Climate Action Plan

Baseline Report - August 2025

School Name: Wymondley JMI

Prepared By: School Consulting Ltd

Overview

Purpose

This baseline report has been developed as an essential step in preparing the school's Climate Action Plan. It provides a clear picture of the **current** environmental impact, covering carbon emissions, energy use, waste, water consumption, and transport habits. This starting point allows us to set realistic, measurable goals and monitor progress over time.

The Climate Action Plan, informed by this report, and found as an appendix, addresses the four key areas identified by the Department of Education: **decarbonisation, adaptation and resilience, environment and biodiversity, and climate education and green careers**. Together, these areas will guide informed decision-making and meaningful action, strengthening the school's commitment to sustainability and shaping a more environmentally conscious future.

Scope

In this first report, we have reviewed:

- Scope 1: Direct emissions owned or controlled by the school
- Scope 2: Indirect emissions from purchased energy

Currently, as no scope 3 calculations have been generated, ***an assumption has been made, based on national averages, that supply chain emissions account for 45% of overall CO_2 emissions.***

In order to compare to other schools, a footprint has been provided in the report for both operational (scopes 1 & 2) emissions and an ***estimated*** full impact.

Executive Summary

The report highlights that Wymondley JMI School is performing strongly in several key areas when compared to national averages. Energy consumption is notably efficient, with both electricity and gas usage falling below standard benchmarks for primary schools. Water usage is also commendable, with per-pupil consumption lower than the national average. Waste management practices stand out as exemplary, with 100% of waste being recycled—significantly surpassing typical recycling rates across UK primary schools.

Engagement levels within the school community are high, particularly among pupils who actively participate in various sustainability initiatives such as the Gardening Club and the Junior Forester Award. Staff engagement is also strong, with a majority practicing energy-saving habits and participating in recycling programs. However, there is room for improvement in areas such as reducing single-use plastics and increasing the use of reusable materials.

Opportunities for further improvement include investing in renewable energy technologies like solar panels, enhancing biodiversity efforts with projects such as a wormery or beehives, and introducing an Eco or Green Council to strengthen environmental leadership. Additionally, increasing pupil involvement in identifying and reducing unnecessary energy use could further lower consumption and foster a sense of shared responsibility.

Overall, Wymondley JMI School is already making significant progress in its sustainability efforts, with strong engagement from the school community and a clear commitment to continuous improvement.

Mission Statement

Wymondley JMI School is committed to reducing its environmental impact and aligning with national and local government sustainability policies. Our goal is to create a greener, healthier learning environment while fostering environmental responsibility among pupils, staff, and the wider community. We strive to meet government climate targets by implementing sustainable practices, reducing carbon emissions, and integrating environmental education into our curriculum.

School Profile

Name: Wymondley JMI School

School Type: Primary

Location: Little Wymondley, Hitchin

Number of Pupils on Roll: 93

Number of Staff: 21

Size of Site: 10936.61m_2

Indoor Space: 902.5m_2

School Facilities: The school is 74 years old and is made up of 1 building. The Local Authority is responsible for approving funding and any building changes. The school is not in a conservation area.

Key Stakeholders and their role

Role	Name
Headteacher	**Ally Chadwick**

Provides strategic leadership and vision; champions whole-school commitment to climate action; ensures alignment with school values and improvement plans.

Sustainability Lead **Ally Chadwick**

Coordinates the Climate Action Plan; monitors progress; engages staff, pupils, and community; integrates sustainability into curriculum and daily school life.

Assistant Headteacher **Emily Payne**

Leads pupil engagement with climate action as Rights Rangers coordinator; supports implementation across key stages or departments; assists in staff training and resource planning.

Caretaker / Site Manager **Joe Dickens**

Oversees building maintenance, energy use, waste, and grounds; implements practical sustainability measures (e.g. recycling, energy efficiency, biodiversity projects).

Office Manager **Steph Chandler**

Supports communication with parents and suppliers; assists with data tracking (e.g. energy use); encourages eco-friendly office practices.

Co-chair of Governors **Tom Watts and Meghan Brown**

Ensures climate action is part of school governance; holds leadership accountable; advocates for long-term sustainability planning and compliance.

Teaching staff

Delivers climate education across the curriculum; supports pupil-led projects; role-models sustainable behaviours in the classroom.

Other school staff

Participates in sustainability practices (e.g. reducing waste, energy-saving); supports pupils and leadership in delivering Climate Action Plan actions.

Pupils

Participate in green initiatives (e.g. eco-council, litter picks); share ideas and promote behaviour change among peers and families.

