

Carbon Trading and Schools Task Group Investigation

Recommendations

Recommendation	Lead	Timescale
<p>1. Governance and Project Management That the authority identifies the budget necessary to resources a 'Devon Way' project management programme for CRC and schools which can sit within CYPS but with technical advice by EEC.</p>	CYPS with EEC	December 2009
<p>2. Communication The Authority develops and implements a comprehensive communications strategy for CRC in schools that includes the elements in the following supporting recommendations labelled a) – i)</p> <p>a) That the Authority should establish a County wide campaign in schools, along the lines of 'Do it for Devon' and linked to the national carbon reduction agenda, and supply schools with material to engage pupils in energy saving activities and competitions.</p> <p>b) That the Authority identifies the budget and resources necessary to produce the series of guidance booklets for schools on CRC, pledged by the Director of Learning and Schools.</p> <p>c) That the Authority uses the SIPs (School Improvement Plans) and Local Learning Communities to engage with schools on CRC and the responsibilities and requirements of the scheme.</p> <p>d) That NPS are commissioned by the Council to produce an energy management guide which would be issued free to all schools as well as corporate properties. This would be based on the energy hierarchy and would contain all the no cost/low cost measures that building managers should take before considering a formal audit. It should also include the present costing used by NPS for all applicable technologies so that the payback of investments is clear. <i>This guide would make reference to the following issues;</i></p> <p>e) That all schools are encouraged through the Authority's communication on CRC, and as part of an energy policy, to nominate an Energy Champion.</p>	<p>CYPS</p> <p>EEC for Corporate Guide to Energy Management</p>	<p>Sustainable complete before start of the scheme in April 2010</p>

	<p>f) That the NPS Energy Management Guide should include a recommendation and guidance if AMR is required at the school within the identified cost effective threshold.</p> <p>g) That all schools are asked to record at least termly accurate meter readings on the interactive software system to meet their and the authority's obligation under the scheme and That the Authority will work with schools to establish what method of meter reading (AMR or accurate manual recording) is most suitable for individual schools.</p> <p>h) That the Authority ensures that the process for completing the Energy Pack is as simple as possible; by producing a template and guidance to all schools explaining exactly what is required and why this is a requirement.</p> <p>i) That the issues raised in the questionnaire responses are addressed in the guidance booklets and communication with schools and That any individual questions or requests for help are taken up by a relevant officer in CYPS with technical support from EEC or the project management team.</p>		
3.	<p>Compliance and Carbon Management The Authority and the Devon Education Forum work together to agree what constitutes two-way 'reasonable assistance' in complying with CRC and its carbon reduction objectives And That the authority works with Schools and Learning Communities to agree the two-way reasonable assistance duty on a local level.</p> <p>Subsidiary to Recommendation three: a) The Authority and the Devon Education Forum work together to agree the mechanism for undertaking cost effective carbon management in schools through the dispersal of the Green Challenge Fund, and for developing a complete overview of opportunities to inform the Authority's future funding requirements.</p>	CYPS with EEC	Sustainable complete before start of the scheme in April 2010
4.	<p>Future Co-operation That for any future schemes requiring the participation of Schools and the Authority, a working group is established with representatives from both parties to ensure detailed consultation is undertaken before any formal proposals are made.</p>	CYPS with Devon Education Forum	As required

1. Executive Summary

- 1.1 Schools, Devon County Council and National Government share a strong interest in cutting carbon emissions and using energy more efficiently.
- 1.2 Recent Carbon Trading legislation makes Devon County Council responsible for all its emissions, nearly half of which come from 364 County Schools.

- 1.3 In order to cut energy use and emissions Devon County Council and Schools must work together in a mutually beneficial partnership. This is a complex task for everyone.
- 1.4 The principles of Carbon Trading are consistent, but the implications for each School and their choices will be unique.
- 1.5 Carbon Trading offers opportunities for Schools and Devon County Council to cut waste and save money. Agreeing, introducing and managing the process and helping Schools to join in are not simple or easy.
- 1.6 The Task Group has listened to Schools, Devon County Council Directorates and expert witnesses on energy conservation and climate change. Schools are enthusiastic environmental advocates but will need expert assistance to assess measures and implement those they choose.
- 1.7 Based on the evidence received, the recommendations in this report are necessary pre-requisites for success. The Task Group commends the report and its recommendations to Cabinet for action.

2. Background

- 2.1 On the 13th January 2009 the Executive received a Joint report from Director of Environment, Economy and Culture, Children and Young People's Services and Finance, IT and Training entitled *Preparing for Carbon Trading: The Implications for Devon County Council* (EEC/09/8/HQ). The report explains that the local authority is the legal entity with financial responsibilities for participating in the CRC and is required to include emissions from schools in its emission total. However, the only duty placed on schools is to supply the Authority with energy use data. The Executive resolved that:
 - (b) further work is done to establish how schools will participate in the CRC is taken forward; [and]
 - (f) that representations be made to Department for Environment Food and Rural Affairs and the Department for Children, Schools Families concerning the adverse reputational and cost implications to local authorities of less than full participation of all schools in the CRC process;Action (f) was discharged by Councillor Rogers, the then portfolio holder, in response to the 3rd Consultation on Carbon Reduction Commitment.
- 2.2 On the 3rd March 2009 the Environment, Economy and Culture Overview and Scrutiny Committee received a presentation by Ian Bateman, Climate Change Officer, on Carbon Trading. Members asked questions and made comments in relation to:-
 - Were individual schools going to be responsible for their own carbon trading allowance?
 - That secondary heads have a limited awareness of carbon trading and suggest we involve all schools in an awareness campaign;
 - Some Primary schools think that efficiency schemes are not cost-effective;
 - Schools would get involved in this issue if we engaged them properly.
- 2.3 The Committee resolved on the 3rd March that the presentation be referred to the Children and Young People's Services Overview/Scrutiny Committee at its next meeting so that the implications of carbon trading for the management of schools are fully understood, that the relevant senior officer from CYPS be invited to the next meeting of the Committee to discuss how those services would respond to carbon trading and that a briefing on all aspects of carbon trading be prepared for the new Council.

- 2.4 At the first meeting of the new Council's Environment, Economy and Culture Scrutiny Committee on the 2nd July 2009 it was resolved that the important issue of Carbon trading remain on the work programme with a joint report from a relevant senior officer from CYPS and EEC coming to the 9th September Committee.
- 2.5 On the 1st September 2009 the Members of the Overview Policy Committee, which includes the Chairs and Vice Chairs from EEC and CYPS Scrutiny, received a presentation by Ian Bateman, Climate Change Officer, and Vic Ebdon, Head of Strategic Planning - Building Schools for the Future Programme Director on "Carbon Trading, the Carbon Reduction Commitment (CRC) and Schools."
- 2.6 At the Environment, Economy and Culture Scrutiny Committee on the 9th September the Committee received a joint report from the Directors of EEC and CYPS Carbon Trading: The Role of Schools in the Carbon Reduction Commitment (EEC/09/192/HQ). The Committee resolved that this complex issue, which requires an urgent positive dialogue to be established with schools, would benefit from a joint scrutiny review with Members from CYPS Scrutiny Committee.
- 2.7 The Carbon Trading and Schools task group had its first meeting on the 28th September 2009 to develop and approve the scoping document.
- 2.8 We face unprecedented challenges to our environment, our economy, and the future security of our energy supplies and the decisions we make now will affect the planet and our way of life for generations to come.¹
- 2.9 The current Local Area Agreement (LAA) has a number of targets designed, for example, to increase energy efficiency and renewable energy, and adapt to the effects of climate change. The main target for the County Council is National Indicator **NI 185** (CO2 % reduction from local authority operations). The LAA also includes the local indicator: 37 ktonnes emissions reduction from partner activities over the three years of the Local Area Agreement to 2011.
- 2.10 The new Devon County Council Strategic Plan sets out their priorities for 2009 – 2013 including leading by example by cutting carbon emissions.
- 2.11 The Authority's initial approach to Carbon Trading was not well received by schools, as outlined in section 7 the investigation findings. This has soured the relationship between many schools and the Authority and so far the establishment of a clear definition of reasonable assistance between the two has not been reached.

3. Carbon Trading and the Carbon Reduction Commitment (CRC)

- 3.1 In November 2008 the Climate Change Act became law creating the world's first long term legally binding framework to tackle climate change. Its key aims are to improve carbon management, help the transition towards a low carbon economy and to demonstrate strong leadership internationally.
- 3.2 The Act contains legally binding emissions reductions targets for the UK of at least an 80% reduction in greenhouse gas emissions by 2050, and 34% by 2020 against a 1990 baseline.² In addition, it makes provision for Government to introduce carbon emissions trading scheme.

¹ <http://www.decc.gov.uk/>

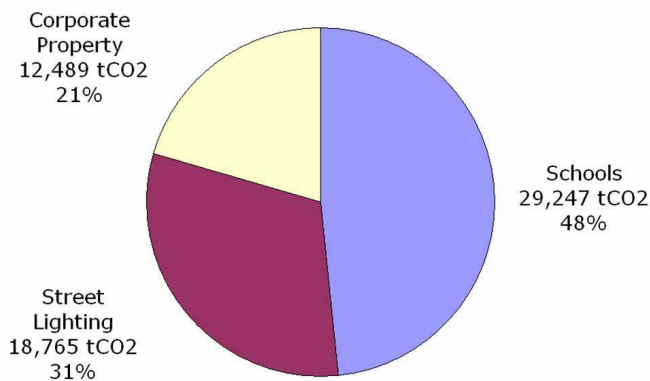
² <http://www.defra.gov.uk/environment/climatechange/uk/legislation/provisions.htm>

- 3.3 The Carbon Reduction Commitment Energy Efficiency Scheme (CRC) is the first of such schemes which will start in April 2010. It covers large commercial and public sector organisations. The threshold for participation is 6000MWh annual electricity consumption from half-hourly metered supplies. It is expected that approximately 5000 organisations will be mandatory participants.
- 3.4 CRC is a “cap and trade” scheme. Annually, Government will place an increasing “cap” on the emissions from the CRC marketplace. The allowable emissions will be sold to participants as “allowances” initially at £12 per tonne of CO₂ but from Year 3 by auction. Every year participants must surrender carbon allowances equal to their annual emissions from fixed sources. Given that there will be a shortfall of allowances against emissions, organisations will either have to invest in energy efficiency measures to reduce their liability or buy additional allowances in the CRC marketplace.
- 3.5 The scheme features an annual performance league table that ranks participants on emissions reduction performance. The allowance funding will be recycled to the participants based on the position achieved in this table. The table will also feature a bonus and penalty payment which will start at ± 10% and will reach ± 50% by Year 5.

4. The Implications for Devon County Council

- 4.1 As the Authority's annual electricity consumption from half hourly-metered supplies far exceeds the 6000MWh threshold, Devon County Council is a mandatory participant in CRC.
- 4.2 In 2007/08 Devon County Council's carbon footprint from fixed sources totalled 60,500 tonnes of CO₂ (see pie chart below). Schools account for about 48% of the Authority's emissions. The balance is from street lighting (31%) and corporate property (21%).

Graph A



- 4.3 The potential cost of allowances for the first year of CRC will be £726,000. The schools element of this is equivalent to £350,000. Government has made sure that the cost of allowances is predominantly an in-year cash flow issue. The budgetary implications only need reflect the maximum liability from finishing bottom of the league table.
- 4.4 From a carbon management perspective the existing carbon management programme for corporate property and street lighting means that the Authority is well prepared for participation in the scheme. Based on an annual emissions reduction target of at least 2.1% per year (reflecting the Government's previous aspiration of 60% by 2050 starting in 2006), the programme consists of the following initiatives:

- Running a Doing it for Devon @ Work campaign using Environmental Promoters to encourage staff to reduce energy usage within corporate buildings;
- Introducing an automatic meter reading system for gas and electricity used in larger corporate buildings supported by new energy management software;
- Implementing part night lighting in all residential areas across the County;
- Installing biomass boilers to heat council buildings;
- Fitting voltage optimisers to the electricity supply of the main buildings;
- Rolling out loft and cavity wall insulation to all corporate buildings;
- Installing replacement lower energy lighting systems in all corporate buildings where it is cost effective to do so.

- 4.5 Devon County Council is responsible for the delivery of CRC, the efficiencies adopted by the Council, as detailed above, could be considered by schools as a model for reducing carbon emissions.

5. The Implications for Schools

- 5.1 Government has mandated that all state-funded schools are included in CRC under participating Local Authorities. The relationship between local authorities and schools is the subject of a “reasonable assistance” duty defined as follows:

“An associated person [schools] must provide the responsible person [the Authority] with all such assistance, including the provision of information or records, as is necessary to enable the responsible person to identify fully, and discharge, the requirements imposed on the combined participant.”

- 5.2 In responding to the 3rd CRC consultation the Authority identified that the interpretation of this duty was key to its participation in CRC. Whilst the duty continues to be reflected as the specific provision of annual energy consumption data, the most recent CRC consultation indicates that this aspect is only part of a wider responsibility.
- 5.3 The development of a common understanding of this wider responsibility is essential in order to deliver an active and engaging partnership between the Authority and schools that ensures full compliance with the requirements of the scheme as well as delivering meaningful energy and carbon savings.

6. Devon’s Approach to CRC in Schools

- 6.1 The principal aim of the task group’s investigation is to establish a sound basis for a systematic Devon strategy for CRC, key to which is proposing an equitable division of responsibilities for CRC based on a suitable understanding of ‘reasonable assistance’, shared by the Council and Schools. It is important to note that, regardless of CRC, energy and carbon efficiency is a priority for the Council and a key aspect of education in Devon’s schools.
- 6.2 The Authority recognises the aim of all schools to be ‘Sustainable Schools’ by 2020 (DCSF National initiative). They also anticipate that in taking action in relation to CRC Schools will accrue the financial benefit of lower energy bills and enhance their reputation through improving Display Energy Certificates ratings.
- 6.3 Schools receive ring-fenced grant funding and operate autonomous business units. Each governing body is responsible for decisions about energy policy and every head teacher is responsible to governors for implementing them.

