



## West Ham Park Committee

**Date:** MONDAY, 14 OCTOBER 2019  
**Time:** 12.15 pm, or on the rising of the Open Spaces and City Gardens Committee, whichever is later.  
**Venue:** COMMITTEE ROOMS - SECOND FLOOR WEST WING, GUILDHALL

**Members:** Oliver Sells QC (Chairman)  
Graeme Doshi-Smith (Deputy Chairman)  
Catherine Bickmore (External Member)  
Robert Cazenove (External Member)  
Caroline Haines  
Alderman Ian Luder  
Wendy Mead  
Barbara Newman  
Justin Meath-Baker (External Member)  
Richard Gurney (External Member)  
Cllr James Asser (External Member)  
Cllr Tahmina Rahman (External Member)  
Jeremy Simons  
Deputy John Tomlinson  
Rev'd Canon Alex Summers (External Member)

**Enquiries:** Richard Holt  
Richard.Holt@cityoflondon.gov.uk

Lunch will be served in the Guildhall Club at 1pm

N.B. part of this meeting may be subject to audio-visual recording

John Barradell  
Town Clerk and Chief Executive

## **AGENDA**

1. **APOLOGIES**

2. **DECLARATIONS OF INTEREST UNDER THE CODE OF CONDUCT**

3. **MINUTES**

To agree the public minutes and non-public summary of the previous meeting of the West Ham Park Committee on the 15<sup>th</sup> of July.

**For Decision**  
(Pages 1 - 6)

4. **BREXIT UPDATE**

The Director of Open Spaces to be heard.

**For Information**

5. **PARK MANAGER'S UPDATE**

Report of the Director of Open Spaces.

**For Information**  
(Pages 7 - 10)

6. **BRINGING COMMUNITIES TOGETHER EVENT FEEDBACK AND FUTURE PROPOSAL**

Report of the Director of Open Spaces.

**For Decision**  
(Pages 11 - 16)

7. **THREE YEAR REVIEW OF THE OPEN SPACES DEPARTMENT'S 'GREEN SPACES, LEARNING PLACES' PROGRAMME**

Report of the Director of Open Spaces.

**For Information**  
(Pages 17 - 54)

8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT.**

10. **EXCLUSION OF THE PUBLIC**

MOTION: That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

**For Decision**

## **Non-public Agenda**

11. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the previous meeting of the West Ham Park Committee on 15 July 2019.

**For Decision**  
(Pages 55 - 56)

12. **WEST HAM PARK NURSERY**

Joint report of the Director of Open Spaces and the City Surveyor.

**For Decision**  
(Pages 57 - 86)

13. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

14. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

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## **WEST HAM PARK COMMITTEE** **Monday, 15 July 2019**

Minutes of the meeting of the West Ham Park Committee held at Committee Rooms  
- Second Floor West Wing, Guildhall on Monday, 15 July 2019 at 12.32 pm

### **Present**

#### **Members:**

Graeme Doshi-Smith (Deputy Chairman)  
Oliver Sells QC (Chairman)  
Robert Cazenove  
Caroline Haines  
Wendy Mead  
Barbara Newman  
Richard Gurney  
Jeremy Simons  
Deputy John Tomlinson  
Cllr Tahmina Rahman

#### **Officers:**

Richard Holt	- Town Clerk's Department
Carl Locsin	- Town Clerk's Department
Alison Elam	- Group Accountant, Chamberlain's Department
Derek Cobbing	- Finance Manager, Chamberlain's Department
Alison Bunn	- City Surveyor's Department
Colin Buttery	- Director of Open Spaces & Heritage
Martin Rodman	- Superintendent, West Ham Park and City Gardens
Lucy Anne Murphy	- West Ham Park Manager
Gerry Kiefer	- Open Spaces Business Manager

#### **1. APOLOGIES**

Apologies were received from Catherine Bickmore, Alderman Ian Luder and Rev'd Canon Alex Summers.

#### **2. DECLARATIONS OF INTEREST UNDER THE CODE OF CONDUCT**

There were no declarations received.

#### **3. ORDER OF THE COURT OF COMMON COUNCIL**

**RESOLVED** – That the order of the Court of Common Council be received.

#### **4. ELECTION OF CHAIRMAN**

The Committee proceeded to elect a Chairman in accordance with Standing Order No. 29. The Town Clerk read a list of Members eligible to stand and

Oliver Sells being the only Member expressing their willingness to serve was duly elected Chairman for the ensuing year and took the Chair.

The Chairman thanked the Committee for their support and welcomed Cllr Tahmina Rahman to their first meeting of the West Ham Park Committee.

**RESOLVED** – That Oliver Sells be elected Chairman of the Committee for the ensuing year.

### **VOTE OF THANKS**

Proposed by Barbara Newman.

### **RESOLVED UNANIMOUSLY:**

That the Members of the West Ham Park Committee wish to place on record their sincere appreciation to

#### **GRAEME MARTYN SMITH**

Their very great and sincere thanks and appreciation for the distinguished manner in which he has served as Chairman since 18th July 2016.

Much has been achieved during Graeme's Chairmanship throughout what has been a challenging financial and political period. He has combined wise counsel and a forward-thinking intellect, with a calm, measured understanding, never failing to put officers and guests at their ease with his natural affability and good humour throughout the Committee's proceedings, alongside his leadership of numerous project boards and working groups. He has played a decisive role in improving the sporting offer at West Ham Park, responsible for the comprehensive refurbishment of twelve tennis courts and three cricket nets during his tenure, alongside the re-siting and extension of a green gym. Furthermore, he has championed partnership working with the Lawn Tennis Association and the Park's coaching team, resulting in improvements to security and accessibility of courts, an on-line booking system and a subsequent four hundred percent increase in usage of the courts. In addition, through increased joint working with the Essex County Cricket Club and the numerous local cricket clubs to which the Park is a home ground, Graeme has ensured that West Ham Park has remained a hub for the sport and a springboard for young talent in London's East End. Graeme has played a pivotal role in driving forward the project for the former Nursery site within the Park, where his eye for detail, understanding of the needs of the local community and perspicacity have helped shape the future of this legacy project. In addition, he has chaired the project's Options Review Group, striving to find common ground for all stakeholder representatives, including officers and councillors from the London Borough of Newham, and thereby influencing beyond the borders of the City's estate.

His passion for green space and wildlife has brought to successful completion numerous projects within the Park, including the extensive refurbishment of the themed planting beds within the ornamental gardens, aligning contemporary

planting schemes with the heritage landscape of the space; the creation of a woodland walk and harnessing funding to complete the south meadow project; and the extension and enhancement of the educational wildlife garden, linking children from twelve local schools with the natural environment. The latter project also embraced another of Graeme's passions, ensuring the Park's community of volunteers were equipped with the skills and opportunities they need, contributing over five hundred volunteer hours in 2018.

The retention of the Green Flag and Green Heritage Scheme Awards for each of his three years of Chairmanship, alongside a Gold Award and Park of the Year 2018 at London in Bloom are a testimony to Graeme's passion for the quality of the visitor experience at West Ham Park.

Finally, the Committee wishes to place on record its recognition of Graeme's distinguished contribution to the work of the Committee and in thanking him for his generous hospitality, his colleagues convey to him their good wishes for the future, with happy memories of a substantial body of achievement over the past three years.

5. **ELECTION OF DEPUTY CHAIRMAN**

The Committee proceeded to elect a Deputy Chairman in accordance with Standing Order No. 30. The Town Clerk informed the Committee, that in accordance with Standing Order No. 30(3)(a), Graeme Doshi-Smith as the immediate Past Chairman and having indicated his willingness to serve was accordingly declared to be the Deputy Chairman for the ensuing year.

**RESOLVED** – That Graeme Doshi-Smith be elected as Deputy Chairman for the ensuing year.

6. **MINUTES**

The Committee considered the minutes of the West Ham Park Committee held on 8 April 2019.

**RESOLVED** – That the minutes of the previous meeting of the West Ham Park Committee on 8 April 2019 be agreed as an accurate record.

7. **BREXIT UPDATE**

The Director of Open Spaces provided Members with a summary of the impact of the Brexit process on the City of London Corporation's Open Spaces Department. The Director of Open Spaces informed the Committee that Department for Environment Food & Rural Affairs funding had been secured post Brexit and that the City of London Corporation had been preparing for the various effect's different outcomes from the Brexit negotiations.

**RESOLVED-** That the update be noted.

8. **PARK MANAGER'S UPDATE**

The Committee received a report of the Director of Open Spaces on the Park Manager Update. The report provided an update to Members of the West Ham Park Committee on management and operational activities at West Ham Park since April 2019.

The Director of Open Spaces explained that 5 nest sites of Oak Processionary Moth (OPM) had been dealt with within West Ham Park and that these sites would be reviewed next spring. In addition, Members were informed that on the 21st July West Ham Park would be hosting an open day in connection with the National Park City.

**RESOLVED-** That the report be noted.

9. **WEST HAM PARK EVENTS POLICY (PART TWO - SITE SPECIFIC)**

The Committee considered a report of the Director of Open Spaces regarding the West Ham Park Events Policy. The report advised that the proposed local Events Policy would ensure that events are properly managed; that the impact of any event on the open space and adjoining communities is minimised; and that the costs of hosting the event are properly reflected in any licence fee.

**RESOLVED-** That the proposed Events Policy (Part Two) for West Ham Park attached at Appendix 2 be approved.

10. **CYCLICAL WORKS PROGRAMME BID - 2020/21**

The Committee received a report of the City Surveyor on the Cyclical Works Programme Bid 2020/21. The report set out a provisional list of cyclical projects being considered for properties under the management of West Ham Park Committee under the "cyclical works programme".

**RESOLVED-** That the report be noted.

11. **OPEN SPACES DEPARTMENTAL BUSINESS PLAN 2018/19 - YEAR END PERFORMANCE REPORT**

The Committee considered a report of the Director of Open Spaces on the Open Spaces Departmental Business Plan 2018/19 Year End performance report. The report provided Members with a review of the Open Spaces Department's delivery of its 2018/19 Business Plan.

A Member of the Committee commented that it was important that the all affected Committees are provided appropriate opportunity to engage with the City of London Corporation's Sports Strategy.

**RESOLVED-** That the report be noted.

12. **REVENUE OUTTURN 2018/19 - WEST HAM PARK**

The Committee received a joint report of the Chamberlain and the Director of Open Spaces on the Revenue Outturn 2018/19 for West Ham Park. The report provided a summary of key budgetary issues for the year and compared the revenue outturn with the services overseen by the West Ham Park Committee.

**RESOLVED-** That the report be noted.

**13. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

A Member questioned whether, given the importance of sport to West Ham Park, the City of London Corporation Sports Strategy reports should be circulated to West Ham Park Committee Members for information.

It was questioned by a Member of the Committee if there were adequate public warning regarding the instances of OPM in West Ham Park. Replying to this the Director of Open Spaces confirmed that sign posts were present at West Ham Park to inform the public of the dangers of OPM.

**14. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT.**

There was no urgent business considered in the public session.

**15. EXCLUSION OF THE PUBLIC**

**RESOLVED-** that under Section 100A (4) of the Local Government Act 1972 the public be excluded from the following items of business on the grounds they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

**16. MINUTES**

The Committee considered the non-public minutes of the meeting of the West Ham Park Committee held on 8 April 2019.

**RESOLVED-** That the non-public minutes of the meeting held on 8 April 2019 be approved as an accurate record.

**17. NON-PUBLIC APPENDIX PARK MANAGER'S UPDATE**

The Committee received a non-public appendix in conjunction with item 8.

**RESOLVED-** That the appendix be noted.

**18. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no non-public questions considered.

**19. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There were no urgent items considered in the non-public session.

**The meeting ended at 1.00 pm**

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Chairman

**Contact Officer: Richard Holt**  
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<b>Committee:</b>	<b>Date:</b>
West Ham Park	14 October 2019
<b>Subject:</b> Park Manager's Update	<b>Public</b>
<b>Report of:</b> Superintendent of Parks and Gardens	<b>For Information</b>
<p style="text-align: center;"><b>Summary</b></p> <p>This report provides an update to Members of the West Ham Park Committee on management and operational activities at West Ham Park since July 2019.</p> <p><b>Recommendation</b></p> <p>Members are asked to:</p> <ul style="list-style-type: none"><li>• Note the report</li></ul>	

## **Main Report**

### **Budget and Personnel**

1. Expenditure for West Ham Park is in line with that expected at this time of year. The Park currently has a full complement of full-time staff.