Parents

Support sustainable travel, lunches, and home behaviours; contribute to consultations or volunteering for Climate Action Plan projects; reinforce messages outside school.

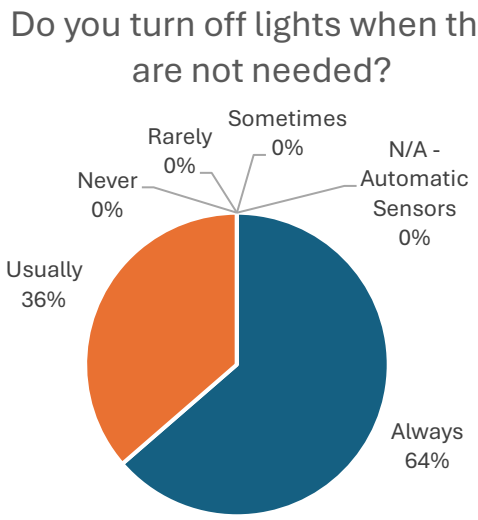
Carbon Footprint Assessment

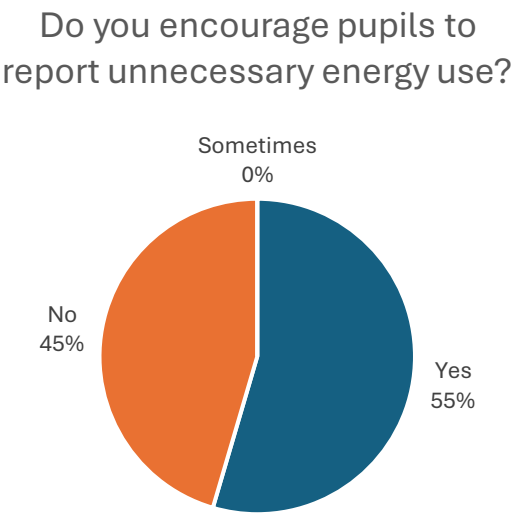
Energy Use

The school's electricity is supplied by NPower and gas by Corona Energy, but it does not use a "Green Energy" tariff. Annual electricity consumption is 22,010 kWh, equivalent to **24.39 kWh per m^2**, while gas consumption is 89,167 kWh, or **98.8 kWh per m^2**. Compared to a standard primary school benchmark (around **30–40 kWh per m^2 for electricity** and **120–150 kWh per m^2 for gas**), the school is performing **better than average for both electricity and gas use**, suggesting efficient overall energy performance. Around **80% of the windows are double glazed**, which helps reduce heat loss, and the school is primarily **heated by radiators**, though it also has **some air conditioning installed**, which could increase electricity demand in warmer months. However, the **absence of an energy monitoring system** limits the school's ability to track usage trends and identify further savings opportunities.

Staff generally practice strong energy-saving habits. About **64%** of respondents reported they **"Always"** turn off classroom lights when not needed, while **36%** said they **"Usually"** do so. All respondents (**100%**) confirmed that computers and other electronic devices are switched off at the end of the day. For closing windows and doors during colder months, **91%** answered **"Yes"**, while **9%** said **"Sometimes."** Encouraging pupils to report unnecessary energy use was less consistent, with **55%** responding **"Yes"** and **45%** responding **"No,"** suggesting this is an area where awareness and engagement could be strengthened.

These findings highlight areas of strength in the school's approach to energy management while also pointing to opportunities for further improvement, particularly in engaging students more actively in identifying and reducing unnecessary energy use. Ongoing education and empowering pupils to contribute ideas can further lower consumption and foster a sense of shared responsibility throughout the school community.





Water Usage

The school is supplied with water by **Wave** and consumed **158 m^3** over the last **6-month billing period**, which equates to an estimated **316 m^3 over 12 months**. With a figure of **3.13 m^3 per pupil per year**, this suggests water use is being monitored effectively, particularly as the school also conducts **regular leak audits**. In addition, the school has **four water butts** to help collect and reuse rainwater, further supporting its water efficiency. For comparison, the **average primary school in the UK uses around 4–5 m^3 per pupil per year**. This means the school's consumption is **lower than the national average**, indicating good water efficiency practices are in place.

