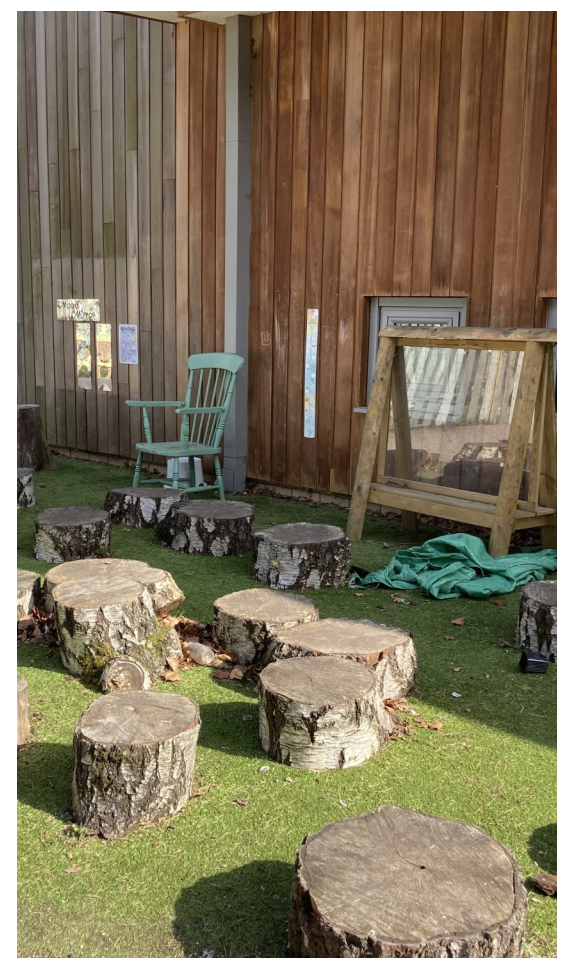


Castle Hill School—Rooksdawn Campus

School Grounds NOW & FUTURE

Report from the Landscape Strategy Workshops
June and July 2022



Completed October 2022

Introduction

Two workshops were planned to support development of a Landscape Strategy for the school grounds, to guide how they develop, are used, designed and managed in the future.

This report summarises the main findings from the workshops to help the school review the outside learning environment and make positive change for pupils of all ages at the school

The workshops took place on the **25th April and 16th May 2022** and facilitation of the events were provided by Catherine Eldred, Principal Landscape Architect of the Landscape Strategy Team, at Hampshire County Council.

Contents

This report summarises the main findings from the workshops taking place to help the school review the school environment.

"Where are we NOW?"

A wide age range of pupils within the school attended Workshop 1, plus all teaching and support staff and SLT representation from John Martin Executive Headteacher, Rebecca Willmouth, DHT and Imogen Smart, Year 3 lead.

- Rate the Space ps 3-4
- Key points pg 4-6
 - Play, Socialising, Breaks and Lunchtimes
 - Outdoor Teaching & Learning
 - Natural Environment
 - Health and Wellbeing
 - Welcome, arrival, access and circulation
 - Community and Context

"Where do we want to be?"

A similar number attended Workshop 2 and this lead on from Workshop 1. On this occasion however we concentrated on looking to the future of the school grounds and how they could develop for the future.

- Vision pg 6
- Future Spaces p 7-8
- Zoning Plans p 9-11
- Emerging Strategy Plan p 12
- Early Years **DRAFT** Strategy Plan p13-14

Where are we NOW?

Rate the Space—

All pupils and staff looked at images of the school grounds as illustrated below and on the next page at the workshop. Feedback was then given at the event to discuss all aspects of the grounds as they currently are. And the positive and negative aspects of them. The information below is a culmination of all that was discussed by everyone.



Location 1



Location 3

Location 3 is called the Woods but for many had no name as earmarked as "out of bounds". It is a protected piece of land within the grounds due to the orchids that are within it and so rarely entered by the children apart from the odd scavenger hunt. It was scored as 2/10 for Quality and 1/10 for use.



Location 4 is the Gardening Area or Allotment. It is for planting and growing activity and was said to feel "cool, windy, sheltered, and exciting" ... Use of the area was only given a score of 3/10 as not many remember using the space at all sadly.



Location 5

Location 5 is known as the Woods area that also homes the Tee-pee. Some children liked the area as used for music or story time but others were unsure of its purpose. The woods were described as feeling adventurous, but also a calm place to be. The space was rated as a 5/10 for quality but only 4/10 for Use as is often classed as Out of Bounds, and only for teacher led activities.



This space is called the Year R Play Area. It is used exclusively by Year R pupils to learn and play within and it is described as feeling "Very Busy with lots going on, Fun and Safe, Exciting, Calm and Happy". Quality of the space was rated as 7/10 as it has a wide variety of experience and learning for the children to get involved in, but was also felt that it could potentially still provide more, and perhaps more challenge as the year goes past.



Location 2

Location 2 is 'The Enchanted Forest' and is used infrequently but when it is it is for playing nature hunts, for finding things, and was described as feeling a mixture of "cold, sheltered, relaxed, lonely and empty". Some mentioned there is sadly often a lot of rubbish here thrown over from the adjacent public footpath and so only scored 5/10 for quality, with the same score for use as used by Years 1-6 but not often.



Location 6 is known as the back or edge of the field and wasn't thought to be used for much apart from Easter Egg hunting once a year. It was described as feeling like a wasted space and quite boring and so was rated low with only 1/10 for both quality and use. "It looks forgotten and not as healthy as the rest of our field".