### **Community, Volunteering, Outreach and events**

2. Wild Schools: Over the summer holidays, the garden was opened to the public once a week with the wild school officer and volunteers running forest school activities with families. This September a new session on aboriginal art has been developed. Children are making symbolic maps of the ornamental gardens using natural pigments sourced from the park. Other sessions planned for this term include; a Roman engineering challenge to create miniature bridges and more of our popular 'Blitz Detectives' sessions to help local schools uncover more of the wartime history of West Ham Park. We are hoping also this year to build on the successful art shows we hosted in past years at local libraries and arts trails by creating more ceramic and collage work based on the flora and fauna of West Ham Park. Finally, the Wildlife Garden Extension is now hosting three regular Forest Schools for schools local to West Ham Park. City of London Volunteers recently worked to improve the dead hedge here and add new log piles to boost invertebrates and soil quality.

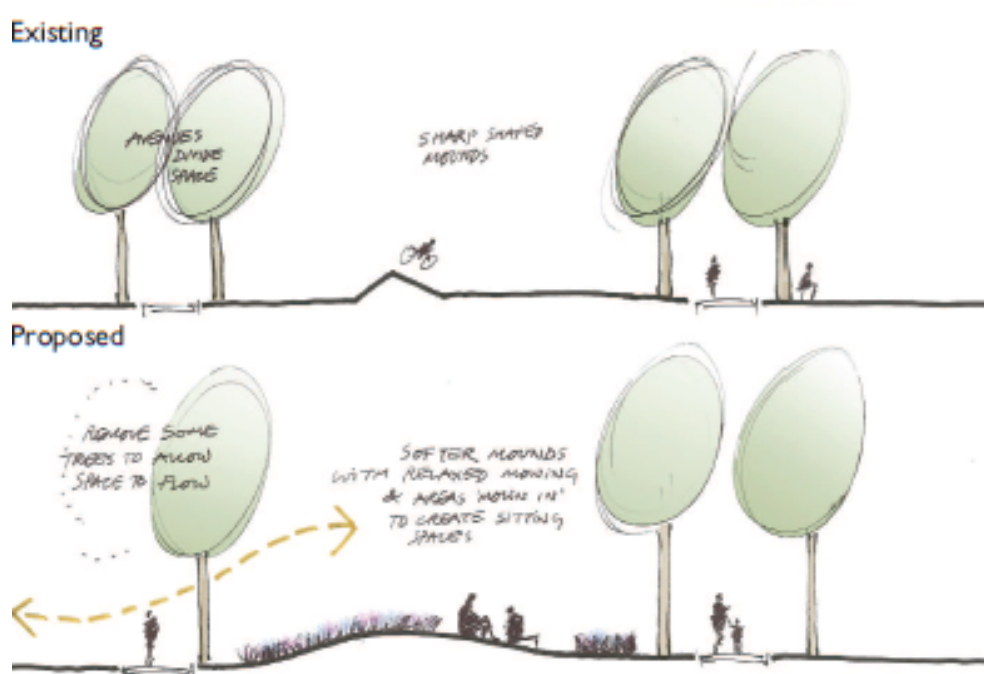
3. The Friends of West Ham Park continue to be very active in the park. They held two successful bat walks over the summer, both with over 50 attendees each. The August walk saw a small amount of bat activity, but the September evening saw much more. The friends think that two different species of bat, a pipistrelle and another (yet to be identified) are present. They are in contact with the Bat Conservation Trust to see if they can identify the second species.
4. Future friends' events happening in the park over the coming months are listed below.
  - a. Wildlife garden maintenance – 19<sup>th</sup> and 20<sup>th</sup> October 12 – 3pm
  - b. Newham's biggest leaf pile – 10th November at 1:30 – 3pm
  - c. Park in the Dark and stargazing – 6<sup>th</sup> December 5 – 7pm
  - d. Wildlife garden maintenance – 14<sup>th</sup> and 15<sup>th</sup> December 12 – 3pm
  - e. Vegetable garden sessions – Tuesdays 2 – 4pm
  - f. Health Walk – every Wednesday 11am – 12 noon
5. Vegetable garden – The group have completed the improvements to the garden and had a good harvest of courgettes, squash, carrots, potatoes, lettuce, beans, herbs and sunflowers. A number of new members have joined and the group which will enable them to keep the garden open throughout the winter months on a Tuesday afternoon.
6. The Snack Shack returned to the park at the end of May and traded Thursday to Sunday throughout the summer months. The changeable summer resulted in lower than expected sales. Trading was extended up until the end of September to allow them to capitalise on the late autumn sunshine and visitors in the park.

### **Operational activities**

7. The park retained its Green Heritage and Green Flag awards as well as being awarded Gold in London in Bloom and Large park (above 25 acres) of the year. The judges commented that 'It is Evident the park's management team are fresh thinking, drawing the local community into their park. West Ham Park is more than very horticultural and environmentally managed site, this is a highly visited park that is an asset to the local community and using creative, learning and sports initiatives, delivering interests throughout the year for different users.'
8. Ornamental gardens: Winter projects have begun in the ornamental gardens; the top terrace of the rose garden has been cleared and will be replanted in the autumn. Improvements are also planned to a section of the outer shrub border, where mature planting has become a screen for antisocial behaviour. A section will be cleared over the winter months and new evergreen trees and shrubs planted in 2020. Sight lines through the space will be kept open to deter future antisocial behaviour, whilst the size and stature of the planting will maintain the green screen around the perimeter of the site to reduce impact from the neighbouring road.

9. **Parkland** – soil excavated from the south meadow project (earlier in the year) is being used to help re-sculpt three mounds adjacent to the cricket pitches. The area is used for physical exercise but has become eroded with use. The hills will be re-graded to give gentler slopes. New wildflower and bulb mix will be planted on one edge as per the objectives of park's Conservation Management Plan actions (See Figure 1 below). The wildflower and bulb mix provides nectar and food for a variety of insects, butterflies and bees.

**Figure 1:** Proposed treatment of mounds taken from West Ham Park's Conservation Management Plan (2010)



10. **Playground** – The paddling pool remained closed for the whole of the summer season due to problems with the tiles on the base of the pool. Spot repairs were carried out by the City's breakdown contractor, however each time the pool was attempted to be filled more areas of tiles lifted. Initial quotes to complete a large 'patch repair' were uneconomical. Numerous complaints were received from members of the public via email and on social media. The closure of this popular facility also caused a drop in visitor numbers that impacted on the trade of the concessions on site. Working with the City Surveyors department a different contractor has now been found that can resolve the problem within budget. Works are planned for this autumn so that the paddling pool could be re-opened next year.
11. **Sports:** Tennis and cricket were both popular over the summer months. Children's holiday camps were well attended for both sports. The newly refurbished nets also saw usage double. A full report regarding this year's sporting activity in the park will be brought to December committee.

**Property Matters**

12. Park Cottage - Claim for Adverse Possession. The fence line has now been moved to enclose land belonging to the park and the case closed.
13. A detailed report on the Nursery project is available in the non-public section of the agenda.

**Lucy Murphy**

West Ham Park Manager

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<b>Committee(s):</b> West Ham Park – For decision	<b>Date(s):</b> 14 October 2019
<b>Subject:</b> Bringing Communities Together event feedback and future proposal	<b>Public</b>
<b>Report of:</b> Director of Open Spaces	<b>For Decision</b>
<b>Report author:</b> <b>Lucy Murphy</b>	

## Summary

For the past three years, West Ham Park has hosted a ‘Bringing Communities Together’ event featuring funfair rides, community and faith stalls, food and concessions. Around 5,500 people attended the event in 2019, which was longer in duration than the previous events but was well received by local people. No damage was caused to the Park’s grassland area and no complaints were received. The event increased the Park’s profile with different user groups in the area and achieved additional income for the Park. This report seeks approval for the organisers to hold the event on an annual basis in the park for the coming three years at the same size, scale and duration. A charge of £3,600 plus VAT (with an additional £900 deposit) is proposed for 2020.

## Recommendations

Members are asked to:

- Approve HAFS Academy and Irvin Leisure delivering a ‘Bringing Communities Together’ event at the same size, scale and duration as in 2019 in West Ham Park annually in July for the next three years from 2020 to 2022
- Delegate authority to the Superintendent to finalise details of each event, and pricing structure for fairground rides, food and other items to be sold by stall holders.
- Agree that future event feedback and any change in charging will be proposed with the annual fees and charges report that is submitted to Members each December.

## Main Report

### Background

1. HAFS academy, an Islamic Faith School situated close to West Ham Park, held a Bringing Communities Together event in the Park in 2017, 2018 and 2019. The event combines a traditional funfair provided by George Irvin Ltd with Community outreach stalls, cultural foods, arts and craft exhibitions. In 2017 around 2,000 people attended. Attendance grew to 4,500 in 2018 and this year approximately 5,500 people attended. In 2017 and 2018 the event was open to the public on

Saturday and Sunday; in 2019 the duration increased to include Friday afternoon also.

2. An Event Policy for the park was approved by this Committee in July however as this event runs for more than 2 days or over 5,000 people, approval is still required from Members for this specific event.

### **Current Position**

3. The 2019 event opened on the afternoon of Friday 5<sup>th</sup> July and closed on Sunday 7<sup>th</sup>. The date of the event had to be changed and moved to an earlier date due to the Mayor of Newham's Annual show being programmed for the same weekend. The clash only became apparent in May 2019. The change of date did have an impact on the third sector groups, with some unable to attend due to other commitments such that 15 groups, rather than 17 took part in the event. Other issues such as staffing, reduced funding and commitment to other projects resulted in over half of the community groups who attended in 2018 not returning in 2019. It is likely that the make up of the third sector organisations will therefore change each year. HAFS Academy's intention is to grow the number of community/charity group numbers whilst balancing the variety of service providers, so as not to have too many providing the same advice.

**Figure 1:** Third sector and community organisations present at the 2019 event (those in bold had not attended previously)

- **Keolis Amey Docklands Ltd**
  - **West Ham SNT - Plaistow Police Station**
  - Muslim Hands
  - London Black Women's Project
  - **Community-links.org**
  - **Victim Support**
  - **Action for Children**
  - Central London Youth Development
  - **Mind - mental Health (Tower Hamlet)**
  - British Transport Police
  - **Solicitor Advocate**
  - **Social Action for Health**
  - Sisters Forum
  - Goodmayes Medical Practice (GP)
  - East End Islamic Centre
4. The warm weather and extended duration saw visitor numbers increase to around 5,500. No damage was caused to the grassland and little compaction occurred, therefore the deposit was returned in full.
  5. Over 100 people completed the survey during the event. 64% lived close to the park (an increase on 2018) but 42% were visiting for the first time (19% more than in 2018). Increased marketing was carried out by Irvin Leisure in the local

area in 2019 which is thought to have resulted in this increase. 95% of attendees gave the event a 4 or 5 out of 5 rating, similar to the scores seen in 2018. The age and demographic of those that responded to the survey was representative of those attending on the day. There was a greater diversity of attendees in 2019 (with fewer people from 'Asian' ethnic groups and more people who considered themselves 'Mixed'), but again ethnicities seen were representative of the local area.

