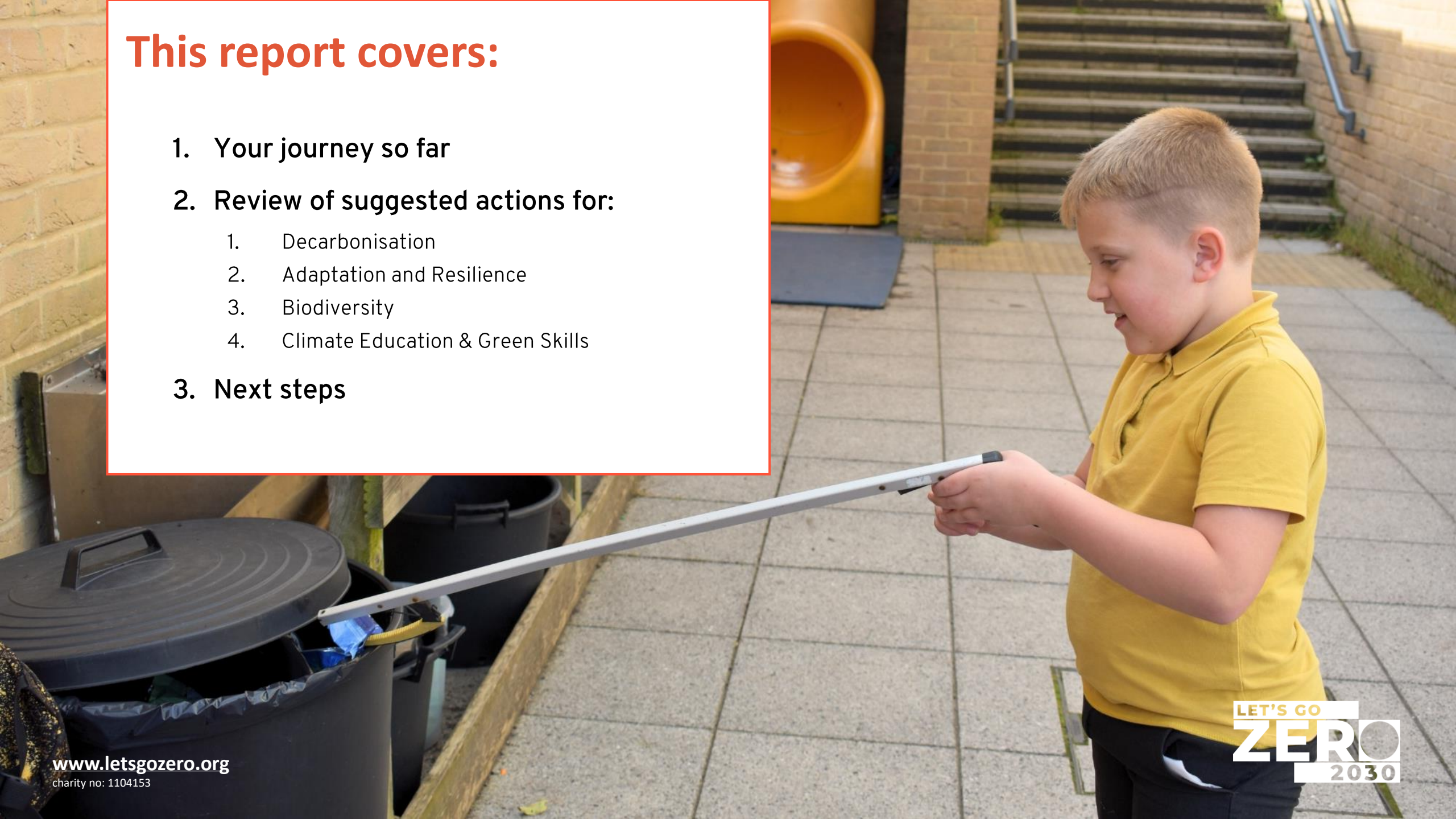
# The Wells Free School

# Sustainability Report

July 2025

# This report covers:

1. Your journey so far
2. Review of suggested actions for:
    1. Decarbonisation
    2. Adaptation and Resilience
    3. Biodiversity
    4. Climate Education & Green Skills
3. Next steps



# Your journey so far...

- ✓ **Engagement:** You are enthusiastic and motivated to promote sustainability within the school, with full support from the staff and dedicated students.
- ✓ **Energy Efficiency:** The school building is fairly a newly built and utilises solar panels to reduce fuel consumption.
- ✓ **Nature Connection:** Students have a dedicated Forest School area, fostering a connection with nature and promoting outdoor learning.
- ✓ **Sustainable Food:** The school grow fruits and vegetables in available spaces, promoting healthy eating.
- ✓ **Biodiversity:** The school actively supports the growth of trees and plants to increase biodiversity, linking them with different climatic conditions based on solar availability.
- ✓ **Waste Reduction:** Measures have been implemented to reduce paper waste, such as limiting printing and encouraging online communication with parents.

