



Our Whole-School Approach to Climate Action Planning

At Asmall Primary School we believe that meaningful change happens when it is driven by a diverse team of passionate individuals. Best practice shows that a **whole-setting approach** is essential for turning planning into action. Our Climate Action Plan (CAP) is designed to involve every part of our school community, ensuring sustainability becomes embedded in both our educational and operational practices.

Why a Whole-Setting Approach?

Engaging the entire education setting in developing a CAP ensures that climate action is not just a policy but a lived reality. By including representatives from all areas of our community, we create a plan that is practical, inclusive, and impactful. It ensures that sustainability is not just an aspiration but a series of actionable steps. By aligning our CAP with governance and curriculum, we make climate action part of everyday school life.

Who is involved?

- **Senior Leadership Team and Governors**
These individuals are critical for successful planning and implementation. They have the authority and capacity to influence strategic change and ensure climate change and sustainability remain on the agenda at key meetings.
- **Learners**
Our pupils inspire enthusiasm and help drive positive change. Involving learners gives them a sense of agency and pride in their school, while increasing their practical knowledge of sustainability and climate change. Their engagement also extends the impact of our CAP into homes and the wider community.
- **Teachers**
Teachers play a vital role in identifying where climate change and sustainability fit into the curriculum and embedding these themes into everyday learning.
- **Estates Management**
Operational expertise is essential. Our estates team (LCC) provides baseline data and implements sustainable practices across the site, ensuring that our CAP is grounded in practical, achievable actions.

Together, this collaborative approach ensures that our Climate Action Plan is not just a document but a **living strategy for change**, shaping a greener, more sustainable future for our school and community.





What has already been achieved?

Before creating our Climate Action Plan, we assessed and celebrated the sustainability initiatives already in place. These successes form a strong foundation for future actions and demonstrate our commitment to environmental responsibility.

Action	Benefit/ Impact
Key Pillar: Decarbonisation	
Installed LED lighting throughout all buildings and rooms.	Reduced carbon emissions and long-term energy costs; generated clean, renewable electricity for the site
Installed a hybrid heat source pump to improve heating efficiency.	Lower electricity consumption; improved light quality and reduced maintenance
Current energy efficiency rating improved to Band B (previously Band C in Dec 2023 and Band E in Dec 2022).	Enhanced energy performance rating , demonstrating commitment to sustainability.
Improved energy efficiency rating to Band B	Demonstrated measurable progress in sustainability and cost savings
Managed food waste effectively with Fresh Start , including an assembly on recycling in September 2025.	Reduced waste to landfill and improved recycling habits among pupils and staff.
Introduced food waste and paper recycling bins in all classrooms and staffroom.	Increased recycling rates and reduced general waste
Established composting for Forest School.	Created nutrient-rich compost; supported soil health and circular resource use
Encouraged second-hand uniform use by setting up a uniform shop at the end of each term.	Promoted circular economy principles through second-hand uniform use.
Food prepared by Lancashire Food Service , offering fresh salads and healthy options.	Increased access to fresh, healthy food and awareness of sustainable eating.
Created a growing and planting area for vegetables (EYFS already has one).	Hands-on learning about growing food and water conservation .
Installed water butts for plant watering.	
Developed a pond dipping area for children.	
Launched a Spring Gardening Club led by Mrs Duffey.	