## **Proposals**

6. HAFS Academy would like to continue to hold the 'Bringing Communities Together' event in West Ham Park on an annual basis at the same scale and duration as in 2019. It is therefore requested that approval is given for the event to be held in the forthcoming three consecutive years 2020 to 2022 to allow better planning and reduce administrative burden on organisers, officers and Members. Any request from the organiser to change the duration, size or scale of the event would require approval from Members and a new report would be submitted.
7. To summarise the event would consist of:
  - i. A maximum of 20 rides (16 fairground and other inflatable etc rides) provided by Irvin Leisure, with a maximum of 2 rides that charge more than 2 tokens.
  - ii. 3-5 food stalls offering a selection of international menus
  - iii. A maximum of 30 stalls: including local community and faith groups, free health checks, no smoking & healthy eating advisory stalls and commodity stalls including henna artists, arts and craft stalls, face painting etc. A minimum of 10 of these will be community or third sector stalls

## **Corporate & Strategic Implications**

8. The event will help to deliver the following areas of the City Corporate Plan 2018-2023
  - a. Contribute to a flourishing society by helping to create cohesive communities as well as raising awareness of health and wellbeing, along with signposting activities and services.
  - b. Shape outstanding environments by inspiring enterprise, excellence, creativity and collaboration
9. From an Open Spaces perspective, the event will support the objectives of the new business plan by;
  - A. Open spaces and historic sites are thriving and accessible.
    3. Our spaces are accessible, inclusive and safe.
  - B. Spaces enrich people's lives.
    5. People enjoy good health and wellbeing
    7. People feel welcome and included (4)
    8. People discover, learn and develop (3)

## Implications

10. **Financial implications:** HAFS academy will continue to supply all equipment, portable facilities etc at their own cost. A one-off fee will be charged for use of the Park and staff time associated with facilitating the event (at the same level as in 2019 as this is seen as the minimum support required). Table 1 below shows the proposed £3,600 fee in 2020 and estimates the fee in future years if RPI were added at 2%.

**Table 1:** Proposed fee for 2020 and estimated fees for future years

	Fee + RPI	Proposed fee	Inc VAT at 20%	25% deposit
2019 fee - for officer time and parkland hire		£ 3,500	£ 4,200	£ 750
2020 fee + RPI 2.6%	£ 3,591	£ <b>3,600</b>	£ 4,320	£ 900
2021 fee + 2% RPI*	£ 3,672	£ <b>3,700</b>	£ 4,440	£ 925
2022 fee + 2% RPI*	£ 3,774	£ <b>3,800</b>	£ 4,560	£ 950

2% RPI\* - an additional 2% has been added to the event fee as an estimated RPI value

11. Events provide a welcome source of income in the face of ongoing budget reductions, however, charges have been kept low to reflect the community benefit that this event brings. The event will be free to attend by local people; however, there would be charges for food and fairground rides etc. These would be agreed by the Superintendent prior to the event to ensure that they are accessible to local people.
12. **Key risks:** In order to manage the risks associated with the event, HAFS academy would meet with the Park Manager annually to review and update the events application form and operational plan detailing how they will mitigate the risk involved in organising an event of this scale. This would include
- Security: Providing adequate SIA Cleared Security staff during the daytime and security personnel overnight.
  - Informing London Borough of Newham and emergency services
  - First Aid: Ensuring that adequate first aid certificated staff will be present during the event
  - Food Hygiene: All food stalls will be required to have Public Liability Insurance and have passed a minimum of Food Hygiene Certificate Level 2
  - Health and Safety: Risk Assessments, Safe Systems of Work and an Emergency Action Plan Procedure will be reviewed by the Park Manager prior to the event taking place.

## **Conclusion**

13. The 2019 event held in the Park by HAFS academy built on the success of the previous two years, with increasing numbers of visitors in attendance. The mixture of fairground rides and stalls was well received by local people, when asked the friends group confirmed that little disturbance is heard in the nearby roads and streets. Feedback from 2017 and 2018 showed that there was a desire from local people for the event to be held on additional days, which it was in 2019 with success and the proposal is to continue the event at this size, scale and duration going forward.
14. Working in partnership with HAFS Academy allows the Park to host an event that it would otherwise not have the budget or staff resource to arrange itself, whilst increasing the Park's profile with different user groups in the area and achieving additional income for the Park.

## **Appendices**

- Appendix 1 – Map showing the 2018 set up of the 'Bringing Communities Together' event

### **Lucy Murphy**

West Ham Park Manager

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<b>Committee(s):</b> Hampstead Heath, Highgate Wood and Queens Park Education Board Open Spaces and City Gardens West Ham Park Committee Epping Forest and Commons	<b>Date(s):</b> 11 September 2019 12 September 2019 14 October 2019 14 October 2019 18 November 2019
<b>Subject:</b> Three year review of the Open Spaces Department's 'Green Spaces, Learning Places' programme	<b>Public</b>
<b>Report of:</b> Colin Buttery, Director Open Spaces Department	<b>For Information</b>
<b>Report author:</b> Abigail Tinkler, Head of Learning, Open Spaces Department	

## Summary

This report and appendix provides Members with a review of the Open Spaces Department's three year (2016 to 2019) learning programme which delivered learning, play and volunteering opportunities to local children and adults at Hampstead Heath, West Ham Park, Epping Forest and Queens Park. The review provides a measure of success against the original ambitions of the programme and the lessons that have been learnt that will inform the future programme.

## Recommendation(s)

Members are asked to:

- Note the report.

## Main Report

### Background

1. The charity arm of the Open Spaces Department received three year tapering funding from City Bridge Trust (CBT) in 2016 to deliver a new centrally co-ordinated outdoor Learning Programme: 'Green Spaces, Learning Places', focused on delivering to urban and deprived communities close to our open spaces.
2. This approach was centred around five impact areas; understanding, confidence, involvement, wellbeing, and connection. Using this approach, the learning team designed learning projects and services that deliver impact in our local communities.
3. The programme was predominantly delivered at Hampstead Heath, Epping Forest (including Wanstead Flats) and West Ham Park.

## Current Position

4. This report provides, as Appendix 1, a review of the three years of the grant funded 'Green Spaces, Learning Places' programme.
5. The review outlines the different programmes that were offered and delivered including programmes for schools, sessions for Pupil Referral Units and young carers (Green Talent), open access play provision at Hampstead Heath, community engagement and volunteering development as well as the creation of a wildlife garden in West Ham Park. It provides details on participation numbers, achievement against targets and a summary of results of the programme's 'impact areas' evaluation that was undertaken jointly with the University of Derby.
6. The Programme exceeded its participation target and reached over 120,000 participants. The two areas which overachieved their targets to the greatest extent were the School service programme overachieving the three year target by 56% and the Green Talent programme by 78%. More information on participation levels is detailed in the review in Appendix 1.
7. CBT funding for the programme ceased on 31 March 2019. Based on the success of the Learning Programme and its delivery of many of the Corporate Plan outcomes, Education Strategy aims and Social Mobility Strategy outcomes, Members supported a request for an increase in the Open Spaces Department's resource base thus mainstreaming the Learning Programme within the core service of the Department. This additional funding is subject to the Fundamental Review.
8. The core learning programme from 2019 is listed below and opportunities for expansion and new initiatives will seek external funding for delivery.
  - Schools service operating out of Hampstead Heath, Epping Forest, West Ham Park
  - Green Talent programme working with young people struggling in education and/or furthest from the job market
  - Play activities at Hampstead Heath
  - Volunteer development and community outreach work

## Corporate & Strategic Implications

9. **The Corporate Plan 2018 – 2023** - The 'Green Spaces, Learning Places' programme is contributing to the delivery of all three of the Corporate Plan's overarching aims and seven of the twelve outcomes:
  - **Contribute to a flourishing society:**
    1. People are safe and feel safe.
    2. People enjoy good health and wellbeing.
    3. People have equal opportunities to enrich their lives and reach their full potential.
    4. Communities are cohesive and have the facilities they need.
  - **Support a thriving economy:**
    8. We have access to the skills and talent we need.
  - **Shape outstanding environments:**
    10. We inspire enterprise, excellence, creativity and collaboration
    12. Our spaces are secure, resilient and well-maintained
10. **Social Mobility Strategy 2018 – 2028: Potential today, success tomorrow.** The learning programme supports this CoL strategy, particularly in respect of achieving the outcomes:

- Everyone can develop the skills and talent they need to thrive
- We role model and enable social mobility in the way we operate as an organisation and employer

11. **Education Strategy 2019-23** - the programme supports the CoL's Education Strategy 2019-2023, particularly in respect of strategic aims:

- Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity;
- Provide high quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

12. **Open Spaces Department Business Plan** - The Learning programme makes an outstanding contribution to the delivery of our Departmental top line objective: '*Spaces enrich people's lives*' and its four underlying outcomes:

- People enjoy good health and wellbeing
- Nature, heritage and place are valued and understood
- People feel welcome and included
- People discover, learn and develop

## Implications

### Financial

13. The programme was funded by the CBT to the sum of £400,000 over three years as a tapering grant (£220k, £130k, £50k).

14. Efforts to raise additional external funds were not successful for two key reasons:

- most funders do not fund existing projects
- the reputation of the City as a wealthy organisation hindered fundraising efforts, particularly when the number of funding bids outstrip the funds available.

These factors are unlikely to change in the future, but the Learning Programme will pursue external funding options for new and additional learning initiatives.

15. As the programme was not able to secure significant external funding it was agreed that Open Spaces Department underspend and/or a City Cash contribution up to £200k would provide the shortfall in 2017/18 and 2018/19. A Priority Investment Pot bid was successful in May 2018 and £87k was awarded to cover the additional shortfall in 2018/19.

## Learning programme outturn position 2016-19

	2016/17 £'000	2017/18 £'000	2018/19 £'000
<b>Total Expenditure</b>	<b>-356</b>	<b>-329</b>	<b>-288</b>
<b>Income:</b>			
School fees	27	41	42
Grants & CBT funding	220	140	55
<b>Total Income</b>	<b>247</b>	<b>181</b>	<b>80</b>
<b>Net Expenditure</b>	<b>-109</b>	<b>-148</b>	<b>-208</b>
Shortfall funded by:	Open Spaces Department underspend	City Cash contribution	Priority Investment Pot City Cash contribution

## Conclusion

16. The 'Green Spaces, Learning Places' Programme delivered a successful three year programme reaching 120,00 participants, including over 42,000 school pupils, many from the more deprived communities that surround West Ham Park, Hampstead Heath and Epping Forest.
17. Evaluation of the experiences of attendees on the programme concluded that participants have significantly improved their understanding, wellbeing, confidence, connection and involvement with nature and the outdoors.
18. On 7 March 2019 the Court of Common Council approved a £395,000 increase in the Open Spaces Department's resource base which embeds the Learning Programme as a core service within the Department, subject to the Fundamental Review. .

## Appendices

- Appendix 1 Three Year Review of the Green Spaces, Learning Places Programme
- Appendix 2 Learning Principles
- Appendix 3 Maps showing school programme reach and areas of deprivation in London

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## Appendix 1: Three year review of the Open Spaces Department's 'Green Spaces, Learning Places' programme

<b>Contents</b>	<b>Page numbers</b>
Executive summary	6
Introduction - Background, rationale and strategic value	8
Funding	9
Impact areas	10
Learning principles	10
Programme delivery and team expertise	11
Learning programmes	
- Green Talent	11
- Wild Schools	14
- Wild East	17
- Playing Wild	19
- School services	21
- Play centres	24
- Volunteering	26
Summary of participation	28
Evaluation toolkit and impact measures	28
Key challenges and recommendations	31
The future for the learning programme	32
Appendices - Learning principles - Maps showing school programme reach and areas of deprivation in London	33

## Executive Summary

'Green Spaces, Learning Places', the City of London Corporation Open Spaces Department's innovative learning programme, launched in 2016 with a remit of effecting change across five impact areas: understanding, confidence, involvement, wellbeing, and connection.

The programme was developed in response to a growing consensus that spending time in nature is beneficial to health and wellbeing, and a concern over health and wellbeing inequalities as people in deprived areas of London face more barriers than most to accessing nature. In order to tackle this inequality, delivery was focused on spaces located near areas of high deprivation, with programmes operating from West Ham Park, Hampstead Heath, Epping Forest and Queens Park.

The programme provided a key method for the City of London to contribute to the health and wellbeing of residents of some of London's most deprived communities through connecting them more powerfully to their local green spaces.

The three year programme delivered:

- Four innovative community-based projects: Green Talent, Wild Schools, Wild East and Playing Wild
- Two reinvigorated school services (Hampstead Heath and Epping Forest)
- Two revitalised play centres (Hampstead Heath)
- A volunteering programme.

