Foreword

Thirty years ago it all was quite straightforward. Children walked, cycled or caught a bus to school. But the world has changed a lot in thirty years. Working mums are the norm and many families have not one, but two cars. Busy lives, choice of school, fears about safety and sometimes sheer laziness have worked together to produce a situation where many more children are driven to school.

The obvious effect of this is apparent every morning around Cornwall, that of congestion in and around schools with its inevitable increase in risk to pedestrians and worsening levels of local pollution. What is not quite so obvious is the longer term impact on children’s health and well being, caused by lack of exercise.

Since 1997, Cornwall County Council has been working with schools to address these issues, firstly through the Safer Routes to School Programme and then through its policy of assisting schools to develop School Travel Plans (STP’s). Similar work around the country persuaded the departments of Education and Transport to provide new funding to enable more School Travel Plans to be written. The Travelling to School Initiative (TTSI) was launched in 2004 with the aim of seeing all schools develop a STP by 2010 and it has enabled the Council to provide more advice to schools and make capital grants of between £5,000 and £10,000 available to them. These grants can be used for things such as new pedestrian school entrances, wet weather waiting areas, cycle storage facilities, drying rooms and cupboards or any other capital measure that helps promote walking or cycling.

However, School Travel Plans are not an end in themselves. They are a means of persuading pupils, parents (and staff) that walking and cycling are a good idea. They also need to be monitored periodically - to see if they are working. Because of this it is vital that schools are genuinely engaged in the process. Your School Travel Plan Advisers can advise and even assist you but they cannot fully write or implement your School Travel Plan.

This guidance has been produced to supplement the excellent Travel Awareness School Kit (TASK) which is available free on request. The guidance clearly spells out the criteria that your plan must meet for TTSI and walks you through the process. The criteria are not difficult to meet but importantly, if you do meet them, you can be sure that you school is doing something positive to address this difficult issue and benefiting to the tune of £5,000 or £10,000!

Five years ago, around 60 schools took part in Walk to School Week; now that figure is over 200. Several Cornish schools have achieved quite astonishing results in increasing walking or cycling on a daily basis, and the grants provided through TTSI have already resulted in many extra facilities being provided. Take this opportunity to help your school become one of the success stories.

Pete Keeyes

Travel Plan & Travel Awareness Team Manager
Travelling To School Initiative

The Government is committed to improving the health and safety of children on their journey to school. As a result its 'Travelling to School Initiative' has set the target that every school must have an active School Travel Plan (STP) by 2010.

School Travel Plan Grants

The DCSF will give a grant to any state school that implements a STP to help fund measures identified in the STP, such as cycle parking, wet weather waiting shelters, CCTV or new pedestrian entrances. To be eligible the STP must meet certain criteria (page 8-15) and your School Travel Plan Adviser can help with this.

Your School Travel Plan Adviser is:

Name:
Tel:
Email:

A primary or nursery school can receive an average of £5,000 (£3,750 plus £5 per pupil) and a secondary or special school can average of £10,000 (£5,000 plus £5 per pupil). Please note this is a one-off payment. If your school has already received the grant you cannot reapply.

The Capital grant funding has been extended and is now available for the financial years 2008/09 and 2009/10. For further information on this grant please contact your School Travel Plan Advisor.
What is a School Travel Plan?

A School Travel Plan is an evolving document identifying aims and objectives to reduce car use and promote sustainable travel: walking, cycling, bus, train, car sharing, for the school journey. It is basically a 'shopping list' of actions or measures of things your school will aim to achieve.

Why does your School need a Travel Plan?

It can be argued that too many parents are driving their children to school unnecessarily. In 1986 60% of children nationally walked to school and only 16% travelled by car. By 1996, 29% travelled by car. Public transport use has declined, and cycling represents less than 1% of all school journeys. Now 1 in 5 car trips in the morning peak time are taking children to school.

For some parents there is no alternative to the car; long distances to travel, busy work commitments and no available public transport, but many parents are driving their children to school over short distances. Some children are driven as little as 500 metres.

A School Travel Plan is an opportunity to identify and promote practical alternatives that will encourage parents to consider different ways of taking their children to school, and provide children with the tools to make appropriate travel choices when older.

What are the benefits?

