



North Cheshire Jewish Primary School Sustainability Report

Summer 2026

LET'S GO

ZERO

2030

This report covers:

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

Site Visit Details

Visit date: 12th May 2026

Key staff present:

- Michael Woolf
- Lynne Feather
- Emma Riley

Climate Action Advisor:

Danielle McArdle



Your Count Your Carbon Score

Your schools total carbon footprint is estimated to be: 233.20 tonnes co₂e* per year

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	18	8%
	Electricity	2	23.1	11%
	Waste	3	0.1	0%
	Water	3	1.5	<1%
Transport	School vehicles	1	0	0%
	School trips	3	0.5	<1%
	Student commuting	3	80.3	37%
	Staff commuting	3	9.4	4%
Food	Food	3	54.7	25%
Purchasing & Uniform	Purchasing	3	29.1	13%
	Uniform ***	Out-of-scope	16.6	n/a



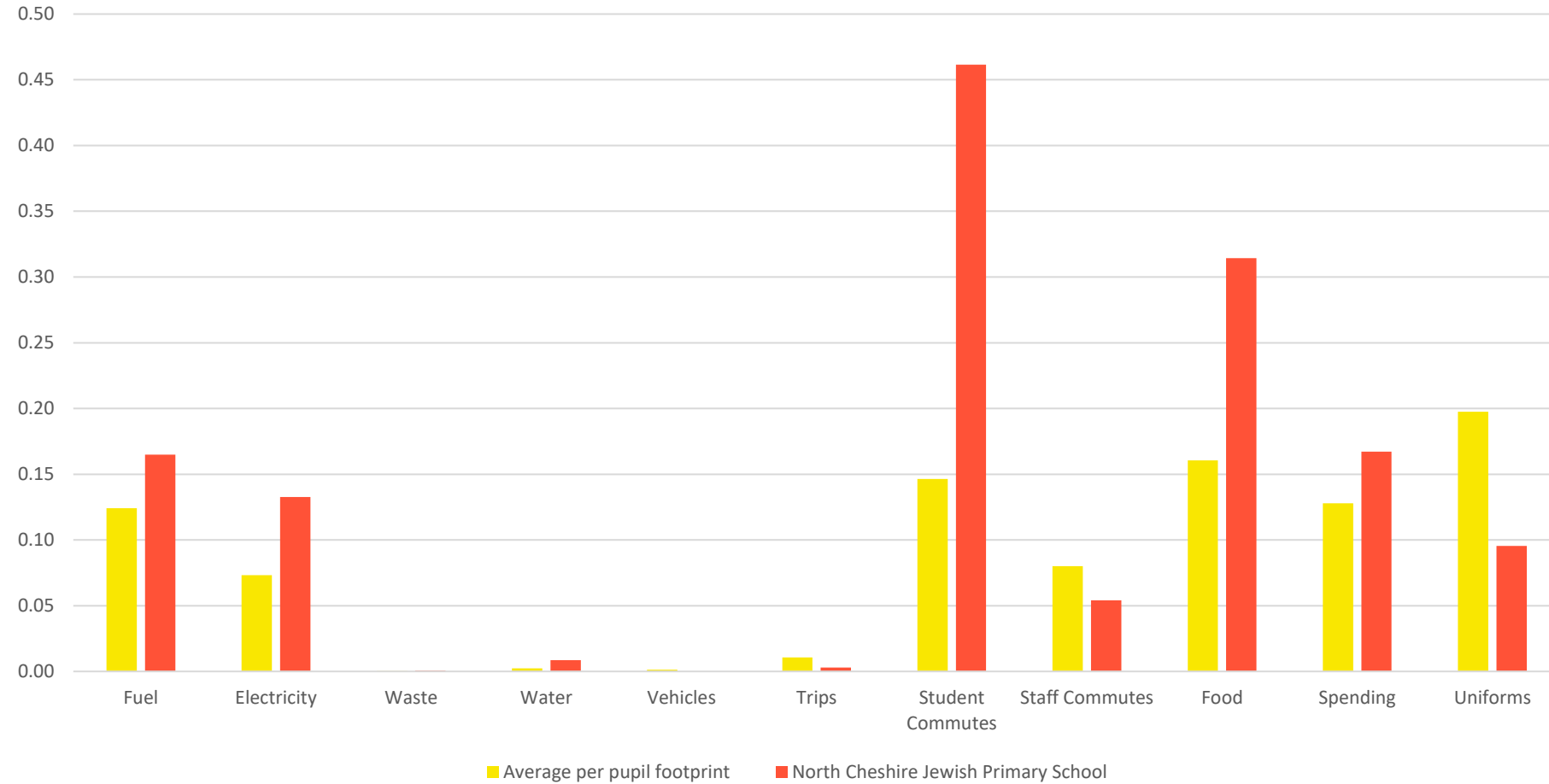
How your footprint per pupil compares...

