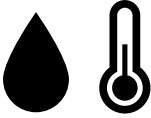
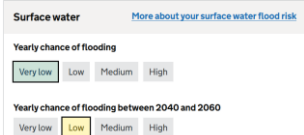


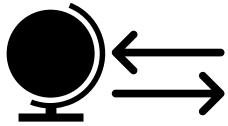


Stanley St Peter's CE Primary School Action Plan 2025-2026

Subject leader: Amber Hutton

	Target	Information	Identify	Intervene			Impact
		Where are we now?	Where do we want to be?	Key actions to be taken in order to secure improvement. Including responsible personnel and resources/budget required			What will be the impact?
				Autumn Term 2025	Spring Term 2025	Summer Term 2025	
Sustainability	To take actions to reduce the risk of flooding and overheating as part of a plan for adaptation and resilience. 	Sustainability lead has been selected. Assessment of school sustainability is being carried out by lead. Action plan is being put in place. Pupil voice and staff voice will be put in place to gauge people's opinions on progress, engagement and enthusiasm for sustainability projects.	Evidence shows that children have made significant progress in their learning and attitudes towards environmentalism and sustainability; teacher feels confident when delivering the lessons. School is following the sustainability action plan and things have been put in place to support the delivery of the plan including lessons being delivered to children, the formation of an Eco Club and changes to the school site.	Pupil voice Staff voice Collective worship to share the sustainability plan for the year. Ensure gutters are continued to be kept clear to reduce risk of flooding. This should remain a regular maintenance task for the groundskeeper. – chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://assets.publishing.service.gov.uk/media/67ae1dfe6e6c8d18118acd9/Assess_and_manage_flood_risk_in_schools_-_checklist.pdf Use government flood risk tool to assess flood risk, – assessment carried out by sustainability lead in September 2025 	Regularly monitor meter readings. Ensure gutters are continued to be kept clear to reduce risk of flooding. This should remain a regular maintenance task for the groundskeeper.	Ensure gutters are continued to be kept clear to reduce risk of flooding. This should remain a regular maintenance task for the groundskeeper. Continue to have the gutters cleaned by a contractor each academic year.	The school will benefit from reduced energy costs. The children will have a better understanding and appreciation of the environment and sustainability. Children will be able to go into their local community and aid in sustainability projects in their own time. Our school will be at a reduced risk of flooding and overheating. The 'wild area' will allow outdoor education to begin to take place more frequently and in a multitude of formats. The school will take its first steps to having a qualified forest school's practitioner which will allow more outdoor activities to take place, helping the children

			Rivers and the sea More about your rivers and sea flood risk Yearly chance of flooding Very low Low Medium High Yearly chance of flooding between 2036 and 2069 Very low Low Medium High Other flood risks More about groundwater and reservoirs Groundwater Flooding from groundwater is unlikely in this area. Reservoirs Flooding from reservoirs is unlikely in this area.			learn about their environment in an impactful way. Children will be able to talk with more confidence about the impact our school in particular has on the environment and can comment on the data that has been shared with them. Children will be more willing to join eco friendly clubs and projects both within and outside of school. Staff will be able to talk with more confidence about the impact our school is having on our environment and feel comfortable suggesting ways to improve. Children will have had impactful lessons about sustainability and environmentalism. Using data, we will have set goals to reduce costs and usage of energy and water, saving money and helping the environment. Our school will see more wildlife.
To embed sustainability within our existing school values and to foster a culture where care for the environment and future generations is reflected in all that we do. 	Sustainability lead has been selected. Assessment of school sustainability is being carried out by lead. Action plan is being put in place. Pupil voice and staff voice will be put in place to gauge people's opinions on progress, engagement and enthusiasm for sustainability projects. Eco Squad has already been launched for one year and has had good engagement. Our school achieved the Eco School's award with Merit	Eco Squad membership increasing. A 'wild area' will be established in the school to allow children to engage more with sustainability and environmentalism. Our school will be awarded Eco School award with distinction. Evidence shows that children have made significant progress in their learning and attitudes towards environmentalism and sustainability; teacher feels confident when delivering the lessons. School is following the sustainability action plan and things have been put in place to support the delivery of the plan including lessons being delivered to children, the formation of an Eco Club and changes to the school site.	National Education Nature Park Create a litter monitor role for the KS1 and KS2 playgrounds. Their role will be to ensure all snack litter is put in the bin. Share the results with the staff and students to encourage shared responsibility for energy usage. Create Eco Squad and encourage membership. To have the sustainability lead research becoming a qualified forest schools practitioner. The sustainability lead will teach one lesson to Y5 and one to Y6 focussing on sustainability and environmentalism.	Environmentally themed trip for Eco Squad. Wakefield waste management maybe? Growing fruit and veg in the planters bought before Christmas. To have the sustainability lead begin studying to become a forest school's practitioner. The sustainability lead will teach one lesson to Y4 and one to Y3 focussing on sustainability and environmentalism.	Glitter ban. Create a laminating policy - encourage teachers to only laminate when absolutely necessary for the new school year. To have the sustainability lead begin studying to become a forest school's practitioner. The sustainability lead will teach one lesson to Y2 and one to Y1 and EYFS focussing on sustainability and environmentalism.	Children will learn how to grow their own food.
Increase the confidence and expertise of your leadership team, staff, learners, and students in understanding climate change and how positive change can be achieved	Sustainability lead has been selected. Assessment of school sustainability is being carried out by lead. Action plan is being put in place.	Staff to be confident in delivering one or two environmental themed lessons a term with the guidance and support of the sustainability lead. If staff have any questions or concerns, they actively seek support from the sustainability lead.	To ensure that a member of SLT is aware of the sustainability action plan and is agreeable to the changes that need to be made. Ensure climate change and sustainability feature on the agenda at key meetings. These could be briefings at	Ensure climate change and sustainability feature on the agenda at key meetings. These could be briefings at the start of some CDP sessions to train staff and increase knowledge.	End of year data analysis for sustainability. Create a report with findings. To have the sustainability lead begin studying to become a forest school's practitioner.	



