eco-soar
Measure. Assess. Improve.



CARBON FOOTPRINT REPORT

Burnley St Peter's CofE Primary School

Baseline Carbon Footprint Assessment

September 2026

Prepared by eco-soar®

Contents

Executive Summary.....3
Top 4 Priorities.....4
School Profile.....5
High Level Summary.....6
Benchmark Comparison..... 7
Reporting Methodology 8
Reporting Standards.....10
Defining Boundaries.....11
Operational Boundaries.....12
Exemptions.....13
Total Emissions Overview.....14
Key Findings.....16
Carbon Reduction Opportunities.....17
Staff Travel & Supply Chain Emissions.....17
Scope 3 Emissions.....18
Resources & Travel Insights.....19
Employee Transport Methods.....20
Carbon & Resource Intensity Indicators.....20
Energy Consumption Overview.....21
Energy and Carbon Management.....22
Recommendations.....23
Carbon Reduction Pathway.....24
Conclusion.....25



01. Executive Summary

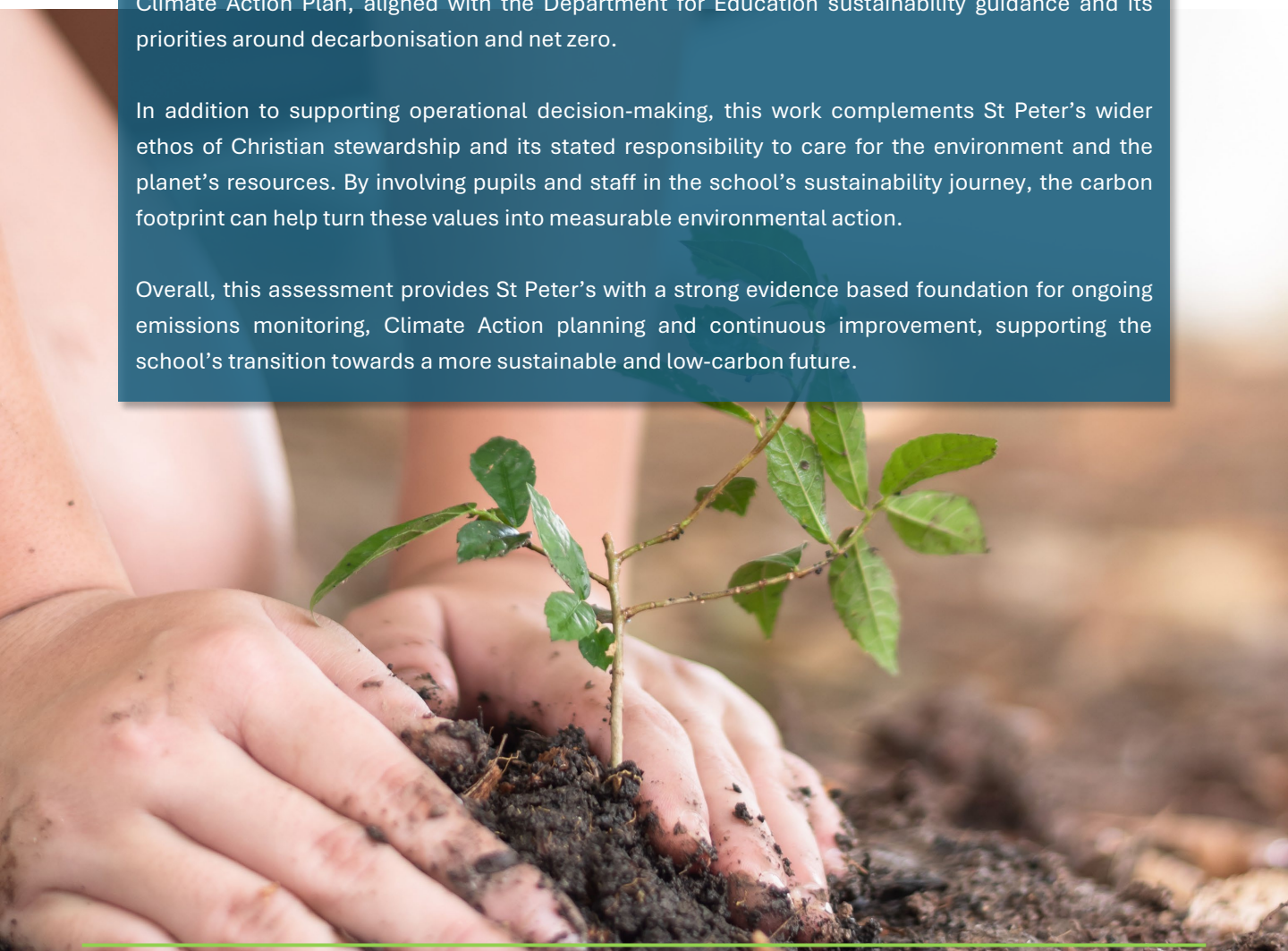
This report presents the first baseline carbon footprint assessment for Burnley St Peter's CofE Primary School and provides an assessment of greenhouse gas emissions associated with the school's operations during the September 2025 – August 2026 reporting period. The assessment has been undertaken using 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 Department for Education sustainability guidance and its priorities around decarbonisation and net zero.

