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Hassle Free Carbon Reporting

CARBON FOOTPRINT REPORT

Holy Trinity CofE Primary School

Baseline Carbon Footprint Assessment
June 2026

Prepared by eco-soar®

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01. Executive Summary

This report presents the first carbon footprint baseline for Holy Trinity CofE Primary School and provides an assessment of greenhouse gas emissions associated with the school's operations during the 2025/26 reporting period. The assessment has been undertaken using recognised carbon accounting methodologies and Department for Education guidance to establish a clear starting point for future carbon reduction activities.

The analysis presents an overview of emissions generated across key areas of school activity, including energy consumption, transport, waste, and procurement. It identifies the principal emission sources and highlights key carbon hotspots, enabling a clearer understanding of where the greatest environmental impacts occur and where targeted action can deliver the most significant benefits.

The findings establish a reliable baseline from which the school can monitor performance and progress over time. They also provide an evidence base to support the development of a tailored Climate Action Plan, aligned with the DfE's ambition for the education sector to achieve net zero emissions.

In addition to supporting operational decision-making, this report reinforces the role for the school in promoting sustainability within the wider community. By embedding environmentally responsible practices and encouraging behavioural change, Holy Trinity CofE Primary can contribute to national climate objectives while enhancing awareness and engagement among staff and pupils.

Overall, this assessment provides a strong foundation for ongoing emissions monitoring, strategic planning, and continuous improvement, supporting Holy Trinity's transition towards a more sustainable and low-carbon future.

02. Top 4 Priority Actions

The following priority actions have been identified based on the school's carbon footprint profile and areas presenting the greatest opportunity for environmental improvement.

No.	Priority Action	Description	Impact Rating	Key Outcome
1	Heating Optimisation & Gas Reduction Programme	Review heating schedules, temperature set points and building controls to reduce gas consumption and improve energy efficiency across the school.	High	Reduced gas consumption, lower energy costs and reduced carbon emissions.
2	Sustainable Procurement & Purchasing Policy	Introduce sustainability considerations into purchasing decisions and engage suppliers where possible to reduce supply chain emissions.	High	Reduced Scope 3 emissions and more sustainable purchasing decisions.
3	Environmental Data Monitoring & Reporting	Establish a structured process for collecting, monitoring and reviewing utility, waste and travel data to improve future reporting, benchmarking and target setting.	Medium	Improved data quality, reporting accuracy and long-term environmental management.
4	Waste Reduction & Recycling Improvements	Improve waste segregation, increase recycling opportunities and promote waste reduction initiatives across the school.	Medium	Higher recycling rates, reduced waste disposal costs and lower environmental impact.

These priority actions provide a practical roadmap for reducing the school's environmental impact while supporting cost savings, operational efficiency and sustainability education. Focusing on these key areas will help Holy Trinity CofE Primary School strengthen its environmental performance, support future Climate Action Plan development and demonstrate its commitment to creating a more sustainable future for pupils, staff and the wider community.

03. School Profile

This section provides an overview of the school's key characteristics to support the carbon footprint assessment and ensure that emissions data can be appropriately contextualised. The information presented establishes the scale, operational context, and estate profile of the school, enabling meaningful interpretation of emissions data and facilitating future benchmarking.

Information	Details
School Name	Holy Trinity CofE Primary School
School Type	Primary School
Academy/Local Authority	Lancashire County Council
Pupil Numbers	210
Staff Numbers	34
Reporting Period	1st April 2025 – 31st March 2026
Site Area (m^2)	11,642.41
Number of Buildings	1
Age of Buildings (approx.)	1970's
Energy Supply (Gas/Electric/Other)	Gas & Electric
On-site Renewables (e.g. Solar PV)	No
Minibus/Vehicle Fleet (+ Number)	0
Lettings/Community Use	N/A

The school operates as a primary setting with **210 pupils** and **34 staff**, across a footprint totalling **11,642.41 m^2**. The estate is supplied by **gas and electricity** to support heating, hot water, and daily operations.

There is currently no significant on-site renewable energy generation, although opportunities such as solar PV may be considered. Emissions are also influenced by limited on-site vehicle use and wider staff and pupil commuting patterns.

This report presents the first carbon footprint baseline for Holy Trinity CofE Primary School and provides an assessment of greenhouse gas emissions associated with the school's operations during the 2025/26 reporting period. The assessment has been undertaken using recognised carbon accounting methodologies and Department for Education guidance to establish a clear starting point for future carbon reduction activities.

04. Holy Trinity CofE Primary School

High level Summary

The following section provides a high-level summary of the school's carbon footprint, highlighting the key emission sources and overall energy consumption for the reporting period. It identifies the primary drivers of emissions and provides a clear indication of where the most significant environmental impacts occur.

Top 3 Emission Driving Factors

Emission Source	tCO2e	% of Total
Procurement	69.04	60.36%
Gas (Heating)	19.34	16.91%
Electricity Usage	13.39	11.71%

Total Carbon Footprint

114.37

tCO2e

Generated from Electricity Usage	13.39	tCO2e
Generated from Gas (heating) Usage	19.34	tCo2e
Generated from Waste Produced	0.054	tCO2e
Generated from Staff & Pupil Commute to Site	12.13	tCO2e
Generated from Procurement	69.04	tCO2e
Generated from Water Usage	0.42	tCO2e
Total Emissions	114.37	tCO2e
Total Energy Consumption (KWH)	171,052	KWH

05. Benchmark Comparison

Holy Trinity's environmental performance has been assessed against a range of comparable UK primary school environmental benchmarks and best practice indicators.

Category	Performance	Assessment
Carbon Intensity	In Line	Carbon emissions per pupil are broadly in line with comparable UK primary schools.
Energy Usage	Efficient	Energy consumption performs favourably against comparable primary school benchmarks, indicating effective energy management practices.
Waste Diversion	Opportunity for Improvement	Waste diversion represents the greatest opportunity for improvement through enhanced recycling and waste segregation initiatives.
Overall Assessment	Baseline Established	Strong environmental performance with opportunities to improve waste management and environmental data monitoring.

Holy Trinity's environmental performance is broadly in line with comparable UK primary schools. The school demonstrates strong energy management practices whilst maintaining a carbon footprint consistent with national expectations. The greatest opportunities for further improvement relate to waste management, environmental data monitoring and the continued development of sustainability initiatives across the school.

