

Supporting Independent Schools on the Road to Net Zero & Sustainability

A Planet Mark x ISC
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Executive summary

Objective: To establish the current sustainability measures and initiatives being adopted by the independent schools’ sector and provide a benchmark for industry progress, whilst identifying areas where support is required to accelerate the transition towards net zero.

The call to achieve net zero carbon emissions by 2050 to safeguard the planet for future generations is one that affects all industries, but has particular relevance and importance to the education sector which lays the foundation for academic, scientific, political and indeed cultural progress through the impact that it has upon the learning and development of young people.

Independent schools can play a pivotal role in helping the UK to achieve its net zero target by 2050, not only through environmental stewardship, but through the opportunity to equip their teams and pupils with the know-how and skills required for a zero-carbon future and pioneer initiatives that extend beyond school boundaries to impact the wider community.

Developing a robust sustainability and net zero strategy can bolster the resilience, relevance and longevity of educational institutions in a world experiencing a transition into more sustainable practices. As such, independent schools face increased expectation to lead both in actions to reduce operational emissions and to integrate sustainability into the curriculum. However, the sector lacks tailored standards and guidance for schools to navigate the complexities involved in this process.

To understand the current sustainability initiatives, challenges and opportunities being experienced by independent schools on their net zero journey, the Independent Schools’ Council (ISC) and Planet Mark have undertaken research through a combination of surveys, focus groups, school carbon footprint analyses, case studies and wider literature review, with almost 300 schools participating. The combined research produced insights and recommendations applicable to policy makers, associated businesses, and the institutions themselves, supporting their transition into sustainable and resilient net zero operations.

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Key Findings Include:

An early observation in this process highlights how often independent schools are grouped into a single demographic. The reality is that many are small to medium-size organisations (75% of our research participants), facing similar challenges to SMEs in other industries, with boarding schools facing even more unique challenges. There is an opportunity to reassess the way government approaches the issuing of guidance and the need to engage with these organisations in a proactive way. This could help to develop solutions that support and accelerate their efforts to transition into net zero and more sustainable operating practices.

Opportunities:

There is strong potential for a collaborative forum to facilitate discussions, shared experiences, access to expertise and foster partnerships, both at operational and academic level, and coordinated by existing trade bodies. Developing sustainable procurement guidelines and buying groups for the sector could support confidence in solutions and provide cost savings to help accelerate decisions that require a significant investment of time and/or money.

Policy Needs:

An update to existing independent school standards guidance that makes provision for sustainability and net zero. With regulations around environment and energy use increasing (e.g. Streamlined Energy and Carbon Reporting [SECR] and Energy Savings Opportunity Scheme [ESOS]), the industry could benefit from sector-specific guidance and support.

Funding Needs:

Independent schools are frequently excluded from funding and local authority support that relates to similarly structured non-profits or businesses. For example, ULEZ expansion support measures included a 100% discount on fees to support community transport minibuses run by not-for-profit organisations until October 2025. Independent schools were entirely excluded from this on the sole basis of being fee paying institutions, with no regard for the size, budget – or charity status in some cases – of these organisations and the impact this may have on their communities.

The Independent school sector & economic footprint

In 2021, the [total economic footprint of independent schools](#) was estimated to be:

£ 16.5 Billion

It was associated with over **328k** jobs and

£5.1 Billion in tax revenues

Section 1: A call to action

Recommendations

The key recommendations provided in this section reflect the top insights gathered through staff focus groups, surveys, student engagement, industry and policy research. The overarching sentiment from independent schools was the need for stronger mechanisms for sharing of trusted sustainability knowledge and best practices both within the sector and also with other parties including policy makers, state schools and trade bodies.

Top Recommendation

Create a trusted central source of sustainability resources for independent schools – School staff often lack the time or expertise to independently research and establish the credibility of sustainability solutions in an increasingly crowded market. A central platform curated by schools and industry bodies could provide quality-checked resources, case studies and ideally peer-to-peer discussion forums that would drastically simplify the decision-making process for schools and avoid each institution needing to reinvent the wheel. This could be inspired by similar platforms for other types of organisation, like the [UK Business Climate Hub](#) and the [proposed platform](#) from the Department for Education supporting state schools.

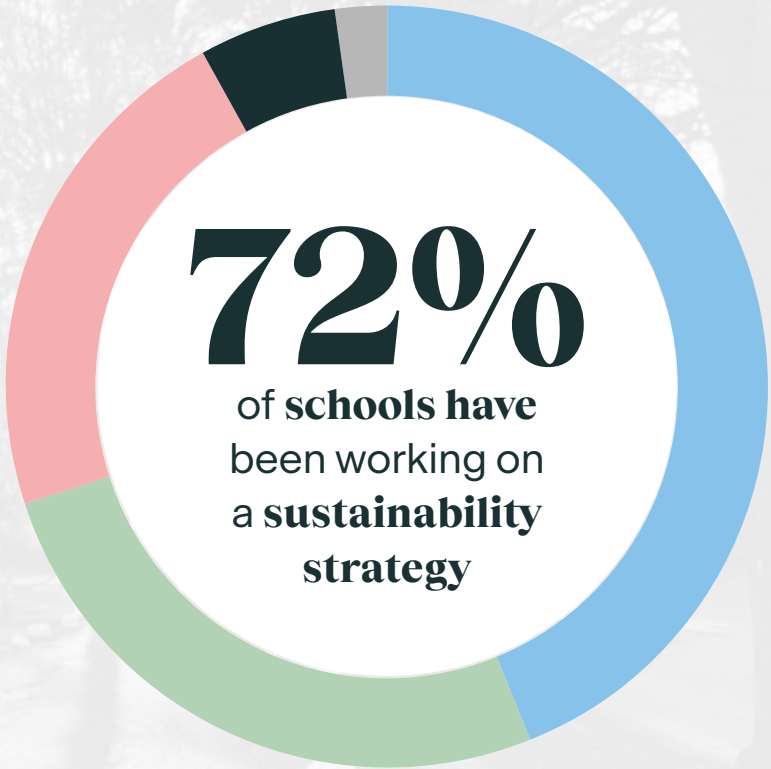
Independent Schools

- Embrace the low-hanging fruits that drive cost savings** – Many independent schools have been driving impressive cost savings initiatives, particularly with energy efficiency, which are helping to build the business case for sustainability broadly within the minds of staff, students and parents. Finding ways to leverage savings from initiatives with rapid payback to provide additional budget for medium and long term investments in sustainability solutions can help build momentum behind larger and more ambitious projects.
- You can't manage what you don't measure** – Schools who are further ahead on having systems and processes to accurately measure energy, carbon, waste and other sustainability-relevant indicators are gaining significant momentum in their ability to identify cost saving opportunities and drive larger and more ambitious projects. Being able to provide data-driven feedback on progress is motivational and consistently leads to higher staff and student engagement.
- Promote sustainability literacy throughout the school** – The schools demonstrating the greatest progress on sustainability tend to be those who are most effectively engaging their staff and students in the journey, starting with education. Empowering individuals with the knowledge and motivation to develop impactful ideas can substantially accelerate the progress of initiatives which bring environmental and financial benefits to the school. In addition, staff and students can have impact beyond the classroom, fostering conscious behaviours and community-wide initiatives and campaigns.

Schools with Sustainability Strategy in place

Does your school have a sustainability strategy in place?

Yes - it is publicly available	6%
Yes - not publicly available	22%
In Progress	44%
No	26%
Don't know	2%



SOURCE: PLANET MARK x ISC SURVEY, 2023.



We have successfully worked out a method to measure our carbon with the support of key suppliers such as external caterers. Finding the time to drive forward to the next stage of taking action is hard, but we feel that the development of internal competencies will be the best way to deliver long term improvement.

SOURCE: PLANET MARK x ISC SURVEY, 2023.

Industry Bodies

Support trust & transparency in procurement – Developing a trusted source of sustainability products and services available to schools was one of the most requested areas of support. Resources that map the available solutions, reasonable cost expectations and the contexts in which they are useful would have huge value. Peer-to-peer feedback tools, forums and buying groups can share best practices and experiences with reliable service providers, encouraging the sector to engage and collaborate as part of a targeted effort towards net zero and sustainable practice.

Buying groups may prove a powerful tool to procure sustainability solutions with economies of scale, particularly for smaller institutions.

Shine a light on often-overlooked areas of sustainability opportunity – Many schools are almost entirely focusing their operational sustainability efforts on building operations and may be missing opportunities to drive sustainability in other areas, such as staff and student travel, extracurricular trips and the use of IT equipment and cloud services. Drawing insights from inside and outside of the sector can help to inform these areas and broaden the scope of a school's sustainability strategy.

Government

Ensure independent schools do not fall between the cracks of policy, support, funding and guidance – This research established that independent schools are frequently overlooked as a stakeholder, even when they belong to the category of organisation that policy is being developed for. Independent schools should be considered in policy and qualify for the same support and financial incentives being provided to private organisations with a similar status as either a business, charity or non-profit.

Foster collaboration between independent schools and state schools – State-funded schools share many of the challenges that independent schools face on their net zero journey. Fostering greater development of shared resources, expertise and best practices is critical. For example, ensuring that the proposed Digital Support Hub for state schools by the Department for Education is made available for wider use of the resources there. This builds upon existing successful models such as the shared use of school facilities for subjects like science, language, art, drama or sports which maximise the best use of resources and can only strengthen the sustainability progress being made by all those involved.



Hemdean House School's efforts to phase out single-use plastics through-out the school, have extended beyond the school gates, as they participate in the Caversham Trader' initiative of a Plastic Free Caversham, which brings local businesses together to reduce and phase out the amount of single-use plastic in the town, giving the children a real pride in their community.

SOURCE: ISA JOURNAL ISSUE 27, FEBRUARY 2022, PAGE 13.



Section 2

Top Tips in Driving Sustainability in Schools

Five practical steps:



Start measuring and mapping out areas of impact: energy and heating consumption; transport methods and vehicles used are a great way to start!



Drive engagement from across the school: academic, operational, funding, leadership and pupils, everyone has a part to play. Make it fun!



Develop a clear plan with key objectives and milestones. Communicate that plan and the progress to drive awareness of both successes and areas to focus on.



Use behavioural prompts, create spaces where everyone can witness the impact as it happens; showcase the benefits of reducing plastic consumption around campus; incorporate it into house and whole-school's activities and healthy competition.



Don't let perfection stop progress. Be transparent about the challenges you encounter.



Key energy-efficiency management strategies to support decarbonisation:

1 Energy-efficiency management strategies that result in cost reduction on charges:

30%

SOURCE: SMEs & NET ZERO WHITE PAPER BY PLANET MARK AND AMAZON, 2023

Identifying, monitoring and optimising energy performance on a regular and periodic basis can reduce energy costs by around 30%. Upgrading lighting systems including replacement with LED and motion sensors offer an average of 12 to 24 months payback.

2 Harvest reliable data. Start from small, tangible areas and develop a comprehensive understanding of the impact. Engage your suppliers where possible, as they will also have data of their own that can be useful – many schools have obtained great insights from their energy & heating, cleaning, waste, catering and uniform providers, helping them to develop purposeful action plans around these metrics.



Section 3

Independent Schools, Net Zero & Sustainability

3.1 Overview

Independent schools widely recognise the significance of understanding their environmental impact and proactively adopting sustainable practices within their operations, including initiatives to reduce their carbon footprint.

This recognition is coupled with the growing imperative to provide access to education in sustainability for both their staff – operational and academic, as well as their pupils. Many schools have formed dedicated sustainability or “green teams”, actively engaging and involving their communities. These teams can play a crucial role in advocating for sustainable practices and ensuring all stakeholders’ perspectives are reviewed when making decisions and implementing initiatives.

Our survey results indicate schools are incorporating sustainability considerations within their overall strategy, with 42% rating it as a high to very high level of priority. This is reflected in the number of schools working towards a robust sustainability strategy, with at least 28% of participants already having a sustainability strategy in place, and 44% who are currently in the process of developing one.

