EPWORTH
EDUCATION TRUST

EET School Level Sustainability Action Plan 2026–27

Our sustainability work is organised around three simple commitments:

- **Learn it** – developing children's knowledge, understanding and agency.
- **Live it** – making responsible choices, caring for creation and taking action.
- **Improve it** – reducing our environmental impact and making our school increasingly sustainable.

Schools should identify a small number of meaningful priorities that are appropriate to their context. The emphasis is on action and impact rather than producing additional documentation.

School: Leyland Methodist Schools	**Headteacher: Karen Chadwick**	**Sustainability Lead: Becky Wilkinson**

Our school context

What are we already doing well? Briefly identify existing strengths, activity or opportunities to build upon.	*Leyland in Bloom* *Learning outside – Year 6 residential, outdoor visits for Year 1 and 2 to Brockholes*
Is there anything particular about our site or community that should shape our priorities? For example: biodiversity opportunities, energy use, flooding/heat risks, travel, waste, community partnerships.	*Lots of green space at the front and back of school which needs utilising to help local wildlife* *Pond on site which needs clearing and developing* *Two school sites which use a lot of materials and electricity*
What do our pupils think should change or improve?	*Save electricity*

	Develop our hedgehog houses and bug hotels *Introduce recycling bins*
How will pupils help lead or influence this work?	Eco Committee Whole school initiatives

Area	What is our priority?	What will we do?	How will pupils be involved?	How will we know it has made a difference?	Lead / Timescale
LEARN IT	*Develop the curriculum to include sustainability creating cross curricular links and completing a whole school project to show learning.* *Develop school grounds to home more native wildlife and bugs. Alongside this, the pond needs cleaning and a lot of work to become a habitable place and somewhere we can use for outside learning.*	*Science and Geography lead to look at the curriculum and create cross curricular links to ensure our children are knowledgeable about sustainability. Through these new links, children will be aware of their role in helping the planet.* *Develop our outside areas to create habitats for local wildlife and learning spaces for our pupils.*	*Children to plant new trees and flowers to create homes for bees and other animals.* *Working party to clear the pond using the community and pupils.* *Eco Committee to develop bug hotel areas and maintain them throughout the year.*	*We should see more wildlife and insects on our grounds. Our pond area will also come back to life and host plants and animals.* *Children will be able to articulate their role in being sustainable and how we can be advocates for helping the planet.*	*Sustainability lead* *Eco Committee* *Throughout the school year.*
LIVE IT	*Pupil campaign to lead the whole school project and what areas we need to cover in the curriculum.* *Encourage cycling to school with a new bike shed to*	*Over the school year our focus will be to educate our pupils on how they can be sustainable. Whole school projects, themed weeks will help to educate and encourage our pupils to put their learning into action.*	*Eco Committee to lead whole school initiatives and themed weeks to encourage whole school participation in being sustainable.* *Eco Committee to promote the recycling bins and*	*Recycling across school will be active and our paper usage will reduce.* *Whole school weeks, such as cycle/walk to school will encourage more pupils to do this every day. The new bike shed should also help*	*Whole school projects to last over the year.* *Recycling bins implemented in the Autumn term.*

	help facilitate this. Walk/cycle to school week. *Put more bug hotels and hedgehog houses outside. Plant wildflowers and trees into areas which pupils don't use to make the most of the green space, encouraging bees, insects and animals to use these spaces.* *Recycling bins to be present across both schools and pupils to help encourage recycling.*	*New recycling bins to ensure we are recycling paper and plastic in school.*	*ensure they are being used effectively. They will be leads in their classrooms for paper to be recycled and plastic glue sticks.*	*encourage children to use their bikes more when travelling to school.*	
IMPROVE IT	*Reduce unnecessary paper use and recycle what isn't needed.* *Collect and reuse water for plants to sustain new wildflowers and trees planted.*	*Introduce recycling bins for paper and plastic* *Implement water butts to collect water which can be reused on the school site to maintain new flowers and trees.*	*Eco Committee to lead on recycling across school and in their classrooms.* *Pupils to use the water to maintain flowers and trees.*	*Recycling across school will be active and our paper usage will reduce.* *Recycled water to maintain plants in the Summer reducing school water usage.*	*Recycling bins introduced in Autumn* *Water butts to be sourced and implemented in Autumn and water to be used throughout the year.*

End-of-year impact

What changed?	

What difference did it make for pupils, the school or the environment?	
What should we continue, stop or develop next year?	

Trust expectation

By the end of 2026/27, every school will:

- have an identified sustainability lead;
- maintain a current Sustainability Action Plan;
- contribute to Trust curriculum sustainability mapping;
- provide meaningful opportunities for pupil involvement;
- undertake at least one purposeful biodiversity action;
- contribute to Trust-wide sustainability monitoring and sharing of effective practice.

The purpose of this plan is not to do everything at once. It is to make thoughtful, achievable improvements that collectively contribute to flourishing people, places and planet.