Benchmark Summary

Key Strengths

1. Effective energy management
2. Procurement and emissions profile now clearly established
3. Strong baseline for future environmental monitoring

Improvement Opportunities

1. Waste segregation and recycling
2. Environmental data monitoring
3. Further development of sustainability projects

Overall Benchmark Rating

Baseline Established

Reporting Methodology

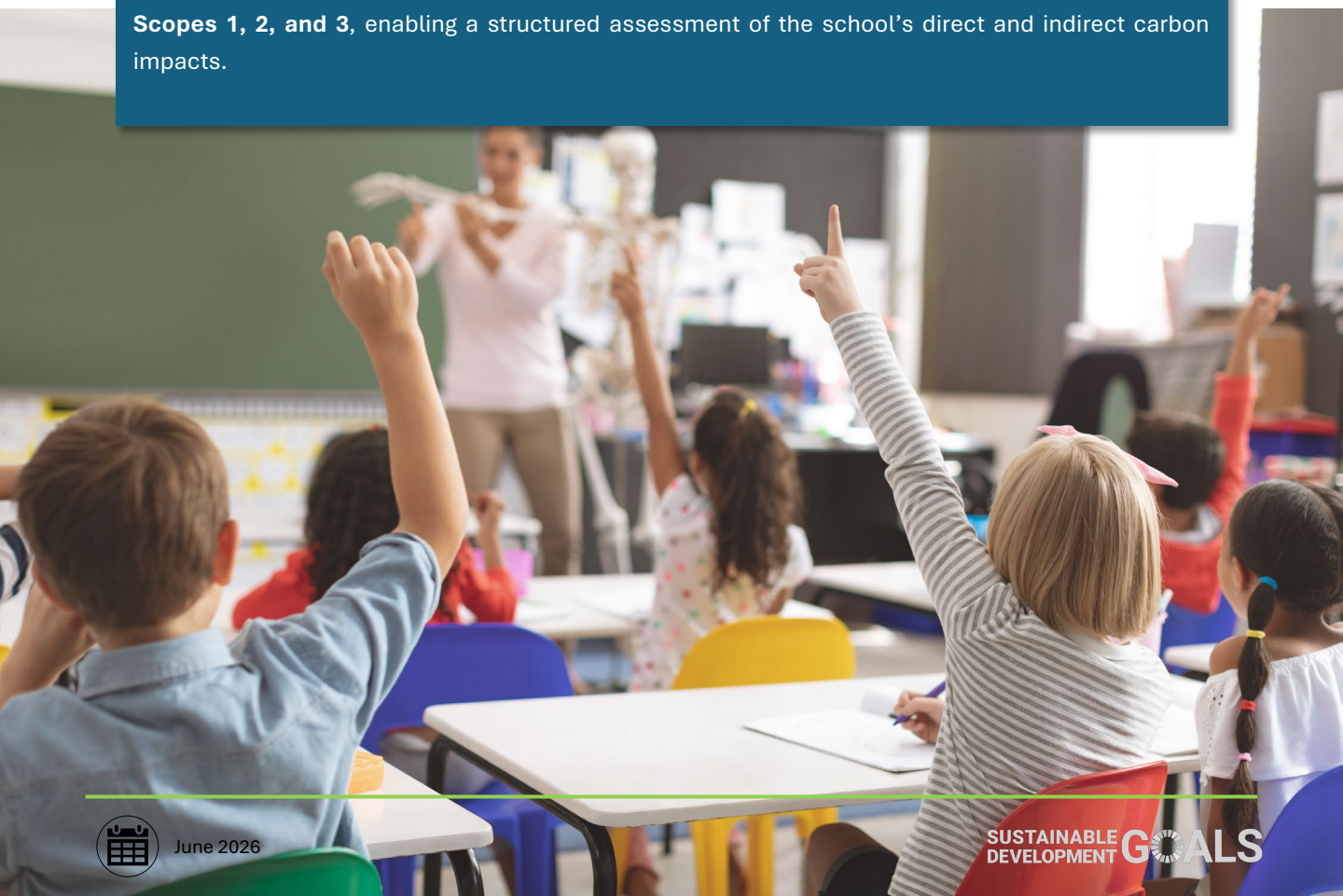
The first step in establishing an effective carbon footprint assessment is defining the school's organisational and operational boundaries. These determine which activities and processes are included and ensure emissions data is captured consistently. Clear boundaries provide a robust and transparent foundation for monitoring and comparison.

To ensure the assessment accurately reflects school activity, the sustainability lead was engaged to coordinate and provide the required data.

All data has been collected and reported in line with the following principles:

- **Relevance** – Data reflects key school activities, including energy use, transport, and resource consumption.
- **Completeness** – All significant emission sources are included, with reasonable assumptions applied where data gaps exist.
- **Accuracy** – Data is based on the best available information, using actual consumption where possible to minimise uncertainty.
- **Consistency** – A consistent methodology has been applied throughout the reporting period to enable comparison over time.
- **Transparency** – Data sources, assumptions, and calculation methods are clearly documented.

Following the establishment of these principles and boundaries, emissions are categorised into **Scopes 1, 2, and 3**, enabling a structured assessment of the school's direct and indirect carbon impacts.



Assessment Period

The carbon footprint assessment has been undertaken for the period **April 2025 to March 2026**.

Carbon reporting is typically aligned to a 12-month academic or financial year to support consistency and comparability. The selected period ensures that emissions are captured across a full cycle of school operations, including both term-time activities and holiday periods.

This approach provides a representative and accurate reflection of the school's environmental impact under normal operating conditions.

Base Year & Recalculation Policy

The current reporting period establishes the baseline carbon footprint for the school. This baseline will serve as a reference point for future reporting and for tracking progress against carbon reduction objectives.
Recalculation of the baseline may be required where:

- Significant changes occur to the school estate (e.g. new buildings, extensions, or closures)
- Operational boundaries or data quality change
- More accurate or improved data becomes available

Any recalculations will be clearly documented to maintain transparency and ensure that year-on-year comparisons remain meaningful and consistent.