In addition to supporting operational decision-making, this work complements St Peter's wider ethos of Christian stewardship and its stated responsibility to care for the environment and the planet's resources. By involving pupils and staff in the school's sustainability journey, the carbon footprint can help turn these values into measurable environmental action.

Overall, this assessment provides St Peter's with a strong evidence based foundation for ongoing emissions monitoring, Climate Action planning and continuous improvement, supporting the school'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	Sustainable Travel & Active Travel Programme	Review pupil and staff travel patterns and promote practical opportunities for walking, cycling, car sharing and lower-carbon travel where appropriate.	High	Reduce travel emissions, fewer car journeys and increased sustainable travel.
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 areas will help St Peter's strengthen its environmental performance, inform its Climate Action Plan and demonstrate measurable progress towards a more sustainable, lower-carbon future.

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	Burnley St Peter's CofE Primary School
School Type	Voluntary Aided
Local Authority	Lancashire County Council
Pupil Numbers	210
Staff Numbers	25
Reporting Period	September 2025 – August 2026
Site Area (m^2)	1,397.26
Number of Buildings	2
Age of Buildings (approx.)	Historic Estate – East Range c.1828/ West Range late 19th Century
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 across a historic estate accommodating **210 pupils** and **25 staff**. The buildings are supplied by gas and electricity for heating, hot water and day-to-day operations. The age and heritage characteristics of parts of the estate provide important context when considering future energy-efficiency and decarbonisation opportunities.

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.

These characteristics provide the context for interpreting the school's carbon footprint. Pupil and staff numbers, building floor area, estate age, energy supply and travel patterns will be used throughout the assessment to support benchmarking and identify proportionate carbon-reduction opportunities.

04. Burnley St Peter's 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	60.03	45.20%
Gas (Heating)	38.60	29.07%
Pupil Commute	14.77	11.11%



Total Carbon Footprint

132.9

tCO2e

Generated from Electricity Usage	12.98	tCO2e
Generated from Gas (heating) Usage	38.60	tCo2e
Generated from Waste Produced	0.06	tCO2e
Generated from Staff & Pupil Commute to Site	20.89	tCO2e
Generated from Procurement	60.03	tCO2e
Generated from Water Usage	0.24	tCO2e
Generated from Business Mileage	0.09	tCO2e
Total Emissions	132.90	tCO2e
Total Energy Consumption (KWH)	263,769	kWh

05. Benchmark Comparison

St Peter'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	In Line	Energy consumption is broadly in line with comparable primary school benchmarks.
Waste Diversion	Opportunity for Improvement	Waste diversion represents the greatest opportunity for improvement through enhanced recycling and waste segregation initiatives.
Overall Assessment	In Line	Environmental performance is broadly in line with comparable UK primary school benchmarks, with the principal opportunity for improvement relating to waste diversion and recycling.

St Peter's environmental performance is broadly in line with comparable UK primary school benchmarks. Energy consumption and carbon intensity both fall within typical benchmark ranges, while waste diversion presents the clearest opportunity for improvement. Further progress could be achieved through improved waste segregation and recycling, continued environmental data monitoring, and the ongoing development of sustainability initiatives across the school.

Benchmark Summary

Key Strengths

1. Carbon intensity in line with comparable schools
2. Energy consumption in line with primary school benchmarks
3. Good quality energy and waste data available

Improvement Opportunities

1. Waste segregation and recycling
2. Increase waste on-site recycling and overall waste diversion rates
3. Continue developing sustainability initiatives

Overall Benchmark Rating

In Line



06. 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 that 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, school representatives were 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** – Significant emission sources within the defined assessment boundary have been 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**, providing a structured assessment of the school's direct emissions, purchased energy emissions and other relevant indirect carbon impacts.



Assessment Period

The carbon footprint assessment has been undertaken for the period **September 2025 to August 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 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

Within the defined assessment boundary, no significant exclusions have been identified based on the information made available. Where data gaps exist, reasonable estimates and assumptions have been applied where appropriate and clearly documented to support completeness and transparency.

