



Westfield Primary School Sustainability Report

Summer 2025



LET'S GO
ZERO
2030



This report covers:

1. Your journey so far
2. Key findings and suggested actions, for:
 - Decarbonisation
 - Adaptation and Resilience
 - Biodiversity
 - Climate Education & Green Skills
3. Next steps

Site Visit Details

Climate Action Advisor:

Melanie Parr

Visit date:

20 May 2025

Key staff present:

- Emma Leach, Headteacher
- Paul Bray, Site Manager

Eco Team Activity:

Introduced Let's Go Zero, used climate cards to discuss actions and took photos with LGZ banner.



Your journey so far...

Westfield has lots of wonderful ways that they have already been working on sustainability over the years.

Highlights include:

- ✓ Achieving Eco-Schools Green Flag status
- ✓ Frequent Forest School sessions
- ✓ Successful preloved uniform scheme
- ✓ Variety of well-developed areas throughout the site for nature engagement and wildlife
- ✓ Engaging with several local and national environmental schemes



School's Total Carbon Footprint



137 tonnes of CO2e per year

Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	Fuel Usage	38.8	28%
	Electricity Usage	16.3	12%
	Waste Usage	0.1	0%
	Water Usage	0.3	<1%
Transport	Vehicles	0	0%
	School Trips	2.8	2%
	Student Commutes	7.6	6%
	Staff Commutes	10.4	8%
Food & Drink	Meals	13.6	10%
Purchases	Spending	12.8	9%
	Uniforms	34.1	25%



Notes:
 These figures are to be used as an indicative estimation.
 Data calculated in May 2025. Energy data used from DEC.
 Average data was used for water, school travel, food and uniforms.

Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and become more energy efficient.

Pillars to be discussed:

1. Energy
2. Transport
3. Procurement
4. Food
5. Waste



Energy - buildings & retrofit

Our findings:

- ✓ New roof installed recently and well insulated.
- ✓ Lighting replaced as rolling scheme from 2017 – approximately 30% LED and 10% motion sensors in communal areas
- Two boilers and water heaters 25 years old – need replacing.
- Applied for grant to replace whole heating system (£120-180k), not accepted so moved into new budget - Herts County Council (HCC) have provided temporary boilers in meantime.
- Interested in solar PV – company visiting in May to understand feasibility with new roof.

Suggested actions:

- Investigate potential for ground/air source heat pump
- Install LED lighting with motion sensors in communal areas
- Investigate the potential for solar panels

Score	Operational rating	This building
0-25	A	
26-50	B	
51-75	C	
76-100	D	88 D
101-125	E	
126-150	F	
150+	G	



Energy - behaviour change



Energy Sparks

Helping schools fight climate change



Our findings:

- ✓ Reminder signage in place to remind people to turn off light switches
- ✓ Eco Team have made posters
- Staff and pupils could be more mindful of energy saving
- Have a smart meter, but don't know how to access the half hourly information.

Suggested actions:

- ❑ Regularly monitor and manage energy use - consider engaging with [Energy Sparks](#) to support. Arrange staff training to access half hourly data.
- ❑ Improve pupil and staff energy-saving behaviours



Procurement and Uniform

Our findings:

- ✓ Preloved scheme for uniform is run exceptionally well – using as best practise example for other schools
- Have uniform where logo use is optional
- May have a Procurement Policy

Suggested actions:

- ❑ Include sustainability as part of criteria for procurement - considering energy efficiency, second-hand, ethical companies, etc.
 - Utilise second-hand platforms such as [School Resources Exchange](#) and refurbished IT through companies such as [Pure IT](#)



Food

Our findings:

- ✓ Always have a vegetarian option and jacket potatoes can be made plant-based
 - ✓ Pupils pre-order meals in advance.
- With HCL catering



Suggested actions:

- ❑ Consider increasing number of plant-based and vegetarian meals - [ProVeg](#) offer free menu consultations.
- ❑ Take steps to reduce food waste - e.g. set a target to reduce [by 10% each year](#).
- ❑ Teach about the importance of sustainable food choices (seasonal, local, organic, fairtrade, plant-based, reducing food waste, etc.) and link with gardening plans.