Average per pupil footprint		North Cheshire Jewish Primary School	Comparison
Average per pupil	0.91	1.40	Above average
Fuel	0.12	0.16	Above average
Electricity	0.07	0.13	Above average
Waste	0.00	0.00	Average
Water	0.00	0.01	Above average
Vehicles	0.00	0.00	Average
Trips	0.01	0.00	Below average
Student Commutes	0.15	0.46	Above average
Staff Commutes	0.08	0.05	Below average
Food	0.16	0.31	Above average
Spending	0.13	0.17	Above average
Uniforms	0.20	0.10	Below average

Tonnes of CO2 per pupil per year

Data taken from Count Your Carbon scores of schools engaging with the Climate Action Advisor

Comparison of per pupil footprint to LGZ Average





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 (buildings)

Our findings:

- ✓ You have installed smart meters and your lighting is now LED
- ✓ Recently you revised the settings on your BMS and this has led to a significant reduction in gas consumption
- In consultation with Manchester Airport, you were looking at window replacement but this may now look like draught/sound proofing
- You have considered solar in the past but your roof is not in a suitable condition

Suggested actions:

- ☐ Draught proof doors and windows and ensure they open and close correctly

Energy (behaviour)

Our findings:

- ✓ Your BMS has efficient settings, and your Business Manager over sees bills
- Practices around switching off lights and appliances are mixed
- Fridges and freezers are left on year-round
- Electricity consumption is high compared to similar sized schools
- Just need to check the gas consumption figure

Suggested actions:

- ☐ Take part in a switch off campaign
- ☐ Introduce a school policy around lighting use
- ☐ Implement a power down strategy for electrical devices and appliances (interactive white boards, computers etc)
- ☐ Ensure staff understand how to heat their rooms in the most energy efficient manner (use of TRVs to control temp; windows closed when heating on)
- ☐ **Monitor energy use on a regular basis through dedicated platforms**
- ☐ Implement a power down strategy for energy-intensive appliances over holidays (e.g. fridges and freezers)



Energy Champions



Making use of daylight
in classrooms can reduce
lighting costs by nearly 20%

Advice



Introduce rotating [Energy Champions](#) in every classroom.

Rotating the position to a different pupil each week normalises energy efficient behaviours for ALL pupils, to ensure that everyone is engaged in developing good habits (*not just the Eco Team*). Provide EC's with either a lanyard, badge, or use a 'Classroom Helpers' display board.

Label sockets and switches and use display signs

- Display signs by doors and windows with reminders to keep closed.
- Use coloured stickers to label switches (resources: [Twinkl](#), [Energy Sparks](#))

Green: Switch off if not in use

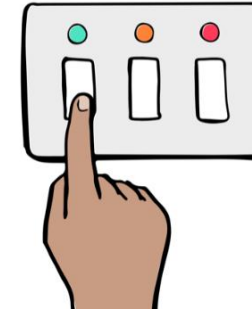
Orange: Only switch off if with an adult's permission

Red: Do not touch

Display an 'Energy Champion Checklist' in each classroom.