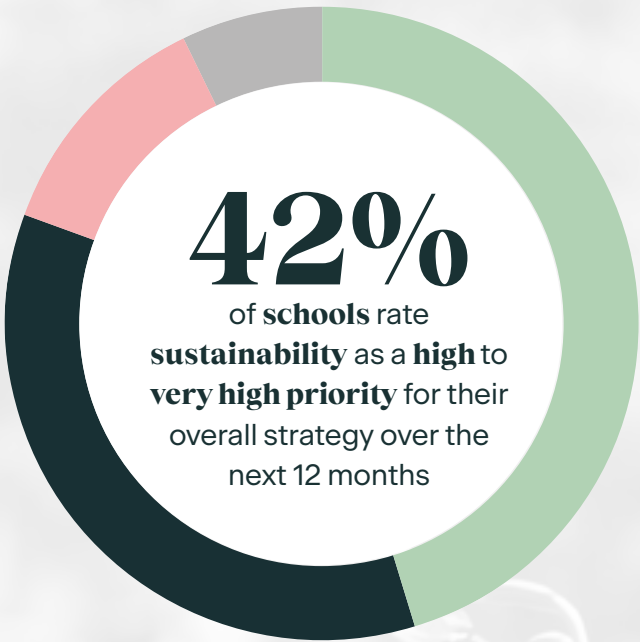
“
82% of participant schools have an established green team or sustainability champion, with at least 79% including students in these groups.

SOURCE: PLANET MARK X ISC SURVEY, 2023.

Level of priority to including sustainability in schools’ overall strategy

In the coming 12 months, how much of a priority is sustainability within your school strategy?

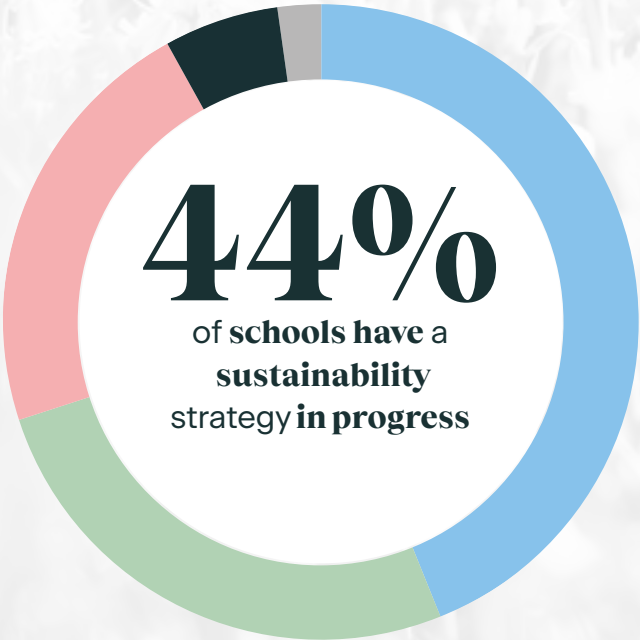
Very low priority	0%
Low priority	13%
Moderate priority	45%
High Priority	35%
Very high priority	7%



Schools with Sustainability Strategy in place

Does your school have a sustainability strategy in place?

Yes - it is publicly available	6%
Yes - not publicly available	22%
In Progress	44%
No	26%
Don't know	2%



SOURCE: PLANET MARK X ISC SURVEY, 2023.

The sector also faces significant challenges in its efforts to transition to more environmentally conscious practices.

Often bundled as a homogeneous group with access to plenty of resources, independent schools vary significantly in size, from having fewer than 50 pupils to over 2,000. Many schools are relatively small - 58% of schools affiliated to the Independent Schools Council have less than 350 pupils - and operate on tight financial margins (Source: ISC Census, 2023). The cost-of-living crisis has also made an impact across the sector with increased costs across energy and food supplies, coupled with reduced opportunities to engage parents and local businesses in fundraising activities.

Independent schools are also very likely to be contending with legacy infrastructure and heritage buildings which can cause significant constraints and higher costs for implementing improvements and energy efficiency measures. This challenge is compounded further in boarding schools which have incredibly limited periods during which major works can be completed in facilities, given that staff and students are on-site 24/7 during term time.

Finally, it is critical for students to be engaged and given a voice in progressing sustainability initiatives within the school within both their operations and curriculum as many projects have been demonstrably enhanced through their involvement and are regularly initiated by students empowered within “green teams”.



What are the biggest barriers and challenges for you on advancing your sustainability initiatives?

- ① COST
- ② OUTDATED INFRASTRUCTURE
- ③ STRETCHED RESOURCES
- ④ DIFFICULTIES IN GATHERING / ACCESSING DATA
- ⑤ SKILLS & UNDERSTANDING
- ⑥ UNCLEAR REGULATION / REQUIREMENTS



Section 3: Independent Schools, Net Zero & Sustainability

3.2 Student’s perspective

There is clear evidence that a significant number of students are highly motivated to engage in sustainability within their school. This is so pronounced that schools were more likely to have a “Green Team” initiative involving students (78%) than staff (59%). Only 18% of schools reported not having any form of initiative to engage students, staff, parents or governors / trustees.

This is supported by results from a study carried out between 2019 and 2021 by [Students Organising for Sustainability in partnership with the Green Schools Project](#), which reported that 51% of students surveyed say they would like to be involved with projects or activities at their school or college that help the environment. 58% say they have learnt lots or quite a bit about the environment at their current school or college.

In Focus Group discussions with students ranging from Year 5 to Year 12, we heard first-hand that they recognise the importance of sustainability as a necessity to

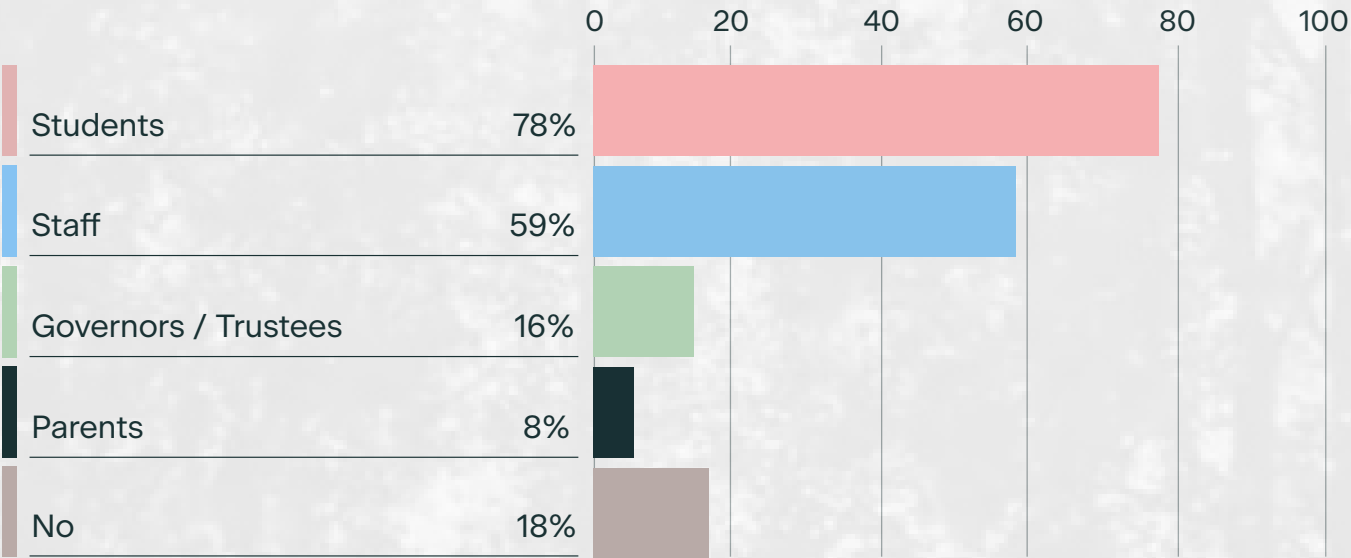
help preserve natural resources and to ensure a viable future for generations to come. This is not a short-lived interest; they understand the long term relevance of learning more about the subject and are keen to participate in practical activities within their school community and beyond that address climate change.

Students were keen to highlight the initiatives already taken by their schools and appreciate the various efforts to incorporate sustainability into the curriculum, infrastructure and extracurricular activities. They are only too aware, however, that this is only the beginning and it is clearly of significance to them to bear witness to and participate in tangible change. For example, they showed pride in their schools’ initiatives to install solar panels and biomass heating sources, and were delighted to engage with other local schools in mock United Nations COP26 & COP27 events, which provide a platform to gain an understanding of global environmental challenges and solutions.

They recognise that schools have a mammoth task, but also that with a collaborative mindset, progress can be achieved. One area that students consistently wanted schools to provide more practical information on was “green careers” and understanding the opportunities that exist for driving sustainability within both traditional and more novel career paths, as well as how they should prepare themselves for these opportunities.

At a higher level, students also want to encourage governments and industry to engage in more initiatives around renewable energy and reduce investments in fossil fuels. They want to see leaders and organisations demonstrating that they have made sustainability one of their top priorities.

Does your school have a green team or sustainability champions initiative with staff or students?



SOURCE: PLANET MARK x ISC SURVEY, 2023.

Student Quotes

“We worked on a **new system to tackle different waste streams that involved removing our classroom bins** and placing them in the halls, where they were **more visible, and people were more purposeful** about how they disposed of things.”

Newcastle High School for Girls - Year 12 Student

“Having **youth clubs that focus on sustainability**, to help see the practical side and how people are **working on solutions is a very good way to learn** and become more aware of what we can do.”

Birkenhead School – Year 8 Student

SOURCE: PLANET MARK x ISC SURVEY, 2023.

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Student Insights

Student instigation and student welfare stand out as some of the primary motivators for schools to embrace sustainability, which often result in active and collaborative involvement and integration of initiatives.



We have had talks about **green careers** to help us think about our futures as we prepare for college. **The younger years have done gardening club** and made a living wall within an outdoor classroom to help educate them.

Colchester Prep & High School – Year 10 Student



I have signed up to a **scholarship program**, which supports young people to get into sustainability focused jobs through 3 years of mentorship. **The idea is to learn about sustainability through practical workshops** whilst meeting like-minded people.

Kingsley School (Devon) – Year 11 Student



Our student body really **benefits from collaboration** with other schools. We have had **great experiences discussing and sharing ideas with other schools nearby**, such as their net zero plans and initiatives and **participating in mock COP events**.

Holme Grange School (Berkshire) – Year 9 Student



We learn about sustainability in **assembly** and had a week off curriculum to learn about **ocean conservation and sustainability**. We spent a week learning about **how different subjects link into sustainability** and had to do a presentation at the end of the week in **groups** to show **what we have learnt**. My group created a children's story book to show what we had learnt.

Colchester Prep & High School – Year 10 Student





Section 3: Independent Schools, Net Zero & Sustainability

3.3 Pressing Challenges

Despite the evident appetite for action and the positive steps being taken, the independent school sector faces several challenges in its journey towards sustainability and net zero.

Independent School Standards do not include sustainability and net zero guidelines

The guidance to the [Independent School Standards](#), the UK Government guidelines for independent schools, was last updated in 2019. Although this guidance is non-statutory, it was produced to highlight the obligations under the independent school standards contained in the Schedule to the [Education \(Independent School Standards\) Regulations 2014](#)¹. The

sector could significantly benefit from a revised version that includes a section on guidelines for sustainability and net zero. This should also address the varying needs of different demographics of school, with the aim of providing clarity and guidelines to address relevant impending changes in regulation, which may affect them in their financial support where needed.

This could help by ensuring that local authorities extend support to independent schools who fulfil similar criteria as businesses or charities classified as Small & Medium Enterprises (SMEs) and not only based on their fee-paying status.

Many of the smaller independent schools are incredibly stretched for resources, with often one member of staff performing different functions, and sometimes crossing between the academic and operational areas.

SOURCE: PLANET MARK X ISC FOCUS GROUPS, 2023.