Exclusions

There are no significant exclusions identified within this assessment. Where data has not been available, reasonable estimates and assumptions have been applied and clearly documented to ensure completeness and transparency.

Calculation Methodology & Approach

A comprehensive carbon footprint assessment has been undertaken to reflect the school's operational activities. Data has been collected from relevant sources, including energy consumption, waste, water use, and transport, and converted into carbon emissions using UK Government (DEFRA) conversion factors.

The methodology aligns with recognised greenhouse gas accounting principles, ensuring an accurate, practical, and transparent assessment of emissions. An activity-based approach has been adopted, meaning emissions are calculated based on actual operational inputs (such as energy use and travel patterns), in addition to financial expenditure for procurement. This provides a more representative reflection of the school's environmental impact and enables more targeted carbon reduction opportunities.

Overall, the methodology provides a robust foundation for ongoing monitoring, enabling the school to track progress and support continuous improvement in environmental performance.

06. Reporting Standards

The carbon footprint assessment has been undertaken in accordance with recognised greenhouse gas (GHG) accounting methodologies, including the Greenhouse Gas Protocol Corporate Standard and the latest UK Government (DEFRA) greenhouse gas conversion factors. These frameworks ensure that emissions are calculated in a consistent, transparent, and robust manner, enabling accurate benchmarking and year-on-year comparison.

The methodology categorises emissions into three defined scopes, in line with best practice reporting standards. This approach supports the identification of direct and indirect emission sources across the school's operations and value chain:

Scope	Description	Typical Sources
Scope 1	Direct emissions from sources owned or controlled by the school	Natural gas consumption, LPG, on-site fuel use, and school-owned vehicles
Scope 2	Indirect emissions from the generation of purchased energy	Purchased electricity used in school buildings
Scope 3	All other indirect emissions occurring as a result of school activities	Waste disposal, water use, staff and pupil commuting, procurement of goods and services

This structured approach ensures alignment with the Department for Education's sustainability guidance and supports the development of a comprehensive Climate Action Plan. It also enables the school to prioritise emissions reduction measures by clearly identifying the most significant sources of carbon impact.

Data Assumptions & Limitations

This assessment has been prepared using the best available data at the time of reporting. Where complete or site-specific data was not available, reasonable assumptions and industry-standard benchmarks have been applied to ensure a comprehensive and consistent analysis. For example, estimated values may have been used for certain Scope 3 emission sources such as commuting patterns or procurement activities.

It is important to note that carbon foot-printing at this level is subject to inherent uncertainties, particularly in relation to indirect emissions. As such, the results presented should be regarded as a robust baseline rather than an exact measurement. Over time, data quality can be improved through enhanced monitoring, metering, and record-keeping processes.

Despite these limitations, the methodology and data sources used are considered appropriate for the purpose of identifying key emission sources, trends, and opportunities for reduction. This baseline will support more accurate reporting in future years and enable the tracking of progress against the school's sustainability and carbon reduction objectives.

07.Defining Boundaries

Establishing clear organisational and operational boundaries is a fundamental step in carbon footprint reporting. These boundaries define which activities, assets, and processes are included within the assessment, ensuring emissions are captured consistently and accurately across the school's operations.

Defining boundaries at the outset supports a transparent and structured approach to data collection, enabling reliable analysis and identification of key emission sources.

Organisational Boundaries

Organisational boundaries define the limits within which the school accounts for and reports its carbon emissions. This includes all activities, buildings, and operations **owned or controlled by the school**, such as on-site facilities and core operational functions.

Where applicable, the assessment also considers activities under the school's influence, including outsourced services and shared facilities, where these contribute significantly to overall emissions.

Operational Boundaries

Once organisational boundaries are established, operational boundaries determine **which activities and emission sources are included** within the assessment. This involves identifying the emissions associated with the school's operations and categorising them as **direct or indirect emissions**, in line with Scope 1, Scope 2, and Scope 3 classifications.

Within a school setting, this typically includes:

- Energy consumption (heating and electricity)
- Water use
- Waste management
- Staff and pupil commuting
- Procurement of goods and services

Boundary Application

The established boundaries provide a clear framework for allocating emissions across the three reporting scopes. By defining what is included within each scope, the school ensures that emissions are accounted for consistently and transparently across all areas of operation.

This approach enables a comprehensive understanding of the school's carbon footprint and supports effective tracking of emissions over time.

08. Operational Boundaries

The table summarises the school's key emission sources across Scopes 1, 2, and 3, covering direct energy use and wider operational activities such as travel, waste, and procurement. This provides a structured overview of where emissions occur and supports the identification of priority areas for carbon reduction.

Scope	Operational Area	Description
Scope 1	**Gas Consumption (Heating)**	Emissions from the combustion of natural gas used for heating buildings and hot water across the school estate. These are direct emissions generated on-site as part of daily operations.
Scope 1	**Owned School Vehicles**	Fuel consumption from school-owned vehicles (e.g. minibuses or maintenance vehicles). These emissions arise directly from fuel use under the school's control.
Scope 2	**Electricity Consumption**	Indirect emissions associated with purchased electricity used across the school, including lighting, ICT equipment, and building services.
Scope 3	**Water Usage**	Emissions associated with the supply and treatment of water consumed across the school site.
Scope 3	**Waste Management**	Emissions arising from waste disposal, including recycling and landfill. This includes general waste produced through school operations and activities in addition to food waste.
Scope 3	**Procurement & Supply Chain**	Indirect emissions associated with the purchase of goods and services, including educational materials, catering, cleaning services, and contractor activities.
Scope 3	**Travel – Personal (Commuting)**	Emissions resulting from staff and pupil travel to and from the school using various transport methods (e.g. car, bus, cycling).
Scope 3	**Travel – Business**	Emissions associated with school-related travel, including staff business journeys, school trips, and external activities.
Scope 3	**Printing & Paper Use**	Emissions associated with the consumption of paper and printing activities across the school, including procurement and usage impacts.

