St Matthew's Catholic Primary School Subject Improvement Plan 2025-2028 DRAFT: Sustainability and Climate Change
Subject Lead: Mrs Dillon and Miss Tam / Mr Edwards

Key Priority:
To join the National Education Nature Park (NENP) as a tool to facilitate and implement change throughout school.
To refine curriculum opportunities to incorporate NENP learning opportunities and activities aligning with CC&S goals.
To reintroduce further develop the use of school outdoor classroom at Windsor Gardens
To identify areas to be established as 'green spaces' across the school premises.
To redefine and re-launch the Eco-Council to be Climate Ambassadors and use pupil voice to deliver impactful, measurable change.
For children to understand the importance of sustainability and climate change.

Required Improvements
Decarbonisation: To reduce the carbon output of school including students, staff and premises.
Adaptation and Resilience: To enhance the primary school's resilience to the effects of climate change by conducting a climate risk assessment, improving infrastructure, and implementing systems to mitigate and respond to extreme weather events.
Biodiversity: To ensure outdoor provision areas are utilised to maximise habitats in given space
Climate Education and Green Skills: To refine Geography curriculum to explicitly teach Climate education and green skills.

Key Milestones for Summative Evaluation:

Baseline (Dec 25')	2025-2026	2026-2027	2027-2028
• Carbon baseline generated • Join National Education Nature Park • Map habitats and areas of school site identify areas for green spaces and opportunities for improved	• Climate Ambassadors draft changes for decarbonisation and biodiversity. • Consultation of stakeholders for changes to premises for decarbonisation and biodiversity. • 'Green spaces' and biodiversity	• Pupil Voice clearly demonstrates climate education as part of the schools curriculum and their role in carbon offset (walk to school, recycling, composting, meat free etc)	• Climate Risk Assessment developed and in place • Conduct a detailed evaluation of the school's vulnerability to climate-related risks, such as high temperatures, flooding, storms,

biodiversity. • Climate Ambassadors (Eco-Council) relaunched. • Review use of Wndsor Garden / school outdoor classroom	zones established in conjunction with S&CC plan, Climate Ambassadors and Stakeholder decisions. • Curriculum reviewed and refined and NENP and use of outdoor classroom opportunities embedded • Staff CPD to have taken place and planning prompts/supports created	• Book looks reflected high-quality Climate Education and Green skills. • Community links established and facilitate biodiversity project	and drought. • Complete infrastructure upgrades, including heat-resistant roofing or paint and elevated or waterproofed critical systems (e.g., IT systems, boilers).

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Decarbonisation:								
To reduce the carbon output of school	-Use the 'count your carbon' website to generate a carbon baseline that can be used to generate actions and measure impact as milestones are achieved. -Audit and establish the 'food recycling' and 'compositing' practices in school as part of carbon offset.			Dec 25 – Jul 26	Time Waste Recycling partnership for food waste	Timeline Tracking: Ensure the baseline is established within the first term of implementation. Set reminders for updating the data periodically (e.g., each term or biannually). Document the establishment of the baseline carbon footprint and provide an overview of key contributors to carbon output. Data Collection: Maintain records of all carbon data inputs for transparency and accuracy. Responsibility: Assign a sustainability lead or team (K Lawrenson and student representatives – Eco		Carbon Baseline Established: A comprehensive carbon baseline is established using the 'Count Your Carbon' website, capturing the school's energy consumption, waste production, and other significant carbon outputs. Carbon Reduction Milestones: At least 10% reduction in carbon output within the first year, with a long-term goal of reducing carbon output by 30% by 2027. Energy Efficiency Improvements: Implementation of

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						Council) to manage the process and report to SLT/ Governors on progress Initial Audit: Conduct a comprehensive audit to identify current practices, gaps, and opportunities for improvement. Implementation Log: Track the introduction or enhancement of food recycling and composting initiatives, including dates and observed outcomes. Participation Tracking: Monitor participation rates among students and staff, using methods such as surveys or observational data. Volume Monitoring: Measure the quantity of food waste being recycled or composted monthly to assess progress.		energy-saving initiatives (e.g., LED lighting, improved insulation) leads to measurable reductions in electricity consumption. Sustainable Practices Implemented: A significant shift toward sustainable practices in the school, including waste minimization, composting, and energy-saving measures.