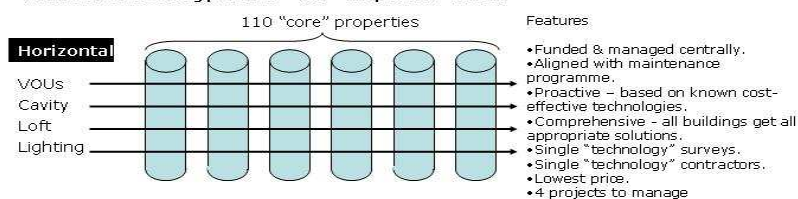
- 6.4 The requirement on schools to undertake energy and carbon management activity is not specified in the Reasonable Assistance duty. However the principal purpose of the CRC is to give participants financial and reputational incentives to reduce energy consumption and emissions. The Authority's initial approach to CRC and schools was outlined in a report to Committee³ which asserted that it was reasonable that schools have a duty to contribute towards the objectives of the scheme by reducing their own energy use and carbon footprints in a cost-effective way.
- 6.5 As the legislation does not explain what the wider reasonable assistance duty entails; the report to the Environment, Economy and Culture Committee proposed the minimum level of reasonable assistance as:
- a. To undertake monthly meter readings in order to avoid the authority being penalised by a 10% uplift of the carbon footprint for the use of estimated readings.
 - b. To install an automatic meter reading capability where it is cost-effective i.e. where the annual cost of such a capability is less than 10% of annual energy costs.
 - c. To compile a CRC Evidence Pack of all the required data and invoices on energy consumption for audit purposes and forward it to the Authority annually in June.
- 6.6 The report detailed that In order to facilitate cost-effective carbon management in schools without infringing their autonomy, consideration needed to be given to defining a matching "reasonable assistance" duty on the Authority to provide the information, advice and energy efficiency support service to schools as envisaged by Government. The two-way duty proposed would consist of the following:
- Formal CRC Evidence Packs for all schools.
 - AMR capability in all schools where it is cost-effective.
 - Free energy audits for schools paid for by the Authority.
 - An Authority-wide carbon management programme based on delivering technology solutions through single contractor, multiple-site corporately negotiated contracts.
- 6.7 The key addition to this proposed wider duty is a requirement that schools establish funded carbon management programmes, which should be based on energy-efficiency projects identified through formal energy audits.
- 6.8 The paper identified problems with schools contributing towards the 'objectives' of the scheme because:
- Schools operate as autonomous businesses
 - Most are not well equipped to deal with the task of making significant cuts in energy bills and carbon footprints without the assistance of specialists in energy/carbon management
 - Schools may not regard energy saving and carbon management as priority issues.
 - Take up of the Green Energy Fund has to date been limited.
 - The process that allows schools to be self-appointing for the programme and the subsequent measures to be self-generated is an inefficient mechanism for delivering carbon savings (see Graph B).

³EEC/09/192/HQ; Environment, Economy and Culture Scrutiny Committee 9 September 2009.

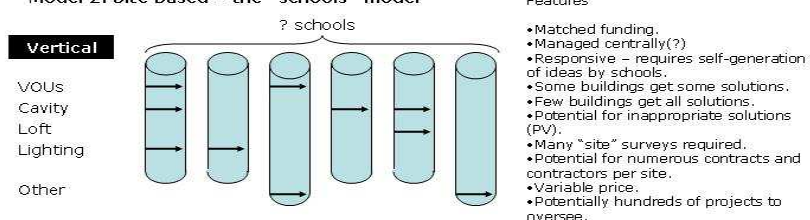
Graph B

Carbon Management Models

Model 1. Technology based – the “corporate” model



Model 2. Site based – the “schools” model



- 6.9 In addition to direct engagement with CRC, the Authority recently established a £2m Green Challenge Fund (GCF) to provide schools with matched funding to invest in carbon saving projects which would contribute towards meeting CRC targets. A precondition for access to scheme funding is a school energy audit which provides baseline data on energy use. To date take-up of the GCF opportunity has been limited with 8 energy audits commissioned. Evidence taken suggests that the principal barriers to take-up are the price of the audit (which were initially proposed to be borne by the School) and schools’ perception of the audit reports’ usefulness.

7. Investigation Findings

Communication

- 7.1 The Director of Learning and Schools advised the task group that communication had been ongoing with schools on CRC since January 2008. This had been at a basic level because the Government has not yet defined the ‘reasonable assistance’ duty.
- 7.2 Not only has the Government not defined that duty, it appears to have no intention of doing so, the CRC guidance merely stating that authorities should establish a “constructive dialogue with schools”. At this stage it seems there will be no formal definition. The Authority may however get some guidance from organisations like the LGA or London Energy Project but this is not confirmed and has no timescale.
- 7.3 All school representatives who gave evidence to the task group stated that they were very unhappy with the Authority’s initial proposals for working with schools on CRC. They reported that the relevant document had been very poorly received; schools felt that there had been no consultation on the proposal and that it outlined an over-bureaucratic system. Schools were particularly unreceptive to the ‘carrot and stick’ approach.
- 7.4 The report that the schools’ representatives referred to was *The Role of Schools in the Carbon Reduction Commitment* (EEC/09/192/HQ). It had been picked up by the Devon

Education Forum although it was not written for consideration by them but for the EEC Scrutiny Committee. It looked at the relationship with the Authority and schools on CRC and was written as a starting point for consultation with schools.

- 7.5 There was a strong feeling that schools were being told what to do with no prior consultation.

That for any future schemes requiring the participation of Schools and the Authority, a working group is established with representatives from both parties to ensure detailed consultation is undertaken before any formal proposals are made.

(See recommendation 4)

- 7.6 It was clear from the task group's investigation that the Authority has a lot of ground to make up with its relationship with schools if it is to make them feel included and informed in the process of developing a strategy for working together on CRC.
- 7.7 Although the schools were unhappy with the initial proposal, as they saw it, by the authority they happily acknowledged that energy saving is an important issue which many schools are already addressing. As detailed in the questionnaire responses, in general schools are happy to work with the authority CRC but are not happy with what they perceive as the current "bureaucratic" approach.
- 7.8 Schools could clearly see the value and priority of educating children on the importance of climate change and saving energy. School representatives felt that schools would be and are keen to take up the dynamic learning opportunities presented by carbon reduction activities and CRC.
- 7.9 The 'Do it for Devon' campaign was identified as a useful model to create such a campaign, with incentives such as 'Eco Warrior of the Week'.

That the authority should establish a County wide campaign in schools, along the lines of 'Do it for Devon' and linked to the national carbon reduction agenda, and supply schools with material to engage pupils in energy saving activities and competitions.

(See recommendation 2(a))

- 7.10 Although a campaign for engaging children does answer a tick box question for CRC on whether we have a staff engagement process for energy efficiency/emissions reduction, and gives school children some ownership to the scheme, it does not tackle the wider question of how the Authority is engaging with schools on cost-effective energy efficiency measures to save on energy bills.
- 7.11 As the Director of Learning and Schools reported, to date the Authority has taken the following steps: The task group questionnaire and briefing for schools; the Green Challenge Fund for Schools (as detailed in paragraph 6.9); Communications on Eco Schools; and the Carbon Trust national curriculum guidance.
- 7.12 The Director identified that the Authority needs a discussion with schools to get their commitment and buy-in. Communication with schools needs to recognise that this is an opportunity to get 'value for money' and a 'global learning opportunity'. In addition to the action already taken it was pledged by the Director that the Council would produce a guidance booklet series for schools on CRC. This has worked before, for example with safeguarding, and the first edition would include evidence of best practice examples.
- 7.13 There is currently no budget or resources allocated to produce a guidance booklet series.

That the Authority identifies the budget and resources necessary to produce the series of guidance booklets for schools on CRC, pledged by the Director of Learning and Schools.

(See Recommendation 2(b))

- 7.14 The London Energy Project produced a leaflet for schools with information on CRC, which could be used as a possible template for the first guidance book for schools.⁴
- 7.15 Schools' representatives considered the CYPS directorate to be their link with the Authority and felt that it should be their sole channel for communications about CRC.
- 7.16 There is currently no project management in CYPS or corporately to coordinate the CRC scheme with schools. The task group was told that this was because CRC does not naturally sit with any one person in CYPS, it has only just become an issue and there is no budget to allocate for it.
- 7.17 CRC has no budget within the Authority as is currently only identified as an in-year cash flow for purchasing the allowances and receiving back the recycled allowances at the end of the year. The EEC Directorate has assigned an officer for the technical work but does not have relationship to work with schools on this as it is a CYPS role.
- 7.18 Devon County Council has an established structure through which projects are managed; this is the 'Devon Way', a tailored approach to project management. However the 'Devon Way' has not been used for managing CRC and the relationship with schools.

That the Authority identifies the budget necessary to resources a 'Devon Way' project management programme for CRC and schools which can sit within CYPS but with technical advice by EEC.

(See recommendation 1)

- 7.19 Schools successfully use Local Learning Communities to engage with other schools in their area and with the Council. They were very keen that the Council should use LLCs to coordinate and give guidance to schools on CRC.
- 7.20 Schools' representatives also cited SIPs (School Improvement Plans) as an established method for communicating with schools and that this was a method which it could also use regarding CRC.
- 7.21 The authority, through CYPS, clearly has already established methods for communicating and coordinating shared information with schools. These methods do not require new relationships or organisations to be set up or demand additional financing to embrace a dialogue on CRC.

That the authority uses the SIPs (School Improvement Plans) and Local Learning Communities to engage with schools on CRC and the responsibilities and requirements of the scheme.

(See recommendation 2(c))

Expectations and understanding of Schools

- 7.22 Many school representatives contacted had no prior knowledge of the CRC scheme or what the requirements were. The scheme's complexity and the lack of communication with

⁴ Link to the London Energy Project's guidance leaflet for schools <http://www.torbay.gov.uk/crc-schools.pdf>

schools meant that witnesses representing them were confused about the financial and legal requirements being placed on them. There was also confusion over the energy certificates that schools now need to display as many thought this was a, and in some cases the only, requirement of CRC.

- 7.23 In addition to the varying levels of understanding in schools, the questionnaire responses clearly demonstrated the different levels of priority accorded to energy saving.
- 7.24 The potentially high level of savings achievable by making the school more energy efficient was considered to be the best 'selling point' for schools to make energy saving a priority. Those that already have successful energy saving measures in place gave the potential to save money as the initial reason for starting.
- 7.25 A number of good examples were received of schools that have already taken steps towards reducing their carbon emissions:
- Devon Association of Governors gave evidence of a school in North Devon that has had its old electricity supplied heaters replaced throughout the school, and had installed a wood pellet boiler as the main energy source. Other works carried out included new light units (that automatically switch off when no-one is in a room) loft insulation and new double-glazed windows. The school estimated that its overall carbon footprint for the year had reduced from 25.4 tonnes to 4.4 tonnes.
 - The Devon Bursars' Association representative gave details of measures implemented at their school; the school had over 17 years' worth of meter readings, and now used automatic meter reading, enabling them to make informed choices about energy saving measures. The school had made small changes such as changing the voltage of their stage lights and larger measures such as automatic light systems.
- 7.26 The use of 'best practice' examples that have entailed major funding was not considered suitable as this would further alienate smaller schools with fewer resources. However there were many examples of schools seeing the benefits of taking smaller, less costly measures. The one factor uniting schools that make energy saving a priority and are attempting to reduce their carbon emissions is having an enthusiastic champion who is pushing the cause forward despite the level of resources available.

That all schools are encouraged through the authority's communication on CRC, and as part of an energy policy, to nominate an Energy Champion.
(Recommendation 2(e))

The authorities approach & expectations and the response from schools

- 7.27 The minimum requirement identified by the authority for schools in CRC is:
- Regular Accurate Meter Reading and or where appropriate Automatic Meter Readings to avoid the 10% uplift from estimated bills and allow schools to use the meter readings to manage their energy use.
 - An Evidence Pack with the data required for the authorities records in the event of an audit.

It is suggested schools should carry out an energy audit, additional to the data collection requirement, so that the Authority can begin to look at a carbon management strategy for the whole estate rather than just the corporate estate and identify the best investment opportunities.

- 7.28 The Authority's current approach to working with schools on CRC has been a corporate one. But schools are individual units: large schools with multiple buildings and meters, schools whose main source of energy is oil, over 100 small schools with 100 pupils or less and all with buildings of various ages and specifications.

Energy Audits

- 7.29 Schools are concerned over the usefulness, quality and value for money of the energy audits. As a result of these concerns being raised at the Devon Education Forum, the Dedicated School Grants funding allocated for the energy audits to be carried out by NPS at all schools is on hold pending a further report to the Forum.
- 7.30 In the opinion of the schools' representatives, the energy audits tier one option only gave them measures they had already considered or already knew about and told them nothing new. It was additionally felt that the tier two and three options were working above the current financial limits, even with matched funding. Schools felt the energy audits had been missold to them as a method for accessing Green Challenge funding.
- 7.31 The Council's Carbon Manager felt that the NPS energy audits offered value for money and were an appropriate tool for ensuring the cost-effective spending of the Green Challenge fund. Green technology is very expensive and CRC is about using up all the lower cost options and, when this is no longer cost-effective, buying the allowance. The tier one investments on the energy audit are set with CRC and the Green Challenge Fund: this is with consideration of the price of allowances at £12 per tonne under the scheme. Tier two and three show other options for energy saving but these are not cost-effective in terms of Carbon Trading as the payback is too long and so it is cheaper to buy the allowance.
- 7.32 The evidence the task group received from Exeter University's Centre for Energy and the Environment suggested that base rate reductions which cost very little or have no cost are the most efficient way of reducing energy use however the current format of the energy audit is not getting this message to schools. Good housekeeping is the most cost-effective way of saving energy. For example; there are simple measures to reduce the amount of energy used to heat rooms: lowering temperature by 1°C = 8% saving, being able correctly to control temperature and fuel consumption resulting in 15–35% lower emissions with good controls.

