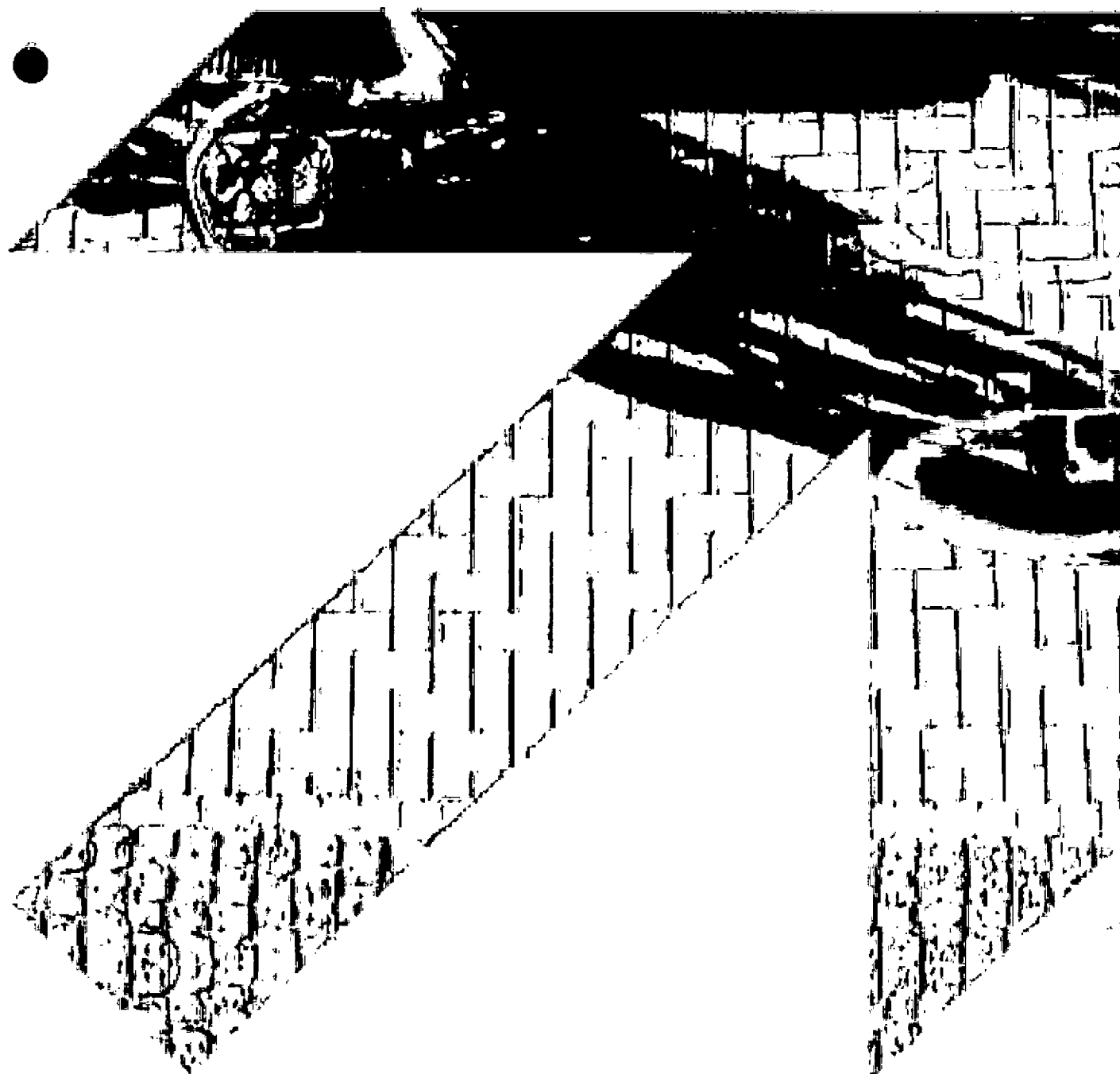




Laburnum School

Framework School Travel Plan

Report

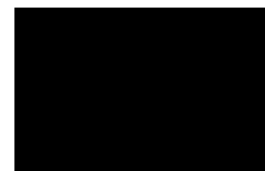


Laburnum School

Framework School Travel Plan

Report

JMP Consultants Limited
3 Harbour Exchange Square
London E14 9GE



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Laburnum School

Framework School Travel Plan

Report

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- APPENDIX A Bus Spider Map
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1 Introduction

General

- 1.1 JMP Consultants Limited (JMP) has been commissioned by Hampshire County Council (HCC) on behalf of West Sussex County Council ('WSCC') (the 'Applicant') to prepare a Framework School Travel Plan (STP) in connection with, a detailed planning application for the proposed development of Laburnum Grove Primary School (the 'School'), located on Laburnum Grove, Bognor Regis, PO22 9HT (the 'Site').
- 1.2 The Site is situated in the district of Arun in West Sussex (the 'County').
- 1.3 The Local Planning Authority is West Sussex County Council and Building Control and the Local Transport or Highways Authority is West Sussex County Council.

Project Overview

- 1.4 The County Council continually monitors the demand for school places across West Sussex. Recently this has led to a closer inspection of the situation in Bersted, Bognor Regis, particularly in response to a new housing development of 651 units which is projected to generate approximately 23 children per year in addition to the existing pupil population of 160 primary age pupils.
- 1.5 WSCC therefore proposes changing the character of both Laburnum Grove Junior School and Barton's Infant School to become all through primary schools, increasing the capacity across the Bersted area from three to four forms of entry to cater for this demand.

School Background

- 1.6 JMP understands that currently the Site is home to Laburnum Grove Junior School, which operates as a 'two-form entry' (2FE) junior school over four academic years (Years 3-6), with approximately 60 pupils in each academic year, with the exception of Year 6 which has 30 pupils.
- 1.7 JMP understands that Laburnum Grove Junior School is a popular and successful school and as a result of continuing population growth in the surrounding area, there is now a need for additional primary school pupil places.
- 1.8 Laburnum Grove Junior School and the Applicant are committed to permanently expanding the school into a 'two-form entry' (2FE) primary school throughout (the 'Proposed Development').
- 1.9 Adjacent to the existing junior school is the Treehouse Centre, which is a children and family centre. The centre shares an access with the junior school from Laburnum Grove. The access is for use by Treehouse staff to reach the on-site parking and requires them to pass through the staff car park of the junior school. Aside from the access arrangements the centre is a separate entity from the school and as such is not considered as part of this STP.
- 1.10 From March 2013 there will also be a pre-school situated on the junior school site located in close proximity to the existing buildings to the south of the site.
- 1.11 JMP has been provided with confirmed existing and expected future pupil and staff numbers for the school, assuming permanent expansion, at the time of the annual school census. This is presented in **Table 1.1** below.

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ST13270	1	1	Laburnum School	1

- 1.12 JMP understands that the school currently operates over four academic years (Years 3 to 6), and this is set to change to seven academic years (Reception year plus years 1 to 6) with approximately 60 pupils in each year, and also a pre-school.
- 1.13 Staff numbers are also set to increase from approximately 17 FTE staff in September 2012 to approximately 29 FTE teaching staff in September 2014.
- 1.14 A summary of existing and proposed pupil numbers is shown below in Table 1.1.

Table 1.1 Existing and Proposed Pupil Numbers

	Actual	Estimated			
	September 2012	September 2013	September 2014	September 2015	September 2016
Years 3 - 6	210	210	-	-	-
Reception plus Years 1-6 pupils (full-time)	-	-	420	420	420
Pre-school pupils (part-time)	-	26	26	40	40
Total pupils	210	236	446	446	460
Pre-school pupils (full-time equivalent)	-	13	13	20	20
Total pupils (full-time equivalent)	210	223	433	440	440

Laburnum Grove Junior School, November 2012

- 1.15 This STP seeks to mitigate against additional car trips associated with the Proposed Development by offering a package of measures aimed at promoting sustainable travel with an emphasis on healthy modes including walking and cycling.

It should also be noted that this STP is submitted solely in relation to the Proposed Development at Laburnum Grove Junior School. Report Structure

- 1.16 Following this introductory section, the remainder of this STP is structured as follows:
- **Section 2: Policy Review** – Reviews current and emerging national and local transport planning policies in the context of the Proposed Development;
 - **Section 3: Site Assessment** – Describes transport conditions prevailing at the Site and the surrounding area;
 - **Section 4: Travel Patterns** – Describes the current travel patterns of pupils and staff at the Existing School;
 - **Section 5: Aims, Objectives and Targets** – Sets out the aims, objectives and targets for the School;
 - **Section 6: Travel Plan Measures and Initiatives** – Discusses the current and proposed STP measures and initiatives for the School;
 - **Section 7: Monitoring Strategy** – Sets out the monitoring strategy for the STP upon completion of the School;

- **Section 8: Action Plan, Roles and Responsibilities** – Provides an example of an Action Plan for the STP and then sets out the roles and responsibilities of those tasked with delivering the STP.
- **Section 9: Summary & Conclusions.**

1.17 All technical appendices are included at the end of the STP for information.

Policy Review

General

- 2.1 This section of the STP reviews and analyses the relevant current and emerging integrated land use and transport planning policy and guidance at a national and local level.
- 2.2 The policies reviewed within this section demonstrate the ways in which proposed policies and measures at the School are consistent with policy objectives at these levels. Relevant policies identified include the following:

National Policy

- National Planning Policy Framework (NPPF) March 2012.
- The Future of Transport, A Network for 2030, July 2004.