Time and resource constraints

Many of the smaller independent schools are incredibly stretched for resources, with often one member of staff performing different functions, and sometimes crossing between the academic and operational areas. A lack of expertise and the time to upskill, coupled with financial limitations, tends to hinder progress on the initiatives that could have the most impact for them. It is a vicious circle, where lack of resource prevents an organisation from gaining efficiencies that would free up more resource.

At the other end of the spectrum, large schools often need massive infrastructure changes, whereby they may be seeking sustainable alternatives to legacy infrastructure like oil and gas heating systems that need to be rolled out over dozens of buildings on very large sites, presenting substantial financial and logistical challenges. Schools in urban environments with limited space have even less flexibility to build or redevelop new facilities within their existing campus environment. The current focus on building and infrastructure improvements for

sustainability faces an additional challenge of often competing within the same budget as other school building projects, like development of new sports facilities, which may be a more visible and attractive proposition to parents and families in comparison to things like campus-wide replacement of piping to improve the reliability and efficiency of heating systems, even if the latter project is of a critical nature.

Need for expertise and guidance when collecting and analysing sustainability data

Even with good intentions to start or progress to the next level in their sustainability journey, schools face uncertainty when determining a baseline and often lack the expertise to deliver it in-house, resulting in substantial time needing to be devoted by staff as part of the learning curve. It is not always simple to obtain the relevant data points, and even if they do, there is difficulty translating the information into a meaningful strategy. This can lead to frustration and inaction, as the reputational and financial risks of decisions can have a damaging impact on the organisation.

Concern for supplier legitimacy and the need for case studies

Navigating the world of sustainability solution providers can be quite confusing. There is a high level of uncertainty and lack of trust when considering services and solutions, as these often lack a clear track record of longevity, efficiency and return on investment for these options.

Many schools indicated that their decision not to go ahead with sustainability initiatives was because they were not persuaded that the solutions available were indeed the most appropriate for their operation or budget, whilst others shared horror stories of losing significant time and money on novel solutions that proved to be ineffective or were delivered by an unreliable supplier. The sector is clearly lacking reliable sources of information providing schools with reasonable expectations for which solutions will work in their setting, fair pricing, likely payback periods and return on investment.

Funding gap

Independent schools frequently do not fit into funding criteria outlined by government or local authorities, even if organisations of the same type as them (non-profit / charity / limited company) are able to qualify and the funding is targeted at accelerating critical sustainability investments into energy efficiency measures or developing on-site renewable energy.

The decline in sponsorship and donations from parents, due largely to the cost-of-living crisis, is also an area of concern for independent schools. As sustainability initiatives often require significant financial investment, reduced parental fundraising contributions presents a challenge in securing funding for sustainability projects, particularly for smaller independent schools.

Small vs large independent schools

The challenges faced by independent schools on the journey to sustainability and net zero varies based upon the size of the institutions.

Small schools, with smaller premises, may often find a more direct route to achieve their environmental goals or net-zero aspirations. However, these institutions also operate with limited financial resources, which may hinder their ability to secure external expertise to guide them through the process, or to invest the initial capital expenditure required to implement impactful initiatives. A limited number of staff responsible for what in a larger school would be multiple distinct functions may also amplify the reliance on goodwill and personal interest of staff to drive and prioritise sustainability efforts.

In contrast, larger institutions have more available funding, but they also contend with larger premises that often require specialist management, such as land or open spaces, and outdated energy and heating systems that require substantial investment to address.

For boarding schools, they also have limited timeframes to implement any improvements, as their staff and students spend more time physically on campus.

Irrespective of size, both small and large schools share the benefits and complications of often occupying listed buildings, with beautiful, but frequently outdated and inefficient infrastructure. Retrofitting and updating these involves more stringent regulations, generally accompanied by increased costs. Despite the challenges, upgrades to buildings represent a significant opportunity, with participants like St Swithun's School finding that replacing 270 of its windows from 1932 reduced its heat loss by a factor of four, bringing substantial energy efficiency gains and reduced heating costs.

Broadly speaking, independent schools give the impression of being leaders in many areas of education. However, when looking at sustainability and net zero, many report feeling like they may be falling behind, as state schools are gaining access to increasingly substantial funding, specialist guidance and resources from the government. For example, the [Low Carbon Skills Fund](#), a multi-phased program offering grants for public sector schools and other bodies to enlist the guidance of external specialist support to develop strategic heat decar-

bonisation plans, helping them to set out a roadmap for replacing fossil-fuel heating systems with low carbon alternatives.



Section 3: Independent Schools, Net Zero & Sustainability

3.4 The opportunities

Knowledge-sharing amplifies impact

By sharing resources, expertise and initiatives, independent schools can amplify their impact and accelerate not only their own progress towards sustainability and net zero, but that of the communities and ecosystems in which they operate. This must include openly sharing examples of best practice, guides, case studies, effective sustainability solutions and trustworthy suppliers.

Heritage and sustainability synergy

Clear and practical guidelines can help independent schools adopt modern, energy-efficient technologies and practices suitable for listed sites. Building regulators can then collaborate as partners to help preserve and update heritage infrastructure.

Integrated climate education is popular with staff, parents and students alike

Through integrating sustainability education into their curriculum and staff training, whilst actively engaging students in improving the school’s sustainability practices, independent schools can attract students and meet the expectations of discerning parents. This approach aligns with the growing interest in careers in the green economy and sustainability within the wider community.

“In today’s world, giving children the information to tackle major environmental issues is a significant and perhaps vital skill.” **Helen Chalmers, Head at Hemdean House School.**

SOURCE: ISA JOURNAL ISSUE 27(FEBRUARY 2022).

During a [Teach the Teacher Broadcast](#) held in November 2021 during COP26, hosted by the Department for Education, its representative opened the session with the statement: “We know that although the curriculum provides opportunities for teaching sustainability as part of Geography, Science and Citizenship, that teachers want us to continue to develop good quality resources, to make sure that they are best equipped to have those conversations in the classroom”.

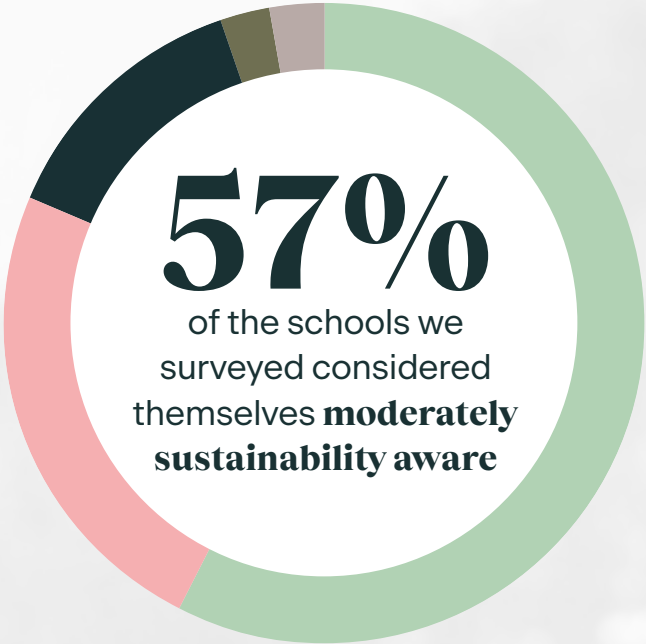
The event included the youth campaign organisation [MOCK COP](#), who reported in their COP26 outcomes that the session had included the Permanent Secretary of the UK Department for Education and key education- alists, as well as a livestream audience of 10,000+ people.

This reflects the feedback we got from teachers that they need better resources, and that students are demanding an integration of sustainability into the curriculum.

Based on our survey results, only 28 schools (10%) had provided sustainability or net zero training to any of their staff. Furthermore, most schools rated the overall level of sustainability awareness among staff and students as moderate (57%), with 27% being low or very low and only 16% being high or very high. Consequently, this is a key area of focus to ensure that school’s academic and operational teams are equipped with the knowledge and skills that they need to drive sustainability initiatives forward and to educate and empower students in turn.

How would you rate your school’s overall sustainability awareness among staff and students?

Very Low Awareness	3%
Low Awareness	24%
Moderate Awareness	57%
High Awareness	14%
Very High Awareness	3%



Does your School provide sustainability or net zero training to the leadership, teaching and / or operations team?

Yes	10%
No	86%
Don't know	4%

SOURCE: PLANET MARK X ISC SURVEY, 2023.



Financial support & grants

Government, local authorities and private sector can be instrumental in developing a strategic and targeted effort in supporting sustainability and decarbonisation initiatives within the sector. These can draw inspiration from funding mechanisms employed by universities to develop platforms like the [Sustainability Exchange](#), the Alliance for Sustainability Leadership in Education, which seeks to champion good practice for the environment across universities and colleges.

The complex range of associated costs of retrofitting large and often listed premises, indicates the pivotal role that finance can have as an enabler to decarbonising the sector.

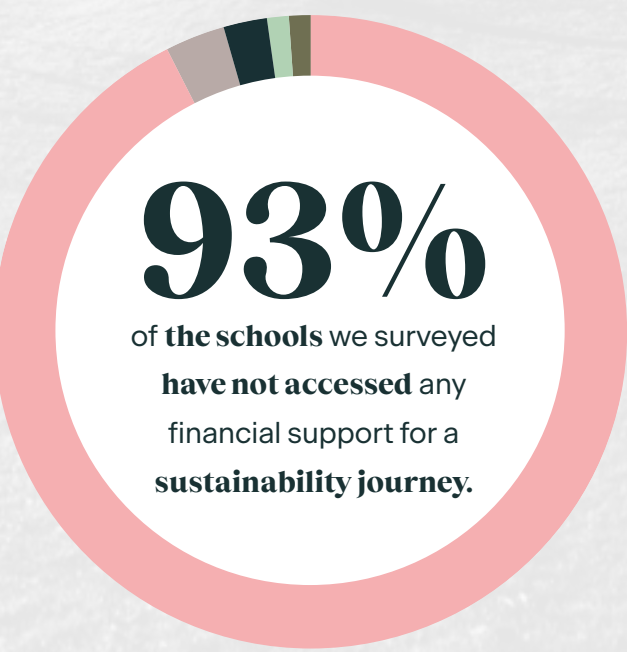
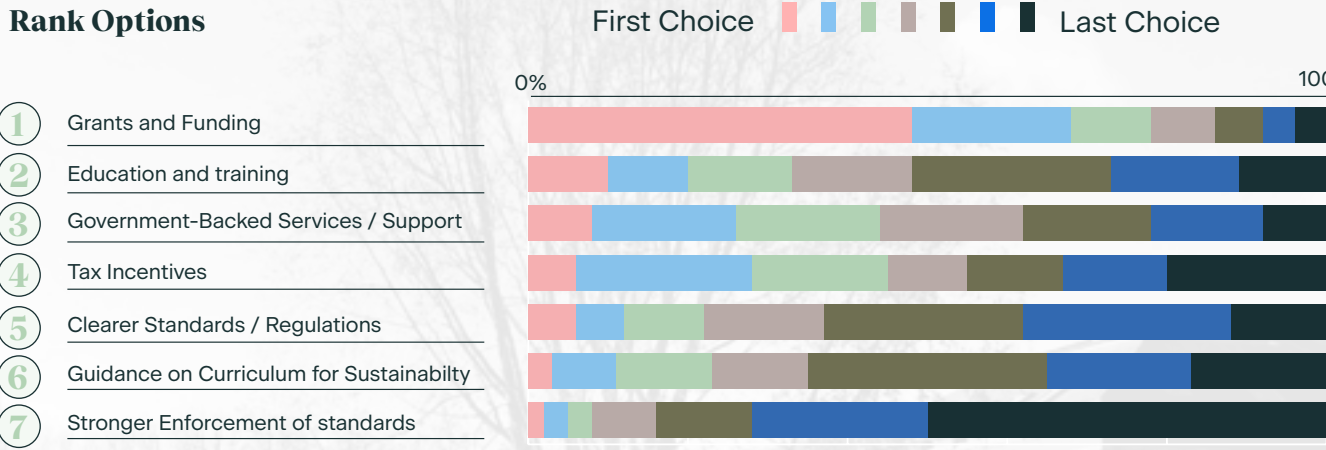
Our research has shown at present it is **not cost effective for large capital investment**. We are insulating where practicable and replacing lights (LED and sensors). **We have also changed utilities suppliers to ‘green’.**

As an independent school, **there is little perceived government support for this agenda**, it’s largely self-generated and comes within an affordability matrix.

