

Kearsney Parks Activity Plan

Appendices 6 to 10

Contents

Appendix 6 – Discussion Guide 2

Appendix 7 - Comparator Site Consultation..... 5

Appendix 8 – Learning Consultation..... 11

Appendix 9 – Public consultation..... 28

Appendix 10 – Development phase consultees 50

Appendix 6 – Discussion Guide

A copy of the discussion guide used in consultations can be found below.

Welcome and introduction	Purpose of today's discussion is to get your views on the Mills to Mawson project. Explain HLF process and what will happen with the consultation. Please be honest etc.
Introductions	Introduce yourself. Tell us briefly how you like to spend your free time.
Awareness of local heritage sites	Do you visit either or both of the parks? What other places in the district do you visit? Are you aware of the heritage around both Kearsney Abbey and Russell Gardens? How did you find it? What do you like about it? How often do you visit?
Barriers to using the parks	What do you think stops you from using the parks? Prompts: <ul style="list-style-type: none">- Not sure how to access- No interest in local history- They are not for families or a particular age group?- Lack of time- Location / getting there / parking- Friends or family members aren't interested- Not enough going on Anything else?
Resources and activities	What would attract you to or make you use the parks? What facilities would you like to see that would encourage you to use the parks more? Prompts: <ul style="list-style-type: none">- Better heritage interpretation- Improved accessibility- Better parking- Facilities- Activities – workshops, trails etc.- Resource packs

	<ul style="list-style-type: none"> - Café - Parks management - Events i.e. open air theatre <p>What would be your requirements of a building at Kearsney Abbey?</p> <p>What resources would you need to use the parks?</p>
Interests	<p>How interested would you be in the following activities at Kearsney Abbey/Russell Gardens:</p> <ul style="list-style-type: none"> - Attending events - Being creative make a film, draw, dance - Help manage the parks - Develop new skills - Being healthier - Play more - Learn new things
Volunteering	<p>This project will rely on volunteers to help make it successful. Volunteers will be able to help with a wide range of roles and responsibilities.</p> <p>Explain opportunities</p> <p>How interested would you be in volunteering? What kind of things would appeal?</p> <p>What's the best way to encourage local people to volunteer?</p>
Additional questions for Schools	<p>How can the parks meet the National Curriculum?</p> <p>What curriculum focussed activities would you like to see in the parks?</p> <p>What curriculum focussed activities could be delivered?</p>
Additional questions for Families	<p>Do any of you have children? What activities do you usually like to do with your family?</p> <p>What could this project do to bring local history alive for families? Probe interest in potential family activities:</p> <ul style="list-style-type: none"> - family trails / worksheets - arts/crafts workshops and drop in sessions e.g. make and takes - storytelling sessions - theatre projects

	<p>Where should these things take place?</p> <ul style="list-style-type: none"> - Kearsney Abbey - Russell Gardens - Local facilities? - Somewhere else? <p>Would you prefer activities just for children or ones you can do together as a family?</p>
Ends	<p>What is the most important thing for me to feedback to the rest of the project team?</p> <p>What's the best way of telling local people about the project?</p> <p>Thank participants for their time.</p>

Appendix 7 - Comparator Site Consultation

Three comparator sites have been examined in order to learn about their good practice and experience in delivering an HLF project:

- Mote Parks, Maidstone (2007)
- Priory Parks, Reigate (2008)
- Walpole Parks, Ealing (2014)

Information on comparator sites was gathered using a combination of telephone conversations, desk research and site visits and included learning programmes, family activities and outreach, alongside operational data.

Mote Parks, Maidstone Jo Joyce – Parks Development Manager	
INTERPRETATION	
Web Research	Info on volunteering, community group (Fellowship), learning including KS1 and KS2 education packs, and access. Nothing on heritage.
Main areas of interpretation	Onsite panels and education packs
How has interpretation changed?	Largely limited to onsite panels and involvement in Fellowship since project finished a few years ago.
How do you target your interpretation?	Aimed at general public and parks visitors
LEARNING	
What went well in your project?	Councillor walk and talk to explain proposals Volunteer focused community group, rather than traditional Friends group Good Local Contractors
What are the main lessons learnt?	Expect high use and plan for capital replacement in 10-20 years Develop a business plan – we are only now starting to think about making the parks more financially sustainable
What are the challenges?	Managing significant number of visitors
ACTIVITIES	
What activities do you run?	Mainly commercial events and activities run by community groups
What has worked well?	Big events – but we have space for parking
What events/activities haven't been successful?	
How are these managed and by whom?	Mostly run by others – commercial operators and community groups. The council largely responsible for giving permission and managing overall programme.
VISITORS	
How many visitors do you receive per annum?	Over a million
How would you characterise your main audiences now?	Mixed
Who were your target audiences?	Older people, disabled adults particularly those with sensory and physical impairments, disabled children and young

	people particularly with learning disabilities, young people, BME groups
Do you use any specific methods to market to/ reach your target groups?	Not anymore. We did engage the target groups in the creation of interpretation materials and in developing activities after we secured funding from HLF

Walpole Parks, Ealing Emma Allen – Parks Development Manager	
INTERPRETATION	
Web Research	Dedicated website with much more information than the council site. Information on the restoration project, what's on, history, access, education and learning, volunteering opportunities – although no online resources (e.g. education pack, trails, etc.).
Main areas of interpretation	Activities including tree trail with brass rubbings, wildlife map, temporary art installations, heritage events, pop-up kitchen garden, formal education programme focusing on heritage, ecology and conservation, national events like Big Lunch, Open Gardens & Squares Physical interpretation includes quotes from former resident in paths, on benches, etc., tree trail
How has interpretation changed?	Formal education programme has increasingly focused on home-school and forest groups, helping to reach a more diverse audience
What are the most effective means of interpretation?	'Informal' interpretation (e.g. quotes on benches) probably reaches the most people, heritage events probably deliver the most information to a limited number and audience, volunteering probably helps people experience heritage first hand
How do you target your interpretation?	Working with other organisations who already work with target audiences
LEARNING	
What went well in your project?	Partnerships with local organisations to engage target audiences both to visit and volunteer
What are the main lessons learnt?	Formal education programme soon focused on forest school and home school groups, helping to reach a wider audience Drop in volunteering sessions are very stressful to coordinate and time consuming for limited numbers – much better to work with existing groups who bring their own staff too (e.g. community payback, youth justice, Youth Connections, corporate volunteers) Staff need clear, simple guidance that they can use day to day to decide what appropriate changes can be made e.g. where and what to plant in certain areas
What are the challenges?	
ACTIVITIES	
What activities do you run?	Engagement activities during construction, heritage events, ecological events, plant & bake sale, local music acts, pop-up kitchen garden, art installation programme, bouncy castle at weekends and school holidays. Existing jazz,

	beer, comedy and folks festivals continue
What has worked well?	All have worked reasonably well – bouncy castle runs as a profit share with operator
What events/activities haven't been successful?	Drop in volunteering sessions.
How are these managed and by whom?	Mostly managed by the Parks Development Manager (although bigger festivals organised by external community group)
VISITORS	
How many visitors do you receive per annum?	
How many people engage with your activities and formal learning programmes?	
How would you characterise your main audiences now?	Very varied
Who are your target audiences?	Young people BME communities
Do you use any specific methods to market to/ reach your target groups?	Work with 'gatekeeper' organisations

Priory Parks, Reigate	
Helen West – Parks Development Manager	
INTERPRETATION	
Web Research	
Main areas of interpretation	Parks leaflet – this is really popular Project manager designed the interpretation around the site. Key points were picked out so that there was not too much to read.
How has interpretation changed?	There was originally a Priory Parks Facebook for the friend's group page but all the members were very negative and so the group disbanded.
What are the most effective means of interpretation?	Interpretation about the wildlife has been pitched in an informative way. Particular terminology has been used to get important educational messages across i.e. what to feed the birds.
How do you target your interpretation?	For the treasure hunt activity, the signage around the site is often used so that participants have to read the signs in order to find things.
LEARNING	
What went well in your project?	The new café and take away options have helped to cope with demand. Café provider is Pistachios in the Parks; the brand only support parks cafes and they are very community focussed. They also run some community events. Tennis courts, table tennis tables and skate parks have worked well and are hugely popular. The original HLF bid included a 3 day parks officer and a 3 day interpretation officer. These roles have now combined to the one parks officer role, 5 days per week and this has worked well. The parks team resides under Parks Management Manager and the Parks Officer role is to be on the ground to keep an eye on the parks. Horticulture management requires many staff, there was only one gardener originally and now there are a

	<p>dedicated team of four people, all based on site under an in-house contract. One of the four also cut the grass. Other voluntary staff include two Blue Sky Service personnel and two special needs students who do the weeding. Litter has been a problem in the past especially after events, but the pop-up bins have been successful.</p>
What are the main lessons learnt?	<p>The pavilion building in the parks is highly impractical. No income stream because no part of the building can be hired out. No outdoor classroom/learning space was incorporated into the plans and this was a real mistake as schools do not use the parks. The lack of educational space and hiring out space is considered to be a failure of the project. The parks aren't locked and there is no lighting at night but this has reduced anti-social behaviour. The project considered having wooden shelters in the wooded areas but realised that these would need to be secured. Sand and water in the play area have been a nightmare – they wouldn't choose this again! It's very hard to maintain the play area and it costs a lot to repair equipment i.e. water pumps that get full of sand and are damaged through over and inappropriate use. Café design did not allow space for bins or access for services. There were archaeology findings under the café and these could have been made into a feature (i.e. glass floor). Missed opportunity to share some heritage. Visit other parks to see what they do and learn from their lessons. Management has got a lot easier over time.</p>
What are the challenges?	<p>Not enough parking on site for the number of visitors and no coach space so large groups cannot be accommodated. The increase in the number of visitors post completion of the project was not anticipated. The high number of visitors has had an impact on the infrastructure and its durability. People overfeeding the birds has been a problem – the café now sell bird food. People focus their time around the hub and use little of the rest of the parks. There was no management plan for the woodland area and it's very dense so it is hard to incorporate it into the activity programme.</p>
ACTIVITIES	
What activities do you run?	<p>Activities include: Treasure hunts Tree trail (self-guided walk) Wildlife walk Geocache trail – this is maintained by a volunteer and is very popular iPad artist holds exhibitions Charity events Parks Run Half Marathon – start and finish point is in the parks Fitness classes – these are very popular and many companies request use of the parks, however parks officer regulates this so only a few operate. Tennis coach sessions 'Place to play' scheme. Tennis Foundation fund and support community tennis. Countryside ranger does the bat walks. Priory Parks are looking for a volunteer to do history walks.</p>

