

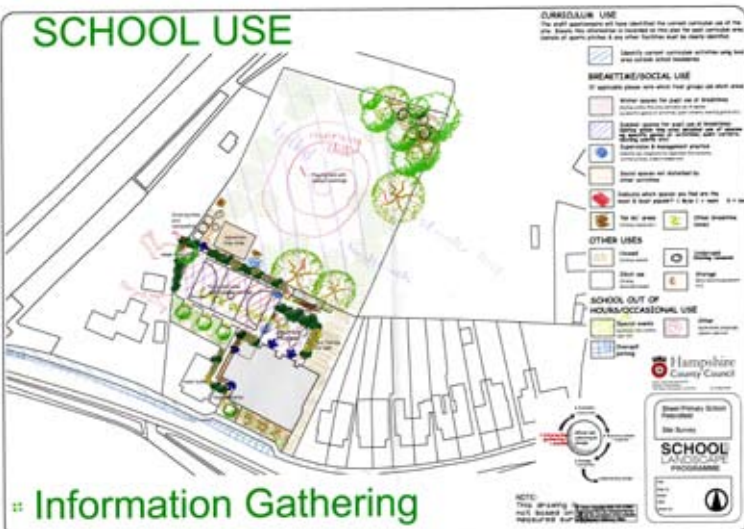
S2.3 Recording Information on Plans

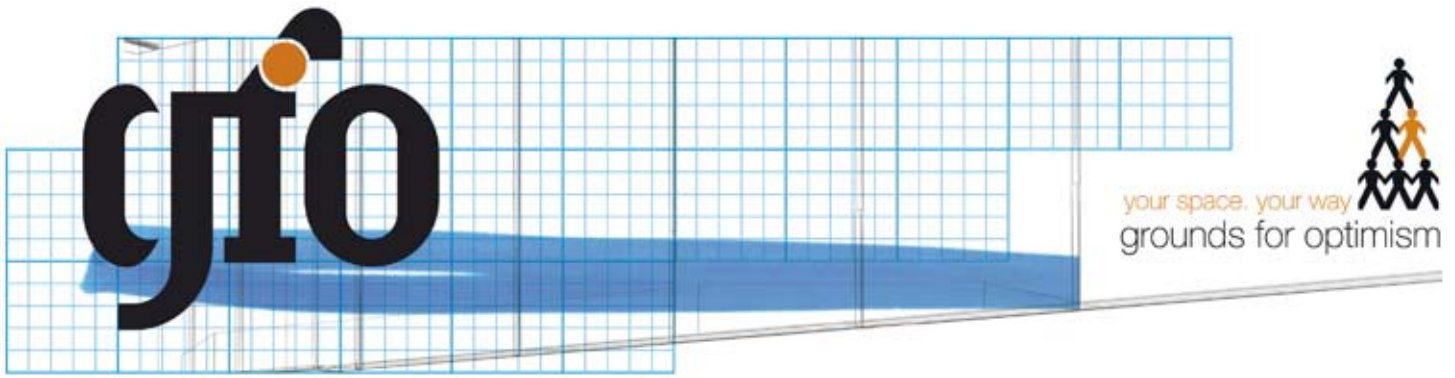
In the example on the right several plans were displayed in the foyer in advance of the main information-gathering activities. This encouraged the wider school community to get involved and start thinking about the grounds.

People were asked to comment using different coloured sticky notes for different user groups in order to distinguish between the responses of different types of user.

In the examples below the team ran an event at which a range of people were invited to complete plans showing what they knew about the school grounds. The plans covered a range of themes which helped the team discover how, for example, access and circulation works and how the community uses the site.







The template keys below could be useful for you to use alongside your site plans to record information about your site. Colour or use symbols in the boxes to identify them on the plans.