Location 6



Location 7

Location 7 is The Field and is a very popular part of the school grounds. It is used for PE, football, free play at break and lunchtimes and a range of outdoor activities and events including Sports Day. It is described as feeling "FUN, happy, relaxed. Free, Bumpy. Holey, soft, exciting and a little bit crunchy" Quality of the space was generally high as it was felt a good versatile space for lots of activities but the presence of the holes lets it down sadly. Use was rated as 9/10 as used as much as possible throughout the year, and for as many reasons as possible.

Where are we NOW?...Cont'd

Location 8 is known by many names and was referred to as the Adventure Trail, Climbing Frame, School Park or Play Area. It is used for climbing, play and having fun and for those who use it it feels *"exciting and entertaining for the older ones but a little bit dangerous and unsafe"* said by the younger pupils. However sadly due to COVID restrictions it has been unused for a long time.



Location 8



Location 11

Location 11 is considered to be part of the playground and also an area of No Mow. It is well liked as an area you can play in but also you can sit with friends to talk and relax. It is described as *"nice as normal, relaxed, warm, cosy and comfortable"*. It is an area that is used every day for both lessons and free time and is thought to be a purposeful and useful space that is multi purpose. Quality was considered high at 9/10 as *"safe if you fall as comfortable and soft, and a nice place to spread out in"*. Use was 10/10.



Location 12

Location 12 is the School Entrance. It is used mainly by visitors, staff and parents who need to speak to the office and so a place of first impressions for many arriving at the school. It was described by the children as *"Safe but boring, soft but also rough, and not very welcoming which is sad"*. Quality was rated low at 3/10 as although clean and tidy *"it looks more like an office than a primary school"*.



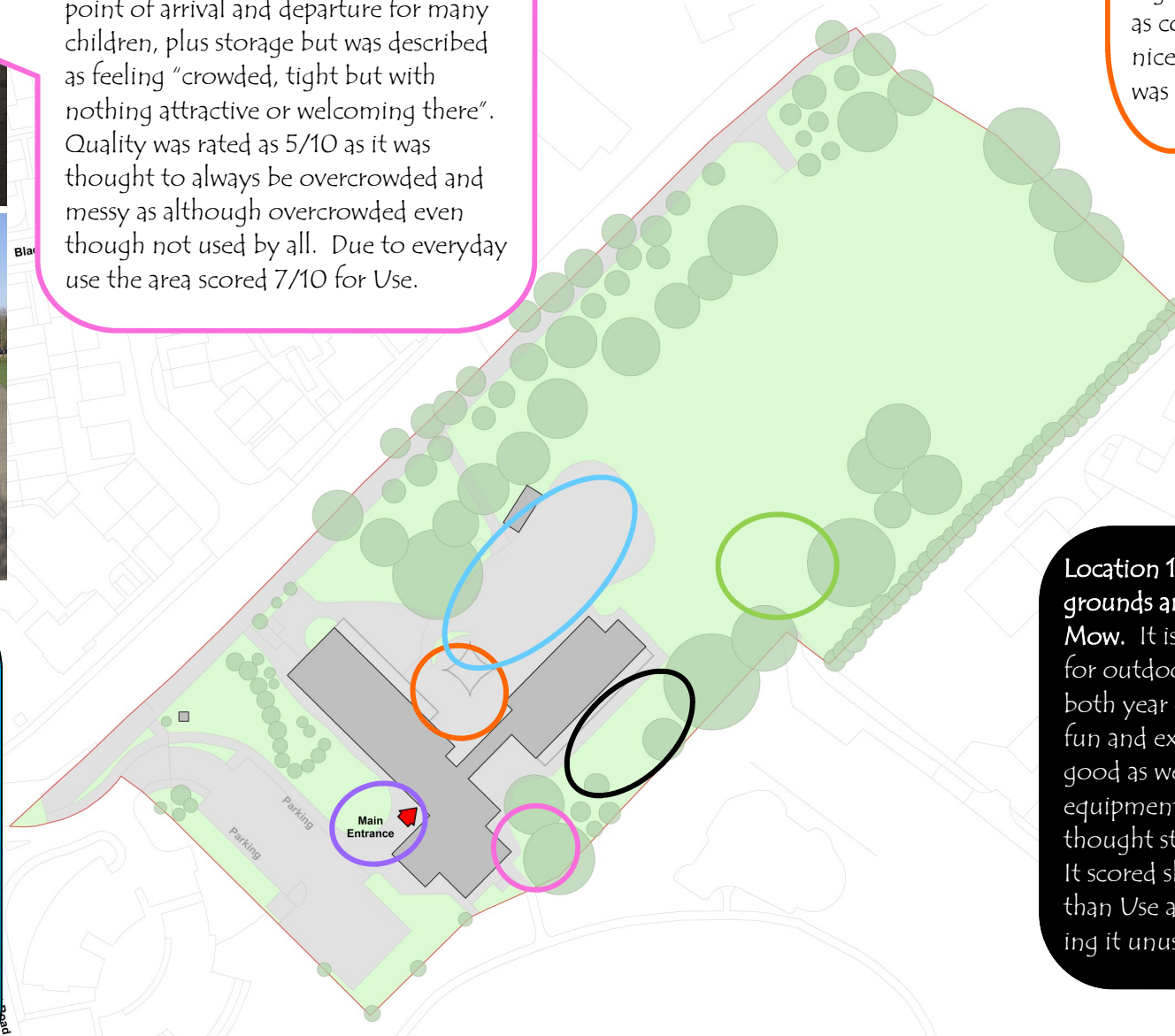
Location 9

Location 9 is one of the entrances into school and the Bike Shed. It is used as a point of arrival and departure for many children, plus storage but was described as feeling *"crowded, tight but with nothing attractive or welcoming there"*. Quality was rated as 5/10 as it was thought to always be overcrowded and messy as although overcrowded even though not used by all. Due to everyday use the area scored 7/10 for Use.



