

Drake Primary
School
Management plan
and
Environmental
impact assessment
for Forest school site
in school grounds
2022 – 2023



Location: IP24 IJW



Management objective:

Forest schools is in a specific location/area that has been chosen for our site within the school grounds. This area provides a developing wooded area for the children to learn and thrive whilst participating in child-led play. We will learn about nature and the environment, not only how to look after it, but will also have an increased appreciation and respect for our surroundings.



The site is managed to encompass habitat creation through the use of bug hotels, bird boxes, log piles etc. and the continued maintenance of trees, shrubs and plants along with planting trees and wild flower seeds. Photos taken throughout the year are compared to previous photos to so we can monitor the impact.

Forest School site plan



Tree and shrub etc. list

PLANTING SCHEDULES								
TREES		Form	Size/Girth	Height (cm)	Root	Phase 1	Phase 2	New Bldg
Refer to GA for locations. Refer to tree pit details for planting methodology.								
Ac	Acer campestre	EHS	14-16cm	350-400cm	RB	2	3	
Ap	Acer pseudoplatanus	EHS	14-16cm	350-400cm	RB		3	
Bp	Betula pendula	EHS	14-16cm	350-400cm	RB	2	3	1
Ob	Carpinus betulus	EHS	14-16cm	350-400cm	RB		3	
Fe	Fraxinus excelsior	EHS	14-16cm	350-400cm	RB	2	3	
Ps	Pinus sylvestris	EHS	14-16cm	350-400cm	RB	2	3	2
Qr	Quercus sylvestris	EHS	14-16cm	350-400cm	RB		3	
Sl	Sorbus intermedia	EHS	14-16cm	350-400cm	RB		3	2
Tc	Tilia cordata	EHS	14-16cm	350-400cm	RB		3	1
total						8	27	6
100 litre SHRUBS			Size/Girth		Root	Phase 1	Phase 2	
	Corylus avellana		100L		RB	5	5	
	Cornus sanguinea		100L		RB	5	5	
	Crataegus monogyna		100L		RB	5	3	
	Sambucus nigra		100L		RB	5	2	
total						20	15	
NATIVE HEDGEROW BOUNDARY PLANTING				Height (cm)	Root		% Mix	
Native hedgerow planting density: 400mm centres (6 whips per m²). Refer to GA for locations.								
Planting Methodology (also refer to specification): transplants notch planted at density noted above. Each transplant to receive a single bamboo cane and spiral rabbit guard plus 75mm depth recycled bark mulch in a 300mm Ø circle centred around stem.								
Ongoing Maintenance during Establishment: stem vegetation growth between individual transplants according to maintenance schedule and maintain full mulch depth & spread.								
	Acer campestre	Field maple		40-60	BR			10
	Corylus avellana	Hazel		40-60	BR			20
	Cornus sanguinea	Dogwood		40-60	BR			10
	Euonymus europaeus	Spindle		40-60	BR			10
	Malus sylvestris	Crab apple		40-60	BR			10
	Sambucus nigra	Elder		40-60	BR			10
	Viburnum lantana	Wayfaring tree		40-60	BR			10
	Viburnum opulus	Guelder rose		40-60	BR			20
ADDITIONAL PLANTING			Size/Girth	Height (cm)	Root		Number	
Planting Density: 6 plants per vertical timber post bay. After planting, water to field capacity and finish with 75mm depth recycled bark mulch.								
	Clematis vitalba		10L		C			132
Bulbs: to be planted in groups of 50 within native whip planting areas								500
	Narcissus pseudonarcissus							

Trees present on this site:

Silver Birch
(Betula Pendula)



Field Maple
(Acer Campestre)



Sycamore Maple
(Acer Pseudoplatanus)



European Hornbeam
(Carpinus betulus)



European Ash
(*Fraxinus excelsior*)



Scots Pine
(*Pinus sylvestris*)



Swedish
Whitebeam
(*sorbus intermedia*)



small-leaved lime
(*tilia cordata*)



