CANOPY FOREST SCHOOL

A Summative Evaluation

Reflecting on Impact and our next steps in the Academic Year 25-26



WRITTEN BY

EMMA CLODE AUGUST 2025

AIM

- To review and reflect on our fifth year of running as a Forest School.
- To reflect on observations and questionnaires sent out to skate holders. To look at how this information can inform our practice and develop our work.
- To understand the value of reflection in creating learning communities.

INTRODUCTION

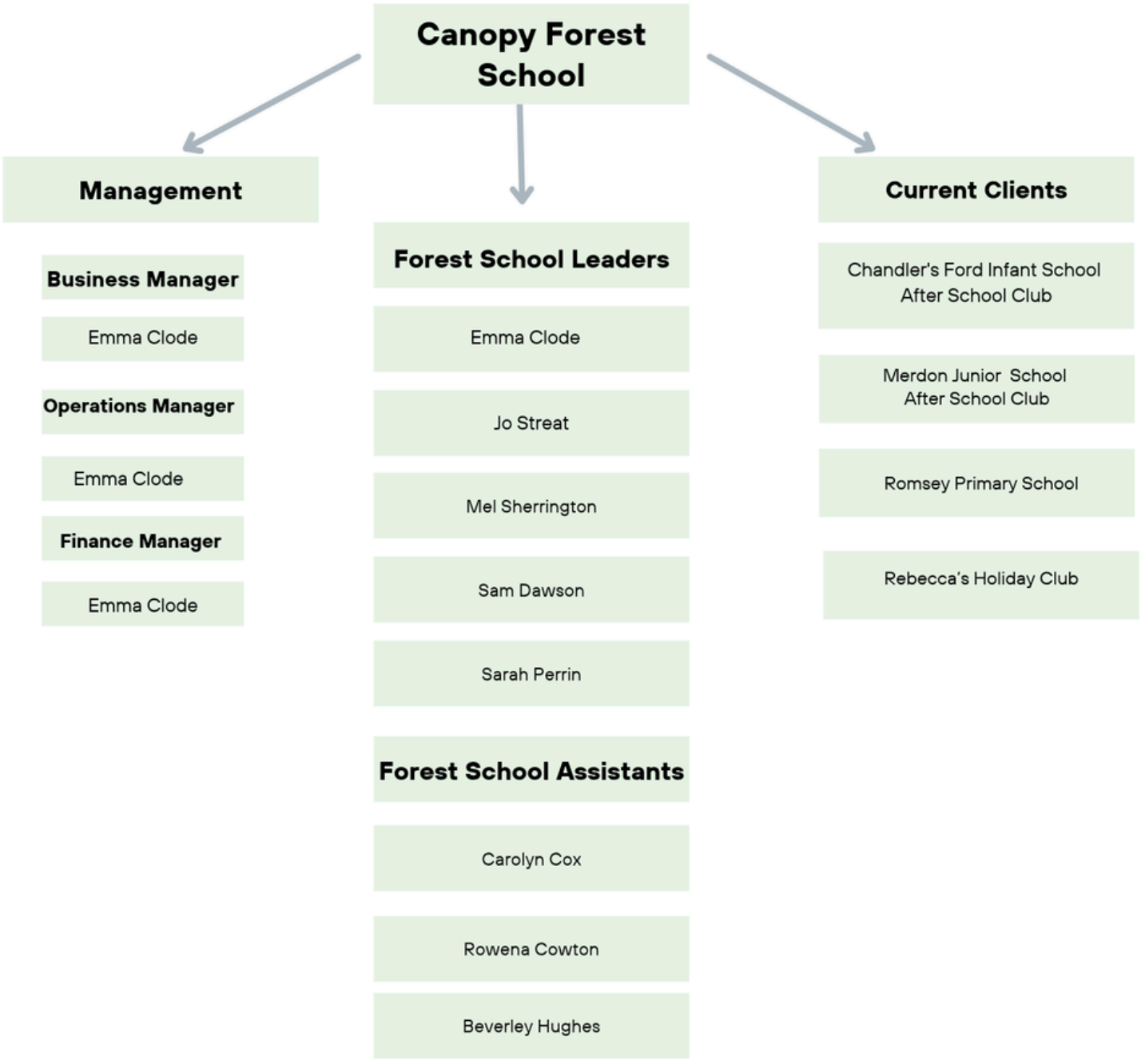
This summative evaluation will provide an insight into the success of our programme in achieving Forest School outcomes in our fifth year of running **Canopy Forest School.** It will look at a range of formative and summative evidence which has been collected from September 25 - August 26. The evidence includes questionnaires, observations of students engaged in the process of learning, products students created, student articulations of their Forest School experience, Forest School Leader notes, student self-assessments, and recordings of discussions. This summative evaluation will also discuss the ways in which these evaluations have informed our practice and helped us to create a reflective learning community. To conclude, this evaluation will explain how these findings will inform the future long-term programme of **Canopy Forest School** as we go into our sixth year.



The Organisation

A Summary of our organisations structure

Map of the Organisations Structure



ABOUT CANOPY FOREST SCHOOL



A LITTLE BIT ABOUT OUR FOREST SCHOOL

Canopy Forest School in the academic year 25-26 ran forest school sessions at five different sites. We ran two after school club sessions one on a Monday evening at Chandler's Ford Infant School and one on a Tuesday evening at Merdon Junior School. Alongside this we ran four nurture group sessions at Romsey Primary School for SEND children on a variety of days throughout the year and one nurture group session in the Summer Term at Kings Worthy Primary School. We also ran sessions for four months this year at Little Gardners Nursery on a Tuesday morning.

This summative evaluation is based upon the experiences of students from each of these settings. All students had completed consent and agreement forms. All sessions were run by a range of Level 3 freelance Forest School Leaders and assistants who make up our Canopy Forest School team.

All of the evidence and data that has been used does not include names and all photographic evidence has been approved and permission has been granted.

OUR FOREST SCHOOL ETHOS UNDERPINS EVERYTHING THAT TAKES PLACE WITHIN THE FOREST SCHOOL. IT ENCOMPASSES OUR BELIEFS, VALUES, MISSION, PURPOSE AND PASSIONS.

OUR ETHOS

To provide a classroom with no walls. Where the sky is the limit. Nature is the teacher and imagination, play and discovery the curriculum. Self-esteem, wellbeing, deep connections and a sense of wholeness and joy are the learning outcomes.

MISSION STATEMENT

To create a transformative learning experience in a natural setting where play, exploration and supported risk taking inspires personal growth and meaningful connections to the world, self, and others.

CORE VALUES

Connection: To connect to the natural world, self, and others.

Growth: To undergo natural development socially, emotionally, physically, spiritually, and intellectually over a period of time. To nurture reflection, innovation, and creativity.

Exploration: To enjoy new discoveries, adventures and take supported risks.

Sustainability: To use methods that do not harm the environment so that natural resources are still available in the future. To be able to support eco-systems so they can continue over a period of time



OUR FORTH YEAR OF RUNNING CANOPY FOREST SCHOOL

THIS SUMMARATIVE EVALUATION WOULD LIKE TO START BY LOOKING AT OUR FIFTH YEAR AS A WHOLE AND IDENTIFY SOME OF THE TRENDS AND THE OVERALL DIRECTION THAT OUR PROGRAMMES TOOK.

To begin this summative evaluation I would like to describe our current position and our ultimate goal as a Forest School.

Our fifth year started in September 2025 and ran across the academic year to August 26. All sessions took place regardless of the weather in four main locations: one being based at the back of Chandler's Ford Infant School where there is a small coppice area, one at Merdon Junior school where they have a woodland area mainly containing Yew trees, one at Romsey Primary School which is made up of field maple and hawthorn and finally we worked with Kings Worthy Primary School during the summer term providing nurture group provision. The other sites that we worked at were at Scantabout Primary School with Rebecca's Holiday Club and Little Gardners Nursery in Marchwood, The overarching themes of these sessions have been our four values, connections, growth, exploration and sustainability. We also had a strong commitment to the six principles that embody Forest School practice. A set of skeleton session plans were always put together at the beginning of each course but these were changed and adapted as the weeks progressed. Every session followed a similar structure and a range of activities were delivered. These activities followed the ideas of the group their fascinations and interests.

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All groups that we ran this year were very different in form: the age groups varied as did the locations. All of these groups really transformed as communities. They were all mostly long term programmes with the same children attending. The real impact of having a long term programme was obvious as the children and adults formed a very strong bond with the site, with the group, and with each other.

The skills and knowledge was a lot deeper as week after week they challenged and extended their physical, social, emotional and spiritual selves.

We watched each child grow and develop and got to really know and understand their interests and fascinations. The holiday groups that we ran were successful but we did not get to know the students as well. These groups were larger in size and one off days or sessions with extra helpers assisting us from their establishment.

All groups that we taught connected to the natural environment and the children in each group expressed how much they enjoyed the sessions, All children taught were driven by the open ended play experiences offered. The overall direction that all of our programmes took was a focus on child initiated learning and connecting to nature.

