



Burnham-on-Crouch Primary School

Sustainability Report

July, 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

Audit Details

Audit date: 24th June 2026

Key staff present:

- Louise Boroughs

Climate Action Advisor:

- William Cappuyns

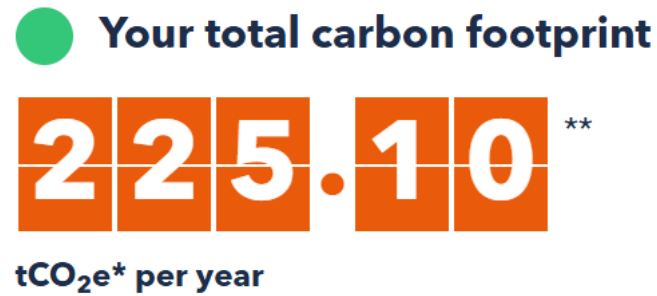


Burnham-on-Crouch Primary School's Count Your Carbon Score

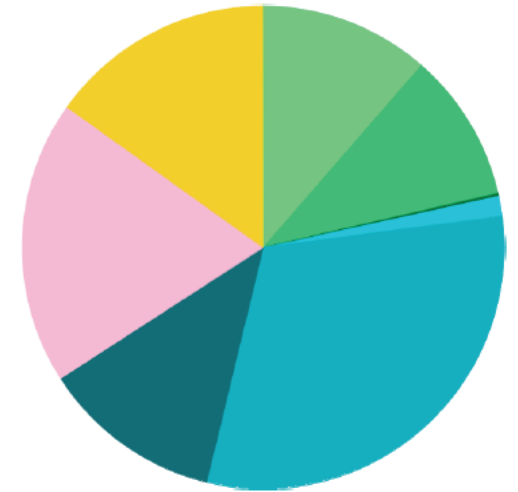


Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **225.10 tonnes co2e* per year**



Operational area	Emissions area	Scope	t co2e*	% **
Energy, Waste & Water	Fuel	1	25.7	11%
	Electricity	2	22.3	10%
	Waste	3	0.1	0%
	Water	3	0.3	<1%
Transport	School vehicles	1	0	0%
	School trips	3	2.9	1%
	Student commuting	3	69.5	31%
	Staff commuting	3	27.1	12%
Food	Food	3	42.7	19%
Purchasing & Uniform	Purchasing	3	34.5	15%
	Uniform ***	Out-of-scope	99.9	n/a



* '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.

** Percentage of your carbon footprint.

*** Uniform is out-of-scope and therefore not included within the pie chart.

Student Commuting and food represent the highest contributors to the school's carbon emissions.



How your footprint per pupil compares...

(Tonnes CO2 per pupil per year)

Average per pupil in primary schools		Burnham on Crouch Primary	Comparison
Average per pupil	0.92	0.54	Below average
Fuel	0.12	0.06	Below average
Electricity	0.07	0.05	Below average
Waste	0.00	0.00	Average
Water	0.00	0.00	Average
Vehicles	0.00	0.00	Average
Trips	0.01	0.01	Average
Student Commutes	0.15	0.17	Above average
Staff Commutes	0.08	0.06	Below average
Food	0.16	0.10	Below average
Spending	0.13	0.08	Below 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

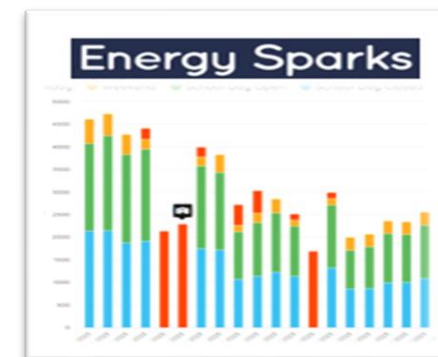
Energy

Our findings:

- ✓ Almost all windows are double glazed
- ✓ All lights are LEDs
- ✓ Radiators have Thermostatic Radiator Valves (TRVs)
- ✓ Have eco-warriors who help with turning off the lights and screens in classrooms
- No smart meters
- Don't have solar panels

Suggested actions:

- ❑ **Install smart meters and monitor energy use:** Join [Energy Sparks](#) to help to get a clear picture of your school's energy usage and cost. Analyze your school's daily, weekly, and yearly energy consumption, and access live data to make real-time adjustments. By implementing Energy Sparks' recommendations based on their data, a primary school can save around £8,000 annually.
- ❑ **Experiment with altering timings of your heating.** This [guide](#) explains the best timings for energy and cost saving in school. Operating your heating system for an hour less each day can save 5% to 10% of your annual heating bill according to the [DfE](#).
- ❑ **Investigate the potential for solar panels** – Aim to compare 3 quotes from different companies and decide on the best option for you. Providers we recommend checking with: [Solar for Schools](#) & Eden Sustainable. The [Greater South east Net Zero Hub](#) offers free feasibility studies to assess your site's solar potential and can also signpost you to upcoming government grants and funding opportunities.
- ❑ **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).
- ❑ **Power down strategy for appliances (fridges and freezers over holidays)** - Check and switch off all fridges, including those in the staffroom. Consolidate any frozen food into a single freezer to minimise energy use and turn off any other freezers not required.



Waste

Our findings:

- ✓ Do recycling, have 2 bins in classrooms
- ✓ Ensure the proper disposal of electronic equipment to minimise environmental impact
- Paper usage remains high, particularly for printing and photocopying, although there has been some improvement due to the increased use of digital platforms.

Suggested actions:

- ❑ **Monitor paper use and take steps to reduce consumption.** Introduce printing limits or use print-management platforms such as [PaperCut](#). Report monthly paper consumption, including the environmental impact (e.g. number of trees used), to raise awareness and drive further reduction.
- ❑ **Take part in additional recycling schemes.** Expand recycling efforts to include items that cannot be collected through regular waste services. Some schemes can even generate income or green points. For example; [Empties Please](#) (ink cartridges); Recycle to Read: ([toys](#), [batteries](#) and [textiles](#)); [Bag2School](#) and [Little Recyclers](#) (textiles); [Eddings](#) (pens).
- ❑ **Engage with a plastic reduction campaign.** Become a [Plastic Free School](#) through the great campaign run by Surfers Against Sewage.



Food

Our findings:

- ✓ Have a meat free day
- ✓ You use reusable plates, utensils, and cups in your canteen
- ✓ Have food waste bins in the canteen
- Have high food waste



Suggested actions:

- ❑ **Start composting** - set up a daily routine to collect snack-time fruit waste and consider adding a wormery to further enhance food waste recycling and produce nutrient-rich compost for your garden. (New composting bins recently acquired)
- ❑ **Run a campaign to reduce plate waste from pupils and share results (food audit)** - involve pupils in daily food-waste weigh-ins through lessons, assemblies or eco-club, share results with caterers, and adjust menus (e.g., portion sizes, unpopular dishes) to cut waste. [WRWA](#) have some ideas to get you started.



Transport

Our findings:

- ✓ Take part in active travel campaigns such as walk/cycle to school week
- ✓ Have bike and scooter shelters
- ✓ provide cycle proficiency courses - Bikeability

Suggested actions:

- ❑ **Monitor air quality around school** - Sign up for [Asthma and Lung's Clean Air Champions](#) for a free air quality monitor.



Procurement

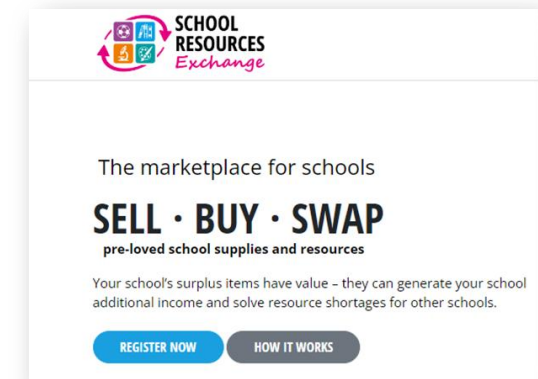


Our findings:

- ✓ Pursue sustainability, but not at the expense of cost efficiency
- ✓ Have a preloved/2nd hand uniform programme in place

Suggested actions:

- ❑ Create a [sustainable procurement policy](#) to ensure that any purchases minimise environmental and social harm, and that all electrical items are efficient. Another example of a sustainable procurement strategy is using a traffic light system. Through this you can compare the cost, performance and sustainability of different products before purchasing. See [example procurement policy](#).
- ❑ Create reuse programs for electronics, furniture, and other materials. Consider using the School Resources Exchange sources site: [School Resources Exchange - SELL | BUY | SWAP \(school-resources-exchange.co.uk\)](#).





