



The Park Federation Academy Trust

Sustainability Strategy 2025-2030

Version History

Version	Date	Status and Purpose	Changes overview
1	May 2025	Draft prepared by Jas Sohal and incorporates comments from Let's Go Zero	
2	June 2025	Principal reviewed dates	
3	June 2025	FOC reviewed	
4	July 2025	Board approved	

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors

Date of approval
Date of review

Dr. Martin Young.
July 2025
October 2026

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To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

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Purpose

The Park Federation Academy Trust details its strategic aims for the 2025-2030 period. This is in line with the DfE expectations as outlined in 2023 for the education sector to play its role in positively responding to change and inspiring action on an international stage.

Context

The latest synthesis report of the [Intergovernmental Panel on Climate Change](#) (2023) delivers a stark warning about the accelerating climate crisis and the need to act on climate change. It finds that the observed rise in global average temperatures is ~ 1.1°C above pre-industrial times, with impacts being felt as increases in average and peak temperatures, frequency of severe weather events, sea level rise and disruption to ecosystems. Climate change is unjust, exacerbating existing inequalities as poorer communities face greatest impacts whilst having fewer resources available to adapt. Human activity is unequivocally driving this increase and the IPCC emphasises that urgent and deep reductions in emissions are needed to stabilise the climate and avoid the most severe and irreversible impacts.

The UK government has adopted a legal framework under the [Climate Change Act](#) (2008) with a national net zero target of 2050. The DfE "[Sustainability and climate change](#)" (2022) policy paper identifies the importance of the education sector, ensuring that current and future generations are given the right knowledge and skills for a world affected by climate change.

The DfE expects all schools to have a [Climate Action Plan and sustainability leadership](#) in place by the start of the 2025-26 academic year.

Vision

Our Trust recognises the need to foster a culture of environmental responsibility and sustainability across all our academies, equipping our children with the knowledge, skills, and values to become informed and active citizens in a changing world, and we will develop school leaders to be ambassadors for the environment; they will aim to gain commitment to action for sustainability.

Mission

We are committed to:

- Minimising our environmental impact: By reducing our carbon footprint, conserving resources, and promoting sustainable practices across all our operations. We will work towards achieving carbon neutrality in line with government objectives by reducing our carbon footprint as much as possible.
- Educating for sustainability: By integrating environmental education into the curriculum, providing opportunities for environmental action, and fostering a deep understanding of sustainability issues amongst our children and the whole school community.
- Leading by example: By demonstrating best practices in sustainability within our own operations and engaging with our wider community to promote environmental awareness and commitment to action.

Key Priorities

- Reduce our carbon emissions.
- Transition to renewable energy sources (e.g., solar panels, green tariffs).
- Improve energy efficiency in our buildings (e.g., LED lighting, insulation, smart thermostats).
- Reduce reliance on single-use plastics and promote sustainable procurement.

- Encourage sustainable travel options for staff and children (e.g., cycling, walking, public transport).
- Provide electrical vehicle charging points to support staff who are making the switch from petrol or diesel cars.
- Enhance environmental education.
- Integrate sustainability into the curriculum.
- Provide opportunities for outdoor learning and environmental projects utilising learning from recommended programmes such as the National Education Park.
- Encourage school councils to discuss and become eco-councils in each academy.
- Raise awareness of environmental issues through assemblies, workshops, and guest speakers.
- Build strong partnerships with existing organisations who focus on sustainability e.g. Letsgozero.
- Engage with our community.
- Collaborate with local authorities and community groups on environmental projects.
- Provide staff with training on environmental issues and best practices.
- Promote sustainable living practices within our local communities.
- Organise community events and initiatives to raise awareness of environmental issues.
- Monitor and evaluate our progress.
- Regularly track and report on our environmental performance.
- Set sustainability targets and monitor progress towards achieving them.
- Continuously review and improve our sustainability practices based on data and feedback.

Values

- Responsibility: We are responsible for our environmental impact and will strive to minimise our carbon footprint.
- Collaboration: We will work together with our academies, contractors, staff, children and communities to achieve our sustainability goals.
- Innovation: We embrace innovative solutions and explore new ways to improve our environmental performance.
- Education: We will prioritise environmental education and empower our children to become responsible global citizens.

