

# **Boughton and Dunkirk Neighbourhood Plan**

## **Background document BD3 - Community Engagement and School Documentation**

### **Introduction.**

Boughton and Dunkirk School, is situated in School Lane, Boughton under Blean, ME13 9AW as, sadly, the primary school in Dunkirk has closed and been amalgamated with Boughton.

Members of the Neighbourhood Plan (NP) group approached Mr. Way, the headteacher who was very accommodating in allowing pupils of years 4, 5 and 6 to be given an overview of what the NP was trying to achieve for the villages.

The children proved to be very insightful and asked many questions that mirrored the aims of the group. The full results can be seen in the report below.

Their main concerns were about traffic - both quantity and speeding, parking, late night noise and lack of facilities. This included the hours of the library being insufficient.

The community and its values were seen as positive; closeness to the countryside and many walks that are available (although concerns over overgrown footpaths), the feeling of space and a general feeling of being safe, apart from the cars and lorries.

Overall, it was an incredibly positive exercise with aspirations being in line with the goals of the NP group. It was encouraging that the young people in our society care as much as the grown-ups.

## **Report on Lessons Delivered to Boughton and Dunkirk School 22-6-15**

Mr and Mrs Tutt attended Boughton and Dunkirk School on 22-6-15 at 1.20pm in preparation for taking 3 lessons about the Neighbourhood Plan. They were met by the deputy Head Teacher, who gave permission for a display to be erected for the children to view at their leisure. They were given permission for the display to remain in place in a communal area, so that the children had ample time to view it and to bring it to the attention of their parents.

Mrs Tutt took the lessons and Mr. Tutt assisted by recording the children's ideas on the board. He then took a photograph of the finished boards as a permanent record of the children's ideas so that they may be included in the Neighbourhood Plan discussions.

3 lessons were delivered to Year 6, Year 5 and Year 4. (See attached lesson plans). The reaction of the children was very similar in each class. They listened attentively to a brief outline of what the Neighbourhood Plan aims to achieve and then joined in actively when it came to giving their own ideas of what they liked and didn't like about the village. The natural inclination was to make a longer list of things on the 'bad' side, but this wasn't in the spirit of being negative, but more to do with the fact that they had lots of ideas about what they felt would make the village better. Year 4 were particularly keen to have their ideas recorded, as they were still coming up and giving suggestions when the teacher was trying to tell them it was time to go home.

In general, most of the children said that they thought the villages were safe and that parents were happy to let them go out to play without fearing for their safety. The only opinion that contradicted this was a small number of children felt that the roads were not as safe as they might be, because traffic often came through the villages too quickly. They also found the villages to be friendly places, where adults and children knew one another and got on well together. This was particularly held to be true by children who attended the school although they lived in other areas (one of whom came in from Chestfield). They were not made to feel like outsiders. One child who did not live in either Boughton or Dunkirk and thought his village was not doing a Neighbourhood Plan asked how they could get their village involved in writing one. Another asked how they could add their ideas to the Plan if they thought of anything after the lesson.

The 'homework' task was structured in a way that it encouraged the children to talk to parents, grandparents, other family members and friends in order to get their ideas and raise their awareness of the Neighbourhood Plan. The closing date for the homework task was given as Friday 10<sup>th</sup> July, but when Mr. Tutt phoned up to arrange collection he was told that everyone was too busy as it was sports' day, so the date was rearranged for Monday 13<sup>th</sup> July. The entries were collected on that day. There were a large number of entries from Y4 and Y5, but unfortunately nothing from Y6. Apparently, the school had been too busy. The other entries looked as if they had been completed in school rather than for homework, which was disappointing.

It had been hoped that the homework would help to engage the parents and other family members. The children, however, had put a lot of thought and effort into their entries. The ideas that they had were a very interesting addition for the Neighbourhood Plan. The entries were judged by a large number of Neighbourhood Plan Committee Members in order to get the greatest spread of opinions. The abbreviated results are shown below, with the originals on file.