Pupil voice and staff voice will be put in place to gauge people's opinions on progress, engagement and enthusiasm for sustainability projects.

Evidence shows that children have made significant progress in their learning and attitudes towards environmentalism and sustainability; teacher feels confident when delivering the lessons.

School is following the sustainability action plan and things have been put in place to support the delivery of the plan including lessons being delivered to children, the formation of an Eco Club and changes to the school site.

At least one CPD session is delivered by the sustainability lead to update staff on progress of action plan and to share any thoughts or ideas to the sustainability lead/SLT that could be beneficial for the children or school site.

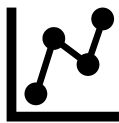
the start of some CDP sessions to train staff and increase knowledge.

To have the sustainability lead research becoming a qualified forest schools practitioner.

To have the sustainability lead begin studying to become a forest school's practitioner.

By the end of the year, at least one CPD session is delivered by the sustainability lead to update staff on progress of action plan and to share any thoughts or ideas to the sustainability lead/SLT that could be beneficial for the children or school site. If not possible, the sustainability lead should be briefing at the start of select CPD sessions or weekly overview briefings.

Use data to identify and prioritise action and improve energy, water efficiency and decarbonisation



Sustainability lead has been selected.

Assessment of school sustainability is being carried out by lead.

Action plan is being put in place.

Pupil voice and staff voice will be put in place to gauge people's opinions on progress, engagement and enthusiasm for sustainability projects.

We have already done a 'Count your Carbon' assessment for the year 2024-2025 and pondered initial ideas for change. The

Evidence shows that children have made significant progress in their learning and attitudes towards environmentalism and sustainability; teacher feels confident when delivering the lessons.

School is following the sustainability action plan and things have been put in place to support the delivery of the plan including lessons being delivered to children, the formation of an Eco Club and changes to the school site.

Children are aware of the environmental cost of our school and can confidently share their opinions through a pupil voice.

Fit LED lighting into the newly refurbished hall.

Install a new boiler.

Assess how energy is currently being used in our setting using the 'Count your Carbon' tool.

Share the results with the staff and students to encourage shared responsibility for energy usage.

To ensure our heating is on for select times and at a set temperature to reduce energy usage and costs.

Useful document - <chrome-extension://efaidnbmnnpbcajpcglclefindmkaj/https://assets>

Regularly monitor meter readings.

Enquire about installing a smart meter to monitor the usage of electricity, water and gas in school.

Complete a food waste survey to see how much food is wasted in the dining hall and which foods are being wasted the most frequently.

Complete a classroom waste survey to see what items are thrown away and how frequently.

Regularly monitor meter readings.

