



Broadacre Primary

Sustainability Report and Climate Action Plan

Date Spring 2025

LET'S GO
ZERO
2030

Our journey so far...

New Building with good thermal value .

Completed the Count Your carbon

Take part in Switch – off Campaigns

Have a local Gardening club run by a teacher.

Have a robust plan for more external development.

Use recycled paper and local suppliers where possible

Solar panels already installed.

Printer cartridge and battery recycling scheme.

LED lighting is installed through the school with automatic sensors.

Provide bicycle shelters and bikeability training for active travel



How our footprint per pupil compares...

Decarbonisation & Energy Efficiency

Calculating and taking actions to reduce carbon emissions and become more energy efficient.

Pillars to be discussed:



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

Energy, Building and Infrastructure

Our findings and actions:

The school is new with a Display Energy Certificate rating of C.
It has a well-maintained Boiler room~3 years old.
Solar Panels are installed.
The School uses under floor heating and radiators with TRVs

- ➔ Continue to work with the BMS maintenance company to support the site manager to optimise the BMS/BEMS temperature and timings settings.
- ➔ Investigate the Solar panels configuration and contribution to the energy supply, (work with maintenance company), understand the financial impact. Potentially have a display showing Solar energy production and train Teachers to use as teaching aid with children. (More Solar could be considered in the future).
- ➔ Review Hot water heating setting and ensure your hot water system has efficient timings and temperature set. During term and in the holidays.



Kingswood Parks Primary School School Lane Kingswood HULL HU7 3JQ		Operational rating C
Valid until 29 November 2025	Certificate number 8321-2314-6213-0900-8423	
Kingswood Parks Primary School School Lane Kingswood HULL HU7 3JQ	Report number 0995-9691-8420-4690-8503	
	This report expired on 23 February 2023	

Energy - Behaviour

Our findings and actions

Proactive and positive Site staff, keen to develop skills. Catering staff have received energy-efficiency training from NYES.

A positive approach to switching of un-needed appliances. The Laptop trolley is switched off overnight. This could be extended by having a power down strategy for all appliances (fridges, freezers, water heaters, Computers, printers and projectors etc were practicable overnight and weekends and holidays).

Potential to involve students in 'pester power' actions to encourage energy saving actions?

- Monitor energy use on a regular basis through Trust providers new platform. Identify when energy is used throughout the Day, Week and during holidays. Investigate half hourly data for potential anomalies.
- Introduce a [school policy around lighting use](#).
- Take part in other switch off campaigns e.g. [Switch off fortnight](#) (and sustain changes long term) e.g. [Freshford Church school example](#)
- Undertake a school heat loss assessment to identify energy loss in winter, either using contractors or trained up Trust Site managers.
- Provide guidance to teachers on thermostat settings and ventilation.

Energy – Gas



Typical TRV Settings

- 0 = Off
- * = 7 °C
- 1 = 10 °C
- 2 = 15 °C
- 3 = 20 °C
- 4 = 25 °C
- 5 = 30 °C

Ensure TRVs are still able to monitor the temperature

Moving desks near to radiators can actually make the room feel colder, as they block the circulation.

Transport

Our findings:

Broadacre school provides several bike racks and Cycle proficiency training to the pupils. The school has air quality systems at the school to help measure pollution levels. The school considers environmental impacts of school trips.

Actions:

- ➔ Investigate and Implement an active travel plan to reduce the number of cars and improve air quality around the school e.g. With [Sustrans Active travel in Schools guide](#), or working with [Modeshift Stars](#) and with additional support from [Sustrans](#) and the [Let's Go Zero webinar on Active travel](#).
- ➔ Once potential cycle routes are mapped as part of the travel plan, Talk to local authority regarding safety of roads around the school, carry out a road safety audit and promote active travel with pupils and parents.
- ➔ Discuss with staff about car-share and installing EV chargers would encourage take up of Electric vehicles. ([Government grants](#) are available.) or if there any opportunities to regularly carshare.

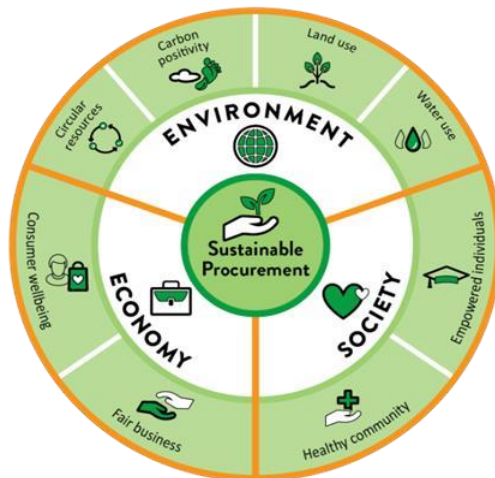


Procurement

Our findings:

Energy efficiency is factored in when buying new equipment e.g. Fridges/freezers kettles etc.
There is flexibility with the PE kit and approach to branded uniforms.

→ There is an informal uniform exchange process and a plan to implement a uniform swap day.



Actions:

- Investigate the opportunity to extend the uniform exchange through incentivising donations and publicising the availability.
- Include sustainability as part of your criteria for procurement e.g. made of recycled materials, non-toxic or ethically sourced. [Example of Procurement policy](#)



Food

Our findings:

We always have a vegan/ vegetarian option available at lunch.
 We have a meatfree day at lunch in the week.
 Recycle all food waste and some garden waste.



