

Climate Action Plan – Richard Cloudesley School

Date written: December 2025

Next review date: December 2026

Previous review dates:

Signature from Senior leadership: Francis Gonzalez

Sites where CAP will be shared: School Website (www.cloudesley.islington.sch.uk)

What have we already achieved?

Actions	Benefits to school
Biodiversity	
Pupils have participated in activities at the secondary rooftop garden, such as growing their own fruits and vegetables (Summer 2025). – EK has setup lunchtime gardening club and secondary bee project underway – sixth form know your onions project (growing and selling)	Students gain gardening skills Mental health and wellbeing benefits from gardening Improvements in student behavior
Decarbonisation	
Solar panels at the secondary site DONE	Reduced Energy Costs: Solar panels generate electricity from sunlight, lowering the school's reliance on grid power and decreasing monthly utility bills. Environmental Impact: By using renewable energy, the school reduces its carbon footprint and supports decarbonization efforts, contributing positively to climate action goals.
Low energy lighting being installed at secondary DONE	Lower energy costs and maintenance – LED lighting reduces electricity use by up to 60% and lasts longer, saving money on bills and replacements. Improved learning environment – Flicker-free, consistent light supports concentration, reduces eye strain, and creates a safer, more comfortable space. Supports sustainability goals – Cuts carbon emissions and aligns with school climate action plans and government energy efficiency targets.
More efficient boiler being installed in summer 2026 – Going ahead in summer break – new heating system	Lower heating costs – A high-efficiency boiler reduces fuel use, saving money on energy bills.

	Supports sustainability goals – Cuts carbon emissions and helps meet net-zero and compliance targets. Improved comfort and reliability – Provides consistent heating and reduces risk of breakdowns during cold weather.
Adaptation and Resilience	
Applied and received planning permission for air conditioning in Sky classes - Site visit – worries about noise affecting planning compliance – council covering additional cost of noise shielding – hopefully no delays as we are due a hot winter – consider possible escalation	Enhanced comfort and focus – Maintains a cool, stable temperature so pupils can concentrate and staff can teach effectively during hot weather. Improved health and wellbeing – Better air quality and reduced humidity support respiratory health and overall classroom comfort.
Climate Education and Green Careers	
Climate topics already appear in PSHE, science, geography, assemblies, and eco-committee projects (e.g., biodiversity, air quality, active travel, waste reduction). Enrichment activities included. Aim to involve pupils in Energy Sparks and recycling – SW will highlight climate action elements of the PoS	Deeper understanding of sustainability – Pupils learn how climate change affects their lives and communities, building knowledge for informed choices.
Rooftop gardening, recycling initiatives, clean air plans, and plant-based menu days support hands-on learning. – see first section	Practical skills and empowerment – Hands-on projects (gardening, recycling, active travel) give pupils real-world experience and a sense of agency to make positive change.

How is the school community engaged in developing our climate action plan?

Community engaged	How?	When?
Learners	We have not yet involved pupils in developing our climate action plan. This will be done, where appropriate as part of humanities lessons.	As part of lessons in summer 2026 onwards
Staff	Staff representatives from each site at the climate action planning meeting	December 2025
Leadership and governors	Governor leading the climate action planning group	December 2025
Parents and care givers	Not yet involved – although the governor is also a parent governor	-



Pillar 1: Biodiversity

Vision: A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

Areas of action

- Increase biodiversity in and around education settings
- Improve air quality in and around education settings
- Create opportunities for children to access nature
- Develop the skills and confidence of learners to take care of their local environment

Co-benefits of biodiversity pillar

- Mental health and wellbeing
- Physical health
- Careers and skills of learners

Richard Cloudesley School's long-term goals in biodiversity

1. Improve the outside areas to enhance learning and wellbeing.
2. Ensure that all new developments with outside space at the school incorporate a strong biodiversity element.
3. Embed regular access to outside spaces within the school curriculum as a core part of the Cloudesley Promise, ensuring all pupils benefit from outdoor learning experiences that support their education, wellbeing, and connection to nature.

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1. Improve the outside areas to enhance learning and wellbeing.				
Explore the possibility of grants to support the development of outside spaces.	Spring/Summer 2026	Grant application templates, staff time, local authority contacts	Senior leadership, business manager, site manager	Number of grant applications submitted; funding secured School food matters , apiary group – resource support form external bodies
Assign a responsible person in secondary to lead garden development and upkeep. EK has started specialist PMLD training on climate professional development run by SALTs – will be accredited trainers	By end of Spring 2026	Role description, time allocation	Senior leadership, secondary staff	Responsible person assigned – EK begun this – want to do more in primary with the outside space