09. Exemptions

Area	Current Position	Assumptions Applied	Future Improvements
Waste Management (School Facilities)	Waste is managed through general waste and recycling streams, with recycling taking place across classrooms, offices, and communal areas. However, detailed measurement of waste streams is currently limited.	Based on feedback from waste collection providers and internal observations, 27% of all waste on site has been fully recycled. The percentage diverted from landfill from general waste could not be verified.	Introduce clearly segregated bin systems and improve tracking of waste volumes and recycling rates. Request full waste breakdown reports from waste collection supplier inclusive of Recycled, RDF and Landfilled materials.
Water Usage	Annual water consumption data (m^3) is available and has been used for this assessment. However, detailed information relating to water discharge, wastewater treatment, leakage, and consumption by individual areas or activities is not currently available. Assumptions Applied.	Water-related emissions have been calculated using the annual water consumption (m^3) data provided. Due to the absence of wastewater and discharge data, standard assumptions have been applied in line with recognised carbon accounting methodologies. Future Improvements.	Obtain wastewater and sewerage data alongside water consumption records to improve reporting accuracy. Consider implementing more detailed monitoring and tracking of water usage across the site to identify efficiency opportunities and support future emissions reduction initiatives.
Staff & Pupil Travel (Commuting)	Limited detailed commuting data is available for staff and pupils, including travel distances and transport methods. As a result, actual travel-related emissions cannot currently be quantified with a high degree of accuracy.	Travel emissions have been estimated using available transport mode information, standard commuting distance assumptions, and recognised emission factors representative of typical travel patterns.	Undertake staff and pupil travel surveys to capture actual commuting distances and transport methods. This will improve reporting accuracy and help identify opportunities to reduce transport-related emissions.
Procurement & Supply Chain	Detailed carbon data relating to purchased goods and services is not currently available. Procurement emissions therefore cannot be directly calculated from supplier-specific information.	Procurement emissions have been estimated using spend-based emission factors and recognised carbon accounting methodologies where detailed supplier emissions data was unavailable.	Work with suppliers to obtain more accurate emissions data and increase transparency across the supply chain. Consider incorporating sustainability criteria and carbon reporting requirements within future procurement processes.

The table above outlines the key **data limitations, assumptions, and improvement opportunities** associated with the Holy Trinity's carbon footprint assessment. It highlights that while reliable data is available for core operational areas such as waste and water, certain elements, including travel patterns and procurement, are currently based on informed estimates due to limited detailed data.

The assumptions applied ensure that a comprehensive and representative assessment can still be achieved, while also identifying areas where data quality can be enhanced. Future improvements focus on strengthening data collection processes, including improved monitoring systems, surveys, and supplier engagement, to support more accurate reporting and more targeted carbon reduction initiatives over time.

10. Total Emissions Overview

The assessment identified a total carbon footprint of **114.37 tCO2e** for the reporting period. This provides Holy Trinity CofE Primary School with an environmental baseline from which future performance can be monitored and measured.

The school's Scope 1 emissions totalled 19.34 tCO2e (17%), arising from direct emissions associated with fuels consumed on-site. Scope 2 emissions accounted for 13.39 tCO2e (12%), generated through the consumption of purchased electricity.

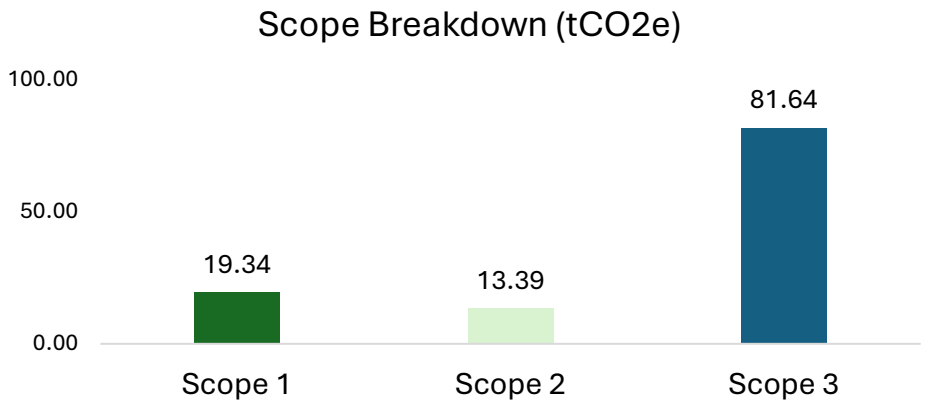
The largest contributor to the school's carbon footprint is Scope 3 emissions, which totalled 81.64 tCO2e (71%). These emissions are associated with indirect activities including procurement, waste management, water consumption, staff and pupil travel, and other supply chain activities. This reflects a common trend across many organisations, where indirect emissions significantly outweigh those generated directly from site operations.

The results indicate that while opportunities remain to reduce energy-related emissions, the greatest potential for long-term carbon reduction is likely to be achieved through improvements in procurement practices, energy efficiency, sustainable travel initiatives and increased engagement with suppliers.

This assessment establishes a clear baseline against which future progress can be tracked, supporting the development of targeted actions and informed decision-making as part of the school's ongoing sustainability journey.

This equates to approximately 0.54 tCO2e per pupil and 3.36 tCO2e per staff member, providing a useful baseline for future performance monitoring and benchmarking.

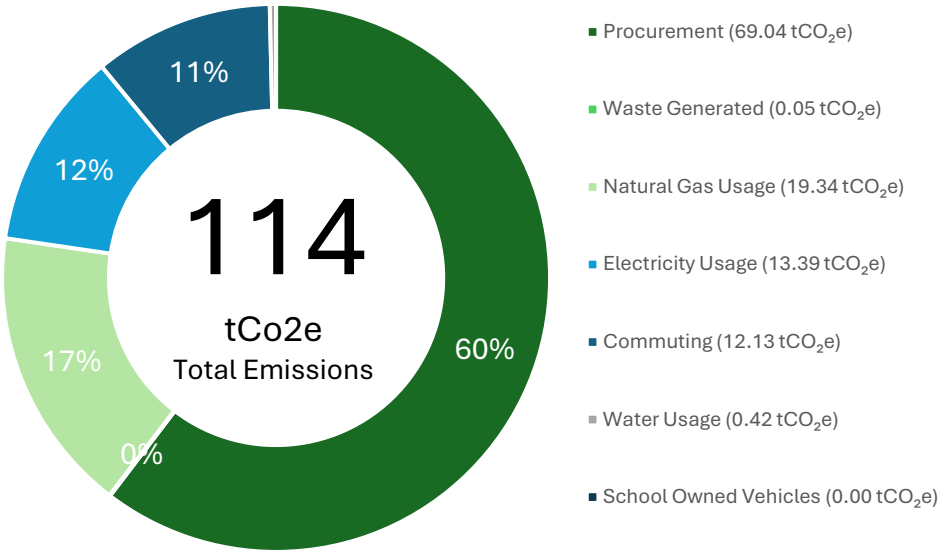
Key Insight
71% of the school's carbon footprint originates from Scope 3 activities, highlighting the importance of addressing indirect emissions alongside energy consumption to achieve meaningful long-term carbon reductions.