Calculation Methodology & Approach

A carbon footprint assessment has been undertaken to reflect the school's operational activities within the defined assessment boundary. Data has been collected from relevant sources, including energy consumption, waste, water use, staff and pupil travel, business mileage and procurement.
Activity data has been converted into carbon emissions using relevant UK Government greenhouse gas conversion factors. Where detailed activity data is not available, such as for elements of procurement, appropriate spend-based emissions factors have been applied.

The assessment therefore uses a hybrid activity- and spend-based methodology, prioritising actual operational data wherever available. This provides a practical and transparent representation of the school's carbon footprint and supports the identification of 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.

07. Reporting Standards

The carbon footprint assessment has been undertaken with reference to recognised greenhouse gas (GHG) accounting methodologies, including the Greenhouse Gas Protocol Corporate Standard. Activity-based emissions have been calculated using relevant UK Government greenhouse gas conversion factors, with appropriate spend-based emissions factors applied to procurement where detailed activity data is not available. These methodologies support consistent, transparent reporting and meaningful 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 supports alignment with the Department for Education's sustainability guidance and the development of a comprehensive Climate Action Plan.

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 appropriate estimation methods 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.

08. 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 the school's operational activities and facilities falling within the defined assessment boundary, including on-site facilities and core operational functions.

Where relevant, the assessment also considers indirect activities associated with the school's operations, including outsourced services and other activities within the school's value chain, where these are material and sufficient data is available.

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
- Business travel & mileage

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, emissions are accounted for consistently and transparently within the defined assessment boundary.

This approach provides a structured understanding of the school's carbon footprint and supports consistent tracking of emissions over time.

09. Operational Boundaries

The table summarises the school's 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 diversion. 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/food, ICT, cleaning services, curriculum supplies and other purchased goods/ services.
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 staff business mileage undertaken for school-related purposes.
Scope 3	**Printing & Paper Use**	Emissions associated with the consumption of paper and printing activities across the school, including procurement and usage impacts.

10. 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. Tonnage by primary waste stream is available.	Based on reported waste tonnages, approximately 38% of recorded waste comprised mixed recycling and food waste streams.	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 St Peter'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.

11. Total Emissions Overview

The assessment identified a total carbon footprint of **132.9 tCO2e** for the reporting period. This provides St Peter's Primary School with an environmental baseline from which future performance can be monitored and measured.

The school's Scope 1 emissions totalled 38.60 tCO2e (29.1%), arising from direct emissions associated with fuels consumed on-site. Scope 2 emissions accounted for 12.98 tCO2e (9.8%), generated through the consumption of purchased electricity.

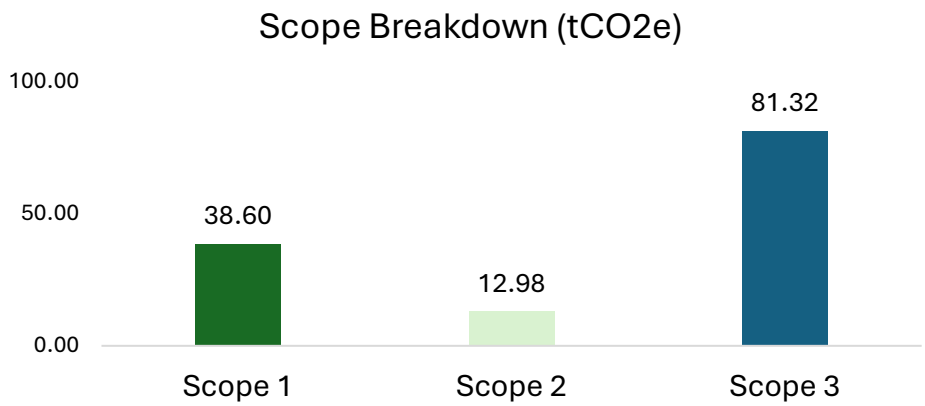
The largest contributor to the school's carbon footprint is Scope 3 emissions, which totalled 81.32 tCO2e (61.2%). These emissions are associated with indirect activities including procurement, waste management, water consumption, staff and pupil travel, and other supply chain activities. This reflects 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, sustainable travel initiatives, waste reduction, 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 0.63 tCO2e per pupil and 5.32 tCO2e per staff member, providing a useful baseline for future performance monitoring and benchmarking.

