Climate Action Plan

Parkfield Community School

Sustainability Leader & Role: Mr Dan Dowson (Assistant Headteacher)

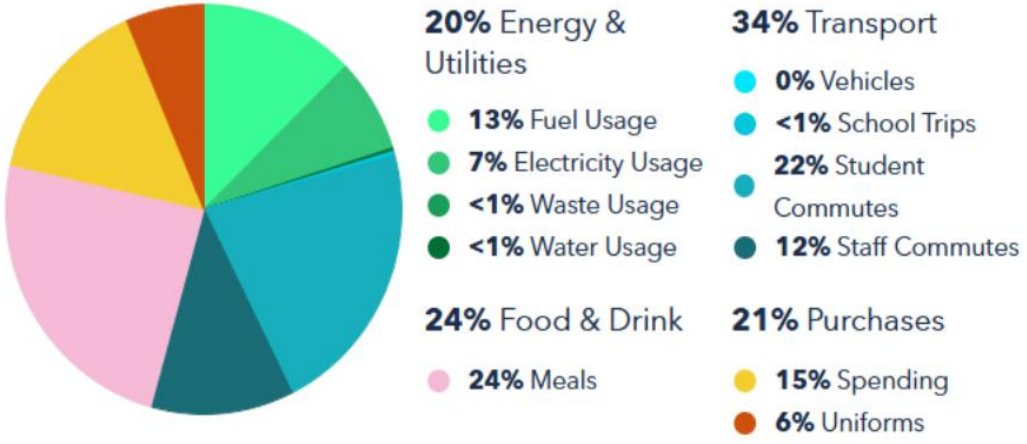
rosie.pincott@letsgozero.org

Progress Key
Not Started
In Progress
Stalled
Complete

Your school's carbon baseline: 300 t CO_2e **Calculation:** May 2026

Climate Action Plan history
★ = high carbon reduction actions

Last updated: September 2026.

RECOMMENDED FIRST STEP		
ACTION	**NOTES**	**TRACKER**
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. **This has been completed by Rosie Pincott**		**Complete**

Overall projected carbon savings: 9.4%

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:** 16/03/25 **Review:** N/A	**Dan Dowson**	Completed the sign-up for the Let's Go Zero campaign and submitted both required documents. This confirms that the school is formally part of the national commitment to reduce carbon emissions and aligns our work with wider sustainability objectives. Good starting point and creates a clear framework for future actions.	**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: Summer 2 2026** **Review: ongoing**	**Dan Dowson**	The school is committed to celebrating and promoting its sustainability work through the school website and wider communications with families and the local community. A dedicated sustainability page has already been established on the school website, providing a central location to showcase projects, achievements and ongoing initiatives. D. Dowson has liaised with K. Susarla to support the development of this content, and further updates will be added once all relevant information has been collated. This will help raise awareness of the school's sustainability journey, celebrate successes and encourage wider community engagement in environmental action. Sustainability - Parkfield	**Completed**

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: March 2026** **Review:**	**PCS Sustainability Group:** Dan Dowson, Harpal Kaur, Kelly O'Brien, Tariq Hussain, Frank Gravestock, James Wright	Established the Sustainability Working Group and brought together a mix of staff to ensure a broad, representative team – Dan Dowson (Assistant Headteacher), Harpal Kaur (Class Teacher), Kelly O'Brien (EYFS Teacher / Horticultural Lead), Tariq Hussain (Site Manager), Frank Gravestock (Gardener), James Wright (Headteacher). Identified a Sustainability Lead (Dan Dowson) to oversee actions and provide continuity. This sets a clear structure for decision-making and ensures sustainability work is coordinated rather than isolated across the school. There is now an Excelsior MAT sustainability team.	**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**
★ **Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set** 18ºC is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43ºC (stored at 60ºC). 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.	**Start: March 2026** **Review: Sept 2026**	**Dan Dowson** **Tariq Hussain**	Reviewed the current BMS/BEMS settings to improve efficiency and ensure heating and hot water timings are aligned with actual building use. Adjusted schedules and temperature settings in line with recommended guidance (18ºC classrooms; safe hot water limits), making small changes to test comfort levels while reducing unnecessary energy use. This should help lower costs and carbon output without impacting daily operations.	**Complete**