## Key achievements:

- **The programme has delivered vital aspects of the City of London Corporation's Corporate Plan, Social Mobility Strategy and Education Strategy.**
- **The programme engaged over 120,000 participants and exceeded its participation target by 16 %.**
- **A bespoke evaluation toolkit was developed to measure the learning programme's impact. Evaluation data was analysed by university researchers, who reported that:**
  - **quantitative data showed a "statistically significant" increase across all five impact areas**
  - **qualitative data showed participants were "positively influenced by their engagement with the programme".**
- 100% of participating school teachers reported that their learning outcomes have been met
- 14,554 children who are eligible for pupil premium (an indicator of disadvantage) participated in the school offer
- 80 young people benefitted from work experience placements and associated training
- A vision for volunteering was developed for the Open Spaces Department, positioning volunteers as a key beneficiary
- The programme won the 2017 CoL Award for Innovation in Equality and Inclusion

- The Green Talent programme was shortlisted for the 2018 Horticulture Week Custodian Award for Best Community Initiative
- Bespoke programmes were delivered for Young Carers, Pupil Referral Units children with autism and Grenfell Families
- Learning officers were invited to showcase their work and share their expertise at the National Sustainable Schools Conference, London Environmental Education Forum and Culture Mile Learning
- A paper has been accepted for publication in the Journal for Environmental Education, showcasing the development of the evaluation toolkit and the success of the programme across the five impact areas.

### **Feedback from participants:**

- *“A wonderful facility and resource in the heart of London that enables essential learning for inner city children”* (teacher, school services)
- *“This is my first experience in nature, I have a bond with nature, but my mum can’t take me to the park”* (student, school services)
- *“The work experience placement really boosted my confidence ... I found the whole thing very motivational and calming”* (young person, Green Talent)
- *‘To be honest, I just thought it was football pitches. I had no idea all this nature was here’* (family participant, Wild East)
- *“It’s so nice to know my 8 and 10 year old can come and get involved in the play outside and activities .... as we live in a tower block and my children can’t play out where we live”* (parent, Adventure Clubhouse).

### **Key challenges:**

- The programme struggled to raise funding through external grants once the programme had launched as most funders do not fund existing projects, and the reputation of the City as a wealthy organisation hindered fundraising efforts

## Introduction

### - Background

'Green Spaces, Learning Places'(GSLP), the City of London Corporation Open Spaces Department's innovative learning programme, launched in 2016. Prior to 2016 the Open Spaces Department provided a range of education opportunities across its sites which lacked both consistency and shared strategic focus. GSLP was developed to deliver a unified, outcomes-based and centrally co-ordinated learning programme, focused on delivering to deprived communities close to our open spaces.

### - Rationale

The GSLP programme was developed in response to:

- a growing consensus that spending time in nature is beneficial to health and wellbeing, whilst contact with nature is becoming more infrequent
- an understanding that access to green space is not equal, with people in deprived areas of London facing more barriers than most to accessing nature, which can impact on physical activity levels and mental health
- a concern that visitors to our Open Spaces are not always representative of the local communities, with Black, Asian and minority ethnic groups (BAME) and deprived communities under-represented
- a recognition that barriers to accessing green spaces exist for local communities, including fear of getting lost, a lack of confidence in the outdoors, a lack of understanding of the activities available, and a feeling that our spaces are 'not for them' (highlighted through consultation with communities adjacent to our Open Spaces)
- a concern about the attainment gap between disadvantaged school students and their peers
- a recognition of the value of play in young people's development, with natural play having a lasting impact on the development of children's connection, understanding and appreciation for the natural environment.

### - Strategic Value

The GSLP programme contributes to the delivery of all three of the Corporate Plan's overarching aims and seven of the 12 outcomes:

- *Contribute to a flourishing society:*
  - 1. People are safe and feel safe.
  - 2. People enjoy good health and wellbeing.
  - 3. People have equal opportunities to enrich their lives and reach their full potential.
  - 4. Communities are cohesive and have the facilities they need.
- *Support a thriving economy:*

- 8. We have access to the skills and talent we need.
- *Shape outstanding environments:*
  - 10. We inspire enterprise, excellence, creativity and collaboration.
  - 12. Our spaces are secure, resilient and well-maintained.

The learning programme also supports delivery of the following corporate strategies:

**Social Mobility Strategy: Potential today, success tomorrow:**

- Everyone can develop the skills and talent they need to thrive
- Opportunity is accessed more evenly and equally across society

**Education Strategy:**

- Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity;
- Provide high quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

**Open Spaces Department Business Plan:**

- People enjoy good health and wellbeing
- Nature, heritage and place are valued and understood
- People feel welcome and included
- People discover, learn and develop

**Funding**

Grant funding was provided by City Bridge Trust (CBT) on a tapering three-year grant (£220k, £130k, £50k). The aspiration was to raise additional funds through external grants and school fees, and for the programme to become self-sustaining.

Income generation through the school service was successful, and raised £27k, £41k and £42k per year (whilst addressing cost barriers for schools by partnering with the City of London/Culture Mile School Visits Fund).

Whilst some additional funding was provided by the Ernest Cook Trust (10k) and the Company of Actuaries Charitable Trust (£5k), efforts to obtain sufficient additional grant funding were not successful as most funders do not fund existing projects, and the reputation of the City as a wealthy organisation hindered fundraising efforts. To meet the shortfall, City Cash contribution / Open Spaces Department underspend provided £200k in 2017/18 and 2018/19, and a Priority Investment Pot bid provided £87k in 2018/19 to meet the annual running cost of £382k.

## Impact areas

To tackle the challenge of a growing disconnect with nature and green spaces, the learning team designed programmes to effect change across five impact areas:

<i>Understanding</i>	<i>Confidence</i>	<i>Nature connection</i>	<i>Wellbeing</i>	<i>Involvement</i>
People understand the value and importance of green space	People are confident to use green spaces, as part of our activities or independently	People develop a sense of place with green spaces	People have restorative and meaningful experiences in green spaces	People take positive action for, and get involved with, green spaces

To maximise impact, the learning team targeted our programmes to reach those who could benefit the most, including school children growing up in poverty, young people excluded from mainstream schooling, and local people from communities that were under-represented in our green spaces. Ambitious output targets were set for participation. Measuring our impact was seen as vital, and the team collaborated with academic partners at Derby University to create a bespoke evaluation toolkit.

## Learning principles

The team developed a set of learning principles for schools and play (see Appendix 2) which have informed the programme's development. The development of the principles involved combining relevant research with the professional expertise of learning team members to create a shared approach to learning programme development and delivery. Team members' professional expertise (accumulated over time through reflection on experience of learning programme development, delivery and evaluation) was valued from the start and cross-referenced with academic research.

Recognising the importance of children having time to explore green spaces to build connection and confidence, and emphasising doing and discovering to support participants as active learners, are just some highlights from these principles.

The principles:

- map across the five impact areas
- bring together the expertise of the team and relevant research
- enable shared reflective practice and a shared vision for quality learning
- increase the level of active engagement of participants
- provide a tool for effective decision making and peer review

Learning officers were invited to showcase their work on the principles at the National Sustainable Schools Conference and the London Environmental Education Forum.

## Programme delivery and team expertise

A GSLP team was created to develop and deliver the programme, bringing together expertise in outdoor learning, schools, play, volunteering and youth work. Nine full time officers and one part time officer were located at the key delivery sites (Hampstead Heath, Epping Forest and West Ham Park), and an additional pool of casual educators and play workers supported programme delivery on Hampstead Heath.

## Programmes

The three-year programme delivered:

- Four innovative community-based projects: Green Talent, Wild Schools, Wild East and Playing Wild
- Two reinvigorated school services (Hampstead Heath and Epping Forest)
- Two revitalised play centres (Hampstead Heath)
- A volunteering programme.

## Green Talent

### *Overview*

Green Talent worked with young people struggling in education and/or furthest from the job market, providing opportunities to explore careers in the environmental and green spaces sector. Based at Hampstead Heath and targeting 13 – 18 year olds, as well as 19 - 25 year olds with additional support needs, the programme provided facilitated opportunities for young people to recognise and develop their individual talents and skills. For example, completing outdoor conservation tasks boosted resilience, confidence and self-esteem through the achievement of purposeful goals, and activities such as sharing food around a fire helped to build peer relationships by opening dialogues around a shared new experience.

The project included a number of bespoke sessions for groups including Young Carers and Grenfell Families, and delivered sessions for students at five Pupil Referral Units across Brent, Barnet and Haringey.



Green Talent participants learning and contributing through environmental conservation tasks

### Accreditation

To enable the young people to obtain credits for their work, which helped them and others to recognise their achievements, the Green Talent Programme was accredited with ASDAN (a curriculum development and awarding organisation), to offer a flexible, multi-level programme in land-based sector vocational training.

### Feedback

Comments from participants show how the programme has boosted their confidence and broadened their skills, knowledge and horizons - both of which are key to enabling people to expand their career and life opportunities:

- *“The work experience placement really boosted my confidence, I really enjoyed being able to do lots of different activities. I found the whole thing very motivational and calming”*
- *“I feel ready for work and less scared”*
- *“I felt really involved here, like my opinions mattered so I’d be really happy to come back”*

### Project targets

The project exceeded most of the target outputs set at the start of the GSLP programme:

Programme Strands	Target	Actual	Notes
Number of young people participating in one day taster events	100	221	Achieved
Number of one day taster events delivered	30	18	We ran fewer one day taster events, however, we exceeded the participation target
Number of volunteers recruited and trained to help deliver the events	5	19	Achieved
Number of young people participating in longer term placements (minimum 2 weeks)	6	54	Achieved  Included placements of 26 weeks for young people at pupil referral units
Total number of young people participating in the programme	184	388	Achieved

### *Partnership working*

Green Talent worked with partner organisations to develop the project and improve its reach. Key partners included:

London Ambitions – a London Assembly-led careers programme to match young people with employer-based activities

London Youth – a charity working to give young people access to new and enriching opportunities

The Winch – a Camden based Youth Club working as part of 'North Camden Zone' to improve the life outcomes for young people growing up in North Camden

Capel Manor – a college offering training and qualifications in land-based subjects (horticulture, groundsmanhood, garden design, etc.).

### *Additional achievements*

- The Green Talent programme was shortlisted for the 2018 Horticulture Week Custodian Award for Best Community Initiative

## Wild Schools

### Overview

Wild Schools took a full-school approach with a small number of London's inner-city primary schools, working to embed outdoor learning in West Ham Park within the schools' practice.

West Ham Park is located in Newham, which is ranked in the worst four London boroughs for child poverty (Trust for London).

Building relationships with a small number of local schools, enabling repeat visits from multiple year groups, and working collaboratively with teachers to produce relevant outdoor learning sessions was key. Set up to tackle the many barriers that exist to schools using their local green spaces, including teacher confidence, health and safety concerns and a lack of understanding of how the natural world can be linked to various curriculum subjects, the project worked directly with teachers and students to deliver a cross curricular learning programme.

Programmes included a hands-on maths trail which enabled children to apply their maths skills to solving practical challenges, immersive multi-sensory workshops to stimulate creative writing, exploration of habitats (e.g. pond dipping), and exploration of local history (e.g. uncovering allotments from WW2 and exploring life for local people through considering the meals they could/could not produce).

The project delivered regular forest school sessions for local Special Educational Needs & Disability (SEND) students, giving these children time to build confidence and skills together. Regular sessions where children could choose activities of interest to them and contribute to the maintenance of the outdoor space developed a great sense of ownership. Activities such as creating and experiencing the warmth of a fire on a snowy day provided them with a distinctive and memorable experience which facilitated a deeper connection with the space.



Local school children contributing to the development of a new wildlife garden as part of a regular Forest School session



A shelter designed and built by children attending regular sessions for local SEND students

### Project targets

The project exceeded the participation targets for number of primary school students and number of schools. In response to teacher feedback, the programme did not run as many CPD sessions or assemblies as planned at the outset.