That NPS are commissioned by the Council to produce an energy management guide which would be issued free to all schools as well as corporate properties. This would be based on the energy hierarchy and would contain all the no cost/low cost measures that building managers should take before considering a formal audit. It should also include the present costing used by NPS for all applicable technologies so that the payback of investments is clear.

(See recommendation 2(d))

- 7.33 The importance of understanding use to manage energy efficiently is clear. The evidence by given Exeter University suggested that schools need to develop a policy which must be a formal arrangement. It needs to include recordings of energy use so that there can be an understanding of consumption and so they can plot energy use over time and compare it to benchmarks and targets.
- 7.34 There is currently no way of appropriately funding the most cost-effective energy saving measures, as the authority only understands the energy use of the corporate estate. An energy audit for all schools would allow the authority to make the most cost-effective energy saving investments across the whole corporate and schools estate. It would also allow schools to access the Green Challenge Fund which if properly matched will amount to

£4m and this could save 4,000 tonnes of CO₂ if spent on cost-effective measures. This represents about 12% of the emissions of the schools estate.

The Authority and the Devon Education Forum work together to agree the mechanism for undertaking cost effective carbon management in schools through the dispersal of the Green Challenge Fund, and for developing a complete overview of opportunities to inform the Authority's future funding requirements.

(See recommendation 3(a))

Automatic Meter Reading

- 7.35 Using data from the British Gas corporate energy contract, the ratio of actual (either supplier or customer) to estimated reads for the full estate (Corporate and schools) is 43% to 57%. Given that billing takes place monthly (and power companies are only required to make "best efforts" to take meter readings once every 2 years) this suggests a creditable customer read base. The ratio for schools is a little less favourable at 36%:64% which also suggests that some schools are already taking their own meter readings.
- 7.36 The data for Broadhempston Primary School, which is billed monthly, demonstrates the impact of the proposed 10% uplift for the use of estimated bills. In FY06/07 there were 2 actual reads, in FY07/08 1 actual read and in FY08/09 4 actual reads. This FY to July there have been no actual reads. Based on the CRC rules of 2 meter readings covering a 6 month period, the 06/07 and 08/09 consumption would have been taken by the Administrator as an accurate reflection of consumption and would not have been subject to the 10% uplift. The 07/08 and the present year (to date) would have been subject to the 10% uplift.
- 7.37 The Authority will be required to do this calculation annually for every one of the 1800 meters it has in order to calculate its liability in terms of allowances. For the schools estate the difference between an accurate carbon footprint and an estimated one is £35,000 which must be borne by the Authority.
- 7.38 The issues for schools installing AMR are mainly financial but differ depending on the size of the school; because of the cost of installation compared to the amount of energy used many smaller schools felt that it was not cost effective at £10 per meter per month for electricity and £13 per meter per month for gas. However the authority has a threshold for installing AMR and many smaller schools would fall below this threshold, to avoid the 10% uplift it is important that these smaller schools still record accurate readings.

That the NPS energy management guide should include a recommendation and guidance if AMR is required at the school within the identified cost effective threshold.

(See recommendation 2(f))

- 7.39 There is an issue with larger schools who have more meters than others and this will be reflected in the cost: for example Exmouth College has 21 meters. These larger schools would need to negotiate with their power suppliers to reduce the number of meters on site.
- 7.40 Half of Devon schools only have two meters; of the 46 schools that responded to the CRC questionnaire 19 were happy to install AMR and 7 were not; there were 14 schools who responded with a "maybe" and the majority of these were smaller primary schools which would most likely fall under the threshold.
- 7.41 The importance of having accurate readings to avoid the 10% uplift in bills is clear but there was a feeling from schools that the reading of meters would be an additional administrative burden on them. However the questionnaire responses and British Gas statistics suggest

that some schools are already taking their own meter readings and many would find the resources to do so.

That all schools are asked to record at least termly accurate meter readings on the interactive software system to meet their and the authority's obligation under the scheme and

That the Authority will work with schools to establish what method of meter reading (AMR or accurate manual recording) is most suitable for individual schools.

(See recommendation 2(g))

Energy Pack

7.42 The Government has decided that the Authority must report separate totals of the various data required by the scheme in respect of the schools for which it has responsibility.

7.43 To enable the authority to report these separate totals they have asked schools to compile a CRC Evidence Pack of all the required data and invoices on energy consumption for audit purposes and forward it to the Authority annually in June. The content of the pack will be different depending upon the energy supply arrangements adopted by the school. For schools which are on the corporate British Gas energy contract there is a lot less data to collect because as part of the British Gas contract much of the information is already sent directly to the Authority.

7.44 Concerns were raised by the schools that British Gas corporate contract did not offer value for money and many schools were reluctant to tie into the seven year contract offered.

7.45 The schools questionnaire identified concerns and confusion over the energy pack. The majority of schools responding saw it as another distraction from their priority of teaching and that it is going to take up valuable time with no additional funding offered. It was clear that the exact requirements of the energy pack had not reached many schools and clear guidance was required if the authority is going to avoid financial penalties for not fully reporting information.

7.46 The data that the authority has to compile, including that from schools, is subject to audit by the Environment Agency and failure to have a complete set of correct records will result in fines. The Authority does not currently have any jurisdiction under the scheme to pass these fines onto the schools or an individual school.

That the authority ensures that the process for completing the Energy Pack is as simple as possible; by producing a template and guidance to all schools explaining exactly what is required and why this is a requirement.

(See recommendation 2(h))

A clearer definition of the Reasonable Assistance Duty

7.47 Whilst the CRC definition of "reasonable assistance" appears to be a one-way arrangement, the Authority's view is that both parties have a duty to provide reasonable assistance to each other for mutual benefit. This duty should cover both compliance with the regulations and the implementation of energy efficiency measures to reduce emissions.

7.48 Evidence from the school representative and questionnaire responses suggests that with guidance and clear communication schools could fulfil the data collection requirement. It is clear however that reasonable assistance needs to go further than this, to the reduction of emissions in schools to ensure all parties avoid financial and reputational penalties.

- 7.49 There is clearly a willingness in schools to be involved in CRC beyond the collection of data. In general, they see the importance of reducing emissions both in terms of education and sound financial management. However, to ensure that the wider definition of reasonable assistance includes schools actively reducing their energy use, they need to be involved and have ownership of devising a strategy for implementing it.
- 7.50 The reasonable assistance duty implicitly states that schools assistance needs to include *the provision of information or records* giving the authority jurisdiction to ask for this assistance. The task group have identified that reasonable assistance also needs to include Schools taking reasonable steps to reduce their emissions.
- 7.51 It was concluded that Authorities view that both parties have a duty to provide reasonable assistance to each other in a two-way approach; meets the requirements of the regulations, ensures the necessary implementation of energy efficiency measures and addresses the concerns raised by Schools and the Authority during the investigation. Appendix A details a possible basis for a two-way reasonable assistance approach.
- 7.52 Whilst the principles of reasonable assistance apply to all schools, the differences of size and energy sources employed will mean that each school needs to take different actions. Expectations placed on any particular school must be appropriate to their specific circumstances.
- 7.53 The Authority needs to work with individual schools and through Learning Communities to identify the reasonable assistance needed to reduce carbon emissions. Schools need to be able to see what energy they are using (energy management guide and meter reading), how they can reduce it (GCF and guidance from the authority) and why it is important for them to do this (saving money and the learning opportunities).

***The Authority and the Devon Education Forum work together to agree what constitutes two-way 'reasonable assistance' in complying with CRC and its carbon reduction objectives and
That the authority works with Schools and Learning Communities to agree the two-way reasonable assistance duty on a local level.***
(See recommendation 3)

8. Schools Questionnaire

- 8.1 Attached as Appendix B is the schools' questionnaire which included a briefing and a covering letter from the Director for Learning and Schools.
- 8.2 A summary of the forty-six responses is attached as Appendix C.
- 8.3 A complete list of the schools' responses is available as a supplementary Appendix D a hard copy is available on request.

***That the issues raised in the questionnaire responses are addressed in the guidance booklets and communication with schools and
and
That any individual questions or requests for help are taken up by a relevant officer in CYPS with technical support from EEC or the project management team.***
(See recommendation 2(i))

9. Sources of evidence

9.1 Expert Witnesses

- Devon Association of Primary Heads – Roger Clarke, Headteacher Broadhempston Primary
- Special Heads' Association Devon – Bob Pugh, Headteacher Oaklands Park
- Schools Funding Group – John Barnard Chair
- Devon Association of Secondary Heads – David Fitzsimmons, Headteacher Holsworthy College
- Devon Association of Governors – David Tall, Executive Officer
- Devon Bursars' Association – Stephen Downe, Finance & Premises Manager Tiverton High School and Kim Dearsly, Director of Finance & Resources Exmouth Community College
- Exeter University Centre for Energy and the Environment – David Coley

9.2 Director & Officer Contribution

- Judith Johnson - Children and Young People's Services, Director of Learning & Schools
- John Barnard - Children and Young Peoples Services, Head of Resource Strategies
- Ian Bateman – Environment Economy and Culture, Climate Change Officer and Carbon Manager
- Vic Ebdon - Children and Young Peoples Services, Building Schools for the Future Programme Director
- Pauline Warner - Environment Economy and Culture, Environmental Policy Manager
- Caroline Armstrong - Children and Young Peoples Services, Senior Finance Manager

9.3 Useful Documents

- Towards a School's Carbon Management Plan (*Evidence and assumptions informing consultation on a schools carbon management plan* June 2009) DCSF
- Carbon Emissions from Schools: Where they arise and how to reduce them, SDC
- Schools Carbon foot printing Scoping study and final report, SDC
- A Carbon Management Strategy for Schools Consultation Paper, DCSF
- Climate Change Bill
- DCC EEC Carbon Trading Presentation
- Carbon Trading a Framework for Reducing Emissions – Mark Lazarowicz MP (the Prime Minister's Special Representative on Carbon Trading)
- Building a low-carbon economy – the UK's contribution to tackling climate change CCC
- The Devon Carbon Reduction Analysis 08
- The Impact of Devon County Council's LAA Targets 2008–2011 on NI186
- Setting CO₂ Reduction Targets for Devon's Local Area Agreement using NI186 and Proxy Indicators
- Consultation on the Draft Order to Implement the Carbon Reduction Commitment
- Devon County Council Carbon Management Programme
- Consultation on the Draft Order to Implement the Carbon Reduction Commitment - Devon County Council Response
- LGA / LEP joint response to Consultation on the Draft Order to Implement the Carbon Reduction Commitment (CRC)
- London Energy Project – Schools Guidance leaflet

10. Task Group Membership

Chair: Councillor Des Hannon (EEC)
 Councillor Brenda Taylor (CYPS)
 Councillor Christine Marsh (CYPS)
 Councillor Paul Diviani (EEC)
 Councillor Paula Black (EEC)
 Councillor Ray Radford (EEC)
 Councillor Saxon Spence (CYPS)
 Councillor Vanessa Newcombe (CYPS).

Schools Representation:

Roger Clarke Headteacher of Broadhempston Primary School

11. Contact

For comments of further information regarding this report please contact:

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Scrutiny Officer

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01392 381732

Room G36 County Hall

Topsham road

Exeter

Devon County Council

EX2 4QD

Electoral Divisions: All

Executive Member: All

Local Government Act 1972 List of Background Papers		
Report originated by:	Helen Nicholson	
Room:	G.36	
Tel No:	01392 381732	
Background Papers	Date	File Reference
Interim Report	10 th November 2009	CX/09/90

A Proposed Approach to the “Reasonable Assistance” Duty

Whilst the CRC definition of “reasonable assistance” appears to be a one-way arrangement, the Authority’s view is that both parties have a duty to provide reasonable assistance to each other for mutual benefit. This duty should cover both compliance with the regulations and the implementation of energy efficiency measures to reduce emissions.

From a compliance perspective it is proposed that the Authority’s duties to schools are as follows;

Financial Risk. As the legal entity with financial responsibility for participating in CRC, the Authority is required to purchase the carbon allowances for schools. As such the Authority is bearing the entire financial risk of participation even though it has no formal control over nearly half of its carbon footprint.

Reputational Risk. The funding for carbon allowances will be recycled to the Authority based on emissions reduction performance across the whole estate. A bonus/penalty will be applied to reflect this performance. The results will be published in the form of a league table which is aimed at providing a reputational incentive to participants. The Authority will not only have to bear the financial risk associated with a below average achievement but will also have to absorb the associated reputational risk. Whilst DCSF is planning to consult on passing on bonus payments where schools have performed well, this would apply equally to penalties. The Authority’s view is that this would require the creation and management of an internal performance league table and would be divisive.

Administration. The Authority administers the participation of schools in the scheme and guarantees to provide all the necessary reports to the administrator accurately and on time.

Evidence Pack. The Authority procures and administers an intuitive on-line energy management software package that takes away the obligation from schools to compile individual Evidence Packs provided that the required energy consumption/delivery data is entered into the system.

AMR Guidance & Contracting. The Authority provides advice and guidance on installing automatic meter reading (AMR) equipment, and contracts (but does not pay for) the solution for those schools on the corporate energy contract where such a solution is deemed cost-effective.

From a compliance perspective it is proposed that the schools’ duties to the Authority are as follows;

Meter Reading. To provide the minimum number of meter readings required to avoid the 10% uplift applied to inaccurate (i.e. estimated) consumption records. The minimum number of meter reads is two in any one financial year as long as they are at least six months apart. The Authority proposes a “termly” approach hence three meter reads per financial year in April, September and January.