## Site Visit Details

**Visit date: 18/06/2025**

**Key staff present**

- Daphne Steptoe
- Sadie Jaffey
- Samantha Lewis

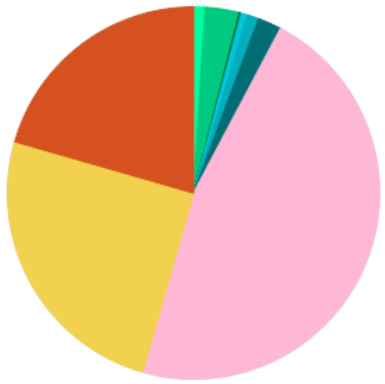
**Climate Action Advisors:**

- Chanodi Ratnayake

# The Wells Free School's Count Your Carbon Score

**175.84**

**$tCO_2e$* per year**



**4%** Energy & Utilities
- **1%** Fuel Usage
- **3%** Electricity Usage
- **<1%** Waste Usage
- **<1%** Water Usage

**4%** Transport
- **0%** Vehicles
- **<1%** School Trips
- **1%** Student Commutes
- **2%** Staff Commutes

**47%** Food & Drink
- **47%** Meals

**46%** Purchases
- **25%** Spending
- **21%** Uniforms

| Operational area | Emissions area | t co2e* | % of footprint |
|---|---|---|---|
| **Energy & Utilities** | Fuel Usage | 1.8 | 1% |
| | Electricity Usage | 5.2 | 3% |
| | Waste Usage | 0 | 0% |
| | Water Usage | 0.3 | <1% |
| **Transport** | Vehicles | 0 | 0% |
| | School Trips | 1 | <1% |
| | Student Commutes | 1.8 | 1% |
| | Staff Commutes | 3.6 | 2% |
| **Food & Drink** | Meals | 82.1 | 47% |
| **Purchases** | Spending | 44 | 25% |
| | Uniforms | 36.1 | 21% |

*'t co2e' or 'co2e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

**Date Calculated: 20th June 2025**

# How your footprint per pupil compares...

| Area | Average of LGZ Primary Schools | The Wells Free School | How are you performing? |
|---|---|---|---|
| **Total footprint** | 1 | **0.83** | Below average |
| Gas/Fuel | 0.13 | 0.01 | Below average |
| Electricity | 0.08 | 0.02 | Below average |
| Food | 0.16 | 0.39 | Above average |
| Student commute | 0.17 | 0.01 | Below average |
| Staff commute | 0.09 | 0.02 | Below average |
| Purchasing | 0.13 | 0.21 | Above average |
| Uniform | 0.21 | 0.17 | Below average |

*Tonnes of CO2 per pupil per year.*
*Data taken from Count Your Carbon scores of schools engaging with the Climate Action Advisor.*

# Decarbonisation & Energy Efficiency

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

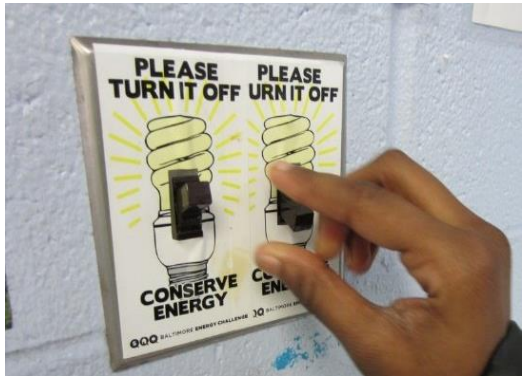
**Pillars to be discussed:**

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

# Energy: Behaviour Change

**Our findings:**

- ✓ You have LED and motion sensor lights, and your windows are double-glazed.
- ✓ The catering staff is trained in energy efficiency practices.
- ✓ Hot water pipes in your buildings are sufficiently insulated.
- → Potential to further reduce energy consumption through best practice.




**Suggested actions:**

- ☑ **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).
- ☑ **Incentivise students to address energy usage eg Energy Champions initiative**
  Appoint an energy monitor for each class to regularly check if lights, heaters, etc. are switched off when the class is empty.
- ☐ **Commission an energy audit**
  Key recommendation to identify and prioritise energy-saving upgrades and reduce costs.
- ☑ **Power down strategy for appliances (fridges and freezers over holidays)**
  Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks.