Location 10

Location 10 is the Playground and is a space used for PE, for free play and games, and for some activities with after school clubs. Descriptions for the area range from *"smooth, flat and hard"* to *"fun, happy and entertaining"*. It's a very well used space throughout the year and much loved by the school and so Use was rated highly at 9/10 and quality likewise with the proviso *"it's a shame it's so hard if you fall over when it's busy"*. Year 1's thought a shame they couldn't use more.



Location 13 is the Year 1 and 2 playgrounds and also called the No Mow. It is used throughout the day for outdoor play and learning for both year groups and feels *"good, fun and exciting"*. It was said to be good as well resourced *"with lots of equipment we can use"* although thought storage was slightly lacking. It scored slightly lower for Quality than Use as sometimes floods making it unusable.



Location 13

Where are we NOW?

Key points Participants worked together in groups to discuss how the grounds are currently used. Key points from the topics discussed are shown below.....

Access, Circulation, Arrival and Welcome

- Although there are a range of entrances and exits it was thought that all are overcrowded as narrow gates and so at drop off and pick up times they get very congested.
- It was mentioned that outside of the school grounds isn't sadly well maintained which doesn't give a good first impression to the school site.
- *And "Inside is not reflected outside"* as inside the fantastic learning and work isn't shared beyond the classroom and celebrating it externally with others should happen more. It was thought the frontage looks more like an office than a school and the adjacent Community Centre often gets confused as the school instead. Better and more colourful signage would help.

Outdoor Learning and Early Years

- It was voiced by many that although it was considered a fantastic thing to do, it wasn't currently happening as much as it could, or should....
- Teaching staff thought that some area that were potentially created for teaching outside the classroom sadly feel unfinished as lacking in resources, seating, storage, and without a purpose and so aren't used as they potentially could be.
- Areas are also considered to be "quite broad" and so staff are unsure if/when they can and for what they could be using them for. Spaces aren't given a dedicated use to support outdoor learning and so currently underused.
- Sadly currently not many areas are equipped to be able to take capacity for a whole class to gather in any of the areas and so that too holds back Outdoor Learning from happening more.

Health and Well Being

- Physical Play and activity is well catered for within the grounds and all pupils have places they can run, climb and balance throughout the year. Younger children particularly love the Trim Trail.
- However it was mentioned that quieter calm spaces for pupils are lacking, spaces to sit with friends, to talk and enjoy books, stories and colouring.... And there are no places where pupils can find friends when they feel alone. Currently there is not much opportunity for peer support.
- The ground quality was also mentioned that it could be improved as the field area is lumpy and bumpy throughout, and dusty in summer and waterlogged in wetter months. That and the ants within the teepee that makes pupils to nervous to sit in the space.

Play, Socialising, Break and Lunchtimes

- The size of the playground is considered by many to be currently too small for the number of children at the school and the restrictions in wet weather. Additional areas that enable all weather access for pupils to enjoy need to included to enable pupils to spread out and enjoy additional play experiences across the whole site.
- The field area is currently under utilized at these times of day and a change of surface in areas would enable much better year round and all weather use.
- The currently layout of the grounds was thought to be in need of improvement as although lacking in space at times some areas are still underused as not accessible eg—woods are too boggy and field can get too muddy.
- An additional problem as that although breaktimes are staggered a lack of adults available to supervise limits the amount of space that is made available to use.

The Natural Environment

- Teachers and pupils are aware of the natural qualities the grounds have, and are keen to use them as often as possible.
- Currently they are used more by the younger age groups for natural play eg— the Mud Kitchen, Bug Hunts and Enchanted Woodland. But KS1 area also has some natural qualities with a Yr 1 Mud Pie area, the nearby woodland area with new tree planting and bulb planting around the edges of the No Mow to watch and explore however that area however also sadly floods in bad weather.
- There is a protected area on the site that has native orchids growing, and this is well managed by the school to ensure the care of this natural asset.
- Rabbits are often seen in the grounds as well as squirrels and overhead red kites are often seen flying.

Context and Community

- Prior to COVID restrictions the school provided a much loved base for a number of activities that took place throughout the year including Adult Dance classes, activities with the nearby Church, Christmas productions and many Friends of the school celebrations to help raise money.
- The school also supports a number of After School and holiday clubs for children to get involved in such as Energy Kids, Ballet and Pilates.
- Sadly the school don't open up the grounds to the wider community partly due to the issue they have with the skate park built immediately adjacent to the school site. Issues with this range from loud music, bad language, drug misuse and on occasion youngsters using the skate park jumping over into the school grounds to retrieve items.

Where do we want to be?....



Property Services

"Our Vision" – Participants worked individually to complete the sentence.....

"We would like our school grounds to be a place where....."

Pupils thought that....