	<p>The parks also celebrate Heritage Week in September and holds special events.</p> <p>There is also an events programme with approximately one event per month and every school holiday there is an activity taking place.</p> <p>Children's activities include:</p> <ul style="list-style-type: none"> • Countryside rangers <ul style="list-style-type: none"> ○ Pond dipping ○ Bug hunting ○ Den building • Crafts • Easter egg hunt <p>Some things have been done in the woodland area to attract people to this part of the parks, such as fairy doors on the trees, carved wooden animals, willow structures and a brass rubbing trail (Windmill Hill City Farm helped produce these).</p> <p>Event hire</p> <ul style="list-style-type: none"> • Funfairs hire an area of the parks twice a year (July and August) • Community festival in July • Food festival (inaugural event in 2015 therefore reduced hire fee) • Ice rink at Christmas time • Open air cinema events – operator offered council percentage of the ticket sales so that they could gauge how successful it would be. It was very difficult to close off a specific area for this event. <p>An event agreement is in place but there is no event policy. A more formal policy was recommended as events are very busy.</p> <p>Scooter school for 2 years - involved a group of local teenagers to form a user group to improve the skate parks and scooter facilities.</p>
What has worked well?	<p>Shared audience development plan, event schedule and event booking forms with us.</p> <p>The events programme and activities all work well. The event programme has plateaued now, with events being held every two to three months.</p> <p>A lot of filming is now done in the parks and this is a good income stream. You can register as a filming location to generate interest. We would have to register with the Kent Film Office.</p> <p>There were many incidences of lost children and so Priory Parks devised a lost child policy for event organisers.</p>
What events/activities haven't been successful?	<p>No educational/formal learning programme and therefore a missed opportunity.</p> <p>There has not been much luck around developing a volunteer programme. Helen manages the volunteers and often is approached for group activities but these are harder to arrange. Volunteers prefer projects rather than helping out with day to day management.</p> <p>Friends group / residents group hasn't really worked.</p>
How are these managed and by whom?	<p>Helen West is the Priory Parks officer and is based on site. Her role is to manage the parks, all activities and the marketing. Helen oversees the events programme but other people organise and manage them. Priory Parks encourages the community to run events with the support of the council.</p>

	Local estate agents sponsor a lot of the events and run them. All events are completely free and the council cannot take any money.
VISITORS	
How many visitors do you receive per annum?	In 2014, there were two million visitors to the parks. Priory Parks has become a destination parks and they don't need to do any publicity for it.
How many people engage with your activities and formal learning programmes?	Most events are really popular
How would you characterise your main audiences now?	Families mainly – the play area is what attracts people to the parks.
Who are your target audiences?	HLF suggested the project target over 40 year olds but because the parks are so busy with families, they don't really come.
Do you use any specific methods to market to/ reach your target groups?	Interpretation about the wildlife has been pitched in an informative way. Particular terminology has been used to get important educational messages across i.e. what to feed the birds.

Appendix 8 – Learning Consultation

This section covers in detail the interactions the project has had with local schools, colleges and universities, namely discussions around school involvement with the project and how the parks can meet an educational need. Considerable effort has been made with those schools most local to the parks and particularly those that are within walking distance. A summary of the institutions that have been contacted is below.

There are two pre-schools (Abbey Pre School and River Pre School) and two primary schools (River Primary School and Temple Ewell Primary) all within a 10 minute walking distance from the parks. It is recognised that these schools use Kearsney Abbey more frequently than Russell Gardens, the reasons for this being mainly logistical. There is appetite to engage with the heritage and ecology of both parks, however given the extension to the café and other facilities is planned for Kearsney Abbey, it is likely that Kearsney Abbey will become the educational hub and point of interest for these schools in particular. Initial contact was made with two other pre-schools; Discovery Nursery and Choo Choo Nursery, both in Dover; however further communication proved to be difficult and no further meetings could be arranged.

The following secondary schools were contacted; for the Folkestone Area, Folkestone Academy, for the Dover area: St Edmunds Catholic School, Dover Christ Church Academy, Astor College, Duke of York's Royal Military School, Dover Grammar School for Boys, Dover Grammar School for Girls, for Deal, Castle Community School and for Sandwich, Sir Roger Manwoods School and Sandwich Technology College. Of these schools, only two have attended meetings and this is primarily because they have an existing affiliation with the parks and an awareness of what they have to offer. These schools are St Edmunds Catholic School in Dover and Folkestone Academy in Folkestone.

Other educational organisations that have been consulted are: Rippledawn Education Centre in Ripple and Fir Tree Forest School, a local forest school currently acting as a freelance business, but have had previously led regular forest school programmes at the Whitfield and Aspen Primary School in Dover. Rippledawn is an Outdoor Learning establishment that prides itself in teaching 'Knowledge through Nature'. As an organisation they facilitate educational programmes for schools, tailoring courses to the national curriculum and holiday clubs. Since opening in 1977, Rippledawn has welcomed over 40,000 primary school children from South East England and Northern Europe.

Dover College and East Kent College were contacted about the project to no avail, although further work can be done to engage with these establishments as the project progresses.

Finally, the following universities were approached; University of Kent (specifically the Durrell Institute of Conservation and Ecology, DICE), Christ Church University in Canterbury, University of Greenwich and Hadlow College. As a land based college offering courses such as Landscape, Horticulture and Design and apprenticeships, the Mills to Mawson project was keen to work in partnership with this particular college; however, responses were only received from Christ Church University in Canterbury (CCCU). The CCCU have shown tremendous interest and enthusiasm for the project and there are number of ways that they can work with DDC to deliver interesting opportunities.

Face to face meetings have taken place with all of the aforementioned schools, education centres and university that have shown interest and these meetings have been facilitated with the use of a discussion guide.

All schools were very keen to be visited and were very interested and enthusiastic when told about the project. They were also very keen to get involved and to discover more. Schools spoke very openly about how they use the parks and what the potential barriers are at present. Similarly, they were happy to share what they would like to see emerge from the project and how they could link in curriculum focussed activities. There was a positive appetite from all schools that were consulted for using the parks more. Detailed information from the discussions has been tabulated below.

Pre School Engagement

Abbey Pre-School The Christian Centre, Minnis Lane, River, Kent, CT17 0RG 0.5 mile / 10 minute walk from Kearsney Parks	
Awareness of project and local heritage sites	How often do you use the parks and for what purpose? <ul style="list-style-type: none"> Currently this pre-school uses mainly Kearsney Abbey and less frequently Russell Gardens, for picnics, walks and to use the play area. They use the parks all year round (approximately once per month) to observe the seasons and the different insects, flowers and trees that appear with different seasons. Occasionally practitioners take the children to the café to get an ice-cream. When accessing the parks, the pre-school use either Minnis Lane entrance or Coxhill Mount entrance.
Barriers to using the parks	What do you think stops you from using the parks? <ul style="list-style-type: none"> Toilet facilities are poor and often unpleasant. Some children refuse to use the facilities. The swans can be a little off-putting. Although better facilities would be preferred, overall nothing stops this pre-school from using the parks on a regular basis and in all weathers.
Resources and activities	What would attract you to the parks more? <ul style="list-style-type: none"> As the Pre School often enter using the top gate, the first part of the parks they find themselves in is the woodland, therefore a woodland trail would be great and an obstacle course. Currently there is a fallen tree in the woods and the children love climbing all over it. In the Mill there is an activity where children can count all the wooden rats that are dotted around, hidden wooden animals in the wood for the children to count would be fantastic as children love counting. Install some interactive interpretation boards – with anything that engages the children. Sensory garden Story corner – story chair, with smaller tree stumps for chairs Exercise area The parent committee of the pre-school were informed about the project and they suggested the following ideas for activities: <ul style="list-style-type: none"> Bandstand Outdoor Sculptures Art Exhibition Area What facilities/resources would you require from the parks or a building at Kearsney Abbey? <ul style="list-style-type: none"> Building requirements would be as follows: <ul style="list-style-type: none"> Undercover picnic area (the pre-school said they do not necessarily require an enclosed building as they would go to the

	<p>parks anyway, the children love it whatever the weather!)</p> <ul style="list-style-type: none"> ○ 30 capacity plus adults
Interests	<p>Would the following activities in the parks interest you?</p> <ul style="list-style-type: none"> • Interested in attending events held in the parks and they have done so already (Kearsney Parks Activity day) • Would love to see outdoor theatre and cinema and would support this type of event • Workshops that are pitched to the Early Years Foundation Stage age group
Volunteering	<p>Would the school be interested in volunteering?</p> <ul style="list-style-type: none"> • The Pre School are interested in volunteering opportunities and would be happy to get the whole group involved. They have 60 children enrolled presently.
Meeting the National Curriculum	<p>What curriculum focussed activities would you like to see in the parks? What could be delivered?</p> <ul style="list-style-type: none"> • The children at Abbey Pre-School are Early Years Foundation Stage (EYFS). • There is a national curriculum that the pre-school use to tailor activities to ensure that they meet the statutory requirements. • Activities are designed around the three keys areas of learning; Playing and Exploring (engagement), Active Learning (motivation) and Creating and thinking critically (thinking). • Specifically, Understanding the World and communities, are the areas of the national curriculum that could be met by the parks project as this teaches children to be aware of their environment and encourages them to discover new things.
Continued communication	<p>What's the best way of telling people about the project?</p> <ul style="list-style-type: none"> • Regular updates are emailed through including details of events • Pre-School leader is happy to distribute posters and flyers to parents and children.

<p>River Pre-School River Methodist Church, Lewisham Road, River, CT17 0RA 0.5 mile / 10 minute walk from Kearsney Parks</p>	
Awareness of project and local heritage sites	<p>How often do you use the parks and for what purpose?</p> <ul style="list-style-type: none"> • This pre-school uses River recreational ground more frequently than Kearsney Abbey and Russell Gardens and this is because there are no dogs, more suitable equipment for the age group and they feel that it is safer. • Typical group size is 24 children. • If the parks are used, children walk with practitioners to the parks and enter at Coxhill Gardens pedestrian entrance. • The parks is used approximately 6 times per year mainly in terms 5 and 6 when the weather is better but occasionally in term 1 as well (September). • Currently they use the parks for the following activities: <ul style="list-style-type: none"> ○ Den building ○ Mini-beats hunts ○ To play ○ Observe the ducks, swans, leaves and trees ○ Parks keeper has spoken to small groups of children about his role in the parks (maintenance and the wildlife) as it's

	important to educate children
Barriers to using the parks	<p>What do you think stops you from using the parks?</p> <ul style="list-style-type: none"> • Play area in Kearsney Abbey is not accessible for two-year olds. Only the slide and sandpit are suitable for their age. It is more a play area for ages four years and up. • Having dogs off the lead creates a problem for groups of children and the dog's mess is a concern as the practitioners cannot conduct a full sweep of the parks before a visit. Same goes for litter and anything else nasty that might be lying around. • Toilet facilities are poor condition and inadequate. When using facilities, they feel it is dangerous crossing the car parks with the children.
Resources and activities	<p>What would attract you to the parks more?</p> <ul style="list-style-type: none"> • Would like to explore the woodland more if it was safe to do so, but there are several issues with doing this. • Information boards on the wildlife, heritage and nature so children can learn more when they visit the parks. Make these interactive to engage better with the children i.e. lift the flap. The education centre at Samphire Hoe has done this very well. • Create an educational habitat, similar to Rippledawn Centre in Deal. • Educational talks • Variety of activities that appeal to different ages • Den building within a cordoned off area in woodland • Timber trail • Pond dipping • Storytelling area – a story chair for example • Growing space so children can plant and watch things grow • Shows at the outdoor theatre • Programme of activities during term time <p>What facilities/resources would you require from the parks or a building at Kearsney Abbey?</p> <ul style="list-style-type: none"> • Building requirements would be as follows: <ul style="list-style-type: none"> ○ Outdoor classroom ○ Undercover area so that children can stay dry all year round use ○ Picnic area ○ Toilet facilities for small children. Ideally separate facilities for education centre to enable safeguarding. ○ Storage area for pre-schools (i.e. clothing, first aid, nappies) ○ Changing area ○ Fridge for drinks in the summer ○ Interactive educational resources that change periodically ○ Facilities to make and do things (creativity) ○ Floor space and tables and chairs ○ Sinks for hand washing
Interests	Would the following activities in the parks interest you?
Volunteering	Would the school be interested in volunteering?