Local Policy

- West Sussex Transport Plan 2011-2026 (LTP3)

National Policy

The National Planning Policy Framework – March 2012

- 2.3 The National Planning Policy Framework sets out the Government's planning policies for England and how these are expected to be applied. It provides a framework within which local people and their accountable councils can produce their own distinctive local and neighbourhood plans, which reflect the needs and priorities of their communities.
- 2.4 Within the overarching roles that the planning system ought to play, a set of core land-use planning principles should underpin both plan-making and decision-taking. These 12 principles include:
- proactively drive and support sustainable economic development to deliver the homes, business and industrial units, infrastructure and thriving local places that the country needs. Every effort should be made objectively to identify and then meet the housing, business and other development needs of an area, and respond positively to wider opportunities for growth. Plans should take account of market signals, such as land prices and housing affordability, and set out a clear strategy for allocating sufficient land which is suitable for development in their area, taking account of the needs of the residential and business communities;
 - always seek to secure high quality design and a good standard of amenity for all existing and future occupants of land and buildings;
 - encourage the effective use of land by reusing land that has been previously developed (brownfield land) provided that it is not of high environmental value;
 - promote mixed use developments, and encourage multiple benefits from the use of land in urban and rural areas;
 - actively manage patterns of growth to make the fullest possible use of public transport, walking and cycling and focus significant development in locations which are or can be made sustainable; and,
 - take account of and support local strategies to improve health, social and cultural wellbeing for all, and deliver sufficient community and cultural facilities and services to meet local needs.

Chapter 6 of this document examines sustainable travel. Para 35 states that 'plans should protect and exploit opportunities for the use of sustainable transport modes for the movement of goods of people. Therefore, developments should be located and designed where practical to:

- accommodate the efficient delivery of goods and supplies;
- give priority to pedestrian and cycle movements, and have access to high quality public transport facilities;
- create safe and secure layouts which minimise conflicts between traffic and cyclists of pedestrians, avoiding street clutter and where appropriate establishing home zones;
- incorporating facilities for charging plug-in and other ultra-low emission vehicles; and,
- consider the needs of people with disabilities by all modes of transport.'

2.6 Para 36 states that 'a key tool to facilitate this will be a Travel Plan. All developments which generate significant amounts of movement should be required to provide a Travel Plan'.

2.7 Para 39 states that 'if setting local parking standards for residential and non-residential development, local planning authorities should take into account:

- the accessibility of the development;
- the type, mix and use of the development;
- the availability of and opportunities for public transport;
- local car ownership levels; and,
- an overall need to reduce the use of high-emission vehicles.

Future of Transport: A Network for 2030

2.8 In July 2004, the DfT published the new White Paper 'Future of Transport: A Network for 2030' looking at the factors that will shape the UK's transport over the next thirty years. The White Paper sets out the Government's plan to respond to the increasing demand for travel; maximising the benefits of transport while minimising the negative impact on people and the environment.

2.9 The White Paper recognises that we need a transport network that can meet the challenges of a growing economy and increasing demands for travel, whilst achieving our environmental objectives (6, p.12). This requires, among others:

- 'the road network providing a more reliable and free-flowing service for both personal travel and freight, with people able to make informed choices about how and when they travel;
- buses that are reliable, flexible, convenient and tailored to local needs; and,
- making walking and cycling real alternatives for local trips'

2.10 Chapter 1 of the White Paper acknowledges that past planning policies, such as large out-of-town developments, have increased the demand for long distance travel. To reduce this growing need to travel, it advises that land-use planning and transport policies must be coordinated better to achieve more sustainable patterns of development.

2.11 Part of the strategy of this White Paper is to enhance local travel through the promotion of Travel Plans to encourage people to consider alternative means of transport.

Local Policy

West Sussex Transport Plan 2011 – 2026 (LTP3)

- 2.12 The West Sussex Transport Plan 2011 – 2026 (LTP3) sets the strategy for guiding future investment in highways and transport infrastructure. It also sets a framework for considering transport infrastructure requirements associated with future development across the county.
- 2.13 LTP3 includes four strategies that guide the approach to maintain, managing and investing in transport. These strategies;
- Promote economic growth
 - Tackle climate change
 - Provide access to services, employment and housing; and,
 - Improve safety, security and health.
- 2.14 Para 1.2.4 of LTP3 looks at *Improving Safety, Health & Security*, which includes;
- Encouraging healthy travel behaviour through school travel, healthy schools, and other behaviour change initiatives such as School Travel Planning and Travelwise.*
- 2.15 Also part of this is to *Encourage and Enable Physically Active Travel*, which includes:
- *Using school travel planning to coordinate a range of behaviour change activities, skills training and investment priorities to encourage physically active travel behaviour in young people,*
 - *Introducing or supporting innovative behaviour change initiatives such as Bikeit and Easit where there are clear benefits and funding is available,*
 - *Promoting walking and cycling through school and workplace travel plans and through promotion of national events such as walk to school events, walking buses, bike week and Travelwise week.*

Summary

- 2.16 In summary, it can be seen that there are a number of current and emerging integrated land use and transport planning policies and policy guidance documents that support and underpin the Proposed Development at the School; and encourage travel to / from the School to be by sustainable travel modes where possible. With regard to the STP, the key policy objectives to note are:
- Provide sustainable transport choices;
 - Seek to reduce dependency on the private car; and,
 - Make provision for pedestrian and cycle access.

Site Assessment

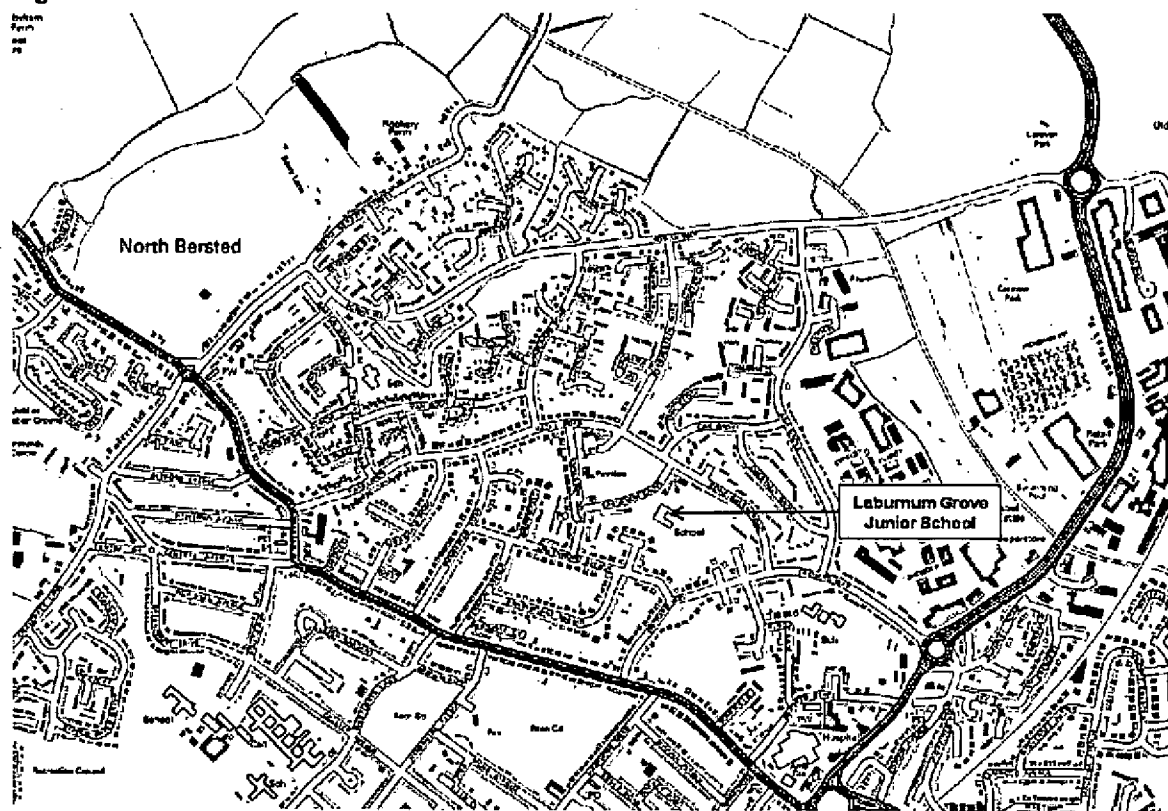
Overview

- 3.1 This section of the STP describes the existing, or 'baseline', transport and highways conditions at the Site and surrounding area.
- 3.2 The baseline conditions are identified so that the context of the Proposed Development, its measures and potential impact on the local transport and highways network can be fully understood.
- 3.3 The baseline study is informed by a Site audit conducted by JMP on Tuesday 29th January 2013, and desk based research. The Site visit took place between 08:00 and 09:30 hours, coinciding with the school's morning peak period, in order to observe typical morning drop off activity on a typical school day.

Site Location & Description

- 3.4 The Site is located on Laburnum Grove with Corbishley Road to the east and Durlston Drive to the west. The site is surrounded to the east, west and south by residential housing and to the north by a recreation ground.
- 3.5 A Site location plan is shown in **Figure 3.1** below.