Scope	Emissions (tCO_2e)	% of Total
Scope 1	19.34	17%
Scope 2	13.39	12%
Scope 3	81.64	71%
Total	**114.37**	**100%**

Emissions by Source

This section breaks down the school's total emissions by source and scope. Understanding the main contributors helps to identify priority areas for action.



Key Findings

Largest Source
Procurement contributes to 60% of total emissions

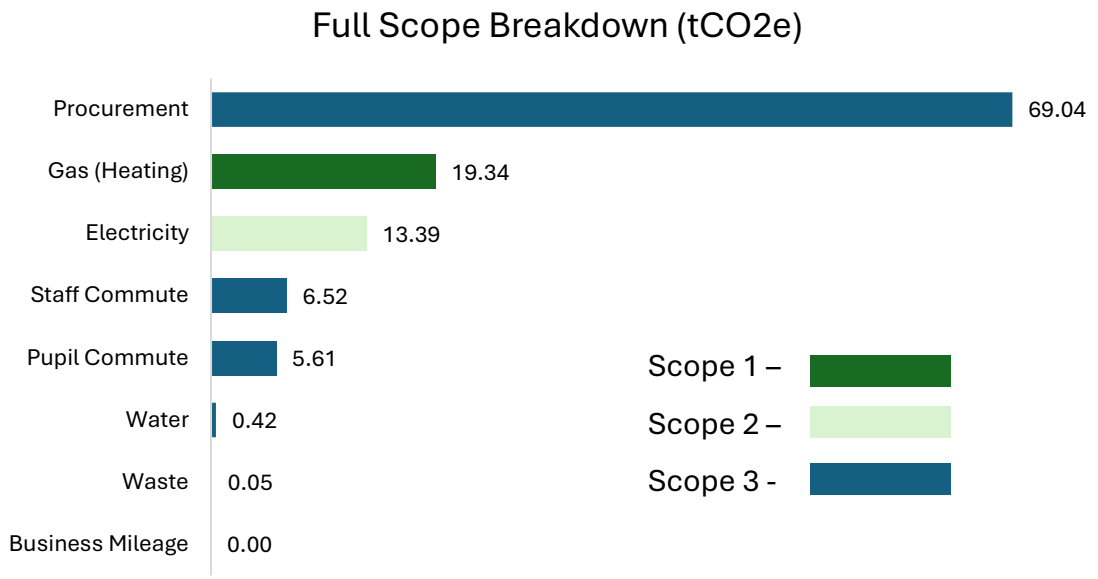
People Travel
Commuting accounts for 10.6% of total emissions

Low Source
Water accounts for less than 1% of total emissions.

Holy Trinity's largest emission sources are procurement (60%) followed by natural gas use at approximately 17%.

Procurement represents the greatest carbon reduction opportunity, while building energy use and commuting also remain important areas for action. Waste management remains an important environmental priority, particularly in relation to recycling and resource efficiency, although its direct carbon contribution is comparatively small.

Source	Scope	Emissions (tCO2e)	% of Total	Notes
Natural Gas Usage	Scope 1	19.34	16.9%	Heating and hot water
School Vehicles	Scope 1	0	0%	Minibus and fleet (if applicable)
Electricity Usage	Scope 2	13.39	11.7%	Grid-supplied electricity
Waste Generated	Scope 3	0.054	0.05%	Disposal and recycling
Water Usage	Scope 3	0.42	0.4%	Supply and treatment
Commuting	Scope 3	12.13	10.6%	Staff and pupil travel
Procurement	Scope 3	69.04	60.4%	Estimated goods and services
TOTAL		**114.37**	**100%**	



11. Key Findings

The emissions profile for Holy Trinity highlights that the majority of greenhouse gas emissions arise from **indirect activities (Scope 3)**, with procurement identified as the largest contributor at **69.04 tCO2e**, reflecting the impact of purchased goods and services.

Electricity consumption (Scope 2) accounts for **13.39 tCO2e**, indicating a significant proportion of emissions linked to day-to-day building operations.

Within **Scope 1 emissions**, natural gas use for heating and hot water contributes **19.34 tCO2e**, while emissions from business mileage remains at **zero emissions**.

Additional Scope 3 sources, including commuting **(12.13 tCO2e),** water use **(0.42 tCO2e)** and waste **(0.054 tCO2e),** collectively demonstrate the wider environmental impact of school activities beyond direct energy use. Overall, the distribution of emissions indicates that while operational energy remains important, the school's largest carbon reduction opportunities lie within procurement, energy consumption and sustainable travel.

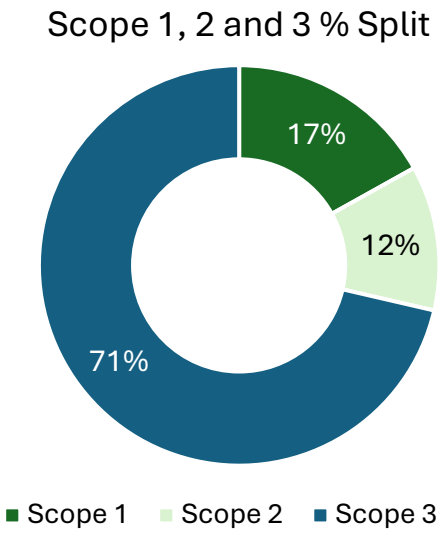
Scope 1 and Scope 2 emissions account for 29% of the school's total carbon footprint, highlighting the importance of ongoing energy efficiency improvements and the transition towards lower-carbon energy sources.

Scope 3 emissions represent the largest proportion of emissions, accounting for 71% of the total footprint. This highlights the significant influence of procurement activities and travel-related emissions on the school's overall environmental impact.