This ensures responsibilities are clearly understood, for example:

- Turn off lights and electrical items when not in use (*especially during PE, lunchbreak, end of day*)
- Open and close blinds to make the most of natural daylight, whilst balancing whiteboard glare.
- Ensure heating not on unnecessarily, or up too high (e.g. 18°C = standard classroom temp)
- Ensure doors and windows are kept closed if heating is on
- Ensure everything is off (not on stand-by) at the end of the week - [Big Weekend Switch Off](#)
- Remind families to follow the same behaviours at home (e.g. [1°C Challenge](#))



Your school:

Electricity = 90,617 kWh

Gas = 133,794 kWh



Floor area	Elec annual kWh	Gas annual kWh
2,240	88,100	124,000
2,242	77,137	76,214
2,250	64,600	264,000
2,270	58,000	264,000
2,270	123,000	134,000
2,277	121,856	297,395
2,290	86,300	197,000



Pupil	Elec annual kWh	Gas annual kWh
163	38,000	91,200
170	32,800	104,000
171	37,200	77,300
173	36,700	43,700
175	59,515	91,670
176	49,600	79,800
177	37,600	49,200
178	27,800	34,000

Food

Our findings:

- ✓ Food waste is separated in the kitchen and on the pupil side
- ✓ A vegetarian option is available each day
- ✓ All pupils receive a school meal at lunch time

- Currently meat is served every day
- Food accounts for 25% of your carbon footprint

Suggested actions:

- ☐ Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc.
- ☐ Introduce a plant-based / planet friendly day
- ☐ Grow food for use in food tech classes or by pupils/community

“Eat Better, Do Better”

Best
Practice

LET'S GO
ZERO
2030

East Bridgford St Peters CofE Primary School

By making changes to the [menu](#), this school achieved a [Bronze ProVeg School Plates Award](#).

Vegetarian and plant-based meals are listed first, and advertised as the ‘Planet Friendly’ options with fun names and presentation to encourage children to choose them.



“Our motto in the food hall is ‘Eat Better, Do Better’. We’re not just fuelling bodies but shaping lifelong values.”
Headteacher

Waste

Our findings:

- ✓ You have bins in place to meet the mandatory recycling regulations
 - ✓ You have water fountains available and actively encourage pupils to bring a reusable water bottle
 - ✓ Paper consumption is reduced due to use of exercise books and some technology
- Practices and knowledge around the 3Rs could be improved

Suggested actions:

- ☐ Provide students with education on the importance of reducing, reusing and recycling correctly
- ☐ Actively encourage and enable community reuse (e.g. book/toy swap)



Procurement

Our findings:

- ✓ You have limited the amount of uniform which is required to be branded
- Pre-loved uniform is available but parental uptake is low
- Budget constraints mean that cost of products often outweighs sustainable credentials
- Unsure whether paper is recycled/sustainably sourced

Suggested actions:

- ☐ Switch to recycled or sustainably sourced paper
- ☐ Develop your uniform exchange and extend existing re-use practices

Transport

Our findings:

- ✓ Pupils travel from a wide catchment area
 - ✓ You are currently in discussion with TfGM about transportation by bus
- Pupil commute accounts for 37% of your carbon footprint

Suggested actions:

- ☐ Increase the uptake of students on school bus routes



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

Adaptation & Resilience

Our findings:

- ✓ There is some awareness of areas of the site that suffer during hot spells
- ✓ You have installed AC in the kitchen
- Some classrooms can feel the effects of a heat wave, due to excess glass
- There is limited shelter on the playground for pupils/parents

Suggested actions:

