



**BORE PLACE**

Nature & People Together

# Bore Place: We Are Nature Evaluation Report

01 SEPTEMBER 2021 - 31 MARCH 2023



**Green Recovery Challenge Fund**



Department  
for Environment  
Food & Rural Affairs

The  
National Lottery  
Heritage Fund



Environment  
Agency



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**“More places like Bore place should be open to the public to give people the opportunity to explore a farming environment that champions living together with nature rather than destroying it. The conservation projects at Bore Place and the opening of these up for local people to experience is so vital.”**

**Community programme participant, November 2022**



# 1 Introduction



Garlic Mustard leaf

Bore Place is the home of Commonwork Trust, our charity focused on regenerative farming and land management, working to inspire people to connect with nature. It is a historic 500-acre estate nestled in the beautiful West Kent countryside providing a space to help create a world where people and nature work together to regenerate the planet and ourselves. Entrusted to public benefit in 1976 by Neil and Jenifer Wates, the charity has been focused on regenerative agriculture and supporting people to live fulfilling and sustainable lives for over 45 years.

The focus of the Trust has never been more pressing. Our planet is in crisis. According to the WWF's Living Planet Report 2022, wildlife populations have declined by 69% on average since 1970 [1]. The most recent State of Nature Report, published in 2019, suggests there has been a 13% decline in the abundance of UK wildlife since the 1970s [2]. Growing pressure from climate change and biodiversity loss means we need to change our behaviours on a global level, manage our soils, and restore habitats, whilst producing organic food.

The recently released State of Nature in Kent 2021 report outlines the following pressures on biodiversity in Kent:

- "Intensification of land management, such as use of chemical fertilisers and pesticides in agriculture, ploughing of semi-natural grasslands, loss of traditional orchard;
- Direct loss of habitats through increased development, urbanisation and over-tidying and other land uses;
- Degradation of soil health and productivity resulting from nutrient depletion, declines in levels of humus, and erosion and compaction of soils;
- A wide range of pollutants, from many sources, that threaten wildlife and have an impact on all habitats, with the most widespread current harm from excess nutrients (phosphate and compounds of nitrogen) in air and water. There has also been a rise in concern over plastic pollution, particularly in the aquatic environment;
- Lack of appropriate management, such as the loss of woodland management as woodland products become uneconomic to extract, or recreational overuse of sensitive areas;
- Habitat fragmentation, which impairs species movement or migration, leading to populations becoming isolated and less resilient to changing climate conditions;
- Invasive non-native species, which can out-compete native species, and pests and diseases, which can have impacts beyond the species they directly attack;
- Climate change – loss of land through sea-level rise, temperature, rainfall and weather pattern change, and other environmental factors alter habitat composition and species movement and survival. Kent is a gateway for species colonising from Europe in response to climate change, including Invasive Non-Native Species (INNS);
- Lack of investment and a drop in public sector expenditure on biodiversity, which in the UK, as a proportion of GDP, has fallen by 42% since a peak in 2008/9." [3]

In light of these challenges facing biodiversity, we are reviewing our land management systems and working to be a model farm, trialling environmentally-conscious regenerative farming methods, restoring habitats and natural processes, and engaging the wider public in issues of environmental importance.

Why care  
if species  
go extinct?

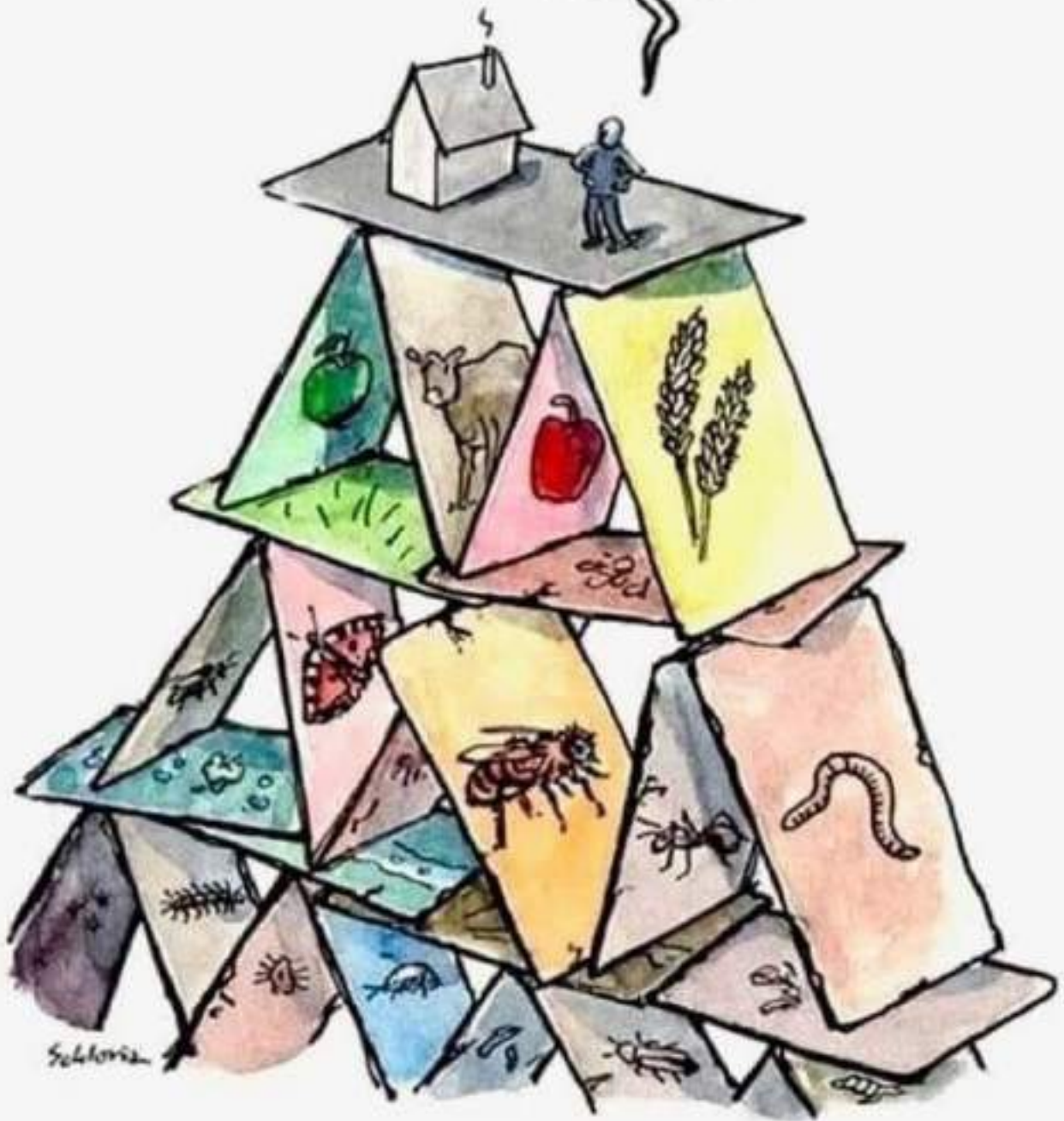


Image Credit: Twitter/@ParveenKaswan



## 2 Executive summary



Painted lady butterfly

Launched in September 2021, Bore Place: We Are Nature was an 18-month project aiming to connect people and nature for the benefit of both. Funded by a £172,500 grant from the Government's Green Recovery Challenge Fund, this project was designed and delivered by the team at Bore Place.

The focus of the project was to improve and restore habitats for biodiversity, and to provide opportunities for people to connect with nature, improving wellbeing and knowledge about the natural world.

Bore Place: We Are Nature was adopted as a lens for all educational programmes and land-management practices throughout the project term. The learning and focus will continue to influence and inspire these activities long beyond the project end.

The project informed Bore Place's new 5-year strategic plan for 2022-27. It was created with the aims of this Green Recovery project at its heart – to connect people and nature – for a world where people and nature work together, for the benefit of both.



Slow worm

## 2.1 Bore Place - our vision and mission

**Our vision is** to create a world where people and nature work together to regenerate the planet and ourselves.

**Our mission is** to enhance the planet in all that we do, to inspire people to live sustainable, happy and fulfilling lives. We will achieve this by inspiring people to connect with each other and with the Earth while taking responsibility for our shared future.

Taken from the Bore Place strategy for 2022-27, our three priorities are:

To deliver restorative and regenerative change

To inspire, educate and involve

To understand and influence



Young people working in the community garden



## 2.2 Project outcomes

Bore Place: We Are Nature focused on delivering 11 outcomes:

### Habitat conservation and restoration outcomes

- Outcome 1 Habitats are bigger, better, more or joined up.
- Outcome 2 We have the baseline knowledge to plan and deliver further habitat improvements post-March 2023 that are bigger, better, more or joined up.

### Connecting people with nature, so that a wider range of people are involved in nature

- Outcome 3 A wider group of the community are involved in engaging with and learning about nature.
- Outcome 4 Children and over 55s of all abilities feel engaged in issues about their local environment and natural heritage.