The emissions profile is broadly consistent with many educational settings, where indirect emissions associated with purchased goods and services often exceed those generated through direct energy consumption.

Scope Breakdown

The chart illustrates the distribution of Holy Trinity's greenhouse gas (GHG) emissions by scope, providing a clear overview of where the most significant impacts arise. Scope 1 emissions represent direct on-site energy use, such as heating and fuel consumption, while Scope 2 covers emissions associated with purchased electricity. Scope 3 includes indirect emissions from activities such as waste disposal, water use, commuting, and procurement. Understanding the relative proportion of each scope helps to identify priority areas for carbon reduction and supports the development of targeted actions in line with the Department for Education's sustainability objectives and the school's journey towards net zero.



12. Carbon Reduction Opportunities

The following opportunities represent high-level areas where carbon reductions may be achieved. These are intended as indicative measures based on the emissions profile and should be developed further through detailed feasibility assessment and planning.

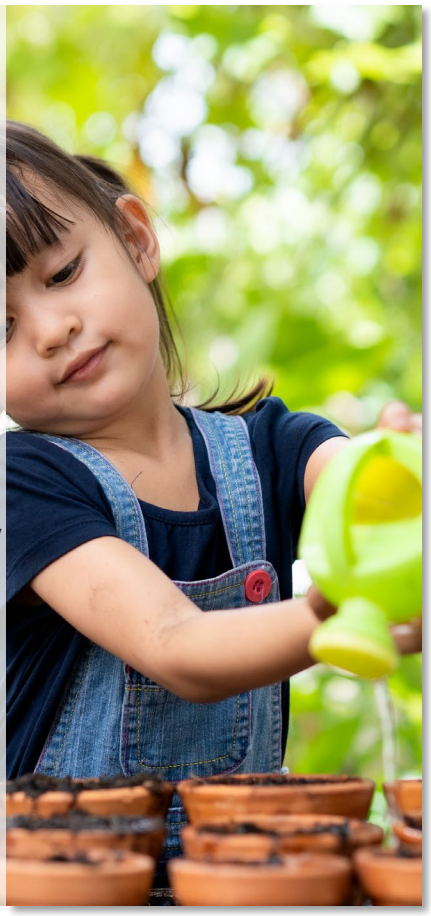
Energy Efficiency (High Priority)
- Upgrade to LED lighting across all buildings
- Improve building insulation and draught-proofing
- Install or optimise smart heating controls
- Introduce a programme of regular energy monitoring

Procurement & Supply Chain (High Priority)
- Gather more detailed procurement and supplier emissions data
- Incorporate sustainability criteria into purchasing decisions
- Prioritise local, low-carbon and environmentally responsible suppliers where practical
- Engage with key suppliers to understand and reduce supply chain emissions
- Reduce unnecessary purchasing and promote reuse of resources

Waste & Resource Management
- Increase recycling rates and reduce general waste
- Introduce waste audits and awareness campaigns
- Reduce single-use materials and paper consumption
- Request detailed waste reports from waste contractors to improve data accuracy and diversion tracking

Sustainable Transport
- Promote walking, cycling and car-sharing initiatives
- Develop a school travel plan
- Conduct staff and pupil travel surveys to establish a more accurate baseline
- Review school vehicle requirements and consider low-emission alternatives

Low-Carbon Energy
- Investigate solar photovoltaic (PV) systems
- Explore transition to low-carbon heating technologies
- Consider switching to a renewable electricity tariff



13. Scope 3 Emissions

Emissions associated with staff commuting and the procurement of goods and services form a significant proportion of the school's Scope 3 greenhouse gas (GHG) emissions. Unlike direct emissions from energy consumption, these emissions occur indirectly through activities that support the day-to-day operation of the school.

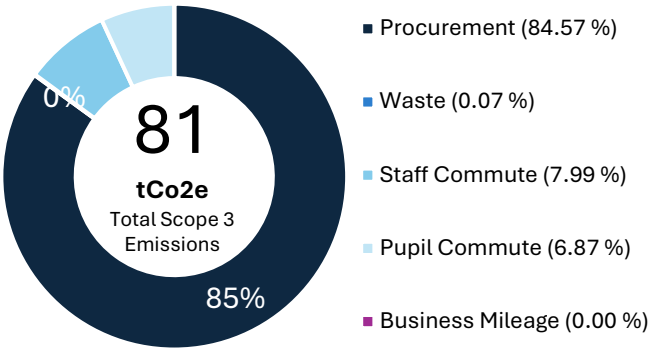
For the purposes of this assessment, staff commuting emissions have been estimated using information provided by the school, including an average estimate one-way commuting distance provided by the school. Due to limited availability of detailed travel data, assumptions have been applied regarding travel frequency and transport methods in line with recognised carbon accounting methodologies.

Procurement emissions have been estimated using spend-based emission factors applied to expenditure data. Detailed supplier-specific carbon information was not available at the time of assessment, meaning the calculated emissions provide an indicative estimate of the carbon impact associated with purchased goods and services.

Key Findings

- Staff commuting contributes to the school's overall Scope 3 emissions profile.
- Procurement represents the largest single source of emissions, accounting for approximately 60% of the total carbon footprint.
- Opportunities exist to improve the accuracy of future reporting through staff travel surveys and enhanced supplier engagement.
- Collecting supplier-specific emissions data will enable a more detailed understanding of supply chain impacts and support targeted carbon reduction initiatives.

Scope 3 Emission Breakdown



Scope 3 aspects account for 71% of total emissions **71%**

Future Improvement Opportunities

- Undertake a staff travel survey to gather actual commuting distances and transport methods.
- Encourage sustainable travel options where practical, including walking, cycling and car sharing.
- Work with suppliers to obtain more accurate carbon emissions data.
- Consider sustainability criteria within purchasing decisions and procurement processes.
- Prioritise local and environmentally responsible suppliers where appropriate.

14. Resource & Travel Insights

Waste & Recycling Insight

Holy Trinity generated approximately 11.5 tonnes of waste during the reporting period, with 27% recycled on-site.

Whilst recycling is taking place across the school, increasing waste segregation and recycling participation could significantly improve diversion from landfill and reduce environmental impact.