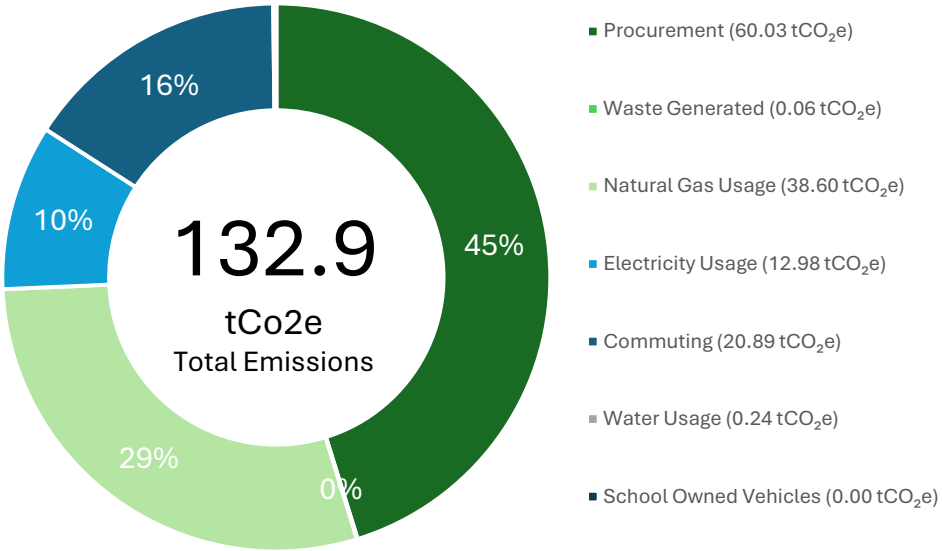
Key Insight
61% of the school's carbon footprint originates from Scope 3 activities, highlighting the importance of addressing indirect emissions alongside energy consumption to achieve meaningful long-term carbon reductions.



Scope	Emissions (tCO_2e)	% of Total
Scope 1	38.60	29%
Scope 2	12.98	10%
Scope 3	81.32	61%
Total	**132.90**	**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 45% of total emissions

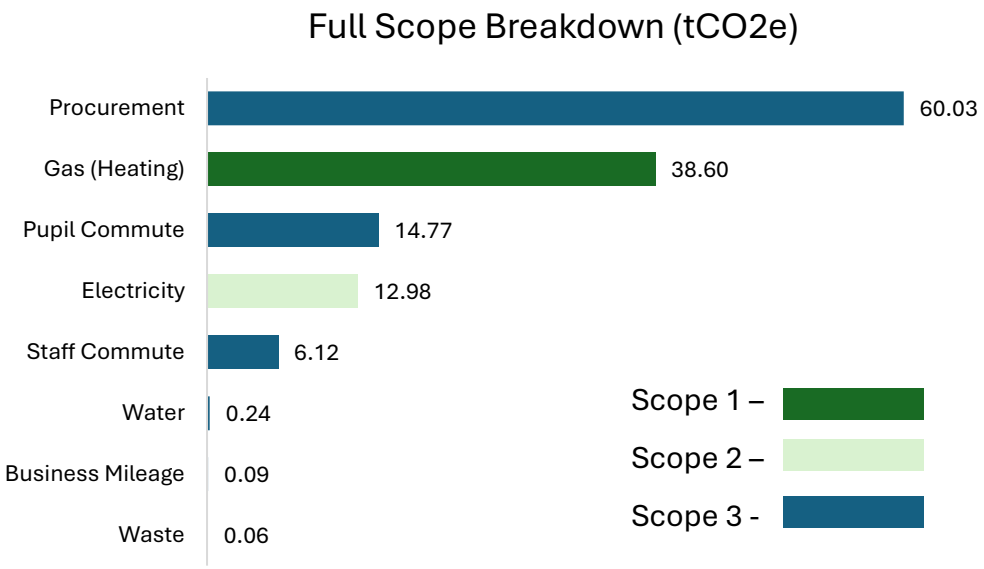
People Travel
Commuting accounts for 16% of total emissions

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

St Peter's largest emission sources are procurement (45%) and natural gas consumption (29%), together accounting for approximately three-quarters of total emissions.

Procurement and natural gas consumption account for approximately 74% of St Peter's total carbon footprint. While travel, electricity, waste and water also contribute to the overall footprint, the greatest reduction opportunities are likely to be achieved through improved procurement decisions, reduced heating demand, energy-efficiency measures and engagement with suppliers.