Meeting the National Curriculum	<p>What curriculum focussed activities would you like to see in the parks? What could be delivered?</p> <ul style="list-style-type: none"> • The children at River Pre-School are Early Years Foundation Stage (EYFS). • There is a national curriculum that the pre-school use to tailor activities to ensure that they meet the statutory requirements. • Activities are designed around the three keys areas of learning; Playing and Exploring (engagement), Active Learning (motivation) and Creating and thinking critically (thinking). • Specifically, Understanding the World and communities, are the areas of the national curriculum that could be met by the parks project as this teaches children to be aware of their environment and encourages them to discover new things. • The children will talk about their observations, the seasons and be encouraged to show that they care and have concern for the environment.
Continued communication	<p>What's the best way of telling people about the project?</p> <ul style="list-style-type: none"> • Regular updates are emailed through including details of events • Pre-School leader is happy to distribute posters and flyers to parents and children.

Primary School Engagement

River Primary School – Science Leader Lewisham Road, River, CT17 0PP 0.5 mile / 10 minute walk from Kearsney Parks	
Awareness of project and local heritage sites	<p>How often do you use the parks and for what purpose?</p> <ul style="list-style-type: none"> • Across the school Kearsney Parks are used approximately 3 times per year for the following reasons/activities: pirate day, tree and wildlife spotting, observing seasonal changes, pollution awareness and litter collection, geography projects (walks around River and the parks) • The school are always looking for ways to use the parks more and to link activities to the national curriculum
Barriers to using the parks	<p>What do you think stops you from using the parks?</p> <ul style="list-style-type: none"> • Timetable restraints which is a cross curricula issue • Logistics of getting staff support to activities in the parks • Lack of toilet facilities • No undercover space
Resources and activities	<p>What would attract you to the parks more?</p> <ul style="list-style-type: none"> • Covered outdoor classroom • Better toilet facilities • Larger café • Story chair • Education centre • Pond dipping in a safe area • Education information on the wildlife, plants, trees and historical changes to the parks • Forest school programme

	<ul style="list-style-type: none"> • Educational programme that could be led by the teacher or by other organisations e.g. WCCP, Rippledawn, and Bug Roadshow etc. • Educational programme, including teacher's resource packs, risk assessment etc. so that the teachers can simply book onto a programme and turn up with the children for a session. Risk assessments are time consuming and a barrier for a lot of schools. • Visitor centre and shop • Educational material and information on plants, animals and trees • Conservation of the natural beauty • Allocated BBQ area • Dog free zones on both sides of the lake for children's safety <p>What facilities/resources would you require from the parks or a building at Kearsney Abbey?</p> <ul style="list-style-type: none"> • Building requirements would be as follows: <ul style="list-style-type: none"> ○ Covered outdoor classroom ○ Bag storage area ○ Teaching area (classroom layout) ○ Somewhere to leave equipment or provide an equipment store that everyone could use ○ Resources available for teaching and their storage ○ Seating and tables ○ Internet access/whiteboard or projector facilities ○ Toilet facilities
Interests	<p>Would the following activities in the parks interest you?</p> <ul style="list-style-type: none"> • Sensory Walk (similar to Pines Gardens or St Margaret's Bay) • Planted maze • Nature trails • Outdoor swimming/paddling pool • Skate or scooter area • Wooden or rope tree climbing • Crazy golf or pitch and putt • Climbing wall • Forest school • Youth club • Story area – story chair
Volunteering	<p>Would the school be interested in volunteering?</p>
Meeting the National Curriculum	<p>What curriculum focussed activities would you like to see in the parks? What could be delivered?</p> <ul style="list-style-type: none"> • Currently year groups have topic umbrellas that set the theme for learning and then content is devised from that. As long as pupils are meeting the key stage expectations through what they do, it's quite a flexible way to engage children and get some memorable and exciting learning going on across the school. • Science is covered in the topics set out in the NC and green plants are a recurring theme across the year groups.

	<ul style="list-style-type: none"> Many activities in the parks could be focussed to the national curriculum under the following areas: geography, science, history, with particular interest in STEM (Science, Technology, Engineering and Maths).
Continued communication	<p>What's the best way of telling people about the project?</p> <ul style="list-style-type: none"> This meeting was followed by a short presentation to the school council about the project and an interactive session whereby they expressed what they like about the parks, what was important and what activities they would like to see. The school council were very engaged and keen to tell their peers. Communications about Kearsney parks updates and events have been sent to the school and flyers have been distributed to every pupil via book bags. The school are very engaged with the project and further activities are underway to continue this engagement.

In addition to meeting the Science Leader at River Primary School, the school council were also consulted. They were informed about the project and asked what they liked about the parks, what was important to them and what activities they would like to see in the future, particularly for their age group. The school council were asked to go away and speak with their peers and to report back in a couple of weeks with feedback from their classes. This was a fun exercise and some positive feedback was received. The school council reported their findings a few weeks later and these are listed in the table below.

River Primary School – School Council Consultation Meeting 15 May 2015	
What do you like about the parks?	<p>Having fun with my friends Playing cricket and catching shrimps Everyone has an enjoyable time no matter what you are doing There's lots of space so you don't annoy others. The café is very popular and serves very tasty food! The playground The parks, the café, the lakes and rivers, having picnics, paddling, bike rides... Riding my bike and the swings Playing sports The forest Boating, tennis picnics and dog walking The ponds Pond dipping</p>
What is important to you?	<p>Wildlife (7) Nature (3) Trees The parks (2) Clean water Safety (2) Fun (2) Caring</p>

	History (3) Sport Social activities	
What activities and facilities would you like to see in the parks?	Open air theatre Shows and performances Shallow ponds for fishing Trees houses (2) including ones for nature observation Nature reserves More for wildlife Bird houses (2) More picnic areas More ice-cream flavours! Arts and crafts and painting clubs Nature walks More animals to see Climbing frame restored and expanded Mini gym, climbing frame, swings and slides Monkey bars More toilets around the parks Fountains	Sunken Garden Nature centre Beehives (4) and bee centre Bug zoo Table tennis (2) Basketball hoop (2) Sports equipment (i.e. football pitch) (3) More shelters More zebra crossings More benches Skate/scooter parks Maze Bridge over the road (3) Sweet machines (2) Bubble machine Trampolines

River Primary School – School Council Findings

Meeting 12 June 2015

The information below details the feedback that school council representatives received from their peers about what they would like to see in Kearsney parks in terms of activities and facilities.

Year 1	<ul style="list-style-type: none"> • Woodland nature trail (suggest collect trail leaflet from the café) • ‘Feelie’ boxes in the trees – children put their hands in and discover what is in there
Year 2	<ul style="list-style-type: none"> • Bigger playground • Swimming pool! • Mini football pitch • Outdoor cinema • Larger café • Education boards – with information about the wildlife that can be found in the parks.
Year 3	<ul style="list-style-type: none"> • Bird seed dispensers • Tunnels in the woodland area • Scooter area • A dog play parks

	<ul style="list-style-type: none"> • More benches • Zip wire • Shelter to protect you from the rain • An area of the manor house for indoor activities • Trampoline and roundabout in the play area
Year 4	<ul style="list-style-type: none"> • Fishing area and a non-fishing area (have fish in the right places) • Mini water parks, i.e. fountains to play in • Tree houses • Football pitch • Bike track • Rock climbing area • Tree climbing area • Astro turf pitch for hockey • Play area for year 6 and up (10 years old) – maybe in woodland area away from smaller children • Games/events organised for families at different times of the day • Club house for children
Year 5	<ul style="list-style-type: none"> • Ping pong tables • Badminton court • Flat multi-purpose sports area • Outdoor gym • Skate parks • Outdoor bowling • Basketball • Underground tunnels • Ground level trampolines • Toilet improvements • Foot bridge over the road from Kearsney Abbey to Russell Gardens to be safer when crossing from parks to the other.
Year 6	<ul style="list-style-type: none"> • Solar panels on café • More dustbins and recycling point • Picnic and BBQ area • Nice seating area • Outdoor classroom for more lessons in the parks • Small shop selling things to do in the parks i.e. fishing nets • Children protection around the pond • Wildlife sanctuary – an area where injured wildlife could be cared for, get volunteers and local people involved • Re-introduce red squirrels • Bike hire

	<ul style="list-style-type: none"> • Crazy golf • Designated area for the Motor Boat Association • More pond creatures • Mini-maze • Netball, volleyball, swimming area • Skate parks • Zip wires in woodland area • Basket swing • No sand in play areas as this doesn't work • House for children to play in • Outdoor theatre
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Temple Ewell CE Primary School 3-4 Brookside, Temple Ewell, Dover, CT16 3DT 0.5 mile / 10 minute walk from Kearsney Parks	
Awareness of project and local heritage sites	How often do you use the parks and for what purpose? <ul style="list-style-type: none"> • This school use the parks as often as possible as it is only a 5-10 minute walk away and it's free! Used mainly in the summer months for the following curriculum related activities: sports, geography, science and art as well as other extra-curricular activities. • Most classes in the school visit a couple of times each year, with the infants using it more often between May and September. This time of year is preferable as the weather is generally nicer. • This school are within a federation of schools including Kingsdown in Deal and so occasionally joint activities are held in the parks. • When the school arrive at the parks they cross over from Lower Road to the café entrance. The crossing is a hazard but it doesn't prevent the school from using it.
Barriers to using the parks	What do you think stops you from using the parks? <ul style="list-style-type: none"> • Lack of undercover areas • Winter months
Resources and activities	What would attract you to the parks more? <ul style="list-style-type: none"> • An undercover facility would encourage this school to use the parks much more. • More history and literacy elements would be great • Educational programme, including teacher's resource packs, risk assessment etc. so that the teachers can simply book onto a programme and turn up with the children for a session. Risk assessments are time consuming and a barrier for a lot of schools. • An accessible forest school package - the school have been interested in this before but they have been hard and expensive to access. • Information on the history and wildlife in the parks • Development of the woodland area <ul style="list-style-type: none"> ○ Tree house ○ Story chair

	<ul style="list-style-type: none"> ○ Adventure trail for 8-14 year olds (treetop challenge) ○ Sculpture trail • Pond dipping • Bug hunting • Rounders pitch • Geocaching • Installation of Outdoor Adventure Activities (OAA) i.e. Go Ape. These are permanent features but to book on it takes a lot of preparation from schools. <p>What facilities/resources would you require from the parks or a building at Kearsney Abbey?</p> <ul style="list-style-type: none"> • Learning classroom/educational area for around 30 children • Ability to book a space as it could become busy in the summer months • Toilets • Larger café so that children can actually go in and buy an ice-cream, currently they have to stay outside • An area to leave bags
Interests	Would the following activities in the parks interest you?
Volunteering	Would the school be interested in volunteering?
Meeting the National Curriculum	<p>What curriculum focussed activities would you like to see in the parks? What could be delivered?</p> <ul style="list-style-type: none"> • Various national curriculum focussed activities could be linked to the following themes: <ul style="list-style-type: none"> ○ Local history ○ Rivers ○ Local environment ○ Nature/trees ○ Science ○ Creativity ○ Literacy
Continued communication	What's the best way of telling people about the project?