Ensure provision of waterproof and warm clothing for pupils and staff involved in outdoor activities. – summer and winter months	Annually, each Summer term	Budget for clothing, supplier contacts, storage	Business manager, class teachers, parents/carers	All participants equipped for outdoor activities; feedback from staff and pupils - more clothing to be purchased – wellies / capes
Develop a seasonal plan for planting, maintenance, and use of the space for curriculum-linked projects.	Annually, each Summer term	Review templates, meeting time	Senior leadership, garden lead, eco-committee	Review report completed; improvements identified and actioned EK begun this in secondary – primary? Cat?
Goal 2: Ensure that all new developments with outside space at the school incorporate a strong biodiversity element.				
All new outdoor spaces will be designed with biodiversity as a core principle.	Ongoing; as new spaces are developed	Design guidelines, biodiversity checklists, landscaping support	Site manager, architects, senior leadership	Biodiversity features included in all new projects; annual review – Years 2 / 3
Staff and pupils will be involved in planning, planting, and maintaining these spaces.	For each new project; review annually	Meeting time, planting resources, training	Teachers, pupils, garden lead	Participation rates; feedback from staff and pupils; project completion – Years 2 / 3
Progress will be reviewed annually to ensure continued improvement and engagement	Annually, each Summer term	Review templates, meeting time	Senior leadership, garden lead, eco-committee	Review report completed; improvements identified and actioned – Years 2 / 3
Goal 3: Embed regular access to outside spaces within the school curriculum as a core part of the Cloudesley Promise, ensuring all pupils benefit from outdoor learning experiences that support their education, wellbeing, and connection to nature.				
Integrate Outdoor Learning into Lesson Plans: Require each subject area to include at least one outdoor learning activity per term, ensuring all pupils regularly engage with outside spaces as part of their curriculum	Each academic year; review termly	Lesson planning time, outdoor equipment	Teachers, curriculum leads, pupils	Number of outdoor lessons per term; teacher feedback; pupil engagement – Years 2 / 3
Develop a Seasonal Outdoor Activity Calendar: Create a school-wide calendar of outdoor activities—such as gardening, nature walks, and environmental	By start of each academic year	Calendar template, staff input, gardening supplies	Teachers, eco-committee, pupils	Calendar published; range of activities delivered; participation rates – Years 2 / 3

projects—linked to curriculum topics and the Cloudesley Promise				
Provide Training and Resources for Staff: Offer professional development and practical resources to help teachers confidently deliver outdoor learning experiences, supporting consistent and effective use of outside spaces across the school.	Annually, before start of school year	CPD budget, external trainers, resource packs	Senior leadership, teaching staff	Number of staff trained; confidence levels in delivering outdoor learning (survey) – Years 2 / 3 once EK has finished training



Pillar 2: Decarbonisation

Vision: Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.

Areas of action

Reducing emissions created through:

- Energy usage and utilities
- Purchasing and services
- Transport to and from school
- Food and drinks

Co-benefits of biodiversity pillar

- Cost reductions through increased efficiency (school materials, food and energy)
- Physical health from increased active transport
- Healthy food served to students and staff

Richard Cloudesley School's long-term goals in decarbonisation

1. Extend successful sustainability and decarbonisation initiatives from the secondary site to the primary site, ensuring both campuses benefit from improved energy efficiency, reduced emissions, and enhanced climate action practices.
2. To evaluate how efficient the supply changes are (e.g. Amazon)
3. Establish the school's carbon footprint by systematically reviewing travel to and from school and between sites, supporting targeted climate action and sustainability planning.
4. Reduce waste across the school by improving practices related to paper, food, and recycling.
5. Enhance indoor environments by increasing greenery, including the addition of more plants and the potential installation of a living wall

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1: Extend successful sustainability and decarbonisation initiatives from the secondary site to the primary site, ensuring both campuses benefit from improved energy efficiency, reduced emissions, and enhanced climate action practices.				

Audit and Document Existing Initiatives: Review and document all current sustainability and decarbonisation measures at the secondary site, including energy-saving technologies, waste reduction programmes, and renewable energy installations	By end of Summer term 2026	Audit tools, staff time, documentation templates	Site manager, sustainability lead, business manager	Audit report completed; list of initiatives documented; staff feedback Energy Sparks can come in to speak to the pupils – and advise on what we can do
Develop a Transfer and Implementation Plan: Create a detailed plan to adapt and implement these successful initiatives at the primary site, considering site-specific needs, resources, and timelines.	Autumn term 2026	Planning meetings, adaptation resources, consultation with staff	Senior leadership, site managers, governors	Plan approved; milestones set for implementation; staff engagement
Monitor, Support, and Review Progress: Establish regular monitoring and support mechanisms to track implementation at the primary site, gather feedback, and review progress annually to ensure both campuses achieve their climate action goals.	Ongoing; annual review	Monitoring tools, feedback forms, review meetings	Site managers, staff, pupils, governors	Progress reports; achievement of milestones; feedback from primary site; annual review outcomes
Goal 2: To evaluate how efficient the supply changes are (e.g. Amazon)				
Conduct a Supplier Efficiency Audit: Review and assess the efficiency and sustainability of current supply chains, including major suppliers such as Amazon, focusing on delivery practices, packaging, and environmental impact.	By end of Autumn term 2026	Supplier data, audit checklist, procurement policy documents	Business manager, procurement staff, admin team	Audit completed; recommendations made; supplier ratings improved