Leadership & Governance

- The Trust lead on climate change and sustainability is Nevin Abraham, Board Director. They will be supported by Jas Sohal, Chief Operating Officer on operational matters incorporating buildings and estates and at academy level Principals on curriculum and careers.
- The Trust will discuss the development and implementation of climate action with the Board of Directors through meetings initially held with the Finance and Operations Committee.
- Each academy has a designated sustainability lead who will have time allocated to this role (other staff will deliver and support specific actions but this individual will coordinate for the academy and communicate with the Trust sustainability network).
- A Trust wide working group / network / forum will be established to support academy-based sustainability leads. This should include staff from all areas such as teaching, leadership, estates, finance and catering when specific topics are being discussed.
- The Trust will establish Key Performance Indicators (KPIs) for each of the four climate action pillars, Climate Education and Green Careers, Biodiversity, Adaptation and Resilience and Decarbonisation at Trust level. This includes quantitative measures for decarbonisation and energy efficiency, in line with the Trust headline goal for net zero.

Current Position

Over the past four years the Trust has implemented a number of actions and initiatives that have been designed to reduce or negate its carbon impact and waste of natural resources. These include:

- As a trust we have ensured that eight of our academies have Heat Decarbonisation Plans in place that provide the Board of Directors with a strategic roadmap to transition away from fossil fuel-based heating systems to low carbon alternatives which in turn help us achieve net zero greenhouse gas emissions by 2050. We will secure plans for any remaining academies through the Salix schemes. These plans have allowed us to install more efficient boilers at a number of our academies.
- We have installed EV charging points for staff at 7 of our academies during 2025. One of our existing academies already had EV charging points as part of the original build.
- At Iver Village Infant Academy and in parts of Wood End Park Academy, we have improved the building fabric and its insulation levels.
- Across the trust we have installed LED lighting with over 50% of buildings benefiting and the remainder planned for the coming years.
- We have also worked with all stakeholders to promote recycling at all sites.
- We also ensure that ICT equipment is recycled.
- Meetings are held online, which reduces the needs for travel.
- Annual streamlined energy and carbon reporting is in place.
- Group procurement of energy is in place.
- Our academies have also launched teaching led initiatives with some of them participating in accredited schemes, for example Eco Schools.

Our Future Plans

Our plans for the future need to focus and accelerate our journey to minimise our carbon impact, with the aspiration of achieving Net Zero within ten years.

The DfE wants education settings to address four key areas in their Climate Action Plans; the actions outlined below are colour-coded correspondingly to illustrate which of the four areas they principally address.

Colour Key:

Decarbonisation	Adaptation and Resilience
Environment & Biodiversity	Climate Education & Green Careers

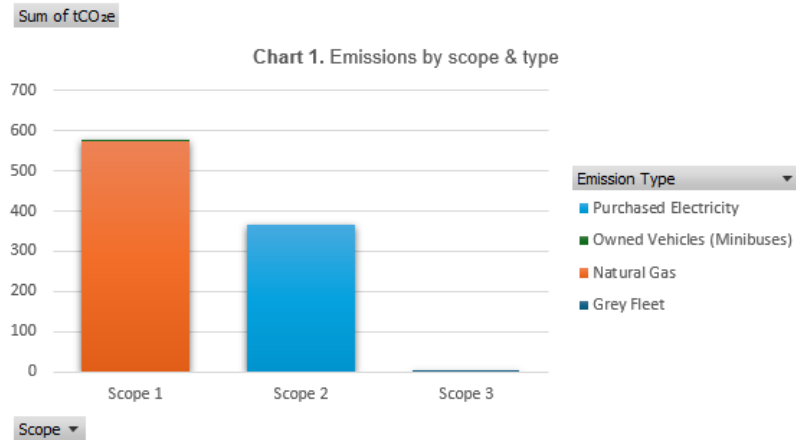
Teaching and Learning, Pupils, Staff and Community		
Action	By	Who will monitor progress
All academies to have registered with Let's Go Zero	End of May 2025	COO/FOC
All academies to have registered with ECO Schools for Green Flag accreditation	End of July 2025	Academy Council
All academies to have Sustainability Leads in place	End of August 2025	Executive Team
All academies to have Climate Action Plans (CAPs) in place	End of October 2025	Academy Council/FOC
Trust wide meetings to share good practice to take place termly	Initial meeting with Let's Go Zero in July to create CAPs September 2025 – timetable	Executive Team