Our biggest issue is the disconnect between Historic England and the associated planning regulations for Grade II listed buildings and the need to improve insulation and improve the fabric of buildings. For example, they require all our windows to be single glazed. **Until Government intervention occurs with these planning laws we will not be able to meet the efficiencies required.”**

SOURCE: PLANET MARK x ISC SURVEY, 2023.

We asked schools to rank the forms of support that would be most useful from UK Government to help with sustainability ambitions. Here are the results:



We asked schools if they had accessed any financial support for their sustainability journey. Here are the findings:

No	93%
Yes - Other	3%
Yes - Grants	2%
Yes - Loan(s)	1%
Yes - Tax Credit(s)	1%

SOURCE: PLANET MARK x ISC SURVEY, 2023.

Section 4

The Progress of Schools on Sustainability

Overall, 280 schools participated in the survey, with 30 participating in focus groups and 7 schools having their carbon footprint data analysed to establish benchmark levels against which self-reported carbon footprint data could be compared to schools of a relative size and context.

The information gathered has provided insights into the areas in which independent schools are driving forward the sustainability agenda.



Section 4: The Progress of Schools

4.1 Drivers of Sustainability in Schools

Sustainability is clearly a priority for the majority of schools, with 42% rating it as high or very high, 45% rating it as a moderate priority and only 13% rating it as low or very low. Indeed, the majority of schools either already have a sustainability strategy (28%), or are in the process of developing one (44%). A total of 79 schools (28%) have set net zero targets, with the most popular target year being 2030 (33 schools), followed by 2050 (12 schools) and 2040 (11 schools), with the rest falling between these.

During focus group discussions, schools identified key motivators for embracing sustainability. These included a strong sense of moral imperative and responsible stewardship, cost considerations and the influence of their student body.

Participants acknowledged the broader impact of schools on their communities, including heritage sites. Financial factors, and the potential for cost savings through the implementation of sustainable practices also featured prominently. Schools face a dual challenge concerning their students: meeting their aspirations for sustainability education and equipping them for a world where sustainability is a key skill.

What are the biggest drivers motivating your sustainability initiatives?

The larger text reflects the number of times a word was used to help describe the biggest drivers motivating sustainability initiatives.



Section 4: The Progress of Schools

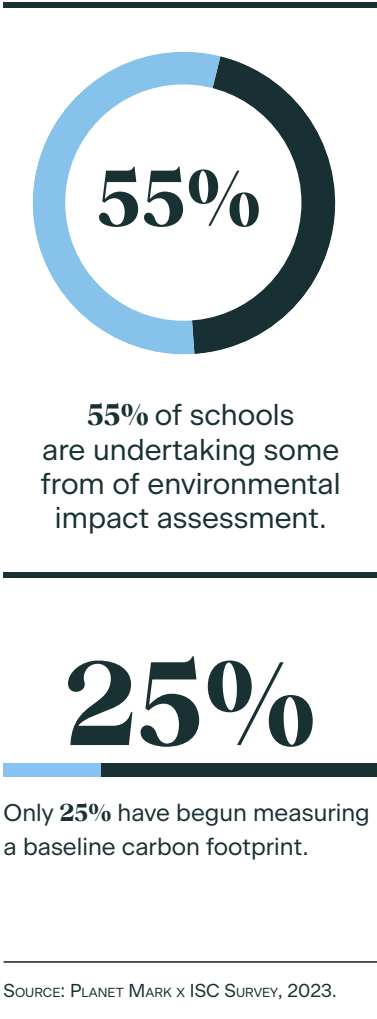
4.2 Operational Sustainability

A slim majority of schools (55%) are undertaking some form of environmental impact assessment for their school operations, but only 25% have begun measuring a baseline carbon footprint and only 9% have achieved measurable reductions in emissions. Consequently, improving measurement will be a key next step for most independent schools to establish better systems and processes for understanding their energy, waste and carbon data in more detail to enable more effective decision-making, identify opportunities and track progress against targets.

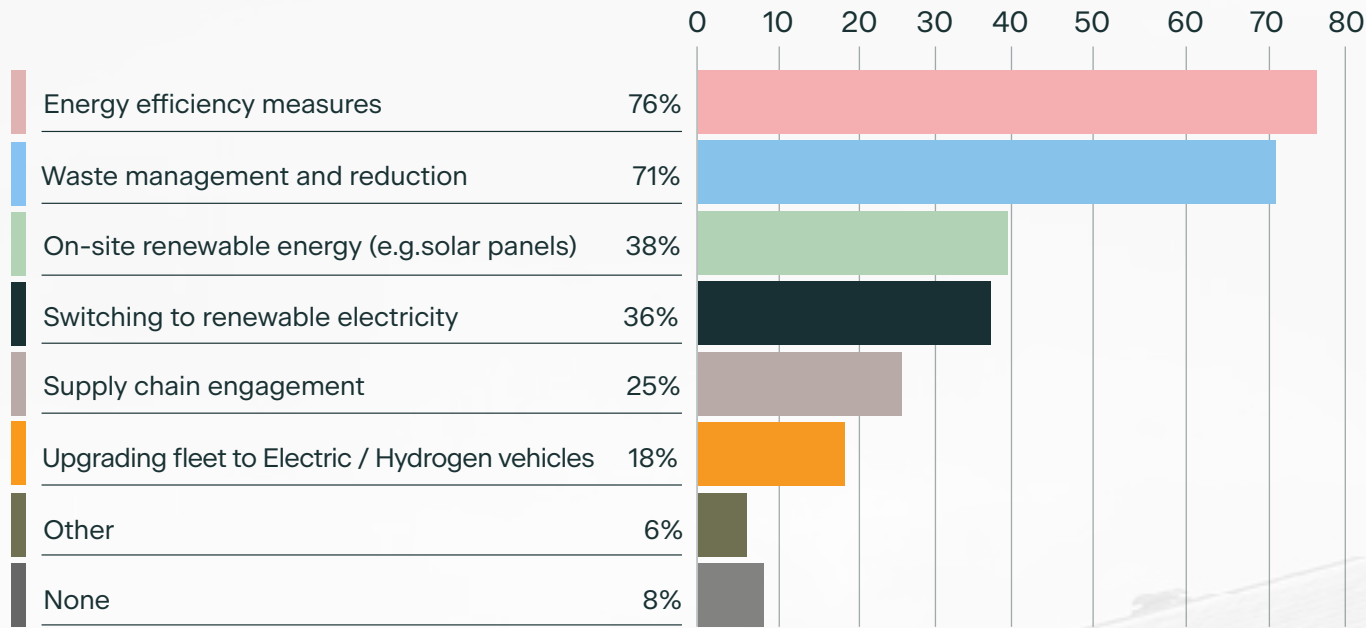
Nonetheless, the vast majority of schools are already well underway with implementing sustainability initiatives:

- **76%** have taken energy efficiency measures
- **71%** have waste management and reduction systems, and
- **38%** have installed on-site renewables or switched to a renewable energy supplier (36%)

Some schools have started engaging their supply chain (25%) and upgrading their vehicle fleet to electric or hydrogen (18%).



We asked schools if they had taken any of the sustainable actions below, here are the results:



SOURCE: PLANET MARK x ISC SURVEY, 2023.

Many independent schools are engaging operational expertise to implement sustainability initiatives. For example, Crossfield School, Downside School and TASIS have hired energy consultants to help them reduce their environmental impact, according to the ISA Journal Issue 27, February 2022 .

Some schools have also created new non-teaching roles focused on sustainability, such as Brighton College’s Head of Energy & Sustainability or Dulwich College’s Head of Procurement & Sustainability.

I have produced our Sustainability Strategy and had it approved by the Board in May this year. Next steps are to develop targets and work out how to get everyone (other than just me and the Estates team) to take this forward.

SOURCE: PLANET MARK x ISC SURVEY, 2023.

It has been an incredible journey so far each step has uncovered more that can be done. We have learnt so much and will continue to do so. Food waste weighing and measuring driven by students. Looking into supply chain and putting our carbon emissions at the centre of any tender documents.

SOURCE: PLANET MARK x ISC SURVEY, 2023.

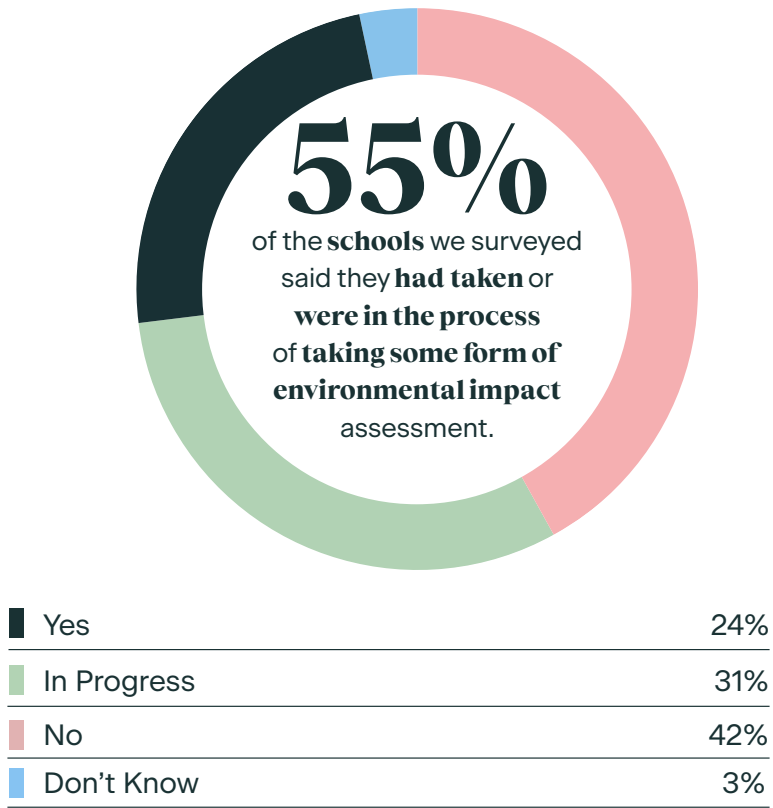
Understanding operations & infrastructure:

Some schools are starting to understand the impact of their operations, though undertaking reviews of their infrastructure, transport systems and waste management. “We cannot manage what we don’t measure” is a well-known motto, and as such, more institutions are starting to investigate key data points to help them develop a sustainability strategy. Our survey respondents indicated that 55% of schools had undertaken or were in the process of undertaking an assessment of their environmental impact. Schools measuring their carbon footprint is growing increasingly common, with 25% of schools indicating that they are either already in the process of measuring, mostly looking at Scopes

1 and 2 emissions, with a handful of larger institutions starting to look at wider Scope 3 emissions.

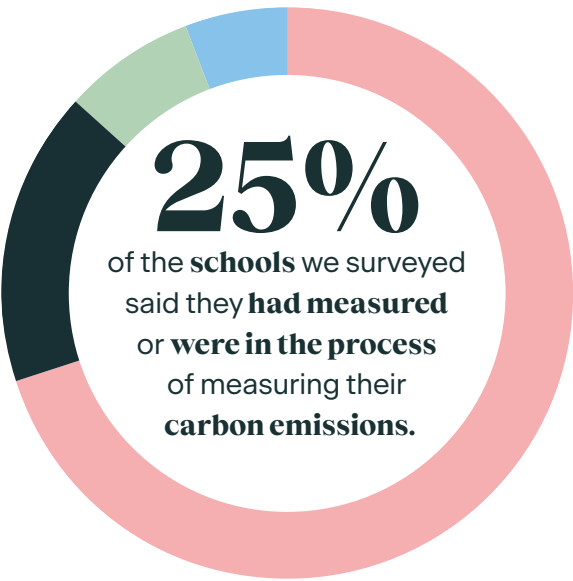
In addition to their energy, transport and general sustainable operative initiatives, independent schools are also monitoring and addressing waste management practices, with nearly half (47% of schools) that participated in the survey confirming having a formal policy in place and a further 17% currently in the process of developing one. There is an opportunity to improve practices for 35% of schools who reported no existing policies implemented in this area.