Figure 3.1 Site Location



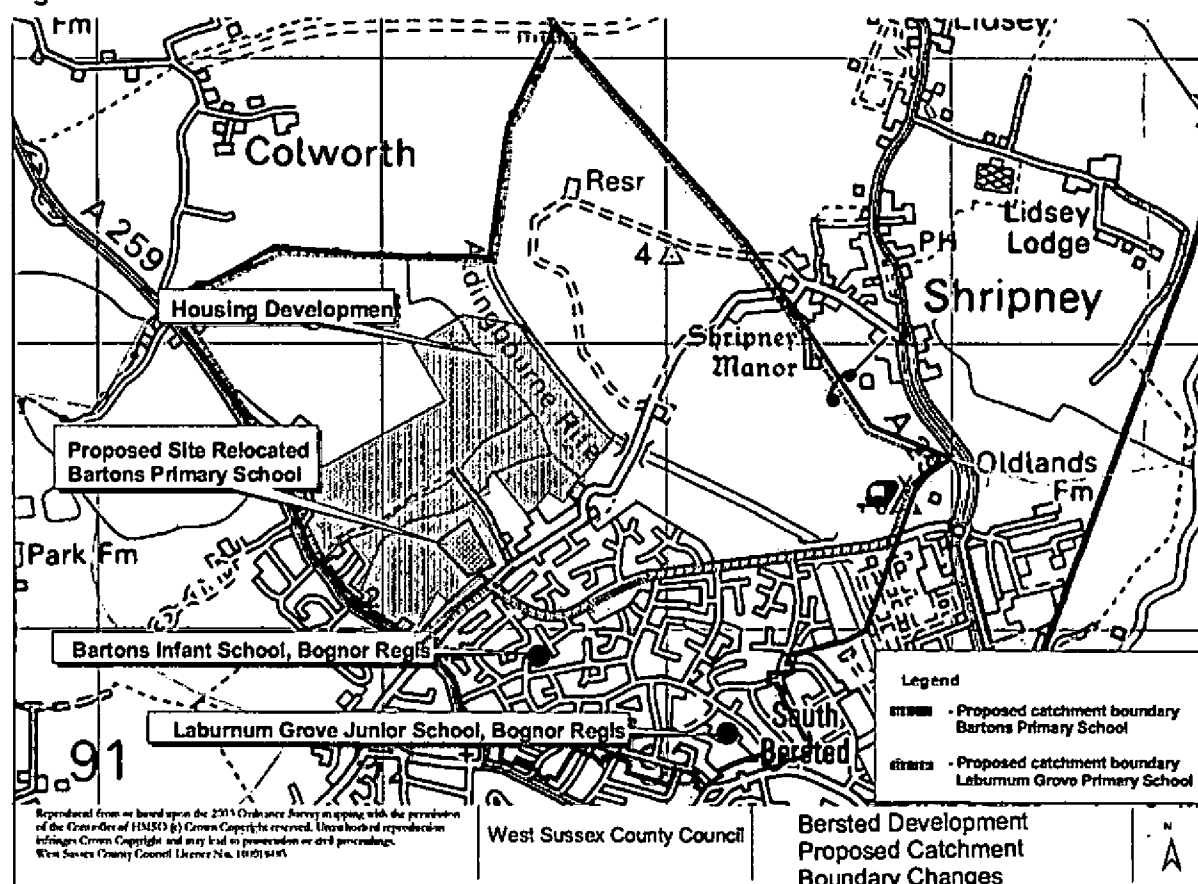
Contains Ordnance Survey data © Crown copyright and database right 2013.

Home Postcode Locations

Pupil Anonymous Home Postcodes

- 3.6 WSCC has provided JMP with anonymous home postcode data for 138 pupils.
- 3.7 The anonymous home postcode data (to street level only) indicates that a total of 113 pupils (approximately 82%) live within an approximate 1km radius of the school site; and 136 pupils (approximately 98%) live within an approximate 2km radius of the school site. This demonstrates the local demand for school places and also indicates that a significant proportion of pupils live within what is regarded by the DfT as an acceptable walking distance from the school Site (up to approximately 82% of pupils within a 1km walk distance of the school site).
- 3.8 Assuming that these patterns are replicated as the school expands, there is significant potential for encouraging and actively promoting travel to school by sustainable (i.e. non-car) and in particular 'active' (i.e. walking and cycling) travel modes amongst pupils and parents).
- 3.9 JMP were informed by WSCC that the home postcode plots should not be used in public facing documents due to safeguarding and data protection for pupils. Therefore the postcode plot has not been included in the STP. However Figure 3.2 below show the location of the school and the catchment area that will apply once the primary school opens. This therefore gives an indication of pupil locations relative to the school. Although some pupils currently attending the junior school may come from further afield.

Figure 3.2 School Catchment Area



Contains Ordnance Survey data © Crown copyright and database right 2012.

School Overview

- 3.10 The School is housed in a SCOLA building that was constructed in 1967. The School has been extensively modernised in the last five years including new classrooms, a refurbished library, a new ICT suite, a food technology area and an office extension.
- 3.11 The School sustained serious flooding damage in May 2012. The whole School was affected and is subsequently undergoing internal restoration. It is anticipated that this will be finished in 2013.
- 3.12 The School's vehicular access point is shared with the neighbouring Tree House Children and Family Centre. To ensure pupil's safety, the vehicular entrance gates are locked between 08:30am and 09:10am and between 3:00pm and 3:40pm in the afternoon. Signage indicating this can be seen below in Figure 3.2.

Figure 3.3 School Traffic Signage



School Timetable

- 3.13 It is understood that the school currently operates the approximate daily timetable presented in Table 3.1 below.

Table 3.1 Laburnum Grove Junior Daily Timetable¹

Morning Extra Curricular	Morning Session	Afternoon Session	Afternoon Extra Curricular
08:00 – 08:50	08:50 – 11:45	12:45 – 15:20	15:20 – 16:15

Source: Laburnum Grove School, November 2012

- 3.14 Laburnum Grove Junior operates extra-curricular activities including a breakfast club and after school activity clubs. These take place either side of conventional school opening hours. JMP were informed that approximately 20 pupils participate in extra-curricular activities during the morning.

Walking & Cycling

Pedestrian Facilities

- 3.15 The general topography of the area is flat, which assists convenient pedestrian activity.
- 3.16 Along Laburnum Grove in the vicinity of the Site; the pavements are in reasonable condition and of sufficient width. The pavement is largely on the side of the School and further to the west, the opposite side also has a footpath leading up to Durlston Drive.
- 3.17 Dropped kerbs are in place on the junction with Corbishley Road with tactile paving to assist the blind and disabled. Adequate street lighting is provided on both the east and west side of the School.

Cycle Facilities

- 3.18 Within the immediate vicinity of the site there are no designated cycle routes. However the road network was observed as being suitable for cycling based on the carriageway widths and volume of traffic recorded as shown later on in this section.
- 3.19 The closest route on the National Cycle Network (NCN) is Route 2, which provides connectivity between Bognor Regis and Littlehampton via Climping. This route is accessed from Outram Road and some 2.17km south of the Site.
- 3.20 There is also the Bognor Regis Promenade Cycle route which stretches 1km from the seafront from Sea Road, Felpham to Gloucester Road and Bognor Regis. The path is used by pedestrians and cyclists and contains existing slipways which can be used to access the Promenade. This route also forms part of the NCN Route 2.
- 3.21 The School currently provides 17 sheltered cycle stands with capacity for 34 bicycles, along with 10 scooter spaces. The facility is shared by both staff and pupils and is located within the secured grounds, within sight of the School office and site entrances. This can be seen below in **Figure 3.3**.

¹ It should be noted that the daily timetable is an approximation.

Figure 3.4 Cycle Storage



- 3.22 Shower facilities are also provided within the main school building. A washing machine and tumble dryer are also provided for use by staff. Cycles and scooters were observed being used by children to access the school on the day of the Site visit.

Public Transport Accessibility

Buses

- 3.23 The closest bus stops to the site are located approximately 150m east of the Site on Corbishley Road and Oak Grove. The bus stops are unsheltered with basic timetable information provided. The stops are served by the routes shown below in **Table 3.2**.

Table 3.2 Bus Services Accessible to the Site

Bus Service	Destinations	Approximate Weekday Frequencies
Star 1	South Bersted – Felpham – Elmer	20 minutes
C5	Yapton – South Bersted – Chichester	Fixed times
T2	South Bersted – Aldwick – Bognor Regis	Fixed times– Tuesday & Thursday
T12	Bognor Regis – Aldwick – South Bersted	Fixed times– Tuesday & Thursday
T13	Rose Green – Pagham – Bognor Regis	Fixed times – Monday

Source: Stagecoach bus website and Traveline southeast website February 2013.

- 3.24 Local bus spider maps are contained at **Appendix A**.

Train Services

- 3.25 Bognor Regis Rail Station is located 1.33km (or 23 minutes' walk) from the Site. Given the distance, mainline rail services are most likely to be used by staff rather than pupils who are derived from the local population.
- 3.26 Direct services from Bognor Regis Station, managed by Southern Railway, connect with destinations in London and the South East.
- 3.27 Table 3.3 provides information on the approximate weekday rail frequencies to selected destinations from Bognor Regis Rail Station.

Table 3.3 Selected Direct Rail Stations from Bognor Regis Rail Station

Destination	Approximate weekday frequency
Littlehampton	23 – 37 minutes
Hove	10 – 50 minutes
London Victoria	10 – 20 minutes
Portsmouth Harbour	9 – 26 minutes
Southampton Central	30 minutes

Source: National Rail Enquiries website, February 2013.

Local Highway Network

- 3.28 Laburnum Grove, Durlston Drive and Corbishley Road are 30mph single carriageway roads which encompass the Site and provide local access to the predominantly residential community. Corbishley Road also has speed humps to discourage speeding.
- 3.29 Laburnum Grove is the key route for limited vehicular access to the Site. It is understood that the staff car park entrance is used for infrequent servicing activity.
- 3.30 Travelling west, Laburnum Grove leads to Durlston Drive which in turn connects to Greenwood Avenue to the south and Hazel Road to the north leading onto the A259 Chichester Road. The A259 is part of West Sussex County Council's Strategic Road Network and runs broadly east to north-west through Bognor Regis. The A259 links to Chichester and from there to the wider strategic network.
- 3.31 Travelling east, Laburnum Grove connects with Corbishley Road and subsequently Hazel Road to the north and Orchard Way to the south, which in turn connects with the A29 Shripney Road. The A29 connects with the A259 to the south and to A27 Arundel Road to the north-east.

Site Visit: Key Issues & Observations

- 3.32 During the Site visit, JMP observed traffic and pedestrian movements during the drop off period at the start of the school day when parents/carers drop off schoolchildren.

Access & Parking

- 3.33 The Site's main access is directly on Laburnum Grove. There are two access points, each for specific use and within a close proximity to one another. The Site was observed to have a segregated vehicular access which is intended to be used only by staff and visitors to the School. However, it was noted that parents/carers dropping off children to the neighbouring Tree House Children and Family Centre also used this car park. The vehicular entrance is also sign posted with

notice to drivers that it is a 5mph area along with traffic calming measures in the form of a speed bump at the entrance to the car park. The second access is for pupils located approximately 10 metres to the east. This access was observed as being used by pupils arriving at the school via Corbishley Road and Durlston Drive on foot.