Use the food waste survey to inform meal options for the dining hall so less food is wasted.

Use the classroom waste survey to inform what supplies need to be bought for the classrooms and how regularly to prevent high wastage.

Monitor CO2 readings to ensure good air quality within school.

	assessment identified areas that needed to change and one of the biggest areas was the boiler.		.publishing.service.gov.uk/media/5f847c598fa8f504594d4b82/Top_tips_to_reduce_energy_and_water_use_in_schools.pdf Regularly monitor meter readings. Inquire about the instillation of a second paper/cardboard recycling bin and ensure each classroom has a bin for paper waste and a bin for other waste. Monitor CO2 readings to ensure good air quality within school.	Create a compost bin so compostable materials can be used as soil for the 'wild area' planters. Monitor CO2 readings to ensure good air quality within school.		
To enhance biodiversity 	Sustainability lead has been selected. Assessment of school sustainability is being carried out by lead. Action plan is being put in place. Pupil voice and staff voice will be put in place to gauge people's opinions on progress, engagement and enthusiasm for sustainability projects.	Evidence shows that children have made significant progress in their learning and attitudes towards environmentalism and sustainability; teacher feels confident when delivering the lessons. School is following the sustainability action plan and things have been put in place to support the delivery of the plan including lessons being delivered to children, the formation of an Eco Club and changes to the school site. School will have a dedicated 'wild area' where outdoor education can take place.	National Education Nature Park Get the PTFA on board to let us raise money at the Christmas fair to clear the secret garden/fund the 'wild area'. Create an SLT approved 'wild area' on the school field where nature projects can take place. Practising nature-friendly maintenance - allow grassed areas to grow long, or use a flowering lawn mix. A good target is to set aside 15 to 20% of existing grassland not used for sports pitches for this purpose. This could be our school's 'wild area'. Create a natural fence to section off this area. A double-staggered hedge, or pre-grown fences with climbing plants, could be a good alternative to regular	National Education Nature Park Plant wildflower seeds in an SLT allocated area to increase insects and birds. Plant more trees on the wild area of the school field. Create bug hotels in the wild area. Look into Shinfield St Mary's school and their sustainability page, can we incorporate how they complete lessons for different year groups based on themes? Useful website - https://www.shinfield-st-marys-junior.co.uk/page/?title=Sustainability+and+Ecology&pid=56 Gardening club!	National Education Nature Park Reduce our use of glitter throughout the year. Ask art lead to monitor the amount of glitter ordered. Get the PTFA on board to let us raise money at the summer fair to clear the secret garden/fund the 'wild area'. Install water troughs in the wild area so plants can be watered. 	

			fencing. Simple Hedge - takes time to fill in  Staggered Hedge - deeper, provides instant screening and privacy 		
Help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs 	Sustainability lead has been selected. Assessment of school sustainability is being carried out by lead. Action plan is being put in place. Pupil voice and staff voice will be put in place to gauge people's opinions on progress, engagement and enthusiasm for sustainability projects.	Evidence shows that children have made significant progress in their learning and attitudes towards environmentalism and sustainability; teacher feels confident when delivering the lessons. School is following the sustainability action plan and things have been put in place to support the delivery of the plan including lessons being delivered to children, the formation of an Eco Club and changes to the school site. Children are regularly accessing the 'wild area' and have an increased awareness of their role in helping sustainability and the environment.	National Education Nature Park To share the sustainability action plan with the school using a collective worship. Increase the practical knowledge of climate change and sustainability through one lesson lead by the class teacher. The class teacher can use resources provided by the sustainability lead. These lessons should focus on an area of the school, community or wider world and should be practical and informative. Allow children to share their achievements with their local community during the Christmas fair. The children can run a stall to sell items and inform the community about the work done so far and what still needs to be done. Purchase planting beds for students to begin to grow their own fruit and veg on site. To have the sustainability lead research becoming a qualified forest school's practitioner.	National Education Nature Park Regularly monitor meter readings. To use meter readings in environmentally themed lessons (maths lesson using statistics or graphs?) (Y4 and up?) to spread awareness of our energy usage and inspire pupils to monitor their own usage whilst in school. Encourage pupils to join the Eco Squad to raise awareness and autonomy of environmental issues. Eco Squad plant seeds and bulbs in the planters installed before Christmas to grow their own food. To have the sustainability lead begin studying to become a forest school's practitioner.	National Education Nature Park