Actions:

→ Continue the Healthy eating education

	Green Earth Monday	Tuesday	Wednesday	Thursday	Friday
STAR DISH	Mediterranean Vegetable Lasagne	Chilli Con Carne & Spiced Rice	Roast Chicken & Gravy	Meatball Marinara Garlic Bread	Battered Chicken Nuggets
MEAT FREE	Vegan Bolognese Penne Pasta	Mexican Vegetable Quesadilla	Vegan Cumberland Sausage	BBQ Vegetable Savoury Melt	Cheese & Tomato Pizza
SEAS & CO	Jacket Potatoes Pasta & Sauce Flatbread Soup Daily Special	Jacket Potatoes Pasta & Sauce Flatbread Soup Daily Special	Jacket Potatoes Pasta & Sauce Flatbread Soup Daily Special	Jacket Potatoes Pasta & Sauce Flatbread Soup Daily Special	Not available on Fridays



Waste

Our findings:

The School dining room uses all crockery and cutlery that is reusable.

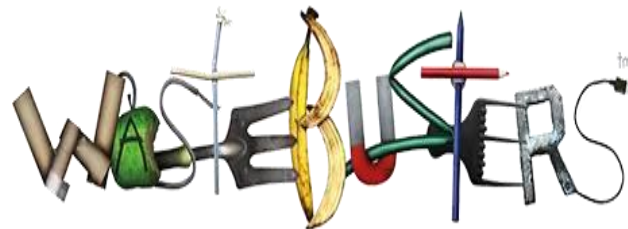
Some education is provided on the importance of recycling.

→ They have a good approach to recycling and have recycling bins in all necessary areas, although there is potential for further education.

Actions:

- Engage with a plastic reduction campaign e.g. Surfers Against Sewage.
- Provide further education to the children and teachers with free school resources to reduce waste e.g.

[Wastebusters](#) , [Zone](#), [Recyclenow](#) or [Olio's Declutter treasure trail](#)



Olio's declutter and discover treasure trail

Ahoy mateys! The pirates have set you the adventure to find any items that you no longer use or need so that you can share them with another family instead....





Climate Adaptation & Resilience

Taking actions to reduce the risk of flooding and overheating and to future proof scarce resources for potential shortages.

Pillars to be discussed:

1. Water
2. Adaptation & Resilience

Water

Our findings:

Taps and toilet flush systems are installed to reduce water use.

The school has water butts onsite that can be used by the Gardening club to water the garden planters

Actions:

- Continue to raise awareness around water consumption and efficiency through the lesson plans, live events, workshops, displays and educational visits by your water provider [Yorkshire Water- Teachers](#)
- Consider installing further systems to reduce water wastage e.g. controlled flow measures in bathrooms and leak detection (toilets with half flush settings). Also, consider Cistern bags or containers e.g. [Buffaloo](#).
- Look to install further water butts to support the gardening club and save water.



Adaptation and Resilience

Our findings:

The school has a large playground area with an outdoor classroom space and some shading for heat resilience. There is also a small woodland and use of a playing field.

Tree planting has been done on the boundary fence to increase nature and shading.

A large parasol can be assembled in hot weather.

- The school does suffer from some waterlogged areas of the field and woodland.
- Air quality can be monitored with CO2 monitors and staff have been trained on how to increase ventilation to cool hot classrooms, but further education may help.
- Some South/West facing classrooms do suffer from solar heat gain

Actions

- Investigate the option to put external shading or reflective film on South and West facing windows. Consider Implementing/installing night ventilation in hot weather where secure.
- Register to receive the [UK Health Security Heat Health Alert](#)
- Review the DfE commissioned ARUP report for schools in London on [Adaption and resilience measures for schools](#) for retrofit examples and costs.
- Consider additional heat shelter areas, e.g tree planters in the playground.





Biodiversity & Green Infrastructure

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

Pillars to be discussed:

1. Nature

Nature

Our findings:

The school has a Gardening club which runs from easter to end of year. They grow veg. and flowers.

There has been lots of tree planting, but one area at back needs excavating first to be usable.

→ There is further potential for planters and the school have applied for Grant from RHS

Actions:

- Enrol with [Nature Park](#) Scheme to support outdoor learning.
- Set up a forest school on the grounds
- Consider using Eco-friendly cleaning products.
- Investigate [Learning through landscapes](#) for support with advice and funding.
- Increase planting of available areas, support the growth of trees, bushes, shrubs, flowers and plant life for biodiversity E.g. no-mow zones, allow hedgerows to grow, wildflower patches, pond or woodland, pollinator friendly plants, bird boxes etc. Support can be provided by [Earth restoration service](#).
- Consider option for a 'Green wall' on large south facing part of the school. This will also provide cooling to the building and playground.





Climate Education, Green Skills & 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.

Pillars to be discussed:

1. Culture
2. Curriculum, Green Skills & Careers

Culture

Our findings and actions

school is signed up to the Let's go zero campaign.

The Trust is a forward thinking and supportive of each school developing their own plans and projects

The Business Manager, SLT and the Site manager are enthusiastic and keen to advance the school's sustainability journey.



Curriculum and Green Skills and Careers

Our findings:

The school has a motivated sustainability lead and staff to educate children on this area

TEACH THE FUTURE

CLIMATE AMBASSADORS

In association with EAUC, STEM Learning and the University of Reading

Suggested actions:

- Survey staff on how they feel about teaching sustainability, Provide CPD training opportunities for staff on Sustainability e.g Through [WWF teacher development](#). And/or [Ministry of Eco education](#).
- Access the [Climate Ambassadors scheme](#) to utilise volunteer specialist to support sustainability projects or talk to pupils about sustainable careers.
- Explore [Teach the Future](#) resources and guidance and complete a curriculum audit. Use these tools to help incorporate sustainability across the curriculum.

Next steps

Yearly

We will create a Climate Action Plan

Within 1 month

We will meet with key staff to go through action plan

Term 1

Check-in on progress and review actions

Term 2

Review actions and add to action plan

Term 3

Celebration of success with whole school assembly

Redo Count our Carbon calculation