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

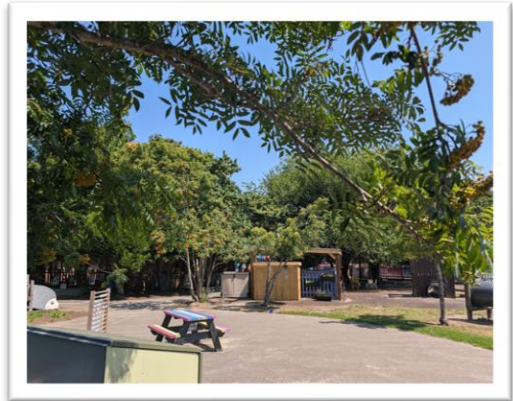
Water, Adaptation and Resilience

Our findings:

- ✓ Have water saving taps – self-closing
- ✓ Playground has shading both natural and artificial
- ✓ Have a heatwave policy in place
- ✓ Have water butts to harvest rainwater

Suggested actions:

- ❑ **Consider building additional sheltered areas on playgrounds for heat resilience-** Use awnings/shading measures to provide adequate shelter for students on hot days. Research local organisations and corporate sponsors for potential funding through their Corporate Social Responsibility (CSR) initiatives such as [Tesco Community Grants](#). Other funding includes the [Learning through Landscapes funding page](#) and [FundEd \(Rhino Play\)](#).
- ❑ **Conduct a climate resilience audit-** Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. [The Climate Ready School Grounds survey](#) from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.





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:

- ✓ Have an Eco-club or gardening club
- ✓ Grow food

Suggested actions:

- ❑ **Enhance outdoor areas with more planters.** Explore outdoor learning grants, such as those from [Learning through Landscapes](#), offering £500 worth of equipment like raised bed planters, gardening kits, and outdoor learning resources.
- ❑ **Enrol with [The Nature Park \(NENP\)](#).** By taking part, your students will lead the way following a five-step cycle to monitor and improve the biodiversity on your site - and your school may also become eligible for access to funding, resources, and expert support to implement nature-based improvements. (Already signed up)





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

Curriculum, Green Skills & Culture

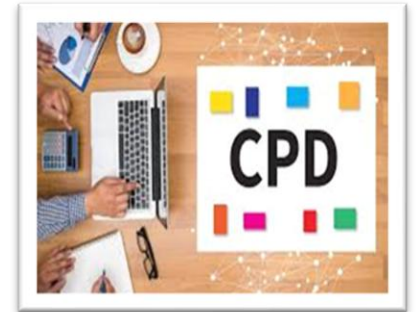


Our findings:

- ✓ Sustainability Lead supported by a working group with governor representation

Suggested actions:

- ❑ Explore additional ways to enhance CPD opportunities for staff on sustainability and climate change. Such as [Carbon Literacy Training](#), [Climate FRESK](#) and a [list of staff training opportunities](#) compiled by [MoEE](#).
- ❑ Add sustainability goals/ projects/ successes to school website -Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website.
- ❑ Complete a curriculum audit - understand how and where sustainability currently features in your curriculum as well as where there are gaps. Online resources such as [Map The Curriculum](#) may be helpful for this. And later explore [Teach the Future](#) and [UCL Extend primary](#) resources to incorporate climate change solutions into every subject you currently teach.
- ❑ Set up a sustainability award for students or classes - Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.





Next Steps

Next steps

4 Months

Check-in on
progress and
review actions

8 Months

Check-in on
progress and
review actions

1 Year

Review actions
and add to
action plan

Redo Count
Your Carbon
calculation

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

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Appendix: Best Practice

Timing (and temperature) is everything...

Advice



Reducing building temperature by 1°C, or running for one hour less a day, can save 5% to 10% of your annual heating bill.