A successful travel plan will not only enhance the reputation of the school by contributing to Healthy Schools & Eco School Awards, but will also bring some of the following benefits:

For the School:

- Improved safety and reduced pollution
- Reduced traffic inside and outside school
- Improved relationships with school neighbours and the local community
- Establish safer walking and cycling routes
- Provides opportunities for learning
- Provides opportunities for consultation with the school community that can be fed into your OFSTED Self Evaluation Forms

For pupils:

- Increased travel awareness
- Improved road and personal safety skills
- Improved fitness through increased levels of walking and cycling
- Greater awareness of the local environment
- Enhanced sense of citizenship through consultation

For parents and staff:

- Build links between parents and strengthen home-school links
- Reduced concerns about safety at the school gate
How to get started on your School Travel Plan

Step 1. Be allocated a School Travel Plan Advisor
If you have not already done so, please contact the Travel Awareness Team to be appointed a School Travel Plan Advisor. They will help you through the School Travel Plan process.

Step 2. Travel Action Group
Form a Travel Action Group (TAG) to look at the issues. The group should consist of some pupils - perhaps from the School Council. Other members may consist of staff, School Governors, parents, neighbours, police and others with an interest in school travel issues. Ideally there should be 8 - 10 people. This group should meet to discuss the development of the plan, and later on, the success of its implementation.

Step 3. School Site Audit
Carry out a School Site Audit. Involve the School Council if appropriate.

Step 4. Travel Data
You need to find out how pupils (and staff) travel to school and how they would like to travel to school. This information will help develop realistic targets for the short, medium and long term. Most of the travel data will come from your School Information Management System (SIMS) and a class room exercise. However you may wish to collect additional information relating to the unique characteristics of your school. This may include bike ownership, whether pupils would carshare, unsafe locations on the way to school etc. This data can be collected as class exercises or as surveys to go home. An example of both of these methods of data collection are shown on the resource CD-Rom (available from Travel Awareness on request).

The Travel Awareness Team will be happy to supply you with high resolution maps up to A0 size for class activities. Once 'Mode of Travel to School' data has been updated on SIMS the team can also provide maps that plot where your children live and how they travel. Further information on the data collection process can be found in 'How to collect information for your travel plan'.

Step 5. Writing and submitting your STP
Your School Travel Plan needs to be written in association with your Travel Action Group. There is a template that you may want to use on the Resource CD-Rom. Your STP needs to meet the criteria set out by the DfT and DCSF (see pages 8 - 15).

Don't forget:
- Base your aims and targets on the analysis from your travel study
- Don't forget the plan has to be agreed by the Head teacher, Chair of Governors and the School Council before sending it to your School Travel Advisor for auditing.
• Once your School Travel Advisor has audited your plan it will then be signed off by the Assistant Director of Transportation and Children, Young People and Families.
• Each year a random selection of plans are sent to be externally audited. It is only after this successful auditing that grants will be made available.

Once you get started on your School Travel Plan, please feel free to contact us for any additional support through your School Travel Plan Advisor. We can meet with you to discuss your plan and also support you in any activities or consultations you’re organising.

We can help with:
• Travel Surveys through our School Travel Plan Support Officer
• Providing resources and walking reward scheme prizes
• Attending parents evenings or other school events with a display
• Advice on writing the School Travel Plan
• Attending working group meetings
• Leading assemblies
• Accessing funding to implement your actions
• Liaising with Council departments such as engineers
• Assisting with organising Walking Buses

And finally
• Authorising your School Travel Plan so you can receive your capital grant! (LEA maintained schools and special schools only).
• You will receive your grant money in three separate stages (50% in Sept 09, 25% in Dec 09 and 25% in March 2010. This money will appear in your Devolved Formula Capital (DFC).

The deadline for STP’s to be received by your School Travel Plan Advisor is:

Friday 27th February 2009

If you would like your Advisor to see a draft of the plan please ensure this is with them before the end of January 2009.
Contents of a School Travel Plan

The guidance below suggests ways of preparing your STP and is designed to ensure that your school travel plan meets the DCSF/DfT standards.

You may find that you have already done a lot of work towards the STP and it is simply a question of pulling the information together.

Try not to limit your STP to simply including the essential criteria. Put in all relevant information as a portfolio of evidence; include pictures, statistics, meeting minutes, quotes, maps and anything else that will make it a comprehensive document to be read by a third party who does not know your school or its situation.

If you are unsure, call your School Travel Plan Adviser who will be happy to help and will read and comment on your first draft prior to submission.

Your School Travel Plan should include the following key elements as outlined by the DfT and DCSF:

‘Essential’ and ‘Desirable’:
For a STP to be approved for the allocation of the DCSF capital grant, it must include information on all the elements listed as ‘essential’ in the following Evidence Checklist. STPs covering all these elements that also demonstrate partnership working, long term sustainability and ownership by the school are expected to meet the national minimum standard and to be approved for the DFC grant.