Install AMR. To pay for the installation of AMR where it is cost-effective. Where AMR is installed half-hourly electricity and hourly gas data will be made available to schools a month in arrears. There would be no requirement to read meters; bills would also be accurate.

Reporting. Where schools opt for a manual approach to meter reading, to report the meter reads direct to the energy supply company (to ensure accurate billing) and to the Authority using the energy management software. All bulk fuel deliveries (e.g. oil and gas) will also need to be reported to the Authority via the ICT application.

Evidence Pack. Where individual schools decide not to use the energy management software as a reporting tool, to compile and submit annually by the end of June an evidence pack containing details of all energy consumption including invoices/bills. Schools that opt for this route will also have to write to their energy supplier(s) for an Annual Statement of Account each February.

Children & Young People's Services
Director for Learning & Schools

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Topsham Road
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Email: judith.johnson@devon.gov.uk

Fax: 01392 382203

16 October 2009

Dear Headteacher and Chairman of Governors,

Carbon Reduction Commitment (CRC) Questionnaire

I am writing to ask for your support in completing the attached questionnaire (a 10-15 minute activity) on ways in which the local authority can support your school as you strive to reduce your carbon footprint, educate your pupils about sustainability issues - and hopefully reduce costs in the current economic context.

<http://www.devon.gov.uk/sc-oct0934014a.doc>

This questionnaire has been compiled with the endorsement of your phase association representatives (DAPH, DASH, SHAD and DAG) and comes to you via the Carbon Trading and Schools Elected Members Task Group - on which you also have school representatives.

There has been much discussion in Headteacher meetings recently on this issue and I note from the draft minutes of the recent round of Area Governors' meetings that it is also topical with governors. It is a complex and potential confusing area and the national steer is only just becoming clear. Within the council we are coordinating our support plans for schools between the CYPS directorate, the EEC (Environment, Economy and Culture) directorate and NPS as our property management company. We intend to produce a series of Guidance Booklets for schools to help you steer your way through the emerging legislation, monitoring requirements and levies. This questionnaire kick starts that process and is an essential stage in ensuring that our future guidance really does meet your needs.

I appreciate that you all are busy leaders and suffer from questionnaire overload but please do take the 15 minutes needed to complete and return this one to help us focus our work with and for you.

Yours sincerely

Judith Johnson

Director for Learning & Schools

We would appreciate a response as soon as possible but no later than the 30th October.

Please return completed questionnaires by email to:

Helen.nicholson@devon.gov.uk

Or by post to: Helen Nicholson, Scrutiny Officer, G36 County Hall, Topsham Road, Exeter, Devon, EX2 4QR

Schools and the Carbon Reduction Commitment Energy Efficiency Scheme (CRC)

From April 2010 Government is introducing the Carbon Reduction Commitment Energy Efficiency Scheme (CRC) - a carbon trading scheme for large commercial and public sector organisations enacted by Parliament. Devon County Council is a mandatory participant and all state-funded schools in its administrative area are required by Government to participate as part of the Council's 'portfolio'. Schools account for 48% of the Council's carbon footprint.

How the scheme works

CRC covers carbon dioxide (CO₂) emissions from consumption of grid electricity, natural gas, heating oil and LPG. Transport fuels are not included. Each year the Council must purchase 'allowances' for all its CO₂ emissions and surrender them at the end of the year. Initially, these allowances will cost £726,000 annually – schools make up £350,000 of that total. All the money raised from the sale of allowances is redistributed based on performance. The Council will either recoup its cost of allowances (because it has performed well) or forfeit the cost (because it has performed badly compared with other participants). In future years the cost of allowances will increase as Government strives to meet the national emissions reduction target of 34% by 2020.

Why Should Schools Take Part?

- The Government has mandated that all state-funded schools will participate and has placed a legal duty on schools to provide '*reasonable assistance*' to councils in complying with the scheme and reducing carbon emissions.
- Measuring, monitoring and reducing energy use in schools by implementing cost-effective energy efficiency measures can significantly reduce energy bills.
- Cutting CO₂ emissions to reduce the impacts of climate change is in the interests of everyone especially young people.

What help does the Council need from schools?

- **Read the meters.** The scheme will penalise participants for using suppliers' estimated readings when calculating the annual carbon footprint. Schools will need to report at least two actual meter readings to the Council once each compliance year.
- **Compile an Evidence Pack.** The scheme requires that an evidence pack containing records of energy consumption and fuel deliveries is compiled for each emissions source.
- **Install Automatic Meter Reading (AMR).** The scheme will reward participants who install AMR before 31st March 2011. AMR avoids the requirement to read meters, ensures accurate billing and will provide half hourly consumption data that can be used to track progress on energy efficiency and for curriculum purposes. Most importantly it removes the requirement for schools to create an evidence pack as all information will be held and processed electronically.
- **Manage energy consumption.** To meet the scheme's carbon reduction objectives, schools will need to commission energy audits and invest in cost-effective energy efficiency measures.

How will the Council help schools to do this?

An on-line ICT solution. The Council is procuring an energy management software solution that will be made available to schools via the Internet. It will provide the capability to input meter readings and record fuel deliveries, and will give schools access to their energy consumption data. It will also compile evidence pack reports automatically where all the required data has been input.

Installing AMR. The Council has made provision with British Gas via the corporate energy contract to install AMR at a cost of £10 per meter per month for electricity and £13 per meter per month for gas chargeable via energy bills. Schools that have opted out of the corporate contract will need to make arrangements with their own supplier.

Energy & Carbon Management. The Authority has established the £2m Green Challenge Fund as matched funding for Devolved Formula Capital. It has also agreed to use the Dedicated Schools Grant to pay for the energy audits required to meet the project approval requirements of the Green Challenge Fund.

Questionnaire

Whilst it is recognised that this is a further, and possibly onerous, task for schools, if managed well in a partnership approach it could deliver significant savings in energy costs.

The Council has established a Member Task Group to investigate the implications of the scheme for schools. We would like to hear your views and any further ideas that you might have as to how the Council can ease the burden of this mandatory undertaking.

What are your initial thoughts on what is being asked of you?
What problems do you envisage in implementing the scheme?
How do you think you would manage the task in school?
How could the Council and schools work together on this?
What else might the Council do to help?
Do you need any further information? If so, in which areas?

Installing AMR is the key to the meter reading and reporting requirements but it will not be cost-effective for all schools. The Council is installing AMR in its properties where the cost of the solution is less than 10% of the energy bill. It expects to recoup that investment over 5 years by only paying for the energy it uses, and by using the data to identify and install appropriate energy efficiency measures.

Would your school consider installing automatic meter reading equipment?
Would you be willing to sign up for the next roll-out of the technology which is now being planned?
How do you think you might make use of the energy consumption data?

If you consider AMR to be inappropriate for you, how would you intend to manage the meter reading task?
Would you be prepared to enter the required data on-line?

Given that the scheme is all about reducing emissions through energy efficiency, investing in cost-effective measures is necessary.

Has the school appointed someone who is responsible for managing energy use in the school?
Do you intend to commission an energy audit to identify the opportunities for reducing energy?
Were you aware of the Green Challenge Fund and do you intend to make an application to it to implement energy efficiency measures?
Would you consider being part of a Council-wide approach to implementing energy efficiency?

School:
Respondent:.....

Thank you for your reply. It is our intention to share our findings with Government and the LGA as they develop further guidance on the reasonable assistance duty.

Councillor Des Hannon

Schools and the Carbon Reduction Commitment Energy Efficiency Scheme (CRC) Questionnaire Summary

What are your initial thoughts on what is being asked of you?

Although the responses did contain some comments from schools such as 'Oh no!' and 'Oh no not something else we have to manage!' the majority feeling is that reducing emissions is an important issue and that schools are principle on board with the scheme. However there was also a clear message from schools that they do not want another audit and additional administrative pressures to distract them from teaching.

What problems do you envisage with the scheme?

The clear problem identified from schools was that the scheme would take time and resources, which would equal pressures to already, stretched budgets. However there was again a willingness to be involved evident.

How do you think you would manage the task?

It is interesting to note that many of the schools, which replied to the questionnaire, did not choose to answer this question and many that did were not sure. It is very evident that schools require further guidance with best practice examples of how to manage the CRC requirements expected of them.

How could the Council and schools work together on this?

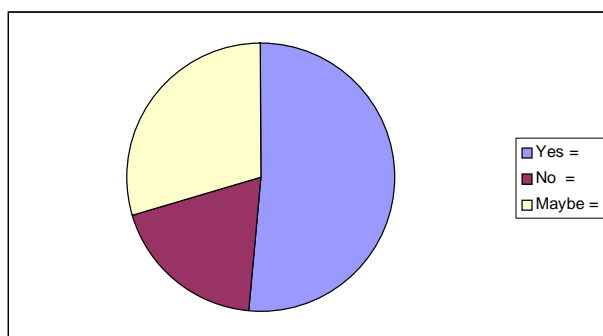
Schools gave some very good examples of practical ways the authority and schools could work together such as; working through Learning Communities, creating proforma's, giving advice on expertise and contractors and working through the bursars group.

What else might the Council do to help? And do you need any further information? If so in which areas?

Unsurprisingly due to the necessary tight management of schools budgets there were many requests for financial assistance. It is also clear that cost of installing AMR is a big issue and that the proposal of the DSG being used to pay for the energy audits has not reached all schools. To summaries the request for help it is clear that schools require further guidance on the CRC scheme and they would like advice of what can be done specifically at their school.

Would your school consider installing automatic meter reading equipment?

It is important to note that many of the answers categorised as 'maybe' were smaller primary schools, which may fall under the threshold for installing AMR.

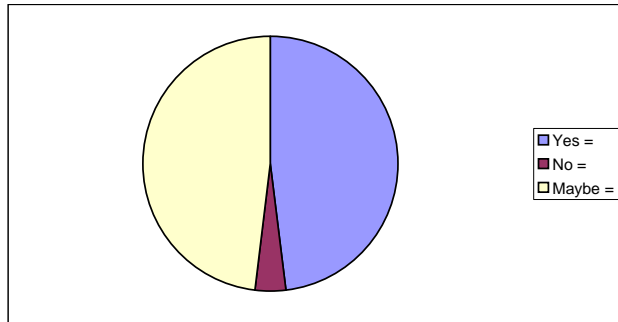


If you consider AMR to be inappropriate for you, how would you intend to manage the meter reading task?

Schools that did not think AMR was appropriate were mainly smaller schools many of whom already read their own meters, the important factor is if these schools fall outside the AMR threshold they need to ensure they are reporting accurate readings.

Would you be willing to sign up for the next rollout of the technology, which is now being planned?

The majority of the maybe respondents were very positive but not willing to make any commitments without further information including the cost.

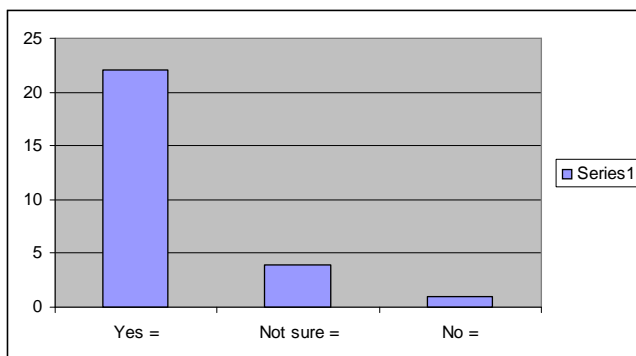


How do you think you might make use of the energy consumption data?

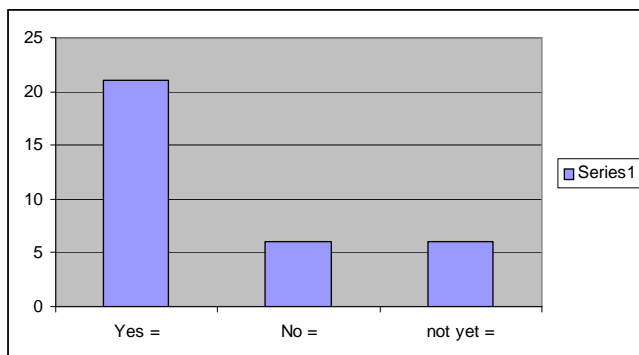
Although it is clear that further technical guidance is wanted and needed most schools identified that the energy consumption data could be used to reduce future emissions and for educational purposes.

Would you be prepared to enter the required data on-line?

The entering of information on-line is a simple method for recording data and the positive response to this question indicates that the authority needs to whether possible give proforma's and on-line methods for recording data.



Has the school appointed someone who is responsible for managing energy use in the school?



Do you intend to commission an energy audit to identify the opportunities for reducing energy use?

Despite concerns over cost there are a lot of schools who have independently of the authority had or are thinking of having an energy audit which is very positive information for schools reducing their emissions.

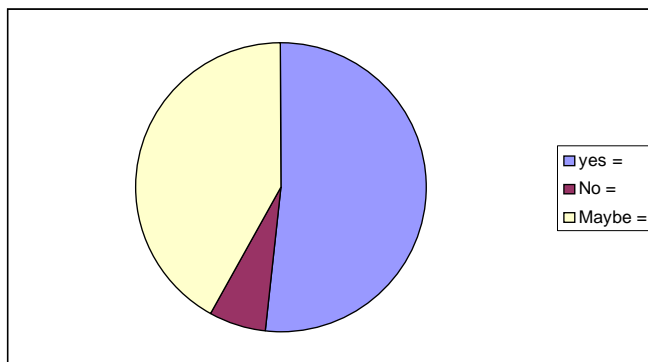
However there is still the need for further information and guidance for schools as there is a definite confusion over the full NPS style energy audit and the displaying of an energy certificate. It is also important for the authority to be able to understand the energy use of schools to make informed choices about investment and without a co-ordinated approach to the energy audits it is possible the information will not be received.