Secondary School Engagement

St Edmunds Catholic Secondary School Old Charlton Rd, Dover, Kent CT16 2QB 2.4 mile / 10 minute drive from Kearsney Parks	
Awareness of project and local heritage sites	How often do you use the parks and for what purpose? <ul style="list-style-type: none"> School currently do not use the parks for any purpose, other than some students independently organise to have their prom photos taken in the parks around June time.
Barriers to using the parks	What do you think stops you from using the parks? <ul style="list-style-type: none"> The distance from the school is a 40-50 minute walk and although only 10 minutes by bus, the logistics of arranging and paying for coaches/minibuses is difficult. School cannot afford transport.
Resources and activities	What would attract you to the parks more? <ul style="list-style-type: none"> Transport provided for schools / coach hire fee covered Coach parks or drop off point Maps of the parks Historical data and photographs What facilities/resources would you require from the parks or a building at Kearsney Abbey? <ul style="list-style-type: none"> Undercover area Somewhere to show a visual presentation and the technology to support this. Facilities that could cope with a group ranging from 30 to 120 individuals. If schools need to pay for transport then they would prefer to take one large group all at once. Toilets Accessible as have some children with disabilities Sinks and hand washing facilities Lockers to store bags A place to sit and have a packed lunch Various equipment for a range of subjects to be taught
Interests	Would the following activities in the parks interest you? <ul style="list-style-type: none"> Parks Runs as this is a great way to engage with the community
Volunteering	Would the school be interested in volunteering? <ul style="list-style-type: none"> The school would be interested in volunteering but would like the Kearsney Project team to talk to the whole school to avoid missing anyone out. The school have a gardening club which would be really keen to get involved with various aspects of the project as well as being interested in skills, training and apprenticeships, since these children genuinely may be interested in a career in horticulture.
Meeting the National	What curriculum focussed activities would you like to see in the parks? What could be delivered?

Curriculum	<ul style="list-style-type: none"> Activities in the parks could be linked to the national curriculum for subjects such as Geography, Science and English. Promoting British values through PSHE (Physical, Social, Health Education)
Continued communication	<p>What's the best way of telling people about the project?</p> <ul style="list-style-type: none"> A proposal to inform the entire school about the project whilst reaching out to those with a specific interest was discussed and included: <ul style="list-style-type: none"> Develop a questionnaire for the Head of Departments to establish where curriculum focussed activities could be introduced Meet with Head of Departments at a Tuesday meeting Present to the whole school assembly Meet the gardening club and speak to them about specific opportunities.

Folkestone Academy Academy Lane, Folkestone, Kent, CT19 5FP 7.0 mile / 13 minute drive from Kearsney Parks	
Awareness of project and local heritage sites	<p>How often do you use the parks and for what purpose?</p> <ul style="list-style-type: none"> Only used Kearsney Parks once or twice in the past as a school and this was to use the Kearsney campsite. The parks is very child friendly and so they have arranged an event for Wednesday 22 July, where they will be bringing 120 children (11 – 16 year olds) for the day to play sports and go for walks.
Barriers to using the parks	<p>What do you think stops you from using the parks?</p> <ul style="list-style-type: none"> Logistics of getting to the parks, particularly costs for travel Takes a lot of time to organise and coordinate events offsite Risk assessments are timely but not too tricky
Resources and activities	<p>What would attract you to the parks more?</p> <ul style="list-style-type: none"> More sports activities for schools, particularly in the summer term Lower Leas Coastal Parks in Folkestone is very good with lots of activities for young people <p>What facilities/resources would you require from the parks or a building at Kearsney Abbey?</p> <ul style="list-style-type: none"> Shelter, even a simple canopy would be sufficient More benches
Interests	<p>Would the following activities in the parks interest you?</p> <ul style="list-style-type: none"> Year 10 work experience opportunities
Volunteering	<p>Would the school be interested in volunteering?</p> <ul style="list-style-type: none"> House community days, usually held in the springtime – involves 150 children (one house) getting involved with community activities for one day (i.e. litter picks, garden clearance). The school need to know by September if there is an opportunity in Kearsney Parks as part of the project.
Meeting the National Curriculum	<p>What curriculum focussed activities would you like to see in the parks? What could be delivered?</p>
Continued communication	<p>What's the best way of telling people about the project?</p>

	<ul style="list-style-type: none"> As one of our target groups is 11 – 18 year olds, the school are happy to distribute a questionnaire around the appropriate age groups and gather feedback about what activities they would be interested in.
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University Engagement

Canterbury Christ Church University North Holmes Road, Canterbury, Kent CT1 1QU 15 mile / 25 minute drive from Kearsney Parks	
Awareness of project and local heritage sites	How often do you use the parks and for what purpose? <ul style="list-style-type: none"> Currently no use of the parks, however the university are very interested in the project and would like to get involved in activities.
Barriers to using the parks	What do you think stops you from using the parks?
Resources and activities	What would attract you to the parks more? What facilities/resources would you require from the parks or a building at Kearsney Abbey? <ul style="list-style-type: none"> Depends on the activity but for some activities the following would be required: <ul style="list-style-type: none"> Shelter Electricity Equipment (microscopes etc.)
Interests	Would the following activities in the parks interest you? <ul style="list-style-type: none"> Bioblitz events – community based ecology survey (informal) Interpretation – university could act as the consultant Cartography – adult and children's map Lectures on wildlife and biodiversity Geocaching Educational programmes – linking in the university Cultural events – linking in the university Mown maze Links between green spaces and well-being
Volunteering	Would the school be interested in volunteering?
Meeting the National Curriculum	What curriculum focussed activities would you like to see in the parks? What could be delivered? <ul style="list-style-type: none"> PhD student position as part of the project Forest School and partnership with parks group Teaching training (via CPD) on parks activities such as Forest School
Continued communication	What's the best way of telling people about the project? <ul style="list-style-type: none"> Continue building links with relevant faculties at the university and develop a partnership

Specialist School Engagement

Rippledawn Education Centre Rippledawn House, Dover Road, Deal, CT14 8HE 7.0 mile / 13 minute drive from Kearsney Parks	
Awareness of project and local heritage sites	<p>How often do you use the parks and for what purpose?</p> <ul style="list-style-type: none"> Rippledawn use the parks 2-3 times per year over the course of one year and they visit with schools to walk around all three parks (Kearsney Abbey, Russell Gardens and Bushy Ruff). Typical group is 30 – 60 individuals and visit time is either half a day or a full day, but a lunch stop is always included. Activities they do include pond-dipping and building dams
Barriers to using the parks	<p>What do you think stops you from using the parks?</p> <ul style="list-style-type: none"> Available facilities are a priority for schools and so Kearsney Parks are used less because of lack of facilities. Crossing the road from Kearsney Abbey to Russell Gardens is tricky with a large group of children. Logistically, Kearsney Abbey is currently slightly awkward to visit.
Resources and activities	<p>What would attract you to the parks more?</p> <ul style="list-style-type: none"> A safer road crossing Coach parking or a drop off/collection bay for schools More facilities that would enable the parks to be used by schools and for educational purposes. It would be great to create an established school audience in the parks. <p>What facilities/resources would you require from the parks or a building at Kearsney Abbey?</p> <ul style="list-style-type: none"> Covered area close to toilet facilities, to provide a shelter for eating under. Beyond what Rippledawn already do, they would like to be involved in regular activities in the parks bringing along the local schools. Small science centre in Russell Gardens with some educational material (i.e. microscopes). This would be a focal point, but should be rustic, not flashy. Facilities in Russell Gardens are not required. Storage for equipment Washing facility for equipment (nice to have but not essential) A means to record information Would like to see a recycling centre in the parks, that's easy to use and educational at the same time.
Interests	<p>Would the following activities in the parks interest you?</p> <ul style="list-style-type: none"> Facilities that would allow the day to day teaching using Kearsney Abbey and Russell Gardens more. Rippledawn are very interested in getting involved with the project The John Muir award, which is an environmental award scheme focused on wild places, may be something that could be incorporated into the training/skills agenda of the project. It encourages awareness and responsibility for the natural environment, in a spirit of fun, adventure and exploration. It is primarily aimed at NEETs (those 'Not in Education, Employment or Training'). Essentially it is a four day course designed to improve and discover natural areas and encourage participants to communicate about natural areas. The Up on the

	<p>Downs Scheme is involved with this award as well. The aim is to strengthen the connection with nature and create an outdoor and experiential understanding of the environment through discovery, exploration and conservation. Currently, 14-16 years (nearly NEET category) are involved.</p> <ul style="list-style-type: none"> • A meeting with Steve Charter, Manager of Rippledawn will take place to potentially create more links with education. • Ecology surveys – small mammals and birds. • Temporary, moveable bird hides (made of canvas) for bird watching Interested in delivering activities in the parks – cost per day for tutoring is £200. • Would prefer schools to be dropped off at the parks and a recommendation for a local coach company was made.
Volunteering	Would the school be interested in volunteering?
Meeting the National Curriculum	<p>What curriculum focussed activities would you like to see in the parks? What could be delivered?</p> <ul style="list-style-type: none"> • Would like to see activities that are linked to the National Curriculum, particularly for ages 7 – 11 years old as these are the main target ages. • Richard Martin conducts the risk assessments and lesson plans for the activities and can basically tailor classes to anything. Broad teaching base. • Richard can also produce educational packs; teachers pack and develop educational resources.
Continued communication	<p>What's the best way of telling people about the project?</p> <ul style="list-style-type: none"> • Interested in tailoring lessons/activities to key themes: <ul style="list-style-type: none"> ○ Skills/training ○ Ecology/heritage ○ Interpretation

Fir Tree Forest School Fir Tree Farm, Ashley, Nr Dover, Kent, CT15 5HY 5 mile / 12 minute drive from Kearsney Parks	
Awareness of project and local heritage sites	How often do you use the parks and for what purpose? <ul style="list-style-type: none"> • Not used the parks for Forest School programmes before. Currently operates within a specific school (Whitfield and Aspen Primary School) however, approaching working freelance. • Interested in setting up regular activities in the parks.
Barriers to using the parks	What do you think stops you from using the parks? <ul style="list-style-type: none"> • Generating a risk assessment for the school in a parks setting is difficult. If forest school operates under a school then the school has a standard risk assessment. • If the school needs to do a risk assessment to hold a forest school programme this can be off putting.
Resources and activities	What would attract you to the parks more? <ul style="list-style-type: none"> • Offer forest school programmes to schools/the public with all health and safety measures in place. Risk assessment conducted by parks officer and resides with the parks. • A booking system managed in the parks for schools to book on to in advance. What facilities/resources would you require from the parks or a building at Kearsney Abbey? <ul style="list-style-type: none"> • Temporary shelter • If Kearsney Parks became a regular venue then somewhere to store items securely would be useful.
Interests	Would the following activities in the parks interest you?
Volunteering	Would the school be interested in volunteering?
Meeting the National Curriculum	What curriculum focussed activities would you like to see in the parks? What could be delivered? <ul style="list-style-type: none"> • Forest School is generally run as a 6 week programme in term time. • Forest School can either be a general programme which aspires to link in with the national curriculum for a particular key stage group or it can be bespoke programme intended to link more rigidly to the curriculum, i.e. a history programme. • Lesson plans are produced and programmes can be developed for children up to and including year 5. • Each session is tailored but regular (weekly) activities are also incorporated.
Continued communication	What's the best way of telling people about the project?

