

01

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

Anticipated Impact on the Learner

Having a rich and varied outdoor classroom area in the grounds of Hunter's Park. This satellite 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 at the Hunter's Park site.

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 non-native plants that are usually 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.

Hunter's Park:
Outdoor learning satellite
site for Twyford St Mary's
C of E Primary School

SUSTAINABLE MANAGEMENT PLAN



Journey Map

01

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

Actions	How?	When?	Resources
To add a number of native trees and shrubs to the site.	Apply for the trees for school scheme with the woodland trust	Autumn 22	Source or apply to different trees for school schemes
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. Funded by Parent Association or apply to https://www.earthrestorationservice.org/flutter-flowers	Autumn 22	Source or apply to different wild flower seeds to sow in Autumn term
To put up bird/bat boxes up around the site to encourage more wildlife to use the space	Put up/make and create bird/bat boxes. D and T project in school/Forest school activity	Summer 22	Source or build and create made bat/nest boxes for the site
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	Summer 22	Map and design the space/pass ideas past local parish council

Journey Map

02

TO PRIORITISE NATIVE TREES AND SHRUBS

Actions

To remove any 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 Parish council 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

Autumn

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 satellite outdoor 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