- 3.34 There are 'School Keep Clear' zig zag markings on Laburnum Grove outside of the main school entrance. Immediately to the west of the site a number of residential dwellings are present, which have their own driveways. The driveways widths have been marked on the carriageway with white lines to indicate parking is prohibited. There appeared to be no other no parking restrictions in the immediate area including at the junctions between Laburnum Grove and Corbishley Road and Durlston Drive.
- 3.35 Laburnum Grove itself is a two way single carriageway road with an overall width of approximately 6.5 metres.
- 3.36 During the observation period, moderate parking and school children drop off activity was noted on Laburnum Grove. There was mainly single file parking along the kerb-side of the School. One vehicle was found parked along the zig-zag markings and another on the opposite side of the school, which potentially could obstruct on-going traffic in the road. Durlston Drive was also observed as being an area where parents/carers parked their cars and then walked their children to the School.

Parking

- 3.37 Staff car parking is provided on Site with approximately 17 unmarked spaces being provided.
- 3.38 The car park on the site will be enlarged with a total of 21 car parking spaces provided; of which two will be disabled parking spaces, to cater for teaching staff of both the primary school and the pre-school. The number of parking spaces adheres to WSCC parking standards based on 18 parking spaces at the School and 3 parking spaces at the Children's Centre.
- 3.39 A Car Park Management Strategy will be prepared which sets out how parking spaces will be allocated and managed. The staff car park is accessed via Laburnum Grove and can be seen below in **Figure 3.4**.

Figure 3.5 Staff Car Park



Cycle Parking

- 3.40 The School currently provides a sheltered cycle and scooter parking facility with a capacity for 34 bicycles and 10 scooters.

Summary

- 3.41 It can be seen from the information above that the School is in an accessible location which is conducive to walking, cycling and public transport.
- 3.42 Furthermore, the anonymous home postcode data indicates that approximately 82% of pupils live within an approximate 1km radius of the school site; and approximately 98% live within an approximate 2km radius of the school site.
- 3.43 This indicates that a significant proportion of pupils live within what is regarded by the DfT as an acceptable walking distance from the school Site.
- 3.44 The STP aims to build on this, through provision of infrastructure such as cycle parking, along with offering information to pupils, staff, and parents regarding walking to School as an alternative to the car.
- 3.45 The following section looks at likely travel patterns at the School.

4 Travel Patterns

General

- 4.1 This section of the STP examines the current known travel patterns at the School site.
- 4.2 A 'first principles' approach has been used which bases the modal split on existing travel patterns at the school from a travel survey undertaken as part of the 2009 School Travel Plan document.
- 4.3 The travel survey was sent to 200 pupils. In total 100 pupils at the School provided information on their mode split which equates to a 50% response rate.
- 4.4 Ten members of staff were also surveyed as part of the School Travel Plan.

Mode Split

Pupils

- 4.5 A review of the 2009 school travel survey shows that 30% of pupils travel by car, whilst 3% car share. A total of 67% travel by walking or cycling.

Table 4.1 Existing Modal Split - Pupils

Mode	Pupils	
Cycle	12	12%
Bus	0	0%
Car	31	30%
Car Share	3	3%
Train	0	0%
Walk	56	55%
Taxi	0	0%
Other	0	0%
Total Responses	102	100%

Note: Figures are rounded to the nearest whole numbers. Arithmetic errors are due to rounding.

- 4.6 The postcode data supplied by WSCC (as outlined in **Section 3**) also revealed that 82% of children surveyed lived under 1km away from School which is within the recommended distance for a child to walk to school.

Staff

- 4.7 The existing staff modal split is shown below in **Table 4.2**.

Table 4.2 Existing Modal Split - Staff

Mode	Staff	
Car	11	52%
Car Share	2	9%
Public Transport	1	5%
Walk	6	29%
Cycle	1	5%

Total Responses	21	100%
------------------------	-----------	-------------

Note: Figures are rounded to the nearest whole numbers. Arithmetic errors are due to rounding.

- 4.8 It can be seen that the majority of staff travel to and from school by car, whilst 9% car share. 34% of staff travelled to school by walking or cycling.

Preferred Mode

- 4.9 Pupils were also asked about their preferred mode of travel to School. The results of the pupils preferred mode can be seen below in **Table 4.3**.

Table 4.3 Preferred Mode - Pupils

Mode	Pupils	
Cycle	45	48%
Bus	3	3%
Car	10	11%
Car Share	0	0%
Train	0	0%
Walk	35	38%
Taxi	0	0%
Other	0	0%
Total Responses	93	100%

Note: Figures are rounded to the nearest whole numbers. Arithmetic discrepancies are due to rounding.

- 4.10 It can be seen from the above responses that pupils preferred modes of travel is by bicycle followed by walking.
- 4.11 The STP aims to encourage and facilitate this, through provision and promotion of walking and cycling measures as seen in **Section 6**.
- 4.12 It should be noted that encouraging parents / carers will be key in achieving mode shift, as they are ultimately responsible for pupil's journeys to / from School.

5 Aims, Objectives & Targets

General

- 5.1 This section of the STP sets out the aims, objectives and targets for the School, which will be incorporated into future versions and iterations of the STP.
- 5.2 The objectives of the STP are in accordance with WSCC goals, which follow guidance within the Local Transport Plan for:
- Supporting Economic Competitiveness;
 - Tackling Climate Change;
 - Promoting Accessibility;
 - Delivering Health, Safety and Security; and,
 - Improving Quality of Life

Aims

- 5.3 The aims of this STP are to:
- To build on previous travel achievements and create a safer, more sustainable, community driven environment for pupils and staff attending and working at the School;
 - Mitigate against any expected traffic and transport impacts of the proposed expansion to the School; and,
 - To also influence the travel behaviour of parents, who it is assumed will often determine how their children will travel to and from School;
- 5.4 In order to achieve these aims, this STP builds on previous achievements and promotes a range of lifestyle and travel choices in order to help reduce reliance on the car.

Objectives

- 5.5 Objectives help to give the STP direction and provide a clear focus. The specific objectives that focus the STP are:
1. To raise awareness of sustainable, and in particular 'active' healthy modes of travel (e.g. walking, scooter and cycling) available to pupils, staff and visitors;
 2. To reduce the amount of car trips to the School;
 3. To encourage car sharing in order to reduce single occupancy vehicle use; and
 4. To create and maintain safe routes to and from the School in order to assist with reducing the perception of danger surrounding walking and cycling to / from School.

Targets

- 5.6 Targets are measurable goals by which the progress of the STP will be assessed. Targets are essential for monitoring the progress and success of the STP. Targets should be 'SMART' - specific, measurable, achievable, realistic and time-bound.

- 5.7 The suggested targets for the School have been based on the modal split and are presented below in Table 5.1 for pupils and Table 5.2 for staff.

Table 5.1 Current and Target Mode Split - Pupils

Mode	Baseline Mode Split (%) (Year 1)		Suggested Interim Mode Split (%) (Year 3)		Suggested Target Mode Split (%) (Year 5)	
	%	No. of pupils	%	No. of pupils	%	No. of pupils
Cycle	12%	12	14%	14	15%	15
Bus	0%	0	0%	0	0%	0
Car	30%	31	26%	26	24%	24
Car Share	3%	3	3%	3	3%	3
Train	0%	0	0%	0	0%	0
Walk	55%	56	57%	56	58%	58
Taxi	0%	0	0%	0	0%	0
Other	0%	0	0%	0	0%	0
Total	100	102	100	102	100	102

Note: The baseline mode split & targets will be revised in light of a site-specific school travel survey at the site following occupation of the new classrooms. Figures are rounded to the nearest whole numbers. Arithmetic errors are due to rounding.

Table 5.2 Current and Target Mode Split - Staff

Mode	Baseline Mode Split (Year 1)		Suggested Interim Mode Split (Year 3)		Suggested Target Mode Split (Year 5)	
	%	No. of staff	%	No. of staff	%	No. of staff
Car	52%	11	45%	9	45%	9
Car Share	9%	2	10%	2	10%	2
Public Transport	5%	1	5%	1	5%	1
Walk	29%	6	30%	6	30%	6
Cycle	5%	1	10%	2	10%	2
Total	100	21	100	21	100	21

Note: The baseline mode split & targets will be revised in light of a site-specific school travel survey at the site following occupation of the new classrooms. Figures are rounded to the nearest whole numbers. Arithmetic errors are due to rounding.

- 5.8 A school travel survey will be carried out to monitor the progress and will act as an indicator of whether the targets are being achieved or should be adjusted. The monitoring schedule is outlined within **Chapter 7** of this STP.
- 5.9 The actual baseline mode share will be determined following school travel surveys that will take place post-occupation of the Proposed Development. These will provide a breakdown of the mode share in order to fully understand the travel patterns at the school and potential for encouraging more sustainable travel behaviour.

- 5.10 The targets will need to be revised, and potentially raised in the light of these surveys and agreed with the relevant WSCC Travel Planning Officer.
- 5.11 The suggested targets represent what is considered to be an achievable increase in sustainable travel as a result of the introduction of the STP and its associated measures.
- 5.12 The current figure for pupils travelling by sustainable modes to school in West Sussex is in the region of 75%. Sustainable modes of transport include walking, cycling, using public transport, car sharing and park 'n' stride. West Sussex School Travel Plans seek to achieve, maintain and where possible exceed this countywide figure.
- 5.13 Baseline information highlights that the school is currently at 70% of pupils travelling by sustainable modes. It is expected that with the inclusion of the proposed pedestrian and cycle measures as outlined in **Chapter 6**, the walk and cycle mode share for pupils and staff will increase.
- 5.14 Postcode data also revealed that 82% of children surveyed lived under 1km away from School which is within what is regarded by the DfT as an acceptable distance for a child to walk to school. This also suggests that pupils live too close to the School to travel by public transport and thus the targets reflect this. New pupils will also be from a local catchment area.
- 5.15 The removal of the infant / junior geographical split is also anticipated to mitigate pressure on car traffic as some parents will no longer need to drive children between schools.
- 5.16 These sustainable measures, combined with low parking levels at the School, will also assist in reducing staff travelling to school by car.

6 Travel Plan Measures & Initiatives

General

- 6.1 This section of the STP discusses the current and proposed STP measures and initiatives for the School. It draws from the previous sections which discuss the existing transport infrastructure, travel pattern behaviour and STP approach.