Our sessions at Romsey and Kings Worthy Primary Schools were nurture sessions which meant we could really develop of our skills as Therapeutic Forest practitioners. We spent a lot of time working on executive functioning skills alongside our Forest School practice and became a safe space for a number of children who were really struggling in mainstream education.

Next academic year we have made the decision to focus all of our attention on nurture groups and we will be continuing our work with Romsey and Kings Worthy Primary School. We will no longer be offering after school club provisions and it is hoped that we can move forward in developing our work with young people who are struggling socially and emotionally.

THE STRENGTHS OF THE PROGRAMME

THIS SECTION WOULD LIKE TO DISCUSS THE STENGTHS OF THE CANOPY FOREST SCHOOL PROGRAMME IN OUR FIFTH YEAR OF RUNNING.



In order to reflect and review the strengths of our fifth year of running questionnaires were sent out to parents, students, schools and staff. This was a total of 100 questionnaires sent out, We received 35 questionnaires back and therefore had a 35% take up on our questionnaires. So this data is only a representation of 35% of our clients and this is the biggest limitation of our research. The questionnaires were designed to give both quantitative and qualitative data as by using both of these analysis methods we can truly learn from our clients. We introduced paper copies of our questionnaires this year as we thought this might increase the take up and we did see an improvement from 10% last year. We will therefore, continue to use paper copies in the future as this gives us more data and information on our impact and insight into how we can adapt and change our sessions in the future.

Our questionnaire responses from parents show that when asked what their child enjoyed most about forest school: **44%** said the practical skills they learnt, **38%** said being outside, **12%** said the food the cooked and made, **6%** said the small group sizes (Appendix 1).

When the students were asked the same question their responses were: **25%** playing games, **20.8%** friends, **16.7%** building dens, **16.7%**fire and cooking, **8.3%** climbing trees, **8.3%** teachers and **4.2%** was everything.(Appendix 2)

The schools were asked the same question: What do you think your students have enjoyed most about Forest School this year. The responses were: **20%** reporting on the students success, **20%** the staff, **20%** planning and activities, **20%** positive relationships with students, **20%** feedback. Unfortunately we only received 1 questionaire back and so this is an area of development next year as we really value our school's feedback. (Appendix 3)

The next question we asked our clients was: How do feel Forest School has helped, your child, your students or you?

The parents said: **31.3%** confidence, **18.8%** knowledge about nature, **12.5%** independence, **12.5%** creativity, **12.5%** friendships, **6.3%** skills, **6.3%** creativity (Appendix 4). The students felt that it had helped them by: **42.1%** connecting to nature, **15.8%** helped with my anxiety/ADHD, **10%** helped me feel happy, **15%** learn new skills, **5.3%** helped me relax, **5.3%** feeling good about myself, **5.3%** the teachers are nice (Appendix 5). The schools felt that it had helped communication and been a positive educational experience. Unfortunately we only received 1 questionnaire back and so this is an area of development next year as we really value our school's feedback. (Appendix 6)

Our questionaires then went onto ask parents and schools if they felt that the sessions were value for money. All parents said yes and all schools said yes (Appendix 7)

Our next question asked parents and schools if our reports were informative. All parents said yes and all schools said yes (Appendix 8)

“Yes and used to create a holistic view of the child” (Mrs Hill SENCo Romsey Primary School)

We then asked parents and schools about our communication through emails and newsletters and if they had been useful. All parents said yes and all schools said yes (Appendix 9)

“Yes, very organised and good at communication with all stakeholders in a busy school environment” (Mrs Hill SENCo Romsey Primary)

The questionnaire also asked schools and parents if they had any other comments they would like to make. The parents responses were: **22.2%** we wish it would continue, **27.8%** they had a great time, **27.8%** no all good, **16.7%** thank you, 5.6% it has really helped my child (Appendix 10). The comment we were given from Romsey Primary School was:

“Canopy is carefully thought through and acts in a professional and reliable way”(Mrs Hill, SENCo Romsey Primary)

Our questionnaire to students had some additional questions. The first of these was about what they would take away from their Forest School experience this year. **35%** of them said friends, **35%** said skills, **10%** said having fun, **5%** said teachers, **5%** said everything, **5%** said a place to grow (Appendix 11).

We then asked the pupils what they had learnt this year. **23.8%** said about nature, **23.8%** said being kind, **14.3%** said lighting fires, **9.5%** said I don’t know, **9.5%** said safety, **4.8%** building dens, **4.8%** said how to help myself (Appendix 12).

Our next question to students was what would you change about Forest School?**33,3%** said nothing, **22.2%** I don’t know, **5.6%** some people are mean, **5.6%** pretty stuff, **5.6%** water guns, **5.6%** make it longer, **5.6%** battle fields, **5.6%** trips, **5.6%** chairs, **5.6%** hammocks (Appendix 13)

Our final question that we asked the students was how could we make Forest School even better?

Our students put forward the following ideas: **33.3%** I don’t know, **22.2%** more food, **11.1%** you can’t make it any better, **5.6%** more hammocks, **5.6%** having it in Year 4, 5 and 6, **5.6%** having a bigger area, **5.6%** less shouting, **5.6%** being kind to all of nature (appendix 14).

Canopy Forest School also asked staff about their year working for this company. The first question was if they feel appreciated and valued as a team member at Canopy Forest School? **100%** of staff said yes(Appendix 15):

“Absolutely, everyone is a joy to work with and Emma goes above and beyond to show we are all appreciated and valued”

The next question asked have you enjoyed working for Canopy Forest School this year? **100%** of staff said yes(Appendix 16):

“ Yes, it has been a pleasure to work with like-minded people, who care for both the childrens wellbeing and the environment”

Then, we asked do you find the work meaningful?**100%** of the staff said yes (Appendix 17).

“Very and I have really enjoyed getting to know the children and how best to support them”

After that, we asked do you feel challenged enough in the role? **100%** of the staff again said yes (Appendix 18).

“Yes, I have so much to learn from you all, children and adults”

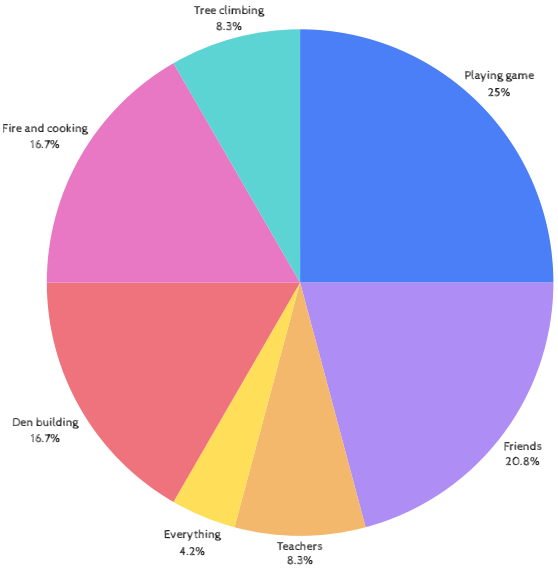
Then we asked what is the biggest frustration you have faced this year while working at Canopy Forest School? **50%** of staff said difficult behaviour, **16.7%** said their own health, **16.7%** said the role of leaders and assistants, **16.7%** said they were not sure (Appendix 19),

The final question we asked staff was, What changes do you think we could make at Canopy Forest School? **25%** said not sure, **25%** said clear communications with SENCos, **25%** said regular team meetings, **25%** said increase of hourly rate to nearer £25.

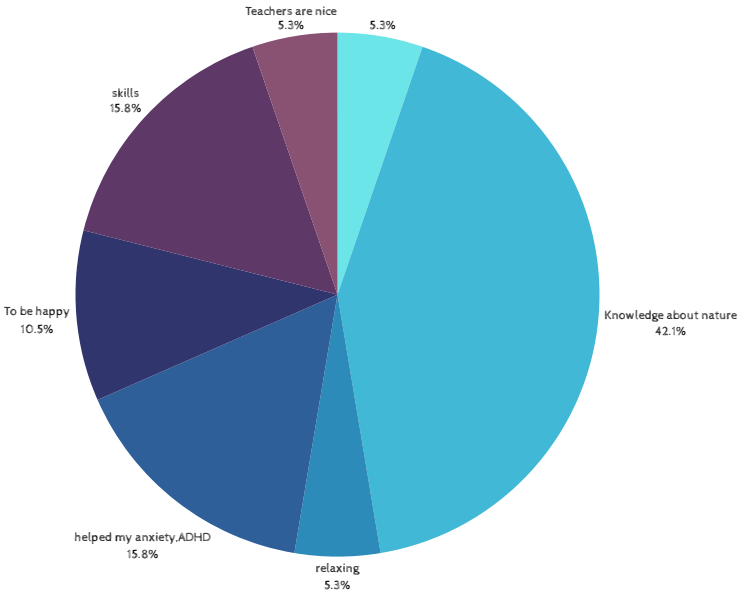
The questionnaire feedback was very encouraging. All clients recognised Canopy’s help and support, considered it good value for money, and found our communication and reports helpful. Staff felt valued and appreciated, enjoyed their work, and found it meaningful and challenging. A few areas for improvement were identified, which we will address.

