

St Christopher's School Ltd

**St Christopher's School, 32 Belsize
Lane London, Hampstead**

School Travel Plan

March 2021

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1 INTRODUCTION

- 1.1 Caneparo Associates are appointed by St Christopher's School Ltd ('the Applicant') to provide traffic and transport advice in relation to the minor expansion of St Christopher's School, 32 Belsize Lane, Hampstead, located in the London Borough of Camden (LBC).
- 1.2 The school is currently permitted to provide 235 pupil spaces. The proposed extension seeks to facilitate an increase in 25 pupils. The proposal also includes removal of all off-street car parking within the school and replacement with a new external play space. The removal of an existing vehicle access will provide a pedestrian only entry point for the school, resulting in improved safety for pupils, staff and visitors to the school.
- 1.3 This School Travel Plan puts in place the management tools that are necessary to enable teachers, administration staff, and parents with pupils to make informed decisions about their travel to the school. The two main purposes of a School Travel Plan are to reduce the number of vehicle trips by encouraging alternative travel options, and to raise awareness about travel issues such as air pollution and road safety. This is achieved by setting out a strategy for eliminating the barriers to sustainable modes of travel.
- 1.4 This School Travel Plan (STP) has been prepared in line with TfL's travel planning guidance (November 2013) as well as TfL's STARS accreditation scheme. The school will actively engage with Camden's (LBC) Travel Plan Officers to ensure the success of the STP.

Travel Plan Policy Context

National Planning Policy Framework (2018)

- 1.5 The National Planning Policy Framework (NPPF) was published on 24th July 2018 and sets out the Government's planning policies for England and how these are expected to be applied. Chapter 9 – 'Promoting Sustainable Transport' sets out central government national transport policy:

"Transport issues should be considered from the earliest stages of plan-making and development proposals, so that:

- a) the potential impacts of development on transport networks can be addressed;*
- b) opportunities from existing or proposed transport infrastructure, and changing transport technology and usage, are realised – for example in relation to the scale, location or density of development that can be accommodated;*
- c) opportunities to promote walking, cycling and public transport use are identified and pursued;*
- d) the environmental impacts of traffic and transport infrastructure can be identified, assessed and taken into account – including appropriate opportunities for avoiding and mitigating any adverse effects, and for net environmental gains; and*
- e) patterns of movement, streets, parking and other transport considerations are integral to the design of schemes, and contribute to making high quality places."*

- 1.6 The NPPF states that a key tool to facilitate the use of sustainable transport modes is a Travel Plan and at paragraph 111 states *"all developments which generate significant amounts of movement should be required to provide a Travel Plan"*.

Camden Supplementary Planning Guidance – Transport (2011)

- 1.7 Camden's CPG 7 – Transport – sets out specific guidance in regards to school travel plans for schools in the Camden Borough. Paragraphs 3.12 and 3.13 state that: *"A school travel plan (STP) can bring benefits of safer and more sustainable transport for the whole community. Each STP will need / must be designed to take into account and be tailored to local circumstances. Where a school has strong links with other schools in the area, consideration should be given to developing a joint STP."*

- 1.8 *An STP can potentially result in:*
- *Less cars and congestion around the school;*
 - *Healthier, more active pupils, families;*
 - *Less pollution around the school;*
 - *Safer walking and cycling routes around the school;*
 - *Improved school grounds with provision for bicycle storage;*
 - *A more accessible school site; and*
 - *Improved attendance and achievement.*

1.9 *All STPs have to be sent to Camden and to Transport for London for approval. It is essential that an STP complies with the Transport for London criteria used to assess STPs. It must also be signed and approved the school's Headteacher and the Chair before submission."*

School Travel Plan Benefits

1.10 The benefits of implementing an STP are:

- 1)** Reduce vehicle congestion around the school and improve air quality
- 2)** Contribute to a safer environment for walking and cycling
- 3)** Remove barriers, both perceived and actual, to walking, cycling and taking public transport to school
- 4)** Encourage healthier travel behaviours and habits
- 5)** Encourage positive travel behaviour change in parents / carers and local residents

School Details

1.11 The school's current details are summarised below and will assist in monitoring and reviewing the STP:

- School Name: St Christopher's School
- Borough: London Borough of Camden
- School Bursar: Emma Ghosh
- Telephone number: 020 7435 1521
- Email address: Bursar@stchristophers.london
- Address: St Christopher's School, 32 Belsize Lane, London, NW3 5AE



- School Type: Junior School (Independent Day School)
- School Website: www.stchristophers.london
- Number of pupils: currently 246, capacity 235, proposed 260
- Number of staff: 50 Full Time Equivalent (FTE), no change proposed
- Site opening hours: 07:00 to 19:00
- Student School hours: 08:30 to 16:00
- Typical before / after School club hours: 08:00 to 08:30 and 16:00 to 17:00

This Document

1.12 This School Travel Plan (STP) has been written as a standalone document and contains all the information needed to effectively implement and monitor the STP.

1.13 The remainder of this STP is structured as follows:

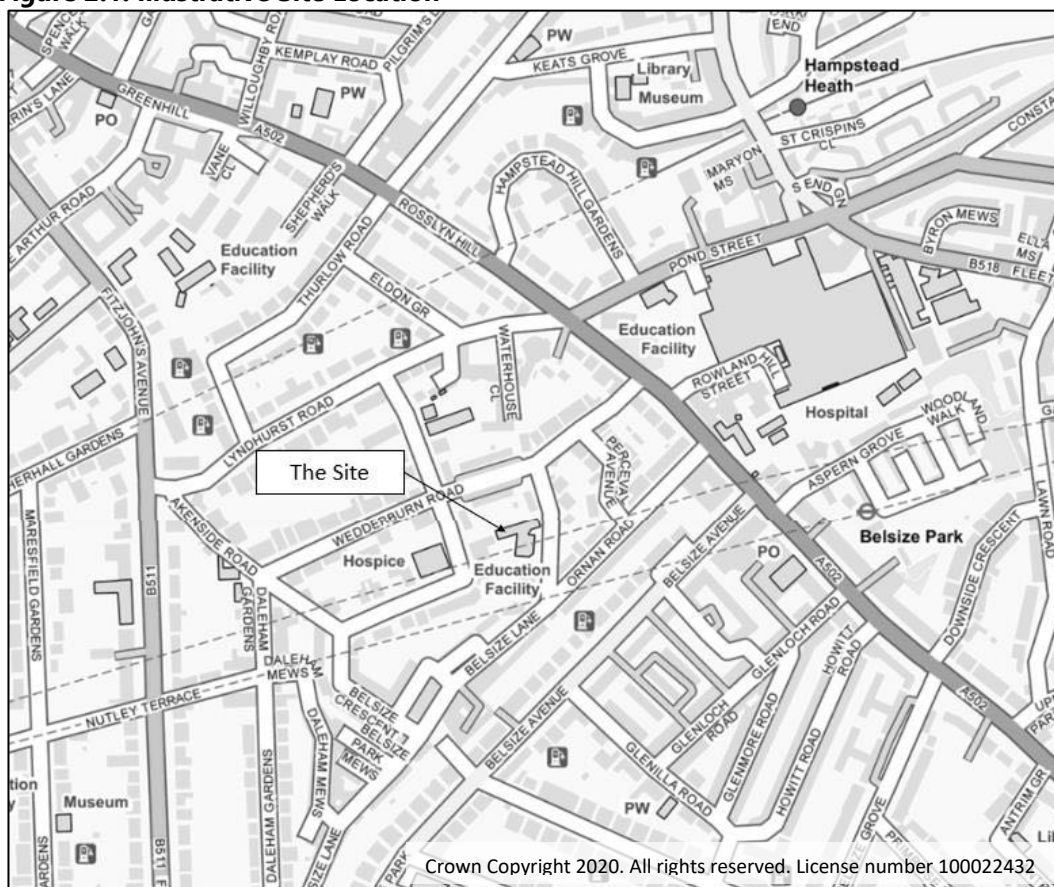
- Section 2 - outlines the site characteristics, accessibility and expected travel patterns;
- Section 3 - sets out the objectives and targets of the STP;
- Section 4 - outlines the STP strategy including management and marketing;
- Section 5 - sets out the measures that will be implemented;
- Section 6 - outlines the monitoring and review programme;
- Section 7 - lists contacts and useful information; and
- Section 8 - sets out an Action Plan for the school.