Delivering the Travel Plan

School Travel Plan Co-ordinator

- 6.2 The STP will be managed and monitored by a School Travel Plan Coordinator (TPC) who will have overall responsibility for the STP and for ensuring that the delivery of the proposed measures, initiatives and monitoring are completed. The School's current TPC is the Head Teacher and it is envisaged that this will remain the same.

Governing Body

- 6.3 The Governing Body consists of a cross section of the community with Governors representing parents, staff and community members. The Governors have the responsibility for seeing that the School is providing a broad and balanced curriculum, and that the School is being run efficiently and effectively.
- 6.4 The Governing Body meet at least twice a term and may also meet in smaller groups which have a specific focus.

Working Group / School Council

- 6.5 A Working Group has been set up at the School and this group consists of the Headteacher, Governors and pupil representatives.
- 6.6 The Headteacher is also a member of the Children's Centre Partnership Board and this role enables the STP to be shared with the Children's Centre.
- 6.7 The Working Group meets once a term and pupils are fully involved in sharing ideas at meetings and promoting these through the School Council and in PSHE lessons when debating relevant issues.
- 6.8 It is proposed that as part of the STP, both the Governing Body and the School Council take on the role of a Travel Committee, with the School Council representing pupil's views and the Governing Body representing parents and staff which will ensure a good representation of all travel issues at the Site.
- 6.9 The TPC will organise communications between the two groups.

School Sustainable Travel Website

- 6.10 The Existing School currently has a website at www.laburnumgrove.w-sussex.sch.uk
- 6.11 It is recommended that a specific sustainable transport page is set up so that staff, pupils and parents can access information easily. The webpage will also enable information to be updated on a regular basis, for example links to bus timetables which may assist in increasing this mode – particularly for staff. The TPC with the help of I.T. staff will be responsible for this.

Travel Information upon Enrolment – Welcome Packs

- 6.12 Travel behaviour is embedded in routine and therefore the STP provides a unique opportunity to encourage people to travel more sustainably by the fact that moving to a new school will inevitably require new travel patterns. It will be easier to influence the travel decisions of new parents and pupils, particularly if new parents are given information and facilities upon moving to the School, this will encourage more positive travel choices to be formulated from day one.
- 6.13 A Travel Welcome Pack will therefore be sent to all new parents, staff and pupils before term starts. The Welcome Pack will include site specific travel information as outlined in the measures below, information on cycle/scooter storage and a link to the school sustainable travel website.

Cycle Parking

- 6.14 Cycle and scooter parking is currently provided to encourage sustainable travel behaviour. The existing School Travel Plan notes that many pupils would prefer to cycle to school than use other means of transport.
- 6.15 Cycle and scooter parking is covered and secure and is available to use by pupils and staff. The TPC will monitor usage and ensure that more parking is provided should demand exceed supply.

Bike Week

- 6.16 The school will be encouraged to participate in the annual Bike to School week. This will be organised by the TPC and fully supported by the school. Events such as this aim to engage pupils and raise awareness of the potential to cycle to and from school.

Walk to School Week

- 6.17 The Walk to School Week scheme will be promoted by the School via assemblies, the school website and newsletters sent out to parents. Walk to School Week takes place in May and encourages pupils to walk (all or part of the way) to School. Events surrounding this will be organised by the TPC.

Walk Once a Week (WoW)

- 6.18 Walk Once a Week is a scheme promoted by Living Streets will also be promoted at the School upon occupation by the TPC.
- 6.19 WoW is the largest national walk to school programme. An independent evaluation of the scheme found that schools taking part enjoy walking rates 9% higher than the national average.
- 6.20 The scheme encourages children to walk to school at least once a week, and in return they earn a collectable pin badge every month.

School Curriculum

- 6.21 The most effective School Travel Plans are those which are integrated into the school curriculum in order to maintain pupil's interest and create a broader knowledge of the benefits of the STP. It is recommended that the TPC investigates ways that the STP can be coordinated with the school curriculum, such as the schools Bullying Policy (with reference to the journey to and from school), along with environmental and health policies in order to ingrain the STP into broader school activities.

Mapping Exercise

- 6.22 It is recommended that as part of the STP, a mapping exercise is undertaken with pupils, parents and staff at the School.
- 6.23 Pupils, parents and staff will be encouraged to highlight areas they consider to be dangerous on the journey to and from School. This information will be collected by the STP and presented to WSCC Highway's and Transport Team for potential infrastructure improvements.

Newsletter

- 6.24 The School currently send out a local newsletter which publicise travel and transport issues to local residents.
- 6.25 It is recommended that this continues as part of the STP. The newsletter can also publicise any upcoming travel events at the School, along with any new measures introduced.

Measures for Reducing Reliance on the Private Car

Limited Car Parking

- 6.26 Only staff and visitor car parking requirements are provided for. Parent parking and drop off/pick up areas are not provided as this encourages car usage.
- 6.27 As identified there are currently 17 marked staff and visitor car parking spaces provided at the School. The Proposed Development will have 21 car parking spaces including two accessible spaces. Car parking is for staff and visitors (excluding parent) only, although parents may be permitted to use the parking spaces in special circumstances (e.g. dropping off / picking up a disabled or sick child).

Car Sharing

- 6.28 Staff and parents will be informed of the car sharing website www.westsussexcarshare.com, which will help those who are interested find other like minded staff and parents to car share with. Information on this will be sent before pupils start school in order to encourage positive transport habits from the beginning of the school year.
- 6.29 The school will also look at promoting events such as National Liftshare Week. This generally occurs at the beginning of October and would therefore correlate with the start of term. The TPC will investigate promoting this through events such as staff and parents coffee mornings whereby drivers could find or offer a suitable and convenient lift share. Pupils postcode maps could also be used in order to visually highlight potential car sharers

Car Park Barriers

- 6.30 The STP from 2009 identified the issue of parents / carers of the Tree House Children and Family Centre using the School's vehicular access to pick up and drop off children. Refuse and goods vehicles also enter the site to gain full access to the Children's Centre. This creates more traffic in the immediate area of the school and poses a potential hazard for Laburnum Grove Junior pupils at the access point.
- 6.31 It is therefore recommended that as part of the STP, the School have automated barriers fitted to the vehicular entrance to ensure deliveries and visitors request permission before entering and leaving the Site. This will ensure that vehicle pick up / drop offs are minimised.

Summary

- 6.32 Identified above are various measures to support the aims and objectives of the STP. It is considered that, provided the various messages identified above are implemented, walking, cycling and car sharing will be encouraged at the School. The effectiveness of the various measures will be monitored and, through consultation with CBC, the School and local community, and the measures can be reviewed if required.

7 Monitoring Strategy

General

- 7.1 An important part of the STP is the continual monitoring and review of its effectiveness. It is essential that an STP is not a one-off event, but a continually evolving process.
- 7.2 Regular monitoring and reviewing will help to gauge progress towards targets and objectives, and, if necessary, enable the STP to be refined and adapted in order to improve its progression. As noted in the previous section, it is also noted that the effectiveness of the various measures identified will also be monitored, and reviewed if necessary, to ensure that the aims and objectives of the STP are appropriately supported.

Targets

- 7.3 The success of the STP will be determined by whether it succeeds in meeting its stated targets. The estimated modal split targets have been included in **Chapter 5**.

Monitoring

Survey of School Travel Patterns

- 7.4 At present, the school is required to carry out an annual review in order to inform its existing STP. The WSCC STP Guidance Document outlining this has been included in **Appendix B** for reference. It is expected that the school will continue to do this, as required but under the framework of this document.
- 7.5 An annual survey will be undertaken by the School upon completion of the Proposed Development in order to monitor progress in light of the travel targets that have been set above.
- 7.6 After three years, the STP will be rewritten in order to update the targets and reflect on progress that has been made. This is in line with current Department for Transport guidance.
- 7.7 Results will be reported to WSCCs School Travel Advisor annually as per WSCC STP guidance. This will be arranged by the TPC.

Long Term Sustainability of the STP

- 7.8 Upon completion of the STP, all stakeholders (including School Governors, the Head Teacher and external partners) will receive a copy. It is recommended that these stakeholders form part of the proposed School Travel Committee and this will ensure that all parties are committed to the development and the actions outlined within the action plan. Pupils at the School should also be involved in the long-term development of the STP, and it is recommended that their input is given via the Travel Committee / School Council.
- 7.9 Measures, results and updates of the STP will also be publicised via school newsletters and the school website in order to maintain parental interest and buy-in.

8 Delivering the Travel Plan

Roles and Responsibilities

Travel Plan Co-ordinator

- 8.1 STPs are dependent on a nominated individual being given time and resources for success to occur. The School Travel Plan Co-ordinator (TPC) would be responsible for overseeing and implementing the various measures outlined in this STP. As noted previously, it is assumed that the existing STP will continue in the role to review and update the STP on an annual basis.

Action Plan

- 8.2 The STP Implementation Action Plan provides details of the initiatives that form part of this STP. Included is the name of those responsible for each action and the date it is due to be implemented.

