

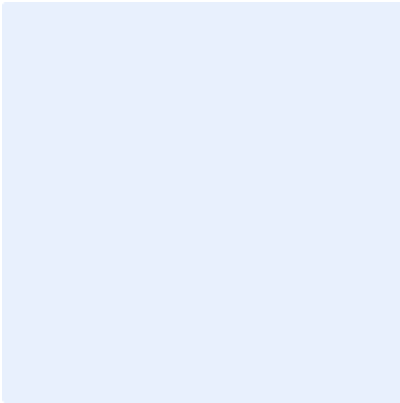
# School Development Travel Plan

## Guidance and Template

### School name

Abacus Belsize Primary School

### School logo



# Contents

1. Introduction .....	1
2. School background information .....	2
3. Site assessment.....	5
4. Travel to your school.....	7
5. Consultation and travel issues .....	11
6. Objectives and targets .....	13
7. Organising and delivering the Travel Plan.....	16
8. Travel Plan initiatives .....	17
9. Action plan .....	19
10. Monitoring strategy.....	21
Appendix A .....	23
Appendix B .....	24
Appendix C .....	25

# 1. Introduction

## What is a Travel Plan?

A Travel Plan is a long-term practical site management plan to promote walking, cycling, public transport, and road safety.

This Travel Plan template will help guide you to set objective, targets and projects that can be applied at your school to ensure you meet your goals. If you require any assistance please contact Camden Council Transport Department.

## Why develop a Travel Plan?

Camden Council requires new educational developments, or those that are expanding or redeveloping their sites, to create and monitor Travel Plans. This is to ensure your school community are aware of travel options available to them to limit negative impacts to the environment and local communities. For schools undergoing expansion or redevelopment, the Travel Plan must consider how the school will look and function after the expansion or redevelopment, rather than focusing on its current situation.

The benefits of a well-designed School Travel Plan means that schools can apply for a STARS accreditation, which allows for extra funding through Camden to uphold measures listed in the action plan and meet targets.

## How much will doing a Travel Plan cost?

Transport for London (TfL) and Camden Council offer a number of sustainable travel initiatives that will be available to your school free of charge. In order to implement additional initiatives, it will be up to your school to source funding. A list of possible initiatives is provided in **Section 8**.

Your school will need to appoint a Travel Plan Co-ordinator to manage the Travel Plan. For more information on this role, see **Section 7**.

## What resources are available to help us develop the Travel Plan?

### Camden Council

Camden Council's School Travel Officer, Lorraine Hinds, is available to assist you with developing, implementing and monitoring your Travel Plan. Lorraine can be contacted on 020 7974 5965 or [Lorraine.Hinds@camden.gov.uk](mailto:Lorraine.Hinds@camden.gov.uk).

### TfL STARS Website

**STARS** (Sustainable Travel: Active, Responsible, Safe) is TfL's school Travel Plan website and accreditation scheme. It rewards schools for their engagement with the school community and for carrying out initiatives which result in more pupils and staff travelling sustainably to school.

The STARS Travel Plan website helps schools to become accredited for implementation of the Travel Plan throughout the school community. Information on ideas and resources can be found here: [www.staccreditation.org.uk](http://www.staccreditation.org.uk).

As your Travel Plan is being developed for a new site, expansion, or redevelopment, it will need to be more comprehensive than a standard STARS Travel Plan. However, Lorraine Hinds will also upload your Travel Plan to STARS for your records. This will allow your Travel Plan to both satisfy planning requirements and also potentially achieve STARS accreditation.

## 2. School background information

This section provides a summary of important information relating to your school, including the location, number of people at the site each day, and opening hours of your school.

	Details
School name	Abacus Belsize Primary School
School address	Rossllyn Hill Hampstead
Telephone number	0207 387 8018
Email address	admin@abacus-cfbt.org
Website address	www.abacus-cfbt.org
LEA/School DCSF reference number	202 2001
Type of school (Primary, etc)	Primary
Category of school (Private, LEA etc)	Free school

### Catchment

Please complete the table below and/or provide a map of your school's catchment in **Appendix A** at the end of this document. If you're unsure where to obtain this information please check with your school office. Please also include detail if your catchment area is increasing due to an expansion.

If you would like assistance in making the data easier to quantify, you can send over postcode data for all pupils (**excluding all names**) and Camden can produce a postcode data map for you. Contact Lorraine Hinds (lorraine.hinds@camden.gov.uk) for more information.

Area or postcode	Percentage	Area or postcode	Percentage
Click here to enter text.	percent%	Click here to enter text.	percent%
Click here to enter text.	percent%	Click here to enter text.	percent%
Click here to enter text.	percent%	Click here to enter text.	percent%
Click here to enter text.	percent%	Click here to enter text.	percent%
Click here to enter text.	percent%	Click here to enter text.	percent%
Click here to enter text.	percent%	Click here to enter text.	percent%

If your school is undergoing expansion or redevelopment and the catchment is changing as a result, please provide details of the new catchment area below.