Typical ideal temperatures:

- [Classrooms](#) and offices – 18°C
- Corridors and sports halls - 15°C
- Hot water coming out of taps should be no higher than 43°C (stored at 60°C).

Experiment with your heating schedule, while maintaining comfort, to ensure you are making the most of 'residual' heating and never paying to heat an empty building.

For example – reducing heating by 35 mins in a 6-hour day, or one hour in a 9-hour day, will reduce your heating costs by 10%.

Ensure [radiator valves](#) are set appropriately for the area they are in – not heating empty corridors or unused rooms. If your thermostat is more than 4 - 5 years old, get it tested for accuracy. Older temperature sensors can stray by as much as 2 - 4 degrees.

After Hours - explore whether you can heat certain 'zones' rather than the whole site. It may be more energy efficient for staff / external site users to use a shared room with a separate heater.

Weekends & Holidays - Refer to this useful [Energy Sparks advice](#)



There is more specific advice in the [DfE's energy efficiency guidance](#).

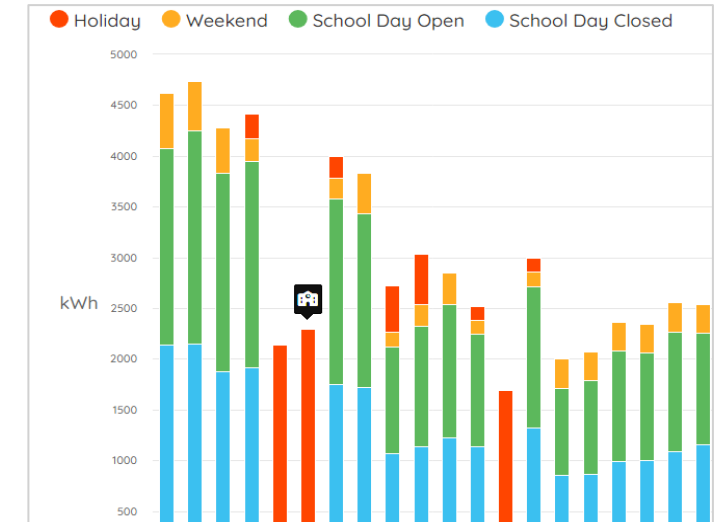
Energy Sparks



Energy Sparks provides an energy monitoring platform and education programme for schools.

A unique and effective way to reduce emissions and save money. The platform uses the school's smart meters for gas, electricity and solar to monitor real time energy use and provides bespoke, simple low / no-cost recommendations on a weekly basis.

- Costs £575 - £625 a year - but the average primary school saves £8,000 per year and average secondary saves £21,000 per year. See case studies.
- Tailored induction webinars for range of school staff. Guidance on over 60 low and no-cost actions.
- Separate interactive 'Pupil Dashboard' provides learning opportunities and education programme, which includes a range of over 140 activities and resources including lesson plans.
- Set targets and track progress. Score points and compete with other schools.
- Additional services available at additional cost - e.g. energy audits and assemblies



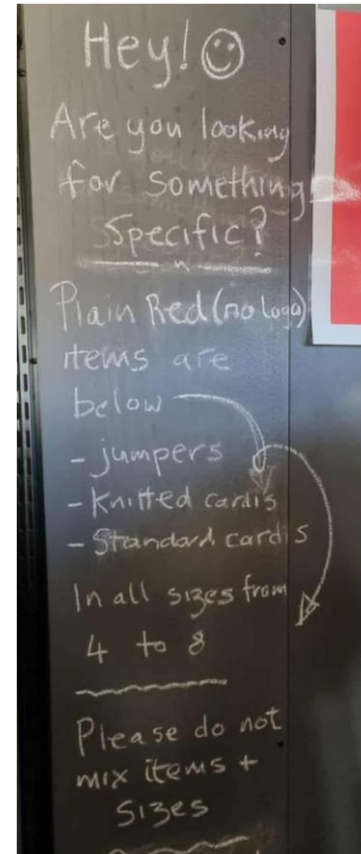
Explore example [school dashboard](#)



