

School Details

St Anne's Church of England (Aided) Primary School,
Harrington Street,
Worksop,
Nottinghamshire
S80 1NQ,

Vision and Commitment

At St Anne's C of E (A) Primary School, Worksop, rooted in our Christian values of Respect, Responsibility, Friendship, and Excellence, we are committed to nurturing every child—mentally, physically, spiritually—in harmony with God's creation.

Our vision is to be a beacon of environmental stewardship, where children, staff, parents, and the local church community work together to care for our planet. Through embedding sustainability across our curriculum and daily practices, we aim to inspire our pupils to flourish as compassionate, resilient, and responsible citizens—in line with our SIAMS finding that our "outstanding spiritual and personal development" empowers our community to thrive.

Aligned with the **DfE's Sustainability and Climate Change Strategy** and the national target for every school to appoint a sustainability lead and deliver a Climate Action Plan by 2025, we commit to:

- **Reduce our carbon footprint** through energy efficiency, renewable energy sourcing, sustainable transport, and low-carbon procurement;
- **Build resilience and biodiversity** on-site via habitat creation, green spaces, and climate-risk preparedness;
- **Embed climate education and green skills** for all pupils—preparing them to be informed custodians of the Earth;
- **Foster whole-school engagement**, led by a designated Sustainability Lead and supported by governance, staff, pupils, families, and the church;
- **Engage with national programs** such as the Let's Go Zero campaign and the National Education Nature Park to access guidance, funding, and learning opportunities.

We pledge to translate this vision into measurable outcomes with regular progress reviews, annual reporting, and active listening to our school community. As we journey toward a greener, fairer world, we trust that through collective action and faith-inspired leadership, St Anne's will flourish—not just spiritually or academically—but as a steward of God's earth for generations to come.

Baseline Assessment

The school has completed audits using the [Schools Climate Action Planner recourse](#), from Transform Our World and the [Climate Friendly School's Climate Friendly Audit](#). The results of these audits have been used to determine the action plan below. (The results can be found in Appendix 1).

Priority Areas and actions

Area	Goal	Prompt Questions	Actions	Timeline	Responsible	Success Indicators
Decarbonisation	Reduce the school's emissions and support pupils to be part of the transition to net zero.	The UK committed to reaching net zero by 2050. School aiming to reduce carbon emissions - this is needed to avoid global temperatures rising beyond 1.5°C How efficient are the school's buildings?	Assess school's current carbon emissions. Home – Count Your Carbon Calculate the school's carbon footprint so we have a carbon baseline. Collect data on energy usage from bills. Analyse out of hours energy usage. Carry out spot checks – what is left on – create energy champions https://countyourcarbon.org/ https://letsgozero.org/ Install energy-efficient alternatives eg LED lightbulbs and energy efficient printers Work with LA/Diocese to improve the school's heating system	January 2026 onwards As required Ongoing from 2025 – January 2026	Eco committee – KB and Office Manager SB Office Manager SB and finance committee HT and Finance Committee	Energy champions in place, energy monitoring in place. Heating systems improved.
Adaption and Resilience	To adapt our buildings and systems to prepare for the effects of climate change. Raise awareness around water consumption	Has school experienced effects of extreme weather? Eg flooding/heat wave. What could be affected by these hazards? Can we be more efficient in our water useage?	Plan for a heatwave. Consider adjustments to be made in hot weather. Consider adding shaded structures in play areas. Plant trees where appropriate. See adverse weather policy See https://www.educationnaturepark.org.uk/resource/shade-mapping Woodland Trust Review the flood risk map. Conserve water whilst using appliances - full loads and on eco setting. Push taps to be considered throughout the whole school. Reduce plastic use: Plastic pollution contributes to water contamination. Rainwater harvesting – collect rainwater for non-potable use	Sept 25 – Review July 2026 February 2026	Caretaker HT/DHT Sustainability Lead /plus Gov Caretaker All staff/children – taps Gardening Club – School Gov re rainwater planter	Adequate shade to protect children in sun. School site clear of debris – drainage clear. Consumption reduced and other systems of water collection introduced.
Biodiversity	To enhance bio-diversity across school site and increase access to, connection with nature Frogspawn is visible within pond area Promote areas of the school grounds that support pollination with wild flower planting.	Do pupils have opportunities to learn in and about nature? How could this be enhanced? Do the school grounds promote a range of plants to encourage bees?	Add bird boxes within nature garden and around school site to encourage bird nesting. www.bto.org/ Liaise with outside grounds contractor re pond area /clearing to ensure pond water will stimulate new life Work with grounds contractor to create an area of wild flowers https://schoolgardening.rhs.org.uk/home	Sept 25 – Review July 2026 January 2026 – July 2026 January 2026 – July 2026	Eco Club/ Gardening Club OM to speak to external contractor OM to speak to external contractor	Children play a part in creating an environment where commonalities are identified and celebrated, difference is valued and nurtured. Children are involved in maintaining outdoor areas