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To create green spaces around school to offset carbon output	-To habitat map school site as part of National Education Nature Park -Identify opportunities to install green spaces around school with pupil voice (Eco Council) -Draft changes (Eco council) and consult stakeholders on potential plans. -Develop/ install and maintain living walls/ green walls around the school site		School Business Manager (J Needham) Maintenance personnel Head Teacher Governors	Dec 25 – Dec 26	Time (Lead and Governors) Building/ Wall/ Premises space and regulation Budget implications	Initial Survey: Document baseline conditions, noting existing habitats, biodiversity, and green spaces. Data Recording: Keep detailed records of findings from the habitat mapping process. Initial Milestone: Publish the completed habitat map with clear labelling of existing features and biodiversity levels. Pupil Updates: Share updates on how the habitat map is informing green space initiatives, including findings or changes observe with records used to inform Eco-Council meetings. Draft Milestone: Present draft plans in a newsletter, meeting, or assembly, detailing pupil contributions and stakeholder feedback.		Green Space Development: At least one new green space (e.g., living wall, wildflower area, raised garden beds) is created around the school site each year, with a focus on maximizing biodiversity and carbon sequestration. Biodiversity Improvement: Significant increase in local biodiversity, as measured through habitat mapping and biodiversity surveys, demonstrating the positive impact of the new green spaces. Student Engagement: Active involvement of students in the design, implementation, and maintenance of green spaces, with at least 75% student participation (through Eco Council or similar initiatives). Sustainability in Green Space Design: Green spaces are designed and maintained using

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								sustainable materials and practices, with long-term plans for the growth and upkeep of these areas.
To reduce carbon travel emissions of staff and students.	- To re-launch 'Walk to School' tracker. -Eco-Council to actively monitor, input and update tracker - Eco-Council to analyse data for impact of starting point -Eco-council to hold assembly and launch week for walk to school week with monthly reviews/updates			March 26 ongoing	Time and CPD	Ensure the tracker is updated daily or weekly to reflect walking, cycling, carpooling, or public transport habits. Launch Milestone: Share participation data from the first month to highlight initial engagement. Termly Reports: Provide updates on the number of participants, trends in travel choices, and estimated reductions in carbon emissions. Responsibility Assignments: Allocate specific roles within the Eco-Council for data collection, input, and maintenance of the tracker.		Walk to School Participation: Increase in the number of students and staff walking to school, as tracked through the 'Walk to School' tracker, with at least a 15% increase in participation within the first year. Modal Shift: Reduction in the number of car journeys to school, with at least 20% fewer students and staff commuting by car, as measured through surveys and travel data tracking. Active Travel Initiatives: Regular campaigns and activities (e.g., 'Walk to School Week') that engage at least 50% of the student body and

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								staff, leading to sustained interest and participation in active travel.
Adaptation and Resilience:								
To enhance the primary school's resilience to the effects of climate change by conducting a climate risk assessment, improving infrastructure, and implementing systems to mitigate and respond to extreme weather events.	- Perform a detailed assessment of the school's susceptibility to climate and weather-related risks, including high temperatures, flooding, storms, and prolonged drought. - Identify and upgrade infrastructure to withstand extreme weather such as heat resistant roofing/paint, elevating/waterproofing critical infrastructure (IT systems, boilers etc) against flooding		School Business Manager Maintenance personnel Head Teacher	Jan 26' Jul 26' – Dec 28'	Time and Budget	Completing the climate risk assessment: ensuring milestones for each risk area (e.g., high temperatures, flooding, storms, drought). Including observations of the school's vulnerabilities, including physical inspections, historical data, and consultation with local climate experts. Infrastructure Audit: Log all identified areas of improvement, such as heat-resistant roofing, waterproofing measures, and elevated equipment. Implementation Tracking: Create a schedule for each upgrade, with clear deadlines and responsible		Reduction in vulnerability indicators such as water ingress, temperature-related complaints, or technology malfunctions during extreme weather events. Increased awareness and confidence among students, staff, and parents regarding the school's resilience measures. Positive feedback from stakeholders on the overall improvements in the school's infrastructure and preparedness.