The catchment area plan is included in Appendix A, this catchment was set out and agreed by the DfE in agreement for the school to open in 2013.

## Pupil, staff & visitor numbers

Please give details of the number of people on your site on an average school day.

Person	Current (if applicable)	Expected (post-development)
Numbers of pupils on roll	90	420*
Age range of pupils	4-11	4-11
Numbers of full time staff	12	36
Numbers of part time staff	3	6
Numbers of school volunteers	1	6
Number of SEN pupils, including numbers entitled to transport	6%	Unknown as yet
Visitors	number	number

## School opening and closing times

	Open/start	Close/finish
School site	7.30am	6.00pm
Breakfast club (if applicable)	8.00am	8.45am
Pupils official school time	8.45am	3.00pm
Nursery (if applicable)	Open/start	Close/finish
Lower School	8.45am	3 pm
Upper School	8.45 am	3.30pm
After school clubs (if applicable)	3.30pm	6.00pm

## Staggered school hours

If your school will be implementing staggered hours according to year groups, please detail the hours and year groups below.

To be advised on year groups but after school activities are being organised and approximately 30% of the pupils stay later from 3.15 to around 4.00pm. Transport arrangements are currently made to transfer these later pupils back to the catchment area pick-up points. In the permanent site there is a staggered end of day to allow the younger children to leave school before the older children. All age children are entitled to stay for after school club until 6pm when the provision is offered (not currently offered as school too small to sustain).

## Use of school outside of school hours including extended schools activities

Please provide any other relevant details about out of school activities (e.g. attendance of pupils from other schools, use of the school by the local community, use of schools during half term and holidays).

The School currently has no such activities but it is predisposed to seek to encourage these opportunities in due course. The school has always agreed to be a local community school and in this case would seek to hire out premises to local community groups ensuring a space for groups to meet. These groups would be closely vetted by the school to ensure they were suitable groups to be located in a school (out of normal school hours) and would it would be made clear there were no parking options on site for these groups.

## **SEN pupils transport needs**

Please provide a brief description of how the transport needs of SEN pupils are/will be considered and catered for.

Currently there are no pupils at the school requiring SEN transport. This would be addressed as and when the need arises.

### 3. Site assessment

#### School location & map

Please give a short description of where the school is located including details of the nature of the area (e.g. residential, industrial, busy, quiet). Please include a map showing the site in **Appendix A**.

Site map included in Appendix A. The site for the new School Building is at the Junction of Rosslyn Hill and Downshire Hill. The building was the Hampstead Police Station and it is a listed building which will be enlarged to provide the necessary capacity for 420 pupils. The area is predominantly residential but on the very edge of some retail premises to the north. The catchment area is all to the south of the school. Rosslyn Hill is an A road. Downshire Hill is a quiet residential road.

#### School access points

Please provide detail about the access points for your school. Where are they/will they be located? Are they/will they be for pedestrians only/pedestrians & cyclists/vehicles only/shared use? If entrances to the school are changing from their current locations, please state how many the school plans to have and where they will be. A plan should be available for inclusion. Please include a copy of this plan in **Appendix A**.

There will be only one main access entrance point for the School, from Downshire Hill. This is shown on the site plan in Appendix A. There will be a second access via the existing entrance off Rosslyn Hill for visitors and the occasional later arrivals. In due course (around 2020 when the school will be about 2/3rds full) the second entrance on Rosslyn Hill may become the entrance point for the older pupils. This will be fully risk assessed at the time and is suggested so as to ease congestion at the main school gate at 8.45am.

#### Site facilities

Sustainable travel uptake among staff, pupils and visitors is influenced not only by proximity to major road networks, public transport, cycle routes, and quality walkways but is also affected by the transport-related facilities your school provides for people once they have arrived. This section considers facilities available at your school such as car and cycle parking and storage areas.

The map/plan in **Appendix A** must also show where your school’s cycle parking is/will be located.

**Please provide details about your school’s facilities.**

Car park	Current (if applicable)	Expected (post-development)
Number of staff parking spaces	1	0
Number of visitor parking spaces	2	0
Number of disabled spaces	1	1
Number of car share spaces	0	0
Number of electric car charge points	0	0
Cycle and scooter storage	Current (if applicable)	Expected (post-development)
Number and type* of cycle parking stands for <u>staff</u>	3-5	10
Is the staff cycle parking secure/monitored?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Is the staff cycle parking covered?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Number and type of cycle parking stands for <u>pupils</u>	number	34
Is the pupil cycle parking secure/monitored?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Is the pupil cycle parking covered?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Number of scooter parking stands for <u>pupils</u>	4-5	60
Is the pupil scooter parking secure/monitored?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Is the pupil scooter parking covered?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Number and type of cycle parking stands for <u>visitors</u>	TBA	TBA
Is the visitor cycle parking secure/monitored?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the visitor cycle parking covered?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Lockers and drying</b>	<b>Current (if applicable)</b>	<b>Expected (post-development)</b>
Number of staff storage lockers	0	TBA
Number of pupil storage lockers	0	TBA
Is there an area for staff to dry clothes?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<b>Shower facilities</b>	<b>Current (if applicable)</b>	<b>Expected (post-development)</b>
Is there a staff shower facility?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Is there a pupil shower facility?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

\*For guidance on types of cycle parking, please refer to **Appendix B**.