	to be communicated for Sustainability Lead meetings with Let's Go Zero supporting	
Sustainability to be embedded into CPD and curriculum planning in all academies	End of Academic Year 2026/27	Academy Council
Learn how we can improve the environment and biodiversity by engaging with National Education Nature Park	Implement 25/26 Embed End of Academic Year 26/27	Academy Council
Use the green spaces in every academy as part of the curriculum to support Health and Wellbeing	End of Academic Year 25/26 (Target Spring Term 2026)	Academy Council
Build and enhance relationships with Sustainability teams in local councils and Local Authorities.	End of Academic Year 25/26 (Target Summer Term 2026)	Academy Council
All academies to have forest school and/or ecology /horticulture spaces on site encouraging biodiversity and environmental awareness	End of Academic Year 26/27	Academy Council
All academies to have pupil representatives (councils / committees) considering environmental issues	End of Academic Year 25/26 (Autumn Term)	Academy Council
All academies to identify local/community environmental groups with which to share knowledge and experiences	End of Academic Year 25/26 (Autumn Term)	Academy Council
Academies to identify opportunities for pupil work experience in the green sector	End of Academic Year 2027/28 (In place by Summer 2028)	Academy Council
Energy management campaign to be in place in each academy	End of Academic year 2025/26 (Spring 2026)	Executive Team/Academy Council
Academy to action Year on year reduction strategies in relative energy consumption across the Academy/MAT	End of academic year 2025/26	Executive Team/Academy Council
Academy to action year on year reduction strategies in relative business car mileage travelled	End of academic year 2025/26	Executive Team/Academy Council
Greater use of on-line meetings and training – reducing the necessity to travel	End of academic year 2025/26 (Start September 2025)	Executive Team
Cease all use of single use	End of academic year 2030	Executive Team

(plastic) cups, cutlery, other items		
Academy to action year on year reduction strategies in printing / copying on paper and procurement of sustainably sourced paper	End of academic year 2026 (Start September 2025)	Executive Team/Academy Council
All academies to review waste and recycling quantities/contracts to ensure maximum recycling efficiency	End of academic year 2026/27 (Start September 2025)	Executive Team/Academy Council
Survey how children and staff travel to the academy and inform parents	End of academic year 2025/26 (Survey by end of Autumn 2025)	Executive Team/Academy Council
Build relationships with local business to provide educational school trips	End of academic year 2025/26	Executive Team/Academy Council
All academies to implement a water usage policy that aims to reduce water wastage	End of academic year 2025/26	Executive Team/Academy Council
All academies to register for UK Health Security Heat Health Alerts and write a heatwave policy to outline practice and implementation	End of academic year 2025/26	Executive Team/Academy Council