- We can use the woods and field
- There are more trees
- There are swings and slides
- We can use water fountains to drink
- We can have an outside classroom with seats and a board
- We can play!
- We can have lots of wildlife
- There is lots of fun and we have lots of learning outside
- Fill in the holes
- It is clean
- We can enjoy ourselves
- We can explore!
- We have a play place to make friends

- A place for netball tournament
- Different activities like learning and sport
- Lots of creativity!
- Safe
- Kind and beautiful
- Climbing frame
- Pond
- Things to lie down on
- There is a drawing station
- Friendly people!
- We have a lovely time, memories are made!
- Put more decoration at the front of the school
- We can grow vegetables
- To paint the bricks
- We feel calm and safe
- We can climb on everything
- Children have choice, safety and fun within their surroundings
- It's flatter so it is easier so us to run

- There are activities like netball and basketball
- Monkey bars
- Greenhouse
- Sand pit
- Sport pitch
- Flower beds
- You can relax anywhere
- Discover!
- Plant more flowers
- More play equipment
- We can have fun and chill
- Things to climb
- There are environments where all ages can go and play together
- Caring
- Playground

Teaching Staff thought that

- Resources chosen by children are respected by children
- Children have a range of activities to choose from
- Children learn
- Children and adults learn and thrive in the outdoor area
- We can run music/ drama in the hall without clashing with anything
- There are different areas: quiet, loud, creative, reading, mindfulness, and explorative
- Children feel safe
- Children make positive memories
- We can all have fun!
- Every child can learn, relax, and have fun!
- Activities are fully resourced
- Everything is fully accessible to everyone
- It is multifunctional
- Resources that foster imagination at any age
- Calming

- Teaching outside is easily in a resourced and maintained area – so no extra organization needed!
- Everyone has something that inspires/ empowers them
- You can lose yourself in nature!
- Enjoy walking, climbing, swinging, jumping, on the play trail during breaktimes
- Children can have fun when using the different spaces
- Children who need chill zone are not segregated
- Children learn as much outside as they do inside
- All areas can be easily used and accessed
- I can enjoy a mixture of wildlife
- Children can explore any area

- Child responsibility
- Safe
- Community space
- Mirror the inside
- Rich learning opportunities
- We can run around the field without rabbit holes
- We can use footballs without it bouncing around and losing them
- We have a wide range of learning opportunities
- We can deliver whole class learning in one place
- There are more opportunities to learn and explore outdoors
- Teachers enjoy taking their lessons outside
- Every child feels safe and included
- All lessons outside can run in any weather
- For the children to have music in the outdoor spaces – fixed outdoor instruments to play

Where do we want to be?...

Future spaces –

Teaching and support staff selected images to describe the kind of spaces they would like to see in the future school grounds. They discussed these in groups and then presented their thoughts on positive and negative aspects of the selected images. The choice of images and discussion is summarised here .



"Lovely space for learning outside and birdwatching"...



Versatile and different spaces to play games based in nature.

Lights and colour would really brighten up the front of our school and make it so welcoming!



A café area would be somewhere friends and colleagues could sit together, and eat together too. A place for both pupils and adults too.



Outdoor Reading area



An area that would enable us to enjoy planting all year round.



Re-use, recycle, upcycle—sustainable use of materials



Growing our own fruit and vegetables and then using them to cook and eat, or sell at a Farmers Market at school.



Wildlife Lodge—a multi-use space for science lessons, treats, a cinema, community uses, and a space other schools to rent and enjoy.



An Adventure Park—a place for challenge and adventure



Temporary and flexible seating that can be moved to use anywhere.



Forest School areas to enjoy these types of activities....



A place where a whole class can gather and be together. A space that can be used for many uses including play, learning and socialising.



Teaching staff responses.....

Where do we want to be?...

Future spaces

Pupils then talked about the spaces they would like to be able to use within the grounds to make use of them more, and develop purposeful spaces throughout. The record of that discussion is shown below.....



Space—and something for everyone to do

Role play—Large Scale items to inspire active play, imagination and creativity.

A Pond—A place to see nature more

Planting and Growing

A dedicated court space for ball games

Climbing and Challenge and Adventure.... Risk Benefit

"What Key Spaces would we like here in our school grounds?"

NURTURE—and using natural products

Comfortable seating

Play Spaces that involve building, con-

Areas to cook and eat outside together

First Impressions—creating a welcoming frontage

An Amphitheatre—a place to perform, celebrate, learn, gather in groups to talk or eat