Were you aware of the Green Challenge Fund and do you intend to make an application to it to implement energy efficiency measures?

It is evident from the responses that the GCF information has reached some schools but many who replied had no idea that it existed. Many who were aware of the Fund are interested in applying but are either put off by the audit requirements or not clear on what the purpose/level of the funding is. The 'miss selling' of the energy audit as a method for schools acquiring funding for larger scale energy saving investment as quoted by one schools representative is clear across the board and the need for further information fast is required to prevent a further break down of communication with schools.

Would you consider being part of a Council-wide approach to implementing energy efficiency?

Generally schools seem, from the responses, very keen to be involved in a Council-wide approach to implementing energy efficiency; again the 'maybe' response was given as a result of wanting more information on cost and time.



Schools and the Carbon Reduction Commitment Energy Efficiency Scheme (CRC)
Schools Questionnaire responses November 2009

1. What are your initial thoughts on what is being asked of you?	
Bassetts Farm School , Exmouth	Quite workable
Bradley Barton Primary	It is daunting, and whilst I fully understand importance of action, it is another burden which diverts schools away from the delivery of teaching and learning. I am particularly concerned about the evidence pack. Our school is desperately trying to become as sustainable as possible and includes reducing energy as one of its objectives (we currently working towards silver award). I am concerned that this is an additional and time consuming activity and that continual measuring will become onerous. Direct action is most needed, not additional administrative tasks.
Brixton St Marys CE Primary	Yet more (non-educational) work for schools to do.
NORTHLEW & ASHBURY PRIMARY SCHOOL	This doesn't sound too much of an issue for us as we do not use very much energy and already monitor use fairly closely. Software that records use may help us to monitor more closely.
PRINCETOWN PRIMARY	I would welcome anything that will make public services more accountable for their energy use
Tavistock Church Schools Federation <i>St Rumon's</i> <i>CEInfants & St Peter's CE</i> <i>Juniors Schools</i>	Another administrative burden! Although encouraged by DCC work to help schools.
Boasley Cross, Community Primary	Great idea but more work for already overloaded small school
Bratton Fleming CP School	We feel that anything we can all do, no matter how small, has to be done asap. Our school and especially our Eco Warriors are committed to reduce our schools carbon footprint in any way we can eg when Y6 went on a trip they came back and planted trees!! Any support would be gratefully received - both with ideas (what to achieve and how) and funding!!!
Denbury Primary	I believe we need to take a responsibility in school to do much more to reduce our carbon emissions. As the head of an old draughty rickety school I am very aware of the difficulties.
Marwood Primary	Taking meter readings is easy and less arduous than the caretaker having to monitor the water temperature for legionella or check weekly that the school ladder has not gone rusty!
Pilton Bluecoat	Oh no!.
St. Mary's C of E Primary, Bideford	This is a good idea which schools should be prepared to work with. Do we get our share of the pay-back from CRC?
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	In principle I agree with the suggestions. However, I can see that it is yet another burden that will be placed either upon administrators or the Headteacher, both of which are struggling to manage an ever increasing amount of bureaucracy and removing the head, yet again, from the most important part of their job – raising standards of teaching and learning in order to raise levels of attainment and achievement
West Hill Primary School	My initial thoughts are that this is yet another audit. However, I can see that the County Council has thought carefully about how it can help schools by making the process less onerous. Thank you.
Yealmpton Primary	As a school we read gas and electric meters regularly as part of our 'green en keen' eco committees aim to be energy efficient. The only service we cannot monitor is water meter readings as the meter is underground out side of school

	premises and very difficult to read. But we have installed water Hippos in the toilet cisterns to reduce water consumption.
Bolham Community Primary School	The school welcomes the proposal as we realise we need to make significant energy reductions
Cockwood Primary	Not really sure, does it affect small schools who don't do the efficiency check each year?
Ellen Tinkham School	It has been done!
EXBOURNE C of E	I don't think most of it will present any problem for us
Hennock CP School	As usual head teachers are now being asked to take on another task which has little to do with the actual education of the children in their care- it will no doubt take time to be proficient in applying all the software/ systems required and I cannot see when I could possibly do this if I am to have a work/ life balance!
Newton Abbot College	We need well planned & tested support that enables us to achieve energy savings with the minimum of workload from the school.
Offwell Primary School	Like the idea but can see that it will be time consuming and possibly costly.
Pilton Community College	Good idea – we are already reading our meters, identifying concerns etc.
Shaugh Prior Primary	We do already keep a very close check on the energy used but this is difficult when billing from the electricity board is at odds with their estimated bills.
BIDEFORD COLLEGE	We will be moving out of the current College accommodation into our new College in September 2010 (hand-over is in July) and then would be a very good time to join the scheme as outlined. It would be difficult and probably counter-productive to attempt to introduce the scheme on to our current site, some of which is about to be dismantled! But certainly we would be very supportive of the scheme next year
St Andrew's, Chardstock	Drowning in bureaucracy! Is this yet another job when already I have a teaching commitment of 0.8?
Whipton Barton Junior	O.K. mandatory, but something we're doing anyway. I, as Premises Manager, do not see any particular problems implementing the scheme, nor managing it. The Council needs to ensure that good, clear and accurate advice is given. Funding should be made available without having to match from D.F.C. for projects, etc. There is enough pressure on D.F.C. already. This would be much more encouraging.
Spreyton Primary School	My initial thoughts are "Oh no not something else that we have got to manage!" Seriously, there are so many initiatives that we need to accommodate that I feel take me away from what I thought that I had trained for.
Gatehouse Primary	Learning Community Mosaic data provided to us by the LA shows that energy use data is already being collected. Implementing cost effective energy efficiency measures is a Gatehouse Governing Body priority, and money spent on this rather than on extra AMR monitoring at a cost of £276 per annum, £3036 by 2020 is what will make a difference in the longer term to carbon reduction. If the data is simple enough to be understood by Primary children then there may be some educational use however an education pack should be provided as part of the cost. Through the use of grant aid from trusts and energy companies, some schools have already been able to reduce their carbon footprint by installation of micro technology sourced renewable energy. We applied in 2007-2009 to a range of sources but our efforts have not been successful as yet as all these funds are oversubscribed by demand.
Great Torrington Community	We presently record the meter data on a monthly basis from the information supplied on our electricity and gas bills. Our electricity is already on an AMR meter and the Gas is read monthly anyway.
Isca College of Media Arts	It makes sense for schools/colleges to be involved in such a scheme, however it is yet another task for schools to do.
Sampford Peverell Primary	Makes good sense with regard to lowering emissions and saving money.

St Davids Primary School	We are keen to support this scheme.
Braunton School & Community College	Good Idea
Lydford Primary	Cost per month seems high
The Grove School, Totnes	Initially this is a sound idea
Kenn CE Primary School	We have already identified this as an area of focus in our school action plan so not too onerous
Okehampton College	Anything that encourages more efficient energy use is a good and Okehampton College would want to support it. We think automatic meter reading (Smart Meters) will make sure measurements are recorded as required – help/advice installing these would be good whether a school is part of the corporate energy contract or not.
Shebbear Community School	It needs to be done.
Bowhill Primary School	Excellent idea
Holbeton Primary School	In a small school, there are very few members of staff to whom tasks can be delegated, as they all have responsibility for many areas of school improvement already. Therefore the responsibility must fall to me, a teaching head. I am however, keen to implement energy-saving ideas and support the council in this scheme.
Blackawton Primary	This sounds good
The King's School – Ottery St Mary	In practise the scheme is certainly positive. The school has already commissioned a C02 audit and we are awaiting the report. However, the risk of financial implications against an already tight budget does seem concerning.

2. What problems do you envisage in implementing the scheme?	
Bassetts Farm School , Exmouth	Clear guidance of what should be in the energy pack
Bradley Barton Primary	Lack of time, another burden in roles and responsibilities. Also, we do not have a caretaker therefore meter readings and all other aspects of this will have to be managed by others.
Brixton St Marys CE Primary	In a small school lack of staff to implement.
PRINCETOWN PRIMARY	Cost – do I understand this right we would have to pay an on going monthly charge for each meter (£23 for gas & electric) if this is the case it would be an annual cost of £276
Tavistock Church Schools Federation <i>St Rumon's CE</i> <i>Infants & St Peter's CE Juniors Schools</i>	Time and effective management. As well as a lack of knowledge, which may impact on desire to change existing practice. Possible impact if there is a need for additional financial costs from very tight budgets.
Boasley Cross, Community Primary	Administration Time
Bratton Fleming CP School	We are trying to get a further grant for PV cells at the moment – we have been awarded half already through the LC fund. This has been hard work though and very difficult to know where to go for advice and support. We are only a small school and had to pay £400 for an energy audit!
Pilton Bluecoat	Time!
St. Mary's C of E Primary, Bideford	The cost of installing the meter is minimal, in a large primary school (like this) finding someone (or a group of pupils) to manage it should be no problem.
West Exmoor Federation (Lynton CE Primary, Kentisbury	As stated above, it's just something else to do. Given the nature of our school building (Victorian with extensions) we really need to completely replace the heating system for a system that does not use oil and gas is not an option as we are not on

Primary & Parracombe Primary)	the grid in the village. However, this is going to be extremely expensive and even with match funding is going to be beyond our reach for some years to come as we have to priorities leaking roofs, poor ventilation, etc, that fails to meet with H&S requirements. Furthermore, as a church school we have to pay 10% of any building works and as a school that has recently gone through redundancies and faces further cuts in the future, finding this 10% could prove to be prohibitive for any building work to take place.
West Hill Primary School	Lack of time when we are all working to full capacity.
Yealmpton Primary	Installing AMR in schools is extra cost that ours school cannot maintain. Financial assistance would be required
Bolham Community Primary School	The school council have already been discussing these issues. We tried to get an AMR from our supplier but without success. The IT solutions and the AMR you suggest would be great. We also need to look at grants for double glazing as we have huge cathedral arch windows that need a specialist to make the glazing.
Cockwood Primary	If we do have to do it, another £300 per year for the meters on the school budget.
Ellen Tinkham School	Budgets, complexity of pupil needs and age and condition of school buildings
EXBOURNE C of E	The AMR installation has cost implications mainly because we are a small school on a split site, so would have to have 2. At £20 per month, that represents a lot of electricity & we'd rather read the meters ourselves.
Hennock CP School	It impacts on many other members of staff too- administrators, caretakers etc and we already ask a lot of these people. The problem is neither I nor any other member of my team have time to do this- nor do we want to, we do not have the expertise and it simply dilutes our ability to do the job we are supposed to be doing. While I agree totally with the concept of carbon reduction, I don't think we should be asked to manage the task in school at all!
Newton Abbot College	Mountains of form filling for minimal discernible return.
Offwell Primary School	Time and money
Pilton Community College	None
Shaugh Prior Primary	Coat! The 'Goodwill' is being stretched too far. When is the government going to fund Devon to an appropriate level of funding?
BIDEFORD COLLEGE	Hopefully we would be a bit ahead of the game because of the new facility and the way in which the planning has been undertaken – serious thought has been given to energy and carbon management in the new build. (The current site would throw up numerous problems, as so much of it is piecemeal, with old systems and many parts of it not unified.)
St Andrew's, Chardstock	Time!
Whipton Barton Junior	There is mention of rewards for fitting A.M.R. equipment, what are they? Unless they easily offset the £300 annual cost there seems little point going there!
Spreyton Primary School	In a small school with less than 50 pupils, it is often the headteacher that ends up managing these additional tasks. Delegation is difficult – there are not many others to delegate to! On a purely practical level reading our current meters can be a challenge for us because they are very inaccessible –located in a classroom at a height of about 3 metres.
Gatehouse Primary	We already monitor energy use annually, and the online tool would be useful to help with carrying this out more frequently.
Great Torrington Community	It is just another task for the premises team in the school.
Isca College of Media Arts	For our college this will have to be done in conjunction with the PFI contractor, we do not have influence over energy consumption throughout the whole day/year.
Sampford Peverell Primary	None
St Davids Primary School	Cost and relevant expertise as well as time will be issues for the school. Though the measures ultimately taken should save money, the school cannot at present afford more capital expense.

Braunton School & Community College	None that can't be overcome
The Grove School, Totnes	Time which equals cost
Kenn CE Primary School	Lack of knowledge and possible costs/accessibility to right professional advice
Okehampton College	(1) Making sure that everybody is engaged with it (2) It seems to take a long time to get things done sometimes. There is often local expertise appropriately qualified to help and it would be good if elements of the work could be entrusted to these consultants who offer good value and work quickly.
Shebbear Community School	Finding time. Finding an extra £120 per year for the AMR.
Bowhill Primary School	None
Holbeton Primary School	no caretaker who can be given responsibility for reading meters, or compiling an evidence pack. Running on a severely reduced budget with a negative forecast, where will I find initial funds to implement the work that needs doing? I realise that with savings made on energy costs, the funding may be recouped, but this will not alleviate the present problem of budgeting for AMR etc.
Blackawton Primary	my concern would be that in a small school who will manage / take this on. We are working on ECO schools with a children staff and parents which has been good. There are just so many areas that come to us, as heads / schools, where even though you think that makes sense it is difficult to implement due to time constraints.
The King's School – Ottery St Mary	Time, money and resources.