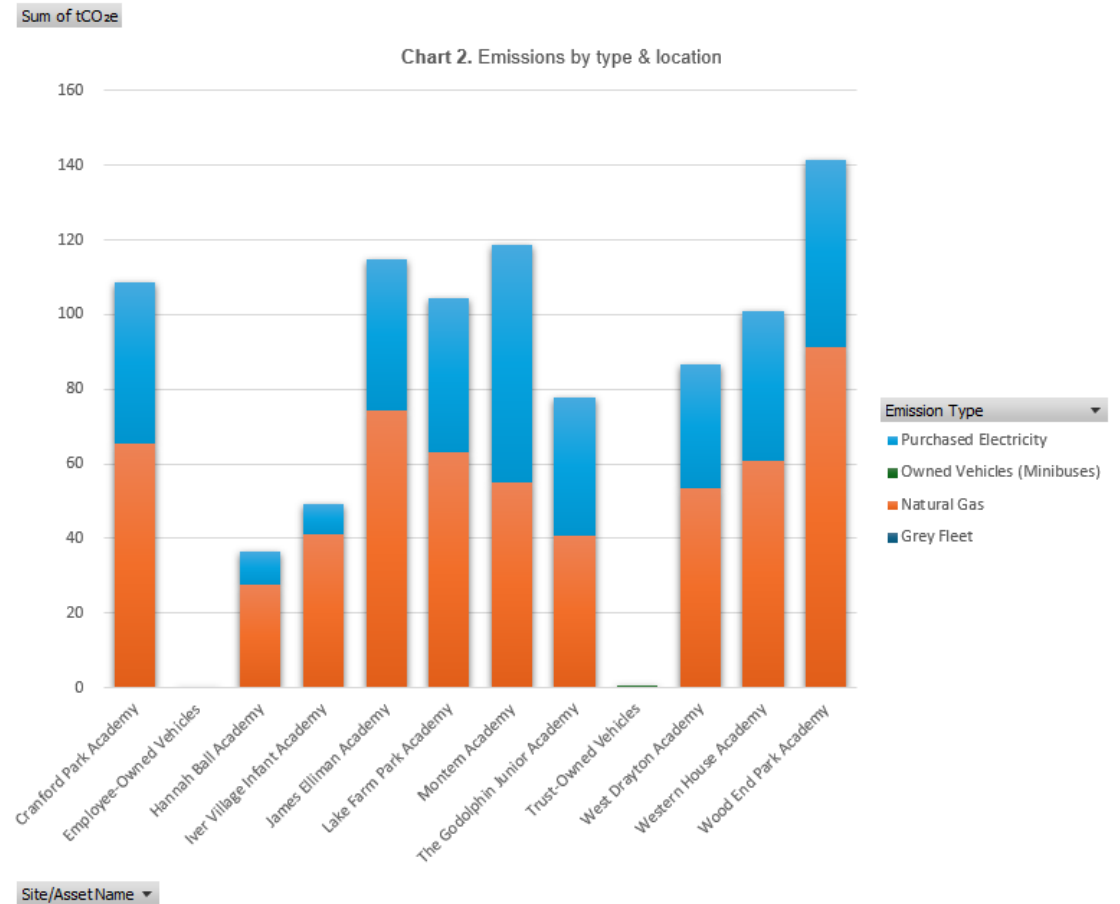
Operations		
Action	By	Who will monitor progress
All major building infrastructure improvement projects to contribute to carbon reduction	Annual reviews	FOC
All new building projects to incorporate carbon reduction design and technology	Annually	FOC
LED replacement project to continue	All academies to have LED lighting by 2026/2027	FOC
Solar panels to be in place to reduce reliance on electricity	End of academic year 2028/2029	FOC
All heating system replacements to use sustainable energy where technologically possible	End of 2030	FOC
Procurement / leasing of academy vehicles to include electric options	End of 2027	FOC
All procurement by tender to include analysis of environmental credentials of suppliers	End of academic year 2025/26 and then reviewed annually	COO/FOC
Conduct a water audit	By 01 September 2026	FOC

Appendix 1: Streamlined Energy and Carbon Reporting for The Period 01/09/23 to 31/08/2024



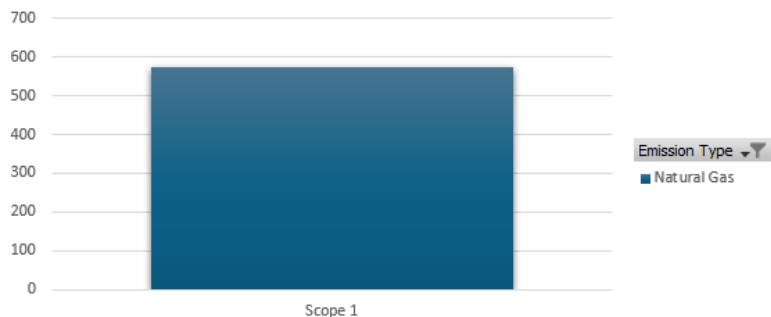
Energy & emissions by site/asset name

Row Labels	Sum of kWh	Sum of tCO ₂ e
Wood End Park Academy	740,931	141.4
Montem Academy	608,528	118.7
James Elliman Academy	601,284	114.7
Cranford Park Academy	566,529	108.7
Lake Farm Park Academy	544,024	104.3
Western House Academy	526,146	100.9
West Drayton Academy	453,197	86.8
The Godolphin Junior Academy	401,470	77.7
Iver Village Infant Academy	264,638	49.4
Hannah Ball Academy	194,734	36.7
Trust-Owned Vehicles	1,794	0.5
Employee-Owned Vehicles	86	0.0
Grand Total	4,903,360	939.7