2 SITE CHARACTERISTICS

Background

- 2.1 St Christopher's School is an independent primary school catering for girls aged 4 years to 11 years. There are 35 full time staff members, plus 17 part time staff members and 15 external teaching staff at the school (thus 50 Full Time Equivalent [FTE] staff).
- 2.2 There are currently 246 pupils attending the school of the 235 school spaces available. The school site is illustrated in **Figure 2.1**.

Figure 2.1: Illustrative Site Location



- 2.3 The school site is situated in a largely residential area, with Belsize Court apartments located to the north and properties fronting Belsize Lane to the south and east. Properties fronting Lyndhurst Gardens are located to the west.
- 2.4 The school is located approximately 550 metres west of Belsize Park London Underground Station, while Hampstead Heath London Overground Station is located 750 metres north-east.

- 2.5 Further afield is Hampstead town centre to the north, Royal Free Hospital to the north-east and Swiss Cottage open space to the south.

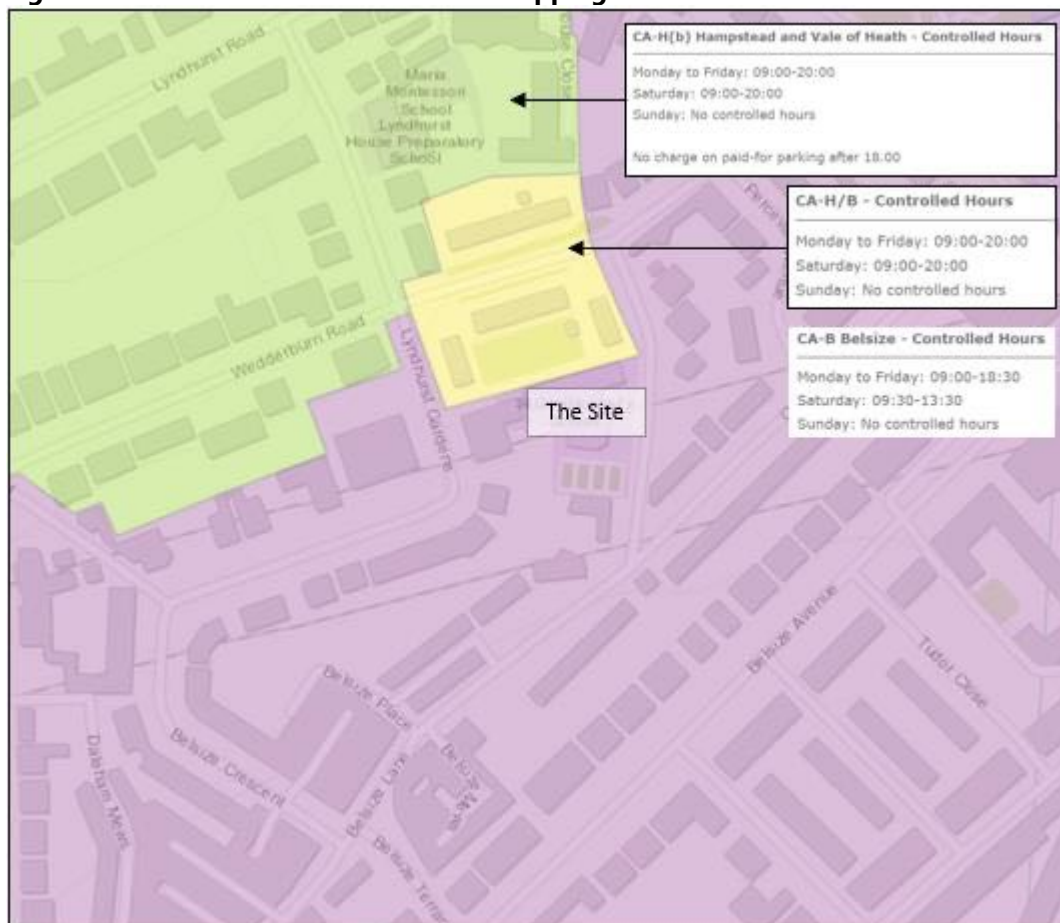
Local Highway Network

- 2.6 Belsize Lane runs between Rosslyn Hill (A502) in the north east and the junction of Fitzjohns Avenue and College Crescent in the south west. It is in three parts. The school is in the middle part, which runs roughly north-south between the junctions with Wedderburn Road in the north and Ornan Road in the south.
- 2.7 The middle part of Belsize Lane forms priority junctions with between Ornan Road, as well as Wedderburn Road.
- 2.8 The A502 is a major A road in the area, which extends down to join the A400, a Transport for London Route Network (TLRN) road, in Camden Town to the south-east. The A502 also extends north-west for the A406 north circular road (where right turns onto the A406 are restricted).
- 2.9 College Crescent provides access for the A41 TLRN road at the gyratory surrounding the Swiss Cottage Odeon cinema and the Regency Car Park – Swiss Cottage.
- 2.10 The school currently has no provision for visitor parking, or other allowances to facilitate operation parking of any sort, on the local highway network.
- 2.11 The school operates a self-imposed one way system, which encourages parents to travel northbound on the middle section of Belsize Lane that extends along the school frontage. Thus, parent vehicles will enter the school's section of Belsize Lane from the south-west (also Belsize Lane) or south-east (Ornan Road) and egress the school to the north-west (Wedderburn Road) or north-east (also Belsize Lane).

Controlled Parking Zone

- 2.12 The site falls within a Controlled Parking Zone (CPZ) called 'CA-B Belsize' which is operational Monday to Friday between 09:00-18:30 and Saturday 09:30-13:30. The CPZ area is illustrated in purple in **Figure 2.2**.

Figure 2.2: Extract from Camden’s CPZ Mapping Software



2.13 Other nearby CPZ's include a section of Wedderburn Road (shown in yellow) between Lyndhurst Gardens and Belsize Lane which is labelled CA-H/B and is operational Monday to Friday between 09:00-20:00 and Saturday 09:00-20:00. While areas west of Lyndhurst Gardens and north of Wedderburn Road (shown in green) are labelled CA-H(b) and are operational Monday to Friday between 09:00-20:00 and Saturday 09:00-20:00, with no charge for paid for parking bays after 18:00.

2.14 It is noted that vehicles can pick-up / drop-off on yellow line restrictions and can stop for up to 40 minutes within the borough when waiting and / or loading.

Accessibility

- 2.15 The school is accessible by all modes of transport with an excellent network of footpaths, cycle facilities and good access to public transport services in the immediate vicinity.

Walking

- 2.16 According to CIHT's publication 'Planning for Walking' (April, 2015), most people will only walk if their destination is less than a mile away with a 'walking neighbourhood' characterised by facilities within 800m i.e. 10 minutes walking distance. The school is within an 800m walking distance of a large residential catchment area alongside bus, London Underground and London Overground services.
- 2.17 The surrounding pedestrian environment reflects the residential location with circa 2m footway width and dropped kerbs on desire lines to cross local access roads. While Haverstock Hill provides formal pedestrian crossing facilities in the form of signal controlled and zebra crossing points, allowing pedestrian priority crossing.

Cycling

- 2.18 Guidance on cycling can be found in 'Planning for Cycling' guidelines published by the Institution of Highways and Transportation. This guidance highlights previous research by the DfT that 67% of all journeys are less than 5 miles.
- 2.19 The guidelines highlight that the *'bicycle is a potential mode for many of these trips'*. Much of north London is within a 5 miles cycle ride of the school. Specific areas include Brent Cross, Westminster, Camden Town, Crouch End and Canonbury.
- 2.20 TfL's 'Local Cycle Guide' identifies a number of cycle routes in the surrounding area. There are *"routes signed or marked for use by cyclists"* along Netherhall Gardens, Nutley Terrace, Maresfield Gardens, Lindfield Gardens, Chatsworth Road, Shoot Up Hill and Henry's Road.
- 2.21 There are also routes identified in the TfL guide on *"quieter roads that have been recommended by other cyclists"*. These routes include the northern section of Netherhall Gardens, Broadhurst Hardens, Compayne Gardens, Belsize Lane, Lymington Road, Fitzjohn's Avenue, Fordwych Road, Maitland Park Villas and Prince of Wales Road.

2.22 Cycling has the potential to substitute for short car trips for many. This is true for teaching staff, but in reality few, if any, pupils currently cycle to the school, given the age of the pupils and the busy London roads in the wider surrounds of the school, such as Haverstock Hill. Therefore, by providing appropriate scooter parking (and cycle parking for staff) the school and STP will seek to encourage, for those pupils for whom it is a feasible to scooter to school.