Implement and Monitor Improvements: Based on audit findings, introduce changes to procurement processes to improve efficiency and sustainability, and regularly monitor supplier performance to ensure ongoing progress.	Spring term 2027 onwards	Updated procurement policy, monitoring tools, staff training	Business manager, admin staff, suppliers	Reduction in packaging/waste; improved supplier ratings; regular monitoring reports – conscious choosing later delivery when using amazon but orders tend to be put in 'urgently' needing things for lessons next day / week – EK will speak to teachers about orders – take back to department meetings - consider procurement windows
Goal 3: Establish the school's carbon footprint by systematically reviewing travel to and from school and between sites, supporting targeted climate action and sustainability planning.				
Analyse travel to and from school and between sites for staff and students to identify key sources of emissions.	By end of Spring term 2026 Autumn 2026	Survey tool, data analysis software, travel logs	Staff, pupils, admin team, sustainability lead	Travel data collected; key emission sources identified; report published
Carry out a survey of staff travel habits to gather data for the carbon footprint assessment and inform future sustainability initiatives.	By end of Spring term 2026 Autumn 2026 – tie in COP 31 – 9th – 20th November	Survey platform, communication materials	Staff, admin team	Survey response rate; data quality; use of results in planning
Goal 4: Reduce waste across the school by improving practices related to paper, food, and recycling.				
Explore the feasibility of installing compost bins at both sites to manage food waste sustainably	By end of Autumn term 2026	Compost bins, site assessment, training materials	Site manager, catering staff, eco-committee	Feasibility report; compost bins installed; reduction in food waste – have bins and beginning to use them – getting a compost bin – find out council's food waste strategy
Assess current meal provision at both sites to identify opportunities for reducing food waste and promoting sustainable choices.	By end of Autumn term 2026	Meal data, staff time, consultation with catering provider	Catering staff, business manager, pupils	Opportunities identified; changes implemented; reduction in food waste
Review existing recycling systems for paper and other materials, and implement improvements to increase recycling rates and reduce overall waste.	By end of Spring term 2027	Recycling bins, signage, awareness campaign materials	Site manager, staff, pupils, eco-committee	Recycling rates increased; waste audits; staff and pupil feedback

Goal 5: Enhance indoor environments by increasing greenery, including the addition of more plants and the potential installation of a living wall.

Assess suitable indoor areas for additional plants and identify locations where a living wall could be installed.	By end of Autumn term 2026	Site survey tools, consultation with suppliers	Site manager, staff, pupils	Assessment report; locations identified; staff and pupil input
Implement a phased plan to introduce more plants and, if feasible, install a living wall to improve air quality and wellbeing.	Spring/Summer 2027 onwards	Plants, living wall system, maintenance plan, funding	Site manager, business manager, staff, pupils	Number of plants/living walls installed; indoor air quality measures; wellbeing feedback



Pillar 3: Adaptation and Resilience

Vision: *e.g. Resilience to climate change: adapting our education and care buildings and systems to prepare for the effects of climate change.*

Areas of action

- Reducing the effects of overheating and/or flooding through physical or operational changes to the site
- Developing resilience in education settings to extreme weather events
- Developing staff, learner and community resilience to a changing environment

Co-benefits of biodiversity pillar

- Attainment – student education is not affected by extreme weather
- Students and staff are prepared for a changing British climate

Richard Cloudesley School's long-term goals in Adaptation and Resilience

1. Provide adequate shade and shelter in outdoor areas to protect pupils and staff from extreme weather.
2. Ensure the whole school community is prepared to stay safe and comfortable during heatwaves through education and practical measures.