Have you undertaken any assessment of the environmental impact of your school operation?



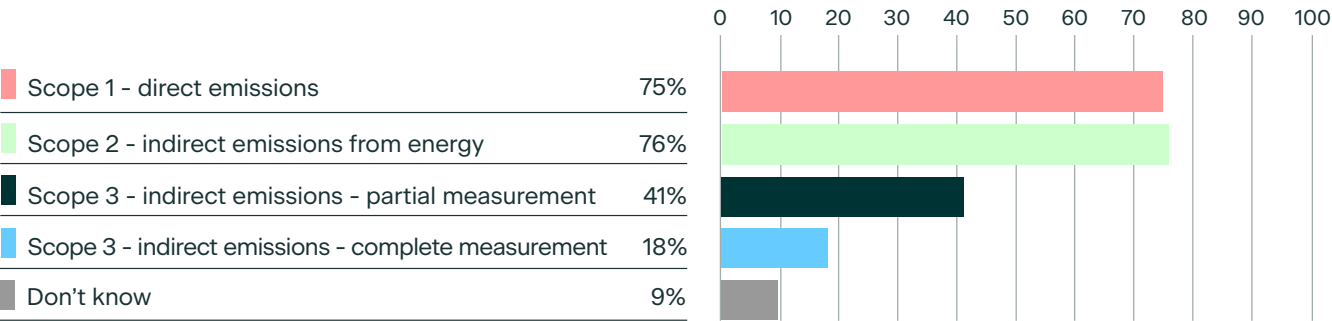
In the last 2 years, has your school measured its carbon emissions?

Yes	17%
In progress	8%
No	70%
Don't Know	5%



What carbon emissions has your school measured?

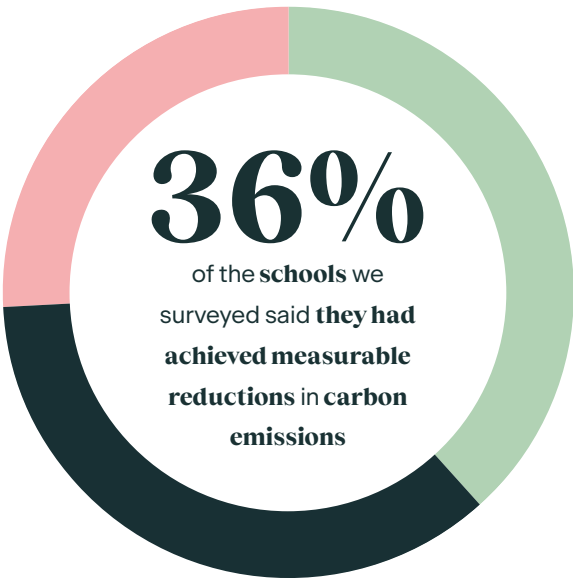
Sample: 68 schools who indicated they were measuring their carbon emissions.



In the last 12 months, has your school achieved measurable reductions in carbon emissions?

Sample - 68 schools who indicated they had measured their carbon footprint.

Yes	36%
No	26%
Don't Know	39%



Section 4: The Progress of Schools

4.3 Example School Carbon Footprints

Measured carbon emissions by scope in tonnes of carbon dioxide equivalent (tCO₂e)

*Please note that these school carbon footprints vary in which reporting year and emissions sources were provided due to data availability, so are not like-for-like. Please see the Appendix for more information.

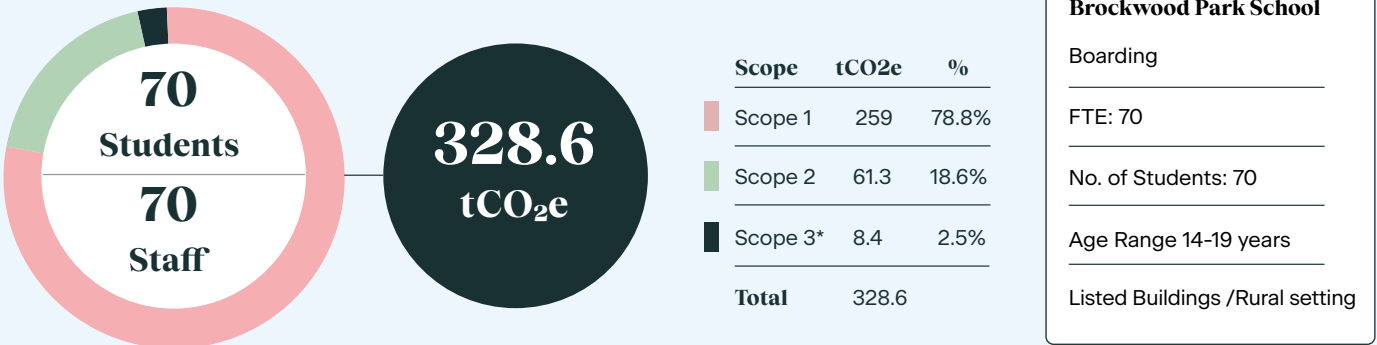
Scale

Total tCO₂e

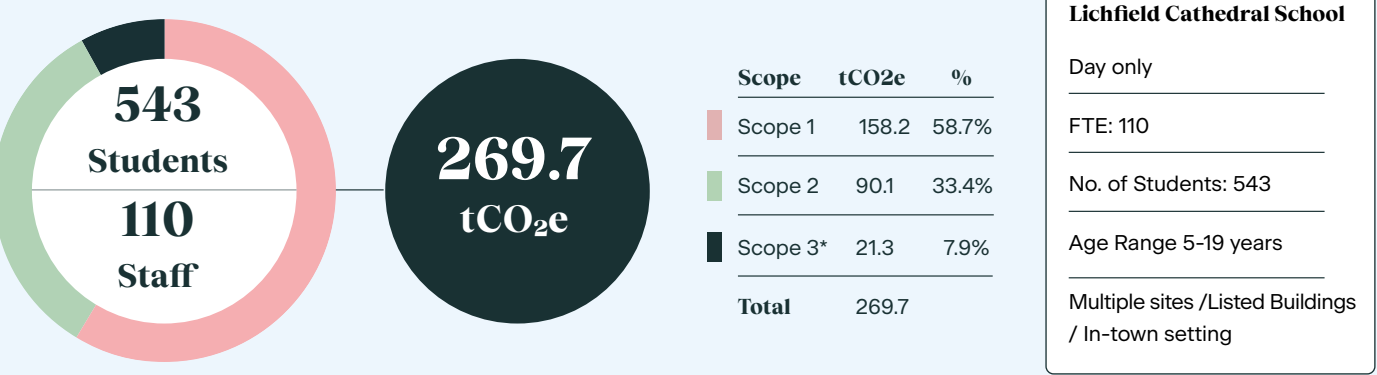
Scope

Key Stats

<151 Students



151 - 550 Students



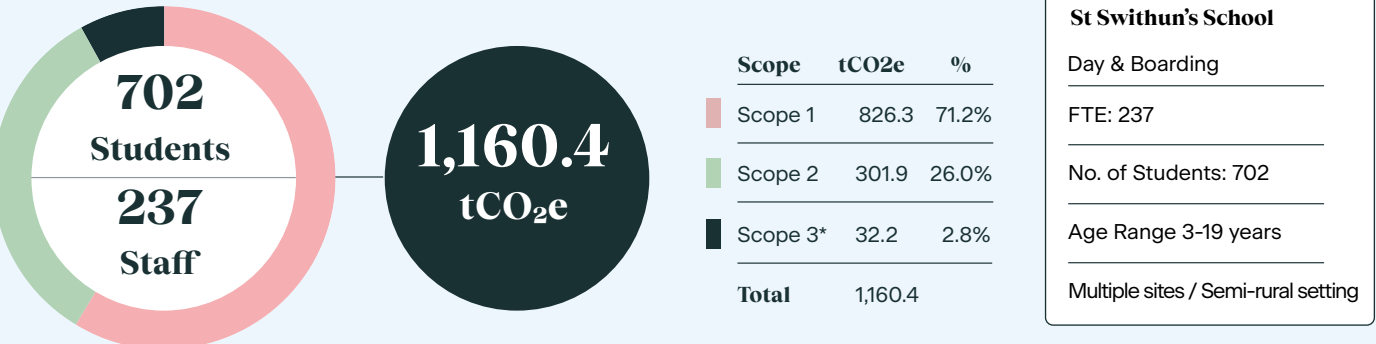
Scale

Total tCO₂e

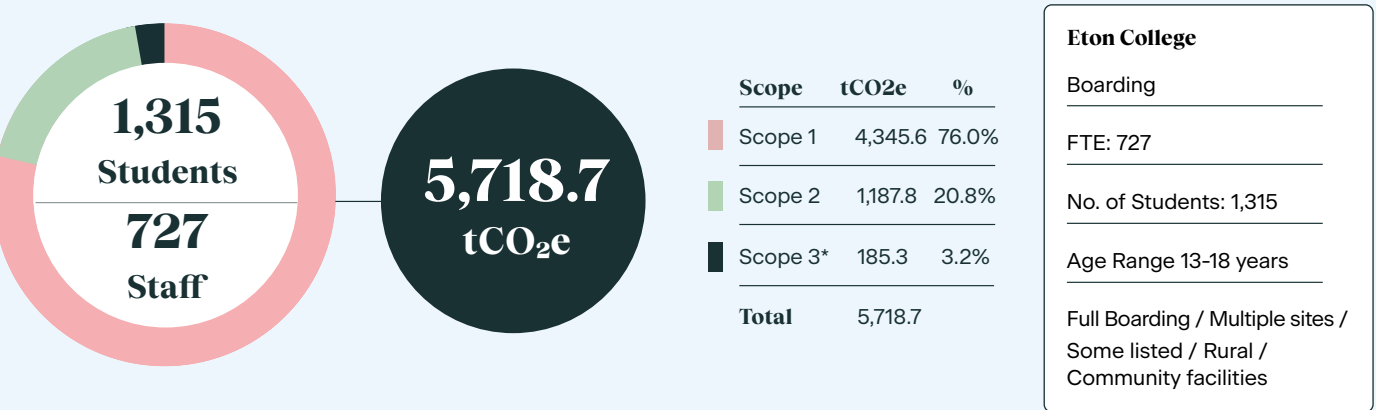
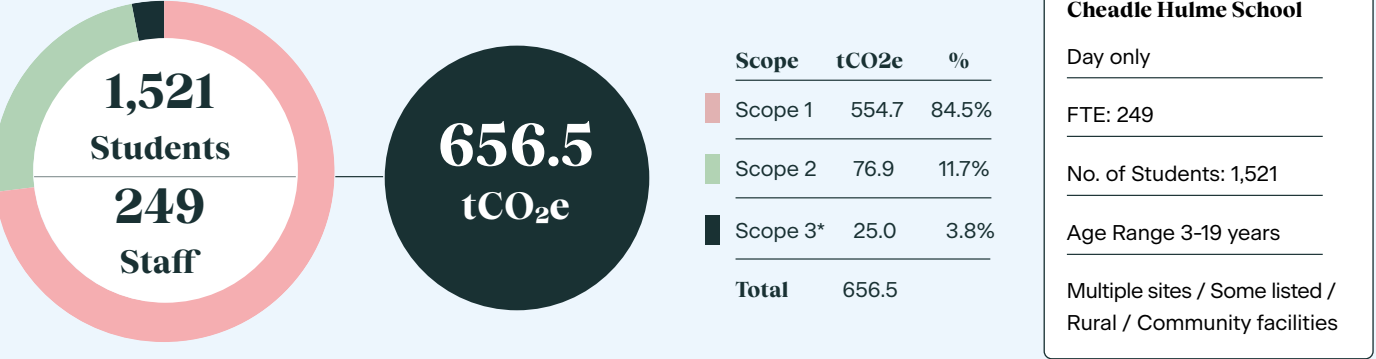
Scope

Key Stats

551-1000 Students



> 1001+ Students



Insights from Benchmark Schools

In this section, we share the insights from data collected from 7 independent schools affiliated to the ISC. The schools sampled represent different types of school, varying by site size, heritage infrastructure; number of pupils and employees; boarding facilities and day-only schools.

