



**Triumph
Learning Trust**

Aspiration - Collaboration - Innovation

Trust Climate Action Plan

A Whole Trust Approach to Sustainability and Climate Resilience
Coventry and Rugby Region

September 2025

Trust Climate Action Plan 2025 - 2040

Executive Summary

Triumph Learning Trust is committed to achieving a net-zero, climate-resilient future across its family of five schools (four primary and one secondary), serving the communities of Coventry and Rugby. Guided by our core values of Innovation, Collaboration, and Aspiration, this Climate Action Plan sets out a comprehensive pathway to embed sustainability across operations, curriculum, and community engagement between 2025 and 2040.

Our value of **Innovation** drives us to explore creative and forward-thinking approaches to environmental challenges. Through **Collaboration**, we work collectively across our schools, local partners, and wider communities to share learning and maximise impact. With **Aspiration**, we aim to inspire every pupil, colleague, and stakeholder to contribute to a greener, more sustainable future.

Context

Triumph Learning Trust operates across two distinct yet interconnected localities: Rugby and Coventry. While each community has its own identity and socio-economic profile, both areas share a commitment to educational aspiration and the development of strong civic and employment pathways for young people.

Rugby is a rapidly growing market town with significant residential expansion driven by new housing developments and strong transport links. The demographic profile reflects a broad mix of long-standing local families and an increasing number of families relocating from surrounding areas and London, seeking high-quality education and community stability. Employment in Rugby is shaped by a combination of logistics, advanced manufacturing, engineering, and the professional services sector, supported by major employers in the region and proximity to key commercial corridors. The area has rising pupil numbers, diverse family backgrounds, and pockets of socio-economic disadvantage that sit alongside areas of relative affluence. Our three schools in Rugby are all full and in demand, serving communities with changing demographics in terms of need. Rugby Free Secondary School has above-national deprivation.

Coventry is a diverse and dynamic city with a rich industrial heritage and a well-established higher education presence. Its school communities reflect wide-ranging cultural, linguistic, and socio-economic backgrounds. The city benefits from major employment sectors including advanced manufacturing, automotive engineering, healthcare, public services, higher education, creative industries, and digital innovation. Triumph Learning Trust's schools in the city serve pupils from communities with significant deprivation. Pupils enter our schools with varied starting points and a range of needs, requiring inclusive, high-quality provision and targeted support to ensure pupils thrive, achieve strong outcomes, and transition successfully into secondary education.

Across both Rugby and Coventry, our schools serve communities that are ambitious for their children and value education as a route to social mobility, fulfilment, and lifelong success. Our Trust is positioned to leverage the strengths of both contexts, combining the civic infrastructure and cultural diversity of Coventry with the growth opportunities of Rugby. This creates rich opportunities for cross-Trust collaboration, talent development, and shared practice. It also requires us to maintain a relentless focus on inclusion, excellence in teaching and learning, and pathways that equip every pupil to succeed in an evolving regional economy.

In addition, we recognise our responsibility to future generations and the importance of environmental stewardship. As part of our strategic planning, we are committed to implementing a Trust-wide climate action plan that promotes sustainability, reduces our environmental footprint, and ensures pupils understand and contribute to a greener, more resilient future.

The breadth of our demographic landscape strengthens our mission: delivering exceptional education, fostering aspiration, championing equity, and preparing pupils for a sustainable future so that every child thrives—regardless of postcode, background, or starting point.

Vision and Commitment

Our vision is to create a sustainable and resilient learning environment for all pupils and staff, equipping young people with the knowledge and values to shape a greener future. The Trust commits to reducing carbon emissions, improving environmental education, and enhancing resilience to climate change impacts across its estate.

Governance and Leadership

Governance of the Climate Action Plan will sit under the Trust Board, with operational delivery overseen by the Estates & Compliance Manager. Each school will appoint a Sustainability Lead to coordinate activities locally and report progress termly. Student Eco Councils established in each school, will support and promote pupil voice and engagement.

Baseline Targets, and Monitoring

The Trust will establish a 2025 carbon baseline using the DfE Energy and Carbon Reporting Tool, covering energy, water, waste, travel, and procurement. Annual progress will be reported to the Board, aligned with DfE Sustainability and Climate Change Strategy (2022) and ESFA Good Estate Management for Schools (GEMS) standards.