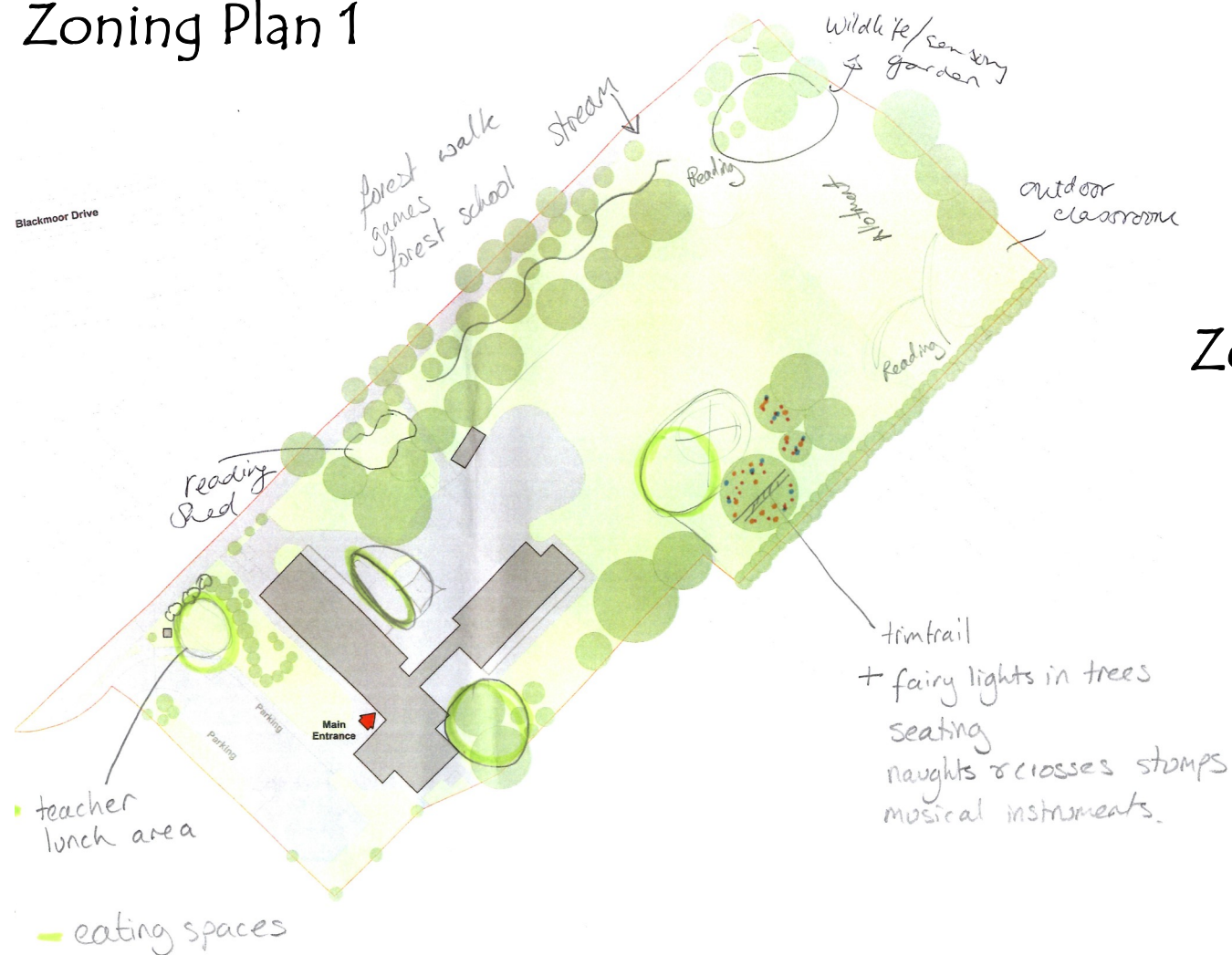


Pupil responses.....

Zoning Plans from Workshop 2

Participants worked in groups, using maps to 'Zone' the school grounds and further refine the ambition for the future. Each presented how they would like to see the grounds develop over time. Copies of each groups work is included here and has been used to draft the **Emerging Key Principles** and the **Emerging Strategy Plan**. These examples are the Zoning Plans put together by the **Teaching Staff** in the second session of Workshop 2