# Energy: Buildings & Infrastructure

## Our findings:

- ✓ Classrooms are equipped with thermostatic radiator valves, and staff have been instructed on maintaining optimal ventilation.
- ✓ Solar panels and smart meters are currently in use; however, energy consumption is not being actively monitored.

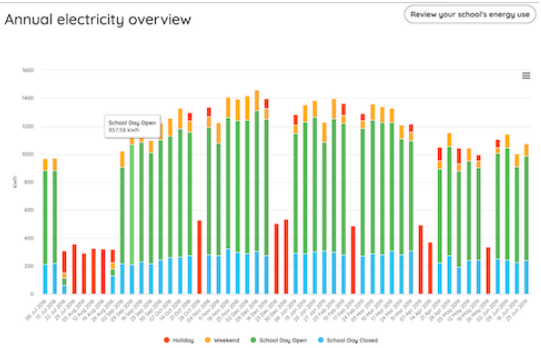
## Suggested actions:

- ☑ **Ensure your BMS/BEMS has efficient timings and temperatures set for the school day**
  E.g., 6am-1pm at 18 degrees in classrooms. Reducing the temperature in a building by 1ºC can save 5% to 10% of your annual heating bill.

- ☐ **Monitor energy use on a regular basis through platforms such as Energy Sparks**
  Sign up to Energy Sparks. Online platform for schools to monitor and reduce energy use through visual dashboards and friendly competition.

- ☑ **Where applicable, use procedures to prevent heat loss, e.g., doors**
  Install clear PVC strip curtains on external doors to prevent heat loss, enhance energy efficiency, and reduce costs.

Energy Sparks
Helping schools fight climate change



# Food and Waste

## Our findings:

- ✓ Your caterer sources local food. You offer a meat-free day and a vegetarian option daily.
- ✓ Cooked food is collected separately from general waste to be anaerobically digested.
- ✓ The dining hall has reusable cutlery, and every classroom has recycling bins.
- ✓ You currently grow fruits & vegetables in planters and have a composting facility on site.
- ✓ Potential to further promote greener food choices within the school community.

## Suggested actions:

☑ **Explain reasons for eating healthy food during lessons, assemblies, etc.**
Aim to increase uptake of plant-based meals through pupil-led assemblies

☑ **Education around recycling as part of assemblies or other whole school opportunities**
Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this. Can visit a recycling plant within KCC.

☑ **Weigh food waste from kitchen and plates and share results**
Get students involved in food waste weigh-ins as part of their curriculum or eco-club activities to educate about food waste. WWF Resources.

☑ **Run an Eco Refill shop in school.**

# Procurement

## Our findings:

- ✓ The school factor energy efficiency and longevity when buying new equipment.
- ✓ A uniform exchange is in place, along with procedures to reduce paper and exercise book wastage.
- → Currently, the school's primary procurement considerations are cost and time. Potential to incorporate sustainability as part of your procurement criteria.

## Suggested actions:

☑ **Create a sustainable procurement policy.**
**E.g., 01:** Assess service providers for their environmental impact and social responsibility.
Example policy from a Primary School.
**E.g., 02:** Use a traffic light system to evaluate product cost, performance, and sustainability.

☑ **Include sustainability as part of your criteria for procurement***
E.g., Purchase products that were designed to be recycled or reused, and utilise School Resource Exchange to sell, buy and swap school products.

*This action can follow the development of a sustainable procurement policy.

SCHOOL RESOURCES Exchange
The marketplace for schools
SELL · BUY · SWAP
pre-loved school supplies and resources

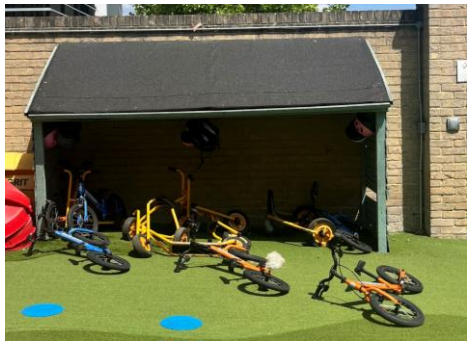
# Travel

## Our findings:

- ✓ The school is a walking school, with students mainly residing within a small catchment area.
- ✓ You provide student bicycle proficiency courses; have balance bikes for early years and maintain bike shelters on site.
- → The road outside the school has traffic concerns during drop-off and pick-up times.

## Suggested actions:

- ☑ **Conduct a staff and parent travel survey**
  Carry out a travel survey to get an understanding of current means of student and staff commute and barriers to active travel.
- ☑ **Develop an active travel plan**
  Register for ModeShift STARS to develop a school travel plan promoting sustainable transport
- ☑ **Promote walking/cycling/public transport to school/ Park & Stride**
  Communicate to the wider school community the benefits of active travel.
- ☐ **Run active travel campaigns**
  Participate in the three annual Active Travel Weeks. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.