Public Transport

Bus Services

2.23 The school is served by 5 bus services within an acceptable walking distance. The closest bus stops to the school (Rosslyn Hill Stop G and Rosslyn Hill Pond Street Stop F) are located on Rosslyn Hill (A502), approximately 280 metres and 300 metres to the north-east of the school for south-eastbound and north-westbound services respectively.

2.24 **Table 2.1**, identifies the bus services that are available within reasonable walking distance of the school.

Table 2.1: Local Bus Services			
Route	Description	Frequency (every 'x' minutes)	
		Mon – Fri	Weekend
24	Pimlico – Hampstead Heath	8-13	9-14
46	Barts Hospital – Lancaster Gate	8-12	10-15
168	Old Kent Road, Tesco – Hampstead Heath	6-10	8-14
268	Finchley Road, O2 Centre – Golders Green	13-15	15-20
C11	Brent Cross Shopping Centre – Archway Station	8-13	9-14

London Overground Services

2.25 The school is within walking distance of London Overground services available from Hampstead Overground Station, which is located circa 750 metres north-east of the school. The station is operated by London Overground and offers services between Richmond, Clapham Junction and Stratford, with interchange opportunities at Willesden Junction and Gospel Oak.

London Underground Services

- 2.26 The school is provided with access to the London Underground via Belsize Park station, located approximately 550 metres east of the school. The station offers access to Northern Line services.
- 2.27 The Northern Line runs approximately 22 services running northbound during the AM and PM peak period, while 5 services travel south to Kennington and a further 15 travel further south to Morden.

Public Transport Accessibility Level (PTAL) Rating

- 2.28 Public Transport Accessibility Levels (PTALs) are a theoretical measure of the accessibility of a given point to the public transport network, taking into account walk access time and service availability.
- 2.29 The PTAL is categorised in six levels, 1 to 6 where 6 represents an excellent level of accessibility and 1 a poor level of accessibility. It is then further sub-sectioned into 'a' and 'b', with 'a' being at the lower end of the spectrum and 'b' at the higher.
- 2.30 The assessment methodology reflects:
- Walking time from the point of interest to the public transport access points;
 - The reliability of the service modes available;
 - The number of services available within the catchment; and
 - The level of service at the public transport access points – i.e. average waiting time.
- 2.31 The PTAL rating for the school entrance is 4, meaning the school has a 'good' level of accessibility to public transport services.

Pupil Travel Information

- 2.32 The staggered arrival and departure times summarised in **Table 2.2** help to facilitate less peaked pick-up and drop-off periods at the beginning and end of the school day.

Table 2.2: School Start and Finish Times		
Year	No. of Pupils	Class Start / Finish
Reception	28	08:40-15:10
Year 1	40	08:30-15:30
Year 2	37	08:30-15:30
Year 3	39	08:10-15:40
Year 4	37	08:10-15:40
Year 5	34	08:20-15:50
Year 6	32	08:20-15:50

- 2.33 The staggered start times shown in **Table 2.2** for the different age groups has been put in place for current COVID-19 restrictions.
- 2.34 Under normal conditions the school would allow a 30 minute period for pupils to be dropped off. The ranged start time for pupils between 08:00-08:30 normally allows supervised play time in the playground prior to school starting (at 08:30) where pupils of any age may be dropped off from 08:00. The majority of pupils are dropped off between 08:20-08:30.
- 2.35 **Table 2.3** highlights the extra-curricular activities that occur at the school and the approximate number of pupils in attendance. It is clear that a proportion of pupils arrive early / stay late and, therefore, the actual number of pupils arriving / departing is spread across an extended time period when compared to standard school hours i.e. not all current pupils arrive at 08:30 and depart at 15:30.

Table 2.3: School Extra-Curricular Activity (June 2018)				
Club	Day	Time	Year group	No of students
Ballet Club (Grade 1)	Monday	3.30-4.15pm	2	8
Chess Club	Monday	3.50-4.50pm	3	8
Little Legends Drama Club	Monday	3.30-4.15pm	1	14
Multi sports	Monday	3.50-4.00pm	-	15
Philosophy for Children	Monday	3.45-4.30pm	6	4
Latin Club	Tuesday	3.45-4.30pm	5	8
Mandarin Club	Tuesday	3.45-4.30pm	4	4
Dance Club	Tuesday	3.45-4.30pm	2,3	3
Create and design	Tuesday	3.30-4.15pm	1	12
Photography Club	Tuesday	3.45-4.30pm	5	17
Football Club	Tuesday	3.45-4.30pm	3	20
French Club	Tuesday	3.15-4.00pm	1	7
Lego and Board Games	Tuesday	-	4	10
Photography Club	Wednesday	3.45-4.30pm	6	-
Judo Club	Wednesday	3.45-4.30pm	4	10
French Club	Wednesday	3.30-4.15pm	Rec	13
Craft Club	Wednesday	3.45-4.30pm	3	12
British Sign Language	Wednesday	3.30-4.15pm	2	6
Sports Club now Yoga	Wednesday	3.45-4.30pm	6	9
Gymnastics Club-	Thursday	3.40-4.40pm	3	15
Italian Club	Thursday	3.30-4.15pm	2	15
French Club	Thursday	3.45-4.30pm	5	9
Mindful Art Club	Thursday	3.45-4.30pm	6	12
Puzzle Club	Thursday	-	5	7
Netball Club	Thursday	3.45-4.30pm	4	22
Ballet Club (Primary Level)	Friday	3.30-4.30pm	1	18
Little Legends Drama Club	Friday	3.30-4.15pm	2	6
Running Club	Friday	8-8.30am	6	6

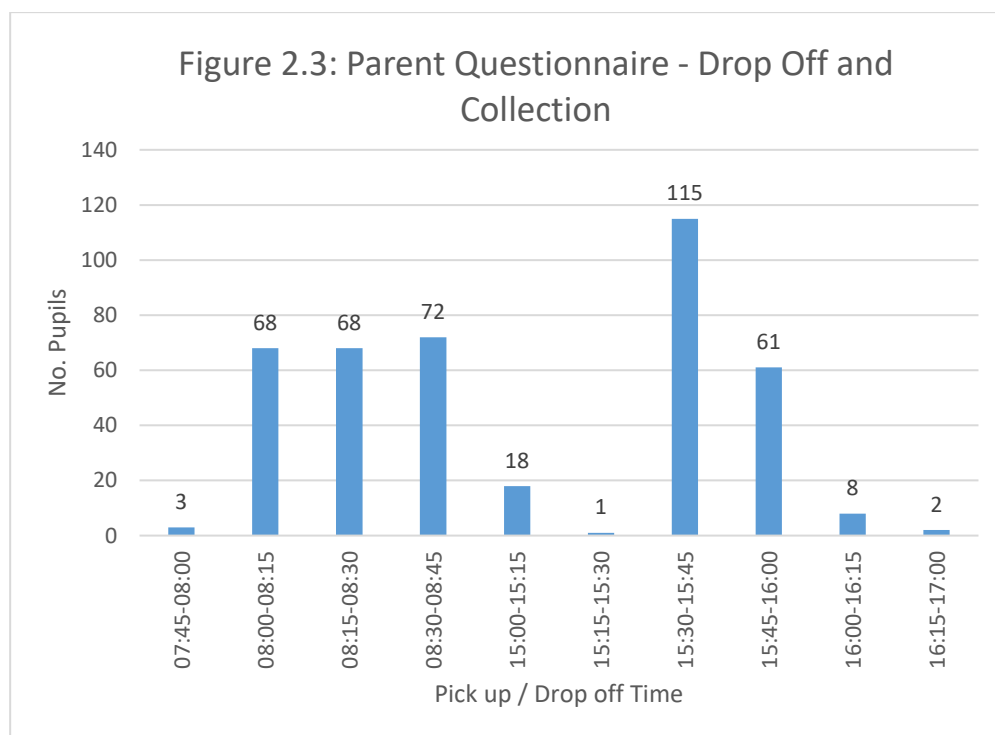
2.36 **Table 2.4** provides a summary of pupils leaving after 15:50 for extra-curricular activity based on Table 2.2, alongside the number in attendance as a proportion of all students. It is clear from the data that the school supports a further staggered departure period, with between 10-32% of pupils (24-81 pupils) staying late.