ENERGY – BEHAVIOURAL CHANGE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
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: May 2026** **Review: Oct 2026**	**Dan Dowson**	The school will take part in a Switch Off campaign as part of its commitment to reducing energy consumption and promoting sustainable behaviours. An account was created by D. Dowson on 16/03/26 to support participation in the initiative. The campaign is scheduled to take place during National Sustainability Week in the Summer Term, providing opportunities for children and staff to develop energy-saving habits such as switching off lights, screens and electrical equipment when not in use. The initiative will help raise awareness of energy conservation and contribute towards reducing the school's environmental impact.	**Complete**

Implement a power down strategy for electrical devices and appliances Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	**Start: March 2026** **Review: Ongoing**	**Dan Dowson** **Tariq Hussain**	Reviewed existing power-down approaches across the school. All technology already follows a power-saving strategy, with ASUS laptops and Promethean interactive whiteboards set to sleep or automatic shutdown as standard. The remaining gap is in our lighting: classrooms still use traditional toggle switches, which rely on manual switching off rather than automated sensors. Noted this as an area for future improvement, but current focus remains on maintaining consistent manual switch-off routines at the end of the day.	**Complete**

FOOD				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Weigh food waste from kitchen and plates, share results, and set a target to reduce this Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.	**Start: Sept 2026** **Review: Dec 2026**	**Coombs Catering**	This action is planned for completion during the current academic year. Children will be involved in regularly weighing both kitchen and plate food waste to develop their understanding of food sustainability and the environmental impact of waste. Findings will be shared with catering staff, teaching staff and the wider school community to identify opportunities for improvement. A baseline will be established and a measurable food waste reduction target set, with progress reviewed throughout the year to encourage positive behaviour change and reduce overall food waste across the school.	**In progress**
Grow food for use in pupils/community Grow food on site for pupils to use in their food tech classes to engage them with how food reaches their plates. Alternatively, consider having a market-style stall to sell or donate your food produce to the wider school community.	**Start: May 2026** **Review: Sept 2026**	**F. Gravestock** **Coombs Catering** **D. Dowson**	Food is grown on site within the school grounds and used as part of children's learning experiences, helping them understand where food comes from and the importance of sustainable food production. Produce harvested from the school garden is incorporated into cooking, tasting and curriculum activities, allowing children to experience the journey from seed to plate. This approach promotes healthy eating, environmental awareness and practical gardening skills while making effective use of the school's growing spaces.	**Complete**

WASTE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Provide students with education on the importance of reducing, reusing and recycling correctly Teach students about the waste hierarchy: '*Reduce -> Reuse -> Recycle*' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.	**Start: May 2026** **Review: December 2026**	**D. Dowson** **Class Teachers**	As part of the implementation of the new Excelsior Science curriculum, sustainability education has been embedded throughout science planning to develop children's understanding of environmental responsibility and sustainable living. In addition, there is dedicated curriculum time during the Summer Term that focuses specifically on sustainability, providing opportunities for children to explore topics such as reducing waste, reusing resources and recycling correctly. These learning experiences help children understand the waste hierarchy and encourage positive behaviours that support a more sustainable school community.	**In Progress**
Take part in additional recycling schemes Take part in additional recycling schemes for items that cannot be recycled in regular waste collections. Some schemes can even generate income or green points. For example; Empties Please (ink cartridges); Recycle to Read:(toys, batteries and textiles); Bag2School and Little Recyclers (textiles); Eddings (pens).	**Start: May 2026** **Review: December 2026**	**SLT** **D. Dowson** **Class Teachers**	Additional recycling schemes are planned to be introduced during the current academic year to increase opportunities for recycling items that cannot be processed through standard waste collections. Suitable schemes for items such as batteries, textiles, pens and ink cartridges will be identified and promoted across the school community. Children will be encouraged to participate through awareness campaigns and collection points, helping to reduce	**In Progress**

			landfill waste while developing their understanding of responsible resource use and the circular economy.	