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						personnel. Cost and Resource Management: Track the budget and resources required for infrastructure improvements to ensure timely and cost-effective implementation. Impact Monitoring: Assess the effectiveness of completed upgrades through simulated tests or real extreme weather events.		
To develop and Communicate Emergency Response Plans	-Create clear plans for responding to heatwaves, floods, and other extreme events. - Ensure staff and pupils understand and are aware of their respective roles in ERP. - Provide training on the risks of climate change and appropriate responses during extreme weather events.		School Business Manager Head Teacher School Staff	Jul 27' – Dec 28' July 27 – Jul 28'	Time CPD	ERP: Completing drafting, reviewing, and finalizing emergency response plans (ERPs) for various extreme events. Ensure each plan addresses critical components such as evacuation procedures, communication protocols, and safety measures. Draft Milestones: Share drafts with stakeholders and provide summaries of progress during staff meetings or newsletters. Plan Finalization: Publish and distribute the		Completion and accessibility of ERPs for all identified risks. Increased awareness and understanding of roles among staff and students (evidenced by quizzes or drills). Positive feedback on training sessions and confidence in preparedness measures. Demonstrated effectiveness during drills or real extreme weather events, with reduced confusion or delays in response.

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						completed ERPs, ensuring they are accessible in multiple formats (e.g., printed copies, digital files, and visual posters).		
Biodiversity:								
To improve the biodiversity of the school site.	-Join National Education Nature Park -Habitat map the school grounds of plants and animals using the NENP - Complete Biodiversity bar chart on NENP to gather base line --Identify opportunities to improve biodiversity around school with pupil voice (Eco Council) -Draft changes (Eco council) and consult stakeholders on potential plans. -Implement changes to outdoor provision based on findings (see			Dec 25' – Dec 26'	Subscription to NENP – (Currently Free) Budget/Cost of improvements Time	Mapping Timeline: Establish deadlines for completing the habitat mapping process, including areas covered and species identified. Participation Records: Track student and staff involvement, noting the number of contributors and roles (e.g., surveyors, recorders). Data Collection: Keep detailed records of plant and animal species observed and mapped. Present the biodiversity bar chart (NENP task) as a snapshot of the school's current biodiversity levels, identifying areas for improvement.		Increased number and diversity of species recorded in follow-up habitat mapping. Positive feedback from students, staff, and stakeholders on implemented changes. Increased pupil engagement and awareness of biodiversity and its importance. Visible enhancements to the school grounds, such as new habitats or improved vegetation.

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	next target)					Pupil Voice Summary: ecord of suggestions and opportunities identified by the Eco Council, categorizing them by feasibility and impact. Record progress on the development of biodiversity improvement plans, noting revisions and stakeholder feedback cycles.		
To ensure outdoor provision areas are utilised to maximise habitats in given space	-Develop the KS1 playground to varied habitat trail opportunities such as raised habitat beds. Pond, Bug habitat and mini planted garden. -Develop and install KS2 climbing fence planters -Development of green walls as part of carbon offset -To develop wildflower areas around school		Head Teacher KS1 Lead Maintenance personnel	Jul 26 – Jul 27’	Budget/Cost of improvements Time Maintenance upkeep/ overhead – Some covered by Climate Ambassador	Planning and Design: Track the design and approval process for the Green Spaces inc. playground habitat trail, including input from students, staff, and the Eco Council. Implementation Timeline: Set clear deadlines for each phase of the development (e.g., building raised beds, installing the pond). Design Finalization: Share completed design plans with the school community, including a detailed overview of habitat features.		Increased Biodiversity: Evidence of increased species presence (e.g., pollinators, birds) in the newly developed habitat areas, measured through observations or surveys. Student Engagement: Increased student involvement in planning, planting, and maintaining outdoor spaces, tracked through Eco Council meetings and activity logs. Feedback from Stakeholders: Positive feedback from students, staff, and parents regarding the aesthetic and environmental improvements to the