The information provided was processed by Planet Mark’s team of experts, who considered direct and indirect emissions from the schools’ activities, such as energy use, transport, waste, and limited indicators within their procurement.

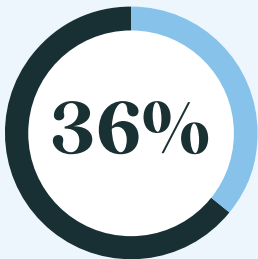
This helped us to build a picture of the potential scale of impact, but also to benchmark with our own data and the information self-reported from schools through various sources in this process, ahead of drawing the following insights:

Schools with more than 1001+ Students

We conducted an analysis of two schools within this bracket. Cheddar Hulme School is a day-only school, whilst Eton College provides boarding-only facilities.

Whilst the day-only school has a larger number of students (1,521 vs 1,315), they have a far smaller number of FTE staff than are required by the provision of boarding facilities (249 vs 727), as well as a larger number of buildings on campus to accommodate students and staff. This is consistent with our findings across all groups that provision of boarding facilities naturally leads to a higher carbon footprint and staff count.

A total of 50 participating schools fall under this category – including boarding, day-only and a mixture of both.



Of these, 36% provided comparative data for direct emissions.

20%

A further 20% are in the process of gathering the data for their assessment.

When looking at Scope 1 for instance, the direct emissions attributable to the energy consumption within buildings was almost ten times higher for the boarding school sample, whilst maintaining roughly the same proportion of the overall carbon footprint.

Then, we looked at the results from our survey:

Where direct emissions were reported, the data showed a similar pattern to our benchmark schools, with boarding facilities having a higher impact on their carbon footprint than day-only facilities.

During discussions in our focus groups, several participants in-

dicated that larger schools may have spent more time actively engaging with existing environmental reporting guidelines, including Streamlined Energy and Carbon Reporting (SECR) requirements for instance. This is largely due to their overall organisation size and turnover, and has led them to investigate sources of particularly scope 1 and 2 emissions for some time now, as part of criteria required within their annual reports.

They also highlighted the magnitude and complexity of their large sites and infrastructure, that frequently involve historically significant listed buildings and structures. This requires a breadth and depth of skillsets to manage, including complying with a wide range of regulations, whilst discerning which initiatives may yield a balance between environmental gains and investment of resource and time.

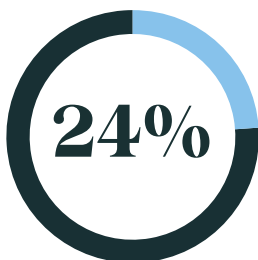
Clear guidance and trusted roadmaps are needed to help them navigate this landscape.

Schools with 551 – 1000 Students:

Two schools were also analysed in this category. Winchester College is primarily a boarding school with limited day places in their Sixth Form, whereas St Swithun’s School includes a mixture of day-only (at pre-school, primary and secondary) and boarding (from secondary school).

Again, the mixed day & boarding example presented a 71.5% lower rate of emissions in comparison to the predominantly boarding school, with the key differential found in the direct emissions from building energy usage.

A total of 50 participating schools fall under this category – including boarding, day-only and a mixture of both.



24% indicated to have measured their carbon footprint.

5%

5% are in the process of measuring their carbon footprint. The average footprint from survey data for this category is 1,952 tCO₂e - which follows the similar trends found across boarding schools’ data.

Our focus groups discussions revealed some nuanced similarities and differences between this category and the previous one. Whereas both groups indicated compliance and reporting requirements as a factor for

consideration, there was a more acute concern within this segment regarding managing limited capital budgets, cashflow and the investment needed to meet these regulatory requirements. With some of the challenges mentioned including difficulties not only in gathering data, but also translating information into meaningful insights to help their strategic roadmap.

Schools with 151 – 550 Students:

Schools in this bracket represent 41% of participants in our survey, the largest group in our sample. Two schools in this segment provided information to help our benchmark, with Sherborne Girls’ School offering day and boarding facilities, and Lichfield Cathedral School operating on a day-only basis.. Within the survey results for this group, only 7% have measured their carbon footprint, however an encouraging 71% have a sustainability strategy in place or are in the process of developing one.

These figures mirror comments from our focus group interactions, where the schools in this category are facing different demands, both from regulatory and market perspectives.

We see an encouraging desire to act, but also a great need for support in terms of clear pathways and a dedicated forum to share expertise and experience with the suppliers in this field. They see this as a key element to help them manage stretched resources, both in terms of financial and staff time and proficiency.

Schools with fewer than 150 students:

In this category we analysed data from Brockwood Park School, who provide Boarding-only facilities, which represented 12.5% of the schools in our research. Again, the boarding school factor plays its part, and we anticipate that if these

measured emissions were compared to a day-school of a similar size, there would be a marked difference.

Our survey found that 20% of this group are in the process of undertaking an assessment on the environmental impact of the school operation and only one of them reported to be currently measuring their carbon footprint (Scopes 1 & 2).

This reflects the feedback from the focus groups, where this segment reported challenges around cost, staff time and low proficiency as key barriers to engage with the process. Despite this, four schools indicated to have committed to a net zero target within the medium and long term.

Conclusions

- Schools with more than 551 students tend to increasingly include Scope 3 emissions within their monitoring and reporting frameworks, highlighting the complexity of larger operations and/or sites, and which can include sporting, science and arts facilities often available for use by the local community.
- Clear and tailored procedural guidance; trusted roadmaps and support with transparent data management are key factors voiced by schools as needed to help them navigate this landscape.
- Whilst the provision of boarding facilities has a definite impact on the level of carbon emissions reported by schools, there is also a great opportunity to engage staff and students in activities that are conducive to more conscious behaviour.

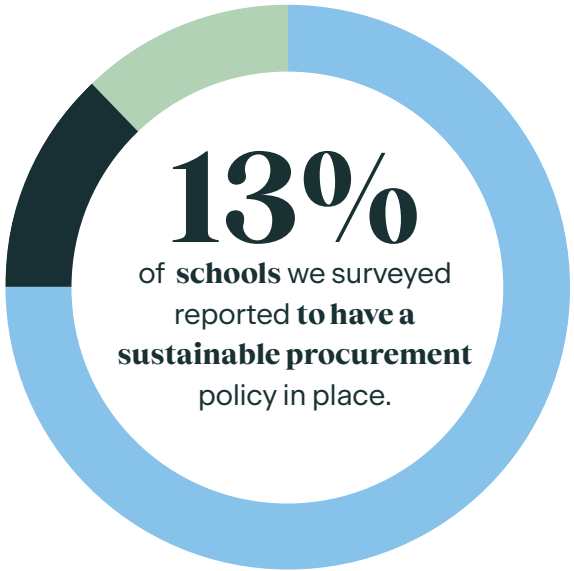
Section 4: The Progress of Schools

4.4 Sustainable Procurement

Exploring sustainable procurement practices within the independent school sector reveals interesting trends. Among the participating schools, a majority of 75% are yet to develop and implement a sustainable procurement policy, highlighting a potential action point to help support their decarbonisation efforts.

Awareness levels within the supply chain regarding sustainability and carbon reduction vary significantly. Approximately 42% of schools perceive a moderate level of awareness, indicating a good base of recognition. In contrast, 33% report low awareness, suggesting a potential opportunity for collaboration and engagement.

Does your school have a sustainable procurement policy in place?

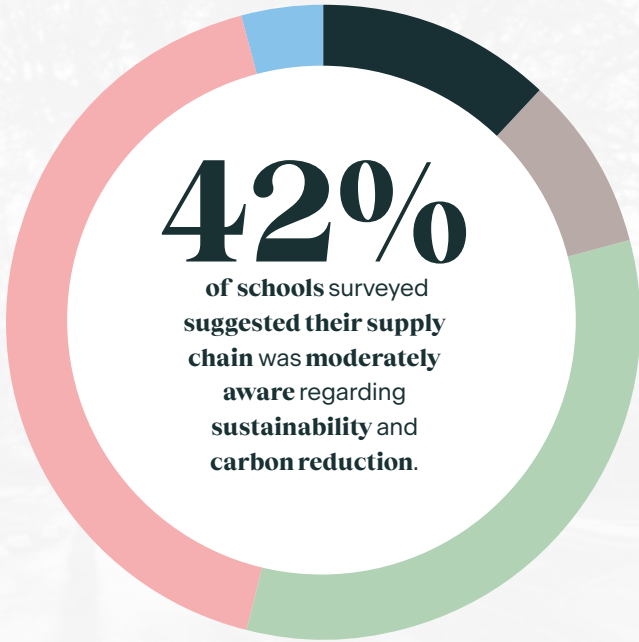


Yes	13%
No	75%
Don't Know	12%

SOURCE: PLANET MARK x ISC SURVEY, 2023.

How aware do you feel your supply chain is on sustainability and carbon reduction?

Don't Know	12%
Not at all aware	9%
Low awareness	33%
Moderate awareness	42%
High awareness	4%
Very high awareness	0%

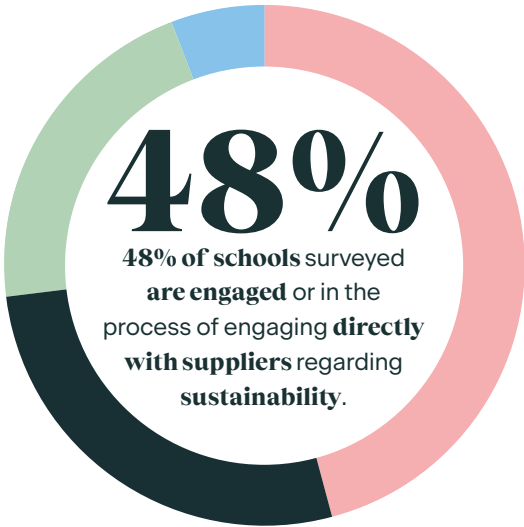


When it comes to direct engagement with suppliers on sustainability and carbon reduction strategies, 27% indicate to having initiated a dialogue, demonstrating a proactive commitment to their sustainability practices.

An additional 21% mark themselves to be “in progress” in this area, indicating a potential drive towards greater engagement.

Undeniably, there is an opportunity for a stronger shift towards enhancing collaboration with suppliers, as still 46% of respondents indicate no engagement with their supply chain on this topic and 6% of respondents were not aware of any such activity within their operations.

Have you directly engaged with any of your suppliers on sustainability and carbon reduction?



Yes	27%
In Progress	21%
No	46%
Don't Know	6%

SOURCE: PLANET MARK x ISC SURVEY, 2023.

Section 4: The Progress of Schools

4.5 Sustainability in the classroom

When analysing the level of integration of sustainability topics into the curriculum, most schools are taking a proactive approach that focuses on inclusion within specific subjects.