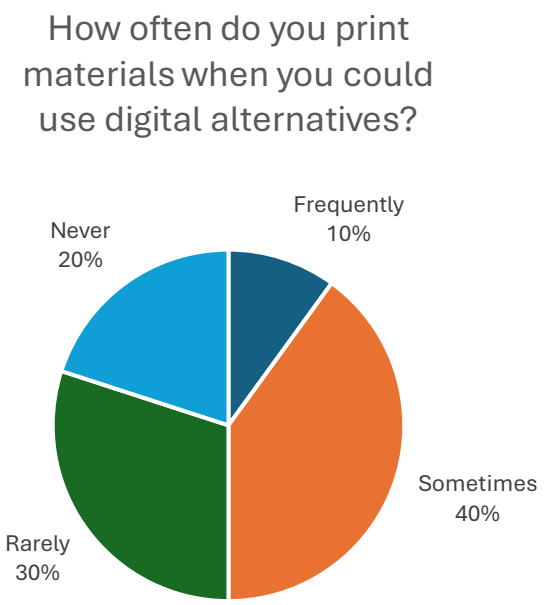
Waste Management

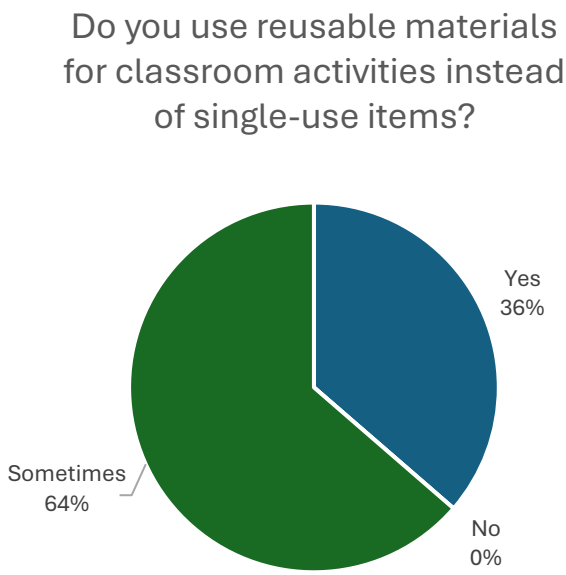
The school demonstrates strong waste management practices compared to an average primary school, particularly in its commitment to recycling. With Lewis Weir handling waste removal and ensuring a **zero-to-landfill policy**, the school separates food waste and recycles materials like dry mixed recycling, cardboard, electricals, batteries, and toner cartridges. Impressively, **100% of the waste is reported as recycled**, far exceeding typical UK primary schools, which often recycle **just 30–50% of their waste**. However, the school lacks initiatives aimed at reducing waste generation, such as **eliminating single-use plastics**—an area where many schools are increasingly active. Introducing such initiatives

would not only align the school with national sustainability trends but also help reduce overall waste volumes.

In scope 3, indirect emissions from the provider will be explored further but currently waste will be shown as having zero emissions.

Results from the Teacher impact survey shows that staff are generally engaged with sustainable practices, though there is still room for improvement. **91% of respondents** reported **actively participating in the school's recycling programme**, demonstrating a strong culture of recycling. In terms of printing habits, only **18% said they frequently print** when digital alternatives are available, while **64% indicated they rarely or only sometimes print**, and **18% said they never do**—suggesting a positive trend toward reducing paper waste, though further digital integration could strengthen this. When it comes to classroom resources, **73% reported sometimes using reusable materials**, while **27% said they use them regularly**.



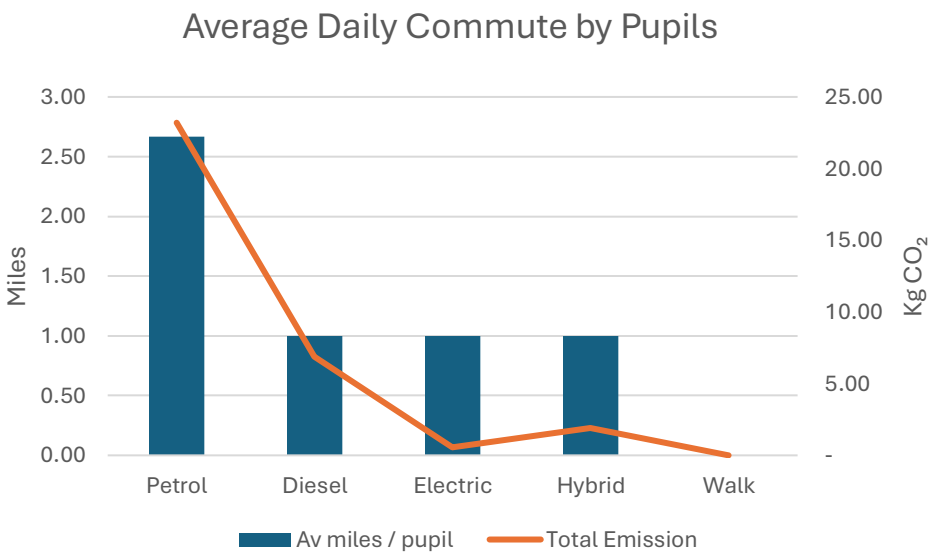


To improve, the school could focus on increasing the **consistent use of reusable materials** across all classrooms by sharing good practices and providing accessible alternatives to single-use items. Additionally, encouraging a **school-wide push toward paperless systems**, for example through digital lesson planning and feedback to parents, could further reduce printing. While recycling is already well embedded, complementing it

with more **waste reduction initiatives**, such as staff training or a zero-waste challenge, could elevate the school's overall sustainability efforts.

