



Small Steps – Big Impact

Isca Academy

Sustainability Lead: Garin Spiess

Ted Wragg Trust Sustainability Mission Statement

Our family of Ted Wragg Trust schools are committed to fostering a sustainable future by implementing school-based Climate Action Plans. These plans demonstrate our collective commitment to environmental stewardship, aiming to empower our students, staff, and our local communities to contribute meaningfully to a healthier planet. Together, we embark on this journey toward a greener future, understanding that every small step contributes to the larger goal of environmental sustainability.

Background to the Climate Action Plan

Department of Education Guidance

Sustainability leadership and climate action plans in education

The sustainability and climate change strategy for education states: "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan". This includes early years settings, schools, multi-academy trusts, colleges, and universities.

Wherever you are on your sustainability journey, this non-statutory guidance and the support now available can help you get started or take the next step.

Further information - <https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education>

Our local context:

Isca Academy is a secondary school in central Exeter, with around 860 students.

Our site is adjacent to Riverside Valley Park, with Northbrook Park and Ludwell Valley Park also nearby. This provides fantastic opportunities for connecting with nature in the local area, and particularly with the badger sett within our school grounds.

For the last ten years we have been slowly developing biodiversity on our site and improving our environmental practices. We are looking forward to the challenge of developing and implementing this Climate Action Plan.

We have already established no-mow areas around the school site, and we are switching to more sustainable suppliers for resources, cleaning products and food. As our old CFL lights reach the end of their life, they are being replaced with more efficient new LED lighting systems. During 2025 our main roof has been upgraded with a thick layer of insulation to keep us warm during the winter and cool in the summer

Road Map:

Year 1:

Quick win options and understanding where we are – establishing base information.

'Securing our roots' to grow in the future. Simple successes will build momentum.

Year 2:

Establish a plan of what we can do within the capability of our school. This will allow us to **'expand our reach'** and grow our ambitions.

Year 3:

Realise the change we have made – reflecting on what has worked and where the next challenge is.

Can we **'sustain our success'**? Sustainability of progress is at the heart of our approach.

Timeline for this year:

Date	Action	By Whom
Thursday 26th September	Launch of Climate Action Plan at Sustainability Conference	All Sustainability Leads, TWT Sustainability Team (JF, JAP, MA)
Thursday 6th November	Tedfest – Drop in session PM at TBH or via Teams	Optional session
Thursday 20th November	Share a first version of your school Climate Action Plan with your SLT and Mark Acher (TWT Estates)	All Sustainability Leads
Thursday 27th November	Quality Assurance Panel Review & Feedback	Julie Fossey, Mark Acher, Claire Tribe (Governor) + TBC
Friday 5th December	Share with SLT in School	School SLT
Friday 12th December	Publish Climate Action Plan to school website.	School SLT
Spring Term - TBC	Online Network Meeting	All Sustainability Leads & TWT Estates
May – TBC with each school	Review of Climate Action Plan with TWT Estates – on site visit	All Sustainability Leads & TWT Estates
Wednesday 24th June	Summer Sustainability Conference @ Great Moor House	All Sustainability Leads, TWT Sustainability Team, Sustainability Governors

What does progress or success look like?

1. Our schools have a **lower impact on Climate Change** than at the start of the programme
2. Our **school community is more pro-active** in addressing issues of climate change and engage in the Climate Action Plan.
3. **Sustainability Lead is truly the Climate Action Facilitator** and has engaged others to deliver on objectives identified in the school's Climate Action Plan. Their role has been sustainable to them.

Lots of small steps across our family of trust schools will make a big impact.

“the whole is greater than the sum of its parts” Aristotle

There are a number of identified 'pillars' that will help guide us through this journey.

5 Pillars of the Climate Action Plan

1. Leadership and Policy
2. Decarbonisation
3. Biodiversity
4. Adaptation and Resilience
5. Climate Education and Green Skills



This is more than just a government strategy – it is our opportunity to empower our community to make small steps in the right direction.

Leadership and Policy

Statement of intent:

“Our family of Ted Wragg Trust schools is committed to leading with purpose in building a sustainable future. Through our Climate Action Plans, we aim to embed sustainability into all aspects of decision-making—from purchases and transport choices to resource management—ensuring that environmental considerations are central to our strategic actions.