Using all of this evidence a summary of the strengths of Canopy Forest School this year has been created

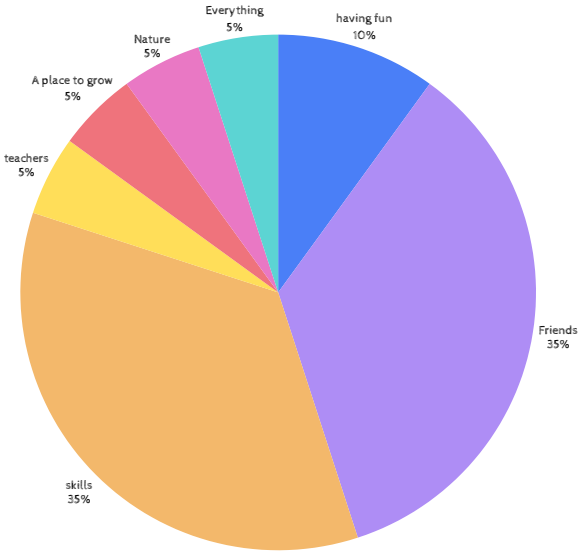
FAVOURITE THING ABOUT F.S



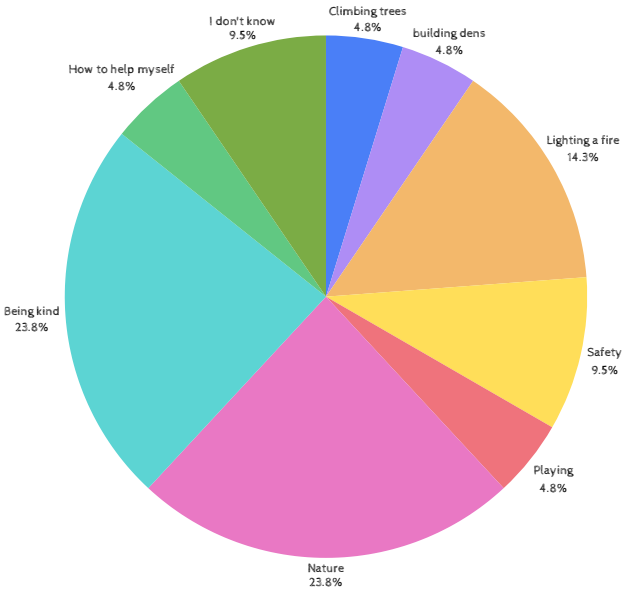
HOW HAS F.S HELPED YOU?



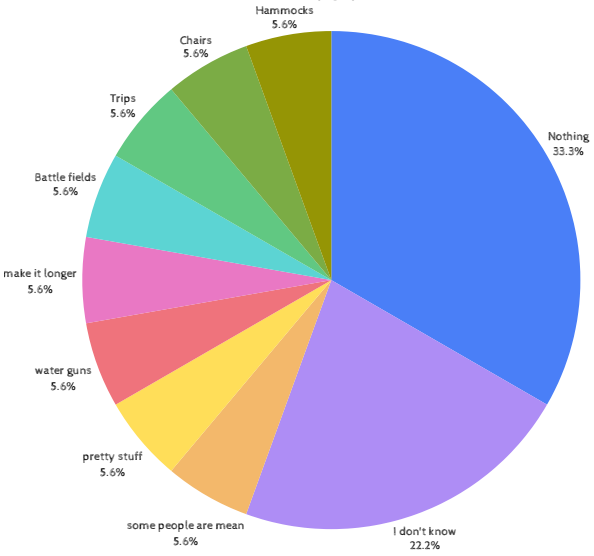
WHAT WILL YOU TAKE AWAY FROM F.S?



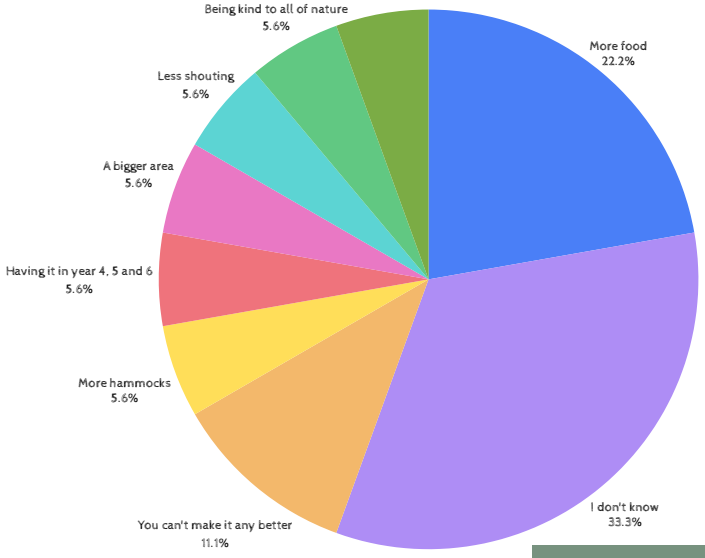
WHAT HAVE YOU LEARNT FROM F.S?



WHAT WOULD YOU CHANGE ABOUT F.S?

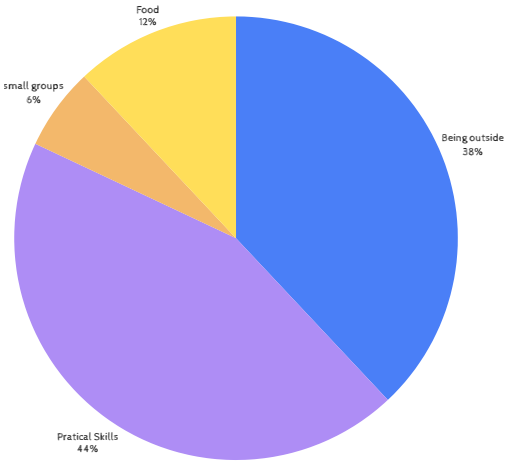


HOW COULD WE MAKE F.S BETTER?

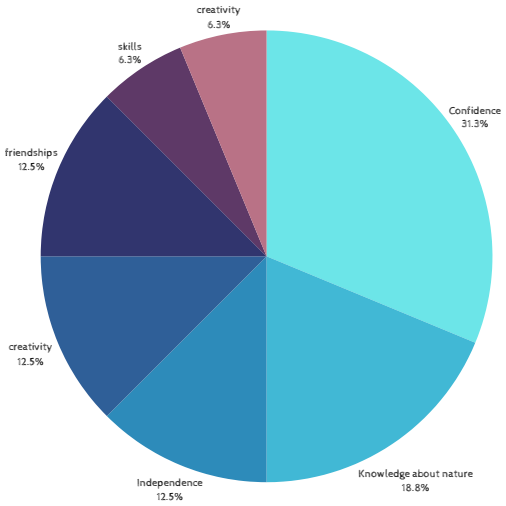


WHAT DID THE PARENTS TELL US?

WHAT WAS YOUR CHILD'S FAVOURITE THING ABOUT F.S



HOW HAS F.S HELPED YOUR CHILD?



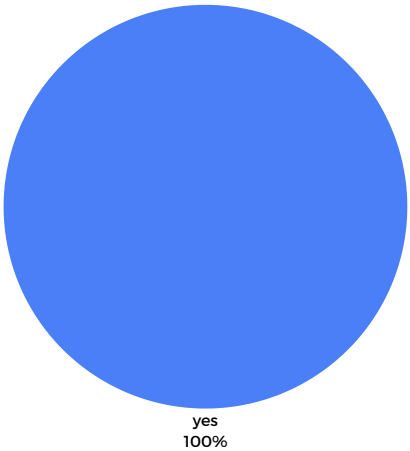
DO YOU THINK THE SESSIONS HAVE BEEN VALUE FOR MONEY?



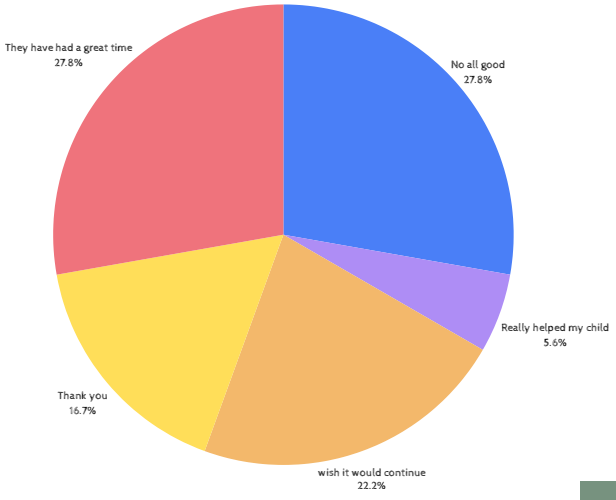
HAVE THE REPORTS BEEN INFORMATIVE?