Source	Scope	Emissions (tCO2e)	% of Total	Notes
Natural Gas Usage	Scope 1	38.60	29.0%	Heating and hot water
School Vehicles	Scope 1	0	0%	Minibus and fleet (if applicable)
Electricity Usage	Scope 2	12.98	9.8%	Grid-supplied electricity
Waste Generated	Scope 3	0.06	<0.1%	Disposal and recycling
Business Mileage	Scope 3	0.09	0.1%	Staff mileage for business purposes
Water Usage	Scope 3	0.24	0.2%	Supply and treatment
Commuting	Scope 3	20.89	15.7%	Staff and pupil travel
Procurement	Scope 3	60.03	45.2%	Estimated goods and services
TOTAL		**132.90**	**100%**	



12. Key Findings

The emissions profile for St Peter's CE Primary School shows that procurement is the largest source at **60.03 tCO2e (45.2%),** highlighting the impact of purchased goods and services on the school's overall footprint.

Natural gas used for heating is the second-largest source at **38.60 tCO2e (29.0%),** making heating efficiency an important area for future carbon reduction.

Commuting and travel contribute **20.89 tCO2e (15.7%),** reflecting the impact of staff and pupil journeys. Encouraging more sustainable travel therefore represents another important opportunity for improvement.

Electricity consumption contributes **12.98 tCO2e (9.8%).** Continued monitoring and energy-efficiency measures will help reduce operational emissions further.

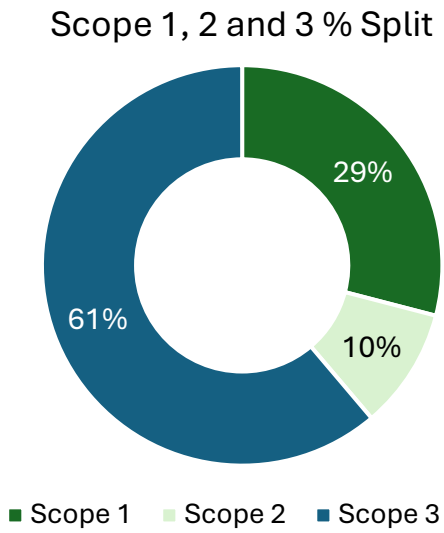
Water, business mileage and waste make comparatively small contributions at **0.24 tCO2e, 0.09 tCO2e** and **0.06 tCO2e** respectively. However, responsible water use, waste prevention and recycling, along with efficient travel remain important wider environmental priorities.

Overall, St Peter's greatest carbon reduction opportunities lie within procurement, heating and energy efficiency, and sustainable travel. These areas should form the principal focus of future carbon reduction activity and Climate Action Plan implementation.

Scope 1 and Scope 2 emissions account for approximately **39%** of the total footprint, while Scope 3 represents approximately **61%,** demonstrating the importance of addressing both operational energy use and wider indirect emissions.

Scope Breakdown

The chart illustrates the distribution of St Peter'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.



13. Carbon Reduction Opportunities

The following opportunities have been identified from St Peter's emissions profile and represent areas where carbon reductions and wider environmental improvements may be achieved. Measures should be developed further through feasibility assessment, cost review and implementation planning.

Procurement & Supply Chain (High Priority)
- Improve procurement data and supplier-specific emissions information.
- Introduce sustainability criteria into purchasing decisions.
- Engage key suppliers on carbon reduction and environmental performance.
- Prioritise durable, reusable and lower-impact products where practical.
- Reduce unnecessary purchasing and increase reuse of existing resources.

Heating & Energy Efficiency (High Priority)
- Review heating schedules, controls and temperature settings.
- Assess insulation, draught-proofing and other heat-loss reduction opportunities
- Continue monitoring gas and electricity consumption.
- Review lighting efficiency and upgrade remaining inefficient fittings where appropriate.
- Investigate energy-saving opportunities through building and equipment management.



Sustainable Transport
- Promote walking, cycling, car sharing and other sustainable travel options.
- Develop and maintain a School Travel Plan.
- Conduct annual staff and pupil travel surveys to improve data accuracy.
- Use survey findings to identify practical opportunities to reduce commuting emissions.

Low-Carbon Energy
- Assess the feasibility of solar photovoltaic (PV) systems.
- Explore lower-carbon heating options when systems are due for replacement.
- Review opportunities to procure renewable electricity where appropriate.

Waste & Resource Management
- Continue improving recycling and waste segregation.
- Reduce unnecessary materials and single-use items.
- Improve waste measurement and contractor reporting.
- Use waste prevention, resource efficiency to support wider sustainability.

14. Scope 3 Emissions

Scope 3 emissions arise from indirect activities associated with the day-to-day operation of St Peter's, including procurement, staff and pupil commuting, water use, waste disposal and business travel. Together, these sources form the largest proportion of the school's carbon footprint.