### People will have greater wellbeing

- Outcome 5 Children and over 55s feel more connected with the outdoor environment and nature.
- Outcome 6 Children and over 55s have improved physical activity.
- Outcome 7 Children and over 55s have improved social and mental wellbeing.

### People will learn about nature and the natural world, leading to a change in ideas and opportunities

- Outcome 8 Children and young people (16-24 years old) and over 55s have improved understanding.
- Outcome 9 Children and young people (16-24 years old) and over 55s will feel engaged and empowered to enact physical changes at home.
- Outcome 10 Children and young people (16-24 years old) and over 55s will have improved skills.
- Outcome 11 Children and young people with additional needs will have access to an accredited nature-based education programme.

## 2.3 Partnerships and additional funding

We partnered with North West Kent Countryside Partnership (NWKCP) to create Bore Place: We are Nature. NWKCP is a not-for profit organisation working across West Kent on a wide variety of conservation and community projects.



The objectives of NWKCP closely align with Bore Place's mission, including working to conserve and enhance the natural heritage and biodiversity of the local area, and developing sustainable opportunities for all members of the public to explore the countryside whilst promoting and utilising the social and health benefits of the countryside and rural environment.



NWKCP was awarded £6,975 of grant funding from Involve Kent to support the delivery of the Bore Place: We are Nature project. This funded a weekly Wildlife Gardening Club for people aged 55+ at Bore Place. The club is hosted by a member of NWKCP and is linked with local social prescribing initiatives.



KCC's Early Help and Reconnect Programme awarded £29,000 to support the delivery of two education support programmes for young people finding it difficult to attend school. With the recognised benefits of outdoor learning at their heart, these courses were designed to improve wellbeing and increase confidence and skills.



## 2.3 Partnerships and additional funding

The OWL Collaboration programme is devised and led by The Ernest Cook Trust, a fund-giving educational charity with a focus on providing opportunities for outdoor learning.

The OWL Collaboration was created in response to the trauma experienced by young people during the COVID-19 pandemic and aims to “provide opportunities for vulnerable and disadvantaged young people to experience the recognised benefits of an Outdoor Week of Learning (OWL), enabling them to appreciate the natural environment while re-connecting with nature” [4]. We were awarded £40,000 to deliver residential stays at Bore Place for four schools who were identified as meeting the criteria set by OWL.

The Ernest Cook Trust also granted £20,000 to support two 12-month environmental engagement internships. These internships replaced the planned recruitment from the Government’s Kickstart Scheme and Kent County Council’s (KCC) Trainee Fund.



**White tailed bumble bee**



Schools

Volunteers



Angle shades moth

Community

## 2.4 Key findings

Overall this project was hugely successful in providing opportunities for people to interact with and learn about the natural environment, and to engage with nature-related issues. We also now have the baseline knowledge to plan and carry out further habitat improvements across the site.

### Ecological data

A strong foundation of baseline ecological data was obtained which will allow us to monitor the impacts of our actions and land management practices going forward. We also created a citizen science-focused ecological tool for habitat and species data collection.

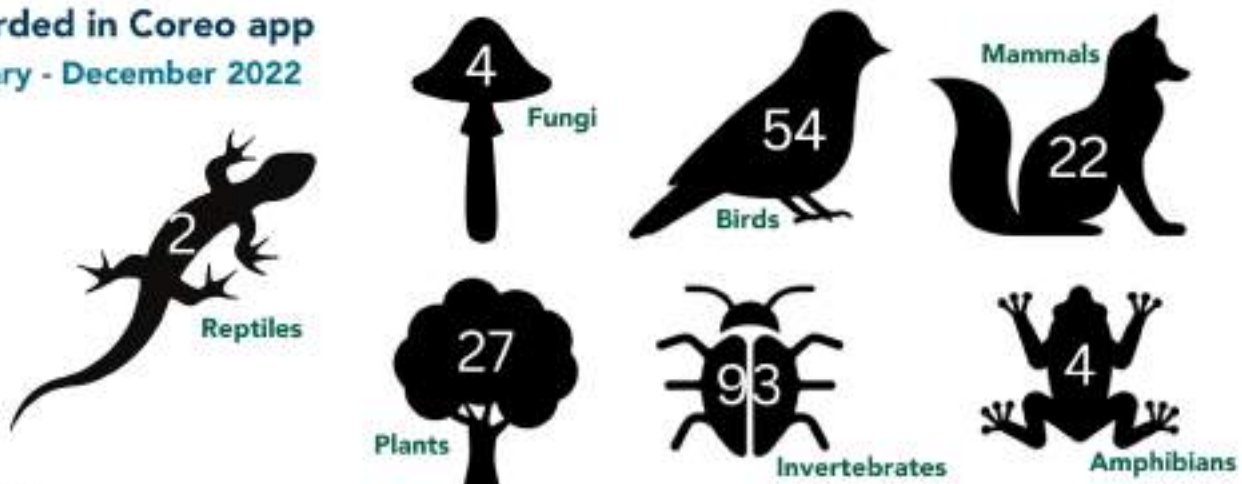
One of the main successes of the Green Recovery programme is the development and use of the Coreo app which has been set up with projects that allow us to collect biological data on species, habitats, soils and water from our school groups, volunteers, staff and other citizen scientists.

Almost 900 records have been submitted to date, helping to build up an idea of the baseline of species present on site.



Coreo app screenshot

### Number of species recorded in Coreo app January - December 2022



## 2.4 Key findings

### Identified indicator species

Using the data collected over the year of creating our baseline, we have identified six indicator species, or species groups, that we will focus our monitoring efforts on moving forward.

We have chosen these indicators as they represent a wide range of different habitats onsite at Bore Place, and many of these are easily surveyed by our educational groups and visiting guests and staff on site, to help with the longevity and reliability of the data.

These indicators are:

- hazel dormouse
- common blue butterfly
- dragonflies and damselflies
- reptiles
- skylark
- earthworms

### The six key indicator species



## 2.4 Key findings

### 10-year land management plan

We have also produced a 10-year land management plan that summarises the ongoing actions we will take to maintain the habitats onsite, and our aims and targets for increased quality of these habitats, making them bigger, better and more joined up. It also outlines suggestions and plans for future habitat creation works.

This is considered a live document that can be updated as further information about the biodiversity present is discovered and additional actions are required to continue to improve our habitats and management approach onsite.

Overall, we have completed habitat improvements and creation work over more than 20,000m<sup>2</sup> across the Bore Place site.

Pond improvements have been undertaken at four different agricultural ponds across the site, including clearance on the southern banks to allow more sunlight through to the water and bankside habitat, and native pond planting on the banks of one of the larger, more florally depleted ponds on site.

Stream improvements have taken place across 238.13m<sup>2</sup> of key habitat for the site, we have removed overhanging trees from some areas to allow more light to the stream and improve water quality and diversity of riparian species and created ripples and rides to vary the flow rate across the stream and diversify the habitat.

Grassland creation and enhancements have taken place across 21,075m<sup>2</sup> of the farm, using mostly areas taken out of grazing rotation to allow for management processes put in place through the funding, to improve diversity in these fields. We will be able to monitor our approach on these areas, compare the results as part of the ongoing legacy of the project to understand how we can better enhance other areas of grassland around the site for wildlife, whilst also maintaining the purpose of the dairy farm on site.

Restorative pruning has taken place on the two traditional orchards on site (277.56m<sup>2</sup> and 2408m<sup>2</sup>) and the removal of bramble and other species that were detrimental to the health of the trees has been undertaken by hand by our teams of volunteers and work experience students. Additional orchard areas were also planted in two areas, next to our car park, and within the courtyard garden area.

Woodland improvements have taken place at the two largest areas of woodland at Bore Place, with selective traditional coppicing, and removal of invasive species, helping to open the woodland for successional growth and increased diversity in the ground flora.



**Meadow brown butterfly**

## 2.4 Key findings

### Participant numbers

Across all programmes, we recorded working with 7,673 people, including 5,405 young people. These figures did not include informal and ad hoc visits.

Over 92% of people who visited through our education and community programmes said they would visit again. This correlates well with visitors feeling their experience was beneficial to them, giving an average rating of 8.8 out of 10.

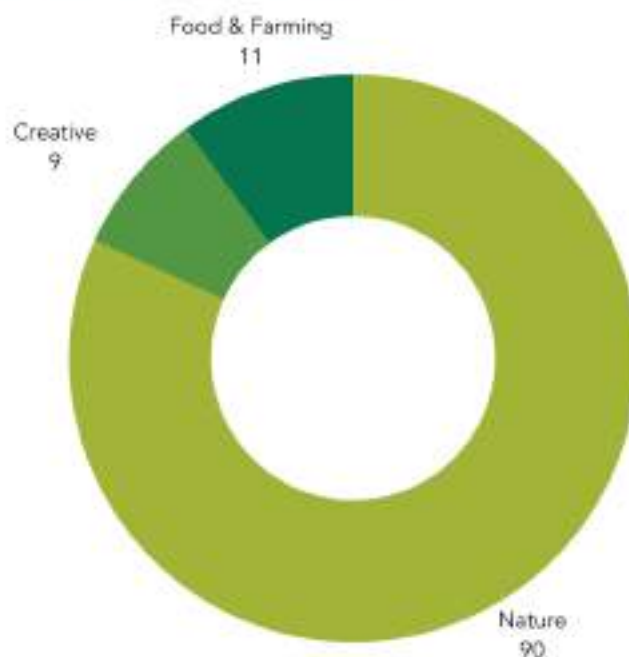


### Community programme

A diverse programme of community events was delivered to engage our local and wider community with our nature agenda and nature recovery programme. These events supported our species surveys and also provided individuals, families and children opportunities to access a variety of outdoor programmes in the unique Bore Place setting.