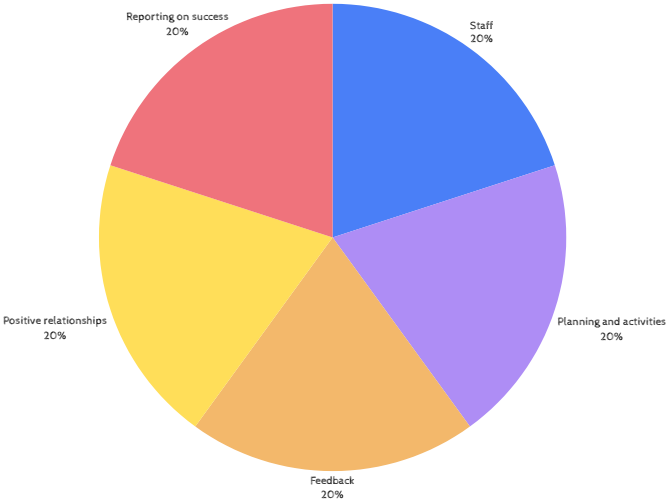
HAS OUR COMMUNICATION- EMAILS AND NEWSLETTERS BEEN USEFUL?



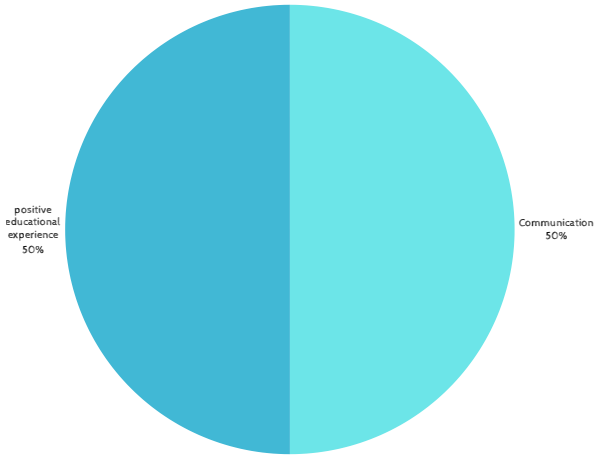
DO YOU HAVE ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE?



WHAT WERE YOUR PUPIL'S FAVOURITE THING ABOUT F.S?



HOW HAS F.S HELPED YOUR PUPIL'S?



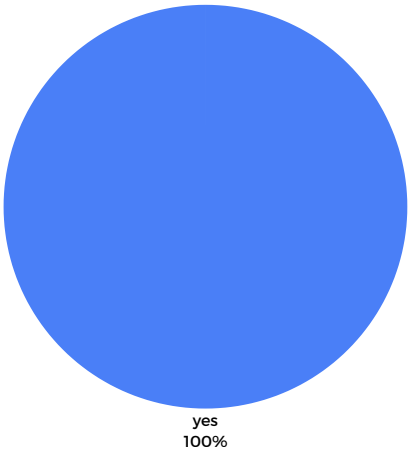
DO YOU THINK THE SESSIONS HAVE BEEN VALUE FOR MONEY?



HAVE THE REPORTS BEEN INFORMATIVE?



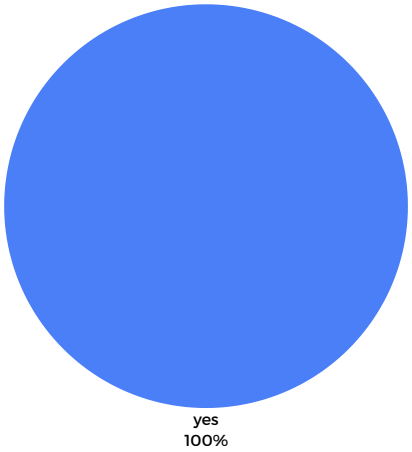
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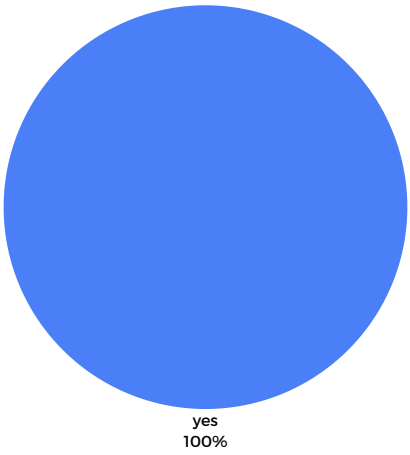
DO YOU HAVE ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE?

- "Canopy is carefully thought through and acts in a professional and reliable way"

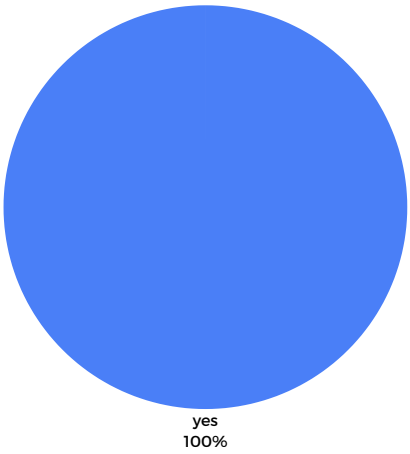
DO YOU FEEL APPRECIATED AND VALUED AS A TEAM MEMBER AT CANOPY FOREST SCHOOL?



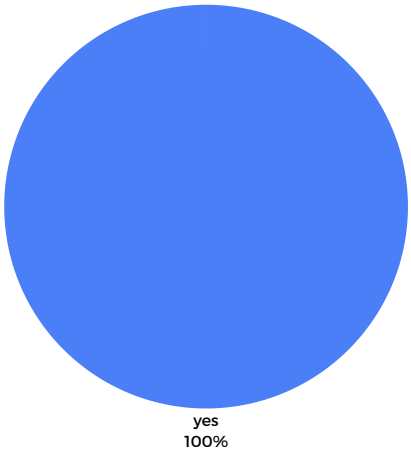
HAVE YOU ENJOYED WORKING FOR CANOPY FOREST SCHOOL THIS YEAR?



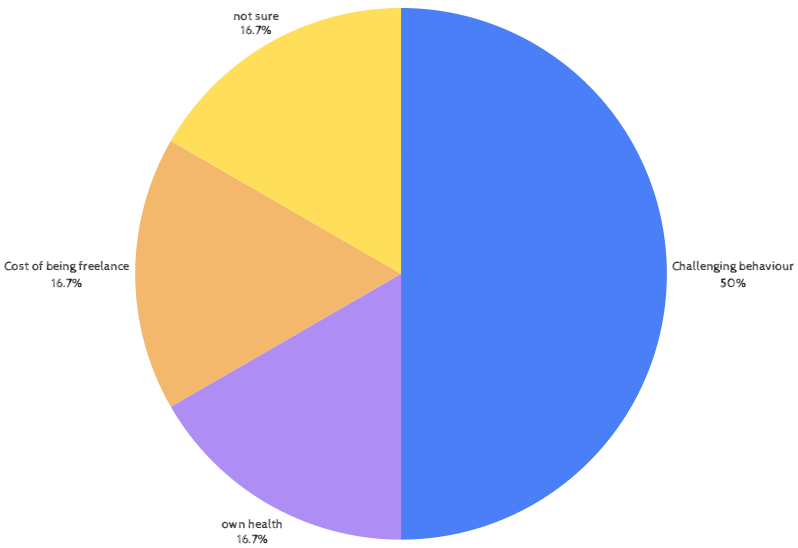
DO YOU FIND THE WORK MEANINGFUL?



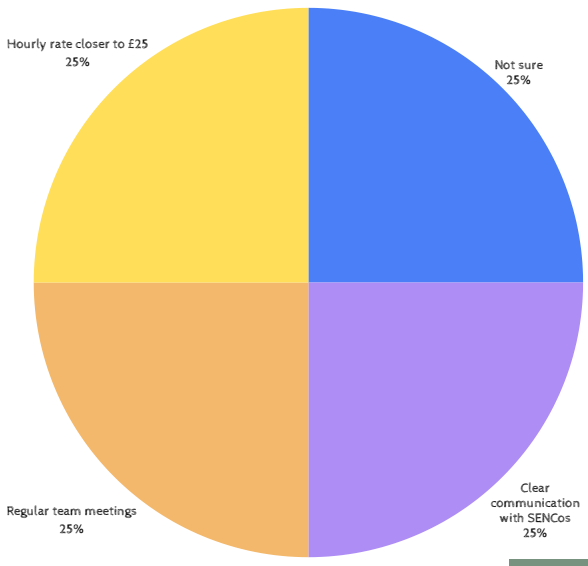
DO YOU FEEL CHALLENGED ENOUGH IN THE ROLE?



WHAT IS THE BIGGEST FRUSTRATION YOU HAVE FACED THIS YEAR WHILE WORKING AT CANOPY FOREST SCHOOL?



WHAT CHANGES DO YOU THINK WE COULD MAKE AT CANOPY FOREST SCHOOL?



OBSERVATION NOTES- CHANDLER'S FORD INFANT SCHOOL

" F.S was working with Forest School leader learning how to use a flint and steel. She was finding it difficult to apply the right pressure and produce a spark. Forest School leader introduced her to the spark station which holds the flint and she could concentrate on using the steel. She was able to create a spark and was so excited. "Look what I can do!" she shouted "I kept going and didn't give up". A lovely moment sharing in someone else's achievement and persaverance"

OBSERVATION NOTES-ROMSEY PRIMARY SCHOOL

" A. was worried about the rest of her day at school as the session came to a close. Her Forest School leader took the time to chat and reassure her that she could face anything that comes her way, they broke the problem up into small parts and drew out a journey map for the rest of day. Let's take a step at a time. A liked the visualisation and thought she could manage things if she just concentrated on each present moment instead of getting overwhelmed by the whole. Next time she came to Forest School she fed back that her day went well and taking things a step at a time really helped ."