Table 8.1 Action Plan – Pre Occupation

Activity				When	By Whom
Objective	Mode	Measure	Task		
Objective 1	None	Travel Plan Coordinator	Identify and appoint Travel Plan Coordinator to carry forward all tasks within action plan (can be the existing STPC).	Upon Occupation	Applicant
Objective 2	Car share	Car share scheme	Promote existing car share schemes such as www.westsussexcarshare.com	Upon Occupation	Travel Plan Co-ordinator
Objective 3	Cycle to Work	Cycling	Investigate implementing the staff Cycle To Work Scheme	Upon Occupation	Travel Plan Co-ordinator
Objective 4	All	Website	Develop a sustainable travel webpage which is linked to the school's main website.	Upon Occupation	Travel Plan Co-ordinator
Objective 5	All	Welcome Pack	TPC to send out sustainable travel details to all new parents and pupils	Pre Occupation	Travel Plan Co-ordinator
Objective 6	Cycling	Cycle Parking	TPC to monitor cycle/scooter usage and provide more if demand exceeds supply.	Upon Occupation	Travel Plan Co-ordinator
Objective 7	Car	Car Parking	Car parking to increase marginally to 21 spaces in order to discourage driving.	Upon Occupation	Travel Plan Co-ordinator
Objective 8	Car	Car Park Barrier	Applicant / TPC to investigate feasibility of a car park barrier for the site	Pre-Occupation	Applicant / Travel Plan Co-ordinator

Table 8.2 Action Plan Post Occupation

Activity				When	By Whom
Objective	Mode	Measure	Task		
Objective 1	All	Annual Travel Survey	Distribute the travel survey to all pupils, parents and staff.	Post Occupation	Travel Plan Co-ordinator
Objective 2	All	Newsletter	TPC to provide information on school travel survey results – along with any new measures on regular basis in school newsletter	Post Occupation	Travel Plan Co-ordinator
Objective 3	Walk to Work Week Bike Week Liftshare Week	Walking/ Cycling/ Car Share	Promote Walk once a Week (WoW) week, Bike Week and Liftshare Week / Liftshare events.	Yearly	Travel Plan Co-ordinator / School
Objective 4	All	Monitoring	TPC to be responsible for monitoring, consisting of: 1. Collect data on mode of transport to school (annually). 2. Enter the travel plan information on to CBC's on-line tool for managing the travel plan iOn Travel 3. Update the action plan (annually) identifying and incorporating any suitable actions arising from monitoring.	Post Occupation	Travel Plan Co-ordinator

Key Points

9.1 This School Travel Plan (STP) concludes with a summary of the key points below:

1. JMP Consultants Limited (JMP) has been commissioned by Hampshire County Council (HCC) (the 'Applicant') on behalf of West Sussex County Council ('WSCC') (the 'Applicant') to prepare a Framework School Travel Plan (STP) in connection with, a detailed planning application for the proposed development of Laburnum Grove Primary School (the 'School'), located on Laburnum Grove, Bognor Regis, PO22 9HT (the 'Site').
2. The Site is situated in the district of Arun in West Sussex (the 'County').
3. The Local Planning Authority is West Sussex County Council and Building Control and the Local Transport or Highways Authority is West Sussex County Council.
4. The County Council continually monitors the demand for school places across West Sussex. Recently this has led to a closer inspection of the situation in Bersted, Bognor Regis, particularly in response to a new housing development of 651 units which is projected to generate approximately 23 children per year in addition to the existing pupil population of 160 primary age pupils. WSCC therefore proposes changing the character of Laburnum Grove Junior School to become a primary school.
5. The Site currently operates as a 'two-form entry' over four academic years (Years 3 to 6) with approximately 60 pupils in each academic year, with the exception of Year 6 which has 30 pupils. This is set to change to seven academic years (Reception year plus years 1 to 6) with approximately 60 pupils in each year, and also a pre-school.
6. Adjacent to the existing junior school is the Treehouse Centre, which is a children and family centre. The centre shares an access with the Junior school from Laburnum Grove. The access is for use by Treehouse staff to reach the on-site parking and requires them to pass through the staff car park of the junior school. Aside from the access arrangements the centre is a separate entity from the school and as such is not considered as part of this STP.
7. From March 2013 there will also be a pre-school situated on the junior school site located in close proximity to the existing buildings to the south of the site.
8. This STP is required to discharge a planning condition in connection with the proposed construction, and intends to help mitigate extra car trips associated with this.
9. This STP is prepared in accordance with national and local policies by seeking to ensure sustainable transport to and from the site.
10. Car parking spaces will be limited to 21 spaces. These spaces will be restricted to staff and visitors only.
11. The School currently provides 17 secure and sheltered cycle parking spaces with space for 34 cycles and 10 scooter parking spaces and will monitor usage, providing more if required.
12. No drop-off/pick-up spaces or facilities will be provided on-site for parents.
13. The School mode split for pupils and staff has been established from a previous school travel survey undertaken in 2011. A new travel survey will be undertaken upon completion of the Proposed Development, however it is envisaged that walking and cycling targets will remain high.

14. The anonymous home postcode data (to street level only) indicates that approximately 82% of pupils live within an approximate 1km radius of the school site; and approximately 98% of pupils live within an approximate 2km radius of the school site. This demonstrates the local demand for school places and also indicates that a significant proportion of pupils live within what is regarded by the DfT as an acceptable walking distance from the school Site.
15. A package of measures will build on previous travel work undertaken at the School to ensure mode split targets can be met.
16. The measures will include a TPC, Travel Working Group, promotion of Bike Week and Walk to School Week, Walk once a Week, cycle parking, Cycle to Work Scheme and promotion of car sharing amongst others. The effectiveness of the various measures will be monitored and, through consultation with WSCC, the School and local community, the measures can be reviewed if required.
17. The STPs progress will be monitored in accordance with requirements set out by WSCC for the Site by means of annual travel surveys consistent with WSCC's Travel Planning Team.

Appendix A

Bus Spider Map

Main Bus Routes in Bognor Regis

valid from 16th September 2012



60 continues to North Mundham, Chichester & Midhurst or Summersdale

700 continues to Chichester, Havant & Portsmouth
U7 continues to Chichester

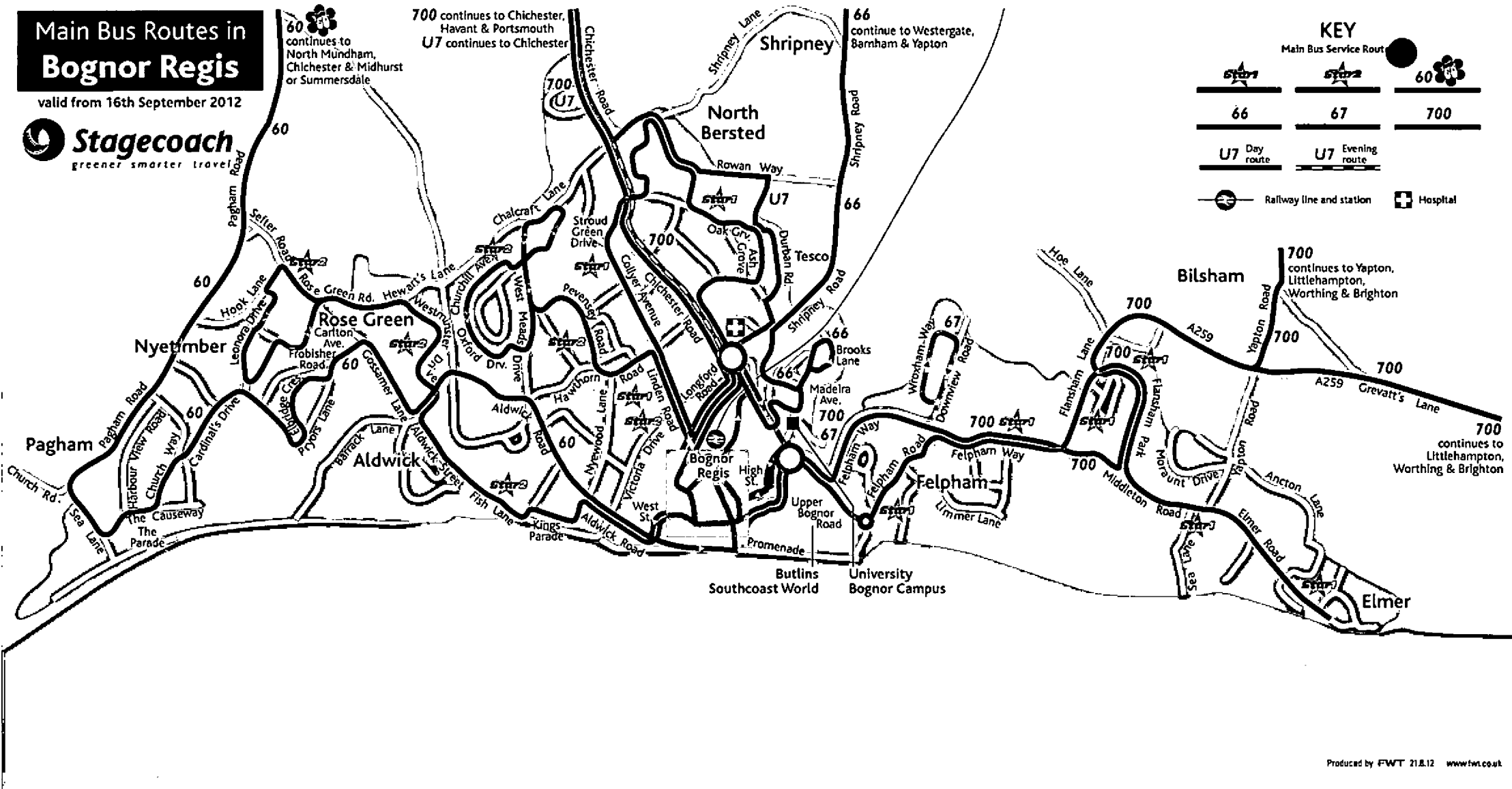
66 continue to Westergate, Barnham & Yapton

KEY

Main Bus Service Route

66	67	700
U7 Dry route	U7 Evening route	

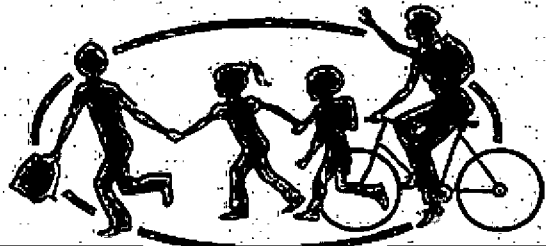
Railway line and station Hospital



Produced by FWT 21&12 www.fwt.co.uk

Appendix B

WSCC STP Guidance Document



Travelling Together

School Travel Planning

A Step by Step Guide

Welcome to School Travel Planning - A Step by Step Guide. This guide provides you with step by step instructions on how to write and maintain a School Travel Plan, in line with the Travel Mark Accreditation Scheme. Remember a Travel Plan is a living document designed to instigate a sustainable school travel culture. This document provides a checklist of information that should be included in your School Travel Plan.