Through the Green Recovery project we ran 114 events including species ID walks, astronomy evenings, art workshops, children's clubs and foraging walks, amongst others. All courses and events were linked to nature, including courses which used natural materials or took inspiration from the landscape. 82% of our community programmes directly included nature-themed activities.

### Number of events by type





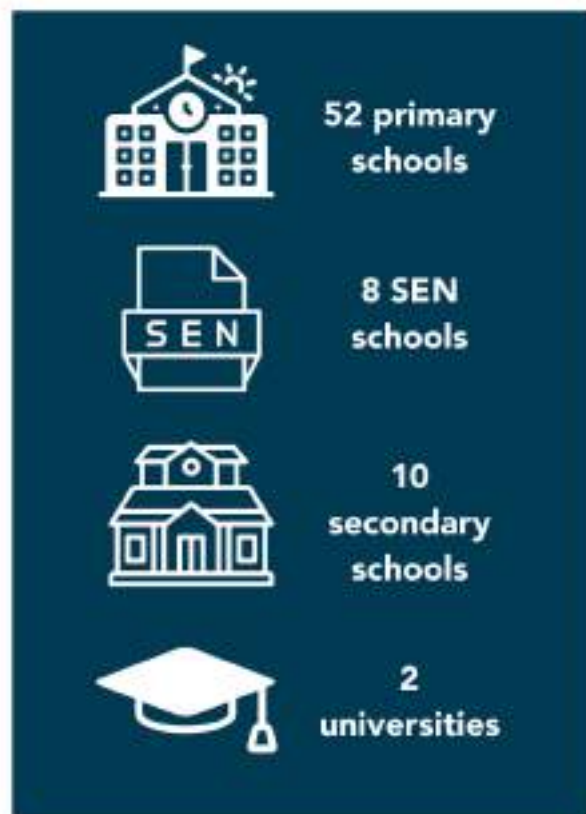
## 2.4 Key findings

### Schools

We welcomed 4,025 pupils and students to Bore Place through our schools programme, and 235 of those young people visited weekly from local Special Educational Needs (SEN) schools.

The others visited from local mainstream schools for one-off day trips and residential stays.

### Local SEN schools



School day visits to Bore Place were generally considered beneficial for the pupils (teachers gave an average rating of 7.6 out of 10) which correlates with the finding that most teachers felt their visit was beneficial for their teaching too (average rating also 7.6 out of 10).

**"Seeing what students have learnt about in the classroom coming to life in the real world was really beneficial."**

**Year 7 teacher, Cobham Hall School, June 2022**

## 2.4 Key findings

Despite the short visit time for experiential learning allowed by day trips, the learning achieved through a day visit can be enhanced by curriculum topics in the classroom at school. 94% of teachers felt their visit to Bore Place inspired them to provide more outdoor learning opportunities for their students.

In addition to day visits, we ran 10 residential stays (total 22 nights) for children and young people.



Student making natural bird feeder

**"We realised that the children learn better in an outside environment."**

Year 4 teacher, Stone St Mary's C of E Primary School School, June 2022



**"We already do Forest School but seeing how involved the children were we are thinking of expanding this to other year groups and to include more diverse activities."**

KS1 teacher, St Peter's Primary School, Aylesford, July 2022



**"We already have weekly Forest School, but we have talked about taking learning outside at other times too."**

Reception teacher, East Peckham Primary School, April 2022

## 2.4 Key findings

### Wildlife Gardening Club (WGC)

Run in partnership with NWKCP and funded by Involve Kent, Bore Place launched a new club specially designed for people aged 55+ or with a long-term health condition. This was a new target audience for Bore Place and the club attracted 42 individuals who attended 236 times collectively.

Average attendance is 6 participants per week. The club has had a profound impact on a number of local people's lives.

The club offers a monthly workshop and weekly meets with a focus on improving wellbeing and connecting people with nature through outdoor nature-positive activities that can be applied in gardens or community spaces elsewhere.

The group leader reported that the monthly workshop events were successful in encouraging new participants to come along without feeling pressure to integrate into an established group, and participation numbers spiked for each workshop.

100% of attendees who responded to our survey said their experience of the club has been either good or very good and attendees reported that it has become part of their weekly routine, saying they have created friendships and have enjoyed the wellbeing benefits of being outside.

**"I am thoroughly enjoying Wildlife Gardening Club for several reasons:**

- **Opportunity to learn more about wildlife**
- **Friendly atmosphere**
- **Social interaction - very important as I live alone**
- **Sharing art and craft ideas**
- **Its fluid structure means I have a voice**
- **Being outdoors is good for my mental health"**

**Elizabeth, Wildlife Gardening Club member**

## 2.4 Key findings

### Volunteers

Our volunteering programme was reinstated and refreshed following the hiatus during the COVID-19 pandemic. During the project term, 28 people volunteered helping to manage the gardens or working alongside our Ranger and Citizen Science and Nature Programmes Coordinator on conservation and habitat improvement works. 19 people continue to volunteer on outdoor projects at Bore Place on a weekly or regular basis, and new volunteers continue to join.

During the project, Bore Place also began to oversee the management of a neighbouring nature reserve at Bough Beech Reservoir. Our team supports over 40 volunteers to conduct important habitat maintenance and conservation at the reserve.

Bore Place is in a rural location, inaccessible by public transport. Two volunteer minibus drivers were recruited and undertook MiDAS training to drive our minibus, along with one member of staff. This enabled more people to access the site including groups of school students who would not otherwise have been able to attend outdoor education programmes at Bore Place.

### Conclusion

This project created excellent foundations to continue the work of integrating positive environmental, regenerative change in all that we do at Bore Place whilst including and inspiring as many people as possible to participate in our journey of nature and people working together.



Common blue butterfly

## 2.5 Project evaluation

The Trust contracted the Centre for Education and Youth (CfEY) to provide training and support to develop a robust evaluation framework to report on the impact of Bore Place: We Are Nature.

CfEY was commissioned to help create appropriate tools to measure impact, identify suitable data gathering methods, and develop a system for data analysis and presentation.

The evaluation draws on survey data from community event participants, school teachers and service users, combining both quantitative and qualitative data, as well as quotes from informal individual and group semi-structured interviews.



# 3 Project delivery



Field vole

Bore Place: We Are Nature involved creating habitat projects alongside developing a wider range of programmes and events - volunteer days, community events, school trips, talks, walks, surveys, workshops and training sessions for staff and volunteers - to engage people of all ages and abilities.

The project created two rural jobs, employing a full-time ecologist as our Citizen Science and Nature Programmes Coordinator, and a part-time Ranger, as well as funding an education tutor for 0.5FTE and project manager for one day per week, working alongside the existing Bore Place team.

The project also created internship opportunities for four young people. Three internships were supported by grant funding from The Ernest Cook Trust to develop engagement with environmental education, and one was funded by our own charity, Commonwork Trust, focusing on regenerative farming.



Soil testing



# 5 Findings



*Soldier beetle*

Bore Place: We Are Nature focused on delivering 11 outcomes:

## **Habitat conservation and restoration outcomes**

- Outcome 1 Habitats are bigger, better, more or joined up.
- Outcome 2 We have the baseline knowledge to plan and deliver further habitat improvements post-March 2023 that are bigger, better, more or joined up.

## **Connecting people with nature, so that a wider range of people are involved in nature**

- Outcome 3 A wider group of the community are involved in engaging with and learning about nature.
- Outcome 4 Children and over 55s of all abilities feel engaged in issues about their local environment and natural heritage.

## **People will have greater wellbeing**

- Outcome 5 Children and over 55s feel more connected with the outdoor environment and nature.
- Outcome 6 Children and over 55s have improved physical activity.
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## **People will learn about nature and the natural world, leading to a change in ideas and opportunities**

- Outcome 8 Children and young people (16-24 years old) and over 55s have improved understanding.
- Outcome 9 Children and young people (16-24 years old) and over 55s will feel engaged and empowered to enact physical changes at home.
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- Outcome 11 Children and young people with additional needs will have access to an accredited nature-based education programme.



## 5.1 Outcome 1 - Habitats are bigger, better, more or joined up

Overall, habitat improvement and creation work has taken place over more than 20,000m<sup>2</sup> across the Bore Place estate.

Habitat enhancement projects were undertaken to improve pond, stream, orchard, woodland and grassland habitats.

### **Pond improvements**

Additional planting has been undertaken around the bank of our Market Garden pond measuring over 1,000m<sup>2</sup>. Most of the marginal vegetation had gone from this pond.