Key Targets Summary

| Area | 2026 | 2030 | 2040 |
|--------------------------------|------|------|------|
| Carbon reduction (vs baseline) | 10% | 50% | 100% |
| Renewable/energy generation | 10% | 40% | 80% |
| Waste to landfill | -25% | -50% | -90% |
| Staff travel emissions | -10% | -40% | -70% |
| Tree canopy cover | +10% | +30% | +50% |

Objective 1: Education and Engagement

Aim: Empower pupils, staff and the wider community through climate literacy, sustainability learning, and behaviour change to build a more sustainable future

| Objective | Embed sustainability across the curriculum at all key stages. | | | |
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| | Action | Responsibility | Year | RAG |
| | Curriculum Review: Audit existing schemes of work across all subjects to identify opportunities for sustainability themes | | | |
| | Curriculum Framework: Develop a <i>Trust-wide Sustainability Curriculum Framework</i> mapping learning outcomes from EYFS to KS5, aligned with DfE sustainability goals. | | | |
| | Teaching Resources: Create and share a central digital bank of climate and sustainability teaching materials for staff. | | | |
| | Curriculum Monitoring: Include sustainability integration in curriculum review cycles and Ofsted readiness documentation. | | | |
| Objective | Create active Eco Councils in Every School | | | |
| | Action | Responsibility | Year | RAG |
| | Eco Council Structure: Establish a standard model for Eco Councils, including pupil roles, meeting frequency, and reporting expectations. | | | |
| | Eco Charter: Develop a <i>Trust Eco Charter</i> to unify the vision and goals across all schools. | | | |
| | Student Leadership Training: Deliver annual training for Eco Councillors (in collaboration with local environmental partners). | | | |
| | Governance Link: Nominate a governor in each school to act as a sustainability link and receive termly Eco Council updates. | | | |
| Objective | Deliver an annual Trust Sustainability Week to showcase pupil-led innovation | | | |
| | Action | Responsibility | Year | RAG |
| | Annual Calendar Slot: Fix Sustainability Week in the Trust calendar (e.g., summer term) with agreed themes each year (e.g., energy, biodiversity, waste). | | | |
| | Trust-Wide Competition: Launch an <i>Eco Innovation Challenge</i> where schools present projects to a Trust judging panel. | | | |
| | Showcase Event: Host a Trust-wide Sustainability Fair or digital showcase to share outcomes and pupil work. | | | |
| | Community Involvement: Invite local businesses, councils, and parents to participate and sponsor eco awards. | | | |
| Objective | Provide professional development on sustainability and climate education for staff | | | |
| | Action | Responsibility | Year | RAG |
| | CPD Programme: Develop an annual sustainability CPD plan as part of Trust-wide professional learning. | | | |
| | Inset Training: Deliver at least one Trust-wide INSET day focused on sustainability pedagogy and classroom application. | | | |
| | Teacher Ambassadors: Appoint “Sustainability Champions” in each school to support peer learning and practice sharing. | | | |
| | Partnerships: Partner with external organisations (e.g., WWF, Eco-Schools, STEM Learning) to deliver accredited climate education training. | | | |

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| Objective | Publish an annual Sustainability Report | | | |
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| | Action | Responsibility | Year | RAG |
| | Collect annual sustainability metrics from each school (energy, waste, curriculum, engagement). | | | |
| | Produce a Trust-wide “Sustainability and Climate Impact Report” each summer term. | | | |
| | Share the report with the Board, staff, and the local community via the Trust website | | | |
| | Use the report as evidence for DfE, GEMS, and funding submissions. | | | |
| Objective 2: Decarbonisation | | | | |
| Aim: Understand and Reduce the Trust’s carbon footprint and transition to net zero operations | | | | |
| Objective | Complete a full carbon baseline by 2025 and reduce operational emissions by 50% by 2030 | | | |
| | Action | Responsibility | Year | RAG |
| | Carbon Audit: Conduct a Trust-wide carbon footprint assessment (Scopes 1, 2, and 3) using the DfE Energy & Carbon Reporting Tool | | | |
| | Carbon Reduction Plan: Develop and approve a Carbon Reduction Strategy with annual emissions targets and performance indicators. | | | |
| | Monitoring System: Implement an energy and carbon monitoring platform to track real-time consumption across all schools. | | | |
| | Annual Reporting: Publish annual Trust Carbon Reports showing year-on-year progress and savings achieved. | | | |
| Objective | Implement energy efficiency upgrades (LEDs, insulation, BMS controls) across all sites | | | |
| | Action | Responsibility | Year | |
| | Energy Audit: Commission professional energy efficiency surveys for all schools to prioritise improvement works (lighting, glazing, insulation, controls). | | | |
| | Quick Wins Programme: Roll out low-cost measures such as LED upgrades, thermostatic radiator valves, and zoning of heating controls by 2026. | | | |
| | Building Management Systems (BMS): Install or upgrade BMS to improve energy performance and monitoring. | | | |
| | Behavioural Change Campaign: Deliver a staff and pupil energy awareness programme to support sustained reduction in energy use. | | | |
| Objective | Replace fossil fuel heating with low-carbon systems (heat pumps or hybrid solutions) | | | |
| | Action | Responsibility | Year | |
| | Feasibility Studies: Conduct technical and financial feasibility studies for air-source and ground-source heat pumps across all schools | | | |
| | Phased Replacement Programme: Develop a 10–15-year replacement plan for end-of-life gas boilers with low-carbon systems. | | | |