Reuse Shed

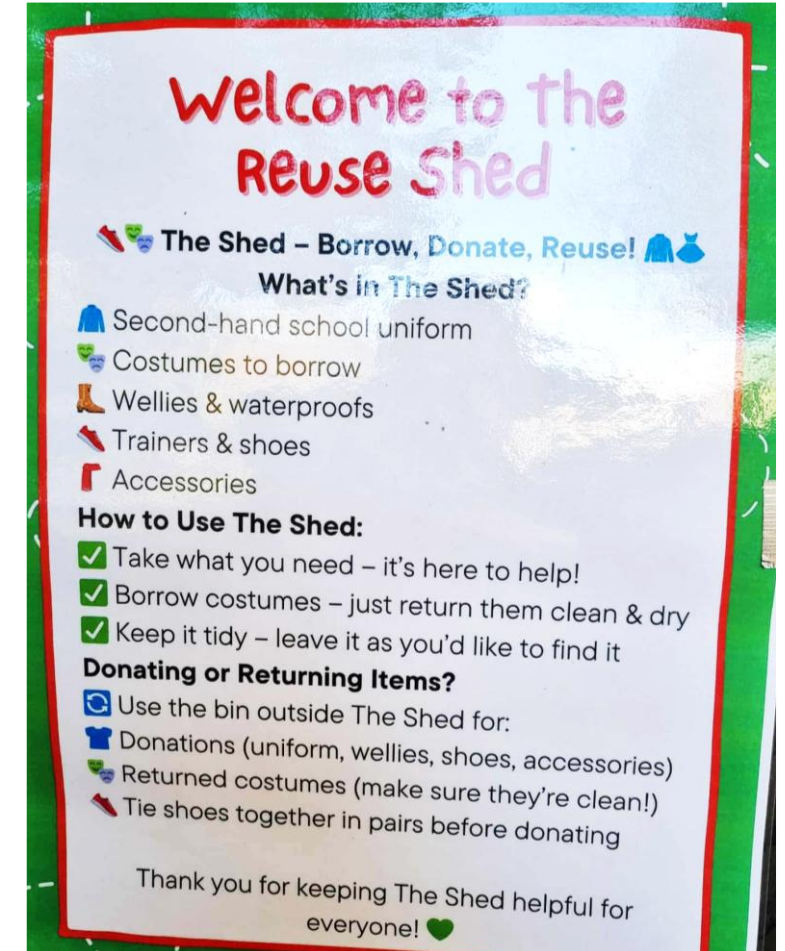
Yatton Infant and Junior School run a Reuse Shed for uniforms, costumes, coats, wellies and shoes.

The PTA set up the Reuse Shed using funds raised from events and donations. Items are free – but parents can give optional donations (and lovely feedback) – using their [PTA Just Giving](#) page.



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Practice

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"Thank you for the Reuse Shed – I love it! Such a fabulous initiative for my growing boys!"

"Thank you for the amazing voluntary work you do, and for letting us borrow some amazing princess costumes for both our daughters birthday party 🎂 What a great idea!"

"Thank you to the volunteers for making this such a valuable, easy to use resource!"

Spotlight on a key *waste* action:

Best
Practice

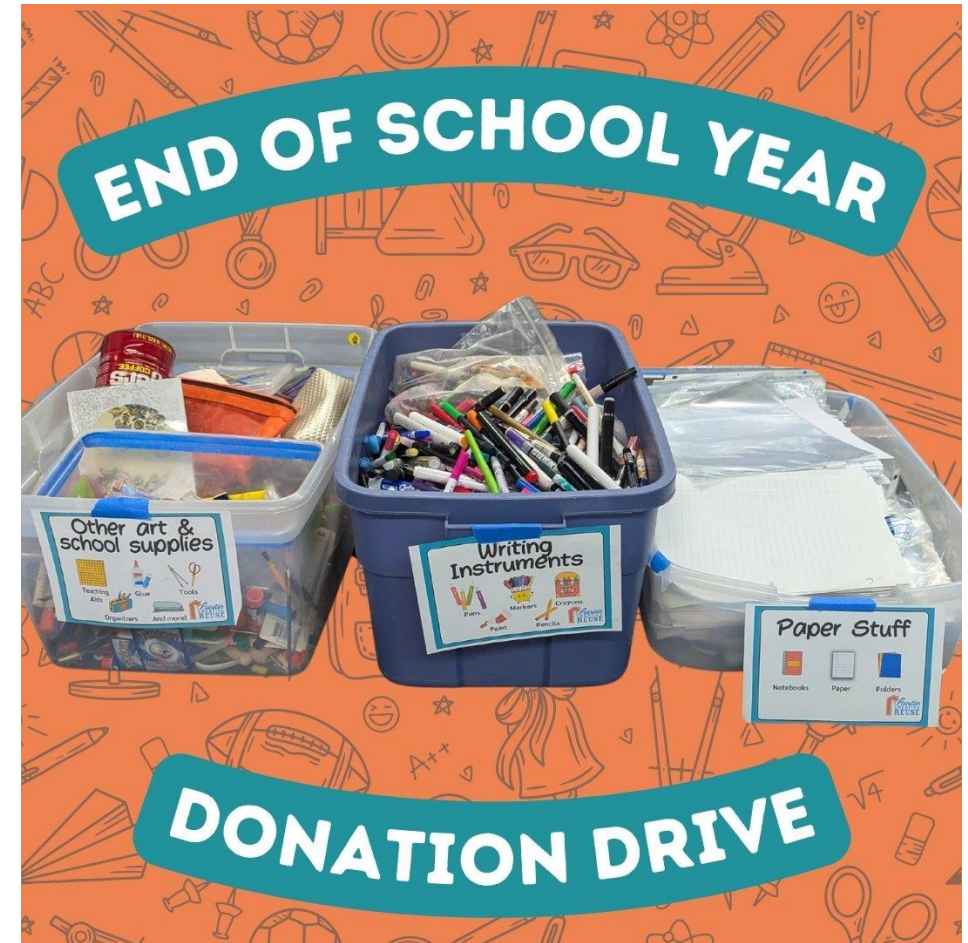


Action: Establish procedures for the reuse of school supplies and equipment

When having a clear out of supplies and equipment, prioritise reuse over disposal to allow for potential income and/or cost-saving opportunities (e.g. reduced skip hire costs).

Use existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, MATs, local schools and nurseries; [School Resources Exchange](#); Facebook Marketplace, etc.

Set up schemes to collect items such as textbooks from older pupils leaving school.



Refillable Whiteboard Pens



Edward Feild Primary School

Whiteboard pens reduced by two-thirds!

The school decided to switch to using refill pots for their whiteboard pens.

In a typical year they were going through around 600 whiteboard pens, but this year they have only used 200!

Despite initial resistance, the whole school now uses these pens now they have seen what a huge success they have been.



'Food Waste Focus' Week

Advice

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- Hold a 'Food Waste Focus' week once a term – weigh the canteen waste each day and tally up at the end of the week.
- Introduce with an assembly and explaining importance of reducing food waste.
- Involve the Eco Council or a particular class in the activity – see if there is any food in particular that is not being eaten
- Report the information back to the Catering Team at the end of the week with the daily breakdown and any key observations so that they can consider how they could change their menu / recipe / portion sizes accordingly.
 - E.g. one school noticed their baguettes were always half eaten so their caterers switched to rolls instead.
- Promote the initiative and results in the newsletter and report on reduction progress. Involving parents will help to encourage good behaviours when eating at home as well.
- Teach about the importance of food waste:
 - Better Planet Education – [food waste lesson](#) and [assembly](#);
 - LFHW – [Food Waste Action Week](#); [Guardians of Grub](#).



1. Arrange for students to eat lunch in the classroom.
2. Before eating, give each student a disposable plastic container.
3. After lunch, have students put any remaining food and drink in the plastic container. Do not include wrappers, sandwich bags, etc.
4. Students take turns weighing their food using the classroom scale.
5. Tally up individual food waste amounts on the board. Have students calculate the weight of the class's total food waste and record that as well.
6. A few days later, tell students you will be repeating the activity the next day. Brainstorm how you might reduce food waste (ask for smaller portions, let parents know tonight if there is something the student does not like, put uneaten food in backpack for later, share uneaten food with friend if your school allows it, etc.)
7. Repeat the activity and see if students can beat their previous individual and class food waste amount!