**Please include any further details about school facilities that you think may be relevant** (e.g. cycle parking frequently at capacity, too few lockers, pupils sharing lockers, showers in existence but of poor quality).

All facilities to encourage staff and pupils to cycle will be of high quality as they will be new in the permanent site. All staff understand there is no parking in the permanent site and future recruitment will make this clear also.



## 4. Travel to your school

A key part of a Travel Plan is understanding pupil and staff travel habits. In order to learn how your pupils and staff are travelling and to monitor changes in travel behaviour, it is necessary to collect baseline travel data.

The methods for providing baseline travel data will differ depending on whether or not your school has already been built. Further detail is provided below.

### My school isn't built yet

Because your school has not yet been built, you can use Census data to predict how you expect pupils, visitors, and staff to travel to and from your school or an evidence based data. If you are having problems with this, Lorraine Hinds (020 7974 5965 / [lorraine.hinds@camden.gov.uk](mailto:lorraine.hinds@camden.gov.uk)) or James Hammond (020 7974 2947 / [travelplans@camden.gov.uk](mailto:travelplans@camden.gov.uk)) can help you source this data.

Once your school is operational, you will be expected to update the baseline data to your own school-specific figures by conducting travel surveys within one month of the start of the school year. At that time, please refer to the section below for information about carrying out surveys.

For now, you may skip to **Section 6** to continue with your Travel Plan.

### My school is built

Schools undertaking Travel Plans for any reason must carry out 'hands up' surveys with staff and students in order to collect baseline travel data. The results of these surveys will form the basis of your Travel Plan targets and help you determine which measures will be most suitable to encourage sustainable travel to your school.

#### What questions should be asked?

A hands up survey must record the main mode (the one used for the longest distance) your staff and students use to reach your school, as well as the main mode your staff and students would prefer to use. Detailed instructions for carrying out travel surveys are available on the STARS website ([www.staccreditation.org.uk](http://www.staccreditation.org.uk)).

#### When should surveys be carried out?

Your baseline travel survey should be carried out during a 'neutral' month, ideally March, April or September, although there is flexibility around this. Repeat surveys, which you will undertake as part of the Travel Plan monitoring process (refer to **Section 10** for more information), should occur in the same month in following years to ensure consistency of results.

#### How many people should be surveyed?

You should aim for a minimum survey response rate of 90% for pupils and 33% for staff in order to ensure the data is robust and representative of both groups of users.

If you have any other questions about the hands up survey, please contact Lorraine Hinds (020 7974 5965 / [lorraine.hinds@camden.gov.uk](mailto:lorraine.hinds@camden.gov.uk)).

**Please write in the results of your pupil travel survey.**

**Survey response rate:**

**Date of survey:**

$$\left( \frac{\text{Number of survey responses}}{\text{Total number of students}} \right) \times 100$$

40%

30 Apr 2015

**Usual mode of travel**

Mode	Number of people	Percentage
Park and Stride (5 minute walk plus)	number	percent%
Car Share (with non-family members)	number	percent%
Car (including motor cycle)	2	3%
Rail/Overground	4	percent%7
Tube	1	2%
Public Bus	8	15%
School Bus/Taxi	1	2%
Cycle	5	10%
Buggy	number	percent%
Scooter (non-powered)	21	40%
Walking	11	21%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>

**Preferred mode of travel**

Mode	Number of people	Percentage
Park and Stride (5 minute walk plus)	number	percent%
Car Share (with non-family members)	number	percent%
Car (including motor cycle)	8	15%
Rail/Overground	number	percent%
Tube	1	2%
Public Bus	6	11%
School Bus/Taxi	3	5%
Cycle	12	23%
Buggy	number	percent%
Scooter (non-powered)	20	39%
Walking	3	5%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>

**Please write in the results of your staff travel survey.**

**Survey response rate:**

**Date of survey:**

$$\left( \frac{\text{Number of survey responses}}{\text{Total number of staff}} \right) \times 100$$

100%

09 Feb 2016

**Usual mode of travel**

Mode	Number of people	Percentage
Park and Stride (5 minute walk plus)	number	percent%
Car Share (with non-family members)	number	percent%
Car (including motorcycle)	1	5%
Rail/Overground	number	percent%
Tube	7	40%
Public Bus	6	33%
School Bus/Taxi	number	percent%
Cycle	2	11%
Walking	2	11%
<b>TOTAL</b>	<b>18</b>	<b>100%</b>

**Preferred mode of travel**

Mode	Number of people	Percentage
Park and Stride (5 minute walk plus)	number	percent%
Car Share (with non-family members)	number	percent%
Car (including motor cycle)	number	percent%
Rail/Overground	number	percent%
Tube	7	40%
Public Bus	7	40%
School Bus/Taxi	number	percent%
Cycle	2	10%
Walking	2	10%
<b>TOTAL</b>	<b>18</b>	<b>100%</b>

## Deliveries and servicing

TfL is keen for Travel Plans throughout London to also give consideration to delivery trips. Effectively managing deliveries can help reduce peak-time congestion both on site and on surrounding roads in addition to contributing to a safer, more pleasant environment for staff and pupils and also local residents.

