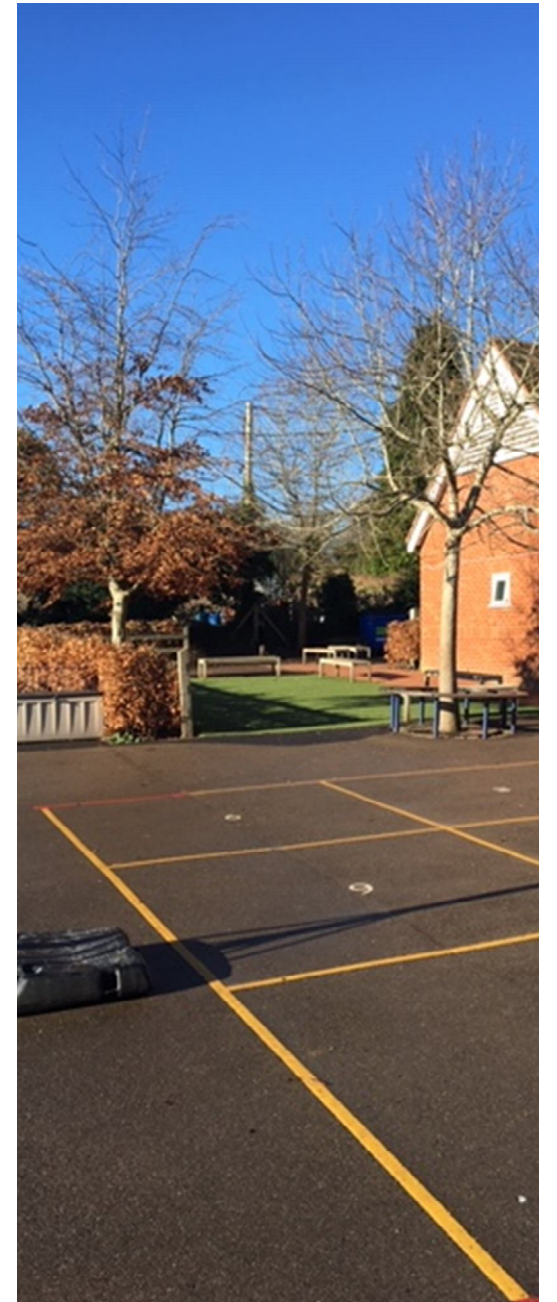




# **Droxford Junior School**

## **School Grounds NOW & FUTURE**

**Report from the Landscape Strategy Workshops - March to July 2019**



**Completed July 2019**



## Introduction

Two workshops were planned to support the development of a Landscape Strategy for the school grounds, at Droxford Junior School 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 as it currently is, and make positive change for pupils of all ages at the school. The school had done a lot of work with their stakeholders in the run up to the workshops including talking with all children across the school about how they use and feel about their grounds, and a questionnaire to all parents to gain their insight. Teaching staff brought all of this information with them to the workshop to share with everyone there.

The workshops took place on the 27th March, and 2nd May 2019, and facilitation of the events was 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 ?”

**18 people attended Workshop 1** including Mr Dampier, Headteacher of Droxford Junior School, governors, parents, teaching and support staff, and pupils from the school.

- **Rate the Space** ps 3-4
- **Key points** pg 5
  - 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?”

**205 people attended Workshop 2** to include all pupils within the school, all teaching staff including Senior Leadership Team members, Mr Dampier the Headteacher, and some FODS representatives from the parent community of the school. This Workshop led on from Workshop 1, but concentrated on looking to the future of the school grounds and how they could develop for the future..

- **Vision** pg 6
- **Future Spaces** pg 7—10
- **Key Spaces** p 11
- **Emerging Strategy Plan** p12
- **Appendices** p 14-15





# Where are we NOW?

**Rate the Space.** Participants worked in groups to record their thoughts on a series of 11 cards, as illustrated below. Feedback was given to cover the range of cards completed during the workshop and also in class time that had taken place with all pupils earlier in the week. The following 2 pages show the record created from their discussions, and which will be referred to as part of Workshop 2.

## Location 1



**Location 1** is known as the Front of School, and as the "drop off and pick up zone". It is a space used mainly by parents at the beginning and end of the day and by staff, pupils, and visitors arriving at the school. The area was described as "dull, soulless, drab (in winter), functional, peaceful, spacious, and empty"..... apart from in spring and summer when the cherry blossom on the trees makes a much more attractive feel to the area.

Quality of the space is rated as 4.5/10 as it was considered to be a functional space, but not a colourful or attractive space. Use of the area was scored as 5/10 as only used at either end of the day by the school, and not at all during the day.