OBSERVATION NOTES-MERDON JUNIOR SCHOOL

" M. asked if she could practice and play her guitar during our Forest School session. She lay in a hammock and began to strum and play. She was so relaxed and content. Other children came and listened to her play and they began singing. There was a wonderful calm atmosphere where the students had gathered together and enjoyed each other's talents and company. It was a perfect moment of complete contentness and being at one with each other."

OBSERVATION NOTES-KINGS WORTHY PRIMARY SCHOOL

"B wanted to play going on a bear hunt. The group all came together and wanted to play this game with him. Some of the children pretended to be bears and went off and hid. B retold the whole story and acted it out in role play -he went through swishy grass, through a cold stream, through the woods, through sticky mud and eventually came to a dark cave. The other children were the the bears and when they found each over they all laughed and then it turned into a chasing game. It was a wonderful moment of co-operation where the older pupils showed empathy and understanding allowing B to play his game."

A SUMMATIVE EVALUATION OF
25-26

The Key Strengths of Canopy Forest School



Social, Emotional and Personal Development
We helped all students to develop in personal wellbeing, creativity, nature connectiveness, confidence, self esteem and their social skills

Our Therapeutic Forest Practitioner Skills
We have begun nurture sessions for SEND pupils at Romsey and Kings Worthy Primary School that have been very successful and rewarding.

Our communication with parents through newsletters
Our newsletters and reports have been noted by parents as being good models of communication.

Clear Ethos, Mission and Values
Our ethos, vision and mission was central to all the work we did with our students.

CHANGES AND ADAPTIONS OF THE PROGRAMME

THIS SECTION WOULD LIKE TO DISCUSS HOW CANOPY FOREST SCHOOL WOULD LIKE TO FURTHER IMPOVE AND ADAPT THE PEDAGOGY AND PROGRAM IN THE NEXT ACADEMIC YEAR 26-27.



Evaluations, reflections and questionnaires completed by clients and staff in 2026-2027 highlighted key areas for Canopy Forest School to build on, adapt and develop. The proposed changes stem mainly from staff feedback, as schools and parents were very satisfied with every aspect of our service and clearly recognised the benefits for students.

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Our priority is to strengthen staff's professional development and confidence in supporting pupils with a range of behavioural, social and emotional difficulties. We will provide internal and external courses and hold one whole-staff meeting each term to address challenges and identify areas for further development.

Our second priority is to continue distributing surveys at celebration sessions attended by parents. We will ask parents to complete them during the sessions to gather more feedback and inform our evaluation of the year. We will also give each school a paper copy and sit with SENDCos as they complete it, ensuring we receive feedback to help develop our practice.

Canopy Forest School's final priority for the 2026–2027 academic year is clearer communication from SENCOs about each attending student's needs and targets. This will help our leaders understand each child's background and needs and provide more focused support.

We will develop a clear admissions, referral and induction policy, create forms for parents and schools to complete, and define the roles and responsibilities of schools, Forest School staff, students and parents. We will also ask schools to sign a contract requiring them to share student information so we can provide the best possible support and provision.

Canopy Forest School recognises staff concerns about pay, the pressures of freelance work and the cost-of-living crisis affecting everyone. We would like to increase pay further, but our budget remains very tight. In August 2026, we increased Forest School Leaders' hourly pay by 9.22%, from £16.48 to £18—a rise of £1.52. Forest School assistants received a 7.14% increase, from £14 to £15 an hour. To cover these increases, we raised our charge to schools by 13.33%, from £150 to £170 per session. Future pay increases will depend on whether we can access grants or projects with Hampshire County Council.

The diagram on the next page summarises the changes and adaptations we will implement next academic year, based on all this evidence.

A SUMMATIVE EVALUATION OF
2026-2027

The Key areas to develop at Canopy Forest School

CANOPY FOREST SCHOOL



01 STAFF PROFFESSIONAL DEVELOPMENT

To develop staff skills and confidence in supporting pupils with varied behavioural, social and emotional difficulties, we will provide internal and external courses and one whole-staff meeting each term to address challenges and identify development needs.

02 PAPER SURVEYS TO GET MORE PARTICIAPNTS

To continue distributing surveys for parents to complete during celebration sessions, gathering more feedback for our annual evaluation. We will also give each school a paper copy and sit with SENDCos while they complete it to ensure feedback informs our practice

03 INFORMATION SHARING

To establish a clear admissions, referral and induction policy, create parent and school forms, and define school, student and Forest School leader roles and responsibilities.

CREATING A REFLECTIVE LEARNING COMMUNITY

THIS SECTION WOULD LIKE TO DISCUSS HOW CREATING A REFLECTIVE LEARNING COMMUNITY HAS CONTRIBUTED TO THE SUCCESS OF CANOPY FOREST SCHOOL IN OUR FIFTH YEAR OF RUNNING



Building a community of learners has been central to Canopy Forest School since its inception. Each new series of sessions begins with our first value, "connections": connecting individuals with one another and the woodland environment. This value recognises that every voice matters, including those of our partner schools and staff. We listen to all stakeholders and believe progress depends on adapting our practice to work for everyone.

As Cree and Robb point out:

"A community of learning also means involving the learners, as much as possible, in creatively exploring what is going on for all of us, thus the more we will become together. This is what embeds learning, "think, do, observe, review"." (Cree and Robb, 2021, p290) " (p7 3:8)

Building community connections is our programme's core aim. This depends on nurturing trust, confidence, resilience, creativity, self-esteem, self-worth and independence in all stakeholders. A healthy learning environment rooted in a strong community is essential as our company grows. Continually questioning, reflecting on and developing our practice, policies and procedures is vital—and, we believe, makes Canopy Forest School special.

THE FUTURE OF CANOPY FOREST SCHOOL.

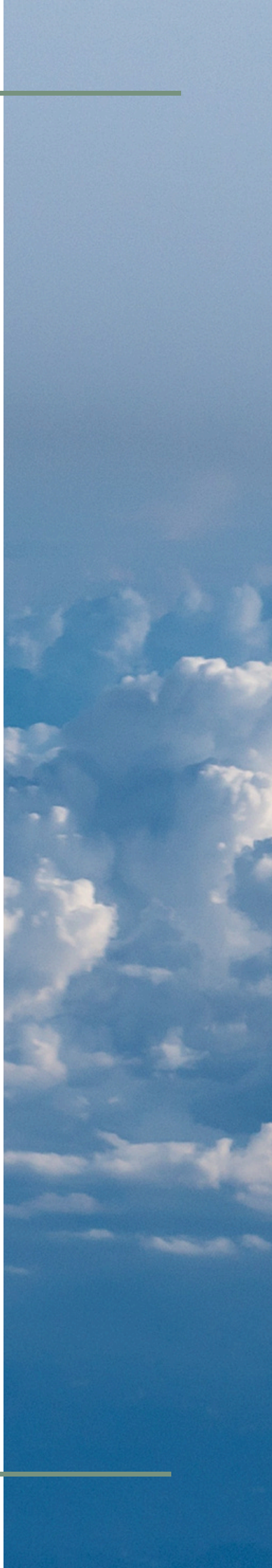
THIS CONCLUDING SECTION WOULD LIKE TO DISCUSS HOW THE FINDINGS OF THIS SUMMATIVE EVALUATION WILL INFORM OUR FUTURE LONG TERM PROGRAMME

The process of writing this summative evaluation every year really helps us to reflect on our strengths and achievements as well as the areas we want to develop further. It allows us to reflect and consider how successful **Canopy Forest School** has been in our fifth year of running and by putting all of the information together in one document we can see our story as it develops, Sending out questionnaires and hearing directly from our clients and staff allows us make informed judgements, our floor books, reports and assessments have informed us of the views of our students.

Forest school is very different to other outdoor experiences because it is built on the guiding principles of Forest School and therefore has a specific ethos and philosophy that drives the learning. Gareth Davies sums this up beautifully when he wrote in his article "The difference between outdoor play and Forest School" that:

"You can provide activities like those offered at Forest School, and you can go outside weekly, observing the children and documenting next steps in learning, all of which is wonderful current practice, but you cannot just 'do' Forest School you have to learn it. (Davies, 2019)

On the next page we have created a SWOT Analysis to summarise the findings of this evaluation. This SWOT analysis will facilitate a realistic, fact based look at the strengths and weaknesses of Canopy Forest School and will act as a guide of how we will move on as a Forest School.



