



Wellstead Primary School

Sowing the Seeds of Success

Climate Change and Sustainability Action Plan for 2026-2027



This Action Plan has been created in response to the government's Climate Change and Sustainability strategy or SCCS, DES 2022. It encourages schools to contribute to sustainability beyond the school grounds. It aims to improve the quality of learning, health and wellbeing of pupils and staff. Sources have identified that concerns about sustainability can cause anxiety and can cause people to feel overwhelmed by the situation. According to the Brundtland Report, sustainability is about "meeting the needs of the current generation without compromising the ability of future generations to meet their needs"

We are aiming to work on the four key strategic areas as described in the government documentation:

1. Climate education and green skills
2. Decarbonisation
3. Adaptation and resilience
4. Biodiversity

So that we...

Prepare children for a world impacted by climate change through education
Reduce emissions and support students to be part of the transition to net zero
Adapt buildings and systems to prepare for the effects of climate change
Enhance biodiversity, improve air quality and increase access to, and connection with, nature



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What has already been achieved?

- We've assembled a passionate, committed team. We've completed a range of actions previously and the profile of learning outdoors has been raised over the last 2-3 years
- The Geography Subject Leader has adapted planning to include climate change/ sustainability focus in Y4,6.
- Food waste bins have been introduced in key locations across the school.
- Kirsty Mountain from SUEZ recycling delivered a whole school assembly explaining food/ other recycling.
- Recycling is embedded across school - each room has two bins; one for recycling.
- Compost bins have been set up.
- Gardening Club meets weekly and does a range of school grounds tasks including planting, weeding, and maintenance. Wildlife area and planting around the school to encourage wildlife (tubs/troughs, courtyard and sensory garden)
- Pupil conferencing shows that children value learning outdoors and learning about the outdoors.
- The building is less than 20 years old and has heat pumps, solar panels, automatic lighting and automatic windows fitted.
- All classrooms are fitted with floor to ceiling blinds and there are enough fans for each room.
- Extreme weather warnings from the Local Authority are shared with all stakeholders. There are clear, known measures for a range of weather conditions.
- Emergency plans in place for extreme weather.
- Working with Aspens (our catering company) re food waste and also use of single-use plastics/food miles/ carbon footprint

25/26 update

- Geography learning journeys adapted to include at least one sustainability lesson per unit. Y4 'Turn it Off' unit is a particular strength. It engages the children with taking action in support of sustainability.
- Some sustainability units also included in Science units where relevant.
- Involvement in the Local Authority Climate Conference has raised engagement and involvement in children.
- Good progress moving towards a paperless school
- Continued engagement from children in eco gardening club and maintaining green spaces around the school

Websites:

National Education Nature Park / Let's go zero / Energy Sparks / <https://www.reading.ac.uk/planet/climate-education/climate-education-plan/> /



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Action <i>What needs to be done?</i> <i>Resources needed?</i> <i>Useful links?</i>	Who?	Target/measure (Intended Impact) <i>What will success look like?</i>	Timescales <i>When will it be done</i> <i>Start date</i> <i>Review date</i>	Progress (update at regular review points)
<u>Climate Education and Green Skills</u>				
Modify units to include sustainability in Geog and sci.	NR	Where relevant Geography and Science units of learning have sustainability learning embedded as part of the learning journey.	ongoing	
Forge links with parents, community, universities (including adding governors and parents to CAP team)	SC/NR Governors	CAP team has identified several links with a range of individuals, groups and/ or organisations. An approach of "We're starting to take action - do you want to help?" is taken.	Ongoing, coincide with relaunch of eco warriors and field wilding.	
Continue to engage with county led initiatives e.g. Climate conference 26/27	NR	Pupils have increased knowledge of climate change issues. Eco-Warriors role profile raised.	Ongoing	
<u>Decarbonisation</u>				
Audit school energy use and environmental impact. Get a baseline "Count Your Carbon" How much energy is used during weekends? holidays? https://ace-schools.org/ ? Identify areas to target. Paper reduction	SC/SG/ NR	CAP team have a baseline score that can be used to compare progress in the future CAP team know how much energy is used and actively work to reduce this by identifying and communicating key actions e.g. turn off all sockets	Autumn 2	
<u>Adaptation and Resilience</u>				
Water efficiency - leaks -eco warrior investigation	SG	CAP team identifies and resolves water leaks. Water saved. Water bill reduced.	Autumn 2	
<u>Biodiversity</u>				



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Improve the amount of natural, green spaces on the school site. Apply for free trees and plant. Consider wildflower patch in far corner of field - community involvement.	NR	The number of green spaces and hence biodiversity increases around the school. Children, staff and families have a renewed interest in the environment.	Spring 2027	
Re-launch Eco-Warriors club to include maintaining green spaces/ raising awareness/ focus on achieving these actions.	NR	Children have a renewed interest in the environment. School grounds are maintained and developed by the club	Spring 2027	