The ‘desirable’ column reflects the excellent work that many schools are undertaking with the help of their school travel advisers (STAs). It also reflects what experienced practitioners have seen works, enabling schools to make significant progress on their STPs' objectives and deliver sustained activity to reduce car use and increase or maintain levels of walking and cycling. This column does not dictate what every single STP has to include, it merely indicates what STAs should be striving to achieve with schools and reflects good practice across England.

Partnership working, long-term sustainability and ownership by a school
Evidence of ownership, sustainability and partnership working are important elements of any STP that cannot easily be identified by specifying mandatory elements for inclusion in each STP. What matters is the impression the reader gets from the overall content and therefore there are no specific elements included in the Evidence Checklist of this QA Advice Note. As an alternative, some general pointers are included in the guidance below. These are as important as any of the ‘essential’ elements contained within the main Evidence Checklist and, as such, STAs should pay particular attention to them:

1. Partnership Working
The STP must demonstrate that all the key stakeholders have been involved in the consultation and development of the plan. Pupils, parents, staff, governors and school councils all play a crucial role. In addition, there may be less obvious individuals or groups within the school who have a specific interest and can support the process, such as the healthy schools coordinator, a teaching assistant, school crossing patrol, school bursar or caretaker. The establishment of a school travel group is an effective way of bringing together these key stakeholders in the development of the STP.
External partners also have a key role in the development of a STP and should be encouraged to contribute to and sign the plan. Such partners might include a pre-school provider, a neighbouring educational institution, the police, a residents’ group, a provider of extended school services, a school transport or public transport provider, a Sports Development Officer and the Primary Care Trust. There is only sporadic evidence of the involvement of external key partners in STP development to date and it has been the exception rather than the rule for the stakeholders and other individuals named above to be mentioned in STP action plans or for them to be involved in signing off STPs. Such additions, whilst simple, demonstrate to the reader that they have been party to discussions involving their proposed or suggested contributions and that they are already signed up to helping with the delivery of these.

2. Long term sustainability of the STP
Inclusion of the STP in the School Development Plan/School Improvement Plan (SDP/SIP) is perhaps the most effective way to ensure that a plan is sustained and subject to regular review. Engagement in the school travel planning process can be sustained by a variety of means:

- Establish a school travel group to oversee the development and implementation of the STP.
- Include evidence that the STP will be incorporated into the School Development Plan (copy of the appropriate section from the SDP/SIP).
- Provide the governing body with responsibility for monitoring, reviewing and updating the STP and ensure that this appears as an item on their annual agenda.
- Ensure that sustainable travel and road safety are embedded in the curriculum (Geography, PSHE etc).
- Ensure that the objectives of the STP are featured in the school prospectus.
- Link the STP to wider educational activities that support a healthy school and sustainable school ethos and add to the remit of relevant committee meetings e.g. Eco- schools and Healthy Schools.
- Provide a role for the School Council to consider school travel as part of their remit.
- Some have successfully taken the lead role in developing and maintaining their school’s travel plan
- Introduce annual activities and focus events/weeks such as Walk to School Week.

3. Ownership by a school
Whilst we acknowledge that templates can be extremely effective in helping schools develop their STP, as well as ensuring that they include, as a minimum, all the essential elements, schools should be encouraged to use them only as an outline upon which they shape and develop their own unique document. Standardisation of covers, content and whole chunks of text do little to emphasise the individuality of each plan, especially to a third party, when a number are seen together. Allowing and encouraging schools to present their STP in their own words, format and style truly demonstrates where the ownership of the plan lies and should help to embed sustainability and interest in the outcomes without being pressured by a Local Authority.

Pictures, photos, drawings, plans and maps bring a plan to life, help to emphasise ownership by the school and help a third party reader or organisation to understand the context of the STP.