Table 2.4: Extra-Curricular Departures		
Weekday	No. of Pupils	
	PM	PM %
Monday	49	20%
Tuesday	81	32%
Wednesday	50	20%
Thursday	80	32%
Friday	24	10%
Average	57	23%

Survey Data

2.38 Detailed travel information was collected in December 2020 by the Applicant on the travel habits of pupils. The survey was issued to all parents electronically.

2.39 The survey results for arrival and departure times summarised in **Figure 2.3** highlights a similar split of pupils arriving early and staying late at the school, with a relatively even spread of arrivals and departures.



2.40 **Table 2.5** illustrates the distance pupils live from the school. The data highlights that pupils are largely concentrated locally.

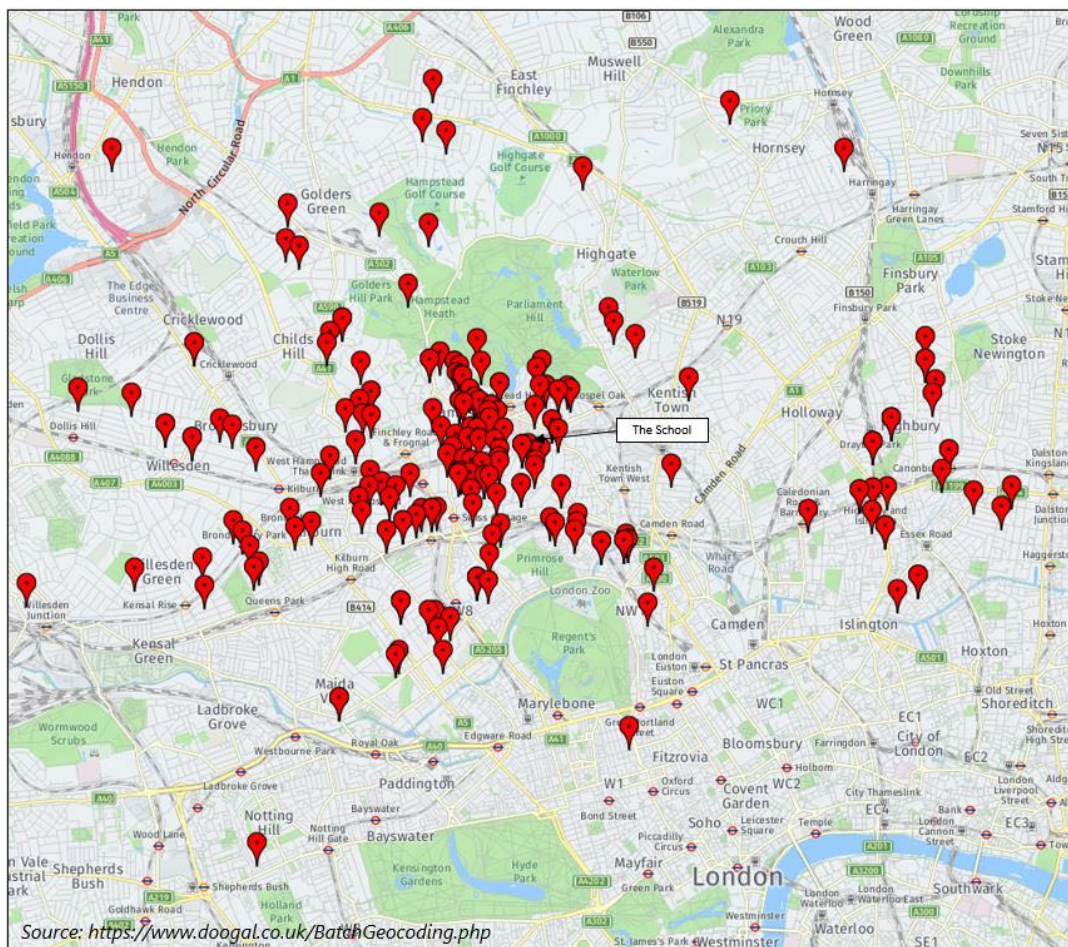
Table 2.5: Pupil Distances from School	
Distance	Percentage
Pupils within 1 mile	41%
Pupils within 1-2 miles	28%
Pupils within 2-3 miles	13%
Pupils within 3-4 miles	10%
Pupils within 4-5 miles	8%
Pupils over 5 miles	1%

2.41 Government guidance states that walking is a viable option for up to 2 kilometres (i.e. those within the 1 mile radius). The table highlights that 41% of pupils live under 2km of the school. Guidance also states that 5 kilometres is a suitable distance for cycling. A total of 82% of pupils live within 3 miles (4.8km) of the school, though, owing to the age range, many pupils are more likely to scoot to school, over a shorter distance. On average, pupils live 1.67 miles from the school.

2.42 From an assessment of current pupil postcode information, 74% of pupils live in the NW postcodes of Camden. As highlighted in **Figure 2.4**, the majority of pupils are located within a reasonable catchment area to the school, within LBC.

2.43 It is reasonable to suggest that additional and future pupils will also originate from a similar catchment area with many being siblings of pupils at the school already or living near to the school. The school also actively promotes local resident admissions.

Figure 2.4: Map of Pupil Postcodes



Note: One outlier postcode not shown - Luton address

Staff Travel Information

- 2.44 Staff at the school also undertook a travel survey questionnaire to better understand their travel patterns and the reasons for them. Details of the recorded modal split is presented within Section 6 of this report. The questionnaire received 62 responses.
- 2.45 The recorded arrival and departure times for staff members are presented within **Table 2.5**.

Table 2.5: Staff Arrival and Departure Times			
Arrival	Percentage (%)	Departure	Percentage (%)
Before 07:30	15%	Before 16:00	20%
07:30 to 08:00	38%	16:00 to 16:30	18%
08:00 to 08:30	20%	16:30 to 17:30	28%
08:30 to 09:00	10%	17:30 to 18:30	16%
After 09:00	18%	After 18:30	18%

2.46 The data indicates that most staff arrive before 08:00 whilst departures are more staggered from 16:00 onwards, which is typical for school uses.

2.47 The distance to work data shown in **Table 2.6** has been calculated based on the travel survey information provided by staff.

Table 2.6 Staff Distances from the School	
Distance	Percentage
Staff within 1 mile	11%
Staff within 1-2 miles	16%
Staff within 2-3 miles	10%
Staff within 3-4 miles	16%
Staff within 4-5 miles	11%
Staff beyond 5 miles	35%

2.48 The information highlights that the majority of staff live beyond 3 miles from the school, however, at least 11% live within 1 mile; a distance deemed acceptable for walking trips, and a further 26% within 3 miles; a distanced deemed suitable for cycling.

2.49 It is noted that, during COVID-19 travel restrictions, a greater number of staff are choosing to travel to / from the school by bicycle than before restrictions were put in place. This is considered further in Section 6 of this report.

Baseline Modal Split

2.50 The Baseline Mode Split for pupils has been obtained from a travel survey undertaken by the school, which is summarised in **Table 2.7** and received 182 complete responses (plus 13 partial responses). The data was collected in December 2020. The number of pupils using each of the modes has been calculated based on the number of pupils at the school (246) and for the proposed number of pupils (260).

Table 2.7 Existing Pupil Mode Split			
Mode	Percentage (%)	No. of Pupils Existing (246)	No. of Pupils Proposed (260)
Cars driven to School	15.9	39 (39 cars)	41 (41 cars)
Pupils sharing a car*	26.9	66 (53 cars)	70 (56 cars)
Bus	0.9	2	2
Underground	3.1	8	8
Rail	2.2	5	6
Walk	34.8	86	90
Cycle	7.9	20	21
Scooter	8.4	21	22
Total	100.0	246	260
<i>*Number of cars factored by proportion of pupils from the same household sharing, other siblings may attend other schools</i>			

2.51 A separate staff travel survey was also undertaken at the same time. There were 62 responses from staff, which includes part time staff. The school employs 35 full time staff members, 17 part time staff members plus 15 additional contractors, who visit the school for varying parts of the school day or week. This is the reason why the number of surveyed staff is over 50 (FTE) staff members. The results of the staff survey are presented in **Table 2.8**, factored to the number of FTE staff at the school.

Table 2.8 Existing Staff Modal Split (50 staff)		
Mode	Percentage (%)	Existing No. of Staff
Car Driver (alone)	4.0	2
Car Share (Driver)	0.0	0
Car Share (Passenger)	2.0	1
Bus	7.0	4
Underground	26.4	13
Rail	18.8	9
Walk	28.0	14
Cycle	11.8	6
Scooter	2.0	1
Total	100.0	50

2.52 Further pupil and staff travel surveys will be undertaken within 6 months of occupation of the proposed extension, ideally during the summer months.