Zoning Plan 1



Zoning Plan 2



Zoning Plans from Workshop 2

Zoning Plan 3



Zoning Plan 4

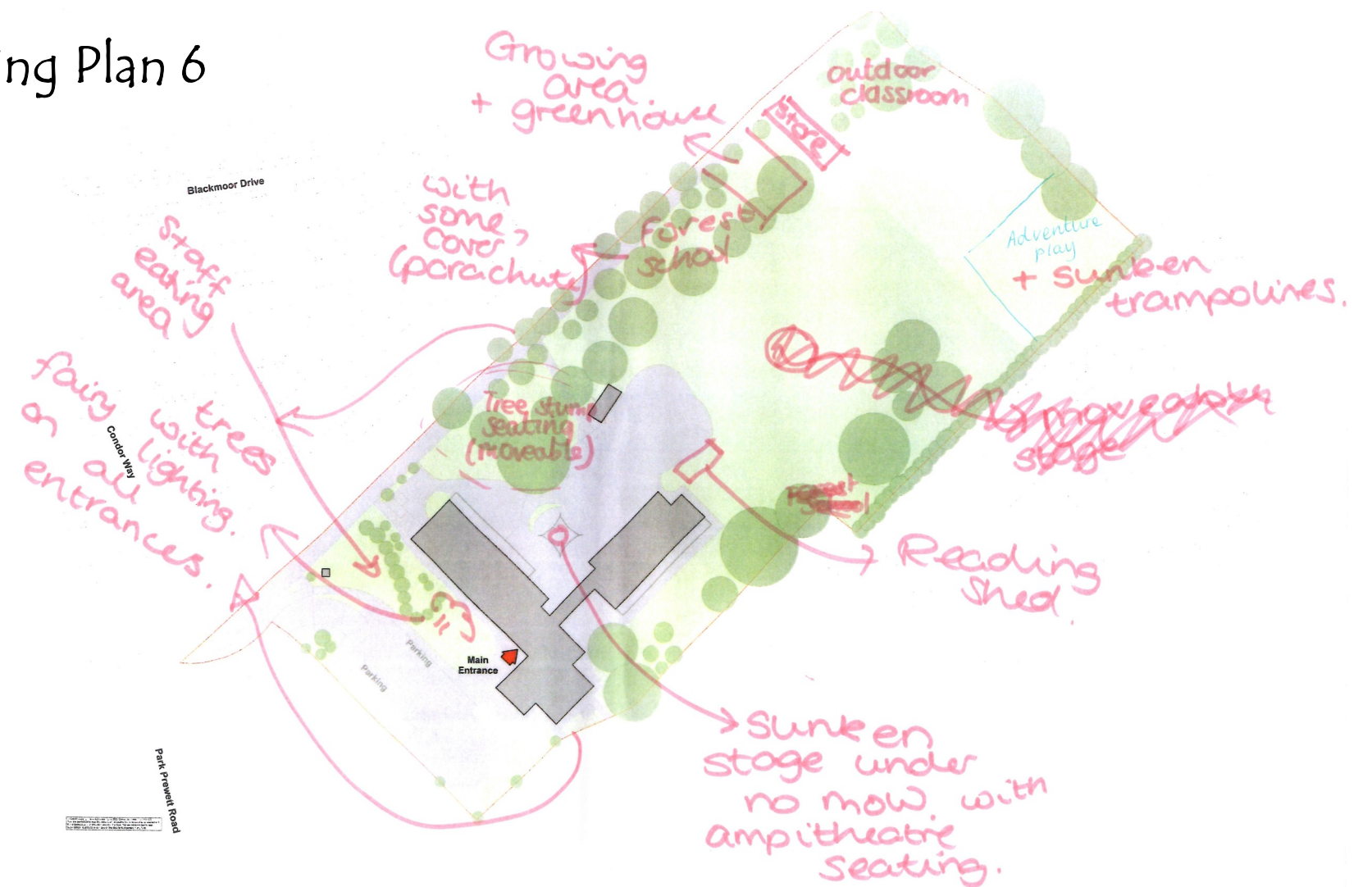


Zoning Plans from Workshop 2

Zoning Plan 5



Zoning Plan 6



Castle Hill School—Rooksdown Campus

DRAFT—October 2022

Emerging Strategy Plan

Location 1—Early Years Area

Ambition – To create an area that enables the EYFS curriculum to come to life, be well resourced and be a stimulating and exciting area for children to learn within.

Ideas and Requirements:

- Inclusion of fairy light and fairy doors within the protected tree area to enjoy looking at and to sporadically enter the space to explore in small numbers. A space not for general use but to be enjoyed as a treat and with care.
- Creation of a change of level with mounding and a track for bikes and trikes that creates more of a gross motor skill challenge.
- Inclusion of a shelter/gazebo to cover the existing sandpit. (see separate EY plan for location)
- Explore additional new equipment that includes pulleys and levers and other gross motor skill activities.

Location 2 – The Celebration Space

Ambition – To provide an area where groups of pupils and teaching staff and sometimes parents can gather to celebrate learning in the outside space. A place where topics are explained and trails and adventures begin.

Ideas and Requirements

- ★ An amphitheatre gathering space is included to enable groups to sit together and enjoy a wide variety of activities. Materials used for construction to be durable and sustainable and in context with the immediate area.
- “Rustic”, a place for use in all seasons and with the inclusion of items that stimulate the senses eg—wind chimes and lighting within the tree canopy.
- The beginning of the All Weather Trail that enables the site to be used throughout the year, and in all weathers. Discuss suitable surfacing further.

Location 3 – The “Book Nook” Area

Ambition— An area that encourages and supports quieter activities and a love of reading.

Ideas and Requirements

Explore the design of the area further with teaching staff and LA guidance of items needed that includes moveable seating, ie—beanbags, cushions and waterproof blankets. Suitable storage of books to also be discussed to provide a waterproof unit that enables books to be kept outside.

Location 4 – Multi Purpose Frontage space

Ambition – Area to be used for a wide variety of ways that supports the school in a wide range of activities.

Ideas and Requirements

- Additional seating and tables to be included that enables outside eating as an expansion of the Hall to be enjoyed in warmer weather.
- This will also enable a “Farmers Market” use of the space to encourage use of the grounds to support this initiative, plus an area that supports school fundraising by the hosting of the Summer Fair in this space that can be opened up to the wider community.

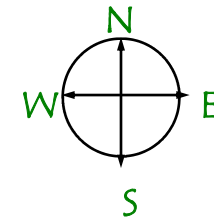
Location 5 – Natural Learning Space

Ambition: An area that enables pupils to interact with nature by being able to watch birds that visit this space already in their natural habitat.

Ideas and Requirements:

- Discuss area further with teaching staff to ensure the area will be used and then what is needed to make this happen. Eg—Creation of a bird hide pupils can observe from within, additional bird tables in the open space. Additional planting added to encourage birds to visit the space.

Describing our ambition for the grounds



Key Principles:

- “Creating a place where the best memories are made”
- A place where our HPL values run throughout.
- Creation of a sustainable environment that is manageable and easy to maintain.
- To enable pupils to develop an awareness of their carbon footprint and how development of the grounds is for the benefit of future generations.
- Creation of a place that all within school want to spend time learning within.
- Where we take a holistic approach to being a child.

Location 6 – Sensory Wild Garden Space

Ambition: To create a space in the grounds that is carefully maintained to encourage a wide biodiversity of flora and fauna to develop

Ideas and Requirements

- Explore the zoning of the area to enable it to include all that teaching staff would like to enhance and support all aspects of the curriculum
- ★ Area to include; A structure for a whole class to gather, storage for resources needed within the area, and wildflower planting.
- Other inclusions could also be bees and all that is needed to have them on site and as part of the learning, plus a composting toilet for use by pupils when using the area to reduce the need to return to the school building during lesson time. Discuss these ideas further.

Location 7 – Active Play

Ambition; Additional zoned play areas to develop creativity and team building within the grounds.