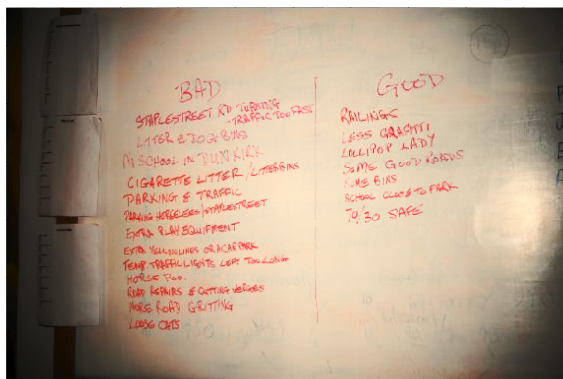
Mr Tutt attended an assembly towards the end of the school term to give out prizes. The Committee had decided to share the prizes intended for Y6 between the other classes. The members also gave permission for Mrs Tutt to give prizes of her own to some pupils who had found the task difficult but, nevertheless, tried very hard.

There were two £10 vouchers for each year group for first and second place and £5 each for third and the three highly commended.

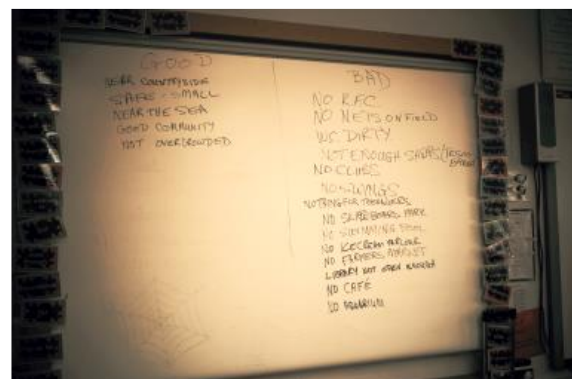
Photographs of some of the year groups. Permission was given for these to be taken.



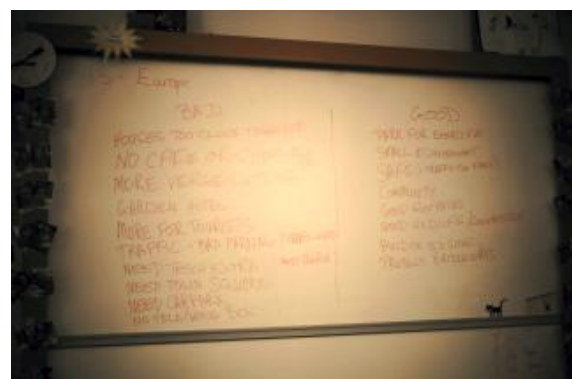
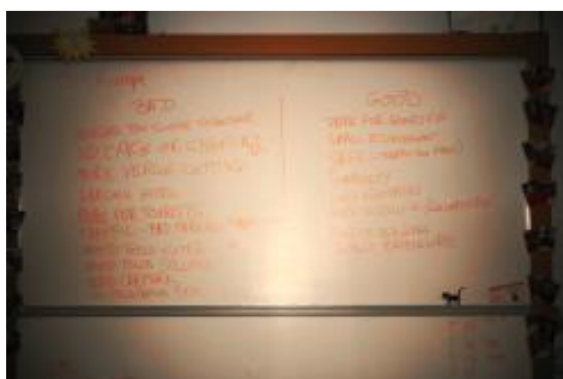
Groups asking and answering questions. Students compiled lists about the villages, both good and bad; lists of what facilities they use and what they would like to see.



Traffic, transport and general safety.



What we have and what they would like.



General good/bad regarding care of the villages, aspirations (Town Square), how safe everyone felt (Good), countryside and wildlife.

Many students were concerned about the state of the Garden Hotel and wished to see it improved.

Amazing groups: really good comments that the NP team used to develop the plan.

There were further opportunities to interact with the children and their parents when Mr. Peto and Mr. Tutt attended the school's summer fayre on 8<sup>th</sup> July 2016.



There was a table displaying parts of the plan and a quiz for both children and parents.

**Boughton and Dunkirk Neighbourhood Plan - Quiz for Adults**

DO YOU KNOW OUR VILLAGES?

Try this quiz about Boughton and Dunkirk.

Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes

1. In which of the Canterbury Tales is Boughton mentioned by name?.....
2. Where in Dunkirk did the last battle on English soil take place?.....
3. At top of School Lane is a house with Welsh name.' Ty Ysgol' What does it mean?.....
4. What is the population of Boughton according to the last census ( to nearest hundred)?.....
5. What was the 'bier-house' below the grass embankment in Boughton used for?.....
6. What is the full name Boughton Parish Church?.....
7. Apart from hops and fruit what other industry existed in Boughton?.....
8. In The Street from where to where extends the conservation area?.....
9. What is the special status of the Forest of Blean which starts at Dunkirk?.....
10. How many red telephone boxes are there in the parish?.....