## Location 2

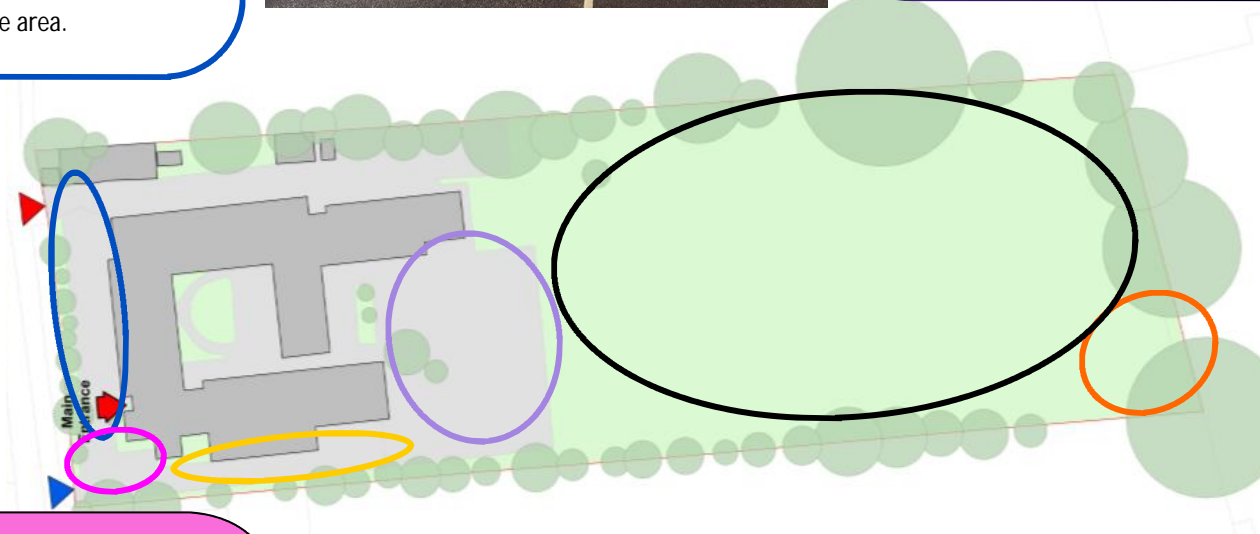
**Location 2** is the space known as the bike area. It is an area used for access by delivery vehicles, and some pupil movement for those arriving by bike. The area was described as "boring, wasted, empty, safe, solomn as no-one talks here, and even the playground markings here don't get used".

Quality of the area was given an average score of 3.5/10 as although considered functional and necessary its again "lacking in colour, a bit meh, without enough bike racks and markings are faded". Use of the area scored 4.5/10 as only used as a thoroughfare at the two ends of the day. "No one ever gets to play on the markings so the space is useless".



## Location 4

**Location 4** is called the Main Playground or the Three Thirds Playground. It is used for a range of PE activities including netball and basketball and for free play at break and lunchtimes. It feels "busy, crowded, sometimes unsafe, cramped, tight, squashed, fun but overwhelming". Quality of the space is considered good as it has a variety of uses, but also there is not much room when it is zoned as 2/3 for sport and 1/3 for playing. Use of the area was rated as 9/10 as used every day for a wide variety of physical activity that is appreciated by many.



## Location 3

**Location 3** is known as the side of the school. It is used for access to the hall and the kitchen, for hopscotch games, and for the tuck trolley in the summer. The area is described as feeling "a bit cold and functional, practical but ineffective and unused, boring but sometimes fun, abandoned, cold, but useful sometimes as provides an area of quiet and privacy".

Use of this area is currently restricted for play so use is scored at 4/10 as only really used for access. Quality of the space is thought of as 5/10 "its ok for a couple of games but there's not much there..... It's a good place to hide!"



## Location 5

**Location 5** has a number of names including the Wildlife Area, the Nature Reserve, the corner of the field and also the Dump. The area is thought of as a space where bug hotels are made, bonfires are lit, and "as a peaceful space to sit in in the summer". The area is described as feeling "unloved, messy, unused, dull, uncomfortable and unhappy for wildlife", by some, but also "creative, peaceful, relaxing calm and spacious" by others.

The quality of this area was scored as 1/10 primarily due to it being thought of as a messy space that currently lacks a purpose,.... However some feedback did also recognise the value of the location as a lovely area in which to sit and read.

**Location 6** is known by everyone as The Field. It is used for PE, clubs, football, summer play and "running around in". To those within school it feels "free, spacious, fun, great, joyful, with interesting side bits, but also with a sense of emptiness"



## Location 6

Use of the field is currently seasonal as those at the school mentioned it gets very muddy in the winter, and so becomes out of bounds for much of the year. Quality was rated as 8.5/10.