**Please provide details of deliveries to your school below.** For example, numbers of deliveries, when deliveries take place, do deliveries take place near children? If so, is there a strategy in place to ensure children are not at risk from delivery vehicles? Where are the access points for delivery vehicles? Is there a designated delivery area/loading bay? Do delivery vehicles ever cause congestion near the school?

Currently there are daily deliveries for the Kitchens from the typical supermarket residential delivery style vehicles with arrivals made by arrangement with the school. Once a week refuse collections and two or three times a year larger delivery vehicles by arrangement with the school on timings. It is intended for the future that deliveries and servicing will be effected by the use of these vehicles waiting on the double yellow lines at the entrance to the school. This arrangement has been discussed and agreed with Camden. All deliveries and servicing will continue to be managed outside of the arrival and departure times of the school to avoid clashing with Pupil and Staff arrivals.

## 5. Consultation and travel issues

**Note: This section is applicable only to existing schools. If your school is not yet built, you can skip to Section 6.**

It is important that your Travel Plan is developed through the joint working of key individuals and groups, including pupils, parents, staff, and governors. You may also want to collect input on the Travel Plan from other external stakeholders, such as local residents' groups, police, neighbouring businesses, and after-hours school users (if applicable). This can be done by holding assemblies or presentations about the Travel Plan or by providing leaflets about the Travel Plan with school contact information to local residents and businesses.

Robust consultation with the school and local community will help ensure that all relevant views and issues arising from school-related travel are considered and addressed in your Travel Plan.

The table below provides an example of how to record your school's consultations. A separate table is provided on the next page to record details of any travel issues reported through the consultations.

For a list of questions it may be helpful to use in consultations, please refer to **Appendix C**.

### School Consultations

Group	How they were consulted	Date	Number consulted
Pupils	Hands up survey	April 2015	53
Pupils	Student council meeting	14 October 2014	10 (2 representatives from each year)
Staff	Hands up survey	1 October 2014	60 (all staff)
Staff	Staff meeting	17 October 2014	40
Parents	Parent surveys sent home with students	1 October 2014	600 households, 200 surveys returned
Parents	PTA meeting	27 October 2014	20
Governors	Governors meeting	4 November 2014	8

**Please provide details of your school's consultations relating to the Travel Plan.** You do not have to use all of the rows provided.

Group	How they were consulted	Date	Number consulted
Pupils	Hands up survey	30 Apr 15	53
Staff	Head teacher assessment	09 Feb 16	18
Click to enter text.	Click to enter text.	Click to enter a date.	number
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Click to enter text.	Click to enter text.	Click to enter a date.	number
Click to enter text.	Click to enter text.	Click to enter a date.	number
Click to enter text.	Click to enter text.	Click to enter a date.	number
Click to enter text.	Click to enter text.	Click to enter a date.	number
Click to enter text.	Click to enter text.	Click to enter a date.	number

The table below provides an example of how to record specific travel-related problems that have been identified as a result of consultations and meetings carried out with pupils, parents, and other key stakeholders.

### Example School Transport Issues

Details of the issue/concern	How the issue was identified	Possible solutions
Undersupply of scooter parking	Student council meeting	Determine how much additional scooter parking is required and provide an extension to the existing parking facility
Lack of pedestrian crossing along main road; some students cross in the middle instead of walking to nearest crossing/junction	Student council meeting, parent survey, PTA meeting	Work with TfL and Camden to provide a suitable crossing nearer to the school entrance
Customer parking being used by parents on school run	Feedback from Business Improvement District	Discourage parking at local businesses through newsletters to parents and Travel Plan initiatives
Lighting of cycle parking area insufficient	Feedback from evening users of school facilities	Improve lighting near cycle parking facilities

**Please provide details of any travel issues arising from consultations and meetings.** You do not have to use all of the rows provided.

Details of the issue/concern	How the issue was identified	Possible solutions
As a temporary measure until the new premises are completed the School is currently located at some distance from catchment area. Therefore a need to assist in delivering the pupils to the temporary site was needed.	See previous comment	The solution has been to arrange coach pick up points in the catchment area to take and bring back the pupils on a daily basis. All the pupils (out of 90) bar 2 or 3 are walked or scooted to and from the coach pick-up points. This has been in operation for some 6 months.
Click to enter text.	Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.	Click to enter text.
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## 6. Objectives and targets

The objectives and targets should provide goals and focus for your Travel Plan but should also be realistic.