We recognise that effective leadership in sustainability requires both securing our roots and expanding our reach: safeguarding the foundations of our schools while innovating to amplify our impact on students, staff, and the wider community. By aligning our policies and practices with these values, we sustain our success and demonstrate responsible stewardship of the planet, inspiring others to join us on this journey toward a greener, more resilient future.”
















Decarbonisation

Scoring - 

Action	Description	Lead	Timescale (wks/mths)	Cost Score (1-5)	Time Score (1-5)	Notes	Envi Impact Score (1-5)	Cost Impact Score (1-5)	Notes	Date Completed
Run a switch-off campaign to encourage staff and students to turn off unused lights, appliances, and electronics.	A switch-off campaign raises awareness about energy consumption and encourages simple behavioural changes to reduce waste. Climate council members survey the building at the end of the day and identify rooms and departments for examples of good and poor energy use. Results are shared as part of inter-departmental competitions, with reminder posters and inclusion in What's On / staff briefing to make energy efficiency a long-term habit.	GS, NEU, KCH	Data collection in December 2025, results shared in January 2026			No costs except promotional materials. Time to launch and supporting during the event			Reduces unnecessary electricity usage, lowering the school's carbon footprint. The initial savings will be limited, but can spread through the school community and beyond, increasing the impact.	

<p>Remote shutdown of computer rooms</p>	<p>Computers in rooms F05, F64, G53 and F39 are often left on at the end of the school day. These devices have been set to go into sleep mode after half an hour, and then into hibernation mode after three hours, preventing unnecessary electricity use overnight.</p>	<p>IT team</p>	<p>Autumn 2025</p>			<p>Already established. Check implementation during the energy audit, and energy drawn during hibernation.</p>	 	 	<p>Desktop PCs are relatively high-power devices. Putting 100 devices into sleep mode at 3:30pm rather than 6pm has a significant impact.</p>	<p>Autumn 2025</p>
<p>Energy consumption monitoring.</p>	<p>Monitor smart meters to review energy consumption at different times during the working day, after school, at weekends and during holidays. Smart meters are being installed in all Exeter Trust schools.</p>	<p>HS, facilities team, GS</p>	<p>From January 2026</p>		 	<p>The new smart meter provides updates on a 30 minute basis and will be available via a website.</p>	 	 	<p>Identify what devices are running outside of school hours, and reduce consumption to as close to zero as possible - saving energy and money.</p>	



Scoring -

Action	Description	Lead	Timescale(wks/mths)	Cost Score (1-5)	Time Score (1-5)	Notes	Env Impact Score (1-5)	Cost Impact Score (1-5)	Notes	Date Completed
Join the national or local educational nature park program to enhance outdoor learning. https://www.educationnaturepark.org.uk/	Participating in national education nature park programs can connect students with nature-based learning experiences. These programs provide hands-on engagement with biodiversity, conservation, and sustainability. By participating, students gain a deeper appreciation of the environment, and the school can access valuable teaching resources and support for outdoor learning initiatives.	GS	Ongoing			Resources to support our biodiversity journey. Help is available to come to our site.			Encourages nature conservation and awareness of climate action. No direct financial benefits but long-term educational value.	Registered October 2025 Ongoing activities
Carry out a nature survey Assess the biodiversity of school grounds and surrounding areas.	Conduct nature surveys to document the species of plants, insects, and animals found on school grounds. This information can help identify areas for biodiversity improvement, such as adding nesting boxes, planting native species, or reducing pesticide use. Engaging students in biodiversity monitoring and sharing the results through social media promotes conservation awareness and scientific curiosity. Establishing a regular summer	MBa, Science team, BHUGs team	June 2026			No significant cost, beyond materials for identifying and recording observations (such as Field Study Guides).			No direct impact but fosters school-wide conservation awareness. No direct financial savings, but potentially could be dependent on the findings of the survey.	