# Where are we NOW ?



**Location 7**

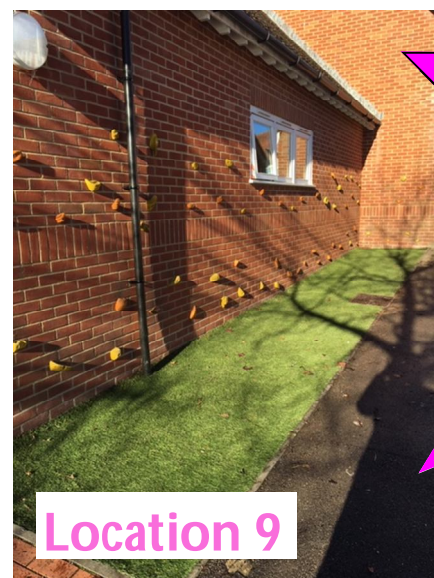
**Location 7** is the area where the PE sheds are located. There is a pathway that leads directly to the sheds but apart from that the area is recognised as used for nothing else. The area was described as feeling useful for its purpose, but another space currently unused by the children.

Quality of the space was given a score of 4.5/10 as it is *"clean, functional and does what it needs to"*, but scores for the use of the area concentrated on the sheds themselves being of great necessity. The grass area was mentioned as *"another area that is out of bounds"*.

**Location 8** is the playground area immediately outside Exton. It is used for a variety of zoned activities different to the other part of the playground that includes, hula hooping, cricket, and small ball games.



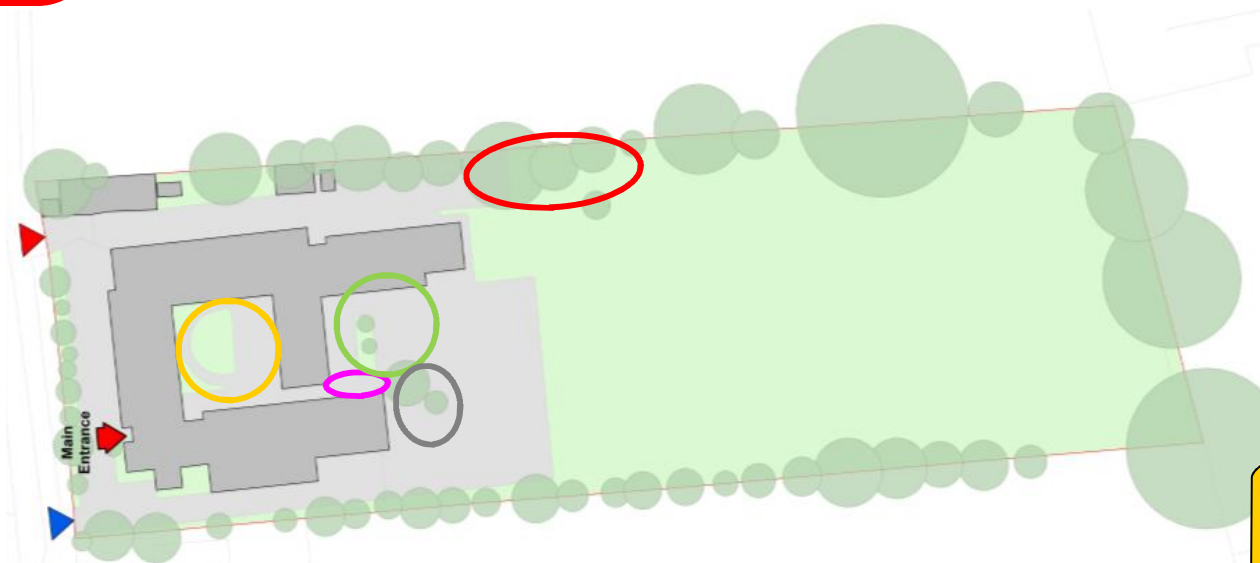
**Location 8**



**Location 9**

**Location 9** is the Climbing Wall. It is used for a variety of physical play including hand-stands, climbing, gymnastics, and for some, a place to sit and chat. It is an area described as feeling *"relaxed, exciting, adventurous, calm"*, and *"Small, but happy!"*

In terms of use, the area was said to be very busy with lots of activity. It scores highly with 8/10 given however it was mentioned that due to all of the sitting and playing that goes on in the space it is difficult to actually use the climbing wall. Quality was rated as 6.5/10.



The area was described by those at the workshop as *"crowded fun, and busy"*. Many love the quality of the area for the variety of play that it provides at break and lunchtimes through the equipment that comes out, however others thought that without that activity going on the space does look *"empty, useless and a little without purpose"*.



**Location 11**

**Location 11** is The Quiet Area. It is used for a wide variety of uses including; reading, eating packed lunches, talking with friends, *"sensible games"*, and a space in which to calm down. It was described as a space that feels *"safe, calm, cosy, peaceful, sunny, and natural..... But not always quiet!"*

The whole of this space is well used as considered a central hub to the school, and as a much needed thoroughfare. It scored 8/10 for use because of this plus it is a popular area to go to when you need some peace away from the playground areas. Quality of the space was rated as 9/10 .... *"it feels like a friendly space"*.

