**ANGLIA IN BLOOM
MARKING SHEET**

**Nature Conservation Area/Nature Reserve**

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| **Name of Entrant** |
| **Judging Date** |
| **Judge(s)** |
|  | **Points** |
| **Access and Information** | **Max’** | **Act’** |
| **1.** | Access. Is there suitable access with at least some areas accessible by wheelchairs/pushchairs, mobility buggies, etc. | 10 |  |
| **2.** |  |
| Signage, interpretation boards and visitor information. Is there good information available, particularly about access for dogs? Are there good explanations about what can be seen within the area? | 10 |  |
| **Design** |
| **1.** | Is the area suitably defined with any areas not open to the public well signed. | 5 |  |
| **Staffing and Community** |
| **1.** | Community involvement. Is there a ‘friends’ group and/or opportunities for volunteers to get involved? | 5 |  |
| **Facilities** |
| **1.** | Facilities provision. Are there toilets or signage to nearest toilets? Is there a cafe or provision of eating areas/picnic tables, etc.? | 5 |  |
|  **Quality of Conservation Work** |
| **1.** | Tree/bush replacement initiatives. Is there a good maintenance plan? | 10 |  |
| **2.** | Regularity of inspection. If there is no permanent staffing is there a plan for regular inspections? | 5 |  |
| **3.** | Inspections and records. Are there good records of inspections and remedial work done? Are there records of flora and fauna found on site? | 5 |  |
| **Environmental Responsibility and Welfare of Woodland Users**  |
| **1.** | Paths, benches, bins, and hard surfaces, Are these in good order and suitable for the area? | 5 |  |
| **2.** | Litter, graffiti & vandalism, control of dog fouling, etc. Is there a programme of litter removal and are graffiti and vandalism dealt with promptly? | 10 |  |
| **Conservation** |
| **1.** | Maintenance and preservation of natural habitats. Are there plans for preservation of natural areas? Is there a sufficient regime of conservation? | 10 |  |
| **2.** | Pesticides and nitrate use. Are there records of any necessary use of chemicals and is there information for the public about not using chemicals? | 5 |  |
|  |
| **4.** | Education. Is there a dedicated education area? Is there a programme of education about the area? | 10 |  |
| **5** | Heritage areas. Are any heritage areas well preserved and is there signage to advise visitors of this heritage? | 5 |  |
|  | **100** |  |

**The score sheet is not given to the entrant but a short report stating good and not so good points should be written to be given to the entrant.**

These can be any size but should have unrestricted access to the public of all abilities. If possible pathways should be suitable for wheelchairs. It could be a nationally important site such as an SSSI or a local conservation area. Must be well managed, with a planned and comprehensive management plan that includes the reintroduction/encouragement for wildlife to return, especially rare species. It could be an area saved from development and turned into a wildlife refuge. Seats and litter bins should also be provided so that people can sit and contemplate in a natural environment.

Remember that the entire area is subject to judging. Are there plans to address “problem” areas? Are there activities that benefit the community not just for today but for the longer term?

**NB**  **A portfolio is not required for this category**