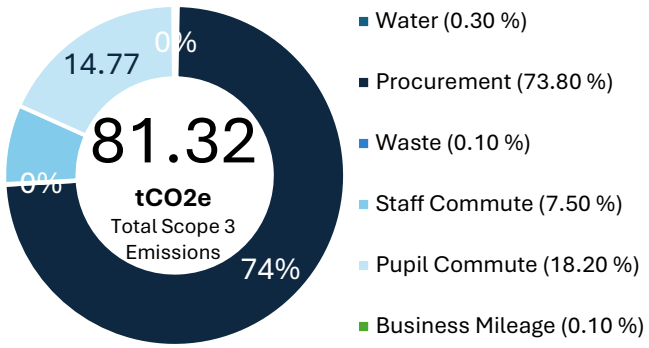
Procurement represents the largest Scope 3 source and has been estimated using spend-based emission factors applied to expenditure data provided by the school. Supplier-specific carbon information was not available at the time of assessment, so the calculated emissions provide an indicative estimate of the carbon impact associated with purchased goods and services.

Staff and pupil commuting emissions have been estimated using travel information provided by the school, including journey distance and transport mode assumptions. Further annual travel surveys would improve the accuracy of future reporting and provide a stronger evidence base for sustainable travel initiatives.

Key Findings

- Procurement is the largest Scope 3 source at **60.03 tCO2e,** accounting for approximately 74% of Scope 3 emissions and **45.2%** of the total school footprint.
- Pupil commuting contributes **14.77 tCO2e** and staff commuting **6.12 tCO2e**, giving combined commuting emissions of **20.89 tCO2e**.
- Procurement and commuting therefore represent the principal opportunities for reducing St Peter's indirect emissions.
- Future reporting can be strengthened through improved supplier data and annual staff and pupil travel surveys.

Scope 3 Emission Breakdown



Scope 3 aspects account for 61% of total emissions **61%**

Future Improvement Opportunities

- Undertake annual staff and pupil/family travel surveys to improve commuting data.
- Encourage sustainable travel options where practical, including walking, cycling and car sharing.
- Work with key suppliers to obtain more accurate carbon and environmental performance data.
- Embed sustainability criteria within purchasing and procurement decisions.
- Prioritise durable, reusable, lower-impact and responsibly sourced products where appropriate.

15. Resource & Travel Insights

Waste & Recycling Insight

St Peter's generated approximately 13.7 tonnes of recorded waste during the reporting period, comprising 8.45 tonnes of general waste, 3.81 tonnes of mixed recycling and 1.44 tonnes of food waste.

Mixed recycling represents approximately 28% of total recorded waste. When separately collected food waste is also included, approximately 38% of recorded waste is collected separately from the general waste stream.

Recommended Actions:

- Continue increasing recycling and reducing general waste
- Improve waste segregation and signage across the school
- Review opportunities to reduce waste at source and increase reuse
- Monitor general, recycling and food waste separately each year

Pupil Travel Insight

Approximately 66% of pupils travel to school by car, making car travel the dominant pupil commuting mode and a significant contributor to the school's Scope 3 emissions.

Around 33% currently walk or cycle, while approximately 1% travel by bus. Encouraging active and shared travel where practical could help reduce emissions, support pupil health and wellbeing and reduce congestion around the school.

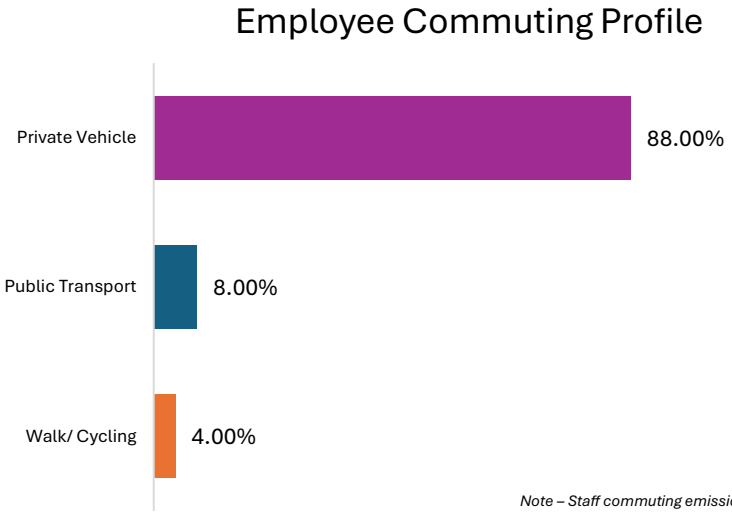
Recommended Actions:

- Promote Walk to School and active-travel initiatives
- Introduce an annual pupil/family travel survey
- Review cycle and scooter storage provision
- Engage parents and pupils through sustainable-travel campaigns



16. 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

88%

of staff commute to work by private vehicle, making car travel the predominant staff commuting mode and an important contributor to Scope 3 emissions.