Transport



Our findings:

- ✓ Do active travel campaigns such as Walk to School week
- ✓ Have a sufficient level of bike and scooter racks
- Outside of the school not good for drop off.
- Hertfordshire County Council (HCC) have a travel plan



Suggested actions:

- ❑ Develop an Active Travel Plan with support from Modeshift STARS and HCC
- ❑ Explore setting up a Walking Bus



Waste

Our findings:

New [mandatory recycling regulations](#) came in for schools on 31 March

- ✓ Dry recycling separation and collections in place
- ✓ Eco team made recycling signage and take classroom bins to Site Manager
- ✓ Have several additional recycling schemes in place for pens, batteries, printer cartridges and textiles
- Food waste collected from dining hall, but not from all areas around the site – e.g. classrooms
- Food waste currently not collected from Council food waste collection service not utilised



Suggested actions:

- ❑ Carry out a bin audit to ensure you meet the new regulations, and understand what adjustments need to be made – e.g. more bins, clear signage, etc.
- ❑ Hold 'Sustainable Swap' events with pupils and wider community.



Climate Adaptation & Resilience

Taking actions to reduce the risk of flooding and overheating and to future proof scarce resources for potential shortages.

1. Adaptation & Resilience
2. Water

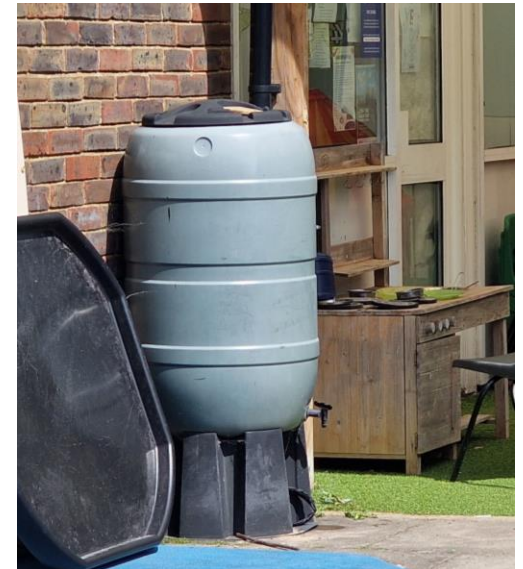
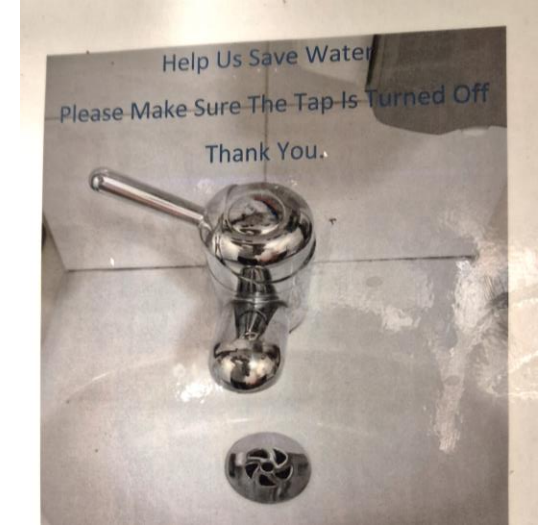
Adaptation and Resilience + Water

Our findings:

- ✓ New roof means that temperature regulation of building is likely to be improved
- ✓ There is a covered outdoor classroom
- ✓ Use ball-valve to restrict flow in toilets
- ✓ Signage being mindful about tap use
- Mature trees around site provide shade, but potentially could look at more
- Have some water butts used in sensory garden and courtyard, but would like more

Suggested actions:

- Check existing policies, procedures and risk assessments include extreme weather such as heatwaves, storms and flooding.
 - Utilise NEU's [Joint Union Heatwave Protocol](#)
 - Ensure Head is signed up to [UK Health Security Heat Alert](#) and staff are familiar with updated [DfE guidance on extreme weather](#) and [heatwaves](#) and know actions to take
- Install more water butts





Biodiversity & Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond.