The depth and quality of the monitoring and review process is a good indication of the level of commitment and ownership that the school has of its STP, objectives, targets and action plan.
# 2008/9 School Travel Plan Evidence Checklist:

<table>
<thead>
<tr>
<th>STP Element</th>
<th>Overview</th>
<th>Supporting Evidence</th>
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| **1. Description of the location, size and type of school** | “Tell us about your school” | - Type primary/secondary/independent/Voluntary Aided etc.  
- Age range & number of pupils. This must include the number of SEN pupils with a statement of need; with a transport element to the statement and a general comment about what impact this may have on travel.  
- Written description of the locality of the school which sets the context for a third party.  
- Opening times – pre- & after school clubs / extended schools.  
- Transport links – Details of key walking routes, cycle routes, bus services and times and railway stations serving the school.  
- DCSF Unique School Reference Number (XXX/YYYY)  
- Location map and site plan.  
- Extended/community use of site.  
- Photographs.  
- Facilities (e.g. existing cycle parking, lockers).  
- Postcode plots.  
- Details of school catchment area.  
- No. of parking spaces for staff/visitors.  
- Current involvement of school in school travel activities and education.  
- Indication of sign up to other related initiatives e.g. Healthy Schools, Eco schools, sustainable schools. |
| **2. Description of the travel/transport problems/issues faced by a school/cluster of schools** | “This is why we are doing a STP and the problems we would like to address.” | This is a written description of the particular travel issues/problems at the school and can be in text or bullet format.  
It should be clear how these problems have been identified and when.  
- Journeys made during the school day  
- Travel needs of other users e.g. staff, community etc if relevant.  
- Future development likely to increase traffic levels or influence travel patterns.  
- Mission statement or letter of recommendation signed by SMT/ head.  
- Current involvement of the school in school travel activities and education could also be included here.  
- Existing policies to ensure good |
### 3. Survey results:

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<tr>
<th>How children currently travel to/from school</th>
<th>How they would prefer to travel to/from school</th>
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<tr>
<td>“These are the facts on how pupils currently travel and would like to travel to school”</td>
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<tr>
<td>“This will help us set up our objectives and targets for the travel plan”</td>
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<tr>
<td>• Date survey undertaken including month and year.</td>
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<tr>
<td>• Survey of how all pupils ‘usually travel to school’ and ‘prefer to travel to school’. Report data as numbers, as well as percentages (so that year on year comparisons can be made). Data from the School Census should be used for the baseline on how pupils usually travel to school, where available. If pupil numbers are high and it is not feasible to survey all pupils, a *representative sample should then be surveyed.</td>
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<tr>
<td>In order to measure change over time it is essential that this sample be selected on the same basis each year. Survey data should include key sections of all the school community including sixth form and nursery pupils if present. Report numbers surveyed as well as numbers responded. Survey data should be recent, preferably current school year, but no more than 18 months old.</td>
<td></td>
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<tr>
<td>* As school travel patterns may be influenced by age, socio-economic group and SEN, these factors should be taken into account when selecting the sample. One option might be to survey a minimum of one class in each year, provided the allocation of pupils to different classes is not related to factors such as socioeconomic group. Alternatively, a random sample could be generated based on the number of pupils on the school roll. In the case of SEN schools it may be impractical to involve pupils in surveys.</td>
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<tr>
<td>• Use (if available) historical data to show progress to date.</td>
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<tr>
<td>• Survey of how pupils’ usually travel to and from school’ (number, percentage and total number surveyed).</td>
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<tr>
<td>• To and from data should be surveyed and reported separately as it is not uncommon for pupils to travel by different modes at the start and end of the day.</td>
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<tr>
<td>• More detailed questionnaires.</td>
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<td>• Staff travel surveys.</td>
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<td>• Parent’s survey.</td>
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behaviour on public transport, cycling policies etc. should be referenced here. 
• Travel between school sites could also be considered.
needs of pupils with SEN must be outlined and there must be a description of the number, type and size of vehicles entering the school site together with arrangements for picking up/setting down pupils.

| 4. Clearly defined objectives and targets | “What specifically do you want the travel plan to achieve?” and “What specific goals do you want to reach?” | • Clear objectives (i.e. statements of intent – what do we want to achieve?) stated within the text and clearly linked back to the issues identified from the surveys and consultation within the STP.
• Correlating SMART targets associated with each objective (i.e. a specific point which we want to reach by a stated time) that reflect the survey data and issues identified.  
• Targets should be specific, measurable, achievable, realistic and time-bound.  
• All STPs must include at the very least, one SMART target.  
• Baseline data must always be included as without this there is no standard against which future performance can be measured.

Consideration needs to be given to how targets are going to be monitored and recorded.

Where a target for mode share exceeds levels indicated in the preference survey, then the target could be considered unachievable and unrealistic and therefore not SMART. If the target is set above preference level a clear case needs to be made as to why.