3 OBJECTIVES AND TARGETS

Introduction

3.1 This section sets out the overarching objectives for the School Travel Plan (STP), as well as targets for the short and medium term. It includes indicators through which progress towards meeting these targets will be measured. Further information on the monitoring and review system for the STP can be found in **Chapter 6**.

- **Objectives** are the specific high-level results which the STP aims to achieve. They help to give the STP direction and provide a clear focus.
- **Targets** are the measurable goals by which progress will be assessed. The STP sets out targets which the school will seek to reach within the period covered by this STP. In addition, interim targets have been set.

Objectives

3.2 The STP's overriding objective is:

To engage with and encourage pupils, parents and staff to use sustainable ways of travelling to / from the School through both more effective promotion of active modes and journey sharing. This will minimise the impact of the development on the surrounding highway network.

3.3 The sub-objectives are:

- **Sub-objective 1:** To increase staff, parent and pupil awareness of the advantages and availability of sustainable / active modes of transport;
- **Sub-objective 2:** To promote the health and fitness benefits of active travel to all users;
- **Sub-objective 3:** To introduce a package of physical and management measures that will facilitate staff and pupil travel by sustainable modes; and therefore,
- **Sub-objective 4:** To reduce unnecessary use of the car for the journeys to and from the School.

Targets

- 3.4 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-related.
- 3.5 Targets come in two forms – Action and Aim Targets. Action Targets are non-quantifiable actions that need to be achieved by a certain time, while Aim Targets are quantifiable and generally relate to the degree of modal shift the plan is seeking to achieve.

Action Targets

- 3.6 The key action targets are set out below:
- To achieve the Silver STARS accreditation;
 - To achieve the Gold STARS accreditation in due course;
 - Active use of journey sharing application 'HomeRun', once COVID-19 restrictions allow;
 - A progress report will be completed on an annual basis and will include repeat staff and parent surveys;
 - Each monitoring survey will occur within one month of the anniversary of the previous year's survey, i.e. in each survey year; and
 - The STP will be completely reviewed and updated every three years.

Aim Targets

- 3.7 The aim targets of this STP are focused on both the pupils / parents of the school and school staff.
- 3.8 As set out in Camden's Local Plan, there is a concentration of schools in parts of Hampstead and Belsize Park and so a key overall target of this STP will be to ensure that a degree of modal shift away from car use (in particular cars carrying a single pupil) is achieved such that the 14 additional pupils (246 current to 260 proposed) will not lead to an increase in traffic when compared with the current situation.

3.9 It is pertinent to note that the current situation, as surveyed, was during COVID-19 government restrictions on travel, where parents are discouraged from car sharing and using public transport services in order to help reduce the spread of the virus. Therefore, the propensity for private car use, walking and scooter mode is likely to be elevated from the true 'existing situation' outside of these government guidelines. That being said, it is possible that some changes in travel behaviour will become the choice travel mode even when government restrictions are lifted. As a consequence, the implementation of this STP at this time will help to encourage use of more sustainable modes of travel in the transition out of government restrictions.

3.10 **Table 3.1** outlines the Aim Targets set out for the school. The targets are set to measure progress towards the main objectives over three years. These targets are to be achieved within three years of the launch of this STP. The baseline figures are taken from **Table 2.7** and **Table 2.8**, as detailed in Section 2.

Table 3.1: School Travel Plan AIM Targets					
Target	Indicator	Mode Split			
		Base Line	Year 1	Year 2	Year 3
Pupils					
Reduce Single Pupil Car Driver mode share by 5%	Modal Split monitoring surveys for Car Use	15.9%	13.0%	12.0%	10.9%
Achieve a 3% increase in mode share for scooter travel	Modal split monitoring surveys for active modes	8.4%	9.0%	10.0%	11.4%
Achieve a 2% increase in mode share for walking	Modal split monitoring surveys for active modes	34.8%	36.0%	36.0%	36.8%
Staff					
Achieve a 5% increase in mode share for cycling	Modal split monitoring surveys for active modes	11.8%	14.0%	15.0%	16.8%
Parents					
Increase the awareness of scootering/cycling, walking and car sharing as viable options available to access the school	Travel Surveys and information sharing	-	-	-	-
90% of parents to be aware of the School Travel Plan and of its objectives	Travel Surveys	-	90%	90%	90%

4 TRAVEL PLAN STRATEGY

Travel Plan Management

4.1 The School Travel Plan Coordinator (STPC) details are outlined below:

Name: Emma Ghosh

Position: Bursar

4.2 The STPC will be responsible for overseeing the management, development, implementation, monitoring and review of this STP. If there is any change in the specified person, LBC will be notified.

School Travel Plan Coordinator Responsibilities

4.3 The STPC will be responsible for overseeing the STP. The primary responsibilities of this role include:

- Managing the development of the STP measures;
- The implementation of measures as set out in this document, and subsequent iterations.
- Promoting the objectives and benefits of the STP;
- Monitoring the success of the STP against the agreed targets;
- Reporting the results of the STP to Council Travel Plan Officers;
- Acting as a point of contact for all staff / parents regarding travel and the STP; and
- Regular updating of the STP document.

Staff Marketing Strategy

4.4 Staff at the school will be made aware of the existence of the STP following its adoption and upon the commencement of their employment. The details of the STP, its objectives in enhancing the environment and the role of individuals in achieving the objectives of the STP will be explained upon acceptance of job offers and noted in job interviews or similar.



4.5 The following will be used as a means of disseminating information to staff and parents to promote events / campaigns / promotions / services / initiatives:

- Online and in person meetings;
- School notice boards;
- School newsletters; and,
- Online communications.

5 MEASURES AND INITIATIVES

Introduction

- 5.1 This section of the STP outlines the specific physical and management measures to be implemented as part of the STP.

Travel Plan Responses for Alternative Travel

- 5.2 As part of the school travel survey questions, both parent and staff were asked to state if COVID-19 restrictions had changed their travel habits, if they would consider other travel modes and provide comments about their journey to and from school.

Has COVID-19 changed your travel to school?

- 5.3 The survey received 182 full responses from parents, some of which have multiple pupils at the school. The results suggest that 29% of parents (53 respondents) have changed their method of travel due to government restrictions, while the remaining 71% (129 respondents) said their travel was unchanged.
- 5.4 When asked to describe how their travel has changed, 51% (27/53) of changed travel habits were from public transport (or a combination of public transport and other modes) to driving mode (or a combination of modes with driving).
- 5.5 A further 17% (9/53) indicated improved use of sustainable modes. A total of 4 respondents indicated that they would normally drive but now they walk / cycle or scoot for all or more journeys to school. A further 5 respondents indicated that they would normally take public transport but now walk / cycle or scoot for all or more journeys to school.
- 5.6 The above travel survey results indicate that most changes in travel habits have been from public transport to car mode, indicating that once government restrictions are lifted, car mode share will likely reduce when compared to the current situation.
- 5.7 Staff responses suggest that 37% (23/62) of staff members have changed their travel habits due to COVID-19 restrictions, while 63% (39/62) stated that their travel remained the same.

- 5.8 When asked to describe how their travel has changed, 39% (9/23) of respondents indicated that their travel has now changed from public transport to walking / cycling or running to and from school. A further 6 indicated that they would normally take public transport but now were driving to and from school, while others indicated changes in travel conditions i.e. use of masks, longer travel times etc.

Would a “Walking Bus” service be suitable?

- 5.9 A “Walking Bus” is where a group of children walk to / from school with one or more parents.
- 5.10 A total of 48 respondents (26%) indicated that a walking bus would be suitable, a further 87 (48%) indicated that it would not be suitable and a further 47 (26%) indicated that it may be suitable.
- 5.11 The results for walking bus indicate that this could be a possible option for the STPC to pursue as a method to encourage walking to / from school, once the government travel restrictions are lifted.

Would a school bus service be suitable?

- 5.12 Previously the school have sought to provide school bus services for pupils. However, demand historically has been low, with a small number of pupils utilising the service. Thus resulting in an unsustainable service.
- 5.13 In light of the density of schools locally, the school have confirmed that it is willing to participate in any suitable multi-school bus services which may operate in the future and will also monitor the demand for, and practicality of, implementing such a service.

