



St. Cecilia's Catholic Primary School - SUBJECT LEADER ACTION PLANS

*"With Jesus as our guide and walking by our side,
we learn to love and love to learn."*



Climate Action Plan

Year: 2026-27

LEADER: Nathan Hughes			Date: September 2026			
Vision: Rooted in our Catholic mission and stewardship of God’s creation, St Cecilia’s strives to be a beacon of environmental responsibility and sustainability. We aim to care for our common home by educating our pupils in climate awareness and taking meaningful action as a school community.						
Objective	Action to be taken	Person Responsible	Success Criteria	When will evaluation/ Review take place?	Monitoring And Evaluation	Resources/ Cost
1. Decarbonisation Reduce carbon emissions and improve energy efficiency across school (infant and junior buildings).	- Energy audit: Conduct a full audit of the school's energy consumption, liaise with SBM and collate meter readings periodically over a period of two months. Identify areas for improvement. - Smart Energy Upgrades: Implement energy saving measures such as LED lighting and smart thermostats. - Reduce Waste: Introduced paper recycling bags in junior classrooms, successfully recycle paper waste.	Kirsty Riley, SBM. Nathan Hughes, Sustainability Lead. Steve Heaversides, Site Manager. N. Hughes	Reduced energy consumption by 20% within 2 years.	Half termly.	Energy consumption reports; quarterly review of energy savings and carbon emissions data. LED lighting installed.	Budget for energy audit; Funding for energy-efficient upgrades

	- Eco Habits: Introduce weekly and daily energy conservation schemes, for instance 'St Cecilia's Switch-Off' encouraging pupils and staff to actively reduce energy consumption in a day. - Liaise with Department for Education: Government funded support to reduce energy spend in our oil heated setting. Meeting to be set up with a Climate Action Advisor.	SBM Site Manager				
2. Adaptation and Resilience Ensure the school site is prepared for climate-related risks, especially flooding and overheating.	Conduct a risk assessment to identify climate-related vulnerabilities. - Develop Rainwater Diversion Systems: Ensure guttering and drainpipes are cleared and water management systems are effective, ready for heavy rain. - Cooler Classrooms: Install window blinds – promote shade through the use of planting (along Green Lane), and encourage classes to ventilate through windows and closing blinds strategically. Rainwater Harvesting: Fit water butts and reuse rainwater for the garden areas. Install a water butt in Sensory garden and KS2 front grassed area on Green Lane.	Nathan Hughes Kirsty Riley	Successful installation of flood mitigation measures. Classrooms are cooler. Rainwater harvested and use for watering plants and new trees.	Termly	Annual review of site resilience; utilise feedback from staff and pupils on perceived climate preparedness. Window blinds installed in all classrooms 15 trees (The Woodland Trust) planted on Green Lane grassed area Sensory garden KS1 water butt installed	Budget for installations; Funding for training and resources.

3. Improving the Environment and Biodiversity Enhance the school's green space and promote diversity with student involvement.	• Sensory Garden: Develop sensory garden for children in infants, use to develop the diversity of flowering plants and grow mini allotment at the back for whole school use. • Prayer Garden Development: Create a reflective outdoor prayer and nature spaces for worship and wildlife, particularly in the junior green spaces. • Tree Planting: Partner with local environmental charities (Mersey Forests, Lancashire Wildlife Trust) to plant trees along the Green Lane green space. • Wild Flower Lawns: Further develop natural wild flower lawns along green spaces around both school buildings. • Further develop Allotment site to produce more crops through a calendar of planting. From fruit & vegetables to wildflower planting to encourage insects. • Develop 'wet lands' patch in the infant gardens – use of ferns and fungi growing.	Nathan Hughes, Science Lead, Sustainability Lead. Rachael Chadwick & Suzanne Hurst Steve Heaversides, Site manager, N. Hughes	Increased biodiversity observed and logged by students; active participation in gardening projects.	Termly	Annual surveys of plant and animal life; student feedback on participation and interest in environmental initiatives. Sensory garden developed July 25, planting and mini allotment to be completed. 15 Trees Woodland Trust planted Nov 25	Budget for gardening resources; Possible grants for eco projects.
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4. Climate Education and Green Careers Deliver climate education across the curriculum and inspire pupils towards green futures.	- Curriculum Mapping: Integrate sustainability and Laudato Si' principles into Science, D&T, Geography and RE – Geography mapping includes this already, to make explicit through coding. Developing Experts contains units for sustainability. - Staff CPD: Continue to train teachers on climate education through CPD sessions and national educational frameworks. - Climate Action Week: Hold an annual national sustainability and climate awareness week. Host assemblies, workshops and develop units of work specifically focused on environmental themes (Literacy Counts has writing units linked to environment). - Careers Focus: Invite visitors from green industries and charities to speak to pupils (school gardener) - Pupil Voice: Establish the St Cecilia's Climate Ambassadors to shape decisions and lead eco initiatives. 26-27 Year 5 signed up to LCC's Environmental Project involving school & local area litter pick and	Class Teachers Suzanne Hurst, Headteacher Rachael Chadwick, Curriculum Lead, DHT, RE Lead Charlotte Lorme PSHE Lead.	Positive feedback from pupils on climate education programmes; increase in student engagement with green careers.	Termly	Evaluate student projects and engagement levels; collect feedback from industry professionals during career days.	Budget for guest speakers; Resources for projects
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	a trip to Gillmoss Recycling Education Centre in October 2026.					
5. Governance and Monitoring	• Leadership: Approach Liam Fogarty as Sustainability Link Governor and termly SLT eco review. • Tracking: Publish annual Climate Action Progress Report – Governors link. • Community Involvement: Engage families, parish groups, and local partners in events and volunteering. • DfE Updates: Monitor publications from the Department for Education, including the statutory requirements for schools engaging in climate and sustainability action. Sign up for Nature Park – completed.	Nathan Hughes Suzanne Hurst	Regular reports on progress shared with the school community; sustainable practices implemented are transparent and traceable.		Biannual review of the sustainability committee's findings; feedback collection from the community on initiatives. Link Governor established Oct 25 School signed up to Nature Pak, July 25 – completed first action of mapping sites and logging nature, completed Allotment site and infant garden site. Signed up to LCC's Environmental Project for 2026-	

					2027 involving Y5 pupils	
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