Name and contact details so we can let you know if you win one of the mystery prizes:

.....  
 .....

**Boughton and Dunkirk Neighbourhood Plan - Quiz for Children**

DO YOU KNOW OUR VILLAGES?

Try this quiz about Boughton and Dunkirk

Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes - Mystery Prizes

1. Many years ago pilgrims came through here. Where were they going?.....
2. What is the name of farmer who owns the land behind your school?.....
3. How often does the bus from Faversham run through the villages? Every.....minutes
4. In School Lane there is an old oast house. What were oast houses used for?.....
5. If you designed a village sign for Boughton what things would you put on it?.....
6. How many children go to your school? 150? 230? Or 340? - put a circle round the right answer.
7. Where is our post office?.....
8. What road is the boundary between Boughton and Dunkirk?.....
9. How many pubs are there in Boughton and Dunkirk?.....
10. On which days is the library open? .....

Name and contact details so we can let you know about the mystery prizes:

.....  
 .....

T.Fitchett July 2016

## **Boughton and Dunkirk Methodist Primary School - Children's lists.**

During the lessons, the children were encouraged to discuss the benefits of living in our community. They gave a number of good and bad points.

### **Good**

### **Bad**

#### **Year 6**

Near countryside  
Safe  
Small  
Good community  
Not overcrowded

#### **Year 6**

No KFC  
No nets of playing field goals  
Not enough shops (need Tesco Express)  
No Clubs  
No swings  
Nothing for teenagers  
No skateboard park  
No swimming pool  
No ice cream parlour  
No farmers' market  
Library does not open enough  
No cafe  
No aquarium

#### **Year 5**

Park for exercise  
Small and convenient  
Safe (although traffic too fast)  
Community  
Good footpaths (although some are overgrown)  
Good wildlife  
Good countryside  
Good if we build on old, [brownfield] sites  
Need to protect our good bridleways

#### **Year 5**

Houses too close together  
No cafe or shop (McDonalds or KFC)  
Need more verge cutting  
Garden Hotel should be improved  
More for tourists  
Traffic -Bad parking? Traffic lights?  
Need Tesco Extra  
Need a Town Square  
Noisy people (at night from public houses)  
Need a car park  
No telephone box

#### **Year 4**

Railings (although not pretty)  
Less graffiti (than Canterbury)  
Lollipop lady  
Some good roads  
Some bins  
School close to park  
70/30 felt safe

#### **Year 4**

Staplestreet Rd dangerous opp. Horselees).  
Parking opposite Woodmans Hall (dangerous)  
Traffic too fast  
No school in Dunkirk  
Cigarette litter (not enough bins)  
Parking and traffic (esp. Staplestreet and Horselees)  
Need extra play areas  
Need extra yellow lines or a car park  
Temp. traffic lights are left for too long  
Horse poo  
Roads need repairing and verges need cutting  
More road gritting (salt bins insufficient)  
Loose cats

Please note: Lessons plans show Mr. Tutt delivering the lessons but it was decided that Mrs. Tutt (35 years teaching and deputy head of a special school) had more experience.

### **Boughton and Dunkirk School Lesson Plan**

**Teacher:** Jeff Tutt

**Class:** Year 4

**Date:** 22.06.15

**Subject:** Neighbourhood Plan

**Learning Intention:** To raise the awareness of the Neighbourhood Plan and give the children the realisation that everyone has a chance to influence what is in it.

#### **Introduction**

5 mins to explain the purpose of the visit.

My name is Mr. Tutt. I am on the Parish Council, which is a group that tries to look after things that happen in the village, for instance if anyone wants to build a new house.

Do you have a School Council? Well, in the way those children help to look after things that happen in the school the Parish Council tries to look after things that happen in the Village.

#### **Main Phase**

**5 mins.** The Neighbourhood Plan is something that will allow local people to make decisions about what happens in their own town instead of people a long way away making decisions that we all may or may not like.

At the moment the Parish Council has a little bit of power to say what can be built or cannot be built, but the Borough Council, which is in charge of the whole area has more power. And the Government which is charge of the whole country has even more power.

A lot of work is being done by the Parish Council, but also all of the people who live in the village are being asked to give their ideas as well.