PROCUREMENT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
★ **Develop your uniform exchange and extend existing reuse practices.** 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!	**Start: Autumn Term 2026** **Review: ongoing**	**All staff**	The development of a school uniform exchange will be explored during the current academic year, building on existing opportunities to reuse clothing and reduce waste. The school will consider systems for collecting donations from families and school leavers, including PE kit, and will review ways to promote the initiative more widely within the school community. The aim is to increase the reuse of good-quality uniform, support families and reduce the environmental impact associated with purchasing new items.	**In Progress**
Consider second hand/pre-loved equipment when replacing old or broken furniture Consider second hand/pre-loved equipment when replacing old or broken furniture. Find local second-hand retailers or alternatively online platforms such as Collect Eco can help you source items.	**Start: Autumn Term 2026** **Review: ongoing**	**All staff**	The school will seek to implement a more sustainable approach to replacing furniture and equipment by considering second-hand and pre-loved alternatives wherever appropriate. Procurement processes will be reviewed to identify opportunities to source quality reused items that meet the needs of the school while reducing waste and environmental impact. This approach will support the principles of the circular economy, encourage responsible resource use and help reduce the carbon footprint associated with purchasing new furniture and equipment.	**In Progress**

TRANSPORT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Raise awareness of air quality around school Educate children on the impacts of air pollution (ex; run an assembly) and/or monitor air quality around school. For instance, sign up for Asthma and Lung's Clean Air Champions for a free air quality monitor and access to a range of resources linked to the curriculum. You may also consider running an anti-idling campaign to address air quality around the school.	**Start: Autumn Term 2026** **Review: Ongoing**	**All staff**	The school will raise awareness of air quality through curriculum learning, assemblies and wider sustainability initiatives, helping children understand the impact of air pollution on health and the environment. Existing air quality monitoring equipment will be reused to collect data and support learning opportunities linked to science and environmental responsibility. The introduction of indoor air-purifying plants will also be considered as a practical way to improve learning environments and raise the profile of air quality across the school. Children will be encouraged to explore actions that can contribute to cleaner air both at school and within the local community.	**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

WATER				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Raise awareness around water consumption and efficiency Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more.	**Start: Autumn Term** **Review: Dec 2026**		Severn Trent resources: Education Zone - Severn Trent Services Resources from Severn Trent's Education Zone will be integrated into science lessons to help children develop their understanding of water consumption, conservation and efficiency. Through curriculum-based learning, children will explore the importance of protecting water resources, reducing unnecessary water use and understanding the journey of water from source to tap. These learning opportunities will encourage responsible environmental behaviours and	

			help children recognise the role they can play in conserving water both at school and at home.	

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**
Take part in The Nature Park 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.	**Start: May 2026** **Review: Ongoing and evaluated due to weather**	**Sustainability and Site Team**	The school has engaged with the Nature Park programme to support nature-based learning and encourage children to take positive action for biodiversity on the school site. The site has already been mapped, providing a baseline for future environmental improvements. As a next step, children will be involved in mapping and assessing habitats across the school grounds to develop their understanding of local ecosystems and wildlife. In addition, the horticultural project led by K. O'Brien with Nursery and Year 5 has successfully introduced children to gardening and food growing, and further opportunities will now be explored to build upon this work and enhance biodiversity across the site.	**In Progress**
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for	**Start: May 2026** **Review: By Dec 2026**		The school is committed to increasing biodiversity across its grounds to create a wider range of habitats that support local wildlife. Existing and future developments will include opportunities to provide food, shelter and resources for	**In Progress**

wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.			pollinators, birds and other species. Discussions have taken place with Frank Gravestock regarding the introduction of indoor planting, which will not only enhance biodiversity awareness but also help create greener learning environments throughout the school. Children will be encouraged to participate in biodiversity projects, helping them develop an understanding of ecosystems, conservation and the importance of protecting wildlife.	

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**
Set up a sustainability award for students or classes Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.	**Start: Sept 2026** **Review: ongoing**	**All Class Teachers**	A new Sustainability Team, known as the **Eco Warriors**, has been established to provide children with meaningful leadership opportunities and to promote environmental responsibility across the school. The Eco Warriors will lead sustainability initiatives, raise awareness of key environmental issues and encourage positive behaviours such as recycling, energy conservation and biodiversity enhancement. The team will also explore the introduction of a sustainability award to recognise classes and individuals who demonstrate a strong commitment to protecting the environment and supporting the school's sustainability goals.	In Progress

Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely. There are also free online CPD sessions from UCL to help embed sustainability in different subjects at Primary and Secondary: Teaching for sustainable futures | UCL Institute of Education (you have to register for a free account to access the modules).	**Start: Sept 2026** **Review: ongoing**	**D. Dowson**	CPD Opportunities available: **1. Energy & Climate Action** **CPD 1: Climate Change and Carbon Literacy Training** • Understanding climate science and net zero. • Identifying ways schools can reduce their carbon footprint. **CPD 2: Energy Efficiency in Schools** • Practical strategies for reducing energy consumption. • Using energy data to inform decision-making. **2. Biodiversity & Nature** **CPD 1: Outdoor Learning and Biodiversity** • Using school grounds to teach sustainability. • Developing wildlife-friendly spaces. **CPD 2: Forest School Principles** • Embedding environmental stewardship through outdoor learning. • Promoting connection with nature. **3. Food Sustainability** **CPD 1: Sustainable Food Education** • Teaching about food systems, food miles and seasonality. • Linking sustainability to healthy eating. **CPD 2: School Gardening and Growing Skills** • Planning, maintaining and using growing spaces.	**In Progress**

			• Integrating food production into the curriculum. **4. Waste Reduction & Recycling** **CPD 1: Waste Auditing and Resource Management** • How to conduct school waste audits. • Developing waste reduction strategies. **CPD 2: Circular Economy Education** • Understanding reuse, repair and recycling. • Embedding circular economy concepts across subjects. **5. Sustainable Transport** **CPD 1: Active Travel Leadership** • Promoting walking, cycling and safe travel. • Planning whole-school active travel initiatives. **CPD 2: Sustainable Communities Education** • Exploring transport's impact on climate change. • Encouraging behavioural change. **6. Water Conservation** **CPD 1: Water Stewardship in Schools** • Understanding water consumption and conservation. • Developing water-saving action plans. **CPD 2: Global Water Challenges** • Teaching about water scarcity and sustainability. • Linking local action to global issues. **7. Community Engagement**	

			CPD 1: Community Partnership Development • Working effectively with local organisations. • Building long-term sustainability partnerships. **CPD 2: Leading Social Action Projects** • Developing leadership skills for community impact. • Measuring and evaluating social action outcomes. **8. Circular Economy** **CPD 1: Sustainable Consumption and Procurement** • Understanding responsible purchasing. • Reducing waste through procurement decisions. **CPD 2: Repair, Reuse and Upcycling Education** • Practical approaches to promoting reuse. • Integrating circular economy principles into learning. **9. Sustainable Procurement** **CPD 1: Ethical Purchasing and Fairtrade** • Understanding ethical supply chains. • Promoting responsible consumer choices. **CPD 2: Sustainable School Operations** • Reviewing procurement policies through a sustainability lens. • Identifying environmentally responsible alternatives. **10. Leadership & Advocacy** **CPD 1: Sustainability Leadership**	

			• Developing strategic leadership for sustainability. • Creating and monitoring sustainability action plans. **CPD 2: Pupil Voice and Environmental Advocacy** • Empowering young people to lead change. • Supporting effective environmental campaigning.	
Support your staff to attend local sustainability networks & events Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. You can include the Let's Go Zero Free online workshops and training for schools - Lets Go Zero in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school.	**Start:** **Review:**		Networks need to be found and joined. D. Dowson / J. Rees (Sustainability Lead at Thorns Primary) have liasised re. Excelsior Sustainability Practice	**In Progress**

CURRICULUM				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Complete a curriculum audit Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps.	**Start: May 2026** **Review: October 2026**	**All staff**	As part of the new Excelsior Planning, sustainability is now part of the Science curriculum, and being embedded. DD to continually monitor this.	**Completed**

GREEN SKILLS & CAREERS				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**

Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.	**Start: May 2026** **Review: Dec 2026**	**D. Dowson**	Children have been provided with opportunities to learn about sustainability-related careers through a range of curriculum enrichment activities. During Careers Week, children explored a variety of careers linked to environmental responsibility, science and sustainability, helping them understand how future jobs can contribute to positive environmental change. In addition, curriculum workshops delivered by *Performance in Education*, including sessions led by Abbie Ayre and *The Shed of Science* for Year 5, provided inspiring real-world contexts for STEM learning and highlighted how science and innovation can support a more sustainable future. These experiences help children make links between their learning, future aspirations and the role they can play in creating a more sustainable world.	**In Progress**

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