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								school grounds. Sustainability and Impact: Visible improvements in the health of plants, growth of green spaces, and measurable contribution to carbon offset.
To work in partnership with local community to enhance local biodiversity.	-Work in partnership with Norris Green park to facilitate habitat mapping with Friends of Norris Green. -Use habitat mapping and Eco-Council to identify and implement changes to the community to enhance biodiversity.		myclubmoor Pupil voice lead	March 27 – Jul 27'	Time	Present the completed habitat map with key areas identified for improvement, showcasing the collaborative effort between the school and the local community. Opportunity Identification: Use habitat mapping results to identify specific opportunities for biodiversity enhancement, such as creating wildlife corridors, planting native species, or improving green spaces. Action Plan Development: Collaborate with the Eco Council to create an action plan, detailing what changes will be implemented, by whom, and when. Community Engagement:		Enhanced Local Biodiversity: Documented improvements in local wildlife and plant species in areas where changes were implemented, supported by the results of follow-up surveys or observations. Community Involvement: Increased participation from local residents and organizations in biodiversity projects, measured by attendance at meetings, workshops, and active involvement in initiatives. Educational Outcomes: Improved awareness and understanding of local biodiversity among students

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						Engage local residents, community groups, and organizations to ensure the changes align with broader community goals and support. Share the positive changes observed in local biodiversity, including any increase in species or improvements in habitat quality, supported by visual evidence and community feedback.		
Climate Education and Green Skills:								
To refine Geography curriculum to explicitly teach Climate education and green skills.	-Audit existing Geography curriculum for existing opportunities to embed climate education. -Join NENP and utilise the Green Skills application to deliver CPD to staff on green skills and how these form part of Geography and wider curriculum areas. -Refine Geography medium term plans to			Dec 25 – Dec 26'	Time CPD	Subject Leads Collaboration: Ensure Geography subject leads collaborate with other departments (e.g., Science, PSHE) to ensure cross-curricular consistency. Updated Medium Term Plans: Provide updated versions of the Geography medium term plans to staff, highlighting where green skills are embedded within each unit. Teacher Feedback: Gather		Curriculum Integration: All Geography medium term plans explicitly refer to green skills and climate education, and students can articulate the relevance of these topics. Teacher Confidence: Positive feedback from staff on the CPD sessions, indicating increased knowledge and confidence in teaching climate education and green skills.

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	explicitly refer to green skills expected to be taught within unit. - Deliver CPD to staff on rational and how-to deliver Climate Education and green skills.					feedback from Geography teachers on how the revised medium term plans support their teaching, identifying any challenges or successes. Student Outcomes: Report on how student learning has evolved, such as increased awareness of climate issues and enhanced practical skills related to sustainability.		Student Awareness: Evidence from Pupil Voice show increased awareness and understanding of climate change and sustainable practices. Impact on Teaching Practices: Observations of lessons and student work that demonstrate the integration of green skills and climate education, with evidence of active learning and engagement in sustainability topics.
Ensure all pupils and staff are aware of green economy career opportunities and develop skills aligned with future sustainable industries by embedding relevant knowledge and	**Curriculum Integration:** - Embed information on green economy careers, such as renewable energy, sustainable agriculture, circular economy, and environmental policy, into career guidance programs and subjects like science, geography, and economics. **Career Talks and Workshops:**		Y5/6 Teachers delivering Positive Footprints Subject leads – Geog, English, Mats, PSHE Michelle Parry – Positive Footprints	Sept 26-Jul 27’	Time	Resource Development: Develop or source materials that clearly link green economy careers to key subjects, ensuring resources are age-appropriate and align with curriculum objectives. Partnerships with External Organizations: Track the progress of establishing and maintaining partnerships with organizations such as Raising Aspirations and Positive Footprints to		Curriculum Integration: By 2027, green economy careers are explicitly integrated into the curriculum across relevant subjects, with students demonstrating a clear understanding of how their studies relate to sustainable industries. Career Day Impact: High levels of student engagement with career talks and workshops, with feedback indicating an increase in student

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competencies across the educational curriculum and staff training programs by 2027.	-Organize annual career days (working in partnership with raising aspirations, Positive Footprints) with guest speakers from green industries to inspire pupils and staff about emerging opportunities.					organize career days and workshops. Event Logistics: Monitor the planning, organization, and execution of career days and workshops, including scheduling, student participation, and event evaluation.		interest and awareness of green economy career opportunities. Student Aspirations: Evidence of increased student interest in pursuing careers in the green economy, measured through career guidance records, surveys, and post-event reflections.
Total for this section								

	Overall Impact against Key Priority (actions and milestones)	Next Steps
Year 1		
Term 1	•	•
Term 2	•	•
Term 3	•	•