★ Another space mentioned was the Willow Dome.. It was described as an area that is good for wildlife, but actually it *"gets in the way, is too small and is falling down"*. (location TBC)



**Location 10**

**Location 10** is known by all as The Astro. It is used by many of the pupils for a mixture of play including skipping, wrestling, fun, sunbathing, gymnastics, sitting and chatting with friends, and mini football. It is a space that feels *"welcoming, problematic, windy, fun, plain, relaxed, happy, and sometimes chilled!"*

Quality of the space was rated as 7/10 as although there is not much actually in the space the surface enables a lot to happen there throughout the year and it feels *"attractive, pleasant and useful"*. The average score for how much the area is used was 8/10 with the additional comment that *"although it is used a lot, it is not always for the right reasons, it's a difficult area to supervise"*.





# 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

- *"The school has a very attractive and welcoming frontage with the beautiful cherry blossom from the trees giving real seasonal change to the space".*
- The site doesn't currently support easy access for all though as for those with prams or in wheelchairs access through gates, along pathways and with changes of level mean access all is not currently possible.

## Outdoor Teaching and Learning

- The grounds are currently used frequently and well for physical activity, however minimally for other aspects of learning.
- The surrounding areas to the school are used more as a basis for learning due to elements that support specific aspects of the curriculum eg— access to the river, reference to local history.
- Topic led activity has been included in the grounds on occasion including "an archaeological site", and writing and art activities are often inspired by the surroundings, but as teaching staff mentioned what stops the grounds being used more at the moment is a lack of manageable space or spaces to take a group to..... *"The grounds are just so open, with nowhere to gather to share information or feedback following an activity".*
- However, it was recognized that the environment they are within could lead the curriculum and lesson planning more to enable more learning to be happening outside for the future.

## Health and Well Being—

- We asked the question.... *"Do our grounds support physical and emotional health and well being the way they currently are?"*
- The school recognizes the benefits of their rural location to both themselves and the pupils at the school. They are surrounded by fresh air, the grounds are *"attractive and pleasant"* to be within, and there are plenty of opportunities throughout the year to be physically active at break and lunchtimes.
  - However, it was mentioned that particularly in the winter months when pupils are currently restricted to the hard surfaced spaces that there are few areas to retreat to when they need a quiet space. As mentioned before, the "Quiet Area" is rarely quiet due to being used for outside eating, running through and activity and so pupils often return inside the building to find club activities that provide quieter spaces.
  - *"It would be nice if we had the opportunity and areas where pupils AND staff could enjoy mindfulness away from the business of the day".*

## Context and Community

- The grounds are often used throughout the year to support the school with events for fun and fundraising. These include sporting events, the Friends of Droxford annual BBQ, and the evening of camping out with pupils from the school.
- The school would happily support more events like this though and work closely with the village to enable the school and its grounds to be seen as the heart of the community.

## Play, Breaktimes and Socialising

- As with many schools, there is a clear seasonal change in play and breaktimes. In the winter months pupils are currently restricted to the areas of hard surface and the field is left unused due to the issue of mud. However, in the summer months when the field is available, play is considered to be so much more enjoyable to all.
- In the winter months there is currently clear zoning across the playground spaces to enable as much variety of physical activity to take place as possible, but some areas are still unable to be used due to lack of staff numbers.
- *"When we are all on the playground in the winter it does feel really cramped, and there isn't really anywhere quiet to go to be able to talk with friends, or do other activities..... Somewhere where it actually IS QUIET!"*

## The Natural Environment

- All within the school are aware of what a beautiful natural space they have available to them, and that outside there is a wide variety of aspects of the natural world that they could be experiencing more. However, as mentioned before though learning outside the classrooms is currently sporadic, and often in areas within the village than within the grounds themselves.
- The grounds are well maintained but perhaps slightly reduced of much of the flora and fauna that could encourage a greater contact with the natural world?







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

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

- A place to be happy.
- A place that is FUN!
- Where everyone is included.
- Children feel excited to be.

- A place to be happy.
- A place that is FUN!
- Where everyone is included.
- Children feel excited to be.

- Where kids can run free.
- Where we can be physically active.
- Where we can be healthy.
- Where you can climb.

- Where kids can run free.
- Where we can be physically active.
- Where we can be healthy.
- Where you can climb.

- Where children are lost in imagination.
- Where the possibilities are the childs.
- Where we can have adventures.

- Where children are lost in imagination.
- Where the possibilities are the childs.
- Where we can have adventures.

- A place that is inviting.
- Where everyone feels welcomed.

- A place that is inviting.
- Where everyone feels welcomed.

- Where children learn to be responsible for their surroundings.

- Where children learn to be responsible for their surroundings.

- Where children are safe.
- Where children can (safely) leave their bikes

- Where children are safe.
- Where children can (safely) leave their bikes



- Where children can learn the most.
- We have outside spaces that are educational.
- Where we have exciting spaces in which to learn.

- Where people can relax.
- Where parents can chat at pick up.
- Where children are happy.

- Where people can relax.
- Where parents can chat at pick up.
- Where children are happy.

