

SITE SURVEY	
Name of your site: Kingsmoor Lower School Forest School area.	Location / Grid reference / what3words: Kingsmoor Lower School, Kingsmoor Close, Flitwick, MK45 1EY Grid reference -503842, 234936 What3words - clasping.innovate.finest
Approximate size: 14m  17m	Soil type and PH level: Soil Type - Sandy Loom Ph level
Woodland type (e.g. deciduous/ancient/coniferous, woodland/plantation): Woodland- deciduous.	Additional habitats (e.g. grassland, scrub, pond, stream) Pond x 2 Any other features of interest/aspect/terrain etc.

Any designations e.g. Local Nature Reserve (LNR), Site of Scientific Special Interest (SSSI), Tree Preservation Orders (TPOs), etc

N/A

Please attach relevant tree safety surveys/maintenance logs from professional tree surgeon/arboriculturist if applicable.

NB: Private sites will require evidence of a tree safety survey here. If you work in a school or other public site, please comment here to show you are aware of who is responsible for tree surveys and safety on your site.

Our school site manger Malcolm Rutherford is responsible for making sure the school site is safe and reports back to SLT. I, the forest school lead check the forest school area before use and check that the trees in the forest school area are safe and report back to SLT. The school use '**Country Wide**' who come in and take care of the school grounds. In August 2023, Country Wide came in and cut back some of the over hanging trees.

MAP/MAPS OF SITE (including key, plus location of wildlife sensitive habitats or species present)



Species present on site
Worms
ants
Butterflies
Mosquito larvae
Beetles
woodlice
spiders
bees
wasps
pigeons
hedgehogs
squirrels

Hedgehog house stationed by the fence amongst the leaves and over grown grass where 'Jeremey' the hedgehog lives.

BIODIVERSITY OF SITE (species present)

Please make note of any tree or plant species present listed on either of the following lists:

- Schedule 8 of the Wildlife and Countryside Act 1981 (endangered plants)
<https://www.legislation.gov.uk/ukpga/1981/69/schedule/8>
- Schedule 9 of the Wildlife and Countryside Act 1981 (invasive plants)
<https://www.legislation.gov.uk/ukpga/1981/69/schedule/9>

Date of survey July 2023 (you may wish to repeat at different times of the year):

Trees present on site (understorey and canopy):

Oak trees

English Oak and Holm Oak

Sycamore Maple x 2

Cherry Laurel

Plants present on site (including shrubs, wildflowers):

Common Ivy, Broad-leaved Dock, Hedge Bedstraw, Dwarf Mallow, Black Horehound, Garden Lady's mantle, Southern Globe Thistle, Holm Oak, Great Stinging Nettle, European Holly, Common Lavender, Catchweed Bedstraw, Ribwort Plantain, Trailing Blackberry, Henbit Deadnettle, Herb Robert, Garlic Mustard, Cowslip, Cherry Laurel, Bull Thistle, Spanish Bluebell, Woolly Hedge nettle, Red Deadnettle, Catnip Nipplewort, Hedge Bindweed

Fungi present on site:

So far I have found

Pungent Slippery Jack (found in August)

Birds present on site:

Pigeons

Robins

Black birds

Red Kites - flies above the site regularly.

Invertebrates present on site (insects, spiders etc): Worms, butterflies, Beetles, Mosquito larvae, Ants, woodlice, Wasps, spiders, bees, snails, Slugs,	Mammals present on site (evidence from tracks and signs is fine e.g. nibbled pine cones, droppings etc): Hedgehogs (seen) Squirrels (seen)
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ECOLOGICAL IMPACT ASSESSMENT

Record how the impact varies due to seasonality, frequency of use, wildlife, use of fires and other relevant considerations such as SSSI, NNR, TPO etc).