Cutting down overhanging trees and brash on the southern side of three other ponds has also been undertaken on site, totalling more than 3,000m<sup>2</sup> of pond habitats being enhanced, with additional light allowing native bank side species to recolonise, and improve the water quality and diversity of pond dwelling species.



**Native pond planting**

## 5.1 Outcome 1 - Habitats are bigger, better, more or joined up

### Stream improvements

A stream providing 238.13m<sup>2</sup> of habitat runs through Bore Place. We have removed overhanging trees from some areas to allow more light to the stream and to improve water quality and diversity of riparian species, both in the water and on the bank side. We have been balanced in our approach to clearance along the stream as, being an actively farmed site, we wanted to ensure that a buffer of scrub and grassland was left along a stretch of the stream, to protect from agricultural run-off, and to allow the stream to function as an unbroken wildlife corridor across the site for multiple species.

In some areas rocks, bricks, and logs have been used for the creation of ripples and rides to vary the flow rate across the stream and create more diversity in the habitat.

### Orchard improvements

We have undertaken restorative pruning around the two traditional orchards on site (277.56m<sup>2</sup> and 2408m<sup>2</sup>) and removed bramble and other species from the base of these trees by hand with our teams of volunteers and work experience students. This will form part of our ongoing management of these habitats on site.

We have also planted additional organic fruit trees within some of our grassland improvement areas (262m<sup>2</sup> additional orchard creation), and within our courtyard garden grass verges (287m<sup>2</sup> additional orchard creation), to increase their diversity, improve the soil health in this area, and provide an additional habitat to complement our efforts to increase diversity in these grassland areas.



**Ranger undertaking stream improvement works**

### Woodland improvements

Laurel removal has been undertaken across a large section of the Kilnhouse Wood (101,692m<sup>2</sup>) site, to open up areas of the woodland and ride, and to help control the invasive species on site. Eradication of invasive species within our woodland habitats is included in our 10-year management plan.

Coppicing across Bushy Wood (81,017m<sup>2</sup>) has also opened up the rides through the woodland, allowing woodland vegetation to grow and to create successional habitat that will be beneficial for many species, including the dormouse population present on site.

## 5.1 Outcome 1 - Habitats are bigger, better, more or joined up

### Grassland creation and enhancements

Grassland creation and enhancements have taken place across 21,075m<sup>2</sup> of the farm. These are mostly areas taken out of grazing rotation to allow for management processes, put in place through the project funding, to improve diversity in these fields. Yellow rattle seeds have been applied across all these areas in order to help control the grass growth and allow for more wildflowers to colonise these areas.

Yellow rattle is a semi parasitic plant towards grass species, and it is often referred to as the 'meadow maker'.

The use of the new scythe mower purchased through the grant will allow these fields to be more traditionally managed as hay meadows, with one cut taken annually at the end of August/start of September, with all arisings removed. The removal will help stop nutrients returning to the soil, as high nutrient levels favour prolific grass growth, and therefore inhibit the diversity of wildflowers in that area.

One of these areas is also trialling the use of cows grazing the area, in small numbers initially, to help trample the seeds into the soil, and subsequently as an alternative to the cutting regime, to reduce the grass in the field.



**Volunteers spreading yellow rattle seed**

## 5.2 Outcome 2 - We have the baseline knowledge to plan and deliver further habitat improvements post-March 2023 that are bigger, better, more or joined up

Many species surveys were undertaken in 2022/23 to create a baseline picture of the habitats and species onsite.

The Coreo app, as part of our wider citizen science programme, has allowed us to create a robust baseline of species on site at Bore Place.

As well as collecting ad-hoc records with volunteers and visitors to Bore Place through the Coreo app, we have also undertaken several targeted surveys for:

- Bats
- Newts
- Reptiles
- Birds
- Small mammals
- Dormouse
- Bees
- Worm counts
- Hedgehogs
- Butterflies

This has allowed us to map and understand a large amount about the species we have on site, as well as highlighting some notable potential absences such as:

- hedgehogs, of which no evidence was recorded during the targeted surveys across the site;
- common lizard, not found during the reptile refugia surveys and no ad-hoc sightings reported;
- yellow hammer (a key farmland bird species) was not recorded either during targeted bird surveys, or by ad-hoc surveyors.

However, we were able to map a number of bat roosts across the buildings on site, great crested newt populations in some of the ponds, both grass snake and slow worm across the margins of the farmland and add to the data for the dormouse populations onsite which has been collected since the 1990s.



**Drone photo of Bore Place**

We took drone photos of the habitats and land on site to use as part of our baseline analysis and to give more visual results to any changes in the land over the course of our 10-year management plan.

## 5.2 Outcome 2 - We have the baseline knowledge to plan and deliver further habitat improvements post-March 2023 that are bigger, better, more or joined up

Bore Place staff members and volunteers took part in the Big Farmland Bird Count in February 2022. This survey allowed us to compare our findings with other farms that took part around the country.



**Bore Place staff members undertaking the Big Farmland Bird Count**

Soil testing and training also took place to better equip the farmers working at Bore Place, and other members of staff involved in the delivery of the Green Recovery project, to understand the impact of land management on soil health, and to understand how to improve our soils for the benefit of not just farming, but also nature.

The results of the soil samples have helped us to understand which fields need more attention in terms of management and/or biological and mechanical applications to improve soil health.



**Cow grazing in herbal ley**

## 5.3 Outcome 3 - A wider group of the community are involved in engaging with and learning about nature

Bore Place: We Are Nature engaged with over 7,600 people, with interactions ranging from a few hours for visitors attending a guided walk or workshop, to 12 months for two of our interns, and 18+ months for our Citizen Science and Nature Programmes Coordinator and Ranger, who continue to be employed beyond the project end. 235 young people with SEN visited weekly, building on their learning over the course of a year, 3,790 school children visited for a day and over 60 volunteers gave their time to contribute to conservation and garden maintenance, many consistently on a weekly basis.

The four internship placements delivered during the project were all linked to engaging more people with nature and our regenerative farming agenda.

Our first intern helped to re-establish the volunteer programme following the pause during the COVID-19 pandemic. We had intended for her to complete a 12-month placement but she was offered employment by the RSPB and left to take the position after five months.

Our second intern completed a full year and was really inspired by nature education. As a result of the internship, he is seeking a career path in outdoor education.

Our third intern undertook a regenerative farming internship and undertook activities such as wildlife surveys and soil tests, linking our farming and nature agendas.

Our fourth intern initially volunteered with us for a year helping to digitise historic survey data and assisting with species surveys. She is currently still employed as an intern with us and has helped to improve our volunteer induction processes, and is focusing on improving communications and marketing to boost engagement with our community programmes, whilst continuing to assist with ecological surveys. We are delighted that her internship here, along with her demonstrated commitment to conservation work, has meant she has been offered full-time employment with our partner NWKCP.

In April 2022 our regenerative farming intern applied the knowledge she gained through soils training to deliver a talk at Bore Place for other staff members and volunteers to engage a wider audience in the importance of looking after soil, the benefits for biodiversity and how it fits into the wider regenerative aim of Bore Place. This helped her to gain skills in presenting to larger groups and also allowed her to share her skills and knowledge of soil sampling.



Intern giving soils talk

### 5.3 Outcome 3 - A wider group of the community are involved in engaging with and learning about nature

Bore Place had an existing group of around 20 volunteers, some of whom have helped with gardening tasks in the education and community gardens for many years. By integrating ecological best practice and engaging this group in the objectives for increasing biodiversity onsite, we were able to include a wider group in the outcomes of the project.

We also recruited new volunteers throughout the project and continue to do so. We attended two volunteer fairs to promote volunteering opportunities and encourage people to want to engage with nature issues.

Our newly recruited volunteers have formed part of the ranger/conservation task group who meet once a week to support our Ranger in undertaking conservation habitat works such as dead hedging, invasive species removal, grassland management, and trail repairs.



**Volunteers working in garden**



**Newt survey**

Almost every ecological survey undertaken as part of the baselining aspect of the project was carried out with the assistance of volunteers, students, work experience students, and staff and interns from Bore Place, with the aim of involving as many people as possible in each opportunity to engage with and learn about nature.



**Worm survey**

### 5.3 Outcome 3 - A wider group of the community are involved in engaging with and learning about nature

Three groups of geography students from Queen Mary University London (QMUL) also visited Bore Place to learn about the impact of farming throughout history on the environment, how regenerative farming approaches can help reverse this trend, and to undertake grassland habitat condition assessments in the paddocks.

This helped the students to engage in environmental issues first-hand and see how they apply to decisions made at the organisational level, as well as a more in depth understanding of how ecological survey methods are undertaken.

**"The students really enjoyed the visits and learned a lot from them. They were ideal in terms of contributing to our efforts to help the students get to know each other and to our teaching on sustainability."**

**Professor at QMUL, October 2022**

Due to the success and popularity of community bat walks, we decided to trial a Citizen Science Bat Survey which 33 people attended, to go through the skills required to undertake a bat emergence survey of Bore Place House, one of the historic buildings onsite.