- *Where we can access ALL areas ALL year round!*
- *A fun place to play ALL year round.*

- *Where we can access ALL areas ALL year round!*
- *A fun place to play ALL year round.*

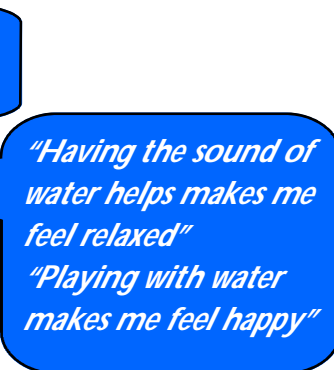
- Where there is more NATURE!
- To create a space that enhances the environment
- Where there is a space for nature.
- Where nature is key!

- Where there is more NATURE!
- To create a space that enhances the environment
- Where there is a space for nature.
- Where nature is key!



# Workshop 2—Where do we want to be?

Workshop 2 on 2nd May 2019 invited all pupils, teaching staff and parents to join together to think about the future of the grounds of Droxford Junior School. Over the first of two 1 hour long sessions all 3 of the lower school classes were invited to discuss images shown to them to help focus the conversation on their priorities for the grounds and why, with the same activities replicated in the following hour by all pupils in the upper school classes. Images and discussion from both sessions are recorded over the next few pages.



"This looks like it is interesting and fun,... and lets everyone use their imagination!"  
"It would help us to work out how to make things".

"This looks more interesting than a normal climbing frame.... And would let everyone be able to have a go at the same time".

"Places to climb that make sure everyone gets a chance to have a go.... We love climbing, we need to climb!!!"

"This made us think about how it would be nice to have more bright colours in our grounds. Plus, it looks like a calm space in which you could talk to your friends in peace and quiet".

"Lovely to have a place that looks like it has a sense of magic about it.... Awesome and Enchanting..... A place that is designed with materials that are good for the environment and eco-friendly".

Areas for us to play in that challenge us. Places for us to overcome fears and feel proud of ourselves"



"A space like this could be used for lots of reasons".....  
• It would be a lovely place to go to and read and write in.  
• If I felt sad its somewhere to go to calm down.  
• It's a space that's shady and sheltered.



"This type of area would help us be active.... It looks fun, and it has a variety of play experience within in it".

"Activity, fun, adventure, but peaceful".....  
"A place that feels peaceful to play within".

"Den Building in wild areas would be FANTASTIC!"

Responses from Years 3 and 4.....



# Workshop 2—Where do we want to be?



*"If we had an area like this we could have more place to play sports in the winter months when we can't use the field".*



*"If we had a space like this we could have assemblies outside! It would be a good place for clubs too as people can gather together in a space like this".*



*Cooking together has lots of benefits.... It's a skill for later life, and its got a community feel about it too which then helps friendships develop".*



*"This looks fun, but we'd need to think about how to make it safe...A place that makes us feel excited!....*

*DEN BUILDING! We could make places inside which we could hide.... We could learn to build things that would be useful eg—a kennel for the School Dog.*



*This looks fun, and close to nature.... Its made of natural materials, we could play in it ALL year round, and its something we could make sure is accessible to everyone.*

*"An area like this looks like a calm space to be".....Somewhere to read and learn, but also a place just to go and 'be'.*



*"A space that would enable us to be closer to nature with bug hotels, a pond, planting to encourage wildlife, and a colourful space. Also a calm and happy space that would be lovely to spend time with friends in".*



*"Lots of us love riding our bikes but learning to look after them too isn't something you would normally be able to do at school. It would be cool to learn more!"*

*Its peaceful and pretty and calming and no plastic is used to make it!*

*"Somewhere to go to be with your friends, you could eat your lunch, you could chat and you don't have to run around".*



*"A space for learning outside in all year round.... AND you could use it for outside lunches..... Would be lovely to learn outside more, look up and see the sky and nature".*



**Responses from Years 5 and 6.....**



# Workshop 2—Where do we want to be?



"Important to recognise the need to maintain areas properly. Areas need to be managed currently with an understanding of the setting we are set within".

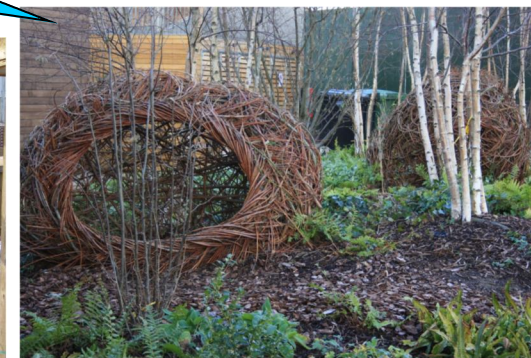
"Beautiful natural spaces that we can use all year round! Areas that provide us with natural shade.



"Spaces that are FUN!! This one could be a little bit crazy, but definitely fun!"



"SHADE—Places to read and relax in the shade when it gets to be too hot to be on the field".



"A space you can use all year round, and in all weathers".

"We like the idea of creating spaces for teaching outside to happen more than it currently does, and creating gathering spaces for this to happen in".