Types of ecological impact common as a consequence of Forest School:

- People pressure / noise / disturbance / trampling / frequency of use
- Fire – on ground or in a container / increased carbon presence / Un-authorised fire lighting
- Removing deadwood – for burning or for making things / reduction in deadwood present
- Cutting live wood for making things / using
- Using trees and shrubs for support /den building
- Bringing organic materials / live & dead on to site / potential biohazard
- Collection of live organic materials including minibeast hunting
- Bringing non-organic materials onto site

Identify the impact	What is the nature of the impact? <i>e.g What part of the woodland structure does it affect?</i>	What can you do to minimise / avoid the impact?	How will this information inform your sustainable management plan?
Trampling impact to ground flora	Could destroy ground flora.	Use pathways already established in woodland, especially during spring. The Forest School leader	Forest school lead to ensure pathways are maintained through observation throughout

		will ensure that alternative access paths are identified and ensure there are no unacceptable health and safety risks.	the year by resting/ sectioning off those that need it.
Use of natural materials for activities	Damage to trees, flora and natural growth	Only what is required will be taken where there is abundance of that resource	FSL to only take what is needed from site. FSL to visit other woodlands around Flitwick if necessary to gather natural materials.
Overuse shelter area	Damage to ecosystems, flora, fauna and other wildlife.	If ground is becoming trampled/ compacted move/ rotate the shelter locations.	FSL to observe ground throughout seasons and move shelter building area to allow ground to recover and rest.
Litter	Damage to ecosystems, flora, fauna and other wildlife.	Leave no trace. Forest school leader to remove all litter before each session. Chn will be taught to 'leave no trace' and all litter to be removed at the end of each forest school session.	FSL will remove all litter before every FS session. ECO team will regularly litter pick school grounds to ensure litter is removed from school premises.
Fire and fire pit area Smoke damage to wildlife Smoke damage to plants	Damage to forest school ground, Smoke damage to wildlife/ plants and species.	Fire pit area pit ground has old slabs of concrete as a base so it has little to no ground flora making less of a negative impact. Fires will be limited to 2 out of the 6 sessions forest school sessions (last two weeks of each cohort) allowing time for the area to recover.	FSL to monitor and review area throughout the year/ Observe wildlife and other species within the immediate area. Make changes accordingly where needed.
Using trees for support to build dens/shelters.	Damage to trees, slowing/stopping growth.	Move shelter/den area to different parts of the Forest school area to	FSL to monitor and review trees regularly throughout the year.

		allow trees to recover. Avoid using tree branches whilst in spring/ budding.	SLT to allow budget for tree surgeons to visit/maintain and give advice on trees.
Collection of insects for minibeast hunting.	Damage to ecosystems, habitats, could scare away insects.	Insects and other small critters to remain in the area in which they are found.	FSL to observe species each year over a 3-year period to ensure that there has not been a decrease of insects.
Noise of humans.	Could scare away wildlife from the area.	Forest School Lead will encourage all in Forest school to use quiet voices.	FSL to maintain a calm outdoor voice environment whilst sessions are in progress.
Lack of grass growing around the forest school area.	Discourage insects and other wildlife from the area. Discourage grass and plants to grow.	Grass seed in the autumn/ spring to areas that need it.	Forest school lead/ school site manager to grass seed in the autumn/ spring to areas that need it.
Leaves falling in autumn into pond area	Could clog up the pond if left and contaminate the water from rotting leaves.	Metal pond grate to be over pond. FSL and chn will clear away the leaves regularly. Fallen leaves will be placed both in the compost bins and where the hedgehog lives.	FSL and chn will pond dip and remove leaves to ensure we protect and maintain the ecosystems and species in and around the pond.
Pond	Unhabitable water, clogged up with rotten leaves, species may not use.	Metal pond grate to be over pond. FSL and chn will clear away the leaves regularly. Fallen leaves will be placed both in the compost bins and where the hedgehog lives.	FSL to observe pond area over the year and act accordingly.
Deadwood	Could rot the ground and damage ecosystems, nutrients to the soil.	Deadwood to be collected in a pile and used for fire/ bug hotels/ other activities.	Assess over the year.

Invasive species	Could wipe out other flora, discourage wildlife and other species.	FSL and ECO team to cut back ivy. Ivy to be placed in compost bins/ in an unused area of FS to make habitats for species to use.	Assess over the year, remove when required.
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Sustainable 3 Year Management Plan Kingsmoor Lower School Year 1, Year 2, Year 3

Created by Sam Riley August 2023.