Species of Shrubs present on this site:

Hazel
(*corylus avellana*)



Dogwood
(*cornus sanguinea*)



Hawthorn
(*crataegus monogyna*)



Elder
(*Sambucas Nigra*)



Native hedgerow boundary planting

Field Maple
(*Acer Campestre*)



Hazel
(*corylus avellana*)



Dogwood
(*cornus sanguinea*)



Spindle
(*Euonymus europaeus*)



Crab Apple
(*Malus sylvestri*)



Elder
(*Sambucas Nigra*)



Wayfaring
(*viburnum lantana*)



guelder-rose
(*Viburnum Opulus*)



Flowers/planting

Clematis Vistula



Narcissus
(Daffodils)



Pseudonarcissus
(Wild Daffodils)



Species of birds seen in and around our site:

Wood Pidgeon's



Robins



Collared Doves



Crows



Magpies



Barn Owl



Species of insects seen in our forest school site:

Ladybirds



Slugs



Snails



Ladybird Larvae



Hover Flies



Stag Beetles



Green June Beetles



Cardinal Beetle



Greenfly



Araneus diadematus – Garden Spider



Wasp



Bee



Managing the impact of forest school activities –

At Drake Primary School, we continuously monitor the impact on the grounds. We monitor this by checking the trees, which the forest school leader does every session when carrying out the daily risk assessment of the site. The impact on the ground is easily monitored concerning what is growing and where. If ground cover is beginning to deplete then an alternative area of the forest school site will be used or we will use Sir Frederick's Wood, which is adjacent to the school building.

By using Sir Frederick's Wood, we are able to reduce the impact to our forest school site within the school grounds. This is essential as we run forest school sessions throughout the academic year.

As we run forest schools during term time only this also gives the environment time to recover — 6 weeks in the summer, 1 week in October, 2 weeks at Christmas, 1 week in February, 2 weeks at Easter and 1 week in May.

Currently trees are newly planted and not strong enough to withstand climbing. When they are, different trees will be used to reduce damage to the trees.



<u>Potential Damage</u>	<u>Actions to reduce impact</u>	<u>Frequency of monitoring</u>
<u>Trampling</u> <ul style="list-style-type: none"> • Ground Flora damage • Soil Compaction – leading to root-die off • Soil Erosion 	<ul style="list-style-type: none"> • We Identify any rare ground flora e.g. Bluebells and ensure main paths avoid them when in season. • We Vary route so not always treading in one area. • If compaction occurring round base of specific trees we vary site frequently used. • Create definite paths along main trails e.g. chippings. 	Seasonally
<u>Disturbance</u> <ul style="list-style-type: none"> • <u>Habitats e.g. moving logs</u> • <u>Noise e.g. nesting birds, feeding animals</u> • <u>Collection e.g. minibeasts hunts, pond dipping</u> 	<ul style="list-style-type: none"> • Teach respectful methods of searching and exploration e.g. replace logs when looking for minibeasts. • Can zone some areas 'Wildlife areas' where it's just left undisturbed. • Activities include creating habitats and feeding stations e.g. bird boxes and feeders, bug homes, log piles to increase wildlife. • If bird nests, burrows are located we can make a 'quiet zone' around them in spring time. • We teach caring methods of collecting bugs and ensure they are returned to where they are found. 	Seasonally
<u>Over-harvesting</u> <ul style="list-style-type: none"> • Resources – e.g. Elder, Willow, Hazel • Fruits – e.g. berries and nuts • Flowers 	<ul style="list-style-type: none"> • We plant appropriate species to ensure a greater supply in the future. • We Import materials from other sustainable sources (ensuring permission is sort from the land-owner beforehand). • If collecting fruits and seeds, we always leave some as a food source for the wildlife. • Collecting seeds for planting is part of a forest school's session and ensuring an increase of those species in the future. • We can have a designated area for picking and a designated area for non-picking to ensure some are left for the wildlife, although our general agreement is no picking flowers. • Do not pick rare plants. Leave them and encourage photographing and drawing them rather than picking them. 	Seasonally
<u>Fire effects</u> Soil enrichment – from ash Habitat destruction – dead wood Igniting – soil (e.g. peat soils), tree roots Carbon emissions to air Smell – causing disturbance to animals Smoke – causing disturbance to animals and to the environment	<ul style="list-style-type: none"> • After fires we ensure all embers are put out fully. • We have a designated fire area for fires. • Deadwood is home to many species so we do not remove all of this. Firewood is imported from other sustainable sources, ensuring permission from landowners. • Our fire site is away from tree roots. • We limit the size and frequency of fires and use a Kelly Kettle to make hot drinks. 	Each visit