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| | Funding Applications: Apply for PSDS, SALIX, or local decarbonisation grants to support capital projects. | | | |
| | Implementation and Commissioning: Install systems in phases, ensuring performance monitoring and post-installation evaluation are embedded. | | | |
| Objective | Generate renewable energy on-site (solar PV and battery storage) and procure 100% green electricity | | | |
| | Action | Responsibility | Year | |
| | Renewables Feasibility: Commission solar PV and battery storage feasibility studies for all suitable school roofs by 2026. | | | |
| | Renewables Deployment Plan: Establish a phased rollout of solar PV across schools, prioritising high-consumption sites. | | | |
| | Green Tariff Procurement: Switch all schools to certified 100% renewable electricity tariffs by 2027. | | | |
| | Energy Sharing & Education: Use live renewable generation data in classrooms and Trust communications to support learning and awareness. | | | |
| Objective | Embed carbon considerations in all procurement and estate planning decisions | | | |
| | Action | Responsibility | Year | |
| | Sustainable Procurement Policy: Update Trust procurement policies to include carbon reduction, life-cycle cost, and sustainability criteria. | | | |
| | Supplier Standards: Require all major suppliers and contractors to provide sustainability credentials and carbon impact data. | | | |
| | Capital Project Guidance: Consider carbon reduction design standards into all new build and refurbishment projects. | | | |
| | Training & Compliance: Provide training for Trust and school business managers on sustainable procurement and reporting compliance. | | | |
| Objective 3: Adaptation and Resilience | | | | |
| Aim: Prepare all school sites and communities to withstand climate-related risks such as heatwaves, flooding, and storms. | | | | |
| Objective | Conduct climate risk assessments for all schools | | | |
| | Action | Responsibility | Year | RAG |
| | Site Climate Risk Audit: Commission risk assessments for each school site to evaluate exposure to flooding, heat stress, and severe weather (using UKCP18 data and local authority flood mapping). | | | |
| | Resilience Mapping: Create a Trust-wide Climate Risk Register summarising key vulnerabilities and priority actions per site. | | | |
| | Governance Reporting: Present assessment outcomes and mitigation priorities to the Trust Board annually. | | | |

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| | Review Cycle: Update each risk assessment every three years or after major capital works. | | | |
| Objective | Implement site resilience measures | | | |
| | Action | Responsibility | Year | RAG |
| | Drainage Review: Conduct site drainage surveys to identify opportunities for SuDS interventions (e.g., rain gardens, soakaways, permeable surfaces). | | | |
| | Shade & Shelter Plan: Develop a phased tree-planting and canopy strategy to increase shaded outdoor areas by 30% by 2030. | | | |
| | Heat Mitigation Works: Prioritise ventilation improvements, reflective roofing, and solar shading during refurbishments. | | | |
| | Community & Pupil Involvement: Engage Eco Councils and local groups in planning and maintaining green infrastructure features. | | | |
| Objective | Update emergency and maintenance plans to include climate response measures | | | |
| | Action | Responsibility | Year | RAG |
| | Emergency Plan Integration: Review each school's critical incident and business continuity plans to include heatwaves, floods, and storm protocols. | | | |
| | Staff Training: Deliver annual resilience and emergency response training for site staff and senior leaders. | | | |
| | Maintenance Schedule: Incorporate regular checks of gutters, drains, ventilation, and shading systems into maintenance regimes. | | | |
| | Communication Systems: Establish clear reporting and escalation routes for weather-related incidents at Trust and school levels. | | | |
| Objective | Incorporate climate resilience principles into all new building projects and refurbishments | | | |
| | Action | Responsibility | Year | RAG |
| | Design Standards: Adopt climate-resilient design standards (e.g., BREEAM, DfE Output Specification) for all new and refurbished buildings. | | | |
| | Low-Impact Materials: Specify low-carbon, durable materials that reduce overheating and flood vulnerability. | | | |
| | Planning Collaboration: Work with local planning authorities and architects to integrate SuDS, green roofs, and biodiversity enhancements into all project briefs. | | | |
| | Post-Project Review: Conduct post-occupancy evaluations to measure performance, comfort, and resilience outcomes. | | | |
| Objective 4: Biodiversity and Natural Environments | | | | |