Promoted active travel : Whole School Park Run (Nov 2025), Bikeability for Year 5, Mini Wheelers for Reception, bike shed installed, and road safety talks encouraging walking to school.	Encouraged active lifestyles and reduced car usage, lowering emissions and improving health.
Key Pillar: Adaptation and Resilience	
Installed rainwater harvesting systems (water butts and planters) to conserve water and reduce flood risk.	- Improved water conservation and reduced reliance on mains water. - Lower risk of flooding and water-related damage.
Regularly maintain gutters to prevent blockages and water damage.	Lower risk of flooding and water-related damage.
Designated green infrastructure and shaded areas for staff and learners.	- Enhanced comfort and wellbeing through shaded outdoor spaces. - Increased resilience to climate impacts for the school site.
Key Pillar: Biodiversity	
Installed a pond as a key learning resource.	- Supported pollinators and local species, contributing to ecological balance. - Hands-on learning about ecosystems and conservation.
Planted free trees and shrubs in Forest School area.	Hands-on learning about ecosystems and conservation .
Created habitats: bug houses, bird boxes, hedgehog areas , and wild zones.	Increased biodiversity and wildlife habitats on site.
School council organized litter picks in school and local area.	Strengthened community engagement through clean-up activities.
Started gardening club to grow food for the kitchen.	Hands-on learning about ecosystems and conservation .
Planted native species and wildflowers to support pollinators.	Supported pollinators and local species , contributing to ecological balance.
Built bug hotels with LittleFoot.	Supported pollinators and local species , contributing to ecological balance.
Compost food waste and use it as fertilizer for growing patches.	Improved soil health and reduced waste through composting.





Key Pillar: Climate Education and Green Careers	
Integrated outdoor learning and sustainability into the curriculum (Forest School).	Developed knowledge and skills for sustainable living among pupils.
Hosted sessions on sustainable action relevant to the local community.	Encouraged critical thinking and problem-solving on climate issues.
Achieved SuperKind Social Impact Awards in 2024 and 2025; undertaking again in 2026.*	Promoted green career pathways and awareness of environmental roles. Fostered a sense of responsibility and leadership through ambassador roles.
Displayed climate action messages around school.	Embedded climate literacy across the curriculum and daily school life.
School council and science ambassadors involved in: • Fairtrade workshop (2026). • Town planning project with Local Authority focusing on sustainability. • Visit to recycling plant (2026).	Fostered a sense of responsibility and leadership through ambassador roles. Promoted green career pathways and awareness of environmental roles.
Introduced playground learning games during playtime and lunchtime.	Fostered a sense of responsibility and leadership through ambassador roles.





Climate Action Plan

Decarbonisation

Our Vision

At Asmall Primary School, we are committed to reducing our carbon emissions and empowering our students to play an active role in the transition to **net zero**. Our goal is to create an education setting where sustainability is embedded in every aspect of school life—both operationally and educationally.

We begin by understanding and monitoring the total carbon emissions of our operations. This transparency allows us to set ambitious yet achievable targets for reduction. Our buildings have already improved significantly, moving from an energy efficiency rating of Band E in 2022 to Band B in 2025. We will continue to retrofit our estate with energy-saving technologies, such as expanding renewable energy sources and introducing smart systems to manage energy consumption effectively.

Reducing waste is another key priority. We are committed to promoting recycling, composting, and reuse throughout the school. Food waste bins, paper recycling stations, and composting initiatives are already in place, and we will continue to expand these efforts to ensure resources are used responsibly. Alongside this, we will adopt sustainable procurement practices, prioritising suppliers who share our commitment to environmental responsibility and ethical standards.

Our composting system will be further developed to support Forest School and gardening projects, reducing landfill waste and creating nutrient-rich soil for our growing areas. We also recognise the importance of sustainable travel. Through our travel plan, we will encourage staff and students to choose zero or low-emission options, such as walking, cycling, and public transport. Initiatives like Bikeability, Mini Wheelers, and secure bike storage will continue to promote active lifestyles and reduce car dependency.

Finally, we believe that empowering students is central to achieving net zero. By integrating sustainability into the curriculum, outdoor learning, and leadership opportunities, we will equip our learners with the knowledge and skills to champion climate action. Our vision is to inspire a generation that understands environmental challenges and actively contributes to solutions, ensuring a greener, more sustainable future for all.





Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
Fit new facias to the outside of the building	Building Efficiency	Estates Manager (LCC), Governors	Start date: Jan 2026 Review Date: –Jan 2028	Useful links: Prop, Capital funding	All facias around the school are replaced.	
Increase composting capacity	Waste Management	Forest School Lead, Eco Council	Start date: Jan 26 Review Date: Ongoing	Useful links: Compost bins, training for pupils	100% food waste diverted from landfill	Composting in EYFS and KS1 areas
Promote second-hand uniform shop	Community Engagement	Friends of School, Admin Team	Start date: Termly Review Date: Ongoing	Useful links: Storage space, communication via newsletter	Reduce textile waste by 30%	Shop running successfully each term
Develop travel plan to reduce car use	Healthy Schools & Sustainability	Headteacher, Road Safety Officer, School Council	Start date: Annually Review Date: Ongoing	Useful links: Bikeability resources, walking maps	Increase walking/cycling by 15%	Bike shed in place; Park Run completed
Calculate your carbon footprint with the Count Your Carbon tool to set some baselines and understand your current situation	Building Efficiency	Sustainability Lead	Start date: Dec 25 Review Date: Ongoing	Useful links: Home - Count Your Carbon	Reduce Carbon footprint	Completed by Sustainability Lead December 2025





Adaptation and Resilience

Our Vision:

At Asmall Primary School we recognise that climate change is already influencing weather patterns and creating new challenges for education settings. Our vision is to ensure that our school is prepared for these changes, protecting our community and infrastructure while continuing to provide a safe and supportive learning environment.

We have assessed the potential risks posed by climate and weather extremes, including high summer temperatures and heavy rainfall that could lead to flooding. These hazards have the potential to disrupt learning, damage buildings, and impact outdoor spaces. By understanding these risks, we can take proactive steps to reduce vulnerability and build resilience.

Our approach focuses on safeguarding the most important aspects of school life. This includes protecting critical infrastructure such as IT equipment, heating systems, and specialist resources, which are essential for day-to-day operations and costly to replace. We also consider the needs of vulnerable staff and students who may be at greater risk during extreme weather events, ensuring that our plans prioritise their safety and wellbeing.

To prepare for these challenges, we have introduced measures such as rainwater harvesting systems to reduce flood risk, regular gutter maintenance to prevent water damage, and the creation of shaded areas and green infrastructure to mitigate heat stress. These actions not only protect our site but also enhance comfort and wellbeing for staff and learners.

We are committed to developing clear plans for responding to heatwaves, storms, or flooding, ensuring that everyone knows what to do in an emergency. By staying informed about local climate projections and future risks, we can adapt our strategies over time and remain resilient in the face of change.

Our vision is to create a school that is climate-ready—where infrastructure, people, and learning can thrive despite environmental challenges. Through careful planning and community engagement, we aim to turn resilience into a strength that supports education for generations to come.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (regular review points)
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Install additional rainwater harvesting systems (water butts/planters)	Sustainability & Site Management	Estates Manager, Forest School Lead	Start date: July 2026 Review Date: July 2027	Useful links: Water butts, installation guidance	Reduce mains water use by 20%	Existing water butts in place; expansion planned
Maintain and clear gutters regularly	Premises Maintenance Plan	Site Manager	Start date: termly Review Date: Ongoing	Useful links: Maintenance schedule	Zero blockages; prevent water damage	Last check completed Nov 2025
Reusable school supplies including stationery.	Sustainability	Admin Manager Sustainability Lead	Start date: Sept 25 Review Date: Ongoing	Useful links:	Reduce water	Already in process with each new order.
Reduction of paper due to moving over to online homework activities including Doodle Learning, LBQ, TTRS and LetterJoin.	Sustainability	School Staff	Start date: Sept 25 Review Date: Ongoing	Useful links:	Reduce paper use	Moved over to online homework September 2025
Create shaded areas and green infrastructure	Outdoor Learning & Wellbeing	Headteacher, Gardening Club, Friends of School 2026–2027	Start date: Jan 26 Review Date: Jan 28	Useful links:	Reduce heat stress in outdoor spaces	Initial tree planting completed





Biodiversity

Our Vision:

At Asmall we believe that enhancing biodiversity is essential for creating a healthy, vibrant environment that benefits both nature and learning. Our vision is to transform our school grounds into a thriving ecosystem that supports wildlife, enriches education, and connects our community to the natural world.