Ideas and Requirements

- Area to be further cleared by local community groups eg—the Fire Service or local business and areas and storage provided to include both Role Play and Loose Materials.
- Explore the ideas around Loose Material Play with all teaching and support staff including lunchtime supervisory staff with the use of the Play Scotland document.
- Also include areas of games including natural noughts and crosses.
- Areas to be used on a rota to enable all children to have a turn during the week but for it to be used responsibly and with care.
- Additional enrichment to the existing Trim Trail to encourage further challenge.

Location 8 – KS2 Exercise Area / Outdoor Gym

Ambition: An area that progresses on from the Active Area with a selection of gym equipment play that encourages KS2 to continue to get involved in physical play activities.

Ideas and Requirements:

- Inclusion within the area of all the equipment that could be needed eg—skipping ropes and elastic to enable the pupils to enjoy active play and in small groups or individually.

Notes

- ★ MUGA—Discuss possibility of a dedicated ball space with appropriate surfacing and potential fencing to enable balls not to dominate other play spaces.
- Friendship Benches—A choice of seating around the grounds where children looking for a friend or a game can go to. Play Leaders to be vigilant to the seating to ensure all pupils have friends and activities to join in with. Locations TBC.
- ★ Additional storage and resources within the tepee to enable dance, singing and acting performances to be played out by pupils.

Castle Hill Primary School—Rooksdawn Campus

Early Years— Emerging Strategy Plan

Key Principles

- An area of self discovery.
- A space that encourages child led enhanced learning and continuous flow.

TBC

Area 1

★

Area to include—
New shed for child friendly storage of resources to use within the space

An area for sand play that comes with a cover or canopy to ensure kept clean out of hours.

Interactive equipment including pulleys and levers that encourages gross motor skill development.

A stage area for children to perform, sing, dance and role play with resources within the adjacent storage shed.

Area 2

Area to include—
Outdoor sofas to enjoy sitting with friends to talk and to eat snack together.

A creative space to enjoy all types of fine motor skill development with arts and crafts and mark making.

★

Another shed that stores resources within for EY teachers to provide all that is needed to support the adjacent activities.

An area of No Mow to bring some natural green into the area and provide a softer space for sitting together for a story or to designate for an activity.

Area for Loose Material Play to inspire creativity and team building skills. Resources to be kept here beneath an appropriate shelter.

Area 3

Area to include—
Raised mounding to change the landform of the area and create height and interest. Include a tunnel that can be used by the pupils to explore.

Raised planter to clearly define space as well as provide an area for EY planting and growing to be enjoyed.

Mud kitchen space with equipment to support and that changes throughout the academic year to aid progressions and fine motor skill development.

★

Composting Area to support gardening and the ethos of recycle and re-use within the school.

FINAL — November 2022

Page 13

NAME: Castle Hill School, Basingstoke—Rooksdawn Campus

Castle Hill Primary School—Rooksdawn Campus

KS1 outside area—Emerging Strategy Plan

Key Principles

- This area is developed to encourage child led enhanced learning and free flow from the classroom into this wider space
- TBC

★ Area 1—Reading Shed

A clearly zoned and well designed space for both the storage of books and also the setting from which flexible seating eg—cushions and mats can be accessed to for the pupils to sit on and enjoyed either individually or in groups.

Area 2—Creative Outdoor Art

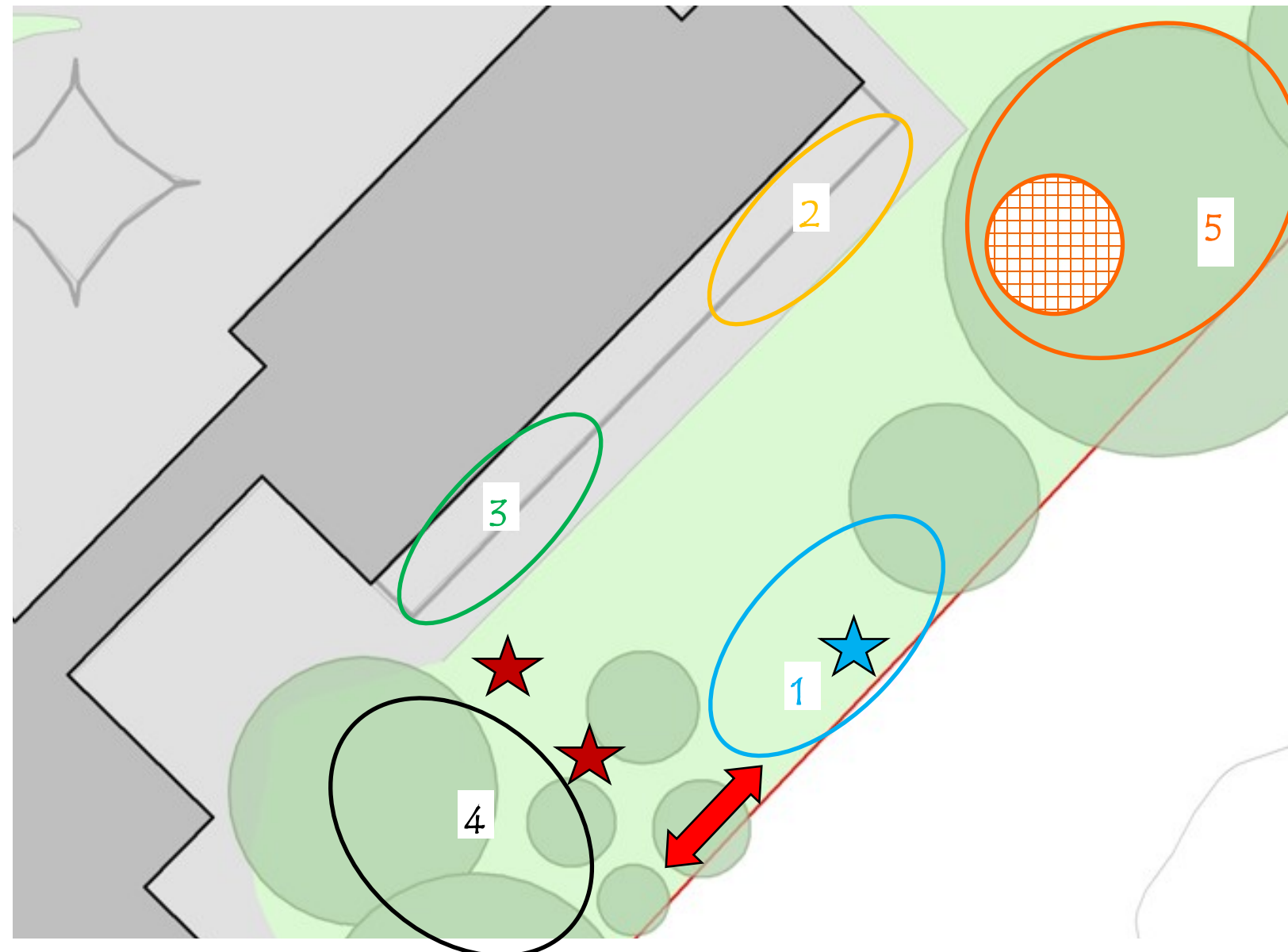
A sheltered space where creativity with all forms of art can be explored by the children throughout the year and in all weathers. Provision of a wide range of resources to use in the area, plus space for the work to be displayed and celebrated with parents to see too.