Transport

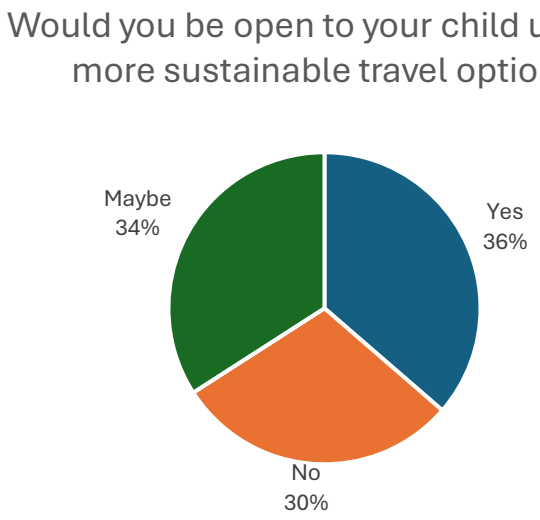
The findings from the pupil commuter survey reveal that the total annual CO_2 emissions from pupil commuting amount to 6.18 tonnes (t/CO_2). This figure is derived from the daily total emissions of 32.55 kg/CO_2, scaled up for the entire school year and to represent the whole pupil population. The survey, which had a response rate of 55%, showed that 32.1% of respondents commute using petrol vehicles, 26.8% use diesel, 7.1% use electric vehicles, 8.9% use hybrid vehicles, and 25% walk to school. When compared to national averages for pupil commuting in UK primary schools, the total t/CO_2 emissions are relatively low but more can be done to reduce this.



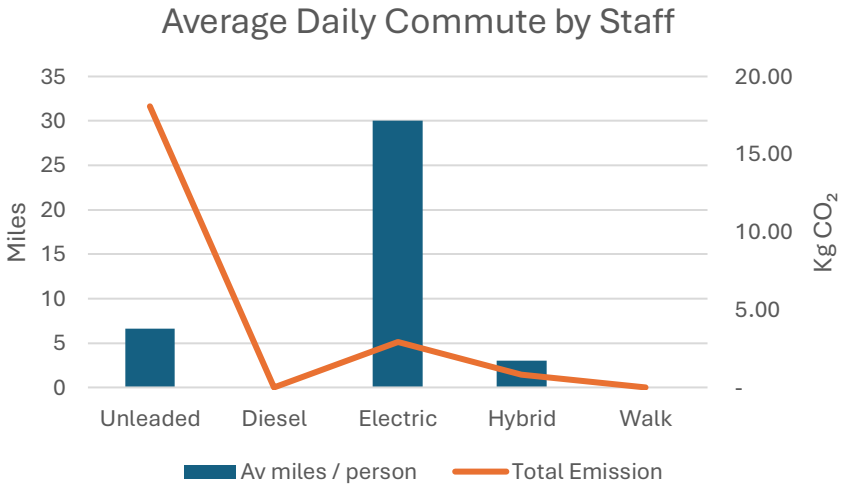
Key reasons for car use include **lack of safe walking or cycling routes (39%)**, **convenience or time constraints (36%)**, and **distance being too far (30%)**. Other contributing factors include pupils being **too young to walk alone**, having **special educational needs**, or other personal circumstances.

To improve sustainable school transport options at Wymondley JMI, several suggestions were made by parents: Improving bus routes and creating dedicated cycle routes from Hitchin and Stevenage would make commuting safer and more convenient. Implementing school reward systems could incentivize sustainable transport choices among pupils. Clearing vegetation to ensure that paths are wide enough for safe walking and organizing a

walking bus to help pupils walk to school safely and on time were also suggested. Additionally, installing footpaths along dangerous lanes to connect roads with public walkways would make it safer for pupils to walk to school.



A staff travel survey, with a **79% response rate**, revealed that teachers collectively travel around **86 miles per day**. When this figure is scaled up to represent the full staff team and the whole academic year, this results in approximately **4.15 tonnes of CO_2 emissions annually**. Most teachers use **petrol vehicles**, with only a few opting for **electric, hybrid, or walking**. The data shows that teachers tend to use the **same mode of transport consistently throughout the week**, though a small number occasionally switch to more sustainable options.