Would walking or cycling be a possible alternative mode of Transport?

- 5.14 Staff were asked if walking or cycling would be a possible mode they could use for travel to / from the school. Two respondents did not reply, both of which have selected walking as their mode of travel to the school at present.
- 5.15 There were 60 respondents to this question, 42% (25/60) indicated that walking or cycling could be a possible method of travel to and from the school. The remaining 58% (35/60) indicated that it was not. This is likely due to travel distance and or duration.

Other comments

- 5.16 Other comments from the parent travel survey indicate that; following COVID-19 restrictions on parents entering the school grounds, there has been an increase in parents and pupils blocking the footway near the school during pick-up and drop-off times. The school has agreed to provide temporary footway markings (tape / chalk markings or similar) and staff present to help manage this in order to enable pedestrians to pass waiting parents.
- 5.17 Comments also suggest that current signage placed outside the school during pick-up and drop-off times has been helpful to prevent cars from stopping right outside the school and thus improving the pedestrian experience at the school gate.
- 5.18 Additionally, there are suggestions asking for support for crossing local carriageways, where no pedestrian priority is currently provided. The school have confirmed they are in the process of reviewing relevant locations and will provide suitable staff to support parent / pupil crossing, if / where considered appropriate.
- 5.19 Comments received from the staff travel survey indicate that additional cycle parking provision (over the existing 10 spaces) would be beneficial. While another comments two indicate that the recently installed staff shower has been well received by those using active modes to travel to and from the school.

Pick up & Collection Routines

- 5.20 As with all educational land uses, specific attention needs to be paid to dropping off / picking up facilities and the impact of on-street parking on residential roads at the start and end of school days.
- 5.21 As set out in Section 2 of this document, the school currently operate a staggered start and finish time for different school years groups, as well as an extra-curricular activities programme. This helps to reduce the impact of school pick-up and drop-off periods on the operation of the local highway and public transport network.
- 5.22 It is understood that approximately 92 vehicles (as per the travel survey questionnaire) are generally driven to school and that the location of where the dropping off / picking up process takes place for this may, on occasion, lead to minor localised congestion.

- 5.23 A comprehensive vehicle activity survey has been undertaken on the local highway network. The results of this are included within the Transport Assessment, which this STP accompanies. It details that 80 and 53 vehicles were recorded dropping off and picking up pupils from the school, with the majority stopping on Belsize Lane between Ornan Road and the school gates.
- 5.24 The school operates a one-way system on Belsize Lane, whereby parents are encouraged to travel northbound on Belsize Lane so that pupils may depart vehicles on the correct side of the carriageway. Outside of COVID-19 government restrictions on behaviours that encourage the spread of the virus, school staff would be on hand to provide a meet-and-greet service for drop-off, whereby staff would open car doors and chaperone pupils into the school. Thus, reducing the time taken to drop-off pupils.
- 5.25 A member of staff also patrols the highway by the school during peak drop-off / pick-up times to inform parents if they are parking inappropriately.

HomeRun Application

- 5.26 Once government travel and proximity restrictions have eased the school will engage with HomeRun, a bespoke service, paid for by the school, which allows parents to connect with other HomeRun parents whose children attend the same school. The service can also be used by school staff to allow car-pooling by staff. The main features of the app are as follows:
- Connect parents who live in the same area or have children at multiple schools to encourage journey sharing. This helps integrate all year groups to expand the parent / school community.
 - Parents can track the location of their children on their trip to / from school through an app on a mobile device. This also saves historical journey data which the school can use to identify issues on pupil's journeys to the school, as well as to share carbon offsetting goals / statistics.
 - A buddy system can be set-up with a number of pupils walking home together with a single parent. This can be tracked through their mobile devices.
 - Offers a secure mobile messaging service for parents to raise issues they have around school commutes. This can be linked with LBC to further assist with identifying barriers parents may face with using sustainable modes of transport to the school.

Transport for London's STARS Community Project

- 5.27 Schools in Camden and across London are encouraged to use the STARS (Sustainable Travel: Active, Responsible, Safe) accreditation scheme through the TfL STARS website. STARS provides a framework and guidance for nurseries, schools, colleges and academies to help them put an accredited STP in place.
- 5.28 The project seeks to provide resources and encourage schools to ensure their pupils and teacher are travelling to school using more sustainable modes of travel, ideally walking cycling and scooting.
- 5.29 A STARS grading system provides schools the recognition for their involvement in the project through bronze, silver and gold certificates, which can be achieved through participation in travel activities and consultations. The project also provides a range of learning resources for school children.
- 5.30 As part of this STP revision, the school have re-engaged with the STARS scheme and are on path to achieve silver status by the end of the year, with the aim to achieve gold standard by the end of the academic year 2021/2022.

TfL Junior Travel Ambassadors Scheme

- 5.31 The Junior Travel Ambassadors (JTA) scheme seeks to encourage peer-to-peer engagement into travel sustainability. The scheme is aimed at Year 6 pupils and parents, it encourages pupils to promote sustainable travel to other pupils at the school.
- 5.32 The scheme encourages Year 6 pupils to be aware of their own impact on local air quality and congestion and take ownership to help improve travel sustainability at the school, while peer-to-peer engagement encourages other pupils and age groups to also consider their own impact.
- 5.33 Ambassadors are encouraged to disseminate this information through; presentations in assemblies, conducting travel surveys, participating in classroom talks, supporting the school with its STP, running competitions and so on.
- 5.34 Again, as part of this revision of the STP, the school will be engaging with the JTA scheme.

Car Parking

- 5.35 The school will be removing existing car parking (5 spaces) in order to provide a new play space at the front of the school. As part of this, the southern access will be converted to a pedestrian only entrance. A boundary will also be installed between the pedestrian areas and the school service area so that pedestrians and vehicles will be separate. This considerably improves upon the existing pedestrian environment and safety for the school.
- 5.36 The school currently has no provision for staff or visitor on-street parking. Therefore, the removal of 5 existing car parking spaces will encourage the use of sustainable modes of transport for school staff.

Cycle / Scooter Parking

- 5.37 The school will be provided with a new cycle and scooter parking facility. The new facility will provide secure and covered storage for up to 16 bicycles (primarily aimed at staff) and space for up to 40 scooters. Currently, the school provides 10 cycle spaces and 30 uncovered scooter spaces.
- 5.38 The new cycle and scooter facility will be provided with a maintenance station, where a cycle pump and range of tools will be available. The school recently implemented a staff shower room which will be available for cyclists.
- 5.39 Given the topography of the area, the age of the pupils at the school and the busy nature of many of the surrounding roads, it is not considered that many additional pupils, over those currently cycling, would seek to cycle to the school and so the promotion of secure scooter parking facilities is considered to be an appropriate option. While the proposed cycle provision is in excess of that required by policy standards for school staff, therefore pupils may utilise this provision also.
- 5.40 As part of the STP, the school will continue to monitor the number of pupils and staff who cycle and consequently will review the provision of additional facilities if the need arises.

School Website

5.41 The school website, www.stchristophers.london will be updated regularly to include comprehensive detail on how to access the school through sustainable and, ideally, active modes. Advice will include:

- Public transport information, including routes to the school from local public transport access points.
- Information on cycling and scooting, including details such as safe routes to the school and the availability of secure cycle and scooter parking.
- Safe walking routes to / from local residential neighbourhoods.
- Any events being held by the school to promote sustainable travel.
- Information regarding HomeRun, once the application can be utilised appropriately.

Active Measures - Pupils

Walking

5.42 The STPC will report the results of the travel survey as normal through the TfL STARS website and will liaise with the relevant local School Travel Planning Officer to establish the potential for improvements to existing off-site facilities, if necessary / appropriate. Data from HomeRun may also feed into this.

5.43 A number of walking based initiatives have / will be implemented by the school, as follows:

- HomeRun service;
- Year 6 pupils undertaking TfL's Junior Travel Ambassador (JTA) scheme;
- Engaging with TfL's Safety & Citizenship team to promote safe, responsible and respectful behaviour on and around London's transport system;
- Environmental and health benefits of active travel discussed in PSHE;
- Walk to School Week;
- Children partaking in annual whole school walk;
- Competitions to create road safety posters;
- Visit from Police to discuss road safety;

- Sponsored walks; and
- Pedestrian skills training.

Cycling and Scootering

5.44 Pupils, parents and staff will be provided with information and advice concerning cycle and scooter suitable routes upon request. Cycle maps will also be advertised and made available to those that require them.