- ☐ Conduct a climate resilience audit
- ☐ Regularly organise cleaning gutters and unblocking any drains on site
- ☐ Build sheltered areas on playgrounds for heat resilience (in consultation with PTA for funding)
- ☐ Install measures in classrooms that prevent overheating: consider film for windows or combine with playground shading if possible

Water

Our findings:

- ✓ You have checked your site for leaks fairly recently
- Water consumption is well above expected (expected would be iro 1000 cubic metres and CYC data shows consumption at over 4000)

Suggested actions:

- ☐ Check site for leaks using your water meter
- ☐ Monitor water usage on a regular basis



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:

- ✓ You have a gardening club/bee club
- ✓ You have a variety of plants around the perimeter of the playground, providing a 'green screen'
- You have some internal quadrants which have potential for additional planting

Suggested actions:

- ☐ Take part in The Nature Park
- ☐ Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'



Nature Park - Habitat Mapping

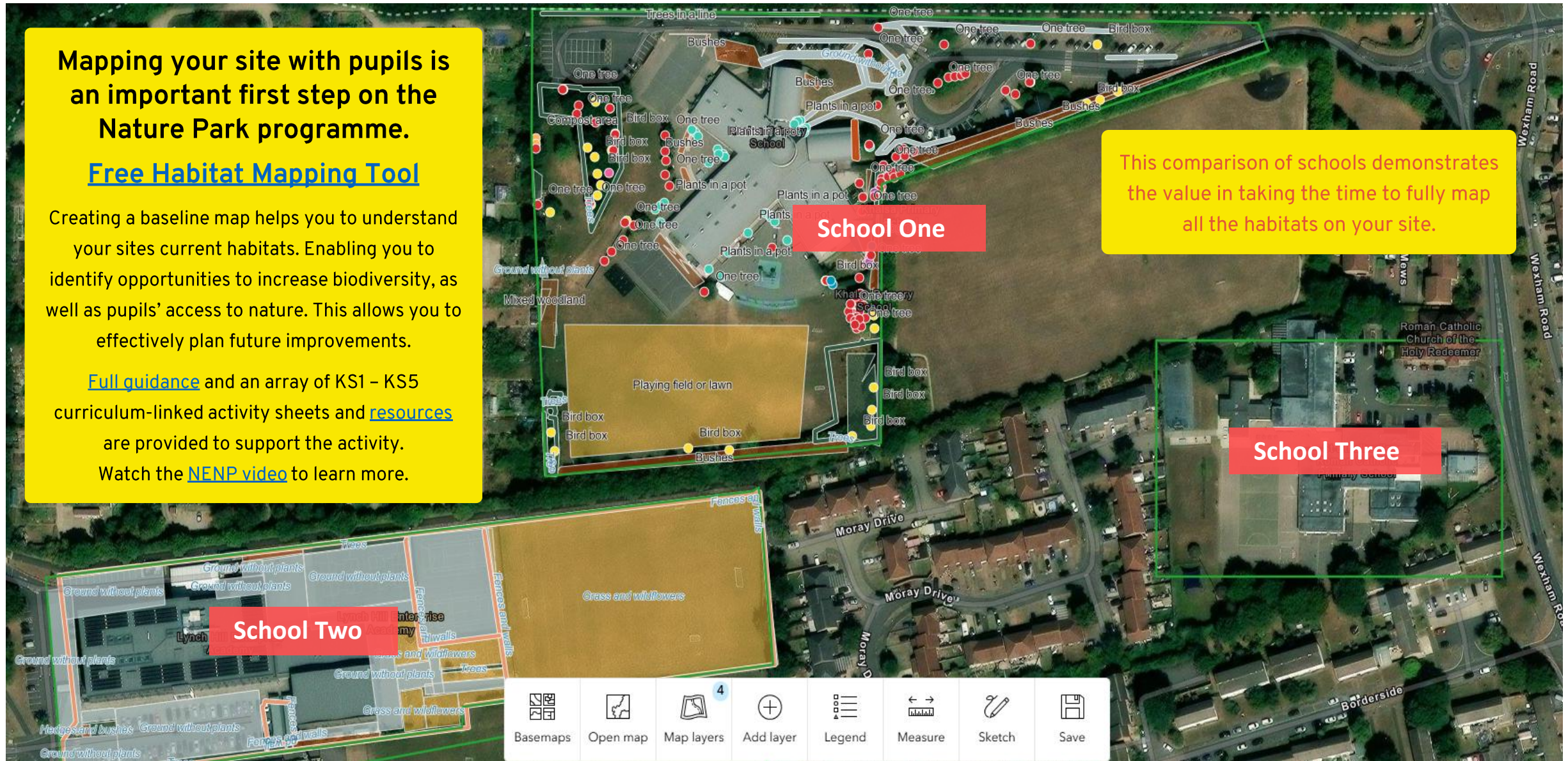
Mapping your site with pupils is an important first step on the Nature Park programme.