**15 mins.** Using interactive white board to list the children's ideas about all of the good points about living in their village and all of the bad points. Encourage the children to think about the houses; the play facilities; shops; opportunities to occupy their time.

**4 mins.** Ask the children to design the playground they would like to have in the village if they could have anything that they really want, for homework. They can take the idea home to do for homework and there will be a prize for the one judged to be the best. Explain to parents what the Neighbourhood Plan is all about and ask for their help with the design, but the finished work should be all their own.

#### **Plenary**

**1 min.** Can anyone explain what the Neighbourhood Plan is for?

Who has a chance to have their ideas put into the Plan?

#### **Key Vocabulary**

Neighbourhood Plan  
Parish Council  
District Council  
Government

#### **Resources including ICT**

Interactive White Board

## Boughton and Dunkirk School Lesson Plan

**Teacher:** Jeff Tutt

**Class:** Year 5

**Date:** 22.06.2015

**Subject:** Neighbourhood Plan

**Learning Intention:** To raise the awareness of the Neighbourhood Plan and give the children the realisation that everyone has a chance to influence what is in it.

### **Introduction**

5 mins to explain the purpose of the visit.

My name is Mr. Tutt. I am on the Parish Council, which is a group that tries to look after things that happen in the village, for instance if anyone wants to build a new house.

Do you have a School Council? Well in the way those children help to look after things that happen in the school the Parish Council tries to look after things that happen in the Village.

### **Main Phase**

**5 mins.** The Neighbourhood Plan is something that will allow local people to make decisions about what happens in their own town instead of people a long way away making decisions that we all may or may not like.

At the moment the Parish Council has a little bit of power to say what can be built or cannot be built, but the Borough Council, which is in charge of the whole area has more power, and the Government which is charge of the whole country has even more power.

A lot of work is being done by the Parish Council, but also all of the people who live in the village are being asked to give their ideas as well.

**15 mins.** Using interactive white board to list the children's ideas about all of the good points about living in their village and all of the bad points. Encourage the children to think about the houses; the play facilities; shops; opportunities to occupy their time.

Spend some time to consider the Village Hall as it is at the moment and how it might be improved. What facilities need to be in a really good one? Who should it cater for? What kind of activities would be good for each of the different age groups you can think of?

**4 mins.** Task to be done for homework.

I would like everyone to have a go at designing the perfect village hall. Consider what facilities would be inside it and what activities would take place, particularly those that would be good for children, but maybe also for old people who might live at home with not many people to talk to. It is a good idea to talk to parents to get their ideas on what people of other age groups might like, but the finished plan should be their own, as there will be a prize for the plan considered to be the best.

### **Plenary**

**1 min.** Can anyone explain what the Neighbourhood Plan is for?

Who has a chance to have their ideas put into the Plan?

### **Key Vocabulary**

Neighbourhood Plan

Parish Council

District Council

Government

### **Resources including ICT**

Interactive White Board

## Boughton & Dunkirk School Lesson Plan

**Teacher:** Jeff Tutt

**Class:** Year 6

**Date:** 22.06.2015

**Subject:** Neighbourhood Plan

**Learning Intention:** To raise the awareness of the Neighbourhood Plan and give the children the realisation that everyone has a chance to influence what is it in.

### **Introduction**

5 mins to explain the purpose of the visit.

My name is Mr. Tutt. I am on the Parish Council, which is a group that tries to look after things that happen in the village, for instance if anyone wants to build a new house.

Do you have a School Council? Well in the way those children help to look after things that happen in the school the Parish Council tries to look after things that happen in the Village.

### **Main Phase**

**5 mins.** The Neighbourhood Plan is something that will allow local people to make decisions about what happens in their own town instead of people a long way away making decisions that we all may or may not like.

At the moment the Parish Council has a little bit of power to say what can be built or cannot be built, but the Borough Council, which is in charge of the whole area has more power. And the Government which is charge of the whole country has even more power.

A lot of work is being done by the Parish Council, but also all of the people who live in the village are being asked to give their ideas as well.

**15 mins.** Using interactive white board to list the children's ideas about all the things that are needed to make a good community. Encourage them to think of what different types of housing are needed for different age groups; what facilities different people need, eg playgrounds and youth clubs for the young; cafes and drop in centres of the adults with families; clubs, catering facilities and activities for old people. Encourage them to consider the fact that some of these things may already exist in their village and some may not, but might be desirable. Ask them to consider whether it is important to have work opportunities within the village so that adults do not all have to travel to find work.