The survey data reveals that 71% of schools offer sustainability modules within Geography & Environment classes, recognising the relationship between these subjects and ecological awareness. We also found that 62% of schools include sustainability content within science classes. Furthermore, 22% incorporated sustainability into the Humanities syllabus, highlighting

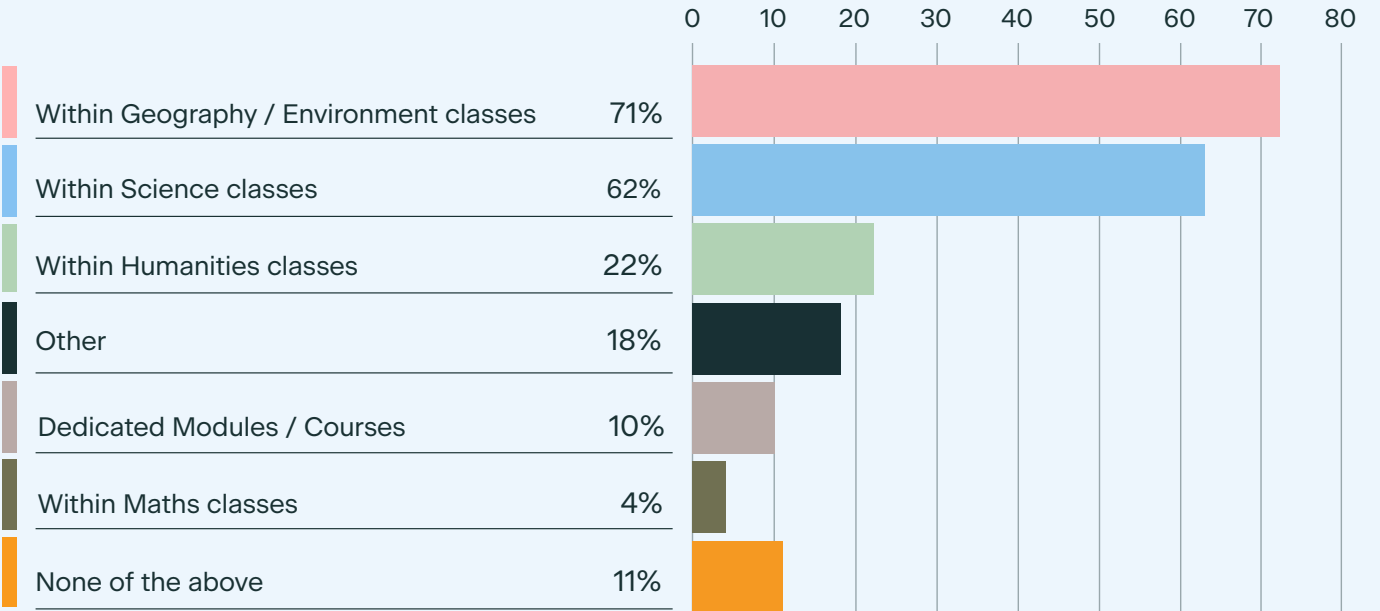
the interdisciplinary nature of the topic. Maths classes, while less common, can also provide a platform to discuss sustainability themes, with 4% including an element within the subject.

Additionally, 18% of institutions have found alternative avenues to integrate sustainability into their curriculum, including it as part of PHSEE (Personal, Health, Social, Economic Education), DT (Design Technology), outdoor learning and the participation in external initiatives such as the Eco Schools Green Flag and the Global Citizenship curriculum. It is encouraging to observe that 10% of schools provide dedicat-

ed modules or courses that focus solely on sustainability, highlighting an increasing recognition of the need to offer comprehensive programs on the subject, the data also shows that 11% have yet to incorporate sustainability into their educational offering. This suggests an opportunity to enrich their curriculum and tools to equip their students and staff with the knowledge and mindset needed for a more sustainable future.



Does your school have sustainability embedded as a topic within your curriculum in any of the ways below?



Holistic education

Initiatives such as pupil-led committees and collaborative efforts that involve the wider school community are growing in popularity. And projects that involve rewilding, growing food for cookery lessons and using nudge theory to encourage conscious behaviours around energy consumption and waste habits are becoming more prevalent.

Example:

Year 12 Students at King Henry VIII in Coventry started an energy saving group, which plans to audit energy use in each room and use behavioural economic nudge theory to reduce electricity wastage.

SOURCE: PLANET MARK X ISC SURVEY, 2023,
CASE STUDIES.



Section 4: The Progress of Schools

4.6 Campaigns & Communications

When sharing their sustainability initiatives with staff, students and parents, schools predominantly turn to email (59%) and social media (47%) as their primary communication channels. Additionally, 33% feature their initiatives on their website and 6% include these in their prospectus.

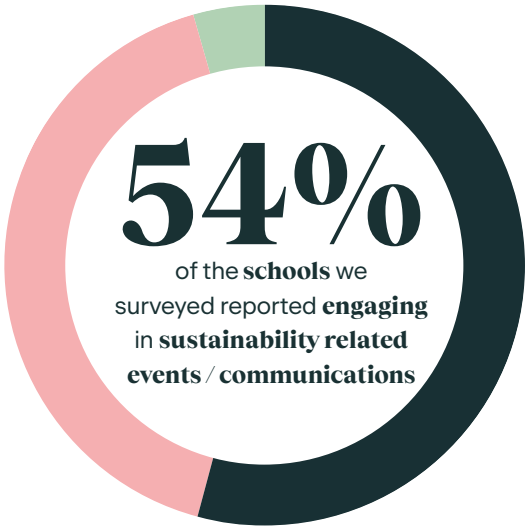
Notably, 8% mention the use of training sessions as an opportunity to communicate sustainability matters to their staff.

23% reported not making use of any of these methods, whilst 8% opted for alternative communication strategies. These included: assemblies, dedicated off-time table sustainability weeks, posters, videos and even their annual reports.

In response to the question about schools actively organising sustainability-related events or communication campaigns during the last 12 months, 54% of schools reported engaging in such initiatives. This highlights the contrast between the previous statement: whilst the majority are already taking an active part in transitioning to running sustainable operations, communication and awareness initiatives are seemingly not present in equal measure, with 41% of participants indicating they had not yet engaged in any communication campaigns at all, and 4% were uncertain as to the extent of communication undertaken so far.



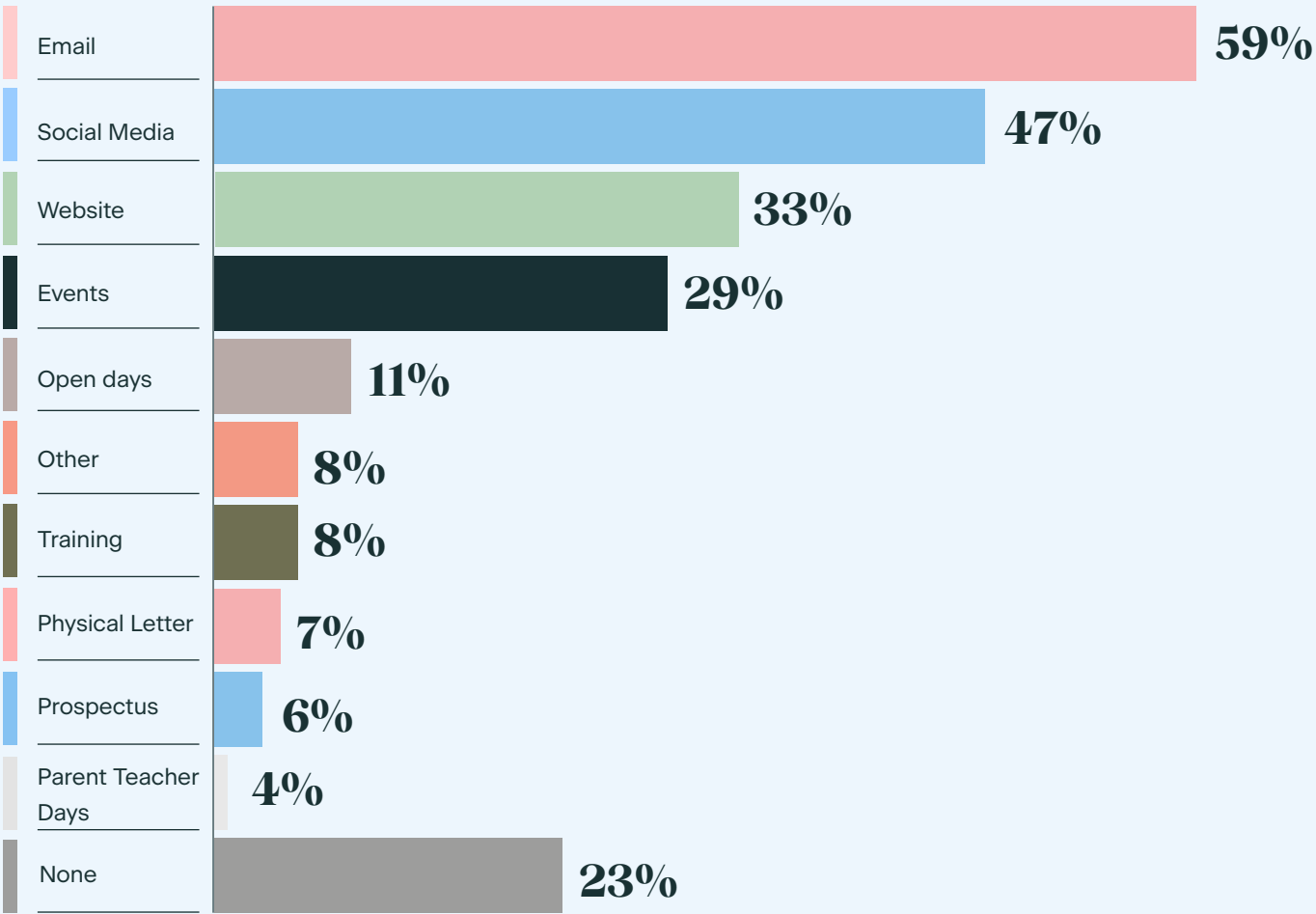
Our survey inquired about the sustainability-related events and campaigns that schools shared with their staff, students or parents within the last 12 months.



Yes	54%
No	41%
Don't Know	4%

SOURCE: PLANET MARK x ISC SURVEY, 2023.

We asked schools about the various channels they use to communicate sustainability efforts to staff, students & parents :



SOURCE: PLANET MARK x ISC SURVEY, 2023.

59%

59% of schools prefer using email to communicate sustainability initiatives.

47%

While 47% of schools prefer using social media to communicate sustainability initiatives.

SOURCE: PLANET MARK x ISC SURVEY, 2023.



When starting on the journey it is at first a little daunting as the area is so vast. Narrowing the scope and increasing sustainability awareness amongst the whole school community is one of the biggest hurdles. A supportive leadership team is essential to keep the momentum.

Emma Sanders,
Abbey Gate College, Cheshire.

SOURCE: PLANET MARK x ISC SURVEY, 2023.



In the absence of established frameworks, making progress on this is difficult. While important, it is also expensive, time-consuming and it's difficult to find the time and resources to devote to it when there are so many other priorities.

Richard Hepper,
St Albans School, Hertfordshire.

SOURCE: PLANET MARK x ISC SURVEY, 2023.



Section 5: Conclusion

The findings from this report provide a clear picture of the current sustainability measures and initiatives employed by independent schools, as well as the challenges, gaps and opportunities for the sector to progress. Sustainability clearly ranks as a priority for the majority of schools, and most are in the process of developing a sustainability strategy or already have one in place.

Most schools are well underway in delivering sustainable actions, predominately in driving energy efficiency, waste reduction and renewable energy. A major next step for the sector is to **achieve more robust and detailed measurement** that can enable more effective decision making and the tracking of progress, particularly in energy, waste and carbon emissions, with the majority of schools not yet having begun the process of measuring a baseline carbon footprint. By developing a strategic roadmap, fostering partnerships

and integrating climate literacy, independent schools can thrive in their role of delivering exciting curriculums and formative experiences to staff and pupils, and potentially extend this to their wider communities. There are challenges to be overcome, but by working together as a sector, and embracing the learnings from other areas of industry, independent schools can play a critical part in accelerating the race to net zero, and empower the next generation with the knowledge, motivation and skills to amplify that impact out into their adult lives.