Note – Staff commuting emissions have been estimated using travel information provided by the school, including an average one-way commuting distance of approximately 8.25 miles, with reasonable assumptions applied where detailed journey data was unavailable.

Staff commuting at St Peter's is dominated by private vehicle travel, with 88% of staff travelling by car, 8% using public transport and 4% walking or cycling. Staff commuting contributes approximately 6.12 tCO_2e to the school's carbon footprint. Opportunities exist to reduce future emissions through sustainable travel initiatives, annual staff travel surveys and increased awareness of alternative transport options

17. 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
0.63
tCo2e
Total emissions per pupil

Emissions per Staff
5.32
tCo2e
Total emissions per staff

Water per Pupil
3.12
M^3
Water per pupil

Electricity per Pupil
349
kWh
Electricity per pupil

Waste per Pupil
65.2
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 0.63 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 5.32 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 3.12 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 349 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 65.2 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.

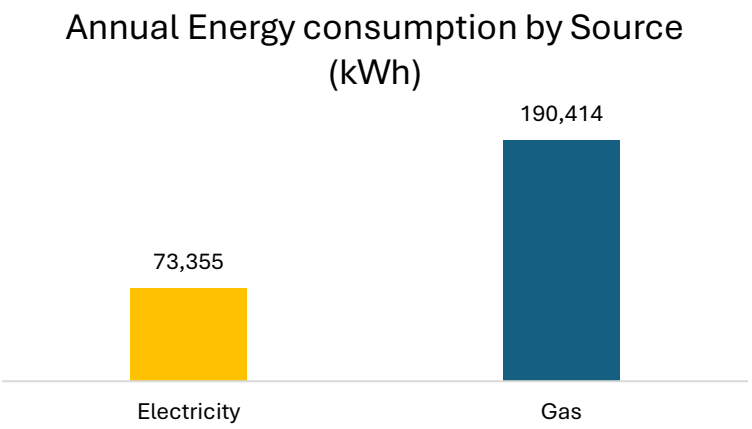
18. Energy Consumption Overview

Energy consumption is one of the school's key operational environmental impacts. During the reporting period, St Peter's consumed approximately **263,769 kWh** of energy, comprising **73,355 kWh** of electricity and **190,414 kWh** of natural gas.

Natural gas accounted for approximately **72%** of total energy consumption, while electricity accounted for approximately **28%.** This demonstrates that heating demand is the dominant element of the school's energy profile and represents a key area for future energy-efficiency improvement.

Key Finding

72% of total energy consumption is derived from natural gas, making heating the school's largest energy demand and an important opportunity for future energy efficiency improvements.



19. Energy and Carbon Management

Carbon Offsetting

No information relating to carbon offsetting activities was provided 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

St Peter's electricity is supplied by npower business. No renewable electricity tariff or verified renewable supply arrangement was identified within the information provided.
Electricity emissions have therefore been calculated using the applicable UK grid conversion factor. Future reporting should confirm whether any renewable or REGO-backed electricity arrangement applies.

On-Site Renewable Energy Generation

St Peter's confirmed that no solar photovoltaic (PV) system is currently installed on site.
Given the school's electricity demand, the feasibility of future solar PV or other appropriate renewable technologies could be explored as part of longer-term decarbonisation planning, subject to technical and financial assessment.

Energy Efficiency Measures Taken

Information supplied by St Peter's confirms that a number of energy and building-management measures are already in place.

Existing measures identified include:
- LED lighting installed within the school
- Timed heating controls in operation
- Recent building-fabric maintenance, including repair of a roof leak within Orange Class

The extent of LED coverage and the performance of existing heating controls have not yet been quantified. Further review of lighting, heating schedules, temperature settings and building fabric would help identify additional energy-efficiency opportunities.

Given that natural gas represents approximately 72% of St Peter's total energy consumption, heating optimisation should remain a key focus for future carbon reduction activity.



20. Recommendations

Based on the findings of this assessment, the greatest opportunities for St Peter's CE Primary School to reduce emissions are through sustainable procurement, heating and energy efficiency, sustainable travel and improved environmental data monitoring. Procurement represents 45.2% of the school's footprint, while gas heating accounts for 29.0% and commuting approximately 15.7%, making these the principal areas for targeted action.

Procurement & Supply Chain

Embed sustainability criteria within purchasing decisions and engage key suppliers to improve environmental performance, reduce unnecessary purchasing and increase the use of durable, reusable and lower-impact products.