"The benefits of 'risky play' are definitely worth exploring!"



"Inclusion of colour! Places that are colourful tend to make you happy!"

"Social spaces"—Spaces in which we can encourage community spirit through events. Flexible spaces that can be used in a variety of ways by a variety of groups.



"Love the ideas around using recycled materials more. Especially for building!"



"Having a space like this that is designated for sport would enable us to do so much more throughout the year in lesson time, and at lunchtimes for club use too".



"A well resourced area that provides a focal point for outdoor learning!"



"Something to play on!" .... You can do all sorts of play on this".

Responses from Teaching Staff and parents.....





# Workshop 2—Where do we want to be?



*Encourage learning that embraces the ideas around "Risk Benefit". Using the firepit, using tools, and climbing trees. Activities that encourage developing resilience and help positive emotional health and well being in pupils for later life.*



*The use of natural materials that not only stimulate the imagination, but blend in with our surrounding environment. Spaces that encourage Den Building activity?*

*Enable all our pupils to develop a closeness to the natural world.*

*Spaces that actively promote links with our wider local community here in Droxford.*

*Areas to continue to support the growing of food to continue to develop a greater understanding of where food comes from.*

*Spaces that can be used all year round, and in all weathers!*



*Plus the growing of other plants to support the growing of native species, and encourage greater biodiversity within our grounds.*



*Areas that promote calm and encourage quiet activity. Spaces that encourage alternative uses eg—mindfulness, yoga and creative activities.*



*Multi-functional spaces for as many purposeful reasons as possible..... Assembly, performance, and teaching. Spaces also to be available at break and lunchtimes as social spaces, for talking with friends, reading, and as areas that encourage communication.*



*Encourage the recycling of materials in as many ways as we can with the children.*



*Spaces that could be used by other schools. Celtic Roundhouse to celebrate our unique location as a school within the South Downs.*



**Responses from Governors.....**





# Where do we want to be?

**Summary of Workshop 2 activities.....** What are the main spaces requested that came out of the activities in Workshop 2 that will help guide our planning for the future?





# Droxford Junior School —Emerging Strategy Plan

Completed in July 2019

## Key Principles:

- To respect the natural world and the environment around us here in Droxford.
- To encourage our Core Values of **Respect, Kindness and Responsibility** through every part of school life, including the use of our grounds and the wider environment.
- We also believe children need to be given opportunities to be Creative, Tenacious, Collaborative and Curious. This strategy plan will ensure children have the opportunity to achieve this. Each 'Area' has these Key Principles linked to them.

## Area 1a: Playing Field for sports and free play

**Ambition— To continue to use the field area for all year round curriculum sporting use, to support additional activity and club use during lunchtimes, and to provide the wide open space for free play for all children throughout the year, and in all weathers.**

### Ideas and Requirements:

- Field to be used for Tag Rugby, football, athletics, cricket, and rounders throughout the year, and additionally for tennis, volleyball and football at lunchtimes under the guidance and encouragement of the dedicated school Sports Coach.
- Enable all of the field area to also be used **throughout the year** by all ages for free play, for exploration and to encourage the use of the wide variety of play experience across the site, both at break and lunchtimes. Discuss the idea further with all lunchtime supervisors to ensure this can happen, and to encourage all of the benefits this will create for all of the children at the school.

- ★ Wellies stores as shown adjacent to school buildings for all children and staff within the school to keep wellies. This will enable all to access the field, enjoy the open space, reduce congestion on the playground, and encourage the wide variety of play and contact with the natural world.
- Field area to also continue locating the camping activity which happens during the annual Year 3 residential.

## Area 1b: Playground Area

**Ambition— Retention of the hard court playground space to continue to provide sporting activity throughout the year both during curriculum time and in times of free play.**

### Ideas and Requirements:

- Sports to include basketball, tennis and handball.

## Area 1c: Active Play Space

**Ambition: - Hard surfaced area to continue to provide a space at lunchtime for pupils to enjoy free active play.**

### Ideas and Requirements:

- Area to also provide free access for pupils wanting to change into wellies, and for games using equipment to be enjoyed. Supervision of the area to encourage this to happen throughout the year.

## Area 2: Courtyard Space

**Ambition: Area to be re-named as “The Courtyard” and through a clear understanding shared across the school for this area to be used as often as possible for social, nurturing and pastoral reasons for all at the school.**

### Ideas and Requirements

- Courtyard to continue to be used as a space for outside eating of packed lunches and picnics with friends and colleagues.
- Area to also be used as additional break-out space from classrooms. To gather groups together, to experience a lesson with the benefit of the natural planting around them, and sky above them, and to enjoy the shade and shelter provided by the new tree planting to be included in the area. Take additional advice on tree planting within the space from HCC Property Services Landscape team.

## Area 3: Multi Use Area

**Ambition: To provide a space for construction, STEM inspired and building activities.**

### Ideas and Requirements:

- Explore the variety of equipment available for this type of activity and also appropriate storage to be included for child independent access.
- Area to be freely used at break and lunch but also to be planned in for appropriate curriculum activity.