Nature

Our findings:

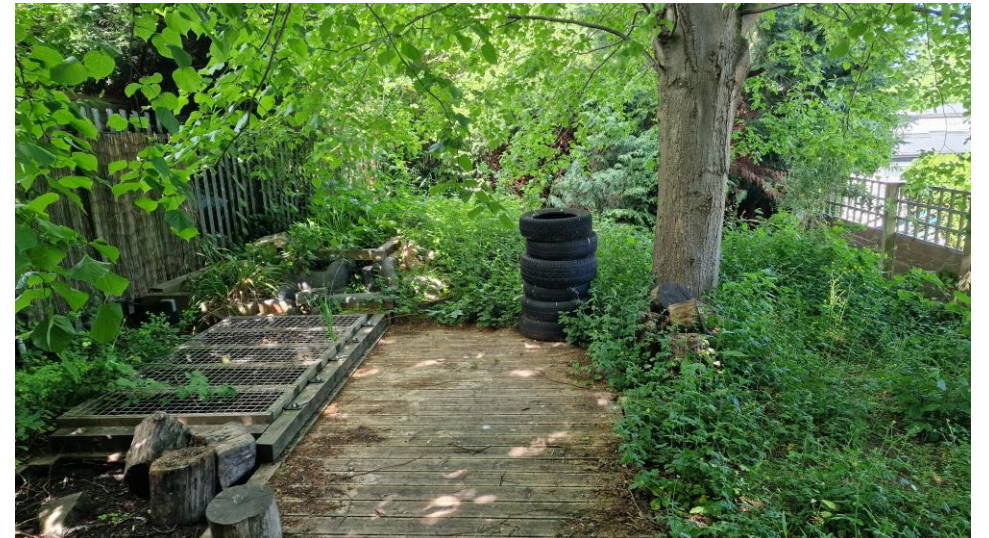
- ✓ Various nature areas throughout site at different stages of development:
 - Mature woodland – used for Forest School and supervised lessons
 - Sensory garden area - donated plants from garden centre
 - Playground garden - currently in progress - already had sleepers, timber and soil donated
 - Wildlife pond 'nature trail' area - developed pre-Covid needs refreshing
 - Butterfly meadows – using donated wildflower seed packets
 - Planters and raised beds – clearing unused areas to install more
- ✓ Have gardening parties with parents.
- ✓ Early years growing potatoes - would like to have raised beds to grow more
- ✓ Birds using nest boxes (Site Manager has CCTV cameras he can install)
- Eco Team currently do gardening, but would like to expand to reach more pupils and parents.
- Want to put up more signage to explain areas that look overgrown are being managed for nature



Nature

Suggested actions:

- ❑ Engage with the [National Education Nature Park \(NENP\)](#) programme and other environmental organisations initiatives, campaigns and resources.
- ❑ Establish a designated Gardening / Nature Club
- ❑ Increase biodiversity and planting throughout site – focusing on ‘Playground Garden’ and ‘Wildlife Pond Area’ areas.



Climate Education & Green Skills

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this.

Pillars to be discussed:

1. Curriculum & Green Skills
2. Culture



Curriculum and Green Skills

Our findings:

- ✓ Run Forest School sessions on site twice a week - have a Forest School teacher
- ✓ Link sustainability in active play and lessons – such as Garden Centre play area.



Suggested actions:

- ❑ Carry out a curriculum audit to increase opportunities to make connections with sustainability
- ❑ Engage with local and national organisations (such as [Climate Ambassadors](#) scheme, [Young Climate Warriors](#)) and local businesses and parents to have assemblies, activities and visits relating to nature and sustainability.



Culture and Communications

Our findings:

- ✓ Sustainability Leadership - in progress
- ✓ Have an Eco Team and previously achieved Eco-Schools Green Flag award
- ✓ Engage with local eco events and initiatives
- ✓ Fantastic PTA group – support lots of sustainability work. However, concerns that only a few core people and will leave school soon and so need to engage more parents.



Suggested actions:

- ❑ Formalise your [Sustainability Working Group](#) to ensure a whole-settings approach and run by a designated Sustainability Lead (*DfE recommendation*)
- ❑ Re-do Count Your Carbon data collection with full data to calculate schools carbon footprint and use Playground tool with pupils
- ❑ Frequently communicate eco-work through available platforms and request support from parents.
- ❑ Have school-wide sustainability initiatives to involve all pupils (and parents).
 - e.g. Sustainable Swap events, gardening days, walking bus scheme)



Next steps

May 2025

Review and finalise Climate Action Plan with all internal key stakeholders.

Every 4-6 Weeks

School Sustainability Working Group meet and discuss actions and update Climate Action Plan.

Every 3 Months

Climate Action Advisor to check-in with school on progress and review actions.

May 2026

Re-do carbon footprint calculation.

Celebrate and communicate successes.

Review actions and add to new climate action plan.

Contact your Climate Action Advisor (CAA) anytime with questions or updates of your progress.

Melanie Parr - melanie.parr@letsgozero.org