**4 mins.** Task to be done for homework.

I would like everyone to have a go at designing the perfect community. It may include the type of housing you would like (all the same or different for different ages of people. Also important would be to include facilities for people of different ages, such as playgrounds; health centres; cafes; bus services in fact anything that you think would make an ideal community for a mix of people of different ages.

It is a good idea to talk to parents to get their ideas on the task, but the end result their own work and there will be a prize for the one considered to be the best plan.

### **Plenary**

**1 min.** Can anyone explain what the Neighbourhood Plan is for?

Who has a chance to have their ideas put into the Plan?

### **Key Vocabulary**

Neighbourhood Plan  
Parish Council  
District Council  
Government

### **Resources including ICT**

Interactive White Board



## Results chart.

Members were given the opportunity to inspect the entries at the NP meeting on 15 July 2015 from 8.00pm.

Many members scored the entries (below) and the prizes were awarded accordingly.

### Year 4 Homework Entries

Names intentionally omitted	Points awarded. 1 - 5. Please initial column.										Total points	Position
Pupil 1	5	5	4	2	5	5	4	4	4	4	42	3rd =
Pupil 2	4	4	4	4	4	4	4	4	4	5	41	
Pupil 3	2	2	3	2	2	2	3	4	2	3	25	
Pupil 4	2	2	3	2	3	2	3	3	2	2	24	
Pupil 5	2	2	3	2	2	2	2	2	2	1	20	
Pupil 6	2	2	3	2	3	2	3	3	2	2	24	
Pupil 7	3	3	3	2	3	3	2	3	2	2	26	
Pupil 8	3	3	3	2	2	2	3	2	2	1	23	
Pupil 9	3	3	3	2	3	2	3	3	2	1	25	
Pupil 10	3	3	3	2	3	4	4	4	1	2	29	
Pupil 11	2	2	3	2	3	3	2	2	3	2	24	
Pupil 12	2	2	3	2	2	2	3	2	1	1	20	Highly commended
Pupil 13	3	3	3	2	2	2	2	2	2	1	22	
Pupil 14	3	3	3	2	3	4	3	3	3	2	29	
Pupil 15	3	3	3	2	3	3	3	3	3	2	28	
Pupil 16	4	4	4	4	5	5	4	5	4	4	43	2nd
Pupil 17	2	2	3	2	2	2	3	4	2	2	24	
Pupil 18	3	3	3	2	3	3	3	3	2	2	27	
Pupil 19	2	2	3	2	2	3	3	3	2	2	24	
Pupil 20	4	4	5	5	5	5	5	5	4	5	47	1st
Pupil 21	2	3	3	2	3	2	2	2	1	1	21	
Pupil 22	4	4	4	4	4	4	4	4	5	5	42	
Pupil 23	2	2	3	2	2	2	2	2	3	2	22	
Pupil 24	3	3	3	2	3	3	3	3	3	3	29	
Pupil 25	2	2	3	2	2	3	3	3	2	1	23	Highly commended

#### Key

No score entered.	
Figure averaged	

Year 5 Homework Entries

<b>Names intentionally omitted</b>	<b>Points awarded. 1 - 5. Please initial column.</b>										<b>Total points</b>	<b>Position</b>
Pupil 1	4	4	4	4	4	4	4	4			32	
Pupil 2	2	2	2	2	2	2	2	3			17	
Pupil 3	2	2	2	3	3	3	2	3			20	
Pupil 4	2	3	3	3	3	4	3	4			25	
Pupil 5	2	3	3	3	4	3	2	3			23	
Pupil 6	4	4	4	5	4	4	5	4			34	2nd
Pupil 7	5	5	5	5	5	5	5	5			40	1st
Pupil 8	2	3	3	3	3	5	2	2			21	
Pupil 9	2	3	3	2	2	3	2	2			19	Highly commended
Pupil 10	3	4	4	4	4	4	4	5			32	
Pupil 11	3	5	5	4	4	4	4	4			33	3rd =
Pupil 12	2	3	3	3	2	3	3	4			23	
Pupil 13	2	4	4	3	3	2	3	4			25	
Pupil 14	2	4	4	4	4	5	5	5			33	3rd =
Pupil 15	3	3	3	3	3	3	3	3			24	
Pupil 16	2	3	3	3	2	3	3	2			21	