Management focus	Management Actions to be taken	Who will do this and when?	How will they do it?	Anticipated impact to Forest School site. (positive or negative)	Ongoing maintenance required after initial work	How will progress be monitored? (Who will do it? How? When? This may include children and or adults using fixed point photography / seasonal observations / quadrat recordings / species checklist).
Enhancing biodiversity	Pond areas	FSL/FS group/ECO team	Clear out pond, buy floating solar water fountains to oxygenate the water.	Positive-Enhance Pond ecosystems and other wildlife back to the forest school area.	Monitor termly and address areas of need accordingly. Monitor termly and address areas of need accordingly. Monitor termly and address areas of need accordingly.	FSL/FS group/ECO team. Monitor termly. Clear out any fallen leaves, remove litter correctly and safely. FSL/FS group/ECO team. Monitor termly. Clear out any fallen leaves, remove litter correctly and safely. FSL/FS group/ECO team. Monitor termly. Clear out any fallen leaves, remove litter correctly and safely.

Invasive species	Cut back Ivy, stinging nettles, fungi	FSL/ECO team Monitor termly	Using pruning scissors/loppers /trowels.	Negative – If left will take over forest school area and have a negative effect on other plants. Positive - Will allow growth for other plants and species.	Monitor termly and cut back/remove as needed. Monitor termly and cut back/remove as needed. Monitor termly and cut back/remove as needed.	Forest school lead/ ECO team. Monitor termly and take photos as evidence each term to be able to plan for future years maintenance. Forest school lead/ ECO team. Monitor termly and take photos as evidence each term to be able to plan for future years maintenance. Forest school lead/ ECO team. Monitor termly and take photos as evidence each term to be able to plan for future years maintenance.
Access	Ensure path into forest school is cut back and edging is maintained throughout the year. Bark	FSL/ECO team Monitor termly FSL/ECO team/ Site agent/ SLT	Use path edging tool to cut back overgrowth of grass to be able to define paving slabs. Re lay bark in areas of need.	Path way into forest school will be defined and clear. Path ways around forest school will be defined and clear.	Monitor termly and address as and when needed. Monitor termly and address as and when needed. Monitor termly and address as and when needed.	FSL to monitor termly and address as and when needed. FSL to monitor termly and address as and when needed. FSL to monitor termly and address as and when needed.

		Monitor termly				
Planting	RE plant herbs – lavender, rosemary, mint, lemon balm, thyme	FSL/FS group/ECO Team	During forest school sessions/ECO team sessions.	Positive - Will attract pollinators, sensory, edible, use for mud kitchen.	Monitor termly and address as and when needed. Monitor termly and address as and when needed. Monitor termly and address as and when needed.	FSL/ FS group/ECO team to plant herbs throughout the year. Season dependant. Plant according to plant requirement: Autumn – Spring- Lavender April Mint – April Rosemary – April Lemon balm – May Thyme -June Summer- Prune where needed, Use over growth for mud kitchen area/FS activities. Prune where needed, Use over growth for mud kitchen area/FS activities.
Pruning plants	Prune any plants that are over grown	FSL/FS group/ECO Team	Cut back/prune any plants that need it.	Positive will encourage re growth for future years and ensure the forest school area stays	Monitor termly and address areas of need accordingly.	FSL/FS group/ECO Team Throughout the year as and when required.