Sum of tCO₂e

Chart 1. Emissions by scope & type



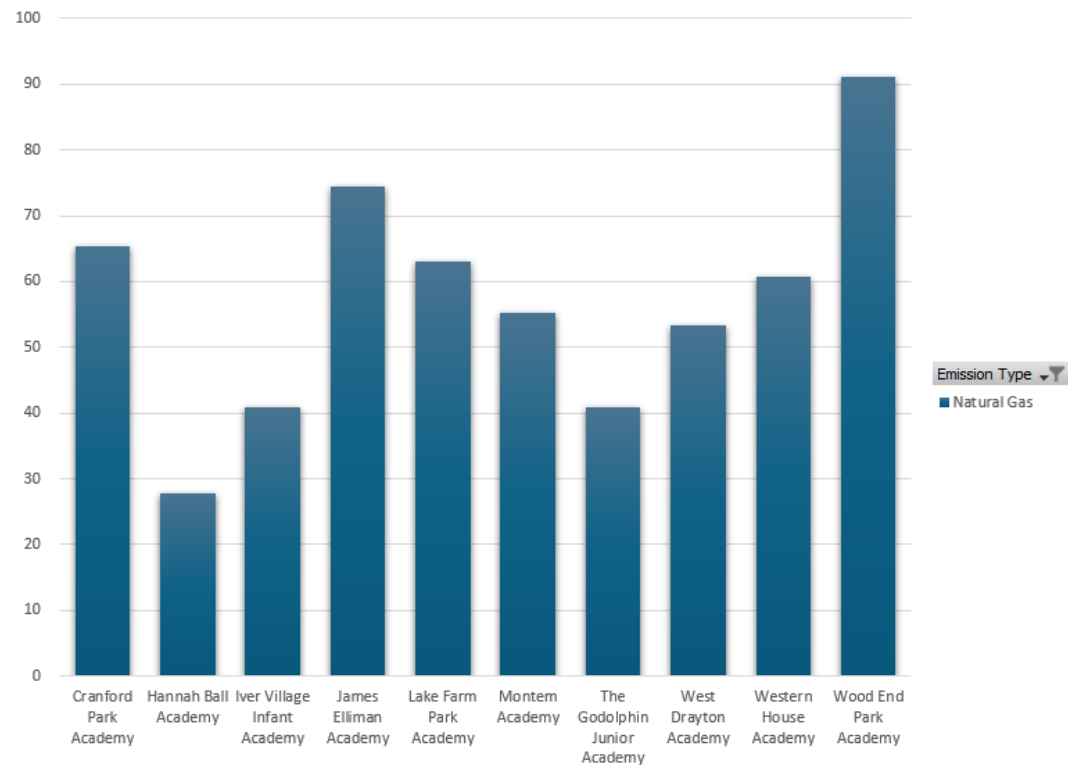
Scope

Energy & emissions by site/asset name

Row Labels	Sum of kWh	Sum of tCO ₂ e
Wood End Park Academy	498,144	91.1
James Elliman Academy	406,647	74.4
Cranford Park Academy	357,837	65.4
Lake Farm Park Academy	344,846	63.1
Western House Academy	331,763	60.7
Montem Academy	301,579	55.2
West Drayton Academy	291,196	53.3
Iver Village Infant Academy	223,751	40.9
The Godolphin Junior Academy	222,988	40.8
Hannah Ball Academy	151,693	27.7
Grand Total	3,130,444	572.6