### Objectives

Objectives support the aim of the Travel Plan and help to give it direction and focus - they detail how the aim of the Travel Plan will be achieved. It is recommended that approximately four key objectives are selected in order to maintain the focus of the Travel Plan. A list of example objectives is provided below. Note: 'active modes of travel' are modes that encourage activity and movement such as cycling, walking, scooting or jogging.

- To raise awareness of sustainable modes of travel available to site users
- To ensure accessibility to the site for staff, pupils, parents and visitors by all modes of travel
- To encourage active modes of travel and to emphasise the health and financial benefits of these modes
- To build confidence in pupils to travel by a variety of sustainable modes
- To avoid reliance on car usage by site users, especially single occupancy vehicles
- To encourage car sharing or car clubs in order to reduce single occupancy vehicle use
- To reduce the carbon footprint of our school to help achieve our carbon reduction target and enhance our green credentials
- To comply with/support our school's environmental policies
- To reduce the need for off-site business travel
- To ensure that congestion on local roads is not adversely affected by users of the school

**Please write your objectives below.**

**1** To discourage travel to and from School by private car.

**2** To ensure that congestion on the local roads is not adversely affected by those attending the school.

**3** To encourage active modes of travel and to emphasise the health and financial benefits of these modes

**4** To comply with/support our school's environmental policies

## Targets

Targets are measurable goals by which the progress of the Travel Plan will be assessed. Targets are essential for monitoring progress and success of the Travel Plan. Targets should be 'SMART': **s**pecific, **m**easurable, **a**chievable, **r**ealistic and **t**ime-bound and should link to the objectives of the Travel Plan. Your targets should be set over a minimum five-year timeframe with interim targets at years one and three of implementation.

### Setting targets

Once you have collected your baseline travel data (whether from your Transport Assessment, School Census/TRAVL/TRICS data or a travel survey), you can begin setting targets. You do not need to provide targets for each mode; you may want to focus only on a few specific modes. You may also want to set targets for specific initiatives.

In the example below, the targets seek to encourage active travel among students (cycling, scooting, and walking) and sustainable travel among staff (cycling and public transport instead of car travel). Other targets are set for specific initiatives which will also help to reach the targets for individual modes.

### Example pupil targets

Target	Baseline	Year 1	Year 3	Year 5
Increase cycling	4%	6%	10%	15%
Increase scooting	25%	26%	27%	28%
Increase walking	47%	48%	50%	53%
Increase cycle parking	10 spaces	20 spaces	35 spaces	50 spaces
Increase student Travel Ambassadors	5 students	8 students	12 students	15 students

### Example staff targets

Target	Baseline	Year 1	Year 3	Year 5
Increase cycling	2%	3%	4%	5%
Increase bus	15%	15%	16%	17%
Increase tube/overground	23%	24%	25%	25%
Decrease car travel	20%	18%	16%	15%
Increase uptake of season ticket loan scheme	3 staff	5 staff	7 staff	10 staff



**Please provide your own pupil targets below.** You do not need to fill in every row in this table.

Target	Baseline	Year 1	Year 3	Year 5
Very high numbers already achieved 90%+	95%	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %

**Please provide your own staff targets below.** You do not need to fill in every row in this table.

Target	Baseline	Year 1	Year 3	Year 5
No car users	100%St	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %
Click here to enter text.	# / %	# / %	# / %	# / %

## 7. Organising and delivering the Travel Plan

### Assigning a Travel Plan Co-ordinator (TPC)

In your Travel Plan you should provide details about who will be responsible for developing, implementing and monitoring the Travel Plan at your site. This will ideally be a named individual.

The TPC role can be part-time and added into an existing role, but adequate time and resources must be allocated to this person to allow them to undertake this role effectively. Therefore, it is not recommended that the Head Teacher also take on the TPC role. You should include an estimate of how much time the TPC will dedicate to the Travel Plan each month.

### What does the Travel Plan Co-ordinator role involve?

The main tasks associated with this role include:

- Acting as the key contact point for staff, pupils and parents, Camden Council, and the Steering Group
- Liaising with the Steering Group on transport issues and initiatives
- Developing and managing the Travel Plan
- Providing travel information to staff, pupils and parents, and promoting Travel Plan measures
- Conducting Travel Plan surveying, monitoring, and reviewing
- Maintaining commitment to the Travel Plan

**Please insert the name and contact details of your Travel Plan Co-ordinator below.**

Stephanie Savvides-Howell (Assistant Head teacher) ssavvides-howell@abacus-cfbt.org

### Steering Group

It is also recommended that a Steering Group for the Travel Plan is developed. This could involve:

- Travel Plan Co-ordinator who should organise meetings of the group;
- Head Teacher;
- School Governor;
- Facilities/estate manager; and
- Possibly a parent representative.

A school council group of pupils should also be consulted; but do not need to attend meetings of the group.

