

01

**TO PRODUCE A
WILDLIFE RICH AND
RESILIENT
LANDSCAPE THAT
ENGAGES AND
BENEFITS PEOPLE**

Anticipated Impact on the Learner

Having a rich and varied woodland area in the grounds of Romsey Primary School. This site will have a large range of flora that supports the insects, birds and mammals living within it. This diversity will engage and extend all of the learning that can take place within this space.

Anticipated Impact on site

The site will become more biodiverse with a variety of shrub, ground and soil layer species living within it. The life cycles and energy cycles will increase as more insects, birds and mammals use the area

02

**TO PRIORITISE
NATIVE TREES
AND SHRUBS**

Anticipated Impact on the Learner

To share and learn about the history of native species which are those that colonised the UK after the last ice age and have a long-history of co-evaluation with the native insects, fungi, birds and mammals. To understand that native species are the richest source of biodiversity and to experience them first hand within the woodland area at Romsey Primary School .

Anticipated Impact on site

The site will thrive with more native species of ground foliage as it will bring in more insects that will naturally bring in more birds and mammals. The native species of the UK form characteristic and interdependent communities of species and help shape our distinctive landscapes. Removing some of the non-native plants that are very invasive will allow more room and space for native species to thrive.

03

**TO PUT THE
CHILDREN AT THE
HEART OF THE
CONSERVATION
WORK**

Anticipated Impact on the Learner

To ensure that the children are involved in the project and understand what is going on. To use them to help develop the area and allow them to understand the value of managing a woodland and removing non-native plants from the area.

Anticipated Impact on site

The site will benefit because the children will care about its wellbeing as they form a personal connection to the trees, plants, insects, fungi and mammals that live within it. They will become the voice of this space and speak for its protection and health.

Chandler's Ford Infant
School:

Woodland Area at the back of
the school grounds

SUSTAINABLE MANAGEMENT PLAN 25-28



Journey Map

01

TO PRODUCE A WILDLIFE RICH AND RESILIENT
LANDSCAPE THAT ENGAGES AND BENEFITS PEOPLE

Actions	How?	When?	Resources
To clear the site of some of ivy which is taking over.	Apply for the trees for school scheme with the woodland trust	Autumn 25	Clearing equipment, gloves, secateurs. Create string from the ivy removed
To plant wild flower seeds on the verges of the site to encourage more insects in.	Plant a variety of native wildflower seeds in the verges that lead into the site. Apply to https://www.earthrestorationservice.org/flutter-flowers	Spring and Autumn 2025, 26, 27	Source or apply to different wild flower seeds to sow in Autumn term
To create a secure and sturdy headage area within the grounds	Construct with the children and use as a Forest school activity	Autumn 25	Hazel poles from the site created when coppicing
To create different rooms and spaces within the site that have different purposes and functions.	Map and plan the space dividing it up into different sections/rooms	Winter 25/26	Map and design the space/pass ideas through school and school council.



Journey Map

02

TO PRIORITISE NATIVE TREES AND SHRUBS

Actions

To remove some of the non-native species from the area and allow native species the chance to grow and thrive

To plant more native species in the area .Allow some time to see what naturally appears once the non-native shrubs have been removed.

How?

Plot where non native plants grow on the site and check with school that they are happy for this to take place.

To plant and allow native plants to naturally grow once colonial non-native plants have been removed.

When?

Winter 26

Autumn 26

Resources

Approval and then a working party/Forest school

Wild flower seeds or saplings of native species



Journey Map

03

TO PUT THE CHILDREN AT THE HEART OF THE
CONSERVATION WORK

Actions

To share with the school the changes and alterations that are being put in place and explain the reasons behind these.

To involve the children in outdoor challenges. Plan as much learning as possible in this woodland space.

How?

Record the changes and document and share with school community

Share with staff changes and alterations to the space to encourage use. Get pupil voice involved in developments

When?

over-time

over-time

Resources

Recording and documenting process

Recording and documenting process, share with school community and use the pupil voice within the school

