



# 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: 2025-26**

<b>LEADER:</b> Nathan Hughes			<b>Date:</b> Summer 2025			
<b>Vision:</b> 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
<b>1. Decarbonisation</b> Reduce carbon emissions and improve energy efficiency across school (infant and junior buildings).	<ul style="list-style-type: none"> <li>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.</li> <li>Smart Energy Upgrades: Implement energy saving measures such as LED lighting and smart thermostats.</li> <li>Reduce Waste: Introduced paper recycling bags in junior classrooms, successfully recycle paper waste.</li> </ul>	Kirsty Riley, SBM.  Nathan Hughes, Sustainability Lead.  Steve Heaversides, Site Manager.	Reduced energy consumption by 20% within 2 years.	Half termly.	Energy consumption reports; quarterly review of energy savings and carbon emissions data.  <b>LED lighting installed.</b>	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.					
<p><b>2. Adaptation and Resilience</b></p> <p>Ensure the school site is prepared for climate-related risks, especially flooding and overheating.</p>	<p>Conduct a risk assessment to identify climate-related vulnerabilities.</p> <ul style="list-style-type: none"> <li>Develop Rainwater Diversion Systems: Ensure guttering and drainpipes are cleared and water management systems are effective, ready for heavy rain.</li> <li>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.</li> </ul> <p>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.</p>	<p>Nathan Hughes</p> <p>Kirsty Riley</p>	<p>Successful installation of flood mitigation measures.</p> <p>Classrooms are cooler.</p> <p>Rainwater harvested and use for watering plants and new trees.</p>	<p>Termly</p>	<p>Annual review of site resilience; utilise feedback from staff and pupils on perceived climate preparedness.</p> <p>Window blinds installed in all classrooms</p> <p>15 trees (The Woodland Trust) planted on Green Lane grassed area</p> <p>Sensory garden KS1 water butt installed</p>	<p>Budget for installations; Funding for training and resources.</p>

<p><b>3. Improving the Environment and Biodiversity</b></p> <p>Enhance the school's green space and promote diversity with student involvement.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Scared Garden Development: Create a reflective outdoor prayer and nature spaces for worship and wildlife, particularly in the junior green spaces.</li> <li>• Tree Planting: Partner with local environmental charities (Mersey Forests, Lancashire Wildlife Trust) to plant trees along the Green Lane green space.</li> <li>• Wild Flower Lawns: Further develop natural wild flower lawns along green spaces around both school buildings.</li> </ul>	<p>Nathan Hughes, Science Lead, Sustainability Lead.</p> <p>Claire Patterson, RE Lead</p> <p>Steve Heaversides, Site manager,</p>	<p>Increased biodiversity observed and logged by students; active participation in gardening projects.</p>	<p>Termly</p>	<p>Annual surveys of plant and animal life; student feedback on participation and interest in environmental initiatives.</p> <p>Sensory garden developed July 25, planting and mini allotment to be completed.</p> <p>15 Trees Woodland Trust planted Nov 25</p>	<p>Budget for gardening resources; Possible grants for eco projects.</p>
<p><b>4. Climate Education and Green Careers</b></p> <p>Deliver climate education across the curriculum and inspire pupils</p>	<ul style="list-style-type: none"> <li>• Curriculum Mapping: Integrate sustainability and Laudato Si' principles into Science, D&amp;T, Geography and RE – Geography mapping includes this already, to make explicit through coding. Developing Experts contains units for sustainability.</li> </ul>	<p>Class Teachers</p> <p>Suzanne Hurst, Headteacher</p>	<p>Positive feedback from pupils on climate education programmes; increase in student</p>	<p>Termly</p>	<p>Evaluate student projects and engagement levels; collect feedback from industry professionals during career days.</p>	<p>Budget for guest speakers; Resources for projects</p>

<p>towards green futures.</p>	<ul style="list-style-type: none"> <li>• Staff CPD: Continue to train teachers on climate educations through CPD sessions and national educational frameworks.</li> <li>• 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).</li> <li>• Careers Focus: Invite visitors from green industries and charities to speak to pupils (school gardener)</li> <li>• Pupil Voice: Establish the St Cecilia's Eco Council to shape decisions and lead eco initiatives.</li> </ul>	<p>Rachael Chadwick, Curriculum Lead, DHT</p> <p>Claire Patterson, RE &amp; RSHE Lead.</p>	<p>engagement with green careers.</p>			
<p><b>5. Governance and Monitoring</b></p>	<ul style="list-style-type: none"> <li>• Leadership: Approach Liam Fogarty as Sustainability Link Governor and termly SLT eco review.</li> <li>• Tracking: Publish annual Climate Action Progress Report – Governors link.</li> <li>• Community Involvement: Engage families, parish groups, and local partners in events and volunteering.</li> </ul>	<p>Nathan Hughes</p> <p>Suzanne Hurst</p>	<p>Regular reports on progress shared with the school community; sustainable practices implemented are transparent</p>		<p>Biannual review of the sustainability committee's findings; feedback collection from the community on initiatives.</p> <p><b>Link Governor established Oct 25</b></p>	

	<ul style="list-style-type: none"><li>• DfE Updates: Monitor publications from the Department for Education, including the statutory requirements for schools engaging in climate and sustainability action.</li></ul> <p>Sign up for Nature Park.</p>		and traceable.		School signed up to Nature Pak, July 25	
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