## 8. Travel Plan initiatives

This section will detail your Travel Plan initiatives, which should clearly contribute to achieving the targets and meeting the objectives set out previously. Travel Plan initiatives need to be relevant to your school. For example, if many pupils reported in the hands up survey that they would prefer to travel by cycling, more support should be given to this mode.

If your school has not been built it may be more difficult to specifically tailor your initiatives. It is recommended that you use the data from the Transport Assessment/TRICS/TRAVL/School Census to determine initial measures, which can then be revisited and revised after undertaking your first hands up survey.

Many of the following Travel Plan initiatives correspond to those found in the STARS database. You are also welcome to implement your own measures which may not be on the lists below.

For more information on specific measures, please contact Lorraine Hinds at Camden Council ([lorraine.hinds@camden.gov.uk](mailto:lorraine.hinds@camden.gov.uk) / 0207 974 5965).

### Staff initiatives

#### Walking

- Installation of showers/changing rooms/lockers
- Free safety alarm

#### Cycling

- Provision of cycle parking
- Cycle training for adults
- Cycle to Work scheme
- Bike maintenance sessions
- Provision of TfL Cycle Guides
- Installation of showers/changing rooms/lockers

#### Public transport

- Interest-free season ticket loans

#### Smarter driving

- Promote car sharing
- Car free days
- Removing car park spaces

#### Other initiatives

Staffing of crossing outside of school on main road  
Staffing/patrolling of possible drop off zones to discourage parents dropping off children.

[Click here to enter text.](#)

## General initiatives

### Walking

- Pedometer Challenge
- Walk once a Week
- Walk to School Week
- Walk to School Month
- Walking bus
- Walking trip
- Pedestrian skills
- TfL toolkit: big walking month
- TfL toolkit: walking and running (primary schools)

### Cycling

- Cycle training for pupils
- Cyclist breakfasts
- Provision of cycle parking
- Pool bikes
- Bike week
- Bike maintenance sessions
- Cycle club
- Cycling during break times
- Cycling competition/challenge
- TfL toolkit: bikers breakfast
- TfL toolkit: cycle club
- TfL toolkit: scooter and bike pool (primary)

### Scooting

- Scooter training
- Provision of scooter storage
- Pool scooters
- TfL toolkit: scooter and bike pool (primary)

### Other initiatives

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### Smarter driving

- Promote car sharing
- Car share scheme, including Faxi
- Car free days
- Promote park & stride/park & walk
- TfL toolkit: ZigZag park & walk
- Removing car park spaces
- Lobby for speed reduction
- Promote highway code
- School keep clear/zigzag enforcement

### Public transport

- Use public transport for school trips
- Safety & citizenship talk
- Promote responsible behaviour on public transport
- Dedicated parking for private coaches
- Personal safety lessons

### Travel Plan promotion

- Newsletters
- Parent/induction evenings
- VIP invited to an event
- Letter from Head Teacher to parents
- Letter to residents
- Parent coffee mornings
- Give out cycling maps
- Give out public transport maps
- Notice boards
- Info on website
- Info in prospectus
- Local media
- Sharing with other schools

### Curriculum

- School competitions
- Cycling in curriculum
- Focus on the environment
- Active travel and health
- Green active travel
- Theatre in education
- A-Z traffic tales (KS1)
- Just a journey (KS2)
- Life's journey (KS3)
- In a flash (post-16)
- Learning zone (KS3-4)
- SEN travel curriculum
- Mapping exercises
- Pupil journey planning

### Partnerships

- Work with police/SNT
- Attendance at TfL/Camden school travel workshops
- Work with MP or mayor
- Eco School status
- Health Schools status
- Work with local charities
- Buddy schools

### Other

- Road safety talk
- Create Children's Traffic Club
- Junior Citizen event
- Assign Junior/Youth Travel Ambassadors
- TfL toolkit: new families

## 9. Action plan

The Action Plan is an outline that allows you to organise your objectives and initiatives. It summarises the actions you are going to take at your school in order to implement the defined initiatives and achieve the objectives. The Action Plan should include:

### ✓ What is going to be done

For each initiative you selected in the previous section, you must determine the action/task that will be taken in order to ensure the measure is implemented. Each action must clearly link back to at least one of the objectives defined previously.

### ✓ Who is responsible

A named individual, group, or job role must be provided. Where an action has been identified for an external person, a lead person at your organisation must be identified to take responsibility for contacting external partners and requesting assistance.

### ✓ When it needs to be done by

State the month and year that the action will be completed or undertaken. Unclear or open statements such as '2014' should not be used.

### ✓ How you will promote the measures

In order for your selected measures to have the most impact, staff, pupils and parents must be aware of the initiatives and understand how they can benefit them personally. You should consider how you will ensure that staff, pupils and parents are made aware of the sustainable travel initiatives available to them and how you will encourage uptake of these.