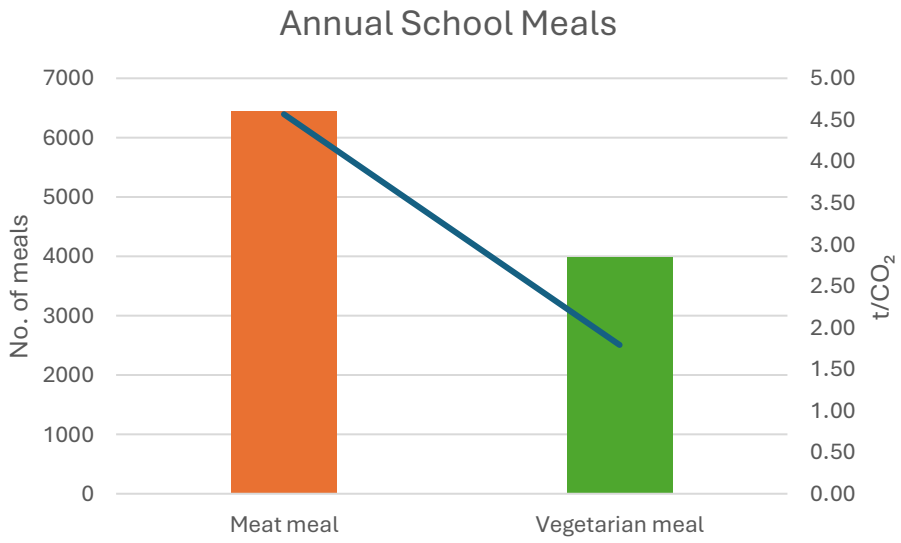


From the total operational emissions, travel contributes 28%, which is in line with the benchmarks for primary schools in the UK.

Food

The school serves an average of **267 meals per week**, with catering provided by **HCL**, a company known for offering nutritionally balanced school meals. Among the pupils, **23 are vegetarian**, indicating that there is some level of demand for plant-based options. This presents a valuable opportunity for the school to work with the catering provider to further promote sustainable eating habits—such as offering more vegetarian or low-carbon menu choices. With the growing awareness of the environmental impact of food, particularly meat and dairy, encouraging more plant-based meals could support the school's wider sustainability goals while also meeting the dietary needs and preferences of its pupils. HCL does already have a **non-meat menu once a week**. This makes a saving of **6.3%** of the school's emissions on food.

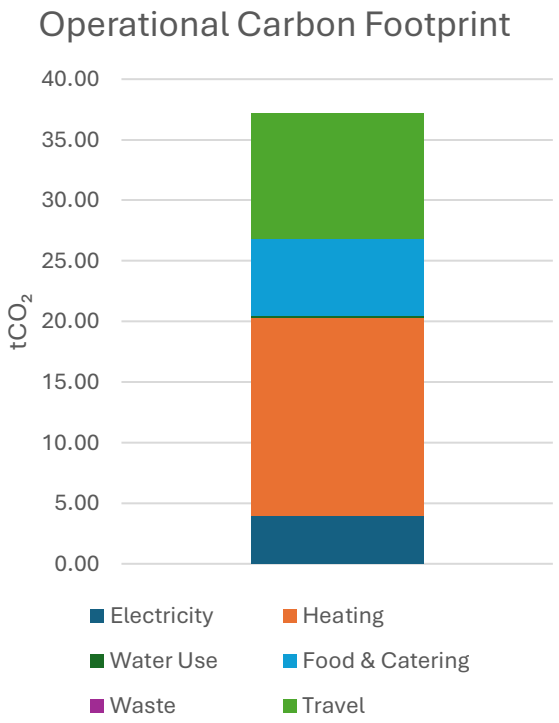
An assumption has been made that "non-vegetarian pupils" chose a meat option four days a week, therefore showing a worst-case scenario.