				accessible for all to use and enjoy	Monitor termly and address areas of need accordingly. Monitor termly and address areas of need accordingly.	FSL/FS group/ECO Team Throughout the year as and when required. FSL/FS group/ECO Team Throughout the year as and when required.
Community involvement	Invite local community to help protect/sustain/enhance biodiversity/ecosystems/fundraise of FS area.	FSL/PTA/ECO Team/SC/SLT	Yearly bids to local big supermarkets/garden centres. Reach out to local gardeners/landscapers/tree surgeons for help.	Positive will encourage members of the public to get involved and help our forest school area thrive and reach its full potential. Help to educate our local community a	Reach out annually to the local community for help/funds/equipment.	FSL/PTA/ECO Team/SC/SLT to meet once per year to plan/bid/reach out to members of our local community. FSL to communicate with parents via school newsletter/Weduc updating them on progress made, next steps and ways in which they could help. As above As above
Deadwood	Removing deadwood.	FSL/FS group/ECO Team	Remove any deadwood before/ during sessions. Use any collected to for fire wood/ bug hotels/ other FS session activities.	Positive - Deadwood to be collected in a pile and used for fire/ bug hotels/ other activities. Negative- Could rot the ground and	Monitor termly and address accordingly. Monitor termly and address accordingly. Monitor termly and address accordingly.	FSL/FS group/ECO Team to remove any deadwood before/ during sessions. Monitor piles made and add to them. Monitor piles made and add to them.

				damage ecosystems, nutrients to the soil.		
Over use of pathways/ Shelters/Fire pit area	Preserve pathways/ shelter area and fire pit area.	FSL	Use pathways already established in woodland, especially during spring. The Forest School leader will ensure that alternative access paths are identified and ensure there are no unacceptable health and safety risks.	Negative - Damage to ecosystems, flora, fauna and other wildlife. Fire pit area - Damage to forest school ground, Smoke damage to wildlife/ plants and species. Fire pit area pit ground has old slabs of concrete as a base so it has little to no ground flora making less of a negative impact.	Fires will be limited to 2 out of the 6 sessions forest school sessions (last two weeks of each cohort) allowing time for the area to recover. Monitor half termly. Monitor half termly. Monitor half termly. FSL to monitor and review area throughout the year/ Observe wildlife and other species within the immediate area. Make changes accordingly where needed. As above As above	Forest school lead to ensure pathways are maintained through observation throughout the year by resting/ sectioning off those that need it. Monitor weekly during in late autumn and early Spring, summer - termly. Monitor weekly during in late autumn and early Spring, summer - termly. Monitor weekly during in late autumn and early Spring, summer - termly. FSL to observe ground throughout seasons and move shelter building area to allow ground to recover and rest. Monitor termly. Monitor termly. Monitor termly. Fires will be limited to 2 out of the 6 sessions forest school sessions (last two weeks of each cohort)

						allowing time for the area to recover. Monitor half termly. Monitor half termly. Monitor half termly.
Leaves and acorn build up in Autumn	Clear fallen leaves and acorns from within and surrounding area of FS.	FSL/FS group/ECO Team	During Autumn, FSL/FS group and ECO team will collect leaves/ acorns weekly and make sure paths stay clear.	Positive- collection of leaves to be used for FS activities/hedgehog homes. Acorns to be collected and used for transient art activities. Negative – Rotten leaves could have a negative impact and damage ecosystems and the nutrients within the soil. Trip/Slip hazard.	Monitor and assess yearly in the Autumn term Monitor and assess yearly in the Autumn term Monitor and assess yearly in the Autumn term	FSL/FS group/ECO Team to collect/clear fallen leaves throughout Autumn. FSL/FS group/ECO Team to collect/clear fallen leaves throughout Autumn. FSL/FS group/ECO Team to collect/clear fallen leaves throughout Autumn.
Tree over growth	Coppice any trees that need it	Tree surgeons NB (Budget dependent)	Using own tools and knowledge.	Negative – Will block out natural light to lower woodland areas. Over growth will block out neighbouring homes light.	Monitor termly and address areas of need accordingly.	FSL/Site agent/SLT to monitor yearly. Contact local tree surgeons if needed.

				Positive – creates more habitats for wildlife and other species.	Monitor termly and address areas of need accordingly. Monitor termly and address areas of need accordingly.	FSL/Site agent/SLT to monitor yearly. Contact local tree surgeons if needed. FSL/Site agent/SLT to monitor yearly. Contact local tree surgeons if needed.
Insert records of surveys, photos etc used for monitoring here, as appropriate during the yearly cycle.						