As well as engaging a wider audience with the skills required to undertake this type of survey and the background ecological knowledge to support these skills, this also helped us to gather data for the project.



**Citizen scientists at Bat Emergence Survey**



## 5.4 Outcome 4 - Children and over 55s of all abilities feel engaged in issues about their local environment and natural heritage

Bore Place: We Are Nature created several work experience placements and opportunities. A group of eight students from Hadlow College attended Bore Place on a weekly basis over 12 weeks to assist with ecological survey and practical habitat conservation tasks. A recent graduate also came to stay at Bore Place for a week to assist with undertaking the evening and early morning surveys that were more difficult to experience during usual working or school hours.

Following our hedgehog survey of the site, and finding no evidence of hedgehogs, we were able to use this to help highlight the huge decline in hedgehog numbers, particularly in rural areas. As hedgehogs are well loved and charismatic animals, we were able to use this data not only to give us an idea about what might be going on around us, but also to educate and inform the public of the plight of this species and the general species decline happening around us.



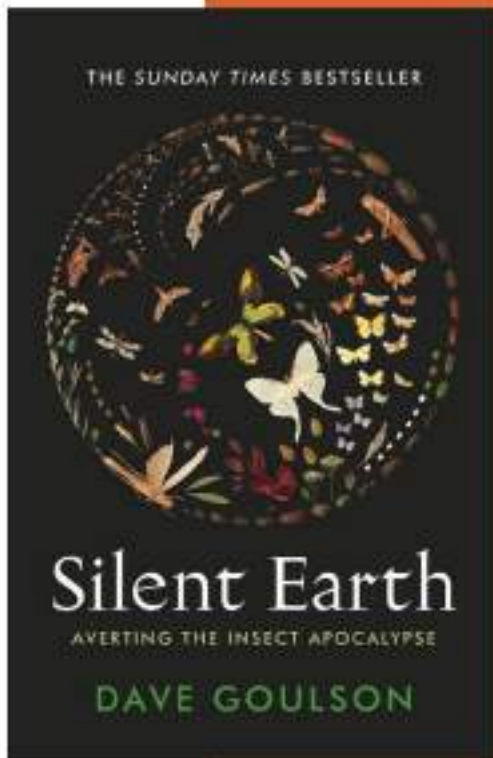
**Toddler making a clay hedgehog at a community event**



**Work experience student holding a smooth newt**

## 5.4 Outcome 4 - Children and over 55s of all abilities feel engaged in issues about their local environment and heritage

In May 2022, we were delighted to host a talk from Prof. Dave Goulson, a renowned author, bumble bee specialist and conservationist, entitled 'Silent Earth: Averting the Insect Apocalypse'. There were 51 people in attendance and the talk explored the reasons why insect populations are in such decline, as well as looking at solutions to this crisis.



**“Ecologists and entomologists should be deeply concerned that we have done such a poor job of explaining the vital importance of insects to the general public. Insects make up the bulk of known species on our planet, so if we were to lose many of our insects then overall biodiversity would of course be significantly reduced. Moreover, given their diversity and abundance, it is inevitable that insects are intimately involved in all terrestrial and freshwater food chains and food webs.”**

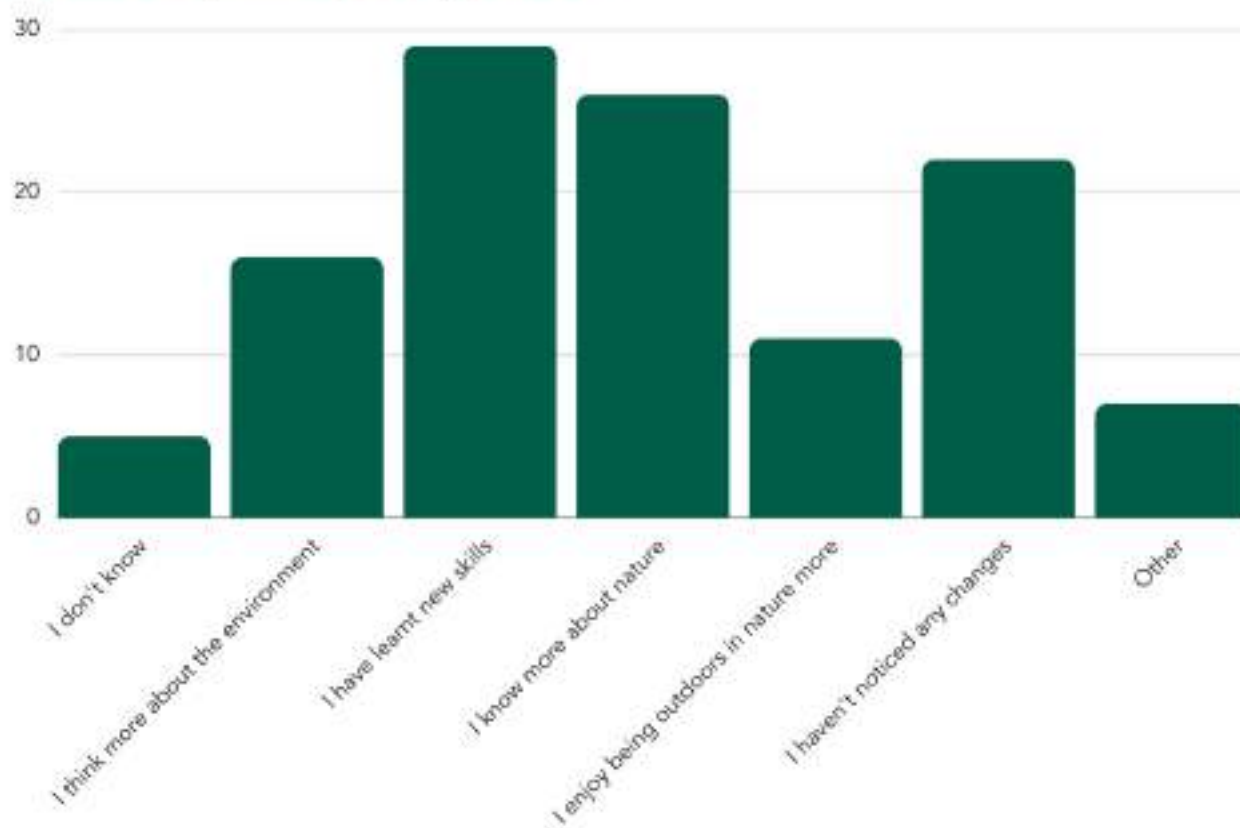
Extract from 'Silent Earth:  
Averting the Insect Apocalypse'  
(Goulson, 2022) [5]

## 5.5 Outcome 5 - Children and over 55s feel more connected with the outdoor environment and nature

All events and workshops delivered through our community events programme were linked with the Green Recovery project. They were designed to provide opportunities for members of the public to learn about and interact with nature, increase nature-related skills, or take inspiration from nature. When asked how beneficial people felt their visit to Bore Place was, 92% of visitors rated the experience seven or higher out of ten.

We ran 114 events for children, adults and families including three large community events for families and individuals from our local community to engage with the project. These were 'Bore Place Bug Hunt', 'Habitats at Home' and 'Family Wildlife Day'. Other workshops and events included reptile and small mammal ID walks, bat walks, astronomy evenings, beekeeping, dawn chorus walks and a number of other nature-inspired and nature-themed events. We asked visitors whether they had noticed any changes in themselves or their child/ren and received a variety of positive responses linked to people's sense of nature connection.

### Since your visit to Bore Place, have you noticed any changes in yourself?



## 5.5 Outcome 5 - Children and over 55s feel more connected with the outdoor environment and nature

3790 young people visited Bore Place for a one-off school day trip.

These recounts from children from Chevening Primary School show that the children were engaged and remembered lots of details about their visit and the different areas of the site that they explored.

### Pupil 1: Year 2, Chevening Primary School, March 2022

Friday 11th March 2022  
I did write a recount about our trip to Bore Place on Friday we transported ourselves to Bore Place in the school bus and first of all the lady took us to the new hospital but we were all poor just cause that was very slightly away from us also got to see and touch a cow that was smooth at the top and rough at the bottom. Next we went to the old miller's garden and the lady said we had to pretend to be sitting on a log from the bench that used to be a tree. Then she took us to see the carrots that were very white. She told us we could pick the hay closer to the hay from the cows and we saw a white spot on its face. Then we went to see the milk and someone said they had seen a hare jump out across the gate.

We went to into a green house and saw a farmer planting in there and then we carried on our walk in the country side. When we had we got to the top of the hill we had a group photo of together but we were getting extremely hungry so we went back to the class room and had lunch. I had a ham sandwich, a packet of raisins, a <sup>small</sup> cookie and a biscuit. After that we went into woods and looked for worms, made dens and made clay bugs. When we finished the lady said we had go back.