### Example Action Plan

Action	Date of completion	Key person or group	Promotion for this measure
Identify and appoint Travel Plan Co-ordinator	September 2014	School	Letters to parents and governors
Provide cycle and scooter training to pupils	September 2014	TPC & Cycle Training Provider	Letters to parents, classroom announcements
Create children's traffic club	October 2014	TPC	Letters to parents, classroom announcements
Incorporate mapping and journey planning into curriculum	January 2015	TPC & teachers	Classroom activities
Dedicate parking area within site for private coaches	March 2015	TPC & site manager	Signage, letters to parents
Install sheltered scooter storage area	May 2015	TPC & school	Signage, letters to parents, classroom announcements
Carry out hands up surveys in Years 1, 3, and 5 of the Travel Plan	September 2015, 2017, 2019	TPC & teachers	Classroom survey

**Please complete the Action Plan below.** You do not need to fill in every row in this table. If you run out of space, continue on an additional sheet.

Action (refer to measures selected in Section 9)	Date of completion	Key person or group	Promotion for this measure
Identify and appoint a Travel Plan Co-ordinator*	February 2016	Stephanie Savvides-Howell	Newsletter and added to reception area display
<b>Provide cycle and scooter training to pupils</b>	Summer 2016	SS-H and PTA who are fund raising for bikes	PTA actively fundraising for bikes to run this in the curriculum time
Set up and run cycle safety after school club	Autumn 2016	SS-H and Headteacher	After school club open to children in the school
Termly travel to school surveys	Autumn 2017	SS-H	To raise awareness and support any families with particular difficulties in using sustainable modes of transport to school.
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\* Appointing a Travel Plan Co-ordinator is required as part of the Travel Plan. For new school developments, the TPC should be appointed no later than three months prior to occupation.

## 10. Monitoring strategy

This section will set out your monitoring schedule. Having a good monitoring strategy in place is important for assessing how effective the Travel Plan has been in achieving its objectives. It can help identify measures that are not working and allocate resources towards measures that are working.

There are two aspects to successfully monitoring your Travel Plan: ongoing monitoring throughout the year with an annual review of the progress of your Travel Plan, and detailed monitoring in Years 1, 3, and 5 which will include follow-up hands up surveys.

### Ongoing monitoring and annual progress review

Monitoring should be a continuous process throughout the year. For each measure you have implemented, you may find it helpful to record usage levels. For example:

- Tracking the number of bicycles being stored at your school
- Recording the number of pupils attending cycle training sessions
- Monitoring the level of participation in Walk to School Week.

You may also want to record any staff, parent and visitor feedback regarding travel to your school.

The annual progress review is an opportunity to revisit your Travel Plan in detail. This involves checking that the Actions identified in your Action Plan are being implemented on schedule and assessing the findings and outcomes of your ongoing monitoring. The results of your annual progress review should be reported to Camden Council.

### Additional tasks for Year 1, Year 3, and Year 5 monitoring

#### Surveying and consulting

In Years 1, 3, and 5, you will be required to carry out follow-up hands up surveys as part of your Travel Plan review. These surveys should take place in the same month as the original baseline survey.

If your school plans on attaining a Silver or Gold STARS accreditation, you must also be able to show that you have consulted with key stakeholders when reviewing your Travel Plan. Refer to the STARS website for more information.

#### Reviewing your Travel Plan's progress using the survey results

After undertaking your travel surveys in Years 1, 3, and 5, you will need to compare the new data to the baseline data and targets you developed in **Section 6** in order to review how well your Travel Plan has been progressing. If any of your targets are not being met, you should investigate why and consider implementing additional initiatives to address this. The ongoing monitoring you will have undertaken throughout the year can also feed into your Travel Plan progress review.

#### Year 1, Year 3, and Year 5 reporting

Once you have reviewed the progress of your Travel Plan, the results should be added to STARS and shared with the Steering Group. You must also update Camden Council with your repeat survey results and any changes you have made to the Travel Plan following your review. You should also report the results to staff, pupils and parents to promote awareness of the Travel Plan and measures available at your school.

An example of how to organise your monitoring strategy is shown below.

Monitoring activity	Details	Notes
Our baseline travel survey will take place in:	September 2014	<i>Baseline travel surveys should take place within one month of the new school term.</i>
Our Year 1 travel survey will take place in:	September 2015	<i>This should be undertaken in the same month as your baseline survey.</i>
We will undertake and submit our Year 1 review by:	October 2015	<i>This should ideally take place one year after occupation and in close proximity to the follow up survey.</i>
We will review our Year 1 progress with the Steering Group and Camden Council by:	November 2015	<i>Review meetings should be done within two months of submission.</i>
Our Year 3 travel survey will take place in:	September 2017	
We will undertake and submit our Year 3 review by:	October 2017	
We will review our Year 3 progress with the Steering Group and Camden Council by:	November 2017	
Our Year 5 travel survey will take place in:	September 2019	
We will undertake and submit our Year 5 review by:	October 2019	
We will review our Year 5 progress with the Steering Group and Camden Council by:	November 2019	

**Please enter the details of your monitoring strategy.**

Monitoring activity	Details
Our baseline travel survey will take place in:	**
Our Year 1 travel survey will take place in:	Click to enter a date.
We will undertake and submit our Year 1 review by:	Click to enter a date.
We will review our Year 1 progress with the Steering Group and Camden Council by:	Click to enter a date.
Our Year 3 travel survey will take place in:	Click to enter a date.
We will undertake and submit our Year 3 review by:	Click to enter a date.
We will review our Year 3 progress with the Steering Group and Camden Council by:	Click to enter a date.
Our Year 5 travel survey will take place in:	Click to enter a date.
We will undertake and submit our Year 5 review by:	Click to enter a date.
We will review our Year 5 progress with the Steering Group and Camden Council by:	Click to enter a date.