Advice:

Look out for advice boxes like this. They will assist you to write and maintain your school's Travel Plan. Always contact your School Travel Advisor (STA) if you are unsure of anything and would like to ask for advice or guidance.

Hint:

Hint boxes give you information on where to access resources relevant to your school's Travel Plan.

Contents

1. Introduction
2. General Information
3. School Travel Committee
4. Research
5. Recognised Travel Issues
6. Objectives
7. Initiatives and Promotion
8. Targets
9. Action Plan
10. Working With Others
11. Curriculum Links
12. Monitoring and Evaluation
13. Capital, SRtS Schemes and Funding
14. Commitment Statement and Admin
15. Travel Plan Achievement Presentation

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Advice:

Remember Travel Plans are designed with the intention to instigate, promote and maintain a change in travel culture, away from single occupancy car use, towards more sustainable modes of travel, for the whole school community. By this we mean getting pupils, parents/guardians, staff and visitors to travel to and from school/work (or during) using modes such as walking, cycling, public transport, park and walk and car sharing, as frequently as possible.

Hint:

Pupil postcode plots are available from your School Travel Advisor. These are only for school use and should not be made available to the wider public, therefore they should not be attached to the Travel Plan.

Advice:

If any future development (e.g. amalgamation) is planned for the school, a thread referring back to the planned developments will need to follow through your whole Travel Plan. Please consult with your School Travel Advisor for support with this.

Hint:

Aerial view maps are available from your School Travel Advisor.

1. Introduction

- ☐ Write a short introduction that sets out the reasons your school has a Travel Plan.
- ☐ Your introduction should mention that the Travel Plan will set out a framework for how to achieve a sustainable travel culture.
- ☐ Make reference to the Travel Plan supporting the 'Every Child Matters' Agenda.

2. General Information

School Type and Size

- ☐ What type of school is it, e.g. Primary, Secondary or Special school?
- ☐ Is the school LEA maintained, Voluntary Aided, Academy or Independent school?
- ☐ How many forms of entry does the school have and what is its maximum pupil capacity?
- ☐ How many pupils are there currently on roll and what is the age range?
- ☐ How many staff work at the school?
- ☐ What are the school opening and closing times?

School Location

- ☐ What is the catchment area for the school?
- ☐ Include an aerial view map of the school showing some of the local area.
- ☐ Describe the existing facilities on the school site, i.e. cycle storage, parking, blue badge parking bays, car share bays, showers, leisure centre, etc.
- ☐ Note the number of entrances, their placement within the site and who they are used by e.g. Cars, cyclists, pedestrians.
- ☐ Does the school provide extended schools or community use? If so, what, when and how often?
- ☐ Describe the public transport accessible to the school, i.e. bus stops, train stations, and school buses/taxis that are provided.
- ☐ Is the school site or campus shared with an other establishments or schools? e.g. A Children and Family Centre or a Youth Centre.
- ☐ Make a note of any future development/building works to the school site, amalgamations etc.

Advice:

If you have a School Crossing Patrol, mark on a map the location where it operates from.

Hint:

A map of the cycle paths in your area can be provided by your School Travel Advisor.

Advice:

Monitor and update your Action Plan at each of your School Travel Committee meetings.

Advice:

If the school is part of a campus or a shared site, it is useful to have a representative from the other establishment/s, on your School Travel Committee. Communication on shared sites is vital for enabling and promoting safe and sustainable travel.

Advice:

The School Travel Committee should be encouraged to work in collaboration with Eco-schools and Healthy Schools committees in order to reduce workloads. School Travel Plans are required in order to achieve Healthy Schools Status and a School Travel Plan can meet the main requirements of the Eco-schools Transport theme.

Local Highway

- ☐ Describe the nature of the surrounding roads to the school. Are they main roads, residential roads, what are the speed limits?
- ☐ What is the provision of footpaths and cycle paths like to your school?
- ☐ Do you have a School Crossing Patrol (lollipop person), if so where?

Travel Management

- ☐ Do any of your pupils travel to school by LEA transport, if so please state why.
- ☐ Describe any policies the school has in place for travelling via school bus or taxis.

School Ethos

- ☐ Include the schools mission statement.
- ☐ If the school has Healthy Schools Status or is applying for it, indicate your progress.
- ☐ If the school has an Eco-schools accreditation or are applying for it, indicate your progress.
- ☐ What is the school policy on using sustainable travel modes for school trips/activities?

Photographs

- ☐ Put in supplementary photographs to help provide the reader with further insight into the information provided in this section. Please ensure any pupils identified in the photos have given permission for these to be viewed by the public.

3. School Travel Committee

- ☐ State that your School Travel Plan is a working document and your School Travel Committee is responsible for the development and monitoring of the plan.
- ☐ State who your School Travel Plan Coordinator is.
- ☐ Include a list of the names of the people who are on the committee and their role within the school.
- ☐ There should be a pupil representative/s on the committee who can represent the views and ideas of the whole school pupil body. Where this is not possible please explain how pupils are updated and consulted on ideas and decisions made by the committee.
- ☐ State how often the committee meets (this should be at least once a term).
- ☐ State whether the School Travel Committee is incorporated with any other committee, e.g. Eco-schools.

Advice:

Invite your School Travel Advisor to your committee meetings, sending them an agenda and the minutes of your last meeting. They will let you know if they are able to attend. Having your School Travel Advisor present at the meeting means that they are on hand to answer questions and provide useful advice.

Advice:

Travel plan research, data analysis and presentation of results could be incorporated into your schools curriculum.

Hint:

Contact your School Travel Advisor or go on our website for survey templates created in Microsoft Excel for schools to use and adapt to make them specific to their school.

Advice:

A comprehensive whole school travel survey should be completed at least every 3 years. Modal shift data should be collected every year, as well as feedback for initiatives the school has chosen and promoted to encourage sustainable travel.

Advice:

Comprehensive research will help you to set and review targets and actions further ahead in the plan. Research will also provide a baseline for future comparisons or landmarks for monitoring progression for the future.

- ☐ State and show evidence (where necessary) of how School Travel Committee ideas and decisions are fed back to your:

- School Travel Advisor
- Whole School Community and Governing Body
- Local Community (i.e. residents, parish councils, local schools)

4. Research

- ☐ Document the date and method of your last school travel survey.
- ☐ Document the number of surveys sent out and the number returned.
- ☐ Document the percentage that participated in the survey.
- ☐ Display the results of the most recent survey as a graph and/or table of results.
- ☐ Answers to the following questions are required to calculate modal shift
 - How pupils and staff usually travel to/from school
 - How pupils and staff would prefer to travel to/from school
 - Distances travelled to/from school/work
 - Modal shift is calculated by subtracting the figure for preferred car use from the figure for usual car use. Distance travelled can help to assess whether a journey by foot or by bicycle is realistic.
- ☐ A more comprehensive in depth survey/consultation should be undertaken to understand any current barriers to sustainable travel for pupils and staff, for modes appropriate to your school e.g. walking, cycling, train, bus, car, park 'n' stride, car share, taxi. There should be a short analysis of the results.
- ☐ A more in depth survey/consultation should be undertaken to establish the effectiveness of past/present/future sustainable travel initiatives undertaken by the school.
- ☐ Add in any previous research that has been undertaken that shows the school's progress to date.

5. Recognised Travel Issues

- ☐ Document any school travel issues picked up with school travel surveys completed by pupils, parents and staff. For example
 - Roads that are difficult to cross due to speed of traffic, parking congestion; perceived unsafe sections of footway; any other barriers to sustainable travel on the routes to/from school.

Advice:

A School Travel Plan can be designed to improve any recognised travel issues, or issues raised with OFSTED. Travel Plans have many applications within the school setting.

Advice:

Think about setting 3 or 4 over arching objectives, then when it comes to writing your action plan, think of actions that will go about achieving those objectives. Don't forget to include school staff within your objectives. They may have an objective of their own.

Hint:

In the appendix of this document you will find a list of useful websites that could help you think of fun and creative ways to get people travelling to/from school in a sustainable way.

- Lack of facilities, e.g. cycle storage, lockers, showers
- Inaccessible local transport, e.g. infrequent or unsuitable bus timetables
- Need for access to, or further provision of, road safety education, e.g. pedestrian training, Bikeability cycle training.
- Journeys made off the school site, this may include journeys to access diploma courses as part of the 14-19 agenda.
- Travelling for any extended schools provision.
- Future development of the school, e.g. pupil capacity increase.
- Issues highlighted by OFSTED e.g. weakness in partnership working with parents, lateness, community cohesion, weakness in subject areas or key stages.

6. Objectives

☐ Your School Travel Plan should state:

"The objectives of the School Travel Plan are in accordance with West Sussex County Council goals, which follow guidance within the local transport plan for:

- Supporting Economic Competitiveness
- Tackling Climate Change
- Promoting Accessibility
- Delivering Health, Safety and Security
- Improving Quality of Life"

☐ State the objectives of your School Travel Plan. These may be based around improving:

- Levels of sustainable travel to school
- Road Safety, e.g. Increasing frequency of cycle training or pedestrian training
- Knowledge of health and environmental benefits of sustainable travel
- Creating links with your local community and family group of schools
- Routes to school

7. Initiatives and Promotion

☐ List and describe the initiatives the school is currently running in order to promote and encourage safe and sustainable travel.

Advice:

Your choice of sustainable school travel initiatives and promotions should be guided by research with the school community and your understanding of the local environment. Your School Travel Advisor can provide guidance and access to information to help you decide which initiatives and promotions might be successful at your school.

Advice:

Get in contact with other schools local to you. You may be able to share ideas and experiences, pool resources and create a larger community awareness for sustainable travel to schools. Remember how the old saying goes, 'there's strength in numbers'.

Advice:

Primary and secondary schools should work together to make sure modes of sustainable school travel are considered, promoted and encouraged for pupils making the transition from primary school to secondary school.

Hint:

Ask your School Travel Advisor to help you calculate your targets. Your advisor will have access to a spreadsheet that can calculate targets based on potential for modal shift.