### Pupil 2: Year 2, Chevening Primary School, March 2022

Friday 11th March 2022  
I did write a recount about our trip to Bore Place  
On Friday we traveled on our school minibus to Bore Place. First we got to see the cow hospital. We got to touch the real cow. It felt rough and very bumpy. Next we went to the old miller's garden to see how the cows were milked. Then we went to see the carrots that were very white. After that we saw the cows that were mooing and eating hay. Then we got to see some baby chicks. After we finished we went to the top of the hill.

rumbling! Then we had lunch. I had a ham sandwich, <sup>or apple and a biscuit</sup> it was very yummy. After that we went in the forest and found worms. Then we made some dens. It was very fun and some of us made clay. Finally we went back to the minibus and drove back to school.

## 5.5 Outcome 5 - Children and over 55s feel more connected with the outdoor environment and nature

All teachers who visited for a day trip reported positive observations of environmental stewardship and nature connectedness indicators in at least a few of the students in their class in a follow-up survey. However, the dataset potentially does not fully reflect the impact on children's feelings of nature connectedness and environmental stewardship due to the small sample size of responses ( $n=18$ ), and the fact the metric is based on observation, rather than direct responses from the children.



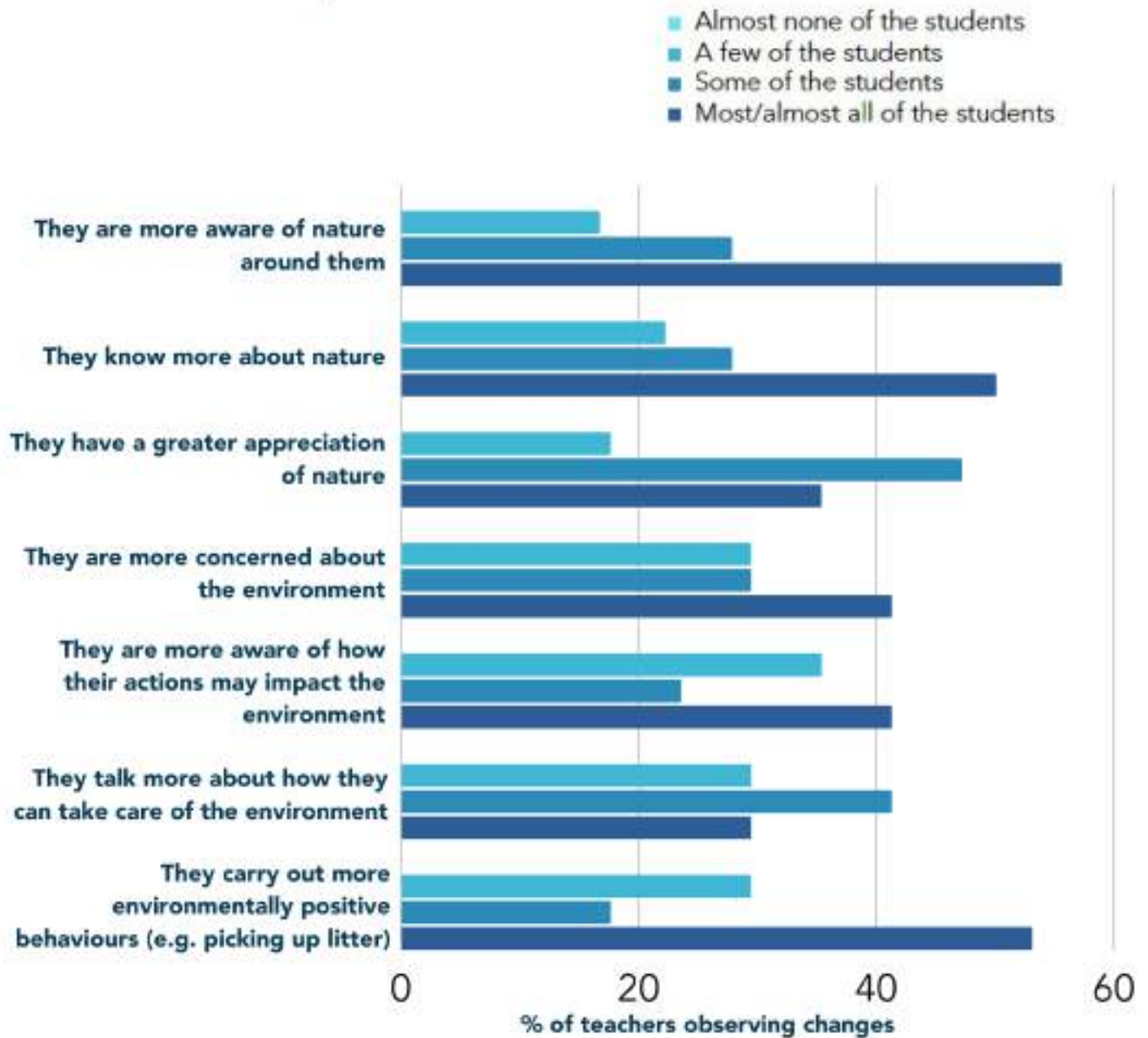
**Toad found by school group**

**"The children have been keen to make their own tally charts of insects they have observed in our outside area after doing this at Bore Place."**

**Reception teacher, East Farleigh Primary School, May 2022**

## 5.5 Outcome 5 - Children and over 55s feel more connected with the outdoor environment and nature

### Teacher observed changes in student environmental awareness and stewardship behaviours since visiting Bore Place



## 5.5 Outcome 5 - Children and over 55s feel more connected with the outdoor environment and nature



















The Wildlife Gardening Club aimed to provide a space for people aged 55+ to connect with each other and with nature. Whilst only a small dataset (n=9) was collected from the Wildlife Gardening Club, 67% of attendees reported that they feel they have increased their knowledge about nature.

**“Have become more aware about what is happening in nature around me - more mindful.”**

**Anon, Wildlife Gardening Club member**

Six club members reported noticing multiple positive changes in themselves regarding their knowledge and connection with nature:

### Wildlife Gardening Club nature connectedness reports

	I think more about the environment	I have learnt new skills	I know more about nature	I enjoy being outdoors in nature more
Member 1				
Member 2				
Member 3				
Member 4				
Member 5				
Member 6				

## 5.6 Outcome 6 - Children and over 55s have improved physical activity

Our weekly class visits from young people with SEN regularly included a nature walk, either on the way to an activity site or as an activity in itself. Tutors reported that the young people often found the physical activities challenging, but generally found the experience of walking outside enjoyable and rewarding. It was noted that some groups particularly enjoyed bird watching and learning to ID the birds visually and by song, which created excellent sensory learning opportunities.

We connected with Every Step Counts, a local walking group who meet to share an enjoyment of walking and increase social interactions to reduce loneliness. We invited them to Bore Place for a tour and guided walk to see the meadow which was tall with wildflowers and humming with insects.



Every Step Counts walking group at Bore Place



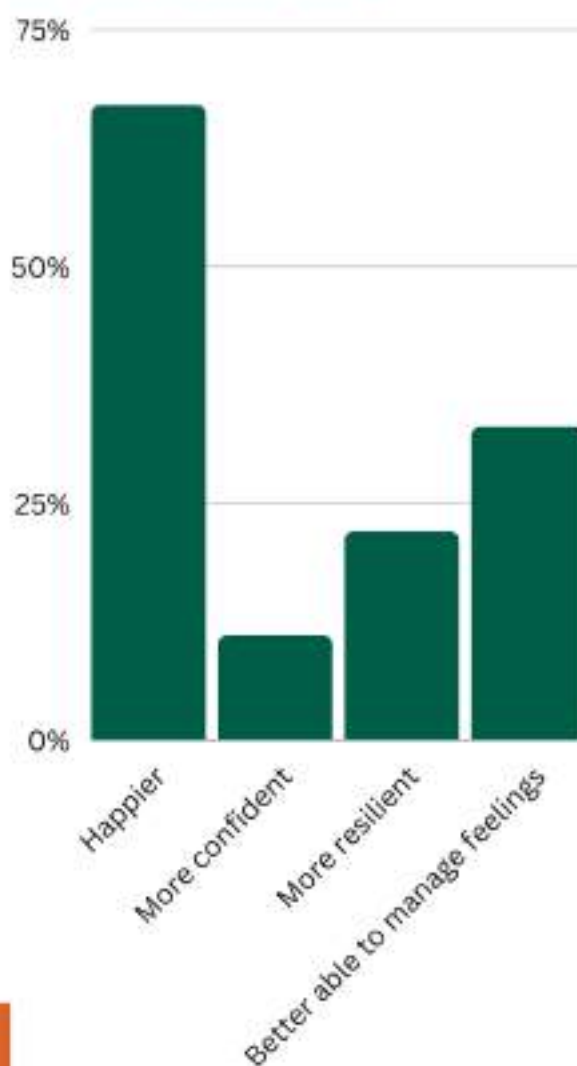
## 5.7 Outcome 7 - Children and over 55s have improved social and mental wellbeing

Survey responses were unanimous in showing that the Wildlife Gardening Club has had a very positive impact on attendees who, on average, gave the benefit of their visit a score of 9.3 out of 10. This correlates strongly with observations and reflections made by the group leader and the fact that 100% of respondents said they would visit again.