Recommended Actions:

- Aim to increase the recycling rate from 27% to at least 35% over the next reporting period.
- Improve waste segregation signage
- Review waste collection arrangements
- Increase staff and pupil engagement initiatives

Pupil Travel Insight

Approximately 50% of pupils travel to school by car, representing the largest source of pupil travel emissions.

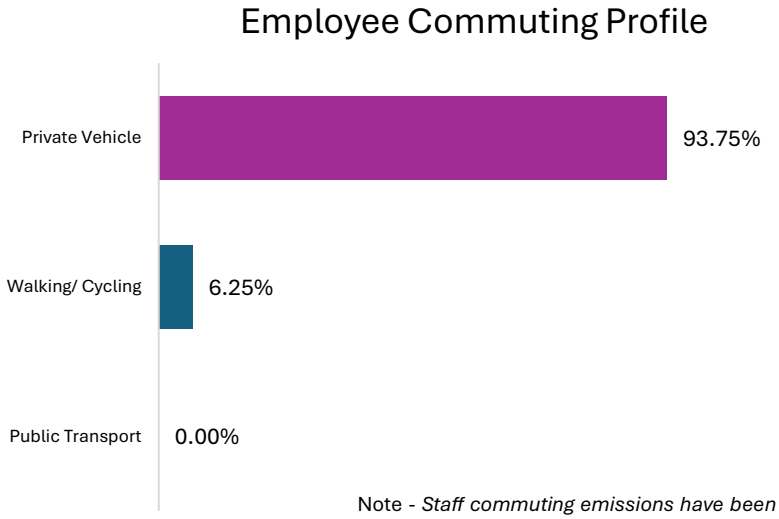
Encouraging active travel such as walking, cycling and scootering where practical can help reduce emissions, improve health and wellbeing, and reduce congestion around the school.

Recommended Actions:

- Promote Walk to School Week initiatives
- Introduce annual travel surveys
- Expand cycle and scooter storage
- Engage parents through awareness campaigns

15. Employee Transport Methods

Employee commuting data indicates that private vehicle use is the predominant mode of transport, with a smaller proportion of staff walking or cycling. Understanding travel patterns helps identify opportunities to reduce Scope 3 emissions associated with staff commuting.



Key Finding

94%

of staff journeys to work are undertaken by private vehicle, making employee commuting a significant contributor to Scope 3 emissions.

Note - *Staff commuting emissions have been estimated using information provided by the school and reasonable assumptions where detailed travel data was unavailable.*

Staff commuting patterns at Holy Trinity are predominantly reliant on private vehicle travel, with limited use of active travel and public transport. This travel profile presents opportunities to reduce future emissions through sustainable travel initiatives, staff travel surveys and increased awareness of alternative transport options.

16. Carbon and Resource Intensity Indicators

To provide a meaningful comparison of emissions performance, a number of intensity ratios have been calculated. These normalise total emissions against key school metrics such as pupil numbers, staff, and building size.

Emissions per Pupil
0.54
tCo2e
Total emissions per pupil

Emissions per Staff
3.36
tCo2e
Total emissions per staff

Water per Pupil
5.58
M^3
Water per pupil

Electricity per Pupil
360
KWH
Electricity per pupil

Waste per Pupil
54.9
KG
Waste generated per pupil

These indicators provide a normalised measure of environmental performance and can be used to monitor progress over time. Benchmark comparisons will be incorporated as further school sector data becomes available.

Understanding Your Intensity Indicators

Emissions per Pupil (tCO2e)
This indicator shows the average carbon footprint attributable to each pupil. The school's emissions equate to 0.54 tCO2e per pupil per year.

Emissions per Staff Member (tCO2e)
This indicator measures carbon emissions relative to staffing levels. The school's footprint equates to 3.36 tCO2e per staff member per year.

Water Consumption per Pupil (m^3)
This indicator measures average annual water consumption relative to pupil numbers. Water usage equates to 5.58 m^3 per pupil per year.

Electricity Consumption per Pupil (kWh)
This indicator measures electricity demand relative to pupil numbers and can be used to monitor energy performance over time. Electricity consumption equates to 360 kWh per pupil per year.

Waste Generated per Pupil (kg)
This indicator measures the quantity of waste generated relative to pupil numbers. Waste generation equates to 54.9 kg per pupil per year.

What These Indicators Mean
These indicators provide a normalised measure of environmental performance, allowing meaningful year-on-year comparisons regardless of changes in pupil numbers, staffing levels or building use. They can also support future benchmarking against similar schools as sector data becomes available.

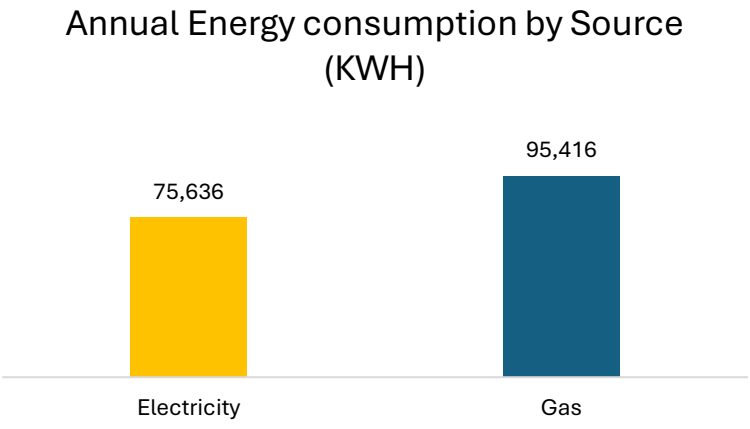
17. Energy Consumption Overview

Energy consumption is one of the school's key operational environmental impacts. During the reporting period, Holy Trinity consumed 171,052 kWh of energy, comprising 75,636 kWh of electricity and 95,416 kWh of natural gas.

Natural gas accounted for approximately 56% of total energy consumption, while electricity accounted for approximately 44%. This indicates that heating demand is the largest element of the school's energy profile and should be considered a key area for future energy efficiency improvements.

Key Finding

56% of total energy consumption is derived from natural gas, making heating the school's largest energy demand and the greatest opportunity for future energy efficiency improvements.