| Aim: Enhance biodiversity and create nature-rich, outdoor learning environments across the Trust. | | | | |
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| Objective | Develop a Biodiversity Action Plan for each school | | | |
| | Action | Responsibility | Year | RAG |
| | Baseline Audit: Carry out biodiversity assessments at each school to identify existing habitats, species, and enhancement opportunities | | | |
| | School-Level Plans: Develop a <i>Biodiversity Action Plan (BAP)</i> template for all schools, including measurable targets | | | |
| | Integration with Estates Planning: Embed BAP actions into estate maintenance and improvement schedules. | | | |
| | Annual Review: Monitor and update BAPs annually with pupil involvement through Eco Councils. | | | |
| Objective | Increase tree canopy and planting across the Trust | | | |
| | Action | Responsibility | Year | |
| | Tree Strategy: Create a Trust-wide Tree Planting and Management Strategy to coordinate planting, maintenance, and replacement cycles. | | | |
| | Site Surveys: Identify available planting zones on each school site (including boundaries, playgrounds, car parks). | | | |
| | Planting Programme: Launch an annual “Plant a Tree for Every Pupil” initiative, sourcing native species suitable for urban school environments. | | | |
| | Monitoring & Maintenance: Map and record all new planting using GIS or simple mapping tools, ensuring ongoing care and replacement of losses. | | | |
| Objective | Eliminate pesticide and peat-based product | | | |
| | Action | Responsibility | Year | |
| | Habitat Creation Projects: Design and install wildlife areas tailored to each site including wildflower zones, bug hotels, bird boxes, and mini-ponds. | | | |
| | Outdoor Learning Integration: Incorporate these spaces into the curriculum through science, geography, and wellbeing lessons. | | | |
| | Pupil & Community Involvement: Engage pupils, parents, local volunteers in habitat creation maintenance days. | | | |
| | Monitoring: Record species sightings annually and share results across the Trust to celebrate biodiversity gains. | | | |
| Objective | Create wildlife gardens, ponds, and pollinator corridors in each school | | | |
| | Action | Responsibility | Year | |
| | Renewables Feasibility: Commission solar PV, battery storage feasibility studies for all suitable school roofs 2026. | | | |
| | Renewables Deployment: Establish a phased rollout of solar PV across schools, prioritising high-consumption sites. | | | |
| | Green Tariff Procurement: Switch all schools to certified 100% renewable electricity tariffs by 2027. | | | |
| | Energy Sharing & Education: Use live renewable generation data in classrooms and Trust communications to support learning and awareness. | | | |

| Objective | Partner with local environmental organisations for conservation projects and outdoor learning | | | |
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| | Action | Responsibility | Year | |
| | Partnership Framework: Establish formal partnerships with local wildlife trusts, conservation groups, and councils. | | | |
| | Collaborative Projects: Develop joint projects such as tree planting, litter reduction, or river clean-up events. | | | |
| | Outdoor Learning Network: Create a <i>Trust Outdoor Learning Network</i> for teachers to share resources & practices. | | | |
| | Funding & Sponsorship: Seek external funding or sponsorship from community and corporate partners to support biodiversity initiatives. | | | |

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Part 2: Climate Action Implementation Roadmap

This roadmap sets out key milestones, indicative costs, and funding opportunities to support delivery of the Triumph Learning Trust Climate Action Plan between 2025 and 2040.

Short-term (2025–2027)

- Complete Trust-wide carbon baseline and energy audits.
- Install LED lighting, insulation, and heating controls across all sites.
- Develop decarbonisation plans for all schools.
- Introduce Green Travel Plans and staff/student engagement campaigns.

Medium-term (2028–2032)

- Replace gas boilers with air source heat pumps or low-carbon heating systems.
- Install solar PV and battery storage across sites.
- Switch to 100% renewable electricity supply.
- Reduce waste-to-landfill by 50% and improve recycling rates.

Long-term (2033–2040)

- Achieve operational net-zero emissions (Scopes 1 & 2).
- Enhance biodiversity across all sites, including tree planting and habitat creation.
- Incorporate climate resilience and sustainable drainage (SuDS) into all estate planning.
- Expand sustainability into all procurement and supply chain decisions.

Funding Sources and Responsibilities

Potential funding opportunities include:

- SALIX Energy Efficiency Fund
- DfE Public Sector Decarbonisation Scheme (PSDS)
- Local Authority Climate Action grants
- Corporate sponsorships for biodiversity projects
- PTA/community fundraising initiatives

Roles and responsibilities:

- Chair of Trustees: Strategic oversight and governance.
- CEO / Executive Headteacher: Leadership and resource alignment.
- Estates & Compliance Manager: Delivery, compliance, and monitoring.