Sum of tCO₂e

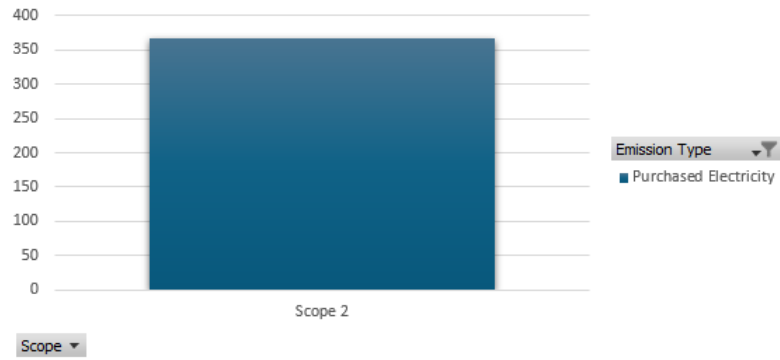
Chart 2. Emissions by type & location



Site/Asset Name

Sum of tCO₂e

Chart 1. Emissions by scope & type

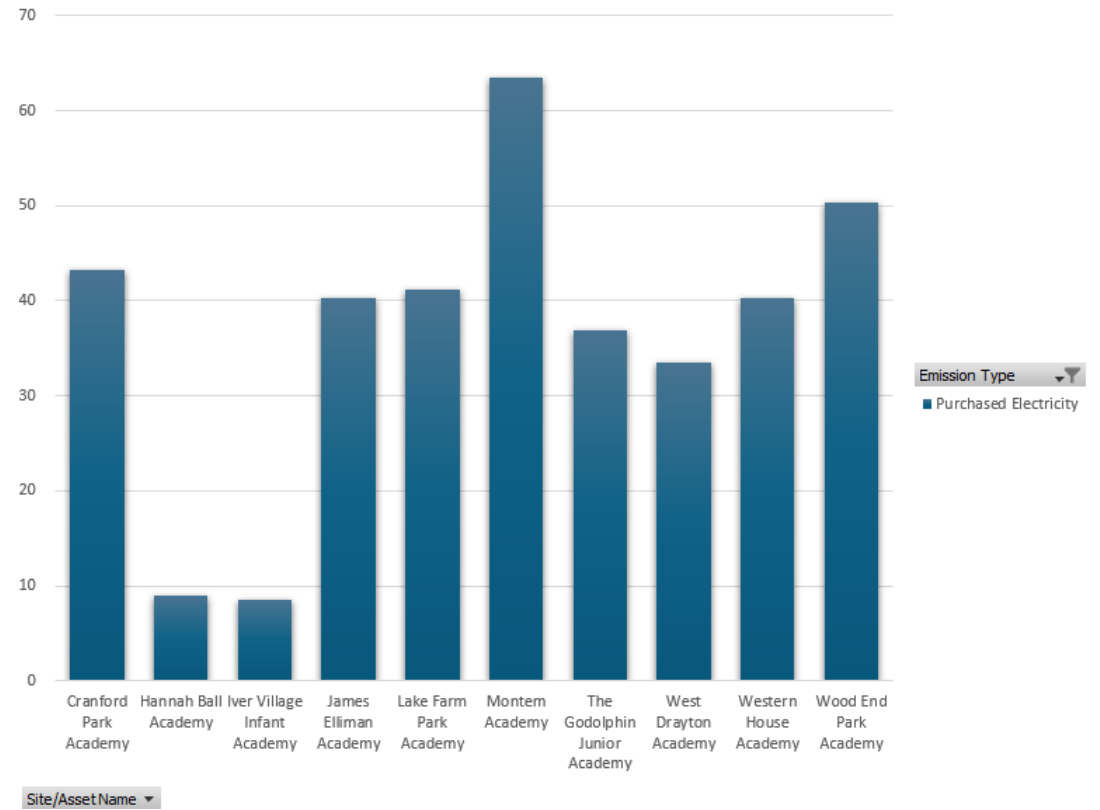


Energy & emissions by site/asset name

Row Labels	Sum of kWh	Sum of tCO ₂ e
Montem Academy	306,949	63.6
Wood End Park Academy	242,787	50.3
Cranford Park Academy	208,692	43.2
Lake Farm Park Academy	199,178	41.2
James Elliman Academy	194,637	40.3
Western House Academy	194,383	40.2
The Godolphin Junior Academy	178,482	37.0
West Drayton Academy	162,001	33.5
Hannah Ball Academy	43,041	8.9
Iver Village Infant Academy	40,888	8.5
Grand Total	1,771,037	366.7