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1: Provide adequate shade and shelter in outdoor areas to protect pupils and staff from extreme weather.				
Assess outdoor spaces to identify locations where shade or shelter is needed, such as installing a pagoda in the Sky area.	By end of Spring term 2026	Site survey tools, design input, consultation with staff and pupils	Site manager, teaching staff, pupils	Assessment report completed; locations identified for shade/shelter
Implement passive techniques and physical structures to manage temperatures and ensure	Summer term 2026	Funding, contractors, materials (e.g. shade structures, shelters), maintenance plan	Site manager, contractors, business manager	Structures installed; improved comfort in outdoor areas; user feedback – Pagoda being installed in primary sky dept

comfort during hot or inclement weather.				
Goal 2: Ensure the whole school community is prepared to stay safe and comfortable during heatwaves through education and practical measures.				
Develop and deliver educational sessions for staff and pupils on recognising heat-related risks and effective strategies to stay cool, such as hydration and appropriate clothing.	Annually, before summer	Lesson plans, training materials, staff time	Teachers, health lead, pupils	Number of sessions delivered; pupil and staff understanding (quiz/survey); reduced heat-related incidents
Install and maintain accessible cooling equipment (e.g. switch-accessible fans) in classrooms and communal areas.	By Summer 2026; ongoing maintenance	Fans, maintenance budget, installation support	Site manager, IT/maintenance staff	Equipment installed and operational; classroom temperature logs; staff and pupil feedback
Promote and monitor regular hydration and breaks during hot weather, ensuring all pupils and staff have access to water and shaded areas.	Ongoing, especially in summer	Water stations, signage, shaded areas, staff supervision	All staff, pupils	Hydration points in use; regular breaks observed; reduced heat-related incidents



Pillar 4: Climate Education and Green Careers

Vision: *e.g. Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.*

Areas of action

- Embedding climate education across the curriculum
- Building green skills in learners, staff and the education setting community
- Provide students with skills and opportunities to pursue green careers

Co-benefits of climate education and green careers pillar

- Students prepared with skills they need for a future net zero world (employability, resilience and can play an active role in building a just transition)
- Careers and skills of learners

Richard Cloudesley School's long-term goals in climate education and green careers

1. Ensure staff feel confident to teach about climate change, sustainability and biodiversity - educating not scaring the children
2. Develop a calendar of climate education across the school year that integrates with assemblies and lesson themes.
3. Broaden the range of work experience opportunities for pupils within green careers, connecting them with local organisations and projects.

Action	Timescale to complete	Resources required	People to involve	Measures of success
Goal 1: Ensure staff feel confident to teach about climate change, sustainability and biodiversity - educating not scaring the children				
Deliver educational sessions for staff and pupils on recognising heat-related risks and effective strategies to stay cool, such as hydration and appropriate clothing.	Annually, before summer	Lesson plans, training materials, staff time	Teachers, health lead, pupils	Number of sessions delivered; staff confidence (survey); pupil understanding (quiz/survey)
Goal 2: Develop a calendar of climate education across the school year that integrates with assemblies and lesson themes.				
Map out key climate education topics and align them with relevant assemblies and	By start of each academic year	Curriculum planning time, input from staff	Teachers, curriculum leads	Calendar published; topics covered; staff and pupil feedback

curriculum themes throughout the school year.				
Coordinate with staff to ensure climate education activities are consistently delivered and reflected in both assemblies and classroom lessons.	Ongoing, review termly	Staff meeting time, lesson resources	Teachers, curriculum leads	Activities delivered as planned; pupil engagement; consistency across curriculum
Goal 3: Broaden the range of work experience opportunities for pupils within green careers, connecting them with local organisations and projects.				
Identify and establish partnerships with local green organisations and initiatives, such as Fortune Park, the Harrington Scheme, and City Farm.	By end of Autumn term 2026	Contact lists, partnership agreements	Careers lead, local organisations	Number of partnerships; range of placements offered; feedback from partners Islington ecology centre to be explored
Develop a structured programme to offer pupils hands-on work experience placements in green careers throughout the school year	Spring term 2027	Programme materials, staff time, transport arrangements	Careers lead, teachers, partner organisations	Number of pupils placed; feedback from pupils and partners; skills developed
Monitor and review the effectiveness of placements, gathering feedback from pupils and partner organisations to continually improve opportunities.	Annually	Feedback forms, review meetings	Careers lead, pupils, partners	Feedback collected; improvements implemented; increased satisfaction and participation

Active grants:

Royal Society - Partnership Grants – up to **£3,000** - deadline: **30th Nov 2026**

<https://royalsociety.org/grants/partnership-grants/>

Royal Society - Tomorrow's Climate Scientists (extension of Partnership Grants) – up to **£3,000** - deadline: **30th Nov 2026**

[Tomorrow's Climate Scientists | Royal Society](#)

Alpket Foundation - Small grants - **£50-£500** - deadline: open on a **rolling basis** (recently opened)

[Apply for an Alpket Foundation Grant](#)

Ford Britain Trust - Large Grants – up to **£3,000** - open on a **rolling basis**

<https://www.ford.co.uk/experience-ford/news/ford-britain-trust>

National Lottery - Awards for All (Environment) – **£300–£20,000** - open on a **rolling basis**

<https://www.tnlcommunityfund.org.uk/funding/funding-programmes/national-lottery-awards-for-all-england-environment/>