Programme strands	Target	Actual	Notes
Number of primary school children engaged in the project	9,000	10,625	Achieved
Number of schools engaged in the project	15	22	Achieved 890 outdoor sessions were delivered across 22 schools.
Number of volunteers are recruited and trained to help deliver the sessions	10	23	Achieved
Number of CPD sessions are delivered to teachers participating in the project	30	18	Formal CPD sessions have been delivered as part of whole staff after school INSET sessions and also with smaller groups of teachers to help with delivering specific areas of the curriculum outside.  In consultation with schools, alternative methods were also used to upskill teachers, including session observation with one-to-one follow-up discussions, support for teachers working towards Forest School qualifications, and working with teachers and students to create wildlife areas within their school grounds.
Number of assemblies are delivered to schools participating in the project	30	3	In consultation with schools, alternative methods were used for whole school participation, which focused on outdoor engagement. These included a whole school 'Maths Trail' developed in conjunction with Elmhurst Primary and rolled out to our other partner schools, and working with students and teachers to create wildlife areas within their school grounds.
Number of nature friendly schools outreach sessions are delivered by the RSPB to participating schools	15	0	This was not possible due to a restructuring at the RSPB

## Feedback

*“Fantastic activity! All the children very excited throughout. Naturally using strong language without being prompted. Carefully planned and executed activity. Thank you for providing reception children with a wonderful experience”* Teacher, Wild Schools

## Reaching disadvantaged children

Through monitoring school pupil premium as an indicator of disadvantage, we know that Wild Schools have reached a significant numbers of these students. 100% of the visits were from state schools, and of these students, **5,737 (57%) were eligible for pupil premium**, compared to an average of 37.7% for inner London.

Pupil premium is an indicator of disadvantage as it is allocated to children who have been in receipt of free school meals, looked after or adopted from care.

See appendix 3 for maps illustrating the programme reach within areas of deprivation.

## Additional achievements

- The project introduced school groups to Wanstead Flats, including a programme for school children to create artwork inspired by their visits which was then displayed in a local library (Forest Gate Curve). The children's work helped to develop knowledge of Wanstead Flats wildlife within the local community
- Regular sessions were developed for a school for children with autism. The specialist teachers commented that they were really impressed and delighted with the positive effects the outdoor programme had on the children's learning
- A new wildlife garden area was created in West Ham Park which provides an additional space for learning activities, including providing a quiet and private space for groups with autism, and a space in which local school children and volunteers can contribute to habitat maintenance. Strong collaboration between the Learning and West Ham Park teams ensured that the garden design and development provided a rich environment for learning.



School children making observational drawings at Wanstead Flats, in preparation for collage making.



One of the Wanstead Flats collages produce by the children following their visits to the site.

## Wild East

### Overview

Wild East delivered exciting mobile events for families in West Ham Park and Wanstead Flats. Using bespoke interpretation tricycles and fun activities, volunteers encouraged families to learn more about the natural environment and build confidence to use their green spaces. Activities such as making bird feeders and identifying local birds helped people connect to nature in their local green space by making close observations, recognising similarities and differences, and playing a part in conserving local species. The activities enabled participants to be physically active, connect socially, learn new skills, contribute, and spend time outdoors, all of which can contribute to improved health and wellbeing.

The programme targeted families and communities in Newham and Redbridge. Newham is a multicultural borough ranked in the worst four London boroughs for poverty (Trust for London).



The Wild East interpretation tricycle on Wanstead Flats

### *Reaching under-represented local community groups*

The programme worked with a variety of under-represented local community groups, including:

- Hibiscus Caribbean Elderly Association
- EKTA Project (Community of Asian older people, including fragile, isolated, mildly confused and disabled people)
- Sheba Project (charity working with a variety local groups including refugees and unemployed people)
- 'Together!' (community group of artists with disabilities)
- Community mental health service user groups

By taking the time to listen and understand the barriers to accessing open spaces, the programme successfully facilitated first-time visits to the open spaces. Support to plan a visit (such as how to get there, knowing where the toilets are and choosing a spot for a picnic), a warm welcome and a short tour helped new groups to feel safe, valued and supported. A facilitated first-time visit to West Ham Park for disabled artists 'Together' led to a number of subsequent visits including a painting trip to Wanstead Flats and participation in a botanical drawing event at West Ham Park. Groups were also introduced to 'Friends of West Ham Park' (a local residents group who run activities in the park) leading to further opportunities for participation.

#### *Project targets:*

The project performed well against participation targets set at the start of the GSLP programme, however, there were challenges in engaging local volunteers.

Programme strands	Target	Actual	Notes
Number of participants in family guerrilla interpretation events focusing on building connections with nature	4000	4134	Achieved
Number of volunteers trained to deliver guerrilla interpretation events	45	17	Below target  See 'key challenges and recommendations for the future programme' p31
Number of RSPB family events participants	800	1031	Achieved
Number of interpretation kits developed	6	10	Achieved
Bespoke sessions for community groups	9	15	Achieved

#### *Feedback*

*"Many a family cannot afford summer holidays abroad - missing out on refreshing and enriching experiences. For these families, parks are vital, and we need to unlock these spaces so as we enjoy their full potential."* - Wild East participant, West Ham Park

*"To be honest, I just thought it was football pitches. I had no idea all this nature was here"*. Wild East Participant, Wanstead Flats

#### *Additional achievements*

- 53% of Wild East participants were from black, Asian and minority ethnic groups (BAME).

## Playing Wild

### Overview

Playing Wild addressed barriers to connection with nature through targeting families with under-5s through natural play activities on Hampstead Heath and Queens Park. The programme provided drop-in natural play events, designed to help families explore the natural world, understand the risks and benefits of natural play, and increase their confidence to play in natural settings. Working in partnership with a range of local nurseries, play groups and family centres, activities were developed to meet their needs, breaking down the barriers of playing outside through building confidence in both parents and children.



Playing Wild participant exploring on Hampstead Heath

Whilst the programme consulted regularly with local people, worked in partnership with local family and early years centres, and delivered events designed to meet the needs of the target audience, session uptake was low. It was felt that the One O'clock Club was a more effective mechanism for working with local families (see lessons learned).

The programme also developed six-week Playing Wild training courses for both parents and early years practitioners, providing them with the knowledge, confidence and skills to play with young children outdoors independently. Participants are provided with playing wild kits to ensure that they can continue to play wild after the course has finished. A Playing Wild trail has also been developed for independent use in the Parliament Hill Fields area (south end of Hampstead Heath).

### *Project targets*

The project achieved many of the targets set at the beginning of the three year GSLP programme, however, numbers participating in the natural play events were very low.

Programme strands	Target	Actual	Notes
Number of bespoke events working with local early years or family centres	15	24	Achieved 677 participants attended
Number of natural play events are delivered	90	91	Achieved
Number of parents and under-5s participating in Playing Wild natural play events	2,000	493	Below target See 'key challenges and recommendations for the future programme' p31
Number of volunteers are recruited and trained to help deliver the events	10	8	
Number of networks of parents developed to provide continuing support	1	0	The project engaged with 'Camden Connecting Parents' and 'North Camden Zone, however, a Playing Wild network was not viable due to the relatively low numbers attending the Playing Wild programme. The programme adapted by creating a training programme to bring parents and practitioners together.

### *Additional achievements*

The project delivered drop-in family learning activities at a variety of events including the 'Give it a Go' festival at Hampstead Heath and the Christmas Fair at The View in Epping Forest, reaching 1,205 participants.

## Two reinvigorated school services (Hampstead Heath and Epping Forest)

### Overview

High quality booked sessions were delivered to a wide range of schools at our Epping Forest and Hampstead Heath education centres.

The Epping Forest programme was based at The View visitor centre near Chingford, with sessions delivered in the adjacent forest and Tudor hunting lodge. The Hampstead Heath Programme operated from the Education Centre building in Parliament Hill Fields and the 'Glassroom Classroom' in Golders Hill Park, with sessions delivered in bespoke teaching gardens as well as the wider Heath. Both sites provided a variety of habitats for exploration.

Brand new sessions were developed to support the National Curriculum and promote awe, wonder and inspiration as children learned through active engagement with the open spaces. Based on the unique features of the sites and the needs of schools, the programme provided rich opportunities to:

- Learn through first hand observation (e.g. exploring habitats, life cycles, seasons)
- Stimulate the imagination (e.g. creating stories inspired by nature, creating art work using natural materials)
- Give children an active role (e.g. pond dipping, orienteering, field work)
- Enable children to see the relevance and application of their knowledge and skills beyond the classroom (e.g. solving a real-life practical challenge such as assessing pond health or testing materials to build a dam)
- Uncover evidence of local history (e.g. finding bomb craters in the Epping Forest site)
- Develop team working skills (e.g. team den building).

Programmes were offered from nursery to A level, with most visits coming from primary schools.



Primary school group learning from nature on Hampstead Heath

## Feedback

*“An informative and engaging day that sparked a love of nature in our students”* school teacher

*“A wonderful facility and resource in the heart of London that enables essential learning for inner city children”* school teacher

*“This is my first experience in nature, I have a bond with nature, but my mum can’t take me to the park”* primary school student

*“I found them (activities) very exciting and very helpful for my learning”* primary school student.

## Project targets

The schools service exceeded the participation targets set at the start of the GSLP programme:

Programme strands	Target	Actual	Notes
Number of school students attending school sessions at Epping Forest	5,125	7,737	Achieved
Number of school students attending school sessions at Hampstead Heath	15,375	24,225	Achieved

## Reaching disadvantaged children

Through monitoring school pupil premium as an indicator of disadvantage, we know that the school services have reached a significant number of these students:

At Epping Forest, 86% of our school visits were from state schools, accounting for 6,654 students. Of these students, **2,129 (32%) were eligible for pupil premium**. The average pupil premium for outer London is 28.2%.

At Hampstead Heath, 70% of our school visits were from state schools, accounting for 16,958 students. Of these students, **6,444 (38%) were eligible for pupil premium**. The average pupil premium for inner London is 37.7%.

See appendix 3 for maps illustrating the school programme reach within areas of deprivation.

## Partnerships

The school service has worked in partnership with Culture Mile Learning, London Environmental Education Forum (LEEF), Field Studies Council and Waltham Forest Music Education Hub (WFMEH). Highlights include co-delivery of training days for LEEF, working with WFMEH to develop an Epping Forest artist-in-residence learning programme for schools, and working with Culture Mile Learning to develop a shared evaluation framework.

### *Additional achievements*

- A new approach was developed and launched for secondary schools, allowing teachers the flexibility to combine onsite, classroom and online resources. A new web pages provided a menu of activities linked to key themes such as careers, working scientifically and environmental change. Resources included inspiring films of career role models from within the Open Spaces department.
- The team were asked to show case their work in school programme development at the National Sustainable Schools Conference and the London Environmental Education Forum
- 100% of participating teachers reporting that their learning outcomes have been met
- The programme has engaged with 250 pupils from two City Academies: Highgate Hill and Hackney. Teachers commented that the programmes supported the students in seeing the relevance of their learning beyond the classroom, which is vital in raising aspirations.

## Two reinvigorated play centres (Hampstead Heath):

### Overview

Two play centres at Hampstead Heath provided both indoor and outdoor play facilities, with an Adventure Clubhouse providing play facilities for under-16s, and a One O'clock Club providing play facilities for under-fives and their parents/carers. The centres are located in the south of the Heath, close to areas of deprivation such as Gospel Oak ward where there is 39% child poverty (Open Data, Camden Council).

During opening hours, the play centres were staffed by playworkers who were able to support young people's play and learning. The Adventure Clubhouse is open from April to October, offering a school holiday programme and after school provision. The One O'clock Club is open all year round, offering afternoon sessions every weekday.

Both provisions were free to access and provided a space where children could play and engage in activities that they had freely chosen, including both facilitated play and free play. Outdoor play included den building, sand, mud and water play, obstacle courses and circus skills. Indoor activities included mask making, leaf printing and badge making. At the Adventure Clubhouse, outdoor adventure play structures were also provided.

Children over the age of eight were able to visit without an accompanying adult, which enabled children whose parents/carers are not able to take them to activities outside school to participate.