Anecdotal reports from Wildlife Gardening Club attendees are clear that the weekly meets provided positive social and mental wellbeing outcomes, and a much-needed place to reconnect with themselves, as well as with each other. Jean, a regular attendee, told us that she came along to the club following a bereavement. She said she has always liked and found solace in the outdoors, and said coming to the club has given her a sense of calmness and perspective, whilst helping her to engage with things she enjoyed before. She told us, "It has helped enormously with my depression, stress and pain over losing my husband."

Another participant told us, "...mentally, it's a good place to be".

### % participants reporting improved wellbeing



**"It is a lovely group. All the tutors were excellent and I enjoyed making friends with other participants. Bore Place is a beautiful place to be ..."**

Lizzie, WGC member

**"[I have noticed I feel] less anxious."**

Elizabeth, WGC member

**"I come away from the Wildlife Gardening Club feeling energised and motivated"**

Babs, WGC member

## 5.7 Outcome 7 - Children and over 55s have improved social and mental wellbeing

Our weekly volunteer groups also provide opportunities to socialise with other people whilst working on practical tasks linked to gardening or conservation.

Robert, one of our regular conservation volunteers, has helped with a number of surveys and enjoys volunteering for a number of reasons:



Grass snake

**"When I retired I knew I would do voluntary work as I was mindful to maintain a sense of purpose. ... Heather said she was setting up a volunteer group to do [ecology] surveys. I thought that's something I might be reasonable at. I've got a high boredom threshold so survey work suits me, I don't get bored when I don't find something – a negative finding is still a finding!"**

**The survey work can be frustrating but I knew that would be the case. My wife said I must do something to frighten them [the wildlife], but I say 'no'! I find it quite therapeutic. Being out in the countryside beats being in front of a computer screen.**

**What I do like about here [Bore Place] is that I feel a part of it...part of something. When I retired that was the thing I missed. It has helped me a lot in that sense, I feel I can do some good."**

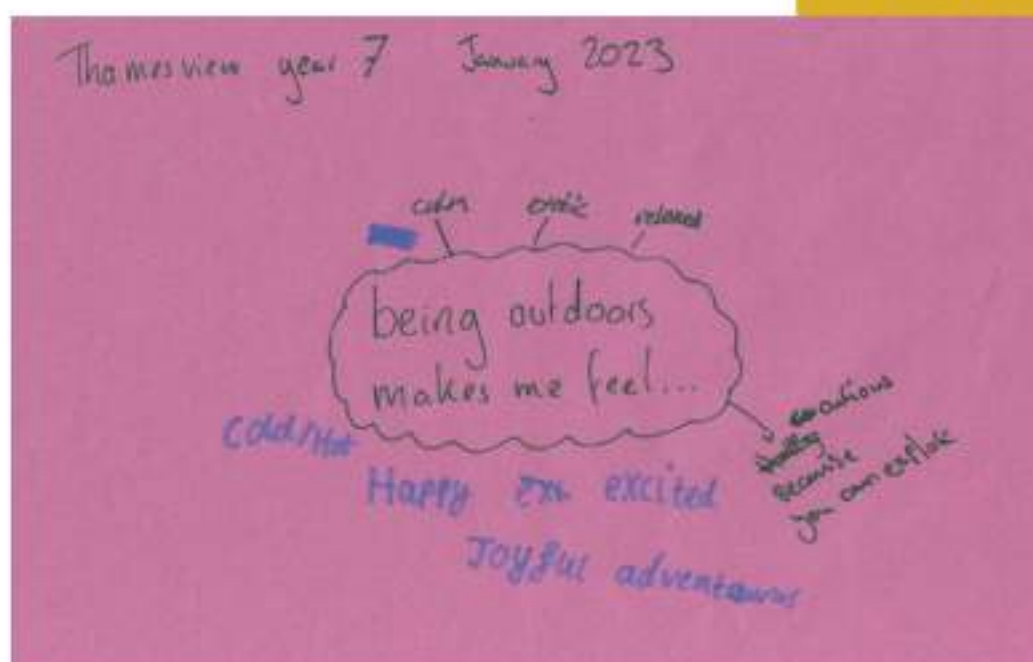
**Robert, volunteer**

## 5.7 Outcome 7 - Children and over 55s have improved social and mental wellbeing

A six-week programme (delivered twice) was designed for young people who were being home educated due to anxiety being a barrier to attending school. Whilst no formal assessments were done, it was clear from observations that all students attending were feeling apprehensive and anxious during the first couple of weeks. However, the tutor team working with these students observed them looking happy, smiling and enjoying being outside as the programme went on.

**“Can I just say yesterday was amazing! The students were really starting to come out of their shell, one girl in particular does not speak at all in school, she was talking to others in the woodlands, sharing ideas and communicating with everyone. Sonny had a fantastic time and his behaviour in school today has been outstanding! He is gaining so much from [these] sessions, as are all the students!”**

**Welfare Support  
Manager for Years  
7 & 8, Thamesview  
School, 2023**



Student feedback from Year 7 transition group

**“[J] has whole heartedly loved his Fridays with you at Bore Place. His confidence has grown more each week, he has made friends and he has really felt part of something. The sessions have been life changing for [J]...”**

**Parent of Home Education Group  
participant, 2023**

One of our tutors reported that a parent of a young person in the Home Education Group told her that her son usually does not enjoy going to new places, but he loved coming to the Bore Place group. Our tutor also told us that “the ones who don’t like the school environment enjoy coming here, they love doing practical stuff like making dead hedges and they enjoy using tools.” She said, “I think it’s important they can see practical careers here, it gives them self-confidence and self-esteem to think ‘yeah, I’m good at this practical stuff and I could turn this into a job one day’”.

## 5.8 Outcome 8 - Children and young people (16-24 years old) and over 55s have improved understanding

By involving young people and our volunteers in our habitat works, we are able to outline the reasoning behind our actions to improve our habitats. We were able to explain the qualities of yellow rattle that help us to increase the biodiversity in our grassland, as well as some of the challenges when balancing the needs of a farming system with conservation and regenerative objectives.

We can illustrate the importance of diverse grassland habitats in a more practical way and show first-hand how pollination and other natural, ecological systems work to perform tasks which are hugely beneficial for humans as well as other species.

**"Some of the children have been more aware of making sure that they do not pick flowers and that the bees and insects need them."**

**Reception teacher, East Peckham Primary School, May 2022**



**Student helping to spread yellow rattle seed**

## 5.8 Outcome 8 - Children and young people (16-24 years old) and over 55s have improved understanding

Following discussions with our gardening volunteers about the species that we share Bore Place with, and the importance of leaving space in garden areas for wildlife, the group decided to independently undertake a hibernaculum construction project in the courtyard garden.

They understood the importance of creating a space for the reptiles and newts that they had learned about being present in the garden spaces, and wanted to ensure that a provision had been made for them to shelter over winter and begin their hibernation.

As part of the project we hosted three community days at Bore Place: 'Bore Place Bug Hunt', 'Habitats at Home' and 'Family Wildlife Day', attended by 361 people. These days were designed to engage a wider number of people in the work being carried out at Bore Place, and to increase their understanding of environmental issues whilst spending time outside, and taking part in fun activities.

Participants on foraging walks reported improved understanding of wild plants.



**Hibernaculum created by volunteer group**



**Family attending Bore Place Bug Hunt**

**"I will look at weeds differently!"**

**Foraging Walk participant,  
September 2022**

“[I] Understand that weeds  
are good not bad!”

Foraging Walk participant,  
November 2022



## 5.9 Outcome 9 - Children and young people (16-24 years old) and over 55s will feel engaged and empowered to enact physical changes at home

100% of Wildlife Gardening Club attendees and over 70% of community event visitors told us they either will or might positively change their behaviour relating to caring for the environment.

Responses included installing bat boxes, planting with pollinators in mind and creating safe places for wildlife in the garden, as well as switching to eco cleaning products at home where possible.

**"I will try to make my garden more environmentally friendly"**

**Bat Walk participant, May 2022**

**"I will be creating habitats in the garden with the kids"**

**Reptile ID walk participant, July 2022**

**"My son wants to have more pollinator friendly plants in our garden"**

**Pollinator Pals participant, August 2022**

**"[I have an] Increased interest in improving own garden and giving input to help my church become an eco church"**

**Elizabeth, WGC member**

Our citizen science bat evening also inspired participants to consider making eco-conscious changes at home.

**"I live in a village with no street lights so we all light our drive ways and gardens. I am having a think about what to do to reduce the impact on bats without me falling on my face in the dark."**

**Bat Emergence Survey citizen science volunteer, August 2022**

**"I've switched to using eco cleaning products where possible. I am planting my garden with plants for pollinators and creating safe places for wildlife. I don't use herbicides or pesticides or peat and only use natural organic fertilisers."**

**Bat Emergence Survey citizen science volunteer, August 2022**

## 5.10 Outcome 10 - Children and young people (16-24 years old) and over 55s will have improved skills

Our tutor team reported that bird watching sessions were particularly enjoyed by our weekly visiting SEN students who gained new ID skills. The teachers visiting with these students reported that they have applied these skills back at school and have enjoyed watching their bird feeders at school and refilling feeding stations and bathing baths to help care for the wild birds.