Appendix 9 – Public consultation

A summary of the public and stakeholder consultation sessions follow.

Kearsney Parks: April 2015 consultation summary

We wanted to find out what people love about the parks, why they use them, and what activities they would like to see in the future. The results will help to shape our Conservation Plan and Activity Plan.

We held the Kearsney Parks Activity Day on 16 April from 10am to 4pm and asked attendees to use stickers and post it notes to record their views on large posters. An online survey which asked the same questions was open from 16 April to 4 May. Both were advertised onsite, on our website, on twitter and through our email mailing list. Around 1000 people attended the activity day with around 200-300 people visiting our project stand, 93 people responded online and 8 on paper.

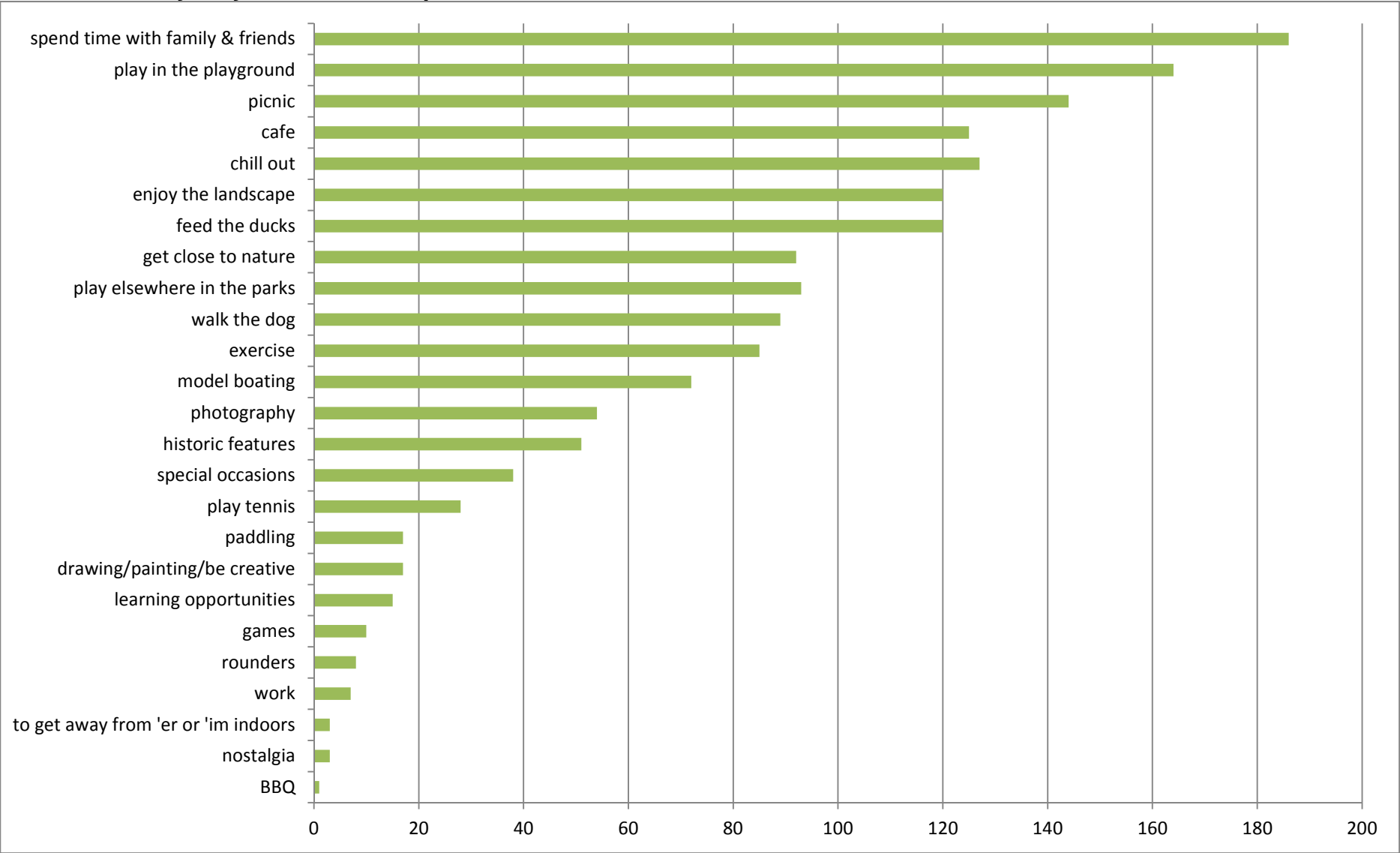


Question 1: What do you love about Kearsney Abbey &/or Russell Gardens?

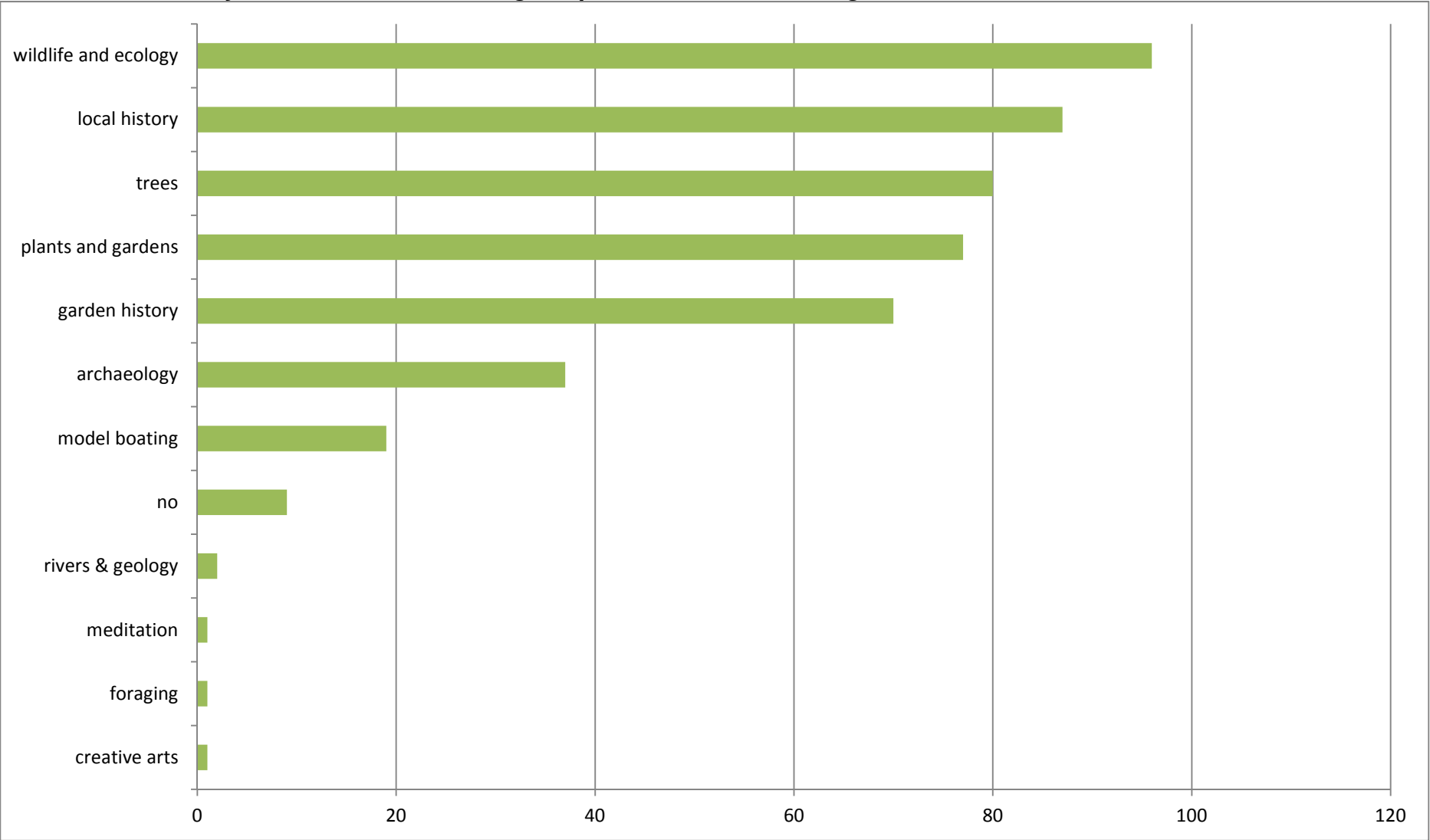


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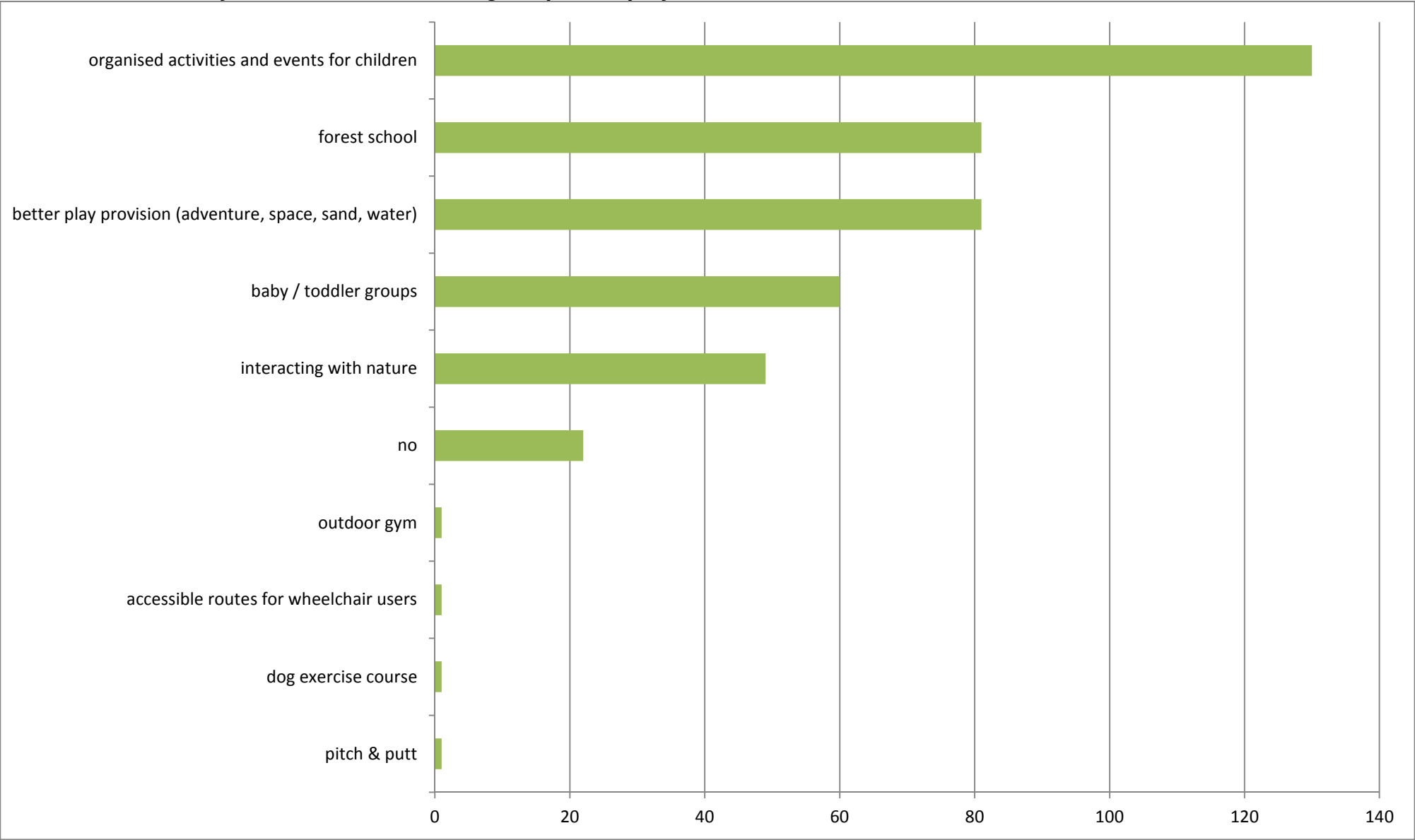
Question 2: Why do you come to the parks?