## Area 4a and 4b: Den Building Areas

**Ambition: To encourage free, creative and independent play throughout the year.**

### Ideas and Requirements:

- Den building to be introduced to children through Headteacher led assembly. Guidance on how the area is used, maintained and storage of the items all to be shared with the children from the first day of use. Rules on how the area is to be used, supervised and managed to be discussed further with all teaching and support staff prior to being introduced to the children.
- Loose materials to inspire activity to be sourced through local community links, and a rolling programme of renewal and assessment of the the space to be part of its management plan. Explore the wide variety of loose materials available for use, and share knowledge from other schools already taking this approach. Children to play independently in the area with minimal adult intervention.
- Storage to be provided for all items, and for storage units to be child appropriate so that tidying up and access to materials can be independently undertaken by pupils.

## Area 5: Amphitheatre Space

**Ambition— To create an area using the natural landform to provide a space for outdoor learning, to gather a class, to perform, an additional space to eat lunch outside, a space to sit and talk with friends, to spectate activity on the field, to leave bags and coats during after school club activity, and to celebrate special events within the school calendar.**

### Ideas and Requirements

- Design and construction of the area to be discussed further with both the school, governors and the HCC Property Services Landscape Team to help guide a detailed design brief for the space.
- Area to be large enough to seat at least a whole year group, to include terraced seating using the natural landform of the this edge of the field, inclusion of a canopy to provide shade and shelter, and to also incorporate natural planting to the edges of the playground to delineate this as a separate space to be used and enjoyed accordingly.

## Area 6: The Natural Playground

**Ambition: Area to encourage physical activity that involves, climbing, balancing, challenge and co-ordination through play**

### Ideas and Requirements

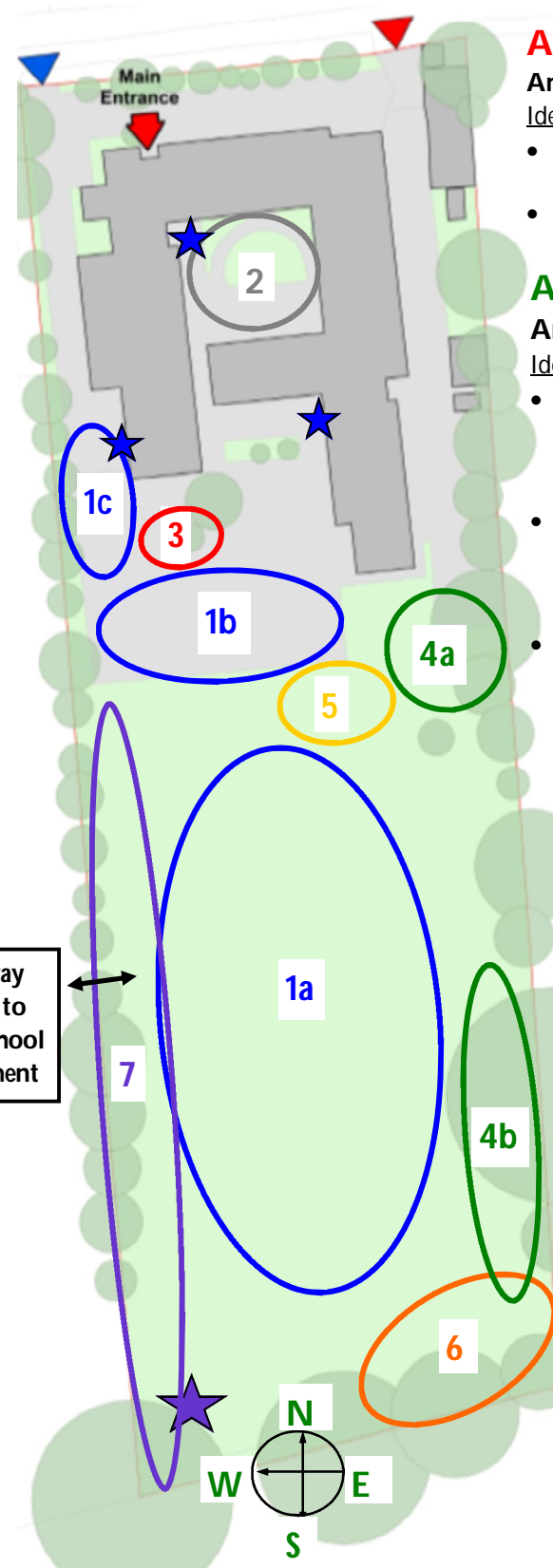
- Area to be used by all age groups and throughout the year.
- Design of the area to be discussed further following inspiration from other HCC schools, and to develop so as bespoke to Droxford Junior School, and age appropriate to the pupils.