3. How do you think you would manage the task in the school?	
Bassetts Farm School , Exmouth	After the installation of AMR it should minimise the work.
Bradley Barton Primary	Teachers/ LSAs/ ADMINISTRATOR
Brixton St Marys CE Primary	Another task for the Headteacher to carry out.
PRINCETOWN PRIMARY	Not sure yet?
Tavistock Church Schools Federation <i>St Rumon's CEInfants & St Peter's CE Juniors Schools</i>	Nominate one member of staff to take responsibility for submitting required data.
Pilton Bluecoat	Appoint someone, maybe the site manager and maybe pay him some extra hours.
St. Mary's C of E Primary, Bideford	Set up a School Eco Group of pupils led by a member of staff.
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	I would suggest that a governing body working party is established, but in reality I know that it will be me as the Head.
West Hill Primary School	Our Administrator would need additional hours to carry out the work. We would try to link it to our Eco-Schools and Sustainable Schools Work by involving the children more in reading meters, monitoring bills and compiling the evidence bases.
Yealmpton Primary	We would require funded training to support proposed on-line ICT solution
Cockwood Primary	Another job for the headteacher to do

Ellen Tinkham School	Head of Property & Finance to co-ordinate management response. Link governor to monitor and set targets. Co-ordinator to lead Eco Schools' project with pupils.
EXBOURNE C of E	The proposed ICT package sounds perfectly manageable. We are currently involved with the Okehampton Learning Community & a range of Green Challenge issues. We have been allocated funding for Solar PV panels, but at present we personally are held up by difficulties over planning permission as we are in a conservation area.
Offwell Primary School	Appoint one person to co-ordinate it – probably administrator as they see all invoices, etc
Pilton Community College	Our Premises Team take monthly readings, record on a spreadsheet and identify any concerns.
Shaugh Prior Primary	I suspect it will be the schools administrator..... yet another task in limit hours – Checking meters – fine. An evidence pack – another task.
BIDEFORD COLLEGE	Through our Site manager and the Premises Team that he line manages. We will be training all appropriate staff on our new systems for energy management in the new build. This will be one part of a number of new tasks that we will be looking to manage. As Business Manager, I will be coordinating data from various sources.
St Andrew's, Chardstock	I hope that the task would be able to be managed remotely.
Spreyton Primary School	I would probably delegate the task to my administrator. This of course would be on top of her current workload – perhaps we could use the savings to pay for extra hours to cover the time that the tasks take to implement. This could also be something that our learning community might do collaboratively.
Gatehouse Primary	This is an admin. Task and we are already stretched as far as this kind of support is concerned. We will manage this task with difficulty unless we spend the extra money on AMR. We have already been asked by the LA to make 7% efficiency savings from our budget overall. We do not have a large carry forward to dip into and have already moved to mixed age classes in KS2 in order to avoid redundancy costs. Our budget line resources have been carefully planned and the available budget is therefore tight.
Great Torrington Community	I like the idea of the Council supplier an on line IT solution for recording the data.
Isca College of Media Arts	Unsure as will need access to meters etc which “belong” to the PFI contractor, however with collaboration we should be able to come up with a solution.
Sampford Peverell Primary	With co-operation of all concerned.
Braunton School & Community College	We will discuss this
Lydford Primary	Add meter reading to weekly job list
The Grove School, Totnes	With clear instructions, the task would have to be given to one member of staff
Kenn CE Primary School	Myself, chair of buildings cttee and administrator will be working party
Okehampton College	It is important first of all to win hearts and minds, get staff & pupils to use energy wisely (and the wider community too). Within each school/learning community you need a person/team committed to the agenda and willing to work with the experts/consultants on it.
Shebbear Community School	Would integrate into our Eco group activities.
Bowhill Primary School	Allocate task to ie caretaker
Holbeton Primary School	Time is also a major consideration. The only way I can envisage managing the task in school is for me to spend even longer hours in school to ensure it is done properly.
The King's School – Ottery St Mary	Involvement of caretakers, bursar, staff and students.

4. How could the Council and schools work together on this?	
Bradley Barton Primary	Maybe give role to your health and safety team who come out to visit schools regularly, LA appoint experts.
Brixton St Marys CE Primary	Council could pay extra charges
PRINCETOWN PRIMARY	Provide the installation? Provide advice on Sustainable energy, grants and expertise
Tavistock Church Schools Federation <i>St Rumon's CE</i> Infants & <i>St Peter's CE Juniors Schools</i>	Lots of training and support please as well as effective and user friendly ICT systems. A school audit which will highlight the simple changes that can be made as well as the expensive and often unrealistic installation of more effective equipment.
Boasley Cross, Community Primary	Provide meaningful support like installing the AMR's
Denbury Primary	We should work through our learning communities to better understand what is needed and what we could do to improve.
Marwood Primary	The remaining stock of temporary buildings and poor new build design from the last century, with little or no effective insulation makes a mockery of taking meter readings. What is needed is investment in energy efficient buildings which utilise a minimum of resources for heat, light and water. An analysis of what schools are actually spending via the budget monitors would be a centralised method of looking at energy use and guarantee a complete return.
Pilton Bluecoat	It would be helpful to have someone to come to us to help us address the issues and manage some of the change needed. We are not experts and other people are.
St. Mary's C of E Primary, Bideford	The Council should work together with all its departments to follow a carbon saving agenda, including making all new building projects and alterations as carbon neutral as possible. (n.b. this school is in the process of having a new roof and DCC – through NPS - have refused to even consider building in sources of alternative energy)
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	The school council are already involved in monitoring the energy efficiency of the school and I am sure that they could complete the on-line data, however this really is the tip of the ice-berg.
West Hill Primary School	Council should create proformas to enable information to be recorded uniformly across all schools. These need to be as short and simple as possible!
Ellen Tinkham School	Asset management – capital projects linked to carbon reduction. Shared sign-up to Eco Schools' initiative
EXBOURNE C of E	Relax the planning rules for Green Projects. Support if required to develop the proposed ICT package.
Newton Abbot College	By the LA supplying model policies, grant applications, sharing best practice on one side of A4 etc so we don't all have to re-invent the wheel.
Offwell Primary School	Council provide support and help as suggested.
Pilton Community College	More guidance and practical advice on how to reduce this school's carbon footprint and use funding wisely. It is particularly difficult to make progress in areas of the school which are due for rebuild but where no funding is available.
Shaugh Prior Primary	I think the Council is being placed in a difficult position. No doubt more meetings/training ... and to pay £360 per year (3 meters) plus admin and heads time.
BIDEFORD COLLEGE	It might be useful to do some of the work through the Bursar's Group – a forum where we share information and the setting up of new initiatives. We also share data and good practice. It may be worth getting something on a future agenda for more detailed discussion.
St Andrew's, Chardstock	By arranging for the monitoring equipment to be done remotely so that schools do not need to have yet another job to do. Bearing in mind the cost implications of the automatic system, I am unsure that my budget will stand any more extra bills.

Gatehouse Primary	I am sure it is in the long term interests of Devon LA and British Gas to subsidise the AMR as part of the corporate contract.
Isca College of Media Arts	Don't just pass it over to schools and leave them to it, needs lots of advice and support for school staff.
Sampford Peverell Primary	Work with NPS / energy specialist to give best advice on (cost effective) energy saving solutions. Assist in funding (and planning regulations) with regard to alternative solutions e.g. Solar / Wind.
St Davids Primary School	Guidance from the LA on the technical requirements will be important, together with effective planning and support and reasonable deadlines.
The Grove School, Totnes	The Questionnaire is a good start but not enough time given to consider it in more detail.
Kenn CE Primary School	Through learning communities and keeping everyone informed of innovation/good practice
Okehampton College	Continuing to ask for feedback and provide ideas in the way being done here. Great stuff & thanks.
Shebbear Community School	If schools are helping the council to meet their targets and recuperate their money, maybe high performing schools could be given money to release staff out of class to complete the audits and information gathering in future years. Or the money could be used to stop schools being out of pocket with the AMR.
Bowhill Primary School	Keep in touch regularly
The King's School – Ottery St Mary	More detailed guidance and support will be necessary from DCC/NPS

5. What else might the Council do to help?	
Tavistock Church Schools Federation <i>St Rumon's CEInfants & St Peter's CE Juniors Schools</i>	Grants to replace very old and ineffective boilers in schools or just to do the basics, ie changing light fittings and bulbs etc.
Bratton Fleming CP School	Help and Advise
Pilton Bluecoat	I don't understand what you mean by "purchasing allowances, nor the paragraph below about installing AMR's so a simpler explanation would be helpful.
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	Fund raise to secure the 10% needed to supplement the building work? Somehow I can't see the parents being willing to support this.
West Hill Primary School	Give schools plenty of notice and set realistic deadlines for completion. Offer free support, including online 'help desk' style support for the ICT software. Consider setting up one visit per school to go through the requirements with staff rather than one-off training sessions within learning communities.
Cockwood Primary	Have someone going round all schools taking readings
Hennock CP School	I do not need further information if I am not expected to do this and I feel this should be the job of a trained professional
Newton Abbot College	Robustly test proposals and simplify communications.
Offwell Primary School	More help financially with AMR
Pilton Community College	Ensure that schools with high carbon footprint are eligible for additional grants and it is used as one of the criteria for Building School for the Future funding. Have better trained specialists working for NPS so that they are in a position to ensure that every scheme, however small, contributes to the reduction.

Shaugh Prior Primary	Assist with funding and admin time (Goodness knows where from!)
BIDEFORD COLLEGE	Help us all to keep abreast of the endless price changes and deals that are out there – a central database. We do make use of Supply Zone and their considerable buying power. A regular report on what is available and perhaps an assessment of the merits of these developments.
Gatehouse Primary	Perhaps also the LA could provide a development survey potential renewable energy source use for schools who are contracted in, as part of the Green Challenge Fund so that so that the considerable Governor professional hours spent in formulating bids are not wasted.
Isca College of Media Arts	Help with funding if there are additional costs on already very stretched budgets.
Sampford Peverell Primary	Ensure common approach and act as facilitator.
The Grove School, Totnes	Clear instructions that had been considered at school level and not just from an office
Kenn CE Primary School	Subsidise aspects
Okehampton College	Free surveys. I gather the preliminary ones are now free. But after that much more detailed ones are required for specific issues (see next section).
Shebbear Community School	Pay for the AMR
Bowhill Primary School	Make sure we have the best energy deal
The King's School – Ottery St Mary	Training sessions for school based staff. The very nature of school work means that time will be of the essence in organising such a scheme.

6. Do you need any further information? If so in which areas?	
PRINCETOWN PRIMARY	I'd like more information on possible sources of funding to help us put in a wood chip burner and a small wind turbine
Tavistock Church Schools Federation <i>St Rumon's CE</i> Infants & <i>St Peter's CE Juniors Schools</i>	Training to understand what we need to do can help. Individual advice tailored to my school.
Bratton Fleming CP School	Please help us in any way you can – we are so very keen to do our bit but as a small rural school we struggle with man power and money for such a big area. We need help to choose the correct up to date technology and we need help to purchase it! It is a huge area for school's to take on and feel confident with where they are going. There is very little training and support and left very much to the individual school to feel passionate enough about doing something! We could make some costly mistakes if not enough time and energy is put into developing this whole concept correctly.
Marwood Primary	I am interested in the Green Challenge Fund as Marwood School is asking for £20000 if DCC funding to enable a school D78 project to remove a failing temporary mobile classroom and replace it with an efficient modern new build classroom. More information on how to apply for this would be much appreciated.
Pilton Bluecoat	Some practical ideas in a book about how we can cut emissions – at the moment I can only imagine we could do it by cutting our fuel consumption but how do we do that when we need to keep the school warm and we do not have capital development money to pay for changes to the fabric of the building?
West Hill Primary School	Not sure yet!
Newton Abbot College	How to achieve the energy saving quick wins, low cost/no cost or grant funded.
Shaugh Prior Primary	No not really as I don't have time to worry about this at the moment. As usual just tell us when and what to do! We are saving energy – no heat! Coats until after half term.
Gatehouse Primary	What is the Green Challenge fund going to cover?

	<p>Can the LA provide advice to enable renewable energy bid grant funding to be achieved successfully?</p> <p>Are the LA lobbying the Government to provide all schools with grant funding to install renewable technology for energy generation and use, as part of capital funding development?</p> <p>The available Devon County school roof area for supply of electricity from photo voltaics back to the National grid, especially in the school holidays is considerable.</p> <p>How far is the LA using its corporate commissioning power to pull in a preferred supplier who could provide discount on cell array purchase and installation through a partnership agreement?</p>
Isca College of Media Arts	Further information needed to be shared with PFI contractor to get them on board too
Sampford Peverell Primary	Would like further information regarding AMR
Lydford Primary	Need more overall explanation plus training
The Grove School, Totnes	What rewards for fitting AMR and what penalties for not using estimates?
Kenn CE Primary School	All of it!
Okehampton College	Yes. Our heat distribution system needs a complete overhaul – we have some people opening windows to release excess heat while the room next to it freezes. We have to heat 20 rooms to use 1 for an evening class. We need a funded consultant(s) to spend a few days on site to work out the solutions. If we want the really big carbon reductions we also need to look at biomass boilers. Although possible, maybe, our site is a challenge and again there is a need for an expert consultant(s) to develop the biomass solution – especially with regard the storage of the fuel. Such surveys will cost and it would help greatly if this could be funded.
Shebbear Community School	'The scheme will reward participants who install AMR before 31st March 2011.' How?
Holbeton Primary School	I would really appreciate advice on energy saving ideas that would be easy and economical, either from the council or from other experts to whom the council might signpost me.