Wider Reading & Resources

Overview of relevant resources (reports), suggestions, and low-hanging fruit suggestions for independent schools:

Free Resources for Sustainability & Net Zero	
Online Platform	UK Business Climate Hub Online platform providing net zero advice for small and medium- sized enterprises in the UK
Online Resource	TEC Energy & Education Connected. Energy experts and procurement professionals working in the Higher Education and University sector.
Online Platform	Schools' Buying Club Specialists in the education procurement arena, helping schools and multi-academy trusts procure high-quality services at the best price.
Online Platform	UK Schools Sustainability Network Backed by charitable organisation, Transform our World, they bring together networks of students to connect and collaborate on sustainability, supported by a community of over 5000 educators.
Online Resource	UK Schools Sustainability Network Operations Group A branch of the UK Schools Sustainability Network (UKSSN) with LinkedIn presence, that brings together school business, finance and operations leaders to discuss and collaborate on issues regarding sustainability in schools.
Online Resource	Green Schools Project An online platform that supports schools to develop an adequate response to the climate and ecological crisis. They focus on helping students to lead projects, facilitating teacher training sessions, and supporting schools to reduce their carbon emissions with a focus on the learning opportunities gathered in the process.
Online Programme	Eco Schools Program A seven-step framework that provides a starting point in sustainability, whilst empowering young people to make a difference in their school, local community and beyond.
Online Resource	The FSE Group Funding scale-up enterprises. Accessible market-gap funding, partnering with British Business Bank and others. London based.
Online Resource	Highland One World Regional resource: Supports schools in the Highlands and Islands to promote Global Citizenship and Learning for Sustainability through active and participatory learning. Aimed at educators in Scotland, they do have a number of freely available resources and initiatives that others could learn from.
Online Resource	Teach the Future A campaign for climate education.
Online Resource	GenZero The Department for Education (DfE) supported by Innovate UK has partnered with construction innovators to deliver GenZero - a research project to deliver a new ultra-low carbon building standard for schools.

Acknowledgements

First and foremost, thank you to all of the schools who generously gave their time to participate in the survey, focus groups and data gathering efforts that have informed this report. Thank you also to the ISC member associations who helped to recruit schools for the research, and to Carolina Connor, an independent consultant, who supported with the literature review, focus group facilitation and copywriting.



Planet Mark is a sustainability certification for organisations and real estate that recognises continuous improvement, encourages action and builds an empowered community of like-minded businesses to make a world of difference. Planet Mark supports a community of 700+certified organisations on their journey to net zero. Certification can help your business to strengthen your Environmental, Social and Governance strategy, contribute to the United Nations Sustainable Development Goals, and set credible net zero carbon targets that align with the Science Based Targets Initiative (SBTi)'s Net Zero Corporate Standard.



The Independent Schools Council (ISC) brings together seven associations of independent schools, their heads, bursars, and governors. The ISC represents nearly 1,400 independent schools in the UK. These schools educate more than half a million children, equivalent to around 80% of pupils at all UK independent schools.

The ISC's seven constituent associations are: Association of Governing Bodies of Independent Schools (AGBIS), Girls' Schools Association (GSA), HMC (The Heads' Conference), Independent Association of Prep Schools (IAPS), Independent Schools Association (ISA), Independent Schools' Bursars Association (ISBA), The Society of Heads. The ISC's four affiliate associations are: Boarding Schools' Association (BSA), Council of British International Schools (COBIS), Scottish Council of Independent Schools (SCIS), Welsh Independent Schools Council (WISC).

Acknowledgements

Thank you to all the participating schools.

■ Survey Participant

■ Survey & Focus Group Participant

■ Benchmark Carbon Footprint Schools who provided verified data

Benchmark Carbon Footprint Schools who also participated in Focus Groups are underlined

- Ashford School
- Abbey Gate College
- Abingdon Prep
- Aldwickbury
- Ashbourne College
- Avon house preparatory school
- Aysgarth School
- Badminton School
- [Bath Academy](#)
- Beaudesert Park School
- Bedales
- Bedford Modern School
- [Bedford School](#)
- Benenden School
- Berkhamsted
- Bethany School
- Birchfield School
- Birkdale School
- [Birkenhead School](#)
- Bishopsgate School
- [Bradfield College](#)
- Bradford Grammar School
- Brampton College
- [Brentwood School](#)
- Bridewell Royal Hospital
- [Brighton College](#)
- [Brockwood Park School](#)
- Cameron Vale School
- Canford School
- [Cardiff Steiner School](#)
- [Cargilfield School](#)
- Caterham School
- Caversham Preparatory School
- Chandlings Prep
- Channing School
- Charterhouse
- [Cheadle Hulme School](#)
- Cheltenham College
- [Cheltenham Ladies' College](#)
- Chinthurst School
- Christ College Brecon
- Churcher's College
- City of London Freemen's School
- Claires Court

- Clifton High School
- [Colchester Prep & High School](#)
- Concord College
- Cothill House
- Crosfields School
- Crown House School
- Cumnor House School
- Cundall Manor School
- Dair House school
- Dallington School
- Dame Allan's Schools
- [Denstone College](#)
- Ditcham Park School
- Downe House
- Downside School
- Duke of Kent School
- [Dulwich College](#)
- Dwight School London
- [Eastbourne College Incorporated](#)
- Eastward House
- Edgbaston High School
- Edward Jenner School
- [Emmaus School](#)
- [Eton College](#)
- Eton End School
- Exeter School
- Faraday School
- Felsted School
- Feltonfleet School
- [Forest School](#)
- Francis Holland School - Regents Park
- Frewen College
- Gateways School
- Gayhurst school
- Giggleswick School
- Glendower Prep
- Godolphin School
- Godstowe Preparatory School
- Grantham Preparatory International School
- Great Walstead School
- Greenbank Preparatory School and Day Nursery

- [Haberdashers Monmouth Schools](#)
- Halliford School
- Hampton School
- [Hanford School](#)
- [Harrow School](#)
- Heathfield School
- [Hemdean House School](#)
- Hill House School
- [Holme Grange School](#)
- Holyport College
- Howell's School, Llandaff
- Hulme Hall Grammar School
- Ibstock Place School
- Instituto Español Vicente Cañada Blanch
- James Allen Girls School
- Jersey College for Girls
- Kensington Wade
- King Edward's School
- King Henry VIII School
- King's College, Madrid
- King's House
- King's House School
- King's School in Macclesfield
- King's School Rochester
- King's Schools, Taunton
- Kings Monkton School
- Kingscourt School
- [Kingsley School Devon](#)
- Kingston Grammar School
- Lady Barn House
- Lambrook School
- Langley School (1960) Ltd
- Latymer Upper School
- Leicester Grammar School Trust
- [Leighton Park School](#)
- Leweston School
- [Lichfield Cathedral School](#)
- Longacre School
- Longridge Towers School
- Loretto School
- Malvern College
- Malvern St James

- Manor Lodge School
- Maple Walk School
- Marlborough College
- Mayville High School
- Michaelhouse
- Monkton Combe Scool
- Morrison's Academy
- Moulsoford prep school
- Mylnhurst Preparatory School
- [Newcastle High School for Girls](#)
- Newcastle School for Boys
- Newcastle under Lyme School
- Newland House School
- Norland Place Ischool
- North London Collegiate School
- Notre Dame School Cobham
- Notting Hill Preparatory School
- Oakhyrst Grange School
- Oakwood School
- Our Lady of Sion School
- Oxford High School
- Oxford International College
- Palmers Green High School
- Pembridge Hall School
- Pitsford School
- Prenton Preparatory School
- Putney High School
- QEHS Bristol
- Queen Elizabeth Grammar School, Wakefield
- Queen Elizabeth's Hospital
- Queen's College
- Reading Blue Coat School
- Red House School
- Redmaids' High School
- RGS Newcastle Upon Tyne
- RGS Worcester
- [Riverston School](#)
- Rose Hill School
- Rossall School
- Rowan Prep School
- Royal Grammar School Worcester (RGS Worcester)
- Royal masonic school for girls
- [Rugby School](#)
- Rupert House School
- Rydes Hill Preparatory School and Nursery
- Sacred Heart School
- Saint pierre
- [Sandroyd School](#)
- Scarborough College
- Seaton House School
- Sedbergh School
- Sevenoaks School

- [Sherborne Girls' School](#)
- Sherborne School
- Shiplake College
- Shrewsbury House School Trust
- Shrewsbury School
- Silcoates School
- Slindon College
- [Solihull School](#)
- South Hampstead High School
- [Spratton Hall School](#)
- Springboard Education and Care
- St Albans School
- St Bees School
- St Benedict's School
- St Catherine's School
- St Catherine's School, Bramley
- St Ddmund's School Canterbury
- St Edmund's College
- St Edward's School
- St Faith's
- St George's International School
- St George's School Windsor Castle
- St George's, Edinburgh
- St Georges Weybridge
- St James School
- St John's College
- St Joseph's College
- St Joseph's Park Hill
- St Lawrence College
- St Mary's Calne
- St Mary's Hare Park School
- St Mary's School, Cambridge
- St Olave's Prep School
- St Paul's School
- St Peter's School
- [St Swithun's School](#)
- Staines Preparatory School
- Stonyhurst
- Sussex House School
- Talbot Heath School
- TASIS
- Teikyo School UK
- Terra Nova School
- The Abbey
- The American School in London
- The Cavendish School
- The Croft Preparatory School
- The Gower School
- The Gregg School
- The Hall
- The Hall School
- [The King's School , Ely](#)
- The King's School, Gloucester
- The Leys

- The Maynard School
- The National Mathematics and Science College
- The Peterborough School
- The Pilgrims' School
- The Queen's School
- The Royal Ballet School
- The Stephen Perse Foundation
- The Unicorn School
- Tower House School
- [Town Close School](#)
- Tudor Hall School
- University College School
- University College School Junior Branch
- [Ursuline Prep School](#)
- [UWC Atlantic](#)
- Walhampton School
- Walthamstow Hall
- Warlingham park school
- WCS
- Wellingborough School
- Wellington School Somerset
- Westbourne House School
- Westfield School
- White House Prep School
- Widford Lodge School
- Wimbledon High School
- [Winchester College](#)
- [Windlesham House School](#)
- Windrush Valley School
- Wolverhampton Grammar School
- Woodlands
- Yarm School

Appendix

See below a list of the example school carbon footprints included in the report, outlining each of their reporting years and emission sources.

The reason the reporting periods differ is due to the availability of the data and the reporting cycles of the schools included within this report.

Brockwood Park School

The data within this report for Brockwood Park School cover the reporting period Aug 21 to Jul 22. The emissions sources included are Electricity, T&D Losses, On-Site Renewables, Fleet, Waste, Biomass, Fuel Oil and LPG.

Lichfield Cathedral School

The data within this report for Lichfield Cathedral School cover the reporting period Jan 21 to Dec 22. The emissions sources included are Electricity, T&D Losses, Natural Gas, Water, Fleet, Business Travel, Waste, Paper and Propane.

Sherborne Girls School

The data within this report for Sherborne Girls School cover the reporting period Sep 21 to Aug 22. The emissions sources included are Electricity, T&D Losses, Natural Gas, On Site Renewables, Refrigerants, Propane, Gas Oil, Water, Waste, Fleet, Business Travel and Paper.

Winchester College

The data within this report for Winchester College cover the reporting period Sep 21 to Aug 22. The emissions sources included are Electricity, T&D Losses, Natural Gas, Fleet, Business Travel, Waste, Paper, Biomass, Burning Oil, Diesel and Gas Oil/Red Diesel.

St Swithun’s School

The data within this report for St Swithun’s School cover the reporting period Aug 22 to Jul 23. The emissions sources included are Electricity, T&D Losses, Natural Gas, Fleet, Business Travel, Waste, Diesel and Petrol.

Cheadle Hulme School

The data within this report for Cheadle Hulme School cover the reporting period Sep 21 to Aug 22. The emissions sources included are Electricity, T&D Losses, Natural Gas, Refrigerants, Water, Fleet and Waste.

Eton College

The data within this report for Eton College cover the reporting period Sep 21 to Aug 22. The emissions sources included are Electricity, T&D Losses, Natural Gas, Water, Waste and Grey Fleet.



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