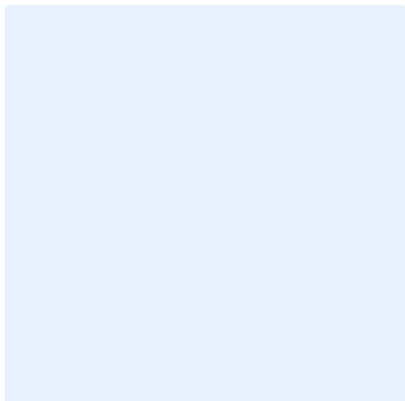
\*\* The main survey would be better placed to happen in Autumn 2017 when the school is relocated to its permanent site. To conduct a survey now when 90% of children are transported to the current location by school bus would not be an accurate reflection of travel. However this could happen sooner if advised so.



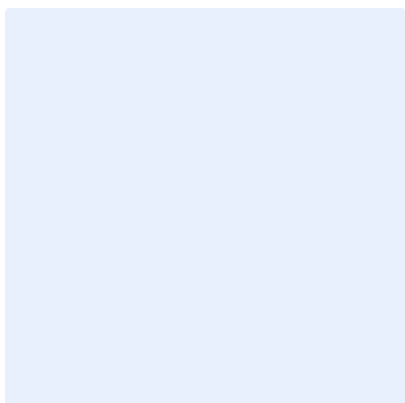
# Appendix A

## Maps and plans

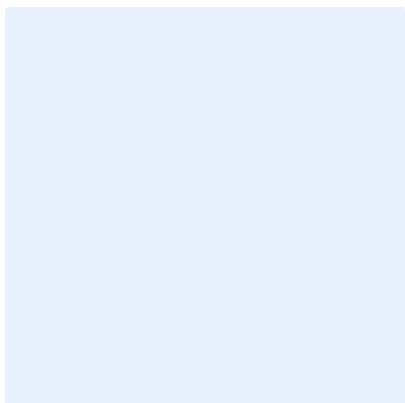
### 1. School catchment & location map



### 2. Pupil postcode plot (optional)



### 3. Map/plan of proposed changes/redevelopment



# Appendix B

## Types of bicycle parking

Sheffield stand



Sheffield stand



Bike locker



Other cycle parking



Other cycle parking



Other cycle parking



# Appendix C

## Questions for consultation/consideration

This section provides you with an opportunity to consider the transport links to your site by all modes. You may find it helpful to take a walk around your site to collect the information below and to use these questions as a basis for discussion when consulting with students, parents, and other stakeholders.

TfL ([www.tfl.gov.uk](http://www.tfl.gov.uk)) and National Rail ([www.nationalrail.co.uk](http://www.nationalrail.co.uk)) may also be useful sources of information for questions relating to public transport near your school.

Walking/scooting	Details
What is the condition of surrounding footpaths?	Click here to enter text.
Is there a safe crossing point near the school entrance[s]?	Click here to enter text.
Are footpaths well lit and free of obstructions?	Click here to enter text.
Are there any access difficulties that could affect people with mobility issues?	Click here to enter text.
Other observations:	Click here to enter text.
Cycling	Details
Are there off-road cycle routes nearby (such as cycle routes through local parks or shared use pedestrian/cycle paths)?	Click here to enter text.
Are there on-road cycle routes nearby?	Click here to enter text.
Are the cycle routes well signed and easy to access from the school?	Click here to enter text.
Other observations:	Click here to enter text.
Public transport	Details
Are there any bus stops nearby?	Click here to enter text.
If yes, how long does it take to walk to the nearest bus stops?	Click here to enter text.
Do nearby bus stops have shelter, seating, lighting, and current travel information?	Click here to enter text.
Which bus routes can be used to reach your school?	Click here to enter text.
How often do the buses operate during school hours?	Click here to enter text.
Are the bus routes useful for staff and pupils in terms of routes and timings?	Click here to enter text.
Are there any train stations nearby?	Click here to enter text.
If yes, how long does it take to walk to the train station?	Click here to enter text.
Are there any tube stations nearby?	Click here to enter text.
If yes, how long does it take to walk to the tube station?	Click here to enter text.

Other observations:	Click here to enter text.
<b>Road network</b>	<b>Details</b>
What are the main road networks around your school?	Click here to enter text.
Is the school easily accessible from these main roads?	Click here to enter text.
Other observations:	Click here to enter text.