			Children to create plant identification charts/pollinators/ insect identification charts	January 2026 – July 2026	Eco Club/ Gardening Club	
Climate Education	<p>Ensure Climate change is embedded within the curriculum to prepare pupils for a world impacted by climate change.</p> <p>Provide more opportunities to link learning to the outdoor areas, encouraging teachers to utilise outdoor spaces across the curriculum</p> <p>Participate in National Science Week: Curiosity: What's your question?</p>	<p>Where do we see children learn about nature, climate change and sustainability within the curriculum? Could it be broadened? Are pupils aware of the career opportunities that exist in green economy? Can we develop extra – curricular programme?</p> <p>How do we develop the skills children learn at forest schools in Reception class across the year groups?</p> <p>How can we encourage stewardship of the world in which we live?</p>	<p>Subject leaders (PSHE, Geog, Science, D/T) audit where this is taught across the year groups. (https://www.youtube.com/watch?v=CxovBafeRvk&t=323s...embedding sustainability into the primary curriculum)</p> <p>Embed climate change and sustainability into our curriculum (across all subjects). Focussed initially on science and geography and pshe (eco-anxiety)</p> <p>SR and Geog Lead to look with other staff members at the opportunities that could be created. https://www.educationnaturepark.org.uk</p> <p>Science lead to work with class teacher's to develop this year's theme across the school. Use collective worship to develop children's understanding of the connection between faith in God the creator and caring for the environment</p>	<p>January 2026 – July 2026</p> <p>January 2026 – July 2026</p> <p>January 2026 – July 2026</p> <p>March 2026 ongoing</p>	<p>PSHE, Geog, Science, D/T subject leads</p> <p>PSHE, Geog, Science, D/T subject leads</p> <p>SR leading PSHE, Geog, Science, D/T subject leads</p> <p>Science Lead with all CT's HT and worship leads</p>	<p>Children's breadth of curriculum supports them in making informed decisions when considering climate education and sustainability.</p> <p>Children develop a natural curiosity about the world in which they live and look /provide solutions in being responsible stewards.</p>
Waste and Recycling	Review and improve our recycling procedures	Are the school recycling as well as we could? Could we do more? How can we support families?	<p>Review recycling procedures Continue to ensure that all recycling bins are clearly labelled and have clear expectations about what can/can't be recycled, to support behaviour change. https://www.youngclimatewarriors.org/inspirational-resources</p> <p>The Green School Project - TerraCycle</p>	January 2026	Caretaker, Office Team, Eco Committee and KB and KMCD	Recycling opportunities in school optimised.
Travel and Transport	Encourage parent community to reduce carbon emissions and walk to school/ events or incorporate an aspect of walking into the school journey	Does family life impact on how we plan journeys to school? Can we improve fitness whilst caring for our planet?	<p>Conduct the Active Travel Audit Participate in three active travel weeks each academic year – aim for the events to prompt sustainable travel for pupils who live locally to do so. March 2026 May 2026 Review bike/scooter storage Register at https://modeshiftstars.org for travel weeks</p>	February 2026 onwards	Sustainability Lead KMCD/ Gov and Eco Club HT and Eco Club with School Council to promote.	Families are encouraged to consider the part they play in sustainability. Adjusting behaviour even if for one day a week.

			Continue to develop pupils' confidence on the roads through bikeability training each year			
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Monitoring and Evaluation

The Climate Action Plan will be reviewed termly. This process will involve the following processes:

- ✓ Lead teacher to check progress of action plan, annotate progress and prepare summary report to Governors
- ✓ Link Governor to receive report and/or visit school to evaluate progress against the action plan

Stakeholder Engagement

Stakeholder	Initiative	Purpose
Pupils	Eco committee	Engage pupils in debate and decision making around climate issues
	Curriculum Integration	Ensure that pupils learn about climate change, the impact on the environment and what role they might play in improving this.
	Hands on projects	Engage pupils in social action projects that specifically bring a positive change to the local environment
	Pupil Voice and consultation	Ensure that the views of all pupils are heard
	Climate Action Days	Raise awareness of specific climate issues
Parents	Workshops and information sessions	Show parents how they could make small changes to their own lives to help the climate, including supporting their children in engaging with the school's climate action plan
	Home-school challenges	Engage families in extra-curricular projects away from the school site
	Volunteering opportunities	Encourage parents and grandparents to share their expertise in areas that could support pupils/the school in tackling climate issues
	Communication channels	Share news of initiatives with parents through the school newsletter and website updates.
	Sustainable travel promotion	Work with parents to promote climate-positive transport policies and practices
Staff	Sustainability Lead	Appoint leader to oversee the implementation of the climate action plan - K. McDonald
	Sustainability Link Governor	Appoint a Governor to check the implementation of the climate action plan – AJ Ridout
	Professional Development	Offer appropriate CPD opportunities to staff to help plan and deliver curriculum material relating to the climate
	Staff-led initiatives	Encourage staff to engage in and lead initiatives in school around climate action.
	Whole school curriculum planning	Develop learning experiences within the PSHE and geography curriculum which relate directly to climate action

Funding and resources

School to work in partnership with LA and Diocese for any major refurbishment.
External partnerships (e.g., local council, environmental charities).

Appendices

Climate audit results

Curriculum mapping

Risk assessments

Policy links (e.g., travel plan, procurement policy)