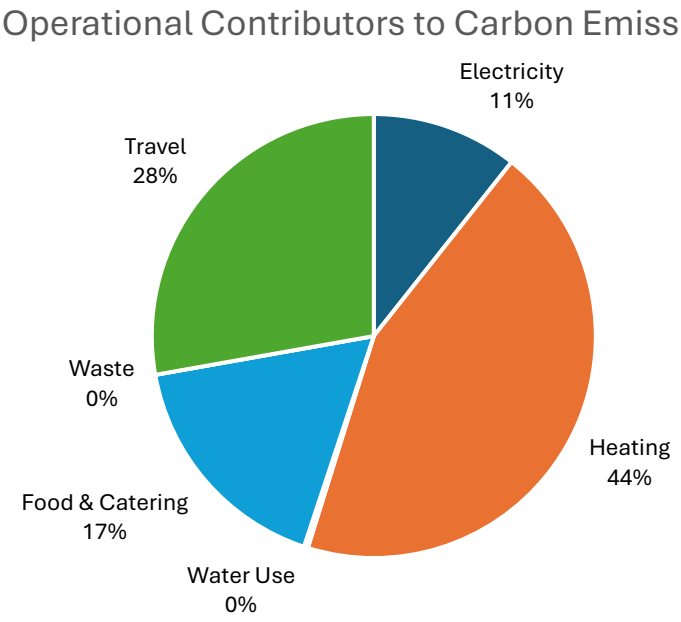


Carbon Footprint

As of July 2025, the carbon footprint for Wymondley JMI is estimated to be:

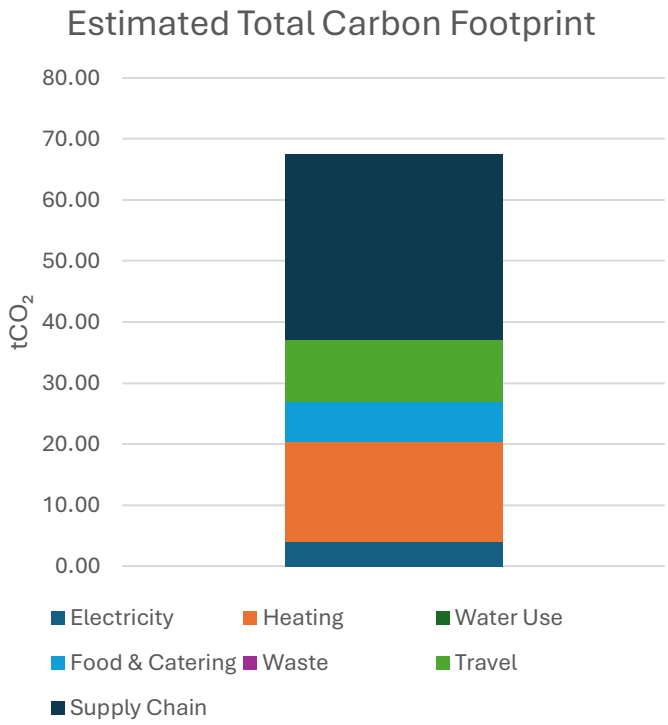
Scope 1 & 2 Only (Operational)