*"It's so nice to know my 8 and 10 year old can come and get involved in the play outside and activities at the Adventure Clubhouse and always feel welcome, as we live in a tower block and my children can't play out where we live"* Parent, Adventure Clubhouse



Water slide at the Adventure Clubhouse



'Mud kitchen' at the One O'clock Club

### *Project targets*

The play service exceeded the overall participation target set at the start of the GSLP programme, however, at the One O'clock Club, the number of adult participants was slightly lower than the target.

Programme strands	Target	Actual	Notes
Number of young people attending the Clubhouse	24,000	26,063	Achieved
Number of under-5s attending the One O'clock Club	24,000	26,123	Achieved
Number of adults attending the One O'clock Club	21,000	19,870	The ratio of adults to children was 1:1.3 (actual) rather than 1:1.1 (target)
<i>Total number of participants</i>	<i>69,000</i>	<i>72,056</i>	Achieved

### *Community cohesion*

The play centres are located adjacent to the borough of Camden, which is ranked in the worst four London boroughs for income inequality (Trust for London).

The play centres bring individuals and communities together to share experiences and promote mutual respect and tolerance. Analysis of postcode data from participants shows that the centres are engaging people from wards where poverty is high, such as Gospel Oak and Haverstock, as well as wards in which most areas are affluent, such as Hampstead Town. The play facility provides an open, welcoming space in which communities can meet and engage in a shared interest regardless of background and circumstance, thus supporting community cohesion.

*"It's a home from home. A safe and wonderful environment to flourish and for confidence to grow."* Parent, Adventure Clubhouse

### *Additional achievements*

- Detailed designs were produced for improved outdoor play areas

In 2016, a review of the play centres identified that the facilities were not aligned to the strategic aim of engaging people with green spaces due to their reliance on traditional play structures. In addition, the learning team audited the play spaces for accessibility and identified barriers and gaps in the provision.

The learning team worked with colleagues at Hampstead Heath to create a set of design criteria for improved outdoor play spaces, with the aims of emphasising natural play and exploration, improving accessibility, catering for a range of styles of play, and providing graded challenges to enable children to take risks and learn at their own pace.

Working with specialist designers and play centre visitors, detailed design and costs for improved outdoor play provision were created. The first construction phase is planned for November 2019.

## Volunteering

### Overview

The learning volunteering programme created a new Vision for Volunteering which positioned volunteers as beneficiaries of the programme, and defined goals for the volunteering experience:

- A volunteer's experience with us stimulates well-being and connection to the green spaces with which they are involved.
- Each hour spent volunteering benefits the green space, the individual and their community through the fulfilment of a rewarding and achievable task or role.
- Our volunteers represent the diversity of local communities surrounding, accessing and benefiting from our green spaces. We reach out into marginalised and disenfranchised sections of society.
- Volunteers are valued for helping to shape green spaces, through hands-on involvement and by championing their benefits.

The GSLP programme provided a number of volunteering opportunities, aiming to develop a team of volunteers representative of the local communities surrounding our Open Spaces.

### Key outputs

- Development of new volunteer roles across the GSLP programme, including Wild East Ambassador, Wild Schools Learning Volunteer and Evaluation Volunteer
- The development of a recruitment, selection and induction guidance, procedures and templates to support the learning team with volunteer management and retention
- Development of a volunteer agreement to manage expectations and responsibility
- A volunteer policy
- A training programme for volunteers
- A training programme for staff managing volunteers

### Project targets

Programme strands	Target	Actual	Notes
Number of learning volunteers recruited	90	72	Below target See 'key challenges and recommendations for the future programme' p31



Learning volunteer assisting with the creation of a 'story tent' for schools in the newly developed wildlife garden at West Ham Park

### *Partnerships*

The learning volunteer programme worked with partner organisations to reach and engage new volunteers. Key partners included:

Active Newham - Charitable Trust working in partnership with Newham Council to deliver volunteering opportunities in Newham

Team London – London Assembly led programme linking potential volunteers and volunteering opportunities

Capel Manor – a college offering training and qualifications in land-based subjects (horticulture, groundsmanhood, garden design, etc.).

University College London, University of East London, Queen Mary University – universities with strong student volunteering programmes

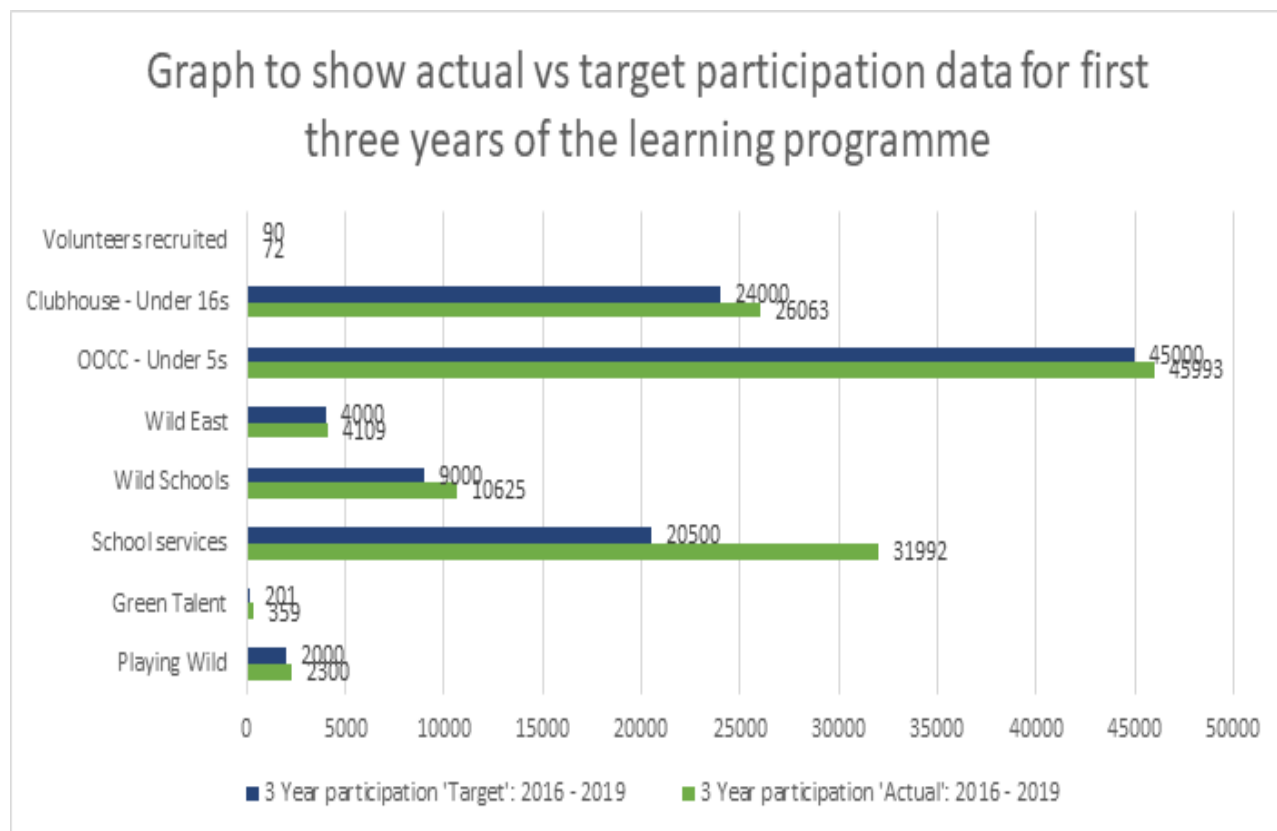
### *Additional achievements*

- The GSLP programme has championed volunteering across the Open Spaces department, providing support to staff supervising volunteers. Outputs include a range of training opportunities, policies, procedures and guidance documents to help with recruitment, engagement and management of volunteers
- A Departmental Volunteering Steering group was established to develop a positive and productive volunteering practice across Open Spaces
- The GSLP Volunteer Officer represents the Open Spaces Department in the City of London Volunteering Working Group

## Summary of participation

**The learning programme has reached 121,978 participants in the first three years of delivery (April 2016 – March 2019), 16% above the target of 105,276.**

The following graph illustrates the participation figures across the programme.



The programme reached

- 32,695 participants aged 0 – 5
- 68,550 participants aged 5 – 18
- 20,473 participants aged 18+

## Evaluation toolkit and impact measures

The Learning Team worked in collaboration with researchers at the University of Derby to develop a bespoke evaluation toolkit. The objective of the mixed-methods evaluation, combining qualitative and quantitative methods, was to evaluate whether participation in the programmes increased *understanding, wellbeing, nature connection, confidence, and involvement*.

No suitable evaluation toolkit had been developed within the sector due to challenges around measuring impact areas which are multi-faceted and subjective, and the successful development of a pioneering evaluation toolkit is a key achievement for the team.

Data from programme participants before, during, and after having taken part in the programmes was collected for participants in the Schools' Programme, Green Talent and Playing Wild.

The evaluation toolkit, mapped against the five impact areas, consisted of a mixture of survey and interview questions, and observational indicators.

1) survey questions

2) interview questions

3) observation indicators (behavioural indicators that operationalised the five impact dimensions, e.g. asking relevant questions was an indicator of understanding and non-verbal expressions – e.g. happiness, wonder, calm was an indicator of wellbeing).

4) a drawing activity (for children under the age of 5).

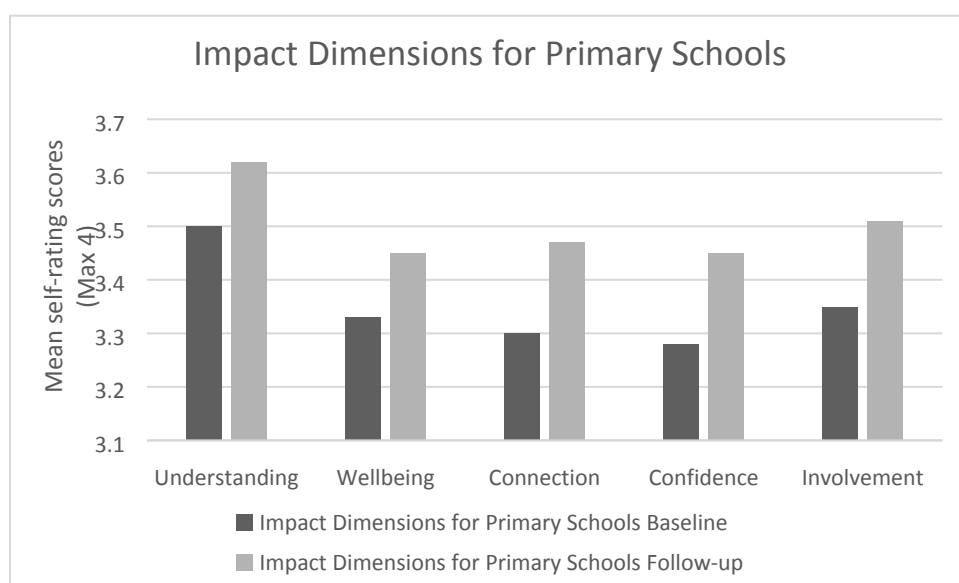
The team recruited evaluation volunteers to carry out the observations and interviews.

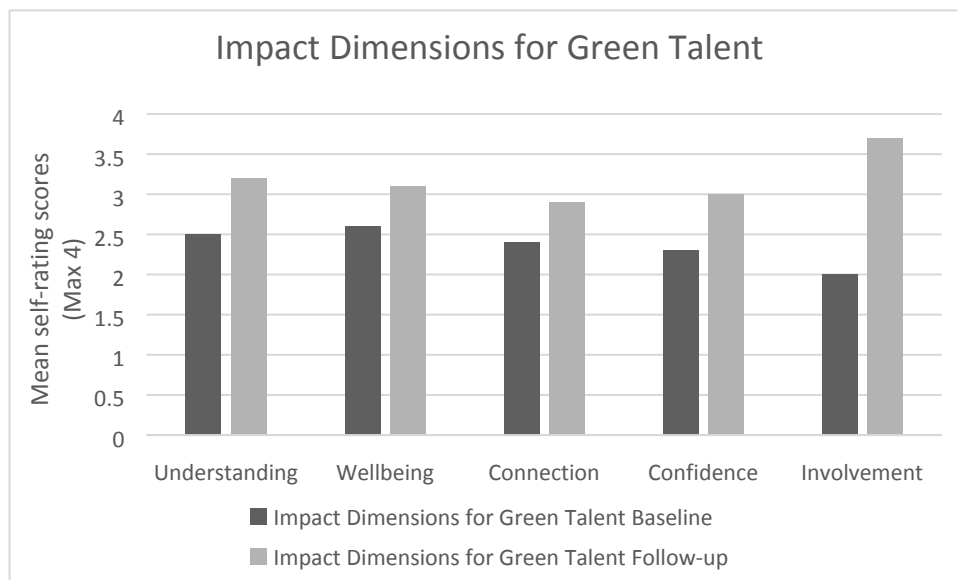
#### *Qualitative data analysis*

Survey questions, developed to elicit responses across each of the five impact areas, were used to collect qualitative data for the School and Green Talent programmes using a 1 – 4 scale (where 1= negative, 2 = neutral, 3 = positive, and 4 = very positive). Due to the young age of the Playing Wild participants, it was not appropriate to collect responses to the survey questions.