Area 3—A Quiet Space

An area beneath the canopy where pupils looking for a space just “to be” can relax and have some time. Soft comfortable seating, relaxing colours, smells, textures and sounds to fill the area and for children to understand that this is a place set aside from active play for any of them that need a calm space during the school day.

★ Planting Beds

New planting beds to be created to enable children to get involved in planting and growing throughout the year.



↔ A Maths Wall

An area of self selecting maths activities the pupils can use for both play and learning and has child independent storage for them to take responsibility over.

Area 4—Active Play Area

- Supported with appropriate storage to house resources safely Area 4 is a space for Active Play including tyres, blocks, bikes, and logs for jumping between.
- Inclusion of a tunnel within or as the entrance to the space to develop crawling gross motor skills.






Area 5—Creative Communication spaces

- An area that supports additional creative play activities in a natural setting including sand and water play, plus Tuff Trays for small world supporting developing communication skills.
- Area to also include a comfy seating space to support communication skills between pupils and as an area pupils can watch others in the activities they are enjoying if perhaps a little nervous to join in straight away.
- Additional storage the pupils can access independently to also be included.

FINAL — November 2022

Action Plan for Castle Hill Primary School - Rooksdown campus

Action Plan for Castle Hill Primary School - Rooksdown campus							<div>Key</div> <div><div></div>go ahead</div> <div><div></div>explore/discuss further</div> <div><div></div>wait until later</div>	
	Area	Requirements	By whom	Success Criteria	Costings	Priority	Achieved	
Location 1	Early Years Area	Sand pit is the priority - explore varieties available and discuss further with EY and SLT team requirements and the budget available.	Laura?		TBC	<div></div>		
Location 2	The Celebration Space	Trail link opened up with clearance help by volunteers from local business eg - The Lloyds Group. <u>Grounds Maintenance</u> - discuss with contractors and designate areas to be left to enable wildlife to flourish and new wildflower areas to develop. Storage to be included and a cover to ensure seating isn't made unuseable thanks to birds mess from them sittingwithin the trees above.	Lois Rachel and Site Management team	Trail to have differing sur- faces dependant on the ar- ea it is carving through. Discuss further with Scan- dor Landscape Contractors (CE to forward details)	TBC	<div></div>		
Location 3	The "Book Nook" area	An area that is useable, purposeful and help develop a real love of reading for all ages at the school. Also used by Forest Friends to gather and enjoy activi- ties.	Becky and Liv		TBC	<div></div>		
Location 4	Multi purpose Frontage Space	PTA Fair budget lead development of the area as an extension to the Hall.	?		TBC	<div></div>		
Location 5	Natural Learning Space	Creation of a Bird Hide within the space to use with spotter cards.	?		TBC	<div></div>		
Location 6	Sensory Wild Garden Space	Discuss the idea for this area further with Craig from the Hampshire and IOW Wildlife Trust (details for- warded by CE) to get more advice on what would cre- ate the area desired as part of the grounds.	Sonal, Lois and Cat			<div></div>		

Location 7	Active Play	Clearance of the Woodland Area - Princes Trust			
		Scrap Store to supplement Loose Part Play			
			Laura?	Loose Parts Play information from Play Scotland to be forwarded by CE and shared with all teaching and lunchtime supervisory staff.	
		Log seats and new shelter			
		Storage - Durable - an artwork covered container?	Georgie?		
		Discuss ant problem with HIOWWT			
		Outside durable cushions			
		Table within the Teepee to enable small group activities within.			
		Constructon of timber items?	Rachel?		
Location 8	KS2 Exercise Area / Outside Gym	Discuss ideas around inclusion of a MUGA within the grounds further with SLT and HCC Property Services team.	KS2 leadership and Year 6 Play leader involvement		
NOTES - Welly Boot Storage		Letter to parents on why additional footwear is important to have in school for all ages throughout the year.			
		Explore/Discuss appropriate storage			