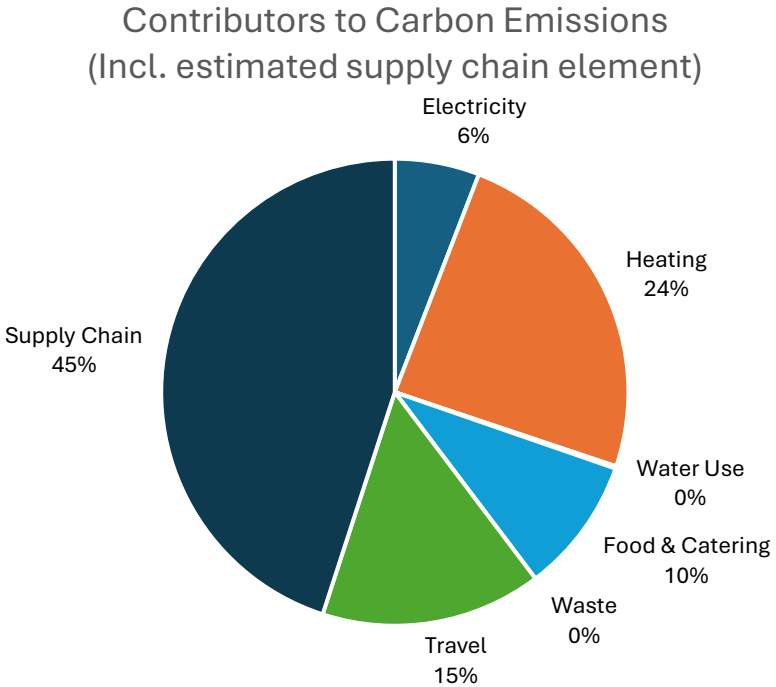


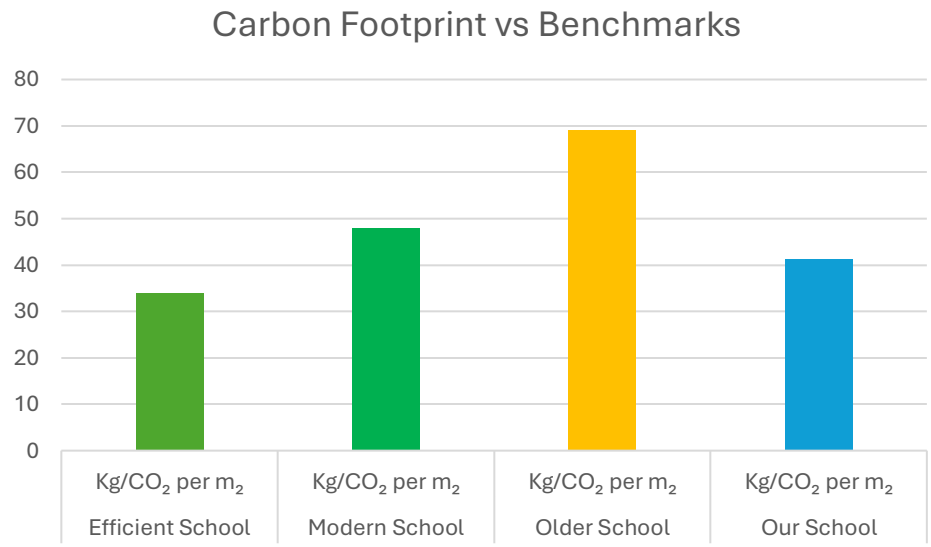


Estimate Total Carbon Footprint

(including average of 45% supply chain contribution)



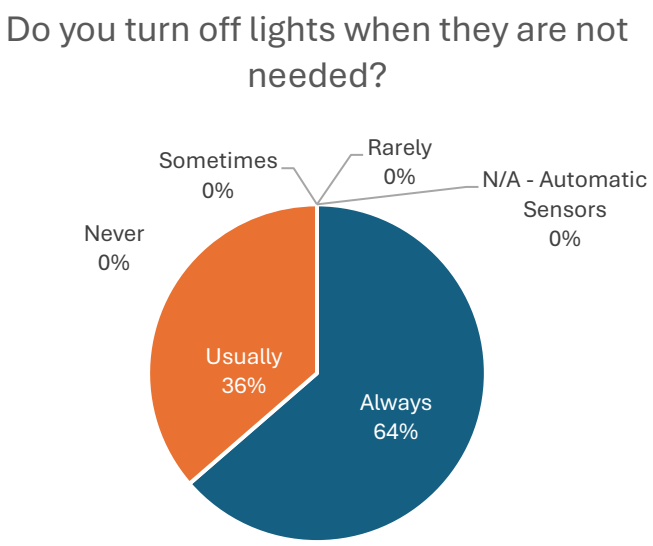




When comparing Wymondley JMI to benchmarked schools it is evident that our school's carbon footprint, using the metric Kg/CO_2 per m_2, is performing well given that the school is a relatively older school.

Existing Climate Action Initiatives

The school currently does not have any renewable technologies in place, such as **solar panels** or **air source heat pumps**, which are increasingly common features in schools aiming to reduce their carbon footprint. However, some progress has been made through the **partial installation of LED lighting and light sensors**, which help improve energy efficiency and reduce electricity consumption. These upgrades represent a positive step forward, but there remains significant scope for further improvement. Some teachers admit to only "usually" turning lights off, this could be due to them being used to automatic lights in some areas. Future investment in **renewable energy infrastructure**, particularly solar panels and modern heating solutions, could deliver substantial environmental and financial benefits. Exploring these options in collaboration with the local authority would support the school's long-term sustainability goals.



Pupil & Community Engagement

The school demonstrates a strong commitment to sustainability education and outdoor learning, making good use of its facilities and embedding a variety of engaging initiatives into daily school life. It has a field, a garden area for planting, and a dedicated outdoor teaching space, all of which support outdoor learning and nature-based activities. Pupils participate in a range of meaningful programs such as the **Gardening Club**, **Forest School Helpers Club**, and the **Junior Forester Award**, which foster environmental awareness and hands-on learning. Biodiversity activities include a **vegetable patch**, **bug hotel**, **garden club**, and **wildflower meadow**, and the school holds **Bee Friendly** status, highlighting its commitment to pollinator protection. The **Daily Mile** and **Walk to School** initiatives further promote sustainability by encouraging active, eco-friendly travel.

Pupil engagement is thought to be particularly strong, rated 8/10, and supported by involvement in initiatives like **Rights Rangers**, which likely help embed sustainability and citizenship into everyday learning. However, engagement from staff, leadership, parents, and governors remains moderate (all scored 6/10), indicating a need for more consistent whole-school involvement. While the school has a **School Council** and **Parents' Association**, the absence of an **Eco or Green Council** is a missed opportunity. Introducing one could strengthen environmental leadership and give pupils a formal role in shaping the school's sustainability strategy. Additionally, expanding biodiversity efforts through

projects such as a **wormery** or **beehives** could further enrich outdoor learning and support the school's environmental goals.

