revisions and stakeholder feedback cycles.		habitats or improved vegetation.
To ensure outdoor provision areas are utilised to maximise habitats in given space	• Develop a sensory garden. • Develop and install garden climbing fence planters. • Development of green areas on school playground. • To develop wildflower areas around school. • To develop nature areas in EYFS (bug Hotels).	S&CC Lead NR Geography Lead	Jul '26 – Jul '27	• Budget/Cost of improvements • Time • Maintenance upkeep/ overhead – Some covered by Climate Ambassador	**Planning and Design:** Track the design and approval process for the Green Spaces inc.. playground habitat trail, including input from students, staff, and the Eco Council. **Implementation Timeline:** Set clear deadlines for each phase of the development		**Increased Biodiversity:** Evidence of increased species presence (e.g., pollinators, birds) in the newly developed habitat areas, measured through observations or surveys. **Pupil Engagement:** Increased child involvement in planning, planting, and maintaining outdoor spaces, tracked

					(e.g., building raised beds, installing the pond). **Design Finalisation:** Share completed design plans with the school community, including a detailed overview of habitat features.		through Eco Council meetings and activity logs. **Feedback from Stakeholders:** Positive feedback from students, staff, and parents regarding the aesthetic and environmental improvements to the school grounds. **Sustainability and Impact:** Visible improvements in the health of plants, growth of green spaces, and measurable contribution to carbon offset.
To work in partnership with local community to enhance local biodiversity.	• Work in partnership with OLASP Church Group to facilitate habitat mapping. • Use habitat mapping and Eco-Council to identify and implement changes to the community to enhance biodiversity.	S&CC Lead	March '27 – Jul '27'	• Time	Present the completed habitat map with key areas identified for improvement, showcasing the collaborative effort between the school and the local community. **Opportunity Identification:** Use habitat mapping results to identify specific opportunities for biodiversity enhancement, such as creating wildlife corridors, planting native species, or improving green spaces. **Action Plan Development:** Collaborate with the Eco Council to create an action		**Enhanced Local Biodiversity:** Documented improvements in local wildlife and plant species in areas where changes were implemented, supported by the results of follow-up surveys or observations. **Community Involvement:** Increased participation from local residents and organisations in biodiversity projects, measured by attendance at meetings, workshops, and active involvement in initiatives.

					plan, detailing what changes will be implemented, by whom, and when. **Community Engagement:** Engage local residents, community groups, and organisations to ensure the changes align with broader community goals and support. Share the positive changes observed in local biodiversity, including any increase in species or improvements in habitat quality, supported by visual evidence and community feedback.		**Educational Outcomes**: Improved awareness and understanding of local biodiversity among children
Climate Education and Green Skills:							
To refine Geography curriculum to explicitly teach Climate education and green skills.	• Audit existing Geography curriculum for existing opportunities to embed climate education. • Join NENP and utilise the Green Skills application to deliver CPD to staff on green skills and how these form part of Geography and wider curriculum areas.	S&CC Lead Geography Lead	Dec '25 – Dec '26'	• Time • CPD	**Subject Leads Collaboration**: Ensure Geography subject leads collaborate with other departments (e.g., Science, PSHE) to ensure cross-curricular consistency. **Updated Medium Term Plans:** Provide updated versions of the Geography medium term plans to staff, highlighting where green		**Curriculum Integration:** All Geography medium term plans explicitly refer to green skills and climate education, and children can articulate the relevance of these topics. **Teacher Confidence:** Positive feedback from staff on the CPD sessions, indicating increased knowledge and confidence in teaching

	• Refine Geography medium term plans to explicitly refer to green skills expected to be taught within unit. • Deliver CPD to staff on rational and how-to deliver Climate Education and green skills.				skills are embedded within each unit. **Teacher Feedback:** Gather feedback from Geography teachers on how the revised medium-term plans support their teaching, identifying any challenges or successes. **Pupil Outcomes:** Report on how pupil learning has evolved, such as increased awareness of climate issues and enhanced practical skills related to sustainability.		climate education and green skills. **Pupil Awareness:** Evidence from Pupil Voice show increased awareness and understanding of climate change and sustainable practices. **Impact on Teaching Practices:** Observations of lessons and children's work that demonstrate the integration of green skills and climate education, with evidence of active learning and engagement in sustainability topics.
Ensure all pupils and staff are aware of green economy career opportunities and develop skills aligned with future sustainable industries by embedding relevant knowledge and	**Curriculum Integration:** • Embed information on green economy careers, such as renewable energy, sustainable agriculture, circular economy, and environmental policy, into career guidance programs and subjects like Science, Geography, and Economics. **Career Talks and Workshops:**	S&CC Lead	Sept '26-Jul '27	• Time	**Resource Development:** Develop or source materials that clearly link green economy careers to key subjects, ensuring resources are age-appropriate and align with curriculum objectives.		**Curriculum Integration:** By 2027, green economy careers are explicitly integrated into the curriculum across relevant subjects, with children demonstrating a clear understanding of how their studies relate to sustainable industries. **Career Day Impact:** High levels of student engagement with career talks and workshops, with feedback indicating an increase in child

competencies across the educational curriculum and staff training programs by 2027.	• Organise career days that include guest speakers from green industries to inspire pupils and staff about emerging opportunities. • Use of Picture News during assemblies to remind children of ongoing public interest in this area.						interest and awareness of green economy career opportunities. **Pupil Aspirations:** Evidence of increased child interest in pursuing careers in the green economy, measured through career guidance records, surveys, and post-event reflections.

Year 1	Overall Impact against Key Priority (actions and milestones)	Next Steps
Term 1	•	•
Term 2	•	•
Term 3	•	•

Year 2	Overall Impact against Key Priority (actions and milestones)	Next Steps
Term 1	•	•
Term 2	•	•
Term 3	•	•

Year 3	Overall Impact against Key Priority (actions and milestones)	Next Steps
Term 1	•	•
Term 2	•	•
Term 3	•	•