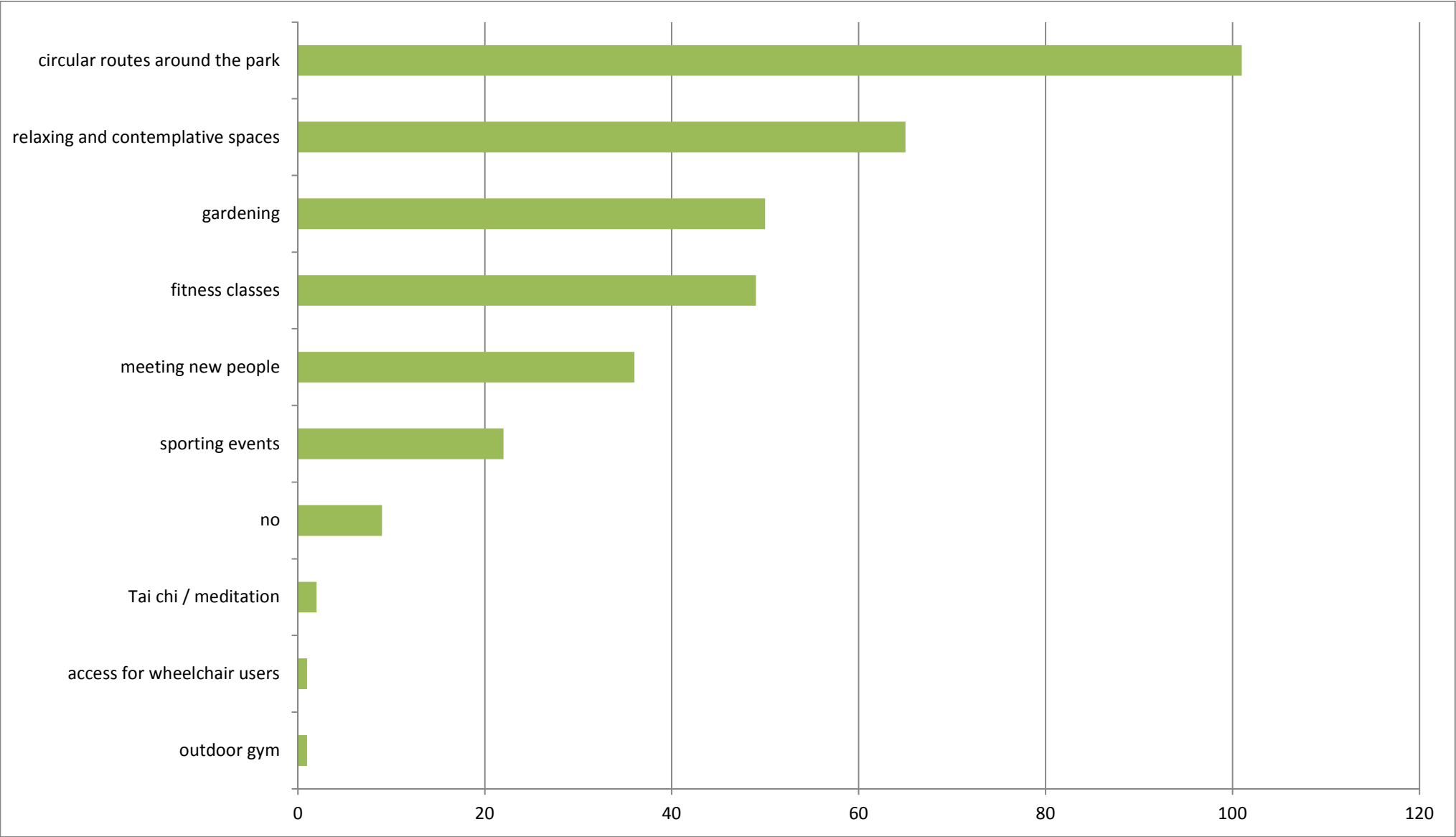
Question 3: Would you be interested in using the parks to learn new things?



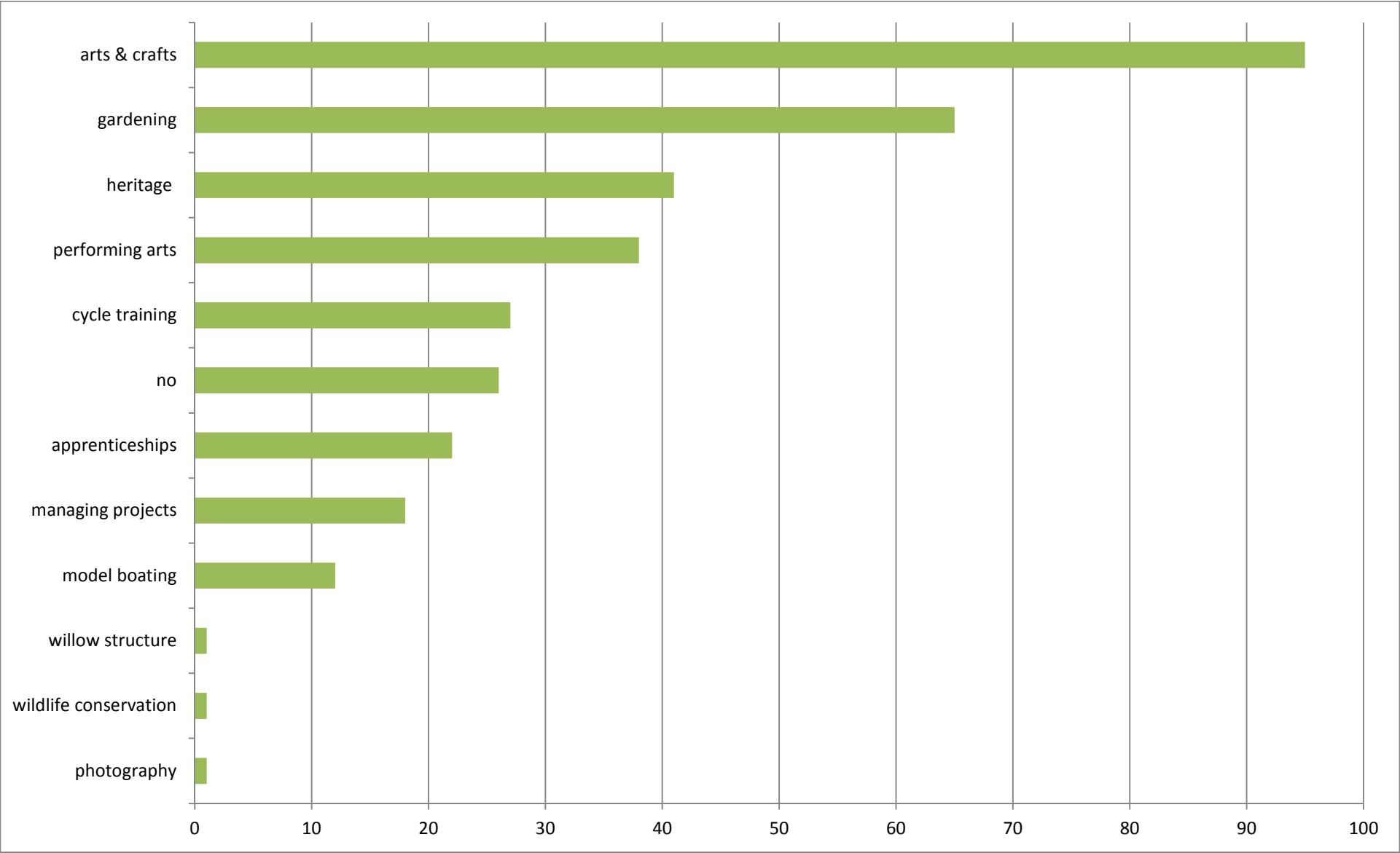
Questions 4: Would you be interested in using the park to play more?



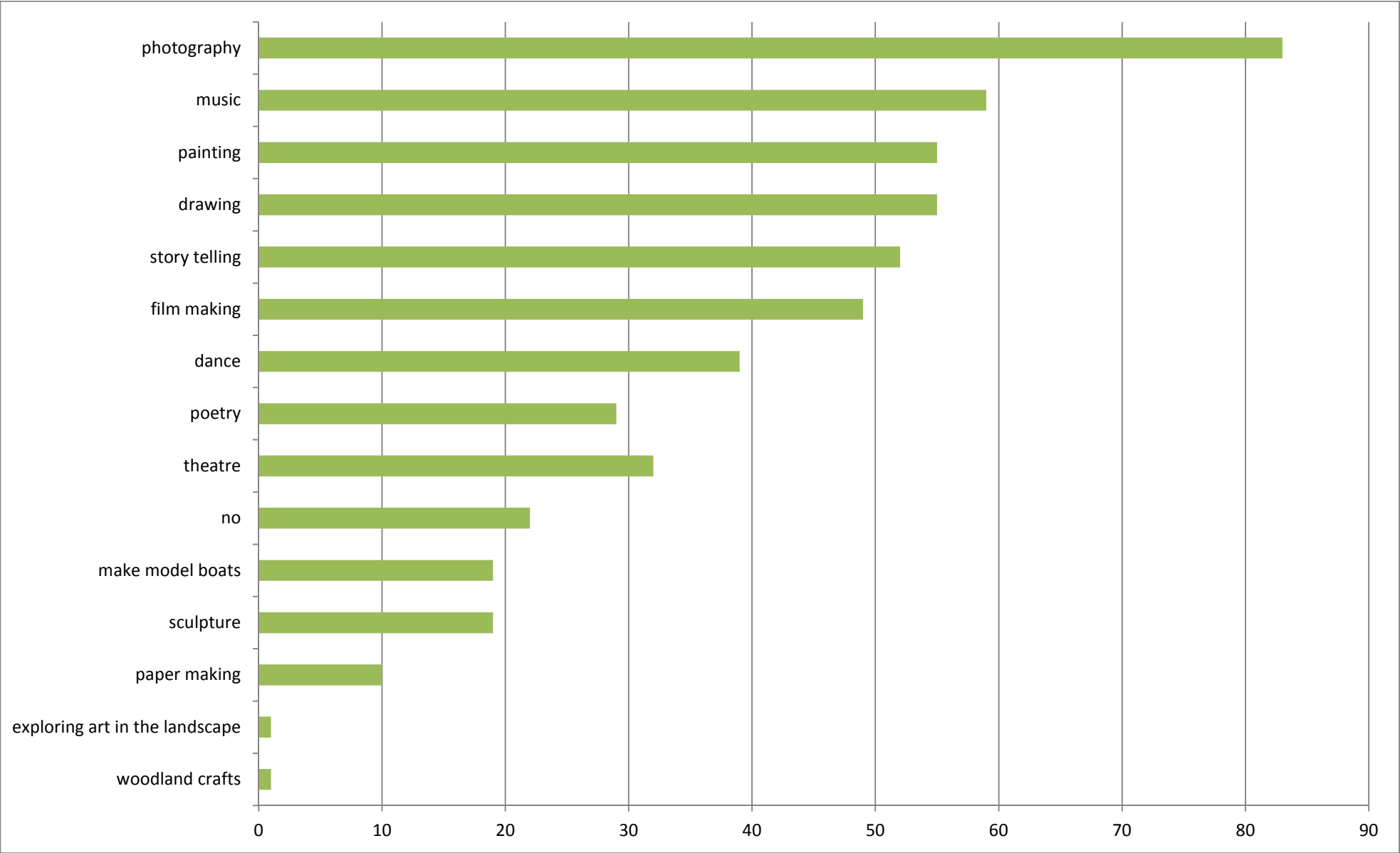
Question 5: Would you be interested in using the parks to stay healthy and well?