Through the surveys to staff and parents a variety of practical ideas to help reduce the school's carbon footprint. Staff suggestions focused on **energy efficiency**, including completing the installation of **LED lighting**, ensuring **monitors and interactive boards are switched off when not in use**, and exploring **building insulation and solar panels**. Waste reduction was also a key theme, with proposals for **paper recycling bins in classrooms**, **compost bins for garden areas**, **less photocopying**, and **reusing grey water**.

Parents echoed interest in solar panels and contributed several **travel-related initiatives**, most notably the idea of a **"walking bus"**—a coordinated group walk to school that promotes safety, social interaction, and a team ethos. There was also support for **bikeability and scootability courses for younger pupils**, and a request for **secure, covered bike storage for parents**. While a few parents felt these initiatives wouldn't suit their personal circumstances, the overall feedback reflects strong community support for practical and inclusive sustainability efforts.

When asked if they have an interest in playing a key role in the school's sustainability initiatives, **a few staff members indicated they are already involved**, while **over half expressed openness to participating**, responding with "maybe." A smaller number stated they were **not interested**, suggesting a generally positive level of engagement with potential to build a broader team of sustainability champions within the school. Importantly, **all staff surveyed said that protecting the environment is personally important to them**, with the majority rating it as **"very important"** and the remainder as **"relatively important."** This strong personal commitment provides a solid foundation for expanding sustainability efforts across the school community. Five parents indicated that they would be happy to support the school with sustainable initiatives.

Target Areas

A key sustainability priority identified by the school is **investment in solar energy**, which is seen as a significant opportunity to reduce energy consumption and associated costs. The school also recognises the need to **replace outdated gas-powered heating systems** with more energy-efficient alternatives, which would contribute to long-term carbon savings.

However, achieving these upgrades will require **active support and engagement from the local authority**, highlighting the importance of collaboration at a broader level. These infrastructure improvements would not only reduce the school's environmental impact but also provide a visible, real-world learning context for pupils about renewable energy and sustainability.

Climate Action Plan

The Climate Action Plan issued alongside this baseline report has been developed as a five-year plan, focusing on immediate priorities and achievable quick wins, while also embedding climate education across the school community in the earlier years. It sets out clear actions to raise awareness, reduce environmental impact, and engage pupils, staff, and families in meaningful change. The plan will be regularly monitored to track progress, with a commitment to continuous improvement. Formal annual reviews will be conducted to assess outcomes, update data, and establish objectives for the following rolling year, ensuring the plan remains responsive and effective over time.

Note that additional actions have been provided in Pupil and Site Manager audit checklists to enable them to initiate activities and therefore take some ownership.

See Separate Climate Action Plan Document.

Conclusion

Wymondley JMI School's Climate Action Plan demonstrates a strong commitment to sustainability, with the school performing well against national averages in several key areas.

The school's energy use is notably efficient, with electricity and gas consumption both below the standard primary school benchmarks. Water usage is also commendable, with the school consuming less water per pupil than the national average. Waste management practices are exemplary, with 100% of waste being recycled, far exceeding the typical recycling rates of UK primary schools. The standout factor is transport, contributing 82% of the school’s scope 1 & 2 emissions.

Engagement levels are high, particularly among pupils, who actively participate in various sustainability initiatives such as the Gardening Club and the Junior Forester Award. Staff

engagement is also strong, with a majority practicing energy-saving habits and participating in recycling programs. However, there is room for improvement in areas such as reducing single-use plastics and increasing the use of reusable materials.

Opportunities for further improvement include investing in renewable energy technologies like solar panels, enhancing biodiversity efforts with projects such as a wormery or beehives, and introducing an Eco or Green Council to strengthen environmental leadership. Additionally, increasing pupil involvement in identifying and reducing unnecessary energy use could further lower consumption and foster a sense of shared responsibility. Sharing feedback in assemblies or similar forums both recognises their contributions and provides a platform to introduce new priorities, reinforcing that this is a collective and inclusive commitment.

Sustained engagement across the whole school community is vital to the success of the climate action plan. Clear communication of updates and achievements ensures staff are confident and aligned before wider messages are shared, while pupils play a pivotal role in embedding cultural change through meaningful and enjoyable activities.

Overall, Wymondley JMI School is making significant progress in its sustainability efforts, with strong engagement from the school community and a clear commitment to continuous improvement.