We have begun mapping and recording biodiversity across our campus, identifying opportunities to improve habitats and create spaces where nature can flourish. By managing our estate differently—such as introducing wildflower areas, planting native species, and creating dedicated wildlife zones—we aim to enhance local biodiversity and contribute to wider conservation efforts.

Our Forest School area already provides a rich learning environment, with bug hotels, bird boxes, and hedgehog habitats. We will continue to expand these initiatives, ensuring pupils have regular opportunities to learn in and about nature. These experiences not only build knowledge but foster a sense of responsibility and care for the environment.

To achieve our vision, we will work closely with our estates team, providing any necessary CPD and support to implement biodiversity-friendly practices. This includes maintaining green spaces, managing planting schemes, and ensuring habitats are protected and nurtured. We will also explore partnerships with local organisations to access additional expertise and resources.

Our goal is to make biodiversity a visible and celebrated part of school life. By creating outdoor classrooms, growing areas, and wildlife habitats, we will inspire curiosity and connection with the natural world. Through these actions, we aim to empower our pupils to become environmental stewards and ensure our school plays an active role in protecting and enhancing biodiversity for future generations.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
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Enhance pond as a key learning habitat (planting, signage, seasonal surveys) Ongoing (termly activities) Pond sessions running; safety signage drafted	Science & Geography Curriculum; Outdoor Learning	Forest School Lead; Class Teachers; Gardening Club	Start date: Termly Review Date: Ongoing	Useful links: Native aquatic plants; pond-dipping equipment; safety signage	3 curriculum-linked pond sessions per term; increase aquatic invertebrate diversity year-on-year	Pond sessions running; safety signage drafted
Create and maintain wildflower areas (pollinator corridors)	Pollinator-Friendly Grounds	Gardening Club; Eco Council; Gardeners	Start date: Spring sowing 2026 Review Date: annually	Useful links: Wildflower seed (UK native mix); low-mow regime plan	Two wildflower plots established; pollinator counts increase by 20% in Year 1	Plot locations agreed; soil prep scheduled
Build and install bird boxes, bug hotels, hedgehog houses (Forest School with LittleFoot)	Habitat Creation; DT/Art Curriculum Links	Forest School Lead; Joe (LittleFoot); Year Groups	Start date: Spring 26 Review Date: Sum 26	Useful links: Timber/materials; simple build plans; installation map	20+ micro-habitats installed; occupancy checks each term	Bug hotels built; bird box installation map in progress
Grow-your-own produce for the kitchen (EYFS + whole-school patches)	Healthy Eating; STEM Links	Gardening Club; Class Teachers; Lancashire Food Service	Start Date: Planting Spring 2026; Review Date: harvest Autumn 2026	Seeds/seedlings; tools; bed preparation	6+ crop varieties harvested; % of meals featuring school-grown produce	Beds prepared; seedlings ordered
Deliver staff CPD on biodiversity-friendly grounds & outdoor learning	Professional Development	Headteacher; Sustainability Lead	Start Date: Spring 2026; Review Date: Spring 2027	CPD session plan; local NGO support	2 CPD sessions delivered; staff confidence survey improves by 20%	CPD outline created





Climate Education and Green Skills

Our Vision:

At Asmall, we believe that education is the most powerful tool for tackling climate change. Our vision is to ensure every learner understands the challenges of climate change and feels empowered to take meaningful action. We aim to embed sustainability across the curriculum and provide opportunities for pupils to develop the knowledge, skills, and values needed for a greener future.

We have already integrated outdoor learning through Forest School and linked sustainability themes to subjects across the curriculum. Moving forward, we will enhance these opportunities by creating more hands-on experiences, such as gardening projects, biodiversity studies, and visits to local sustainability initiatives. These activities will help pupils connect classroom learning with real-world action.