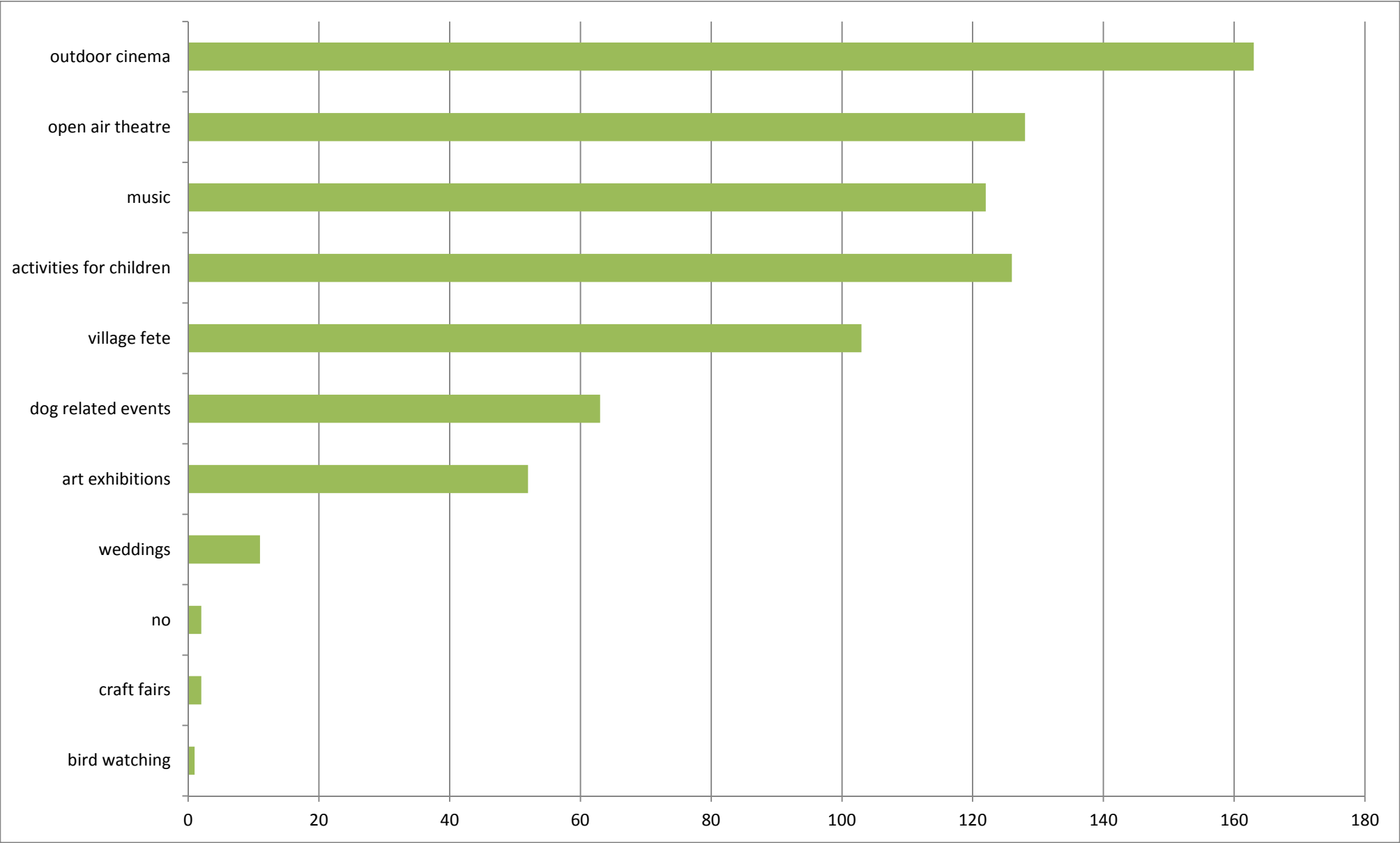
Question 6: Would you be interested in using the parks to develop new skills?



Question 7: Would you be interested in using the parks to be more creative?



Question 8: Would you be interested in attending events in the parks?



Question 9: We would love to hear your stories about using the parks...

I worked in both parks in the early seventies, meeting many interesting regular users of the parks

I played in the river section of the Abbey grounds during the war and I reviewed, for the newspaper, the Shakespearean play on the open air stage.

We held my sons second birthday there in October 2014. We started near the BBQ area with food and games then had a treasure hunt to the park. It was perfect for our theme of Ben and Holly's little kingdom (elves and fairies)

Many happy memories of the area, as a child myself, then as a parent and now a grandparent

Every summer holidays there is about 20 of the set a date aside that have grown up together but all get together all in one go as this is always possible take our picnics and meet up with all our children which is about 50 and spend the day together

We celebrated my son's 1st Birthday with a teddy bears' picnic at Kearsney, and it was perfect. The grounds staff were so polite and helpful and it was a truly amazing day!

I had my wedding photos taken here; it's a very beautiful place to chill out, relax and for the children to run around

I celebrated my 40th birthday there - there were nearly 60 of us throughout the afternoon with acoustic music and a massive picnic - very relaxed, inclusive afternoon

Kearsney Parks: May 2015 stakeholder workshops summary

We wanted to talk with key local groups and individuals to find out what they thought about some of the key issues facing the parks. Topics discussed included: how can we manage peak time travel and parking? How can we make the parks more financially sustainable? Where should the balance lie between authentic historical restoration and the requirements of today's park users? Is there appetite for community involvement in the management of the parks?

The workshop took place at 6.30pm on 20 May at River Primary School. Fourteen people attended including representatives from River Parish Council, the Dover Society, Kearsney Court Management Company, Dover Model Boat Association, River Dour Partnership, as well as local residents, park users and volunteers. The results of the workshops will help to inform proposals for park improvements and management arrangements.



Summary of discussions, ideas and suggestions

How can we manage peak time travel and parking?

- Increase parking capacity
improve and extend existing car parks / buy more land for overflow parking / formalise 'overflow' parking near playground / use land near Scout hut / could other local organisations provide parking (bowls club, nursing home, etc) / limit café car park to disabled people, families and access for boat club / need coach drop off/parking space especially for short visits to gardens / don't detract from key views too much
- Management
don't charge / don't add double yellow lines on Alkham Road / don't introduce a control parking zone / the parking issue generally manages itself even on busy days / events can be managed separately / see how it goes over time / donation rather than charge for parking / need a parking strategy
- Public transport, cycling and walking
improve access from station / promotion / peak time park and ride / hop-on-hop-off shuttle around town / subsidized bus tickets &/or rewards for using public transport to travel to the parks / cycle access and parking / pedestrian route to town

How can we make the parks more financially sustainable?

- Mixed views – some felt the café, parks and events should be mainly for community benefit, others suggested events like weddings and private use could happen but should be 'out of the way', off peak and income would need to be reinvested in the parks
- cultural events like Dover Music Festival, open air theatre and cinema / would need park and ride / try it and see if it works / café open in evening / not appropriate for weddings / Russell Gardens as venue for weddings using temporary marquees / River Parish Council may be interested in helping to manage some events

Comments about the café and extension

- Catering offer
existing operator provides a good service, pricing, value, menu choice / could open in the evening and provide more outside space / could be licenced / could provide soup and roll at end of a guided tours
- Building
support for continued use of billiard room as café space / needs to welcome dog walkers / could be similar to National Trust café on the White Cliffs / needs to be flexible for schools, scouts, workshops, volunteers / design needs to be in keeping with the landscape, robust, not too grand / open-sided structure could work but may attract vandalism / need for CCTV?

Where should the balance lie between authentic historical restoration and the requirements of today's park users?

- Historical restoration
focus on Russell Gardens (be brave and purist, with more sensitive play provision) / be more pragmatic about Kearsney Abbey / some apprehension about tree removals although removals at Dover Castle were successful / maintain privacy and security of Kearsney Court residents / gazebo and play provision in Russell Gardens not in keeping but does attract users
- Ecological restoration – chalk grassland is valued but needs to be accessible, understandable and managed
- Facilities – Russell Gardens needs toilets and kiosk to attract visitors and cater to likely increased use
- Tennis courts – mixed views, some saying they should stay and be better maintained, other questioned whether cost of maintenance was worth benefits to a limited number of users
- Need more information about heritage, access, ecology / trails and QR codes

Is there appetite for community involvement in the management of the parks?