## Area 7: Natural Corridor and Celtic Roundhouse

**Ambition: To celebrate and enhance the South Downs location of the school and its unique context.**

### Ideas and Requirements

- Natural corridor of native tree planting along western edge of the field area to encourage wildlife, make a positive contribution to the environment, create additional natural shade for year round enjoyment by all at the school, and increase contact with the natural world for the health and well-being of pupils and staff.
- Inclusion of an appropriately surfaced pathway for all abilities to access the area and to provide a year round visual and actual link to the Celtic Roundhouse as shown.
- ★ **Celtic Roundhouse** to be constructed on site by local craftsmen, and also in part by pupils.. The building is to enhance the curriculum experience for pupils at the school, from nearby schools and also for those beyond the County too. Creation of this bespoke building to further support community links to the South Downs National Park location.
- Inclusion of a firepit within the area to be used during supervised curriculum sessions with trained teaching staff.





# Droxford Junior School Action Plan

Droxford Junior School Action Plan

Key

go ahead

explore/discuss further

wait until later

Area	Requirements	Action	By whom	Success Criteria	Costings	Priority	Achieved
Location 1	Playing Field Area	<u>Welly Storage</u> to support use of this area, as well as the rest of the field area, throughout the year and in all weathers.	Headteacher to contact parents within school who have offered help on previous occasions for small scale construction projects. Design brief on units needed to be provided by the school.	Matthew Dampier to contact specific families from within the school community for guidance and advice.	All pupils within school to have wellies to enable year round use of the field area for a variety of play. Wellies to be able to be stored in the 3 designated location shown on the Strategy Plan and to ensure they can be kept safe and dry for daily use.	£500?	
Location 2	The Courtyard	No action required.					
Location 3	Multi Use Area	Acquisition of "Outlast Blocks" by FODS to support STEM learning and creative play in the area.	Headteacher and Chair of FODS to agree funding, and order blocks.	Matthew Dampier	(to be completed by school)	£2k	
Location 4	Loose Materials Play	Collection of additional resources needed to support the area.	Focused letter to parent body required to encourage additional donations.	Matthew Dampier		n/a	
		Construction of suitable storage unit to hold all of the resources.	Site Manager to work with school on construction of unit.	Headteacher and Site Manager		TBC	
		Introduction of the area to the pupils	Headteacher and Sports Coach to lead designated assembly on safe use of the new area.	Matthew Dampier and Duncan Banham	Children understanding guidelines for using the area, and minimal accident book incidents relating to new play activity.	n/a	
		Designation of specific Lunchtime Supervisor role to manage and encourage use of the area and the materials creatively.	Additional support requested from Appleshaw St Peters Primary lead Lunchtime Supervisor, Julia Plank.	Matthew Dampier to contact Ian Hickman	As above	TBC	
		Tie in use of the area to support the curriculum, and encourage lesson planning to use this area with all classes within the school.	Jenni Smith, DHT to take a lead and encourage all classes to use the area more to support STEM learning across the school.	Jenni Smith	(to be completed by school)	n/a	



Location 5	Amphitheatre	Further develop design brief for the area with locally known contractors. Area to be constructed using materials in context with the South Downs National Park and to enable a whole class to be able to gather for outdoor learning. Area to also support FODS events	Headteacher to contact local contractors and HCC Landscape Design Team to pursue detailed design of the area.	Matthew Dampier	(to be completed by school)	TBC	
Location 6	Natural Play Area	To develop an area where the children can further develop their physical well-being through a variety of active play structures.	Headteacher to discuss area further with HCC Landscape contractor who has completed similar work at another HCC school.	Matthew Dampier	Improved co-ordination, balance and agility of all pupils.	TBC	
		Structures to be designed to be bespoke for KS2 aged children, and in context with the natural surroundings of the school grounds. Area to be created in phases as funding allows. Pupils to be involved with risk assessment of the structures and understanding appropriate use of the area.		Matthew Dampier and Jenni Smith			
Location 7	Natural Corridor and Celtic Roundhouse	Further work with the South Downs National Park Authority to develop the thinking around the Roundhouse and the setting of native planting.		Matthew Dampier and SDNPA			
		Enable the Roundhouse and surrounding natural corridor areas to be used by other schools visiting the nearby River Meon on residential visits, and as part of the schools role as an Ambassador School for the SDNP.					
		Inclusion of a pathway to enable year round use of the Roundhouse, and the new Natural Corridor for teaching, learning, health and well-being.	Discuss further suitable materials for the pathway and if resources and construction can be sourced within the school community.	Jenni Smith			
		Gateway access to the school allotment.	Discuss further with the Parish Council.	Matthew Dampier			
		Inclusion of additional planting to encourage pollinators, and wildlife.					
		Inclusion of seating to enable relaxation and talking with friends and colleagues within the space throughout the year, both at break and lunchtimes, and also in smaller nurture groups in lesson time. Seating also available to be used by parents during events held by the school throughout the year.	Explore the design and construction of seating further with both local artists and the pupils to create bespoke seating for Droxford Junior School and its SDNP location.	Matthew Dampier			