18. Energy and Carbon Management

Carbon Offsetting

No information relating to carbon offsetting activities was available at the time of assessment.
As this report focuses on establishing a baseline carbon footprint, no carbon offsetting measures have been included within the reported emissions. Future assessments may consider any verified offsetting initiatives implemented by the school.

Renewable Electricity Tariffs

Information regarding the source of electricity supplied to the school was not available at the time of assessment.
As a result, emissions associated with electricity consumption have been calculated using standard UK grid emission factors in line with recognised carbon accounting methodologies. Confirmation of any renewable electricity procurement arrangements would enable more accurate future reporting.

On-Site Renewable Energy Generation

No information was available to confirm the presence of on-site renewable energy generation technologies, such as solar photovoltaic (PV) panels.
Should renewable energy systems be installed or identified in future reporting periods, their contribution to reducing operational carbon emissions can be incorporated into subsequent assessments.

Energy Efficiency Measures Taken

Information relating to specific energy efficiency measures implemented within the school was not available at the time of assessment.

Examples of measures commonly adopted within educational settings include:

- LED lighting upgrades
- Heating and ventilation control optimisation
- Building energy management systems
- Energy awareness campaigns for staff and pupils
- Regular maintenance of heating and electrical systems

Further engagement with the school would enable the identification and assessment of any existing energy efficiency initiatives and support the development of targeted carbon reduction opportunities.

19. Recommendations

Based on the findings of this assessment, the greatest opportunities for Holy Trinity CofE Primary School to reduce emissions are likely to be through improved procurement practices, building energy efficiency improvements and enhanced data collection across key Scope 3 emission sources.

Energy Efficiency

Continue to identify opportunities to reduce energy consumption through improved building management and energy-efficient technologies.

Building Services

Review heating, lighting and control systems periodically to identify potential efficiency improvements and cost savings.

Renewable Energy

Consider opportunities for on-site renewable energy generation where technically and financially viable.

Engagement & Awareness

Encourage energy-saving behaviours amongst staff and pupils through awareness campaigns and sustainability initiatives.

Travel & Transport

Explore opportunities to promote sustainable travel methods, including walking, cycling, public transport and car sharing where appropriate.

Procurement & Supply Chain

Consider environmental performance when procuring goods and services and engage suppliers on sustainability where possible.

Data & Monitoring

Continue to improve the collection and monitoring of energy, water, waste and travel data to support future reporting and target setting.

20. Carbon Reduction Pathway

A suggested carbon reduction pathway has been developed to illustrate how emissions could be reduced over the next two reporting years. The pathway below illustrates a proposed 12% reduction in emissions over this period.

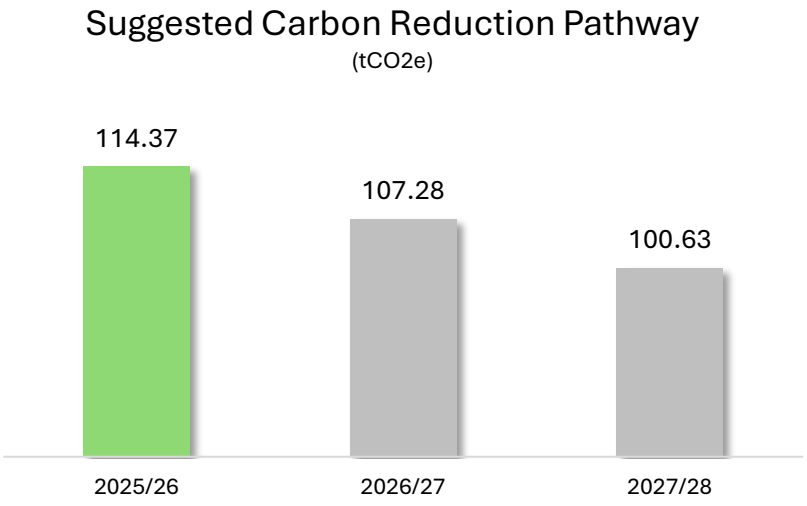
2025/26 Baseline:
114.37 tCO2e

-6.2%

2026/27 Target:
107.28 tCO2e

-6.2%

2027/28 Target:
100.63 tCO2e



Total Reduction Target (Next 2 Years): 13.74 tCO2e (12%)

Achieving these reductions will require a combination of energy efficiency improvements, behavioural change initiatives, sustainable procurement measures and ongoing monitoring of environmental performance.

Key Enablers

- Heating optimisation and energy efficiency
- Sustainable procurement policies
- Waste reduction and recycling improvements
- Environmental data monitoring and reporting

21. Conclusion

This assessment has established a baseline carbon footprint for Holy Trinity CofE Primary School and identified the key sources of greenhouse gas (GHG) emissions across school operations.

The results indicate that the majority of emissions arise from indirect (Scope 3) activities, particularly procurement, which represents the largest single contributor to the school's overall carbon footprint. Energy consumption associated with electricity and natural gas also contributes significantly, with heating identified as the largest operational energy demand.

The findings highlight several opportunities to reduce environmental impact, including improvements to energy efficiency, sustainable procurement practices, waste reduction initiatives and the promotion of lower-carbon travel options.

This baseline provides a foundation for future monitoring and will enable the school to track progress against sustainability objectives and demonstrate continuous environmental improvement over time.

The findings of this report support Holy Trinity CofE Primary School's wider sustainability objectives and align with several United Nations Sustainable Development Goals (SDGs), including SDG 7 (Affordable and Clean Energy), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action). By improving the understanding of current emissions sources and resource use, the school is better positioned to identify opportunities for future environmental improvement and carbon reduction.

Next Steps

The findings of this report can be used to inform the development of a Climate Action Plan aligned with Department for Education guidance. This would provide a structured roadmap for reducing emissions, improving environmental performance and embedding sustainability across the school community.

Key Outcomes Summary

- Baseline carbon footprint established: 114 tCO2e
- Scope 3 emissions account for 71% of total emissions
- Procurement identified as the largest emissions source
- Natural gas represents 56% of energy consumption
- Opportunities identified across energy, waste, travel and procurement
- Findings can support development of a Climate Action Plan

Supporting transparent, measurable sustainability reporting.

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Hassle Free Carbon Reporting

Carbon Footprint Report June 2026