- DDC should continue to lead, although there is an appetite for community involvement in the project, events and volunteering
- needs a clear plan so people understand roles and responsibilities
- routine maintenance and quality horticulture needs paid professionals
- volunteers likely to help with light gardening and 'added extras' like events, guided tours
- interest in a regular Kearsney Parks forum or similar

Kearsney Parks July 2015 consultation

We held public consultation events at various times in early July to share and discuss preliminary ideas about the conservation, restoration and improvement of the parks. Events took place at:

- 6pm to 8pm on Wednesday 1 July in River Church
- 2pm to 5pm on Thursday 2 July in Russell Gardens
- 11am to 2pm on Saturday 4 July in Kearsney Abbey
- 9am to 11am on Monday 6 July in Kearsney Abbey
- 11am to 4pm on Sunday 12 July at River Village Fete
- Online from 6 – 13 July

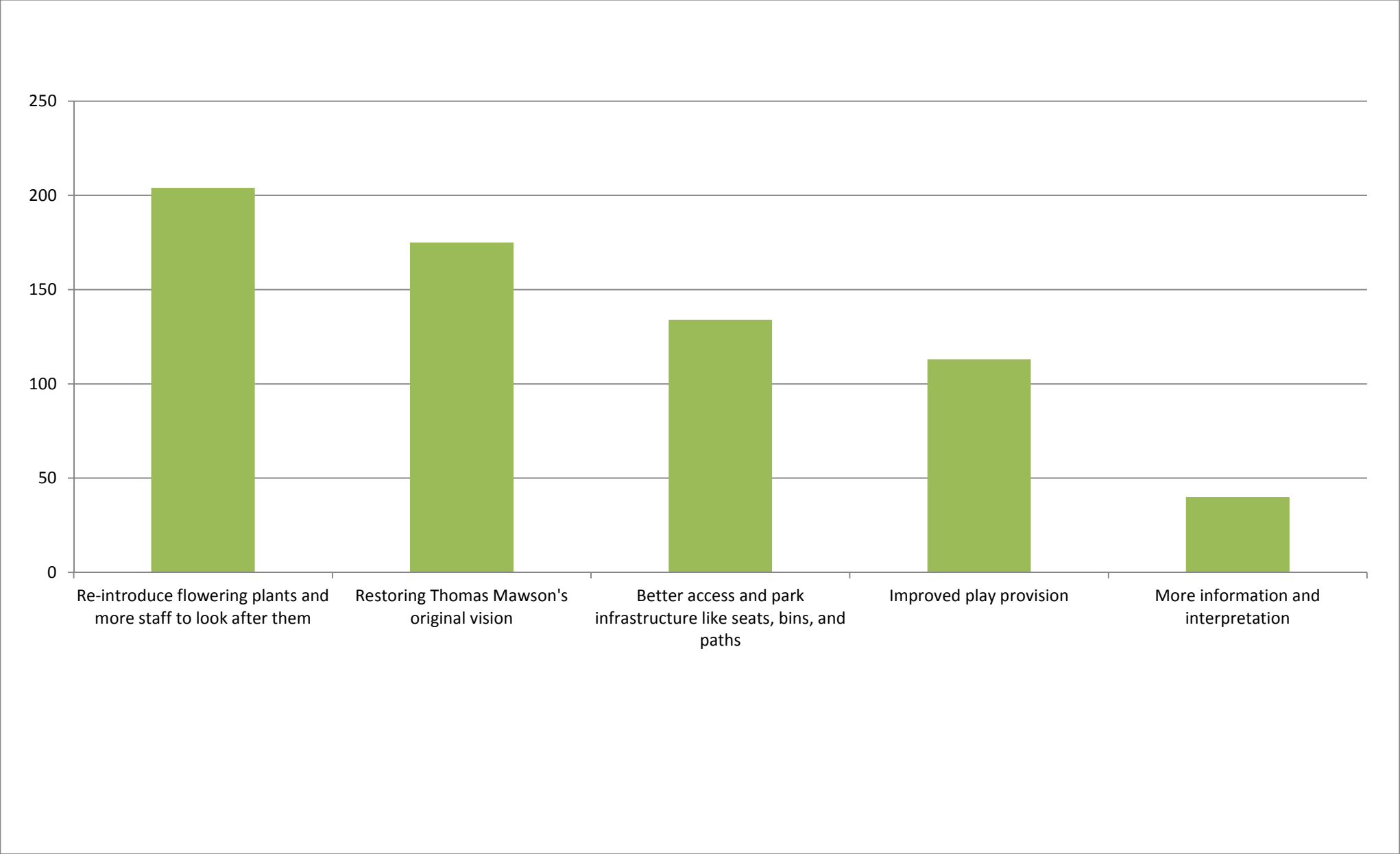
We displayed 6 panels which provided an introduction to the project, information on the history of the parks and ideas for their restoration and improvement.

We summarised the restoration and improvement ideas into ten main themes and people were asked to help prioritise the ideas. They were given 6 tokens and asked to spend them on the things they felt were most important. People were also asked to identify any specific issues that were most important or least important to them.

The events and online survey were advertised on site, on our website, on twitter and through our email mailing list. Around 200 people attended the events and 47 people responded online.



Which of these themes are most important in Russell Gardens?



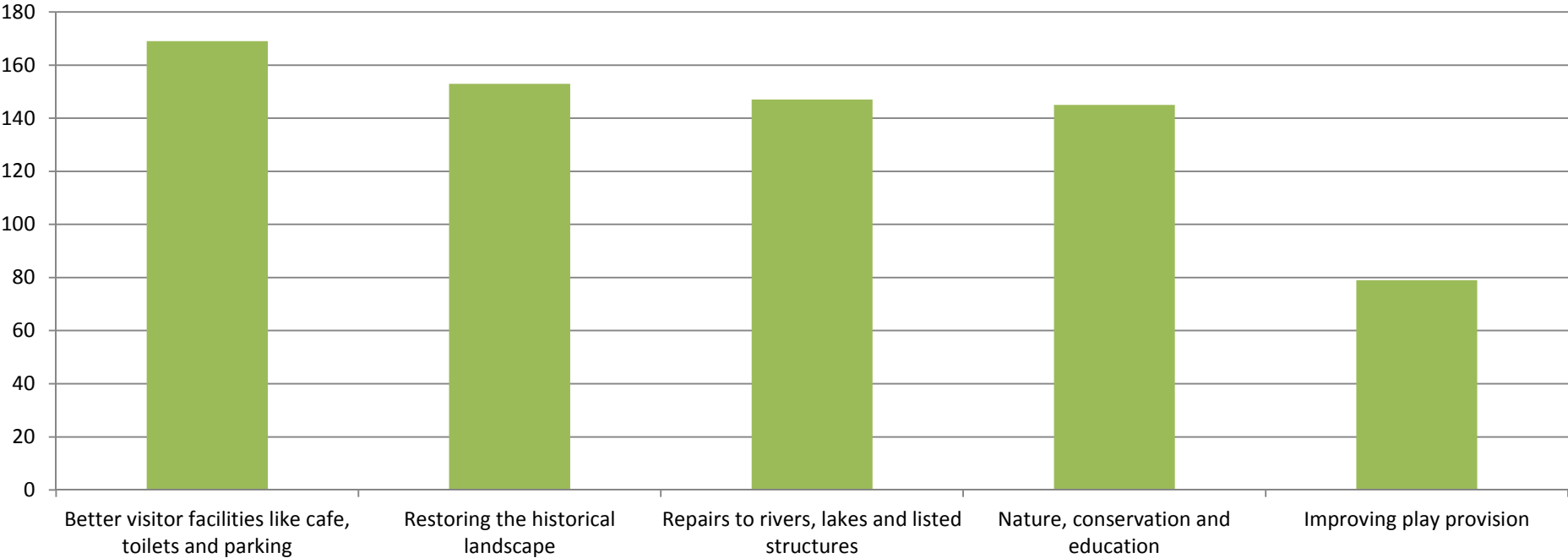
Please prioritise...



Parking – 15
Alkham Road – 12
Toilets – 10
Tennis Courts – 8
Wildlife / restoration / café – 7
Maintenance / pitch & putt / planting / play - 5
Accessibility – 4
Seating / lakes / moles / historical information – 3
Remove overgrown trees / Chilton Avenue / visitor facilities / River Dour – 2
Everything else was mentioned once

Play - 7
Information – 4
Planting - 2
Everything else was mentioned once

Which of these themes are most important in Kearsney Abbey?



What else is important or not important in Kearsney Abbey?

Please prioritise....



Issues – number of mentions

Parking – 14
Cut the grass south of the lake – 11
Wildlife / new café – 11
Restore chalk grassland on Coxhill Mount / toilets / use billiard room as café – 5
Dog walking / lakes – 4
Restrict areas dogs can use / seagulls / planting / fountain / management – 3
Litter / historic views / Alkham Road / picnic tables – 2
Everything else was mentioned once

Don't worry about....



Issues – number of mentions

Bridges to islands – 6
Play – 3
Weddings/parking/restore chalk grassland/outdoor cinema – 2
Everything else was mentioned once

Is there anything else you would like to let us know?

Parking is a real concern

Good luck with the funding - a project which will reach the whole community and integrate all ages

The so called meadow at the back section is an eyesore, it is just unmown grass to save money, takes a large part of a beautiful park away and is full of dog waste as owners do not clear up

Ensure enough staff to maintain the natural beauty of the grounds and waterways

Live Music / Open Air Cinema would be great, but with an expanded, well managed, cafe

The parks are used as open space for relaxing and dog walking all year, let's keep it that way and not upset those that use the areas all year, not just on summer weekends.

I would prefer it not to become too commercialised, but to retain the natural beauty and peaceful setting

Live opera

Opening up more grounds in Russell gardens

Kearsney Parks October 2015 consultation



We held public consultation events at various times in early October to share the plans for the restoration and improvement of Kearsney Parks. Events took place on Monday 5th at St Mary's Parish Centre in Dover, Tuesday 6th and Saturday 10th in Kearsney Abbey and Thursday 8th in Russell Gardens. The consultation materials were also available on our website from the 5th to 19th October. All were advertised on site, on our website, on twitter and through our email mailing list.

We displayed six boards which summarised the project and our Conservation Plan, showed plans and sketches of the restoration and improvement works, summarised the Activity Plan and explained what happens next for the project.

Around 150 people attended the events and 13 responded online. - 30 people left comments and they are summarised below.

Comment	Number of mentions
No comment	133
Positive comments (e.g. brilliant, imaginative & practical, great, fine & grand)	9
Location / amount of car parking	3
Concerns about future maintenance and staffing	3
Concerns about Model Boat Association facilities	2
Concerned about removing gate near central bridge in Kearsney Abbey	2
Consider dog walkers	2
Cycle parking	1
Motorcycle parking	1
Signage about dog control orders	1
Boardwalk will encourage rats	1
Condition of Abbey Road	1
Disappointed in café design	1
Community orchard	1
Outdoor gym	1
Russell Gardens proposals are an afterthought	1
Seagull proof bins	1
Keep Russell Gardens entrance opposite Abbey Road	1

Appendix 10 – Development phase consultees

1.1 Consultant Team

- Allen Scott Landscape Architects
- Bramhill Design
- Dannatt, Johnson Architects
- JBA Hydrology
- DHA Transport
- The Morton Partnership
- MTA
- Press & Starkey
- MaceMark Access Consultants
- Canterbury Archaeological Trust
- Bramley Associates
- Land Management Services (HLF mentor)
- Julia Holberry Associates (Activity Plan mentor)

1.2 Stakeholders

- Dover District Council steering group
- Kearsney Court Management Limited
- Solleys Ice-cream (Café leaseholder)
- Dover Model Boat Association
- River Parish Council
- Temple Ewell Parish Council
- Environment Agency

1.3 Community groups

- Kent Gardens Trust
- White Cliffs Countryside Partnership
- White Cliffs Walking Festival
- Dover Arts Development
- Deal Festival of Music and the Arts
- Art in the Landscape
- Dover Community Radio
- Dover Tales
- Dover District Volunteering Centre
- Representatives of Dover's Nepali community
- East Kent Wildlife Group

- Kent Reptile and Amphibian Group
- Dover Bee Keepers Association
- Kent Field Club
- Kent & Medway Biological Records Centre
- Dover Society
- Dover District Disability Association
- Dover Big Local
- East Kent Health Walks
- Dover Transport Museum

1.4 Education and Learning

- Abbey Pre School
- River Pre School
- River Primary School
- Temple Ewell Primary School
- Folkestone Academy
- St Edmunds Catholic School
- Canterbury Christ Church University
- Hadlow College
- Rippledawn Education Centre
- Fir Tree Forest School

1.5 Other parks and projects

- Priory Park, Reigate
- Walpole Park, Ealing
- Mote Park, Maidstone
- Gunnersbury Park, Ealing
- Kent Woodland Employment Scheme
- Up on the Downs Landscape Partnership Scheme

1.6 Public Consultation Events

- April 2015
- May 2015
- July 2015
- October 2015