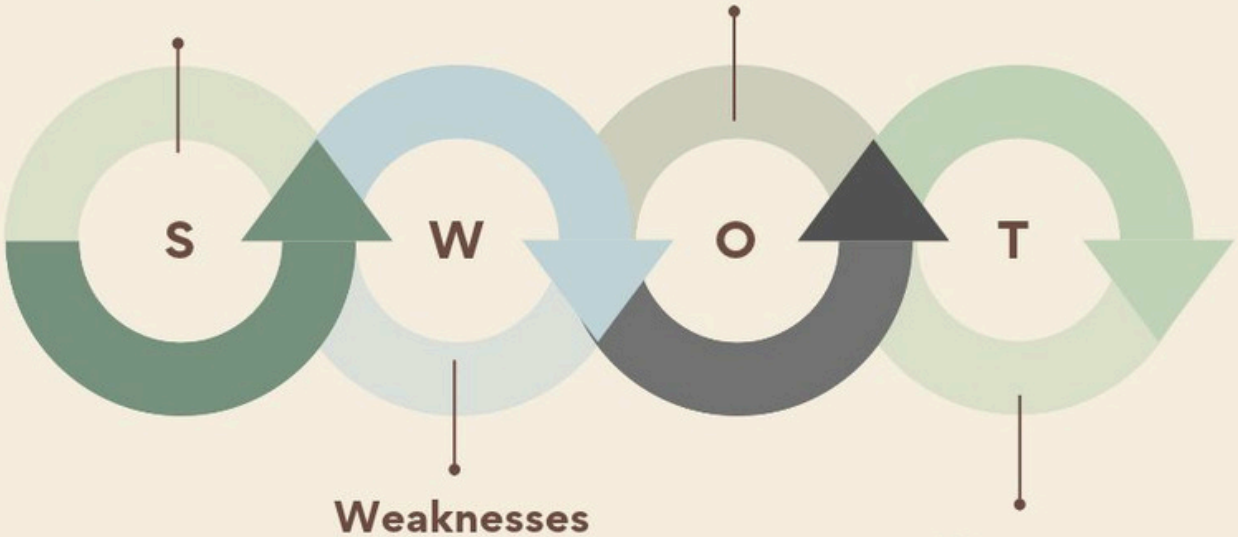
2026-27

Strengths

- Our relationships and trust with our clients
- The impact of our work is clear and seen by everyone involved
- Our clear ethos, values and mission
- Our talented team of Forest School Leaders and assistants
- Our teams dedication and belief in the values and mission of Canopy Forest School

Opportunities

- Accessing local and national grants to support our work and increase pay of staff
- Become registered as an alternative provision with Hampshire County Council



Weaknesses

- Developing stronger information sharing processes
- Staff pay as Freelance forest School leaders
- Staff development and training especially dealing with difficult behaviour and social emotional needs
- Feedback from schools-increase questionaire returns to build a clearer picture

Threats

- Looking after our own wellbeing
- Finances watching overheads
- Numbers of clients
- Staff pay and loosing good staff because of it

APPENDICES

APPENDICES

APPENDIX 1:

QUESTIONNAIRE RESULTS FROM PARENTS ON WHAT THEY FELT THEIR CHILD ENJOYED THE MOST ABOUT FOREST SCHOOL

Parent Questionnaire-25-26

Question 1:

What has your child enjoyed the most about Forest School this year?

Results:

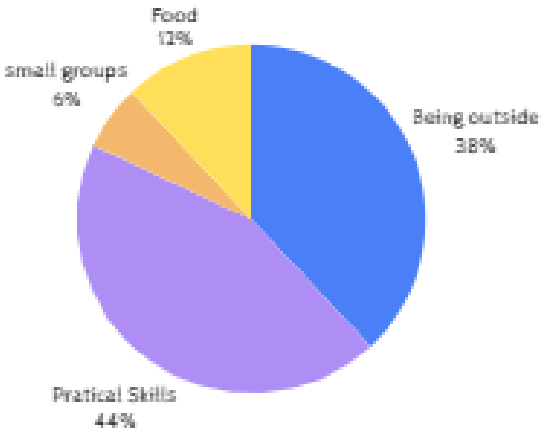
We received 11 returns of questionnaires and as this was qualitative question some parents stated more than one area. 16 ideas were shared in total

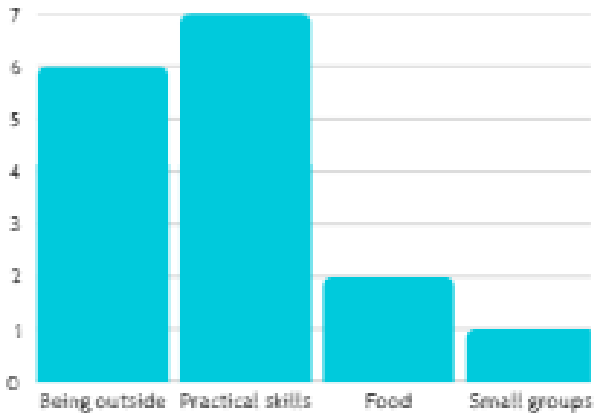
6/16 said-Being outside

7/16 said practical skills

1/16 said the small groups

2/16 said the food





APPENDIX 2:

QUESTIONNAIRE RESULTS FROM STUDENTS ABOUT WHAT HAS BEEN THEIR FAVOURITE THING ABOUT FOREST SCHOOL.

Student Questionnaire-25-26

Question 1:

What has been your favourite thing about Forest School this year?

Results:

We received 18 returns of questionnaires and as this was qualitative question some students stated more than one area. 25 ideas were shared in total

6/25 said-Playing games

5/25 said friends

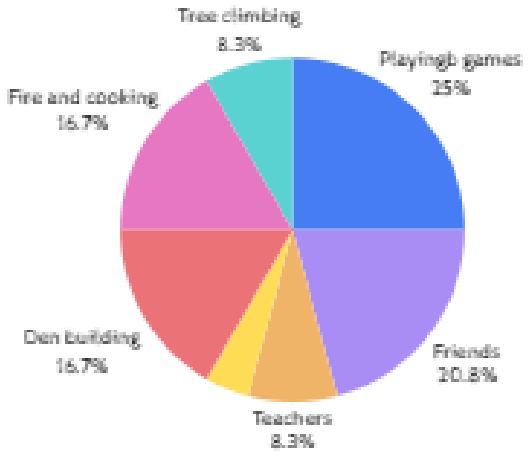
2/25 said the teachers

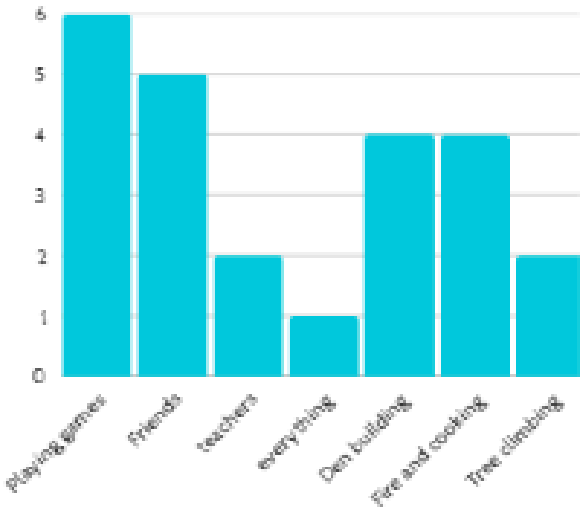
1/25 said everything

5/25 Den building

4/25 lighting fires and cooking

2/25 tree climbing





APPENDIX 3:

QUESTIONNAIRE RESULTS FROM SCHOOLS ABOUT WHAT THEIR STUDENTS HAVE ENJOYED MOST ABOUT FOREST SCHOOL THIS YEAR

School Questionnaire-25-26

Question 1:

What do you think your students have enjoyed most about Forest School this year?

Results:

We received 1 returned questionnaires and as this was qualitative question and they stated more than one area. 6 ideas were shared in total

1/5 said-staff

1/5 said planning and activities

1/5 said feedback

1/5 Positive relationships with students

1/5 Reports and success of the students



APPENDIX 4:

QUESTIONNAIRE RESULTS FROM PARENTS ABOUT HOW THEY FELT FOREST SCHOOL HAD HELPED THEIR CHILD.

Question 2:

How do you feel Forest School has helped them?

Results:

We received 11 returns of questionnaires and as this was qualitative question some parents stated more than one area.

5/11 said confidence

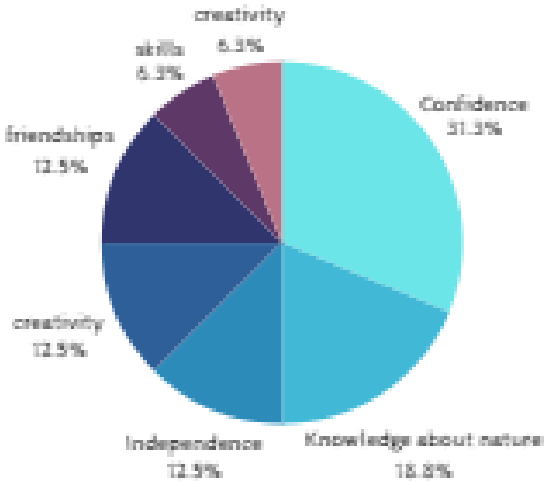
3/11 said knowledge about nature

2/11 said independence

2/11 said creativity

2/11 said friendships

1/11 said skills



APPENDIX 5:

QUESTIONNAIRE RESULTS FROM STUDENTS ABOUT HOW THEY FELT FOREST SCHOOL HAD HELPED THEM.