All data analysis was carried out independently by the University of Derby, which concluded that the programmes significantly improved participants' ratings of the five impact dimensions when comparing self-reports taken before and after participating in the programme. The increase from baseline to follow-up scores is seen as statistically significant; in other words, the probability of the observed differences was greater than would be expected due to chance.

The following charts show increases for primary school participants after spending just two hours in a facilitated learning session, as well as larger increases for Green Talent participants who attend for whole days, intensive weeks, and weekly sessions over a school term.





### Qualitative data analysis

A commentary on the qualitative data analysis (interviews, observations and drawings) for the School, Green Talent and Playing Wild programmes is available within the full evaluation report. The researchers concluded that the insights provided into participant's thoughts and behaviours suggested that they were positively influenced by their engagement with the programme. For example, drawings from Playing Wild participants developed from pictures which did not include people to pictures of people engaging with nature (e.g. attending to flowers) after participation in six weekly sessions, suggesting a shift in participants' understanding and sense of connection.

Comments from interviews with school and Green Talent participants were very positive. Relevant comments include:

- *"I feel free when I'm outside"*
- *"I don't usually go out much, but I have found that I enjoy making a difference to the local park"*
- *"The work experience placement really boosted my confidence"*
- *"Very adventurous. Like a special time. Can experience mother nature."*
- *"Usually I would get tired and bored. I may be tired now but I'm not bored. It's been so fun."*

The full evaluation report is available from [Abigail.tinkler@cityoflondon.gov.uk](mailto:Abigail.tinkler@cityoflondon.gov.uk)

### Additional achievements

A paper has been accepted for publication in the Journal for Environmental Education, showcasing the development of the evaluation toolkit and the success of the programme across the five impact areas. The paper is co-authored by the GSLP team and researchers from Derby University.

## Key challenges and recommendations for the future programme

- 1) The Playing Wild project struggled to attract and maintain audiences, despite regular consultation, partnership working and trialling a variety of locations and timings for activities. It was also challenging to engage audiences with trialling the Playing Wild play trail. At the same time, the One O'clock Club was engaging the same audiences (local children under-five and their parents/carers) very effectively, with participants enjoying the mix of indoor and outdoor spaces, and combination of play with children and a chance to spend time with other parents/carers. The school programme also attracted nursery and reception classes through its bookable workshop programme (3,617 early years students attended the school programme at Hampstead Heath). Going forward, we will focus our work with under-fives via the One O'clock Club and schools programme, and invest time in increasing opportunities for nature play within these.
- 2) The Wild East project set out to engage volunteers from deprived communities close to West Ham Park, empowering the volunteers to lead the delivery of a family engagement programme and replicating a successful model from Hampstead Heath. The project officer spent time meeting community groups under-represented in the park, and this consultation told us that whilst some members of the community were interested in visiting and being involved in other ways, often volunteering on the family engagement programme wasn't appealing to them. The project adapted to this feedback by facilitating flexible visits from community groups who had not visited West Ham Park or Wanstead Flats previously, whilst recruiting volunteers from a wider pool to help facilitate the family learning programme.

Going forward, the volunteer development role within the team will have a combined remit of community and volunteer engagement, and work closely with learning team colleagues to engage under-represented local communities, ensuring that consultation, observation and research inform our approach to increasing volunteer representation from these groups.

- 3) Having only one staff member based at the Epping Forest site created challenges around staffing through sickness and annual leave, and challenges around lone working in remote sites. Going forward, staffing will be reallocated to enable an additional school officer to work across Epping Forest and Hampstead Heath, and Education Rangers will also work across both sites, to create a more robust staffing system and enable further programme growth.
- 4) The aspiration to raise additional funds through external grants once the programme had launched was challenging as most funders do not fund existing projects, and the reputation of the City as a wealthy organisation hindered fundraising efforts. Going forward, the programme will be funded by an agreed £395k increase to the Open Spaces Department local risk resource base (subject to the Fundamental Review), and the team will also pilot new initiatives and seek additional funding to develop these.

## **The future for the learning programme**

An agreed £395k increase to the Open Spaces Department local risk resource base (subject to the Fundamental Review) will enable the Open spaces learning team to provide a core offer of:

- Schools service operating out of Hampstead Heath, Epping Forest, West Ham Park
- Green Talent programme working with young people who are experiencing disadvantage
- Volunteer development and community outreach work
- Play facilities for under-16s and under-5s and their carers at Hampstead Heath.

The team will also pilot new initiatives and seek additional funding to develop these.

The Open Spaces learning team will continue to connect people with their local green spaces, reaching beyond the Square Mile and making a vital contribution to the delivery of the City of London Corporate Plan, Education Strategy, Social Mobility Strategy and Open Spaces Department Business Plan. Building on success, we will further develop the school and Green Talent programmes, to enable more young people to participate, and recruit more schools with higher than average numbers of students in receipt of pupil premium.

The team will work closely with other learning teams within Open Spaces (Keats House, Tower Bridge, Kenley Common) and engage more widely with City Corporation via Culture Mile Learning.

The team will build on their work on evaluation and use their findings to refine and develop programmes to successfully engage audiences and deliver key outcomes.

A shared set of performance indicators has been developed for learning across Open Spaces, and from 2019 data will be collected from Kenley Common, Keats House and Tower Bridge as well as the GSLP programmes at West Ham Park, Epping Forest and Hampstead Heath. This data will monitor progress against a set of shared indicators which align with outcomes from the City of London Corporate Plan and provide shared methods of data collection.

## Appendix Two

### Open Spaces learning principles for schools

We facilitate learning through active engagement with our unique spaces. We are learner-centred and provide fun and inspiring activities which support and enrich the National Curriculum. Through defining the following outcomes and principles we seek to align our practice with findings from relevant research, and to contribute to the delivery of the Open Spaces impact areas for learning.

<b><u>Outcomes</u></b>	<b>Children increase their knowledge, skills and understanding</b>	<b>Children conceptually link the site, their learning, and the wider world</b>	<b>Children explore freely and take part in playful, fun and enjoyable experiences</b>	<b>Children feel safe, confident and empowered to learn</b>	<b>Children begin to connect with green spaces</b>
<b><u>Principles</u></b>  <div>Page 49</div>	<ul style="list-style-type: none"> <li>- Cater to different learning styles and ensure pace and variety</li> <li>- Enable children to develop transferable skills e.g. team work and working scientifically</li> <li>- Support and enrich the National Curriculum</li> <li>- Have clear outcomes focusing on quality not quantity</li> <li>- Ensure all information is fact-checked</li> <li>- Challenge assumptions</li> <li>- Give adults clear roles and guidance to enhance children's learning</li> <li>- Ensure sessions flow and have structure</li> <li>- Assess children's knowledge, skills and understanding, and scaffold/question/challenge/support as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Make relevant links between learning in open spaces with schools and home</li> </ul> <p>Create opportunities for children to....</p> <ul style="list-style-type: none"> <li>- apply their learning in a new context</li> <li>- relate new learning to prior experience or knowledge</li> <li>- see the relevance and application of their knowledge and skills in the wider world (e.g. relate their skills to careers, take part in real conservation work)</li> </ul>	<ul style="list-style-type: none"> <li>- Tailor your approach: respond dynamically to the individual group</li> </ul> <p>Create opportunities for children to....</p> <ul style="list-style-type: none"> <li>- have fun</li> <li>- explore</li> <li>- spend time doing and discovering</li> <li>- be creative and imaginative</li> <li>- assess and take risks</li> <li>- play games</li> <li>- use their senses</li> <li>- be surprised</li> </ul>	<ul style="list-style-type: none"> <li>- Follow Safe systems of Work (SSOW) and communicate with the group re how they will be safe in the space.</li> <li>- Be present for children who appear unsure or afraid - work in partnership with teachers to listen and support.</li> <li>- Provide activities which are both challenging and achievable</li> <li>- Encourage and respect children's ideas</li> <li>- Ask meaningful and relevant questions which enable children to take part in reflective conversations</li> <li>- Be inclusive by providing children with variety and choice</li> <li>- Provide opportunities for children to take ownership of their learning through choice and opportunities to lead</li> <li>- Be welcoming and build initial relationship with group</li> <li>- Provide opportunities to work both in groups and individually</li> </ul>	<ul style="list-style-type: none"> <li>- Maximise the unique opportunities that your site provides</li> <li>- Provide opportunities to be outside, explore and take part in memorable activities</li> <li>- Communicate to children that they can visit the space freely in the future</li> <li>- Role model, discuss and provide opportunities for caring for living things</li> <li>- Find beauty and magic in nature, e.g. hugging a tree, listening to sounds of nature</li> <li>- Give children time to simply connect through their own exploration or having time to sit quietly</li> <li>- Enable children to interact with the site and build memories (e.g. create objects/art to leave on site or take back to school/home)</li> </ul>
<b><u>Learning strategy impact areas</u></b>	Understanding	Understanding	Understanding, confidence, wellbeing, connection	Confidence	Connection

## Open Spaces learning principles for play

We are child-centred in our approach, and provide fun and creative activities which support and enrich child development. We seek to create inclusive play opportunities which inspire children to connect with green spaces. Through defining the following outcomes and principles we seek to align our practice with findings from relevant research, and to contribute to delivery of the Open Spaces Learning Strategy.