One group of students from Marjorie McClure School (for young people with SEN) who are studying the John Muir award have focused on woodland trees and are now able to correctly identify a number of native tree species. Two students from this group said that they had repeated the tree planting activity they did as part of their award at their local scout group. This was initiated by them.

All survey work undertaken onsite was offered to our weekly SEN school groups to join in with as part of their learning activities. These included small mammal trapping, worm counts, bug hunts, floral species identification, reptile checks and pond dipping. This enabled these groups to increase their skills in wildlife surveying and species identification, and habitat management, by participating in real-world conservation activities.



**Student building a den in the woods**



**SEN students enjoying a campfire**



**SEN students doing orienteering task**

We have long recognised that residential stays provide a much more immersive and impactful experience. We hosted residential stays for primary and secondary pupils, and college students with SEN. Students on residential stays had the opportunity for a more immersive visit, with much more time for outdoor learning and connecting with the different landscapes at Bore Place.

They also learnt new skills by taking part in activities such as fire-lighting and campfire cooking, bushcraft activities, night walks and preparing a meal to share together. The residential also presented excellent opportunities to develop soft skills such as team working, communication and problem solving through activities such as orienteering and den building.



## 5.10 Outcome 10 - Children and young people (16-24 years old) and over 55s will have improved skills

Children who attended the OWL residential told us they learnt new outdoor skills such as fire-lighting and den building, as well as life skills such as making bread.

### Selection of reflection cards from OWL residential students



They used positive words to describe how being outdoors makes them feel.

### Being outside makes me feel...

"fun and excited"

"refreshed"

"happy and I loved it"



"happy and excited"

"calm"

"wonderful and full of joy"

## 5.10 Outcome 10 - Children and young people (16-24 years old) and over 55s will have improved skills

In addition to our already popular bat walks, we introduced a series of ID walks covering small mammals, birdsong, trees in winter and summer, and reptiles, as part of our community events programme. By offering these more informative walks, we aim to help participants improve their identification skills for the target species, in addition to enjoying being part of the nature programmes on site.

The gardening volunteers at Bore Place participated in an orchard pruning workshop in January 2022 to develop these skills to use on the orchards and fruit trees around site, and to better understand how to manage these trees sympathetically.

The Wildlife Gardening Club included a combination of weekly informal wildlife gardening sessions and 11 larger-scale bookable workshops with an emphasis on learning and developing skills. Workshops included wildflower ID, invasive plant species, camera trapping, creating a mini pond and making bird boxes.



**Yellow necked mouse during small mammal survey**



**Group of volunteers**



**Volunteers attending orchard management course**

## 5.11 Outcome 11 - Children and young people with additional needs will have access to an accredited nature-based education

After successfully delivering the Arts Award programme for several years, we appreciated the importance of young people receiving recognised qualifications as part of their outdoor learning programme at Bore Place.

In early 2022, we began offering the John Muir Award, a non-accredited course designed to encourage awareness and responsibility for the natural environment. It is an environmental award scheme designed to be inclusive and accessible as well as challenging. Whilst not recognised as a formal qualification, this award has provided opportunities for young people unable to access traditional formal accreditation with a recognition of achievement.

For those students able to access an accredited programme, we felt it was important to identify an appropriate, achievable and accessible accredited qualification to fit with the diverse needs of the young people.

LASER Learning Awards was selected as the awarding body as their suite of training units can be tailored to meet individual learning needs, and provided the flexibility required for our students. Units include 'understanding organic horticulture', 'recognising trees and plants and their importance for wildlife' and 'getting to know woodlands'.

16 students have enrolled onto the LASER qualification for the academic year 2022/23 and currently all are on track to achieve.



## 6 Evaluation learning and development for the future



Meadow brown butterfly

- We recognise that it was not possible for the data to be representative of all participants due to having limited contact details for sharing post-experience surveys. Contact details were obtained at the time of booking in order to administrate the event, and this limited the scope for post-event contact solely to the person who booked. For this reason, there is no direct feedback from, and very little on behalf of, children and young people who attended child or family events.
- In addition to the above point, the limited data collected per booking meant we did not have information about every person in the group booking, other than whether they were an adult or child. Age data was not collected so it is not known how many attendees were aged 55+.
- The tools for, and methods of, obtaining data from young people were not as effective as anticipated and will be reviewed for future improvement.
- In addition, we will work to further improve the specialist tools and questions designed for young people with SEND to improve the ability to compare across outcome measures.
- It is accepted that school day visits present limited contact time, and therefore limited time to influence opinions and engage behaviours. Residential stays are more costly but have the opportunity for stronger impact.
- One teacher reported that it was difficult for them to report on observations linked to measuring the impact of the visit due to the large number of students who went on the trip, and the fact they were not in a classroom setting.
- It is recognised that nature connectedness, wellbeing and feelings of engagement and empowerment are complex, subjective, and nuanced. They are also difficult to describe and often linked to bigger personal feelings that people may feel unwilling to share.
- Many volunteers expressed reluctance to complete surveys and explained that their decisions to continue volunteering at Bore Place were personal. This meant that we were unable to obtain baseline, and therefore improvement, data against wellbeing metrics for our volunteer groups. The fact that a number of volunteers attend regularly and have done so over a long period infers that it is a positive experience, but this remains difficult to validate.

As noted above, due to difficulties in collecting data from all visitor types, especially young people, the evaluation findings may not be representative of all children who took part in Bore Place: We Are Nature.



# 7 Additional outcomes and recommendations



Earthworms

## Additional outcomes

Following the work undertaken through the Green Recovery project, we have several future projects and plans to showcase our work to date and continue the work of nature recovery at Bore Place.

- Bore Place's new 5-year strategic plan for 2022-27 was created with the aims of this Green Recovery project at its heart, ensuring the fundamental aims of Bore Place: We Are Nature continue well beyond the 18-month scope of the project. Connecting people and nature for a world where people and nature work together, remains at the heart of everything we do.
- A huge legacy success of the Green Recovery project is that our charity Commonwork Trust has been awarded £244,683 from Farming in Protected Landscapes, funded by Kent Downs AONB and DEFRA. This is a 24-month project that will be continuing to work towards the Bore Place: We Are Nature outcomes, with particular focus on connecting people to farming and nature. Our objective for this project is to provide the Kent Downs AONB and DEFRA with a regional and national showcase, an exemplar of Farming in a Protected Landscape, and a live exploration by delivering interconnected projects with people, place and nature at the core whilst increasing farm business resilience.
- Bore Place has secured a place at Groundswell – a regenerative agriculture festival, to showcase our experience through the Green Recovery project, in the hope of inspiring other farms to take on similar projects and initiatives, as well as to learn more ourselves about what others are doing and where we can improve our work.
- Following soil tests and training, as well as visiting and learning from nearby regenerative farms, we have decided to create Paulownia tree lines in several of the paddocks at Bore Place. This should help improve soil health by introducing mycorrhizal fungi into the soil through the tree roots, as well as the roots helping to improve soil structure. It will also split up some of the largest fields we have, allowing for more efficient mob grazing practice.
- We will continue offering our community events, citizen science and volunteering programmes, and offering all our surveys as a volunteering experience to those interested. In addition we will be undertaking an annual BioBlitz at Bore Place, to help boost our ecological records each year and expand our database, as well as reaching a larger audience who may be interested in our work, and may benefit from spending time at Bore Place.
- Our work with schools showed that the impact of their visit was extended back at school with teachers reporting that they want to create more opportunities in school to empower their pupils to take part in nature-positive activities.

## 6 Additional outcomes and recommendations

### Recommendations for ongoing and future evaluation

- Rationalise survey questions and ensure the language used is appropriate for different service users to enable collation and comparison across services and activities.
- Test the survey questions and collection methods to ensure they are accessible for all children, especially those with additional needs and younger primary age children.
- Ensure survey questions are appropriate for asking after short-timescale visits and are relevant for measuring short-term impact e.g. school day visits and workshops.
- Test the survey questions to ensure the quantitative and qualitative data correlate. We found the quantitative data collected was not as strong as the comments participants shared when asked open questions on their survey, suggesting that the questions asked to obtain the quantitative data were inadequate.
- Create a schedule for sending surveys for each area (community events, school visits, school residentials, volunteer groups) and consider incentivising responses.
- Provide more pre-planned and structured school day visit itineraries. It would be helpful for teachers to know what to expect from their visit, in order to be able to assess satisfaction metrics more accurately.
- Build a plenary activity into all school day visits to enable consistent and comparable data collection from school students.
- Consider developing tools to enable effective collection of qualitative data without online/paper surveys, for example recording and analysing informal interviews.
- The project had intended to assess wellbeing using recognised scales. This did not happen and could be considered to strengthen wellbeing findings.
- Consider developing questions or metrics to assess nature knowledge, possibly with pre- and post-visit comparisons.

Peacock butterfly



Inspire

Educate



Wasp beetle



Red admiral butterfly

Inform



# 8 References



Grass snake

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## Photo credits

Grateful thanks to staff and volunteers for sharing their photos to be used in this report.



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