Question 2:

How do you feel Forest School has helped you?

Results:

We received 18 returns of questionnaires and as this was qualitative question some parents stated more than one area. 19 different areas were stated.

1/19 Feeling good about myself

8/19 said being outside in nature and wildlife

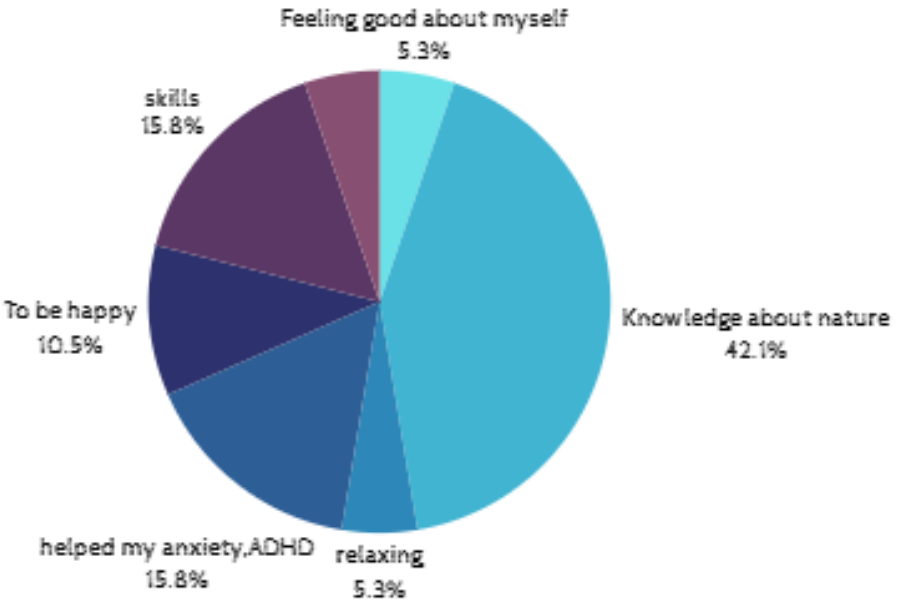
1/19 said relaxing

3/19 said help with with anxiety/adhd, tickyness

2/19 said happy

3/19 said skills

1/19 said teachers are nice



APPENDIX 6:

QUESTIONNAIRE RESULTS FROM SCHOOLS ABOUT HOW THEY FELT FOREST SCHOOL HAD HELPED THEIR STUDENTS.

Question 2:

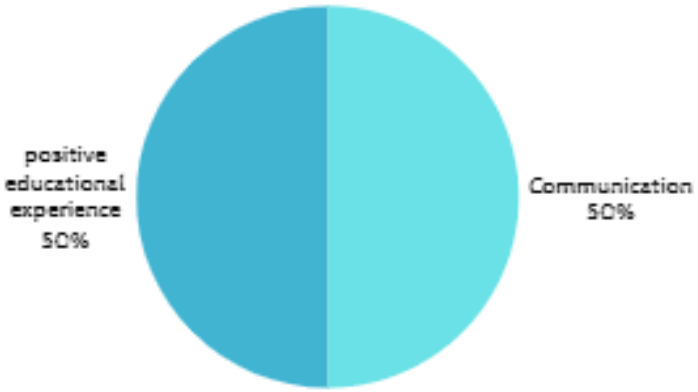
How do you feel Forest School has helped you students?

Results:

We received 1 return of questionnaires, this was qualitative question and they stated more than one area. 6 ideas were shared in total

1/2 said communication

1/2 said positive educational experience



APPENDIX 7:

QUESTIONNAIRE RESULTS FROM SCHOOLS AND PARENTS ABOUT WHETHER THEY FELT THE SESSIONS WERE VALUE FOR MONEY.

PARENTS

Question 3:

Given to after school club parents who paid for the sessions

Do you think the sessions have been value for money?

Results:

We received 9 returns of questionnaires

- Yes-9
- No-0

SCHOOLS

Question 3:

Do you think the sessions have been value for money?

Results:

We received 1 return of questionnaires

- Yes-1
- No-0

APPENDIX 8:

QUESTIONNAIRE RESULTS FROM SCHOOLS AND PARENTS ABOUT WHETHER THEY FELT THE REPORTS HAD BEEN INFORMATIVE

PARENTS

Question 4:

Given to after school club parents who paid for the sessions

Have the reports been informative?

Results:

We received 9 returns of questionnaires

- Yes-9
- No-0

SCHOOLS

Question 4:

Have the reports been informative?

Results:

We received 1 return of questionnaires

- Yes-1
- No-0

APPENDIX 9:

QUESTIONNAIRE RESULTS FROM SCHOOLS AND PARENTS ABOUT WHETHER THEY FELT OUR COMMUNICATION THROUGH EMAILS AND NEWSLETTERS HAD BEEN USEFUL.

PARENTS

Question 5:

Given to after school club parents who paid for the sessions

Has our communication-emails and newsletters been useful?

Results:

We received 9 returns of questionnaires

- Yes-9
- No-0

SCHOOLS

Question 5:

Has our communication-emails and newsletters been useful?

Results:

We received 1 return of questionnaires

- Yes-1
- No-0

APPENDIX 10:

QUESTIONNAIRE RESULTS FROM SCHOOLS AND PARENTS ABOUT WHETHER THEY HAD ANY OTHER COMMENTS THEY WANTED TO ADD

PARENTS

Question 6:

Do you have any other comments you would like to make?

Results:

We received 11 returns of questionnaires and as this was qualitative question some parents stated more than one area. 18 ideas were shared in total

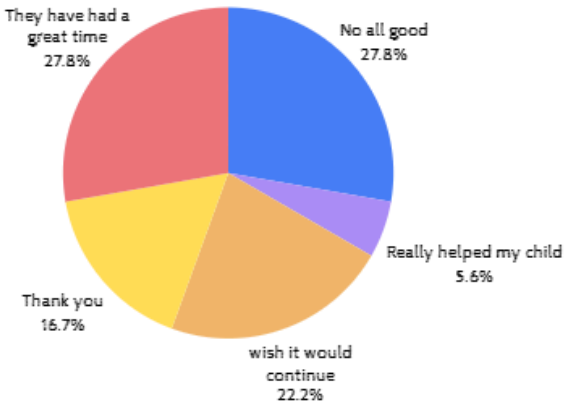
1/18it has really helped my son

5/18 no all good

4/18 wish it would continue

3/18 Thank you

5/18 They have had a great time



7

SCHOOLS

Question 6:

Do you have any other comments you would like to make?

Results:

We received 1 returns of questionnaire

- Canopy is carefully thought through and acts in aproffessional and reliable way"

APPENDIX 11:

QUESTIONNAIRE RESULTS FROM THE PUPILS ABOUT WHAT THEY WOULD TAKE AWAY FROM THEIR FOREST SCHOOL EXPERIENCE THIS YEAR.

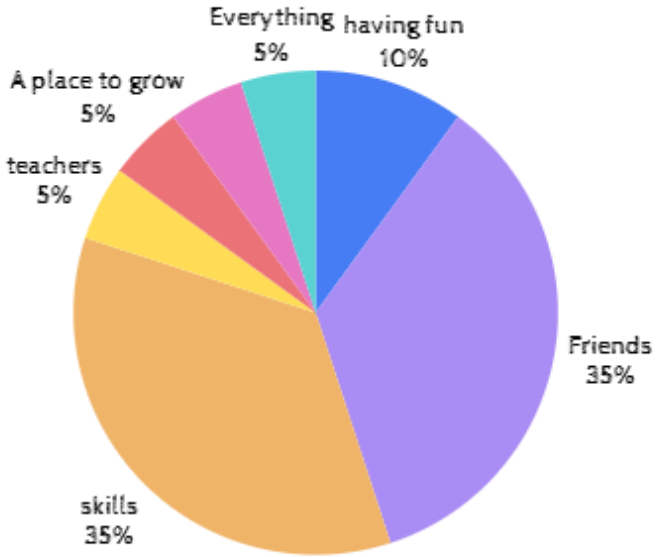
Question 3:

What one thing will you take away from your Forest School sessions?

Results:

We received 18 returns of questionnaires and as this was qualitative question some parents stated more than one area. 20 different comments were made

- 2/20 having fun
- 7/20 friends
- 7/20 skills
- 1/20 teachers
- 1/20 a place to grow
- 1/20 nature
- 1/20 everything



APPENDIX 12:

QUESTIONNAIRE RESULTS FROM THE PUPILS ABOUT WHAT THEY FELT THAT THEY HAD LEARNT FROM FOREST SCHOOL THIS YEAR.