Our approach also focuses on developing **green skills**—the practical and transferable skills that will prepare pupils for future careers in a low-carbon economy. Through projects like Fairtrade workshops, recycling plant visits, and sustainable town planning with the local authority, pupils gain insight into how industries and communities can adapt to climate challenges. These experiences build leadership, problem-solving, and collaboration skills that are essential for green careers.

We will continue to celebrate achievements such as the **SuperKind Social Impact Award**, which reinforces our commitment to social and environmental responsibility. By promoting climate action messages around school and encouraging pupil-led initiatives, we create a culture where sustainability is part of everyday life.

Our goal is to inspire a generation of informed, responsible citizens who can lead the transition to a sustainable future. Through education, engagement, and empowerment, we will ensure that climate literacy and green skills are at the heart of our school's vision.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
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Map sustainability across the curriculum (EYFS–KS2) and embed progression of climate literacy	Curriculum Development; Teaching & Learning	Headteacher (Sarah Evans); Science Lead; Subject Leaders; SLT	Start date: Framework by Spring 2026 Review Date: Embedded 2026-27	Useful links: Scheme of work templates; staff planning time; exemplar units	Cross-curricular map published; ≥2 sustainability-linked units per subject/year group	Draft map underway; staff feedback scheduled
Staff CPD on climate education & green skills (pedagogy, local context, high-quality resources)	Professional Development	Headteacher; Science Lead; External partners	Start date: Autumn 2026 Review Date: Annually	Useful links: CPD materials; local NGO/LA support; curated resource bank	2 CPD sessions delivered; staff confidence baseline +20%	CPD outline prepared; dates to confirm
Create a student Eco Council & Science Ambassadors programme (lead projects, assemblies, data collection)	Pupil Leadership & Voice	Science Lead; Eco Council Coordinator; SLT	Start date: Launch Summer 2026 Review Date: Ongoing	Useful links: Role descriptions; meeting schedule; simple data tools	Monthly meetings; 3 pupil-led projects/year; termly assemblies	Roles drafted; recruitment planned
SuperKind Social Impact Award: maintain and extend sustainability strands	Character Education; Community Engagement	PSHE Lead; Class Teachers; SuperKind Coordinator	Start date: Launch 2026 cycle Review Date: Ongoing	Award criteria; evidence logs; parent communication	Award retained; ≥4 sustainability actions evidenced 2024–2025 achieved;	2026 submission in progress
Fairtrade workshop and supply-chain learning (pupil leadership & community links)	Global Citizenship; SMSC	School Council; Science Ambassadors; Fairtrade partners	Start date: Workshop in 2026 Review Date: Annual Refresh	Workshop materials; case studies; display space	Workshop delivered; 1 whole-school campaign; parent engagement metrics	Workshop date secured; materials sourced
Visit the local recycling plant; link to waste audits and circular economy lessons;	Enrichment, STEM and Geography	STEM & Geography Trip Coordinator; Science Lead; LA/plant operator	Start date: 2026 visit Review Date: Termly classroom links	Permissions; transport; pre-/post-lesson packs	Trip completed; class waste audits (baseline + 30% improvement in recycling)	Liaison with plant ongoing; pre-lesson pack drafted





Family/community engagement (newsletter, ClassDojo sustainability updates, at-home action guides)	Community Engagement	Headteacher; Sustainability Lead	Start date: weekly updates Review Date: ongoing	Comms calendar; templates; action guides	Weekly posts; termly participation survey	Newsletter posts ongoing; guide v1 released
Monitoring & evaluation (pupil surveys, work scrutiny, learning walks)	Quality Assurance	SLT; Science Lead	Start date: Governors Spring 26 Review Date: Termly	Survey tools; QA proforma; governor visit schedule	Termly report; governor minutes show actions/impact	Baseline survey completed; next review booked