# 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, Adaptation & Resilience

## Our findings:

- ✓ Working water fountains are available in school, and water leaks are promptly addressed.
- ✓ You teach about different climatic conditions and appropriate planting solutions.
- → Water butts are available on site, with plans to increase their availability.

## Suggested actions:

- ☑ **Raise awareness around water consumption and efficiency through workshops**
  Contact your water provider for educational support, e.g., assemblies, visits, resources.
- ☑ **Install more water butts**
  Check with your LA and your water provider for offers.
- ☑ **Start fundraising to install shading devices on playgrounds for heat resilience**
  Use awnings/shading measures to provide adequate shelter for students on hot days.
- ☐ **Raise staff awareness on effective classrooms cooling such as cross ventilation and other context specific measures**
- ☑ **Write a heatwave policy addressing school dress code, passive cooling, PE lesson adjustments and slip slap slop campaigns**

# 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:

- ✓ Available outdoor spaces are well populated with variety of trees and plants.
- ✓ You implement practices to encourage the growth of diverse plant life and biodiversity.
- ✓ You avoid using herbicides/pesticides when maintaining the school site.
- → Actively looking for funding opportunities to further enhance outdoor spaces.

## Suggested actions:

☑ **Work through the steps of The National Education Nature Park**

1. This programme promotes student action to enhance biodiversity on school grounds through nature-based learning. They offer support and guidance.
2. Conduct wildlife surveys and habitat mapping using the NENP resources.

☑ **Revive the nature club**

☑ **Use ecofriendly cleaning products**

Once current cleaning products are finished, replace them with eco-friendly versions.

National Education Nature Park

# 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. **Curriculum**
2. **Culture**
3. **Green Skills & Careers**

# Culture

## Our findings:

- ✓ You encourage sustainability within your school, with a dedicated sustainability lead and a working group.
- ✓ You have established an eco-council for pupils.
- → The school has the potential to further strengthen its outreach by sharing and promoting its sustainability efforts with the wider community.

## Suggested actions:

☑ **Sign up to the Sustainability Support for Education**
DfE project for schools to find sustainability actions and resources specific to student age group and priorities.

☑ **Add sustainability goals/ projects/ successes to school website and other channels**

1. Promote climate action achievements through a dedicated sustainability page on the school website; get your wider community involved
2. Communicate your sustainability efforts and success via your newsletters and a sustainability board in the hallway to get your wider community involved.
   E.g., photo diary of plants grown, pond wildlife, wildflower or no-mow zones.

Sustainability Support for Education

# Culture

## Our findings:

- ✓ You encourage sustainability within your school, with a dedicated sustainability lead and a working group.
- ✓ You have established an eco-club for pupils.
- → The school has the potential to further strengthen its outreach by sharing and promoting its sustainability efforts with the wider community.

## Suggested actions:

☑ **Ensure policies/procedures are reviewed with a sustainability criteria across all areas**
When reviews are happening, include a statement of intent for sustainability on all policies if appropriate to do so.
**Note:** Let's Go Zero Climate Action Advisor can share example statements to use on Curriculum Subject policies, procurement policies and more.

☑ **Increase recognition of sustainability practices in school vis banana award**
Implement an Eco Award to celebrate and encourage sustainable practices among students. E.g., For the class who do the most recycling/ energy saving/ litter picking/ etc.

# Curriculum, Green Skills & Careers

## Our findings:

- ✓ You have recently completed a curriculum audit.
- ✓ Staff members demonstrated interest and confidence in discussing sustainability within their respective lessons.
- → Potential to further develop and enhance the integration and communication of sustainability topics within the school community.

## Suggested actions:

- ☑ **Complete a curriculum audit & incorporate sustainability**
  Teach the Future and Ministry of Eco Education provide resources and ways to link the curriculum to sustainability.

- ☑ **Access the Climate Ambassadors scheme.**
  Connect with local Climate Ambassadors and invite them to conduct school assemblies on curriculum-linked topics.

- ☑ **Students should calculate their carbon footprints**
  Get students to learn what their environmental impact is via the WWF Footprint Calculator

# Next steps

| | |
|---|---|
| **2 weeks:** | We will send over your Climate Action Plan |
| **Within 1 month:** | We will meet with key staff to go through action plan |
| **3 months:** | Check-in on progress and review actions |
| **6 months:** | Celebration of success with whole school assembly |
| **9 months:** | Review actions and add to action plan |
| **1 year:** | Redo Count Your Carbon calculation, celebrate success and discuss next steps |

Contact your Climate Action Advisor anytime with questions or updates of your progress.

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