7. Would your schools consider installing automatic meter reading equipment?	
Bassetts Farm School , Exmouth	Yes
Bradley Barton Primary	Yes
Brixton St Marys CE Primary	If the school was funded
The Duchy School, Bradninch	YES – would also depend on cost as we already do monthly meter readings.
NORTHLEW & ASHBURY PRIMARY SCHOOL	We would be interested depending on cost as our bills are not high.
PRINCETOWN PRIMARY	Yes we are looking into this.
Tavistock Church Schools Federation <i>St Rumon's CE</i> <i>Infants & St Peter's CE Juniors Schools</i>	Only if funded
Boasley Cross, Community Primary	Yes
Bratton Fleming CP School	We would be willing to install AMR's.
Denbury Primary	Yes
Marwood Primary	In a three class Victorian building with a 1960s Devon Lady hall and a second hand temporary classroom at the moment

	AMR seems unlikely to assist in improving energy efficiency.
Pilton Bluecoat	It seems an expensive system and I am unsure. It won't necessarily cut reduction – it will just inform us more accurately, so is it worth it?
St. Mary's C of E Primary, Bideford	Yes
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	We would be, although I remain to be convinced that it will ultimately save us any money as our meter is already read on a regular basis rather than estimated. I am also concerned that for smaller schools, of which all three of mine are, the percentage cost in relation to the overall energy costs is going to be greater than it will be for larger establishments, thereby penalising small schools who are already penalised by lack of choice regarding energy sources.
Bolham Community Primary School	Yes
West Hill Primary School	Yes, if the budget allows. The Council should pay the cost of installation and/or make this a one-off charge to avoid burdening the schools with ongoing fees. We would be, after all, saving the companies (i.e. British Gas etc.) time.
Yealmpton Primary	No
Ellen Tinkham School	Yes
EXBOURNE C of E	I don't think it would be cost-effective for us
Hennock CP School	I am happy to have AMR installed if someone will be dealing with it.
Newton Abbot College	Yes but the cost you quote is not competitive.
Offwell Primary School	We would consider it but would discuss with governors first. It is going to cost more than it is going to save. We use bottled gas – how would this work?
Pilton Community College	No because we have 5 electric and 4 gas meters and the cost would be £1124 per annum. Our Premises Team manage the same function and area easily able to identify any problems.
BIDEFORD COLLEGE	Will be in the new college
St Andrew's, Chardstock	Yes, but as a new build I think we have the facility to enquire of our system the energy usage.
Whipton Barton Junior	There is mention of rewards for fitting A.M.R. equipment, what are they? Unless they easily offset the £300 annual cost there seems little point going there!
Spreyton Primary School	Yes we would very seriously consider installing AMR, depending on the cost. I have already talked to Dave Goodes of NPS about re-siting the meters to somewhere more convenient. The AMR solution could be better for us and might even be more cost effective.
Gatehouse Primary	Yes
Great Torrington Community	Yes We already have an AMR meter for electricity. Our gas meter is presently read monthly by the Meter operating company.
Isca College of Media Arts	Would have to be in conjunction with PFI contractor and then there is the issue if costs, currently PFI staff read the meters weekly at no additional cost to the school would just need to be able to access this data.
Sampford Peverell Primary	Yes
St Davids Primary School	AMR may not be cost-effective at St Davids at the moment but we would be keen to embrace affordable technology.
Braunton School & Community College	Yes Zenergi have been instructed to do this
Lydford Primary	No. As a small school monthly cost of AMR is not effective there is enough pressures on finances already.
The Grove School, Totnes	Not at that cost; surely it is cheaper to read a meter every month which would take just five minutes to put it into a chart

Kenn CE Primary School	Yes
Okehampton College	Yes we would very much like AMR equipment – bring it on! We already have a version of electricity AMR www.naturalwatt.com/okehampton.aspx Gas and water AMR would be great. If it could be broken down block by block we could set usage targets per department.
Shebbear Community School	Too early to tell
Bowhill Primary School	Yes
Holbeton Primary School	I would be willing to consider installing AMR, but obviously have to discuss with my Governing body first.
Blackawton Primary	Yes
The King's School – Ottery St Mary	Yes. We already have AMR for electricity

8. Would you be willing to sign up for the next roll-out of the technology which is now being planned?	
Bassetts Farm School , Exmouth	Dependent on cost
Bradley Barton Primary	More Information needed
Brixton St Marys CE Primary	Yes at no cost to the school
The Duchy School, Bradninch	Yes
PRINCETOWN PRIMARY	Yes we would consider it
Tavistock Church Schools Federation <i>St Rumon's CEInfants & St Peter's CE Juniors Schools</i>	Yes if funded
Boasley Cross, Community Primary	yes subject to governor approval
Denbury Primary	Yes
Pilton Bluecoat	We would consider it at Governors
St. Mary's C of E Primary, Bideford	Yes, but I would need more details before I made the final decision
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	Yes – only because it will save me from having to compile an evidence pack. I feel somewhat backed into a corner.
West Hill Primary School	Yes is answer to Question 7 applies.
Bolham Community Primary School	Yes
Ellen Tinkham School	Yes
EXBOURNE C of E	Yes We'd be very interested
Newton Abbot College	If the cost came into line with the market.
Offwell Primary School	Possibly
Pilton Community College	No
BIDEFORD COLLEGE	Yes! Subject to it being compatible with and or in advance of any systems currently being installed in the new college.

St Andrew's, Chardstock	If necessary, but I am concerned about the additional cost.
Whipton Barton Junior	The next roll-out of technology.....depends what, how much? the usual questions.
Gatehouse Primary	This will be considered at our next Building s and Health and Safety Governing Body Committee, in November. However it would be helpful to have more information before then.
Great Torrington Community	Happy to sign up for the gas meter
Isca College of Media Arts	Would seriously consider, but again need to have further discussions with PFI contractor
Sampford Peverell Primary	Yes on receipt of relevant information.
Braunton School & Community College	Yes
The Grove School, Totnes	Governor decision
Kenn CE Primary School	Yes
Shebbear Community School	If there was no additional financial cost to ourselves.
Bowhill Primary School	Yes
The King's School – Ottery St Mary	We require more information

9. How do you think you might make use of the energy consumption data?	
Bradley Barton Primary	I have already agreed to give any reduction in bill costs to pupils for school council selected spending.
Brixton St Marys CE Primary	We already monitor our consumption to aid in making savings on utility bills.
The Duchy School, Bradninch	Review peak consumption times/review energy wastage overnight/identify further areas for saving.
PRINCETOWN PRIMARY	To look at how we can reduce consumption. To support the curriculum as we would be able to use the data to support T&L and give the children a better understanding of how much energy we use and how we can reduce it. To help us develop our sustainable energy agenda
Tavistock Church Schools Federation <i>St Rumon's CEInfants & St Peter's CE Juniors Schools</i>	Admin to monitor usage and to learn and understand how we use our energy to help ensure we are more cost effective. Use with the pupils to help with their understanding of the impact for their futures as well as teach them about the effects of a high carbon footprint.
Boasley Cross, Community Primary	By identifying areas where savings can be made
Denbury Primary	We would use the data to inform staff Governors and parents to ensure their help at every level.
Pilton Bluecoat	Unsure
St. Mary's C of E Primary, Bideford	Build the data collection into the curriculum (e.g. Science, Maths)
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	Unsure at this time as my only motivation for installing the AMR is to negate the need for compiling an evidence pack.
West Hill Primary School	We are aware that we need to change our oil-fired heating system to a more environmentally-friendly solution. We would use data, for example in grant applications, in our benchmarking exercises, and we would make it part of ongoing Eco-Schools campaigns to reduce energy consumption further and help children to become more environmentally aware. I presume the data would also form part of the LLC data sets?

Yealmpton Primary	Reflect on how we reduce our consumption
Bolham Community Primary School	To show when there is peak use and get the pupils to consider ways to reduce usage.
Cockwood Primary	Within the curriculum and for budget planning.
Ellen Tinkham School	To prioritise interventions to reduce energy use, To set against asset management data/condition data and To use with pupils as part of Eco Schools' project
EXBOURNE C of E	Comparisons, monitoring, curriculum [science, citizenship/PHSE...]
Hennock CP School	School Council and the children have already taken many actions to reduce our energy consumption, but would find the use of the data unnecessary.
Newton Abbot College	Monitor evaluate & review to reduce consumption
Offwell Primary School	See if there are obvious areas we could make reductions.
Pilton Community College	By reading meters we identify excessive usage and can share this information with students and staff.
BIDEFORD COLLEGE	Not only would it enable us to monitor our usage and alert us to any unusual variations, but we would utilise the data in student research. We are already involving our students in studies of energy use (and environmental issues) and we have specific members of staff who are keen to be involved in the analysis of data. We also have a remit via DCSF as a National Sustainability Demonstration facility to use our EMS data to help in education of the local community in the options for use of RE systems via web access.
Spreyton Primary School	It would, I hope make it easier for us to monitor energy consumption and eliminate the need to climb to a height of 3 metres on a stepladder to read the meter.
Gatehouse Primary	To identify times of heavy energy use, and identify areas where savings can be made. To share the data educationally with the children in order to increase their awareness of energy consumption and encourage a positive energy saving approach.
Great Torrington Community	The data that we presently collect is used by our Humanities department when teaching pupils about Energy
Isca College of Media Arts	In lessons on plasma screens, if you get the students on board they influence changes in college practice. If you show consumption weekly on plasma screens around school and set reduction targets showing progress to the targets can be very powerful.
Sampford Peverell Primary	Use information gained to target energy reduction / wastage.
St Davids Primary School	Data gathered would inform decisions which concerned the rhythm of the school day, the organisation of the calendar year and the curriculum.
Braunton School & Community College	Possibly within the curriculum and to monitor energy usage.
Lydford Primary	Supplement our own in school energy saving awareness measures.
The Grove School, Totnes	No idea. Already need to monitor spending on energy in order to ensure correct budgeting.
Kenn CE Primary School	Raise awareness with pupils Set ourselves targets
Okehampton College	The data recorded and stored can be shared with all and used as part of teaching and learning.
Shebbear Community School	The data could be used to track the effectiveness of any new energy efficiency measures.
Bratton Fleming CP School	The pupils could use the data to track our consumption, look for patterns and ways to improve its usage.
Yealmpton Primary	We would consider the on-line ICT recording solution after we have been provided with an overview.
Bowhill Primary School	Children will take an interest and this could feed back to home and encourage savings of energy at home
Holberton Primary School	I would expect to share the information with staff, Governors and especially the older children in school. The School

	Council could play an important part in saving energy, which would be very good training for them as adults.
Blackawton Primary	Look at differentials between months to ask ourselves questions about usage.
The King's School – Ottery St Mary	We could track peak use and demonstrate to students/staff the areas where savings could be made.

10. If you consider AMR to be inappropriate for you, how would you intend to manage the meter reading task?	
Bradley Barton Primary	N/A
NORTHLEW & ASHBURY PRIMARY SCHOOL	This would be fairly straightforward although we would need to ensure we obtain actual readings not estimates more often. We would be prepared to enter the required data online as long as this is straightforward and not too time consuming.
Tavistock Church Schools Federation <i>St Rumon's CE</i> Infants & <i>St Peter's CE Juniors Schools</i>	Nominated member of the admin team
Marwood Primary	Meter readings tasked to long suffering caretaker.
Pilton Bluecoat	Would need to talk to the site manager
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	N/A
West Hill Primary School	N/A
Yealmpton Primary	Manually as we do now - We have 2 meters which are read manually on a regular basis – this data could be entered on-line if necessary.
Bolham Community Primary School	Possibly pupils could do it?
EXBOURNE C of E	Our meters are easily accessible, we're a small school, the administrator is happy to do this.
Hennock CP School	I wouldn't expect to manage it.
Newton Abbot College	As we do now, read the meter!
Offwell Primary School	Administrator would do it – meter box is hard to get at!
Pilton Community College	See above as reading meters already.
Whipton Barton Junior	I currently read and record our meters approximately monthly, they are also read monthly by the energy company. This data could easily be entered on-line.
Gatehouse Primary	If we cannot find the available funds in our budget for AMR we will make use of the online option.
Isca College of Media Arts	Currently PFI staff read the meters weekly, could continue with this to save additional costs
St Davids Primary School	Meter reading would have to be undertaken by a delegated member of the support staff, given specific responsibility and appropriate training. This person would enter the data on-line.
The Grove School, Totnes	surely it is cheaper to read a meter every month which would take just five minutes to put it into a chart
Kenn CE Primary School	Our caretaker would take on responsibility
Shebbear Community School	In person at the meter
Bowhill Primary School	Allocate task to caretaker
Holbeton Primary School	If AMR is not cost-effective for my school, I will have to undertake the meter readings myself

11. Would you be prepared to enter the required data on-line?	
Bradley Barton Primary	Can't the AMR's do this automatically? Wouldn't this make more sense. Or couldn't checks be done by experts/advisers in sustainability? It would be good to have at least annual advice/ learning walks. I think the LA should invest fully in this very important matter.
The Duchy School, Bradninch	Yes
Brixton St Marys CE Primary	Yes
PRINCETOWN PRIMARY	Yes
Tavistock Church Schools Federation <i>St Rumon's CE</i> Infants & <i>St Peter's CE</i> Juniors Schools	Yes
Boasley Cross, Community Primary	Yes
Denbury Primary	Yes
Pilton Bluecoat	Yes
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	N/A
West Hill Primary School	If required, as long as there was plenty of support, funding (e.g. for additional staff time at least in the first instance) and back-up + realistic time scales.
Yealmpton Primary	Yes
Bolham Community Primary School	Yes
Cockwood Primary	Yes
Ellen Tinkham School	Yes
EXBOURNE C of E	Yes
Hennock CP School	No
Newton Abbot College	If it was quick & simple
Offwell Primary School	Yes no problem
Pilton Community College	Yes
BIDEFORD COLLEGE	Yes
Whipton Barton Junior	I currently read and record our meters approximately monthly, they are also read monthly by the energy company. This data could easily be entered on-line.
Gatehouse Primary	We have a Governing Body sustainability working party, our Deputy Head teacher monitors and reports to the Governing Body Buildings Committee. The School Parliament have set up an Eco school group that is tasked with taking action in this area and this involves pupils and teachers.
Great Torrington Community	Yes
Isca College of Media Arts	Yes if we could get it from the PFI contractor.
Sampford Peverell Primary	Yes
St Davids Primary School	Yes

Braunton School & Community College	Yes
Lydford Primary	Yes
The Grove School, Totnes	If it is simply a matter of filling in a box then probably yes.
Kenn CE Primary School	Yes
Okehampton College	Yes
Shebbear Community School	I would rather enter data online if the choice is between online or paper.
Bowhill Primary School	Yes
Holberton Primary School	I would be happy to enter data on-line, if the system was easy to use.
Blackawton Primary	This is the bit that bothers me – do I give yet another thing to our admin team on top of ever- increasing returns etc.
The King's School – Ottery St Mary	Yes

12. Has the schools appointed someone who is responsible for managing energy use in the school?	
Bassetts Farm School , Exmouth	Not at present
Bradley Barton Primary	We have a sustainability team working creatively on how our school can become more eco friendly. Energy use is managed by everyone within the school community, no one individual. No one has responsibility for completing compulsory evidence files etc.
Brixton St Marys CE Primary	Yes
The Duchy School, Bradninch	Yes
NORTHLEW & ASHBURY PRIMARY SCHOOL	The school administrator keeps a close eye on energy expenditure and we keep a record year on year in our management plan.
PRINCETOWN PRIMARY	We have commissioned Segen to carry out a feasibility study for our school as we would like to generate our energy using renewable energy (wind or solar)
Tavistock Church Schools Federation <i>St Rumon's CEInfants & St Peter's CE Juniors Schools</i>	Yes, Federation Business Manager
Boasley Cross, Community Primary	No
Bratton Fleming CP School	The head, H&S governors, staff, pupils and Eco Warriors are committed to this cause. The head is responsible for managing energy
Marwood Primary	Governors Building's Committee take active role in monitoring efficiency of school buildings.
Pilton Bluecoat	Yes
St. Mary's C of E Primary, Bideford	No
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	Yes – senior member of staff responsible for Eco Schools Award in each school.