5.45 A number of cycle and scooter based initiatives have been recently or are sought to be implemented. These include:

- Upgrading of existing cycle and scooter parking facility;
- Scootering within the curriculum relating to safety;
- Scooter training – rewards given for attendance and attitude for learning;
- Cycle training sessions;
- Bike maintenance sessions;
- Scooter and cycle clubs; and
- Continual monitoring of cycle / scooter storage facilities.

Sustainable Education

5.46 Pupils will be informed about sustainable transport and the effect of carbon dioxide on the environment as part of the curriculum.

TfL's Safety & Citizenship

5.47 TfL's Safety & Citizenship team provide presentations and learning opportunities to promote safe, responsible and respectful behaviour on and around London's transport network. The team comprises a School Liaison Officer and members of the local Metropolitan Police.

5.48 The STPC will engage with the Safety & Citizenship team in order to arrange visits to the school.

5.49 The school will also engage in similar relevant schemes which are designed to help young people as they transition to independent travel, including the Junior Citizen Scheme.

Eco-School and Sustainability

- 5.50 The school will also engage with relevant schemes which encourage sustainability more widely.
- 5.51 Initiatives, such as Eco-Schools, encourage sustainability in schools more widely, through promoting use of less water, eating healthily and reducing waste. The initiative also promotes walking and cycling as part of the measures to encourage healthy living by pupils.

Competitions

- 5.52 Competitions aimed at both encouraging use of, and interest in, sustainable transport will be promoted by the STPC such as:
- WOW Badge Design;
 - Brake (road safety week); and
 - Beep Beep! Day (road safety resources targeted at those aged up to 7).
- 5.53 Specific Measures that will be promoted by the STPC include:
- Scooter / Cycle Parking;
 - Walk on Wednesday / Walk to School Week; and,
 - Wheel to School Week.

Active Measures - Staff

- 5.54 The school will offer tax incentive schemes such as the Bike2Work Scheme, Bicycle User Groups and Dr Bike Sessions for staff at the school. Details of which are included below.

Cyclescheme

- 5.55 The STPC will publicise the Cyclescheme. There are employer and employee incentives for the Cyclescheme:

Employer Incentives:

- Fitter, healthier and more productive staff;
- Healthy staff are less likely to be absent through stress or illness;
- Savings on employer NI contributions;
- Reduction of carbon footprint;
- Cyclescheme will administer the scheme for the school at no extra cost; and,
- The scheme is an attractive benefit for employees.

Employee Incentives:

- Savings of up to 42% on the cost of bikes/equipment;
- Improvement in general health and well-being;
- Cost is spread over weekly / monthly interest free payments;
- Save money on travelling costs; and
- After sale service from chosen bike shops.

Bicycle Users Group (BUG)

- 5.56 BUGs are a great way for less experienced cyclists, or those who are not confident in their route, to gain experience by cycling with more experienced cyclists. A BUG also removes safety concerns of individual cyclists who travel alone.
- 5.57 Dr Bike sessions are already established in schools across Camden. Free check-up and minor repair sessions will be arranged through the Council.
- 5.58 The STPC will promote the uptake of Dr Bike sessions to staff and pupils and will advertise when the next sessions are taking place through relevant communication platforms.

Public Transport

- 5.59 Increased use of public transport is a fundamental aspect of the Government's sustainable transport strategy. It is important to recognise that, where possible, walking and cycling are usually favourable to public transport because they have fewer environmental impacts and offer health benefits. Nevertheless, public transport remains important, particularly for journeys of more than 5 miles (8km).
- 5.60 It is noted that the use of public transport during COVID-19 government restrictions is discouraged, however once the restrictions are lifted, use of public transport will once more be encouraged.
- 5.61 Up-to-date details of bus, rail and taxi services, including route information and service frequencies, will be permanently on display on a Sustainable Travel Notice Board, located in a prominent position near the school entrance.
- 5.62 National Rail Planner websites and enquiry phone numbers will also be promoted through all relevant means.

5.63 The STPC will promote sustainable travel for general travel as part of a healthier way of life not only for travel to and from school.

5.64 The following public transport related initiatives will be implemented:

- Use of TfL School Travel Party Scheme for all trips undertaken by public transport; and
- The school utilises public transport services for visits and trips across London.

5.65 Discussions will be held with TfL and the relevant highway authorities on pupil safety and appropriate bus stop facilities, as applicable, to ensure these facilities are maintained to a good standard.

Parents Evening

5.66 The STPC will be present at parent's evenings; advice will be given to parents on sustainable ways to get their child to the school. The JTS's will also support the STPC with these activities.

Parent and Community Consultation

5.67 Parents will be consulted on matters relating to the school, pick-up / drop-off changes, local highway matters of relevance and promotions relating to sustainable and active travel modes via newsletters and email communication.

Welcome Pack and Travel Information Provision

5.68 Staff will be provided with a Welcome Pack containing information on the schools cycling and welfare facilities, as well as public transport services close to the school and other measures for encouraging use of non-car modes of travel.

5.69 The provision of information of alternatives to the car is an important aspect of STP. For sustainability reasons, this pack will ideally be provided in digital format. It is recommended that the packs contain the following information:

- a) A summarised version of the STP document, that sets out the purpose and benefits etc.;
- b) Cycling and walking maps for the local area;
- c) Timetables and route maps for public transport;
- d) Contact numbers and web details for National Rail Enquiries;



- e) Local taxi company details;
- f) Car Club information; and
- g) Web details for any school / community travel sites and community forum sites.

Admissions Process

5.70 Information regarding the school's commitment to sustainable methods of travel will be presented and made available throughout the admissions process to ensure all parents applying to the school are fully aware of the STP aims.

6 MONITORING AND REVIEW

Monitoring

- 6.1 This STP is part of a continuous process for improvement, requiring monitoring review and revision to ensure it remains relevant. This section sets out the proposals for monitoring and review of the STP.
- 6.2 The monitoring programme will begin with the initial survey to be undertaken within 6 months of this STP being adopted by the school, ideally during the summer months. The STP will be monitored on a yearly cycle.
- 6.3 The monitoring programme will begin with the Year 1 travel survey, once the proposed works are complete and occupied. The STP will be monitored on a yearly basis. Therefore, further travel surveys will be undertaken annually on the anniversary of the Year 1 travel survey. Information gathering from other sources, such as that from cycle parking monitoring and, when use is possible, data recorded via HomeRun. An example travel survey is provided at **Appendix TP 1**. The full survey results set out in this report are appended to the Transport Assessment associated with the planning application.
- 6.4 Additional monitoring is also useful to gauge whether the implementation or proportion of certain measures needs to be modified. The following factors should be monitored on an ongoing basis:
- The level of usage of scooter / cycle parking;
 - Demand for walking bus; and
 - Demand for School bus service.
- 6.5 If demand for scooter / cycle parking exceeds supply, the school will review the provision of additional parking within the school grounds.
- 6.6 Information gathered through the monitoring process will be recorded for input to the annual review. The STP will be fully reviewed and updated every three years.



Reporting

- 6.7 Once the STP has been completed using the STARS system, it will be sent to the Council's School Travel Plan Team who can access it online and check it. The STPC will be responsible for carrying this out annually, including collecting and analysing the results of the travel surveys.
- 6.8 Each year the STP will incorporate the results of any on-going monitoring throughout the preceding period.

7 CONTACTS AND USEFUL INFORMATION

Contacts

- Travel Plan Coordinator (TPC) – Emma Ghosh
- Example School Travel Plan Borough Officer:
 - School Travel Plan Coordinator: Michelle Jamieson
 - 020 7974 5537
 - Michelle.Jamieson@camden.gov.uk

Useful Websites

- Camden Council – <https://www.camden.gov.uk/ccm/navigation/>
- Camden School Travel Plans - www.camden.gov.uk/school-travel-plans
- TfL STARS School Travel Plans – <https://stars.tfl.gov.uk/PublicPages/Home.aspx>
- TfL Junior Travel Ambassadors Scheme - <https://tfl.gov.uk/info-for/schools-and-young-people/teaching-resources/junior-travel-ambassadors>
- TfL Safety & Citizenship Scheme - <https://tfl.gov.uk/info-for/schools-and-young-people/safety-and-citizenship?intcmp=5611>
- Department for Transport (DfT) – www.dft.gov.uk
- HomeRun - www.homerun.co
- Liftshare.com – www.liftshare.com
- London Cycling Campaign (LCC) – www.lcc.org.uk
- National Rail – www.nationalrail.co.uk
- Transport for London (TfL) Journey Planner – www.tfl.gov.uk/journeyplanner
- Living Streets - www.livingstreets.org.uk



8 ACTION PLAN

- 8.1 The Action Plans outlined in the following pages at **Table 8.1** sets out the measures included within the Travel Plan that are directed at influencing pupil and staff travel.