	biodiversity survey can show the enhancement of wildlife on the school site.									
Create a school garden	A school garden will provide a wide range of benefits including a habitat for insects and other wildlife, a mindfulness space, and an opportunity to connect with nature through growing produce. Establishing a micro pond and deliberate planting of native wildflowers and nectar-rich plants can help boost biodiversity and support local ecosystems. Seasonal changes can be shared more widely through social media and the Blog	KM, MBA	Basic layout completed July 2026			Costs include seeds, soil, tools, equipment and maintenance. Setup requires establishing growing areas, planting and regular upkeep			Supports carbon sequestration and promotes biodiversity. Provides students with a visible opportunity to engage with nature. Low direct savings but educational and well-being benefits.	
Purchase and set up a wireless badger/wildlife cam, with regular wildlife updates on social media.	Visible connection between Isca wildlife and our wider community. The woodland area is home to a large badger sett, with foxes, squirrels and a wider variety of birds regularly seen. Updates can be linked to school social media, particularly during Spring.	GS, KH	Month			Wildlife cameras are expensive, and a previous one was stolen. Cost is around £100. Care will need to be taken in placing and			Does not directly benefit biodiversity, but fosters a connection with nature that will encourage students, staff and the wider community to think about	









						maintaining the camera. Check security settings to prevent unauthorised access.			and care for their environment. Can be linked directly to anti-litter campaigns and bio-surveys.	
Establish no-mow zones in the unused spaces around the school site Three main areas: by the car park, along the edge of the top field, and behind the tennis courts.	Reducing the mowing of unused grass areas allows native wildflowers to return, providing a habitat for insects and other wildlife.	Pinnacle, GS, HS	Ongoing			Actually saves money and time, as there is less mowing required.	  		Additional food and space for vital pollinators can increase biodiversity and help support a larger local ecosystem.	Three areas established in 2023-24
Establish an outdoor learning space and orchard.	The area behind the tennis courts can be turned into an outdoor learning space ringed by fruit trees. Currently a no-mow area, the area could be improved further with the inclusion of fruiting trees that provide food for wildlife (crab apple, hawthorn), with a central space for outdoor group work, science surveys.	GS, Climate Council, BHUGS project	Planning July 2025 Planting Autumn 2026	  	  	Fruit trees are expensive. The area would need to be cleared from the current scrub, and the ground prepared before planting. Trees would need monitoring	  		Careful selection of trees can result in a large boost to diversity, with increased carbon sequestration and more nutrients entering the local food chain.	

						and care until established.			This would also become a valuable learning space to help students connect with nature.	
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Adaptation & Resilience

Scoring - 

Action	Description	Lead	Timescale (wks/mths)	Cost Score (1-5)	Time Score (1-5)	Notes	Envi Impact Score (1-5)	Cost Impact Score (1-5)	Notes	Date Completed
Source Cleaning Products with Eco-Certifications. Use biodegradable and non-toxic cleaning products.	Traditional cleaning products contain harmful chemicals that can pollute water and air. Schools can transition to eco-friendly alternatives certified by environmental agencies, reducing exposure to toxins and supporting sustainability efforts.	Fusion	Ongoing			Some eco-friendly products may be slightly more expensive. Immediate switch possible with supplier adjustments			Reduces pollution from chemical runoff. Long-term health benefits reduce medical costs.	2024-25
Use recycled or FSC certified paper to reduce deforestation and waste.	Reduce environmental impact by switching to FSC-certified paper for printing. This comes from sustainably managed sources where fast-growing trees are replanted after harvesting. Schools should also consider digital alternatives to minimise paper use.	DB	Ongoing			Slightly higher costs than regular paper, but bulk purchasing can offset this. Immediate implementation possible with supplier changes. Paper needs to be of high enough quality to allow error-			Reduces emissions from paper production and waste processing. Long-term savings by reducing overall paper consumption	FSC certified paper via Envirocopy from September 2025