West Hill Primary School	Yes. We also have an 'Eco Action Team' comprising children, staff, governors, parents and local community.
Yealmpton Primary	The Headteacher, administrator and Leader of Eco committee all monitor energy uses.
Cockwood Primary	No
Ellen Tinkham School	Yes
EXBOURNE C of E	No Small school – headteacher wears all the spare hats!!
Hennock CP School	No
Newton Abbot College	Yes
Offwell Primary School	No not yet
Pilton Community College	Site Manager and Business Manager
BIDEFORD COLLEGE	Yes currently business manager
St Andrew's, Chardstock	Yes
Whipton Barton Junior	The school has an active 'Green Team' with staff and pupils involved. I also try to be pro-active in my role in making the school as energy efficient as is practicable. It is possible I may consider an energy audit in the future.
Spreyton Primary School	Not currently
Gatehouse Primary	We have already carried this out in house in 2008-2009, again professional costs are often prohibitive.
Great Torrington Community	This forms a part of the role of the Bursar and Premises Team
Isca College of Media Arts	I think this comes under my role and responsibilities
Sampford Peverell Primary	As yet not but will do
St Davids Primary School	The Governors Premises sub-committee currently accept responsibility for energy use.
Braunton School & Community College	Yes the school Business Manager
Lydford Primary	Yes
The Grove School, Totnes	As business manager it is part of my job to ensure energy costs are well managed.
Kenn CE Primary School	Yes
Okehampton College	Myself (Keith Webber) is very interested in energy use and I am part of the team looking at this within Okehampton College and the wider learning community.
Shebbear Community School	No
Bowhill Primary School	No but staff and pupils are aware of wasting energy
Holberton Primary School	At present we have not appointed a member of staff responsible for reducing energy use in school, however as suggested above, I can only assume that it would have to be me.
Blackawton Primary	ECO schools approach – we have done some auditing and were considering OWLs to monitor each room.
The King's School – Ottery St Mary	Yes the Bursar

13. Do you intend to commission an energy audit to identify the opportunities for reducing energy use?	
Bassetts Farm School , Exmouth	Already done
Brixton St Marys CE Primary	No
Bradley Barton Primary	Yes, we are considering this
NORTHLEW & ASHBURY	We have an energy audit and are now trying to work towards improvements recommended.

PRIMARY SCHOOL	
PRINCETOWN PRIMARY	Yes
Tavistock Church Schools Federation <i>St Rumon's CE</i> Infants & <i>St Peter's CE Juniors Schools</i>	Yes Already completed at St Peter's as part of a Green Challenge application for solar panels. Will commission in due course at St Rumon's
Boasley Cross, Community Primary	Yes Already taken place
Bratton Fleming CP School	We have had an energy audit completed at the school's expense.
Marwood Primary	Not until buildings make it feasible.
The Duchy School, Bradninch	Already done
Pilton Bluecoat	Depends on cost but in principle yes
St. Mary's C of E Primary, Bideford	Yes
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	Yes – as and when costs permit within each school
West Hill Primary School	Already complete through EDF – is this acceptable to DCC?
Yealmpton Primary	We display our energy certificate – we are a C
Bolham Community Primary School	We already have - We have had an energy audit – carried out by Exeter Uni post grads
Cockwood Primary	Too small school, cost would outweigh savings.
Ellen Tinkham School	Yes if purchased centrally. Too expensive for school to purchase.
EXBOURNE C of E	This has already been done [I think] by DARE[?]
Hennock CP School	No, we already do our best; we are installing solar energy in our sustainably built outdoor classroom and have introduced many energy saving actions.
Newton Abbot College	Yes
Offwell Primary School	No plans at the moment
Pilton Community College	Yes already organised through NPS
BIDEFORD COLLEGE	This has been done as part of the new build process and would be an ongoing system review on occupation to ensure that the new build energy management costs are understood.
St Andrew's, Chardstock	We have just moved into our new school and will be looking at this after we have been here for some time.
Spreyton Primary School	Not at present
Gatehouse Primary	We would like more information on this
Great Torrington Community	We have already had an audit carried out by the Carbon Trust and have taken some actions following their report
Isca College of Media Arts	Think this would be a good starting point
Sampford Peverell Primary	As above ...Yes.... Would appreciate advice?
St Davids Primary School	An energy audit is currently being pursued though one has not yet been arranged.
Braunton School & Community College	Yes probably via Zenengi (who manage our energy)

Lydford Primary	Yes already done
The Grove School, Totnes	No
Kenn CE Primary School	Yes
Okehampton College	We have had an NPS energy audit but now we need more detailed surveys for certain things as above. We have also helped our 11 partner primary schools with an energy audit.
Shebbear Community School	Yes we are in the process of organising one
Bowhill Primary School	Yes
Holberton Primary School	I will discuss with my Governors.
The King's School – Ottery St Mary	The school has recently commissioned an audit and is awaiting the report

14. Were you aware of the Green Challenge Fund and do you intend to make an application to it to implement energy efficiency measures?	
Bassetts Farm School , Exmouth	Yes
Bradley Barton Primary	Yes, we are looking at double glazing, but have to prioritise devolved spending and also concerned that our temporary classrooms are not energy efficient and see their replacement as a priority in saving energy, therefore would like county to help with this in addition to our efforts.
Brixton St Marys CE Primary	No
The Duchy School, Bradninch	YES (not intending to apply as energy audit didn't propose major investment
NORTHLEW & ASHBURY PRIMARY SCHOOL	Yes We have applied to the Green Challenge Fund and have had a programme of work agreed with the Green team. We expect this to reduce our costs. We hope to install solar panels and expect to re-coup about £1000 a year by selling electricity back to the grid.
PRINCETOWN PRIMARY	No I have not heard of this but would be very keen to find out more
Tavistock Church Schools Federation <i>St Rumon's CEInfants & St Peter's CE Juniors Schools</i>	Yes and applied
Boasley Cross, Community Primary	Yes already applied for this funding
Bratton Fleming CP School	I heard about the GCF at our local DAPH meeting last week. I have read up about it and hope it may help our bid for PV cells and help us to replace our boiler with an appropriate means.
Denbury Primary	No I wasn't aware of the green challenge fund. Im probably the only one at the moment who takes managing energy seriously in my school. I would consider taking a more active part in this whole process
Marwood Primary	No I was not aware of the Green Challenge Fund and would appreciate details of how to make an application at your earliest convenience. The school has a project in the pipeline to build an energy efficient classroom.
Pilton Bluecoat	No and not sure
St. Mary's C of E Primary, Bideford	The Governors are looking at all areas of energy reduction.
West Exmoor Federation (Lynton CE Primary, Kentisbury	Yes – as and when funds allow.

Primary & Parracombe Primary)	
West Hill Primary School	Yes. Yes, depending on the criteria for the application.
Yealmpton Primary	No but we would like to find out more. We would also like to know more about the dedicated schools grants being used to pay for the energy audits as no documentation has been forwarded to school.
Bolham Community Primary School	We have but haven't had a response
Cockwood Primary	Not aware
Ellen Tinkham School	Yes
EXBOURNE C of E	Yes – we're just waiting for planning permission –see above
Hennock CP School	No
Newton Abbot College	No more details please
Offwell Primary School	e were very interested and then found out how much an audit was going to cost so put it on the back burner. Now the council has agreed to pay for it out of Dedicated Schools Grant we will think again.
Pilton Community College	Pilton has already committed £100K of Devolved Formula Capital to installing new double glazed windows and insulated panels in the original cruciform building. This will help to reduce our emmissions enormously but sits outside the scope of the Green Challenge Fund. It is therefore unlikely that we will be able to fund any other project in the next 18 months.
BIDEFORD COLLEGE	Yes. (I was not aware and have not pursued at this time – all our additional funding has come via Carbon Trust and Scottish Power, would need to see what we need to do but if money is available as a grant then we could do with it now to offset some of the funding for the 2 wind turbines)
St Andrew's, Chardstock	No I was not aware, but am not sure I would qualify. Please send me more details.
Whipton Barton Junior	I was not aware of the Green Challenge Fund, personally, and due to extremely tight budgets forcast for the future, may be unable to access matched funding sources.
Spreyton Primary School	Yes I am aware. We currently have no plans for applying to this fund, but will most probably do so in the future.
Gatehouse Primary	Yes, Government has made this part of our responsibility to comply and reduce carbon emissions.
Great Torrington Community	No
Isca College of Media Arts	I wasn't aware but would certainly consider making an application
Sampford Peverell Primary	No. Would consider application following survey.
St Davids Primary School	The Green Challenge Fund may be our solution here because we are committed to energy saving and would be pleased to consider being part of a Council-wide initiative.
Braunton School & Community College	Possibly after energy audit
Lydford Primary	Yes
The Grove School, Totnes	Not at present. We have a building that is falling apart and in desperate need of replacing. We have single glazed windows and heaters that have been condemned and need replacing. Promises of a new school have been given for over 15 years.
Kenn CE Primary School	Yes
Okehampton College	We are aware of the Green Challenge and we plan to make use of it. Being able to approach it several times would be helpful as getting all of the ducks lined up in 1 go is a real challenge!
Shebbear Community School	Possibly – we are currently signed up for a number of green initiatives.
Bowhill Primary School	Not aware but would be interested

Holberton Primary School	I was unaware of the Green Challenge Fund and would need some advice regarding how to implement energy saving schemes first.
The King's School – Ottery St Mary	No – possibly. We are looking at improving boilers, lighting and photovoltaic cells in order to reduce energy costs.

15. Would you consider being part of a council-wide approach to implementing energy efficiency?	
Bassetts Farm School , Exmouth	Depends on commitment/ resource needs
Bradley Barton Primary	More information needed
Brixton St Marys CE Primary	No
The Duchy School, Bradninch	Would need more information as our school has been identified as being energy efficient.
PRINCETOWN PRIMARY	Yes
Tavistock Church Schools Federation <i>St Rumon's CEInfants & St Peter's CE Juniors Schools</i>	Yes
Boasley Cross, Community Primary	Yes
Marwood Primary	Yes, but I am very cynical!
Pilton Bluecoat	Possibly
St. Mary's C of E Primary, Bideford	Yes
West Exmoor Federation (Lynton CE Primary, Kentisbury Primary & Parracombe Primary)	Possibly, depending upon the time commitment required.
West Hill Primary School	This is obviously something that we are required to do by central government. As an Eco-School, we are keen to support measures which implement greater energy efficiency, so we are happy to support as best we can and within the confines of funding and time.
Yealmpton Primary	Yes once more information is given.
Bolham Community Primary School	Yes
Ellen Tinkham School	Yes
EXBOURNE C of E	Yes Definitely
Hennock CP School	No
Newton Abbot College	If it demonstrated VFM.
Offwell Primary School	Yes
Pilton Community College	Yes although schools must still have the freedom to decide what it's educational priorities are. Expertise needs to be freely available. Funding needs to be targeted at the schools who have the most difficulties with energy efficiency in their building stock.
BIDEFORD COLLEGE	Yes, especially as we will be a new school with new technology and systems which should enable us to demonstrate good

	energy efficiency.
St Andrew's, Chardstock	Yes as long as it does not take much time.
Whipton Barton Junior	Yes
Spreyton Primary School	Yes
Isca College of Media Arts	Would consider being part of the PFI group which could share ideas with the Council
Sampford Peverell Primary	Yes
St Davids Primary School	Yes
Braunton School & Community College	Yes
Lydford Primary	Maybe need more information
The Grove School, Totnes	In a new school – probably yes In this one – unlikely.
Okehampton College	We are willing to be part of any council wide approach. We see this as interesting, relevant and exciting. We want to be seen as leaders in this field.
Shebbear Community School	yes – as long as long as the school's finances allow.
Bowhill Primary School	Yes
Holberton Primary School	I would need to know what being part of the Council-wide scheme entailed before taking on any further time consuming tasks. I am more than happy to implement the scheme in my own school.
Blackawton Primary	Yes would be interested in the above – it doesn't help that as an old school we have 3 sources of heating etc
The King's School – Ottery St Mary	Yes