[Free Habitat Mapping Tool](#)

Creating a baseline map helps you to understand your sites current habitats. Enabling you to identify opportunities to increase biodiversity, as well as pupils' access to nature. This allows you to effectively plan future improvements.

[Full guidance](#) and an array of KS1 – KS5 curriculum-linked activity sheets and [resources](#) are provided to support the activity. Watch the [NENP video](#) to learn more.

This comparison of schools demonstrates the value in taking the time to fully map all the habitats on your site.





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 have a student council and a Y6 student leadership group (without an Eco focus)
 - ✓ You have a strong school focus on RESPECT values and this could be a vehicle to weave in climate/sustainability actions
 - ✓ Faith teaching focuses on the value of kindness – again providing opportunities to talk about kindness to the earth
- Budget constraints mean that capital investment is limited

Suggested actions:

- ☐ Set up a sustainability working group
- ☐ Add sustainability plans, projects and successes to your school website and share through wider communications
- ☐ Set up an eco-club or utilise the existing school council for pupils to lead on sustainability initiatives

Sustainability Webpage



Publicising your school's sustainability journey is an important step in outlining your commitments, advertising your eco-initiatives, and celebrating progress and achievements. It is also a great opportunity to support and inspire others to become more involved.

Aim to keep your page up-to-date with all your latest action, photos, schemes and events.

Examples of Sustainability webpages:

- [Reading School](#) – entire section of website!
 - Separate pages for [Latest News](#), [Biodiversity](#), [Curriculum](#), [Estates](#), [Kitchen](#), [Tech](#), [Competitions](#), [Awards & Trips](#), and [Get Involved](#).
- [Drake Primary School](#) – entire section of website!
- [Pinner Wood School](#)
 - Separate [Eco Team](#) and [Active Travel](#) webpages
- [The Wells Free School](#)
- [Cassiobury Infants and Nursery School](#)
- [Danesfield Primary School](#)
- [Little Chalfont Primary School](#)
- [Kingsbury Green Primary](#) – Eco Team 'Digital Noticeboard'
- [Croftly MAT](#) – developed a video showcasing sustainability commitments.
- [Croxley Green Secondary School](#)



Curriculum

Our findings:

- ✓ Foundation subjects predominantly use Kapow schemes of work
- ✓ You are keen to explore how your curriculum could include more about climate change and sustainability
- The PTA are looking at the potential for a Forest School on site

Suggested actions:

- ☐ Complete a curriculum audit
- ☐ Amend your curriculum to incorporate sustainability
- ☐ Set up a Forest School

Next steps

Next week

We will send over your Climate Action Plan and guidance on getting started

Within 1 month

Meet with key staff to go through action plan

Autumn Term

Check-in on progress and review actions

Spring Term 2027

Check-in on progress and review actions

Summer Term 2027

Celebration of success with whole school assembly

Redo Count Your Carbon calculation

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

Danielle.mcardle@letsgozero.org