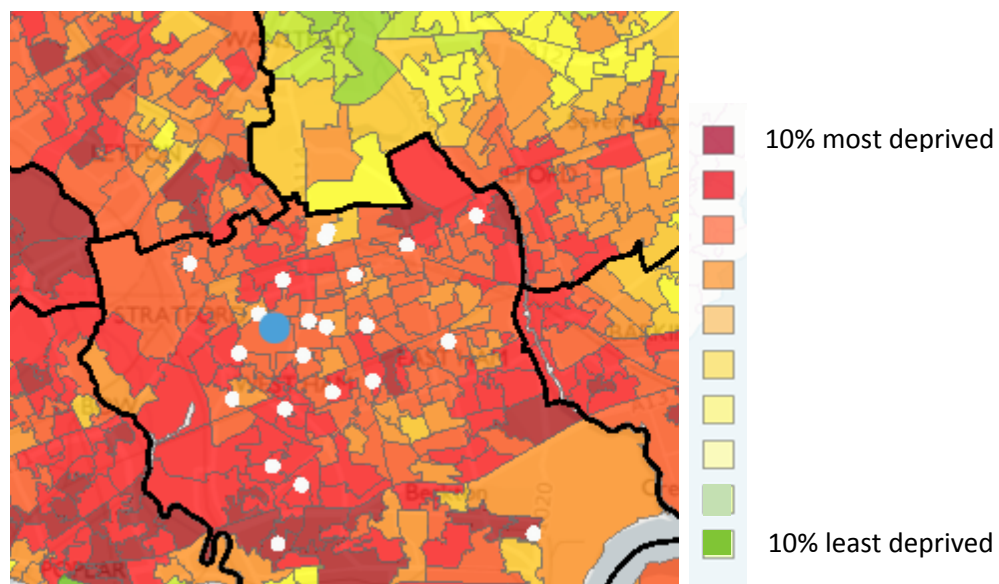
Outcomes	Children are free to play, explore, be imaginative and take part in fun and enjoyable experiences	Children are respected and our approach is child-centred	Children feel safe, confident and empowered to learn	Children begin to connect with green spaces	Parents and carers become more aware of the importance of play and are more involved	Space design invites and enables play 4, 5
Principles	<p>Provide a rich range of resources to choose from</p> <p>Provide a mix of self-directed and structured play opportunities, scaffolding according to the needs of the child</p> <p>Understand and respect that children can enter into imaginary worlds, exploring life and make connections between real and imagined experiences ( Bob Hughes taxonomy of play) <sup>1</sup></p> <p>Create opportunities for children to:</p> <ul style="list-style-type: none"> <li>- Have fun</li> <li>- Explore</li> <li>- Spend time doing and discovering</li> <li>- Be creative and imaginative</li> <li>- Assess and take risks</li> <li>- Play games</li> <li>- Use their senses</li> <li>- Be surprised</li> </ul>	<p>Uphold the UN convention on children's rights <sup>2</sup> and the Play England play charter <sup>3</sup></p> <p>Accept each child as they are (although certain behaviours are not acceptable in our spaces)</p> <p>Understand and respect children's play cycles and play cues</p> <p>Be present and aware of own impact, choosing when to step back and when to support.</p> <p>Consult children on changes to our play facilities</p>	<ul style="list-style-type: none"> <li>- Follow SSOWs</li> <li>- Be present for children who appear unsure or afraid</li> <li>- Provide activities which are both challenging and achievable</li> <li>- Encourage and respect children's ideas</li> <li>- Be inclusive by providing children with variety and choice</li> <li>- Provide opportunities for children to take ownership of their play through providing choice and respecting their ideas and decisions.</li> <li>- Be welcoming and build initial relationship with visitors</li> </ul> <p>Provide opportunities to work both in groups and individually</p> <p>Provide opportunities for children to take risks and make judgements</p>	<ul style="list-style-type: none"> <li>- Maximise the unique opportunities that your site provides</li> <li>- Provide opportunities to be outside, explore and take part in memorable activities</li> <li>- Communicate to children that they can visit the space freely in the future</li> <li>- Role model, discuss and provide opportunities for caring for living things</li> <li>- Find beauty and magic in nature, e.g. hugging a tree, listening to sounds of nature</li> <li>- Give children time to simply connect through their own exploration or having time to sit quietly</li> <li>- Enable children to interact with the site and build memories (e.g. create objects/art to leave on site or take back to home)</li> </ul>	<p>The value of play is communicated to adults (e.g. conversations, signs, leaflets)</p> <p>There are opportunities for adults to get involved in activities</p> <p>Space design considers opportunities for adult involvement (e.g. different sized tunnels or gateways for adults and children)</p>	<p>The play space will:</p> <ul style="list-style-type: none"> <li>- stimulate the five senses</li> <li>- allow social interaction</li> <li>- allow a range of movements and physical activity through and around the space</li> <li>- harmonise with and enhance the local green space</li> <li>- incorporate planting, trees and greenery</li> <li>- offer graded challenges so children can learn and take risks at their own pace</li> <li>- be located near well-used foot paths</li> <li>- include non-prescriptive play equipment (which encourages creativity)</li> <li>- enable children of a range of ages and abilities to play together</li> <li>- be accessible to, and usable by disabled children and disabled parents</li> <li>- incorporate natural materials to encourage connection with the natural world</li> </ul>
Learning strategy impact areas	Confidence, wellbeing	Confidence, wellbeing, involvement	Confidence, wellbeing	Connection, wellbeing	Understanding, involvement	Confidence, wellbeing, connection

### Maps showing school programme reach and areas of deprivation in London

Data from the 2015 Government Index of Multiple Deprivation (IMD 2015) for England is shown on the maps using a coloured scale. Schools participating in the GSLP programme (2016 – 1019) have been overlaid on the map, showing programme reach.

IMD 2015 was created using indicators across seven domains: income, employment, education, health, crime, barriers to housing and services, living environment, and provides a measure of relative deprivation.

#### Wild Schools, West Ham Park

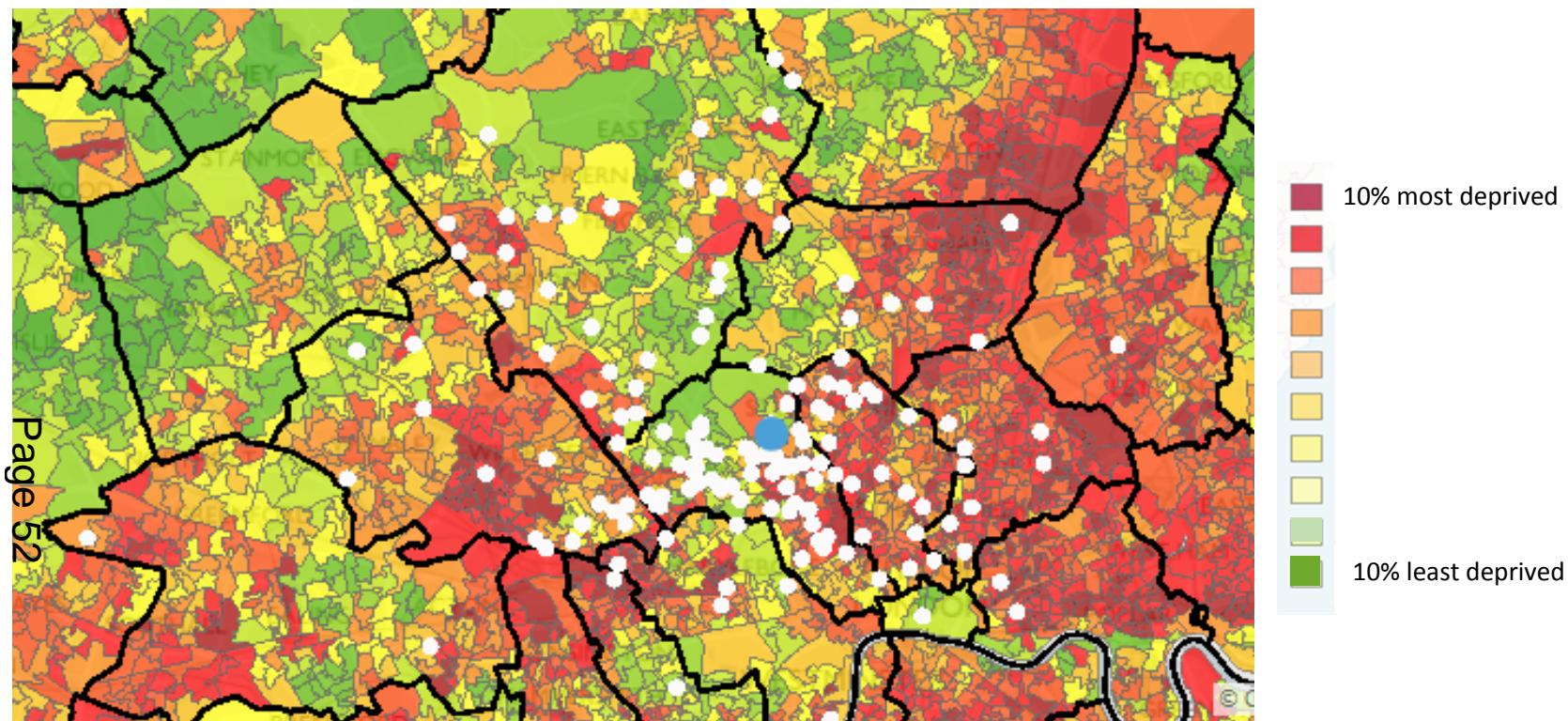


*Blue circle = programme base*

*White circles = schools engaged*

The programme focused on Newham schools close to West Ham Park, where deprivation is relatively high.

## Schools service, Hampstead Heath

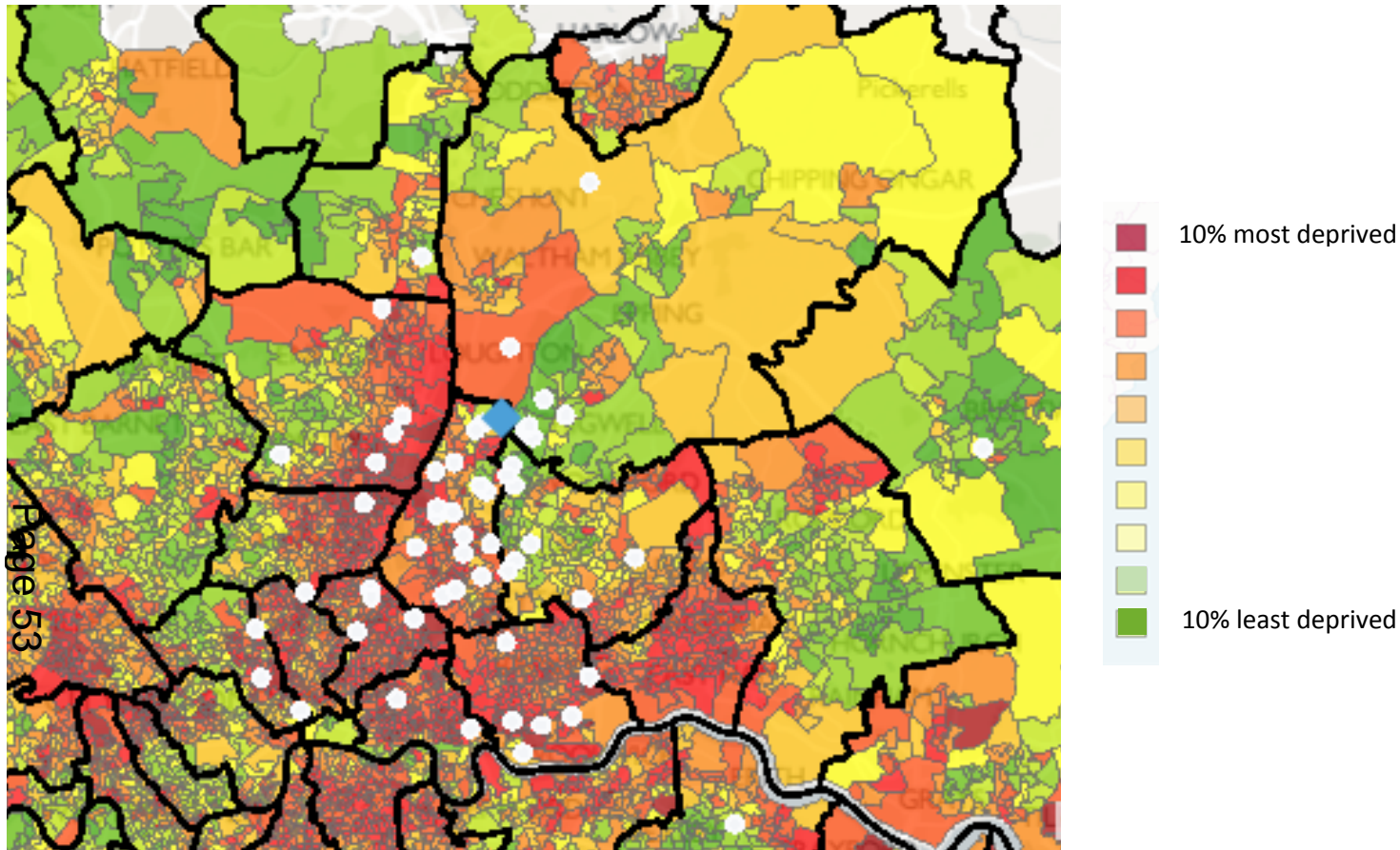


*Blue circle = programme base*

*White circles = schools engaged*

The Hampstead Heath school service reached schools across 12 London boroughs, including Camden, Islington, Hackney, Brent, Tower Hamlets and Haringey, where deprivation is relatively high.

## Schools service, Epping Forest



*Blue diamond = programme base*

*White circles = schools engaged*

The Epping Forest school service reached schools across ten London boroughs, including Hackney, Tower Hamlets, Waltham Forest, Newham, Enfield and Haringey, where deprivation is relatively high.

Reference map showing London boroughs



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