Heating & Energy Efficiency

Review heating schedules, timer settings, temperatures and building controls to reduce gas consumption. Continue monitoring electricity and gas use and assess further opportunities to improve lighting, insulation and building efficiency.

Travel & Transport

Develop sustainable travel initiatives for staff and pupils, including walking, cycling, public transport and car sharing where practical. Use annual staff and pupil/family travel surveys to improve data quality and monitor progress.

Renewable Energy

Assess the technical and financial feasibility of future on-site renewable energy generation, including solar PV, and review opportunities for lower-carbon energy procurement.

Engagement & Awareness

Encourage staff and pupils to support energy saving, sustainable travel, waste reduction and responsible resource use through awareness activities and curriculum-linked initiatives.

Waste & Resource Management

Continue improving waste segregation, recycling and resource efficiency. Although waste makes a relatively small direct contribution to the carbon footprint, reducing waste remains an important wider environmental objective.

Data & Monitoring

Maintain structured monitoring of energy, water, waste, procurement and travel data to improve future carbon reporting, track progress and support evidence-based target setting.

21. 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.

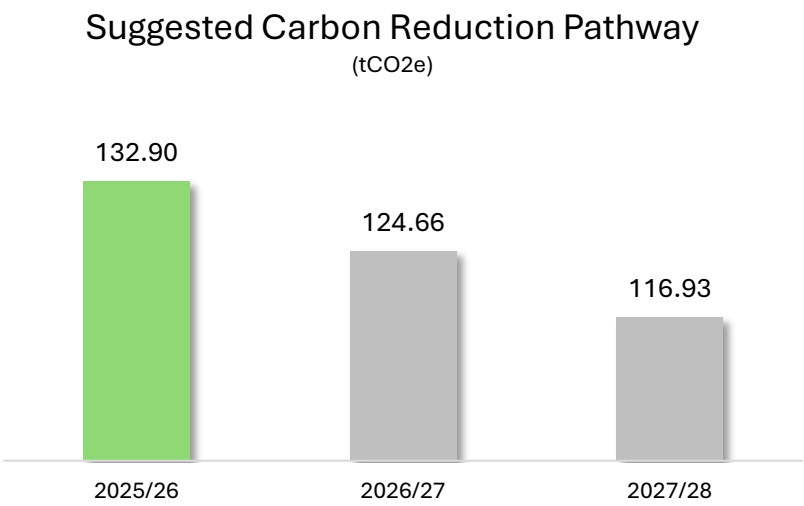
2025/26 Baseline:
132.90 tCO2e

-6.2%

2026/27 Target:
124.66 tCO2e

-6.2%

2027/28 Target:
116.93 tCO2e



Total Reduction Target (Next 2 Years): 15.97 tCO2e (12%)

Achieving these reductions will require a combination of sustainable procurement, heating and energy-efficiency improvements, sustainable travel initiatives and ongoing environmental performance monitoring.

Key Enablers

- Sustainable procurement and supplier engagement
- Heating optimisation and energy efficiency
- Sustainable staff and pupil travel
- Environmental data monitoring and annual reporting



22. Conclusion

This assessment has established a baseline carbon footprint for St Peter's CE Primary School and identified the principal sources of greenhouse gas emissions associated with school operations.

The results show that the majority of emissions arise from Scope 3 activities, with procurement representing the largest individual source at 45.2% of the total footprint. Natural gas used for heating is the largest operational source, while staff and pupil commuting also make a significant contribution.

The findings identify clear opportunities to reduce environmental impact through sustainable procurement, heating and energy-efficiency improvements, sustainable travel initiatives and improved environmental data monitoring.

This baseline provides a foundation for future monitoring and will enable St Peter's to measure progress, establish reduction targets and demonstrate continual environmental improvement over time.

The findings also support the school's wider sustainability objectives and align with relevant United Nations Sustainable Development Goals, including SDG 7 – Affordable and Clean Energy, SDG 12 – Responsible Consumption and Production, and SDG 13 – Climate Action.

Next Steps

The findings of this report can be used to inform St Peter's Climate Action Plan, providing an evidence-based roadmap for reducing emissions, improving environmental performance and embedding sustainability across the school community.

Key Outcomes Summary

- Baseline carbon footprint established: 132.90 tCO2e
- Scope 3 emissions account for approximately 61% of total emissions
- Procurement is the largest emissions source at 45.2%
- Natural gas accounts for approximately 72% of total energy consumption
- Key reduction opportunities identified across procurement, heating/energy and travel
- Baseline provides the evidence base for Climate Action Plan development, target setting and annual monitoring



Supporting transparent, measurable sustainability reporting.

eco-soar
Measure. Assess. Improve.

Carbon Footprint Report September 2026