Online Learning

Encourage students to measure leftover food after two different meals. If they have a kitchen scale, they can use that. If they don't have a scale at home, they can use a plastic container (like a yogurt container) and fill it with water. Measure the water level. Fill the container with leftover food after a meal and mark the line with a marker. Repeat the activity another day and see if there's "leftover water" or any food. If you want, students can take and share pictures of their "Food Waste Warriors" before in your digital classroom.

Your class can be part of WWF's national research by entering your classroom's audit results in the Food Waste Warrior Data Dashboard.

[Learn More](#)

© WWF



Growing Competition



Fairfields Primary School

Launched a competition across school to see which class could grow the most tomatoes.

Each class grew lots and decided which ones would be the official class entries.

Nominated pupils took their plants home to look after during half term.

After the competition, they sold the tomato plants to parents for £1 each – raising £75, which was used for bug hotels and Nature Club materials.



Active Travel Map

[Active Travel Map](#) example made by Milton Keynes Council & school.

Highlights:

- 5 & 10-minute walking bubbles
- Bus routes & stops
- Parking restrictions
- Foot paths
- School entrances
- Park and Stride areas.

Can be displayed as a banner outside the school, on website, social media, etc.



Best Practice

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Sustainable Community Swaps

Advice



Hold several times a year, with support of PTA, wider community + pupils

- Example [case study](#) and [resources](#)
- Aim for whole school community in order to enable and normalise second-hand and sharing culture.
- Spring and Autumn is best (*harness the change of seasons when more people have clear outs*)

Before event:

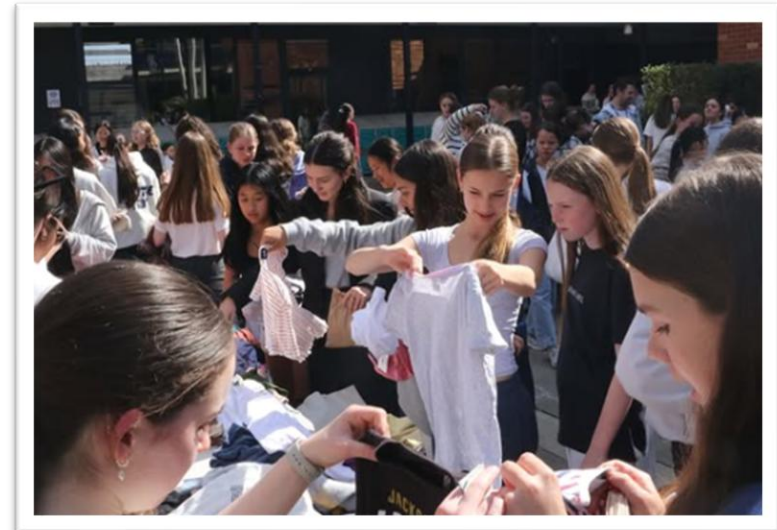
- Advertise heavily to school community.
- Encourage people to drop off items such as clothes, books, toys and household items 1-2 weeks beforehand.
- Limit the items; e.g. specify items (clothes and books only) , must be good quality, no more than 10 items
- People get a receipt for number of items donated – which are their credits. Typically 1 item = 1 credit. Alternatively, you could log using a spreadsheet.

During event:

- Either have as free entry or encourage a small donation for entry.
- People exchange their credits for items. If they do not have enough credits they can make a small donation
- Have suggested donations e.g. £2 per item – could have zones /coloured stickering system if want a range of prices

After event:

- Anything not collected can be donated to textile recycling scheme, local charity shops, [Recycle to Read](#) programme, etc.



Climate Change Curriculum



Long Whatton School

This small village primary of less than 100 pupils have been taking big strides in their curriculum.

The school love the outdoors and are particularly proud of their 'Food for Life' programme, forest school and eco garden, but they wanted to go further and bring sustainability into the classroom.

Staff worked together to produce a [Sustainability and Climate Change Curriculum](#) to ensure students were actively learning about climate issues and solutions through hands-on, cross-curricular lessons.

Already classes have designed and showcased their own sustainable cities, learned about what Climate Justice means, and discovered how climate change causes severe weather in different biomes.

The dedicated school have earned an Eco-Schools Green Flag with distinction.