- 8.2 The Action Plan will be revised every year as part of the annual STP review.

Table 8.1 Action Plan for Travel Plan Measures – Pupils and Staff

Measures	Notes	Status/ Target Date	Method of Monitoring	Responsibility
General				
Appointment of School Travel Plan Coordinator (STPC)	To be in place 1 month before the refurbished school opens	Completed	N/A	School
Review of School Travel Plan	Using travel survey data collection to monitor the success of the School Travel Plan	Annually	Travel Surveys	STPC
Information Provision				
Welcome Pack	The STPC will produce and offer the Welcome Pack to all members of staff	Prior to occupation of the improved facilities	Provision on commencement of employment	STPC
Sustainable Travel Notice Board and the School's Website	The Sustainable Travel Notice Board and the website will outline the sustainable options for travelling to the School	Prior to occupation of the improved facilities	Details to be kept up to date	STPC
Consultation with Parents and Local Community	The STPC will consult with parents via newsletters and online communications, and will speak with the Council about matters relating to school travel	Ongoing	N/A	STPC
Personalised Travel Planning Sessions for Staff	The STPC will offer planning services at induction sessions for staff	When necessary / upon recruitment	The STPC will keep a record of which staff have utilised the service as well as the nature of the service (group, one-to-one).	STPC
Cycling				
Provision of parking for scooters and cycles	Scooter parking to be provided for pupils and cycle parking for staff.	Provided as part of development process	Spot checks as part of maintenance rounds	School
Staff discount on cycles and safety equipment	Cycle to Work Scheme	Add additional staff onto the scheme when possible	Uptake of offer monitored by STPC	STPC
Provide cycle route maps and other information relating to cycle facilities	Online cycle maps are free of charge from: www.openstreetmap.org	Ongoing	STPC to monitor uptake	STPC
Cycle Training	Participate in Bikeability	Ongoing	STPC to monitor participation levels and interest	STPC

Table 8.1 Action Plan for Travel Plan Measures – Pupils and Staff

Table 8.1 Action Plan for Travel Plan Measures – Pupils and Staff				
Walking				
Walk once a Week and Walk to School Month.	School will participate in these Schemes	Annual events	STPC to monitor uptake	STPC
Staff and pupils to be provided with information related to safe walking routes.	As part of sustainable transport education for pupils	Ongoing through lessons	NA	STPC
Vehicles				
Car share scheme for staff and pupils	School to set up car share scheme, such as HomeRun	Ongoing	STPC to monitor uptake	STPC
Public Transport				
School bus service	STPC to review options for multi-school bus services	Ongoing	Review parent opinions on provision and review local provision operated by other local schools	STPC
Sustainable Travel Notice Board and School website with timetable information (or online links to timetables) for both parents and staff	Located in visible public areas	Upon expansion completion	STPC to keep up to date	STPC

APPENDIX TP 1

Example Travel Surveys

Parent Survey

St Christopher's School are undertaking a travel survey to look at how everyone travels to and from the school. Surveys are being completed for all students and staff.

Parents of Pupils:

- Please carry out this survey considering an "ordinary" day for your child / children travelling to / from school, i.e. please do not use their travel characteristics for extraordinary circumstances (e.g. when unusual extra curricular activities are planned / extreme weather / public transport strike), do use an "ordinary" day.
- If you have multiple children attending the school, please complete a form for each child.
- Thank you in advance for taking the time to fill out this survey.

Parents of Pupils

NOTE: please answer the following question for pre-COVID19 conditions or how you would if there was not a pandemic currently occurring

- What is the home postcode?
- Please state which school(s) your child / children attend (aged up to 18 years only) e.g. daughter – St Christopher's School, son – St. Anthony's School
- Approximately, what time does your child typically arrive and leave school? Please use the 24h clock for your answer.
- Does your child typically travel with a sibling or other child attending St Christopher's School or another school?
- On average, how long does the journey to / from school take?
 - 0 - 15 minutes
 - 15 - 30 minutes
 - 30 - 45 minutes
 - 45 - 60 minutes
 - 60 - 75 minutes
 - 75 - 90 minutes
 - Over 90 minutes
- Approximately, how far is the journey?
 - 0 - 1 mile (0 - 1.6 km)
 - 1 - 2 miles (1.6 - 3.2 km)
 - 2 - 3 miles (3.2 - 4.8 km)
 - 3 - 4 miles (4.8 - 6.4 km)
 - 4 - 5 miles (6.4 - 8 km)
 - More than 5 miles (> 8 km)
- What is your child's MAIN mode of transport (i.e. the longest part of their journey if multiple modes are used)?
 - Car Passenger (with driver only)
 - Car Passenger (with driver and other passenger(s))
 - Bus
 - Train
 - Underground
 - Motorbike/scooter Rider
 - Motorbike/scooter Passenger
 - Taxi
 - Cycle
 - Walk
 - Scooter
- If Car Passenger was selected for the above question, please select the most appropriate vehicle category from the list below:
 - 1) Personal / Family Car - Park at home after drop off
 - 2) Personal / Family Car - Used for work after drop off
 - 3) Personal / Family Car - Park at work after drop off
 - 4) Personal / Family Car - Park near St Christopher's School after drop off (Please state road name)
 - 5) Personal / Family Car - Other (please specify)
 - 6) Hire Car or Taxi
- Would a school bus service be a suitable alternative way to travel to / from school, if one became available? (Route subject to home postcodes)
- Would a Walking Bus* service be a suitable alternative way for your child to travel to / from school? (*a group of children walking to school with one or more adults)
- Please provide comments on your child's journey to / from school. We are particularly interested in their travel near the school premises, including any issues or things that could be improved.

Staff Survey

St Christopher's School are undertaking a travel survey to look at how everyone travels to and from the school. Surveys are being completed for all students and staff.

Staff:

- Please carry out this survey considering an "ordinary" day for your journey to / from school, i.e. please do not use your travel characteristics for extraordinary circumstances (e.g. when unusual extra curricular activities are planned / extreme weather / public transport strike), do use an "ordinary" day.
- Thank you in advance for taking the time to fill out this survey.

Staff

- What is your home postcode?
- Please state if you have any children at St Christopher's School. If you do, please state if you travel together. Please state 'NONE' if you do not.
- Approximately what time to you typically arrive and leave school?
- On average, how long does the journey to school take?
 - 0 - 15 minutes
 - 15 - 30 minutes
 - 30 - 45 minutes
 - 45 - 60 minutes
 - 60 - 75 minutes
 - 75 - 90 minutes
 - Over 90 minutes
- Approximately, how far is the journey?
 - 0 - 1 mile (0 - 1.6 km)
 - 1 - 2 miles (1.6 - 3.2 km)
 - 2 - 3 miles (3.2 - 4.8 km)
 - 3 - 4 miles (4.8 - 6.4 km)
 - 4 - 5 miles (6.4 - 8 km)
 - More than 5 miles (> 8 km)
- What is the MAIN mode of transport used (i.e. the longest part of the journey if multiple modes are used)?
 - Car Driver
 - Car Passenger (with driver only)
 - Car Passenger (with driver and other passenger(s))
 - Bus
 - Train
 - Underground
 - Motorbike/scooter Rider
 - Motorbike/scooter Passenger
 - Taxi
 - Cycle
 - Walk
 - Scooter
- If Car Driver or Car Passenger was selected in the question above, please select the most appropriate vehicle category from the list below:
 - Driver:
 - 1) Personal / Family Car - Park near St Christopher's School (Please state road name below)
 - Passenger:
 - 2) Personal / Family Car - Used by driver for work after school starts
 - 3) Personal / Family Car - Parked at driver's work after school starts
 - 4) Personal / Family Car - Parked at driver's home after school starts
 - 5) Personal / Family Car - Other (please specify)
 - 6) Hire Car or Taxi
- Would walking or cycling be a possible alternative way to travel to / from school?
- Please provide comments on your journey to / from school. We are particularly interested in your travel near the school premises, including any issues or things that could be improved.