<u>Introduction of:</u> Exotic species Litter/debris	<ul style="list-style-type: none"> We plant trees, shrubs or plants as part of forest school ensuring they are native UK species and local to the area. Some exotic species can be invasive and detrimental to local area so we ensure these are not planted. Everything brought to forest schools is taken home or placed in storage 	Each visit
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	<u>Ground Layer</u> Fungi & small plants	<u>Field layer</u> Nettles and bramble height	<u>Shrub layer</u> Shrubs and small trees	<u>Canopy layer</u> Tall trees	<u>Invertebrates</u> Spiders, snails, worms, insects etc.	<u>Nesting birds</u>	<u>Animals</u> Mammals, amphibians & reptiles	<u>Paths</u>
<u>Climbing Trees</u>	Not affected	Not affected	May disturb	May disturb	Not affected	May disturb	Not affected	Not affected
<u>Campfire</u>	May damage habitats when collecting wood	May disturb only in fire area	May disturb only in fire area	Smoke may disturb	May disturb in fire area	Smoke may disturb	Smoke may disturb	Not affected
<u>Shelter building</u>	May wear away. May damage deadwood supplies.	May disturb	May disturb	May wear bottom. May damage some branches when rested on.	May disturb – noise and vibrations	May disturb – noise and vibrations	May disturb – noise and vibrations	May disturb
<u>Toilet – Use indoor toilets</u>	Not affected	Not affected	Not affected	Not affected	Not affected	Not affected	Not affected	Not affected
<u>Mini beast hunt</u>	May disturb	May disturb	May disturb	Not directly affected	May damage current habitat and organism itself.	May disturb	May damage current habitat and organism itself.	May wear down soil
<u>Walking, playing, footfall</u>	May damage current habitat and organism	May damage current habitat and organism	May disturb	Not directly affected	May damage current habitat and organism	May disturb	May damage current habitat and organism	May wear down soil
<u>Noise levels</u>	Not directly affected	Not directly affected	Not directly affected	Not directly affected	May disturb	May disturb	May disturb	Not directly affected

How we enhance ecology at forest school:



- Planting hedging and trees to provide habitats.
- Sow wild flower seeds for pollinators.
- Make and maintain a bug hotel to attract minibeasts and protect them.
- Make bird boxes and feeders to attract birds.
- The grass is left uncut to create a natural habitat.

We can further enhance our ecology by making bat boxes and creating a water\pond area.

Forest school's management plan for the move

Forest schools has been relocated to another site within the school grounds. This new site is at the top of the playing field. Relocation is due to 2 classrooms being built on the existing site.

Plans already taken place highlighted Yellow. Things still to do In the future not highlighted.

- Planting of hedging round perimeter of site.
- Planting of some mature trees.
- Relocation of forest schools cabin.
- Sir Fredericks wood to be used in the future to give school site time to settle and will be used to ensure impact is low to forest school site within school grounds.
- Sheltered fire site to be erected in new site.
- Pathways to be created in new forest schools site to reduce the Impact to the site when used.
- Planting of bulbs that have been removed from existing site.
- Planting of Rowan trees, Willow and Elder that I am growing at home.
- Trees being cut down in existing site will be used for logs for seating area, logs for climbing and balancing on. Branches and twigs for children to play with and for fires etc.