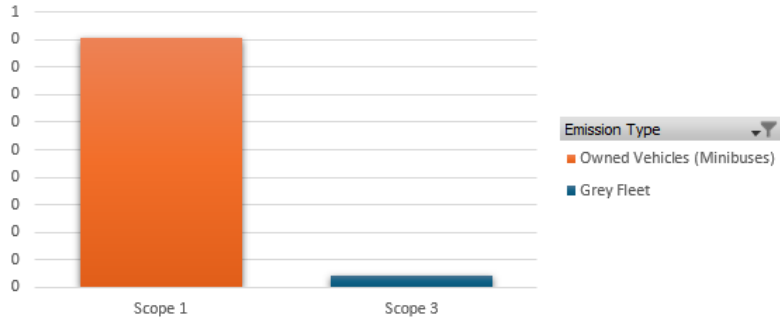
Sum of tCO₂e

Chart 2. Emissions by type & location



Sum of tCO₂e

Chart 1. Emissions by scope & type



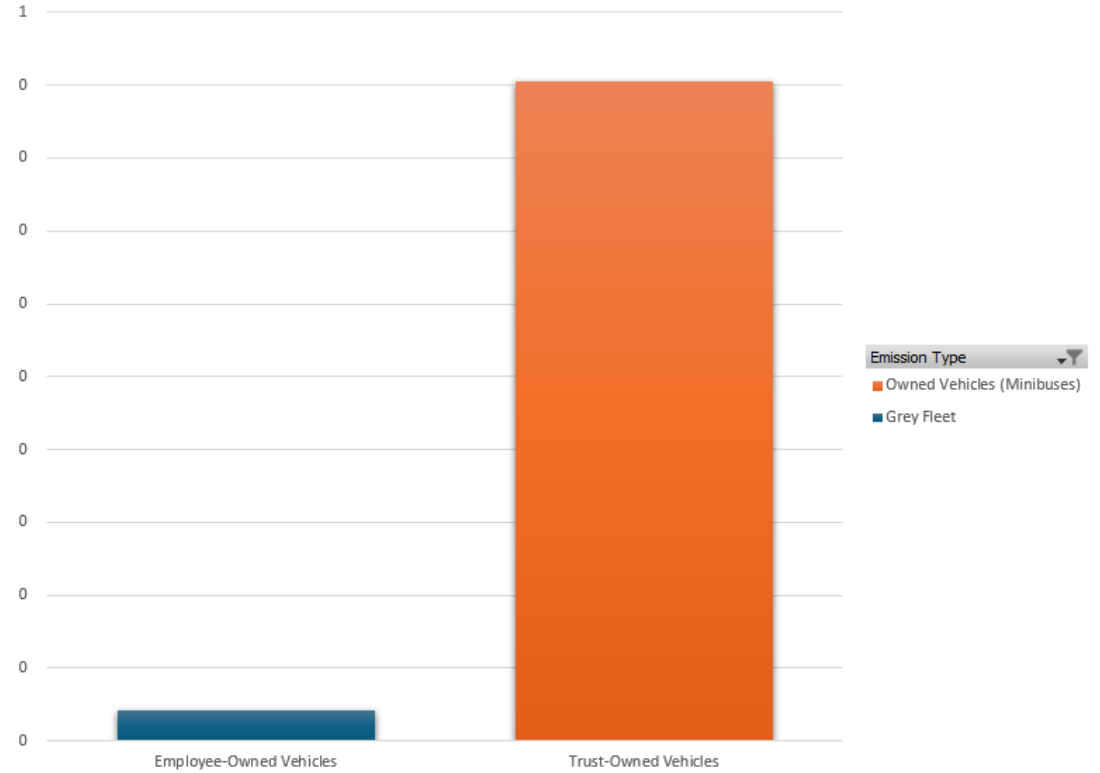
Scope ▾

Energy & emissions by site/asset name

Row Labels	Sum of kWh	Sum of tCO ₂ e
Trust-Owned Vehicles	1,794	0.5
Employee-Owned Vehicles	86	0.0
Grand Total	1,879	0.5

Sum of tCO₂e

Chart 2. Emissions by type & location



Site/AssetName ▾