ACCESS AND CIRCULATION

Features influencing circulation outside school grounds

Identify road crossing points, cycleways, bus stops etc

Key entrance points into site
 Note who uses which - e.g. pupils, staff, parents, cyclists, cars, delivery, emergency, refuse, grounds-maintenance vehicles. If there is more than one main entrance identify the approx percentage use of each

Vehicles/bicycles - routes/parking/storage
 Note who uses which areas (e.g. staff, parents, delivery, emergency, grounds maintenance, other). Identify areas of overspill parking

Circulation (pupils)
 Indicate which are the main routes. Is circulation managed in a particular way - e.g. one-way systems, routes only used by particular year groups etc

Key entrance points into building
 Note who uses which (staff, parents etc) and when (at playtimes, mornings only, deliveries etc). Identify fire doors

Service vehicle access
 List types of deliveries and indicate on the plan where they go e.g:
 - Kitchen deliveries

- Grounds maintenance
- School plant maintenance
- Emergency vehicles / Fire access
- School supplies
- Refuse vehicles

Public paths
 Within or around the site, identifying associated issues.

Illegal/unauthorised access points and routes/short cuts
 Identify associated issues e.g. security/vandalism

Gathering /meeting/waiting areas
 Parents waiting, fire drill muster point, other - e.g. school trip collection point

Other issues relating to circulation

- narrow paths
- bottlenecks/congested areas/ conflict points
- muddy places
- trip hazards
- poor surfaces

COMMUNITY USE

Car parking areas
 Note whether use is daytime or evening. Where applicable rate 1=most -3=least in terms of intensity of use

Pedestrian circulation
 Indicate which are the main routes

Storage
Bicycles, bins, equipment etc

What community activities take place and where
Identify winter/summer, daytime/evening uses

Future plans for community development

Identify areas which are underused or problematic
State reasons e.g. vandalism etc

Record community use statistics
e.g. number of user visits per annum etc

Special events

GENERAL INFORMATION

SITE CLIMATE & TOPOGRAPHY

Areas of extreme heat and sun

Areas of valuable shade

Site features - e.g. blocks of native planting, individual trees, vantage points etc. State individual value
Views -distinguish between good and bad

Warm winter spots

Sheltered areas

General landform - broadly indicate direction of slopes, flat areas, changes of level etc

Poorly drained areas

LOCAL CONTEXT

Record local context and character

Relevant local history

Links with local organizations - e.g. local tree warden, businesses, local authority etc

Record colloquialisms used for school grounds and where they relate to - e.g. 'the cage', 'the copse', 'the back field' etc

SITE MANAGEMENT

Site ownership -where applicable identify relevant landowners

Future development

Grounds maintenance

SCHOOL USE

Curriculum Use

The staff questionnaire will have identified the current curriculum use of the site. Ensure this information is recorded on this plan for each curriculum area. Details of sports pitches and any other facilities must be clearly identified.

Identify current curriculum activities using local area outside school boundaries.

BREAKTIME/SOCIAL USE

- If applicable please note which year groups use which areas.
- Winter spaces for pupil use at breaktimes (Define within this area detailed use of spaces e.g. specific games or activities, quiet corners, meeting points etc)
- Summer spaces for pupil use at breaktimes (Define within this area detailed use of spaces e.g. specific games or activities, quiet corners, meeting points etc)
- Supervision & management practice (Identify key viewpoints for supervision, first aid points, written policies, codes of conduct etc)
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- Social spaces not disturbed by other activities
- Indicate which spaces you feel are the most and least popular(Rate 1 = most 3 = least)
- 'No Go' areas (Stating reasons why)
- Other breaktime issues

OTHER USES

- Unused (stating reasons)
- Underused (stating reasons)
- Illicit use – stating associated issues
- Storage – bicycles, bins, equipment etc.

- SCHOOL OUT OF HOURS / OCCASSIONAL USE**
Special events – Fetes, Fairs, Bonfire nights etc. Other – Brownies, playgroup, Summer clubs etc. Overspill parking