Advice:

It is very important that all your targets are SMART.

- Specific
- Measurable
- Accurate
- Realistic
- Timed

- Some examples of things the school is already doing, might include:

- Initiatives to encourage pupil/parents to travel using sustainable modes e.g. bike maintenance days, golden boot/bus competitions, WoW, cycle permits, 3in1, Walk to School Week
- Road Safety – visits from Road Safety Officer/Advisor and Police Community Support Officer / Liaison Officer
- Any Travel Plan Events – may be in association with Walk to School Weeks or Eco Days.
- Staff travel initiatives – 10% Commuter Challenge, Cycle to Work Scheme, Easit Southern Rail Discount, Car Share
- Travel management initiatives – voluntary one way systems, park 'n' stride zones, no parent parking zones.

- Document and evidence (make use of the appendix) all the promotion and initiatives that have been undertaken. Remember to document and provide evidence of:

- Newsletters
- Noticeboards
- Parents evenings and pupil induction events
- Website updates
- Press Releases
- Inclusion of the local community
- Liaising with the family group of schools.

8. Targets

- Your School Travel Plan should state:

"The current figure for pupils travelling by sustainable modes to school in West Sussex is in the region of 75%. Sustainable modes of transport include walking, cycling, using public transport, car sharing and park 'n' stride. West Sussex School Travel Plans seek to achieve, maintain and where possible exceed this countywide figure."

Calculate the following:

- Current percentage of pupils travelling by sustainable modes. (consistent with National School Census)
- Current percentage of staff travelling by sustainable modes.
- The percentage for modal shift amongst pupils.
- The percentage for modal shift amongst staff.

Advice:

The table opposite is an example of how targets should be set out. Once a target has been reviewed, if you would like to stretch the target, reduce the target or increase the time given to reach the target, re-enter the modified target in a fresh row. Achieved or reviewed targets can either remain in the table or be put into an appendix for reference, but should not be deleted.

Hint:

Your School Travel Advisor is able to provide you with a blank Targets and Action Plan template in electronic Word document format ready for you to complete.

Advice:

The action plan should be updated regularly. This could be simply achieved by reviewing progress on your action plan at each of your School Travel Committee meetings. You should then be able to amend your Action Plan to document progress, ready to review at your next committee meeting.

Date Set	Target	Percentage Change	From	To	By When	Measure	Review
Feb 2010	Increase pupils cycling to/from school	10%	2%	12%	July 2010	Pupil weekly count of bicycles at school	Achieved (July 2010)
Feb 2010	Increase covered pupil cycle storage	50%	30 spaces	45 spaces	July 2010	Completion of storage installation	Achieved (June 2010)
Feb 2010	Increase staff who car share at least twice a week.	5%	10%	15%	July 2010	Hands up Survey in staff meeting	Increased to 12% (July 2010)

•The targets in the table above are only examples, your targets will be specific to your school, they may be centred around:

- Reducing single occupancy car use
- Increasing walking
- Increasing cycling
- Increasing car sharing
- Increasing public transport use
- Improving perceptions of safety for vulnerable road users
- Provision of travel plan links in the curriculum
- Provision of cycle training, road safety education
- Site improvements, e.g. cycle storage, pedestrian waiting area, fencing, footpath.

9. Action Plan

☐ State that 'The Action Plan has been developed to link to the Objectives and Targets set out in this Travel Plan.'

Objective/Target	Action/Initiative	Measure	Responsible	Timescale/deadline	Result/Review

Advice:

The Action Plan must look to span the whole year ahead. Achieved actions could remain in the plan, or as part of an appendix of archived Action Plans.

Hint:

Your School Travel Advisor can provide you with dates for the up and coming national and international sustainable travel events to help you plan ahead.

Hint:

Visit Transport for London's School Travel Plan Accreditation website for information on how your School Travel Plan could be included in your OFSTED SEF. Available in their 'Downloads - Literature' section www.staccreditation.org.uk

Advice:

Your School Travel Advisor has access to a small library of curriculum resources. Ask your advisor if they could provide, or loan you resources to either incorporate them directly into the curriculum or to help you think of your own ways to link sustainable travel into the curriculum.

- ☐ On page 6 there is an example of how an Action Plan should be set out. The Action Plan should show clear links between objectives and targets previously set in the Travel Plan.
- ☐ Each objective and target should be included in the table in the columns provided, you are likely to have multiple actions for each objective/target.
 - The Action Plan table, as shown on page 6 provides spaces for:
 - Explanations as to how each action will be measured,
 - Who is responsible for undertaking the action and
 - Setting realistic deadlines and timescales.
- ☐ There is a space to review the action or enter the result. All the columns should be used to full affect.
- ☐ Actions that may occur every year such as Walk to School Week, can be included in the Action Plan, as well as new and on going actions.

10. Working with Others

- ☐ State and provide evidence of how the school is working with the local community e.g. local residents associations, parish councils, local businesses.
- ☐ State how the school communicates and works with local primary and secondary schools and colleges in terms of safer sustainable travel to school. Describe any working together on initiatives, sharing resources and ideas, transition from primary to secondary school activities.
- ☐ Mention your School Travel Plan in the OFSTED Self Evaluation Form (SEF) where appropriate.

11. Curriculum Links

- ☐ Identify opportunities to raise awareness of messages and themes within the School Travel Plan and integrate them, where possible, into your school's curriculum.
- ☐ Existing links to the curriculum can also be document here.
- ☐ Consider the resources that might be needed in order to deliver the programme of work.
- ☐ Show evidence of work relating to the Travel Plan that has been undertaken by pupils e.g. sample lesson plans, examples of work, photos, etc.

Hint:

In the appendix of this document you will find a list of useful websites that could provide you with curriculum resources or ideas of how to incorporate sustainable travel into the school curriculum.

Advice:

Monitoring and Evaluation is a section that could really show your school's commitment to their Travel Plan. You can truly reflect on how your school is progressing towards establishing that safe sustainable travel culture. Don't forget your Travel Plan is an account of your travel plan, past, present and future.

Advice:

If your school has been awarded Travel Mark Level 3, you are still required to maintain your Travel Plan document and complete an annual review in order to maintain your Travel Mark Level 3 status.

Hint:

Your School Travel Advisor can provide you with a date for your next annual review.

Ideas:

- Science – Climate change – the effects of school traffic on the environment, greenhouse gases, carbon emissions, calories burnt during walking/cycling etc.
- Science – Air quality related to health
- PE/PSHE – The effects of exercise on your health, tackling rising obesity levels.
- PE/PSHE – Cycle training, driver training
- Design Tech/Science/Maths – the mechanics of a bicycle, energy required and time saved cycling to school
- Maths/IT – analysing travel survey data, where is there potential for modal shift
- Art – creating posters, signs to raise awareness of road safety, climate change, health
- Media – Create short films or radio adverts, newspaper/newsletter articles highlighting school travel issues to your school community, or promoting a sustainable travel initiative
- Geography – Map the local routes to school and any problems highlighted in the travel survey on these routes to feedback to WSCC
- Geography – compare travelling to school in England to pupils journeys to school in other countries.

12. Monitoring and Evaluation

In this section you need to set out how you are going to monitor and evaluate your plan for the foreseeable future.

- ☐ State when your school will undertake an annual review of your Travel Plan with your School Travel Advisor.
- ☐ You should state how often your School Travel Committee meet.
- ☐ Set up systems for monitoring your initiatives – you should be able to refer to your Action Plan and Targets to do this, as appropriate measures, timescales/deadlines and review points should have been identified.

Advice:

Try to maintain your Travel Plan document throughout the year and remember to collect evidence of initiatives, promotional activities/events and successes along the way.

Advice:

If your school managed to achieve accreditation for your School Travel Plan before March 2010 you should have received grant funding to spend on capital works at your school. Such as cycle storage, pedestrian waiting shelters, trees, etc. This grant funding ended following the last applications in March 2010. If your first Travel Plan is accredited after this date you will not be able to apply for this capital funding from the DfT and DfE.

Advice:

Where funding for capital projects (such as increasing or improving cycle storage) or funding to implement sustainable travel initiatives (such as walking buses or bike maintenance classes) are sought from charitable trusts, local community sources, government initiatives or any other sources; provide information as to how the school were able to access and achieve the funding.

Hint:

Ask your School Travel Advisor to assist you with supplying any design drawings, feasibility study results and photos associated with a Safer Routes to School Scheme for your school.

Advice:

Your School Travel Advisor will provide support and guidance to pupils taking the opportunity to present a Travel Plan Achievement Presentation.

☐ Explain your system for updating your Travel Plan document.

☐ Write a short concise evaluation of how your school's Travel Plan has performed so far towards achieving a sustainable travel culture. Explain successes and problems that you have encountered and how this has affected choices and the direction of the Travel Plan. Consider the initiatives, promotion and schemes that school has been working on.

13. Capital Schemes, SRtS Schemes and Funding

☐ Account for how the school spent their capital grant received for writing the first Travel Plan. Photos are useful to aid a description. If the money has not yet been spent, then please state what the school plans to spend the money on. If your school did not receive grant funding due to termination of the grant please skip this instruction.

☐ Document spending of any money sourced from funding opportunities brought about by the Travel Plan.

☐ If your school has benefited from a Safer Routes to School scheme, or a scheme is planned for the school, please describe the scheme and the reasons for it. Make use of any design drawings and photos and make sure that you include any feasibility studies or other research concerning the Safer Routes to School scheme.

14. Commitment statement and Admin

☐ Write a short statement of the schools commitment to their Travel Plan. This should be a signed agreement between:

☐ Travel Plan Coordinator

☐ Headteacher

☐ Chair of Governors

☐ School Travel Advisor

☐ To apply for your Travel Mark Award, fill out an application form and summary sheet with your School Travel Advisor.

15. Travel Plan Achievement Presentation

☐ Following achievement of Travel Mark Levels, pupils from the committee are encouraged to make a presentation to their peers, appropriate to their key stage level. This is required to raise awareness of the nature of the school's achievement and the schools commitment to sustainable travel. This could potentially be completed as part of an award presentation ceremony.