						free high volume printing.				
Share departmental printing costs with core subject leaders (English, Maths, and Science)	Monthly printing costs are emailed to the core subject leaders with the largest teams, broken down by staff member, with cost of each item printed and whether in colour or black and white. B&W printing is cheaper, so this is made the default option on all software.	IT team	January 2026		 	Leaders are empowered to minimise waste and share examples of best practice. Staff are encouraged to print only what is required. This reduces departmental expenditure on printing, freeing up resources for other uses.	 	 	Use of the data requires additional Excel training. Contact list needs to be updated if a HoD changes.	
Apply solar film to windows to reduce heat gain and energy consumption.	Installing solar film on windows helps regulate indoor temperatures by reducing heat gain in summer and heat loss in winter. This reduces the reliance on air conditioning and heating systems, leading to lower energy consumption and improved comfort in classrooms. Solar film also reduces glare, protects	HS	Data collection and research May 2025	   	 	Moderate cost, but provides long-term energy savings and improved classroom comfort. To be most effective, professional installation will be required on the	  	  	Reduces energy consumption for heating and cooling, lowering overall carbon emissions. Lowers utility bills by improving thermal efficiency, reducing the need for additional heating in winter	






	furniture from UV damage, and extends the lifespan of interior materials by preventing sun-related wear.					outside of windows, which could cause some disruption to school activities Survey rooms during the summer to find those that would benefit the most.			and cooling in summer. Also reduces overheating of classrooms during the summer by reflecting some light back out. May cause additional glare.	
Litter pick	Organise a student litter-picking competition, where students help keep the school tidy, reduce rubbish that can attract vermin, and earn points for their tutor group. As students collect litter, they record where the items were collected, so we can identify problem areas and target interventions more directly.	NEU, Heads of Year, HS	February 2026			Minimal costs buying or borrowing additional litter pickers, gloves and bags. It will take time to set up the arrangements for the competition.			Food waste left lying around encourages gulls and rats, which then push out smaller organisms. There is also a health and safety risk due to the potential for spreading disease, particularly from gulls. Rubbish can be harmful to animals if they eat it or get caught in it.	
Improve volume and consistency of materials being recycled	Currently only paper and cardboard are recycled, this results in a huge amount of recyclable waste being disposed of in general waste.	GS, NEU, HS, Fusion	January 2026			Will require whole school training, including cleaning staff. Provision for additional			Staff and students will already be used to recycling more items at home, following the same rules in school will	

	Signs added to bins, and training given to students and staff regarding correct use through What's On, assemblies and display screens.					recycling storage and disposal, including in communal areas and outside.			help to promote recycling throughout our community. Will reduce the amount of general waste, which is charged by weight.	
Sustainability noticeboard and communication	Raise awareness of students, staff and the wider community of what is meant by sustainability, and how everyone can contribute towards making our school more sustainable. To include a noticeboard, plus assemblies, the school Blog, and social media. Highlight actions being taken around the school, and explain how to contribute.	GS, KCH	February 2026 Ongoing		 	Minimal costs beyond setting up a noticeboard, as existing systems can be used. Professional printing of board. Time to prepare and share materials.	 		Regular messaging will help support long term changes to attitudes and behaviours across our community.	



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Establish a student-led group to drive sustainability initiatives.	The school Climate Council will give students the opportunity to lead sustainability projects, influence school policies, and advocate for environmental improvements. Students will develop teamwork and leadership skills, and foster a sense of social responsibility.	GS, NEU	Ongoing			No cost beyond organising meetings and badges. Requires commitment to regular meetings and project work			Leads to long-term environmental improvements Indirect financial benefits through improved sustainability practices.	October 2025
Incorporate and highlight sustainability topics in the curriculum across all subjects	Embedding sustainability into the curriculum across all subjects helps students develop an awareness of environmental issues and how they impact all aspects of life. Science classes can discuss climate change, geography can cover ecosystems, and mathematics can explore energy consumption statistics. By integrating sustainability into daily	ABR, HoDs	September 2026			Requires little to no funding, as it involves modifying existing lesson plans. Some time will be needed to adapt curriculum materials and train teachers.			Long-term behavioural change among students can lead to emissions reductions. No direct financial savings but may lead to reduced resource consumption over time.	

	learning, students can develop a mindset of environmental responsibility and apply these principles beyond the classroom.									
Highlight green career opportunities	When discussing career opportunities in school, highlight the importance and availability of green careers. This helps meet both careers education and sustainability goals.	MK, HoDs	September 2026		 	Minimal costs, and the additional time required can be incorporated into existing curriculum and career reviews.			Long-term opportunities to support the growing green economy in the South West, and provide our students with the skills they will need for a rapidly changing world.	