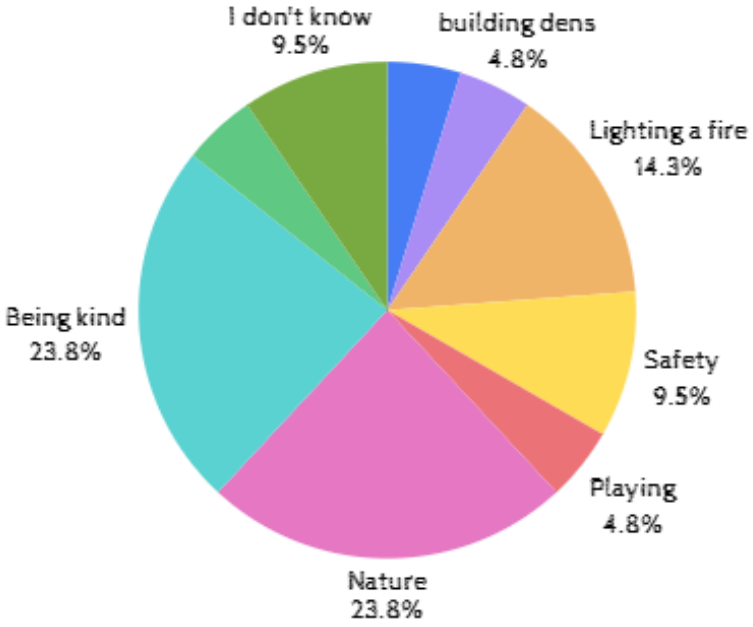
Question 4:

What have you learnt this year?

Results:

We received 18 returns of questionnaires and as this was qualitative question some parents stated more than one area. 21 different comments were made

- 1/21 climbing trees
- 1/21 building dens
- 3/21 lighting a fire
- 2/21 safety
- 1/21 playing
- 5/21 nature
- 5/21 being kind
- 1/21 how to help myself
- 2/21 I don't know



APPENDIX 13:

QUESTIONNAIRE RESULTS FROM THE PUPILS ABOUT WHAT THEY FELT THAT THEY WOULD CHANGE ABOUT FOREST SCHOOL.

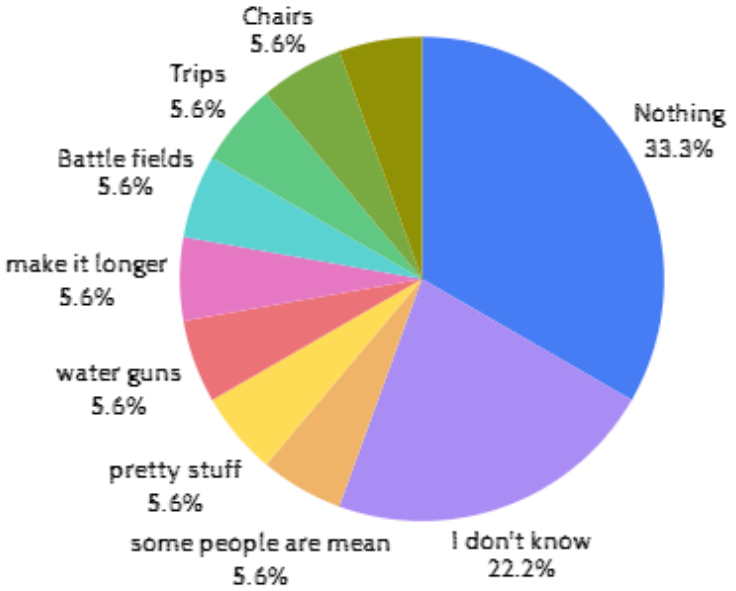
Question 5:

What would you change about Forest School?

Results:

We received 18 returns of questionnaires and as this was qualitative question some parents stated more than one area. 18 different comments were made

- 6/18 said nothing
- 4/18 said I don't know
- 1/18 said some people are mean
- 1/18 said add more pretty stuff
- 1/18 said water guns
- 1/18 make it longer
- 1/18 said battle fields
- I/18 said trips
- 1/18 said chairs
- 1/18 more hammocks



APPENDIX 14:

QUESTIONNAIRE RESULTS FROM THE PUPILS ABOUT HOW WE COULD MAKE FOREST SCHOOL EVEN BETTER

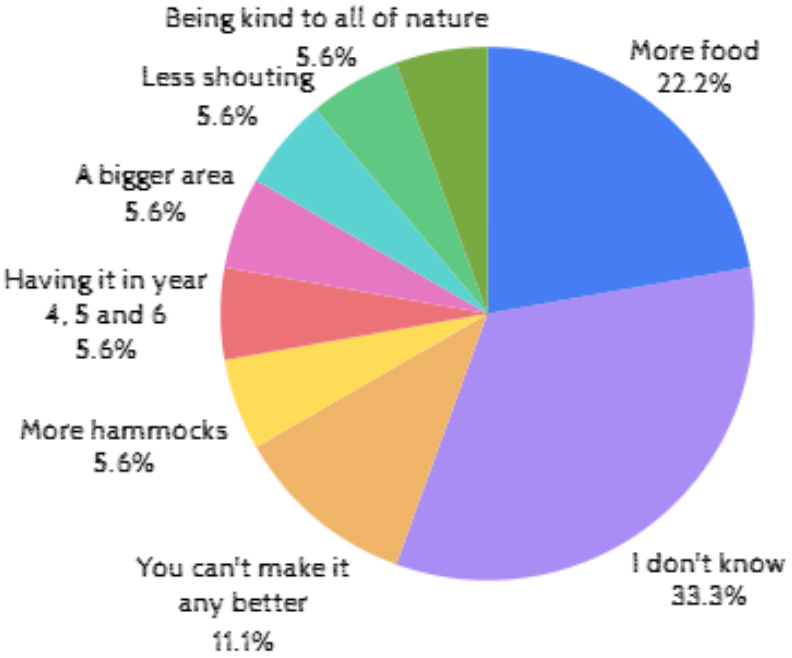
Question 6:

How could we make Forest School even better?

Results:

We received 18 returns of questionnaires and as this was qualitative question some parents stated more than one area. 18 different comments were made

- 4/18 more food, cooking
- 6/18 I don't know
- 2/18 can't make it better
- 1/18 more hammocks
- 1/18 having it in year 4,5 and 6
- 1/18 a bigger area
- 1/18 less shouting
- 1/18 being kind to all of nature and picking up litter
- 1/18 different games



APPENDIX 15:

QUESTIONNAIRE RESULTS FROM THE STAFF

Question 1:

Do you feel appreciated and valued as a team member at Canopy Forest School?

Results:

We received 5 returns of questionnaires

Yes-5/5

No-0/5

APPENDIX 16:

Question 2:

Have you enjoyed working for Canopy Forest School this year?

Results:

Yes-5/5
No-0/5

APPENDIX 17:

Question 3:

Do you find the work meaningful?

Results:

- Yes-5/5
- No-0/5

APPENDIX 18:

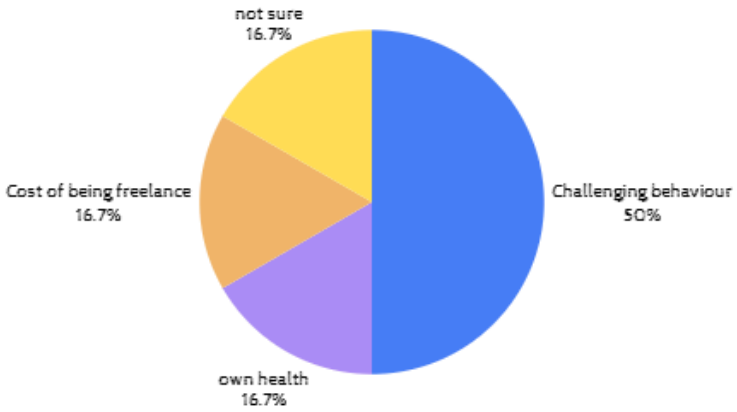
Question 5:

What is the biggest frustration you have faced this year while working at Canopy Forest School?

Results:

We received 5 returns of questionnaires and as this was qualitative question some parents stated more than one area. 5 ideas were shared in total.

- 3/6 said challenging behaviour
- 1/6 said own health
- 1/6 said the cost of being freelance
- 1/6 said not sure



APPENDIX 19:

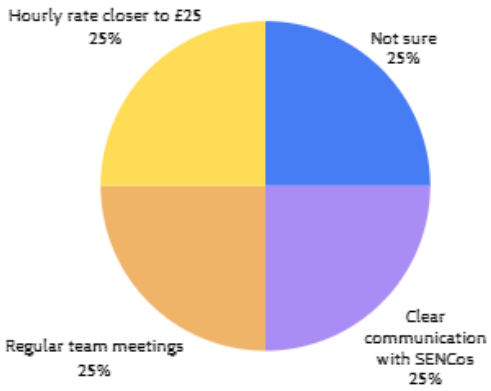
Question 6:

What changes do you think we could make at Canopy Forest School?

Results:

We received 5 returns of questionnaires and as this was qualitative question some parents stated more than one area. 5 ideas were shared in total.

- Not sure
- Clear direct communication with SENCos
- Clear understanding of roles of assistants and leaders
- Regular team meets and connections with other staff
- Hourly rate closer to £25 per hour



APPENDIX 20: CHILDREN'S COMMENTS



" I like looking after nature"



"I like learning to use tools "



" I like being able to me"



"I like making art and craft with nature"



" I like cooking on an open fire"



" I like playing with my friends and making things"

APPENDIX 20: CHILDREN'S COMMENTS



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