NOTE: List of example objectives and targets can be provided for reference by the STA but schools are strongly recommended to draw up their own. Encourage schools to look to 2 – 3 years for longer term objectives.

| 5. Details of proposed measures | “What specific actions/tasks are you going to take to meet the plan’s objectives?” | • A clearly defined yearly action plan stating what will be done to meet the STP’s objectives and correlating targets.  
• Starting from when the school ‘signs up’ or approves the STP.  
• Actions linked to specific

|   |   | • Table format covering criteria 5, 6 and 7 i.e. what, when, who.
• Adding monitoring activities to an action plan helps to ensure that monitoring tasks are not overlooked. If
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<th>6. Detailed timetable for implementation</th>
<th>“When is each action going to be completed and/or undertaken by?”</th>
<th>Clearly state when the action/activity will be completed and/or undertaken. Each action must have a timetable associated with it.</th>
<th>Avoid unclear or open statements such as ‘ongoing’ or ‘2008’.</th>
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<td></td>
<td>“Who is going to make sure each action happens?”</td>
<td>Individuals should be named and duties should be spread around in order to reduce the load on any one individual within the school and ensure the plan will be sustained. It is advisable to identify specific individuals from larger organisations where their help and support is required to achieve actions identified.</td>
<td>Identify a lead person within the school to take up any actions with external bodies (e.g. with road safety or engineering depts. in LAs).</td>
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<tr>
<td>7. Clearly defined responsibilities</td>
<td>“Demonstrate to the reader that the STP is the result of joint efforts by individuals and groups from the school and external groups such as road safety or school travel plan adviser”</td>
<td>Say how you have sought to find out the opinions and ideas of all those directly affected by the action plan in the STP.</td>
<td>More detailed questionnaires allow for greater identification of issues, barriers, possible solutions and innovative ideas eg asking ‘what prevents you walking to school?’ and linking post codes to mode of travel (actual &amp; preferred) to identify potential modal shift.</td>
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<tr>
<td>8. Evidence that all parties have been consulted</td>
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<td>Who was consulted, how and when? A table format could be included detailing who was consulted, on what they were consulted, and when and how the consultation took place.</td>
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governors. Evidence of the consultation must be included and must involve more than just mentioning or referring to consultation without including an evidence base.

- Attach as appendices, or include in the main body of the plan evidence of consultation. This may include things such as examples of:
  - Findings of detailed questionnaires with parents, pupils and staff
  - Minutes of meetings with PTA/ Governors/ STP working group/ other related groups within school
  - School Council involved and tasked with actions
  - Letters sent home to parents
  - Newsletters/ displays designed to elicit views and opinions

NB. Hands up surveys on actual and preferred means of travel on their own would not be evidence of consultation.

- Parents surveyed and asked for their contribution/ ideas.
- Staff survey.
- List members of the STP working group.

9. Monitoring and review proposals

“How are you going to track whether the actions undertaken are meeting the STP objectives and targets?”

“What are you going to monitor to measure progress?”

- Say when the next survey(s) will be done. Setting a month and year. This must include update of baseline travel survey information.
- Set a month and year for the monitoring review of the STP.
- State who (i.e. a specific individual) is responsible for ensuring both survey and STP review will be completed
- The STP must include a commitment that the review will consider pupil travel needs arising from new developments in education and transport provision and that the STP will be revised as necessary to take account

- It is good practice to monitor actions and initiatives as well as specific targets.
- Include ‘success criteria’ or ‘monitoring indicators’ in a column against each action in the action plan.
- Make the links to the school development/improvement plan.
- Good monitoring proposals linked back to a good quality action plan, with clear activities that have monitoring built in.
of these. (This can be inferred from good quality monitoring and review proposals).

- Any review of an STP should be planned to start before the action plan has run its course to guard against inactivity.

10. Criteria set by Cornwall County Council

- Take part in Walk to School Week
- Commitment to update SIMS mode of travel data
- Identify what the DCSF grant money is to be spent on

Once completed send your STP to your School Travel Plan Advisor. Don’t forget that the following need to sign it before you send it in:

- Head teacher
- Chair of Governors
- School Council Representative
How to collect information for your School Travel Plan

Understanding the current travel situation at each school is one of the most important factors in developing a school travel plan. You will have to provide evidence on how pupils travel to school and show that you have engaged with pupils, parents and staff throughout the consultation process. The Travel Awareness Team has developed a simple process to help collect, analyse and present the data to establish a comprehensive report.

There are three stages which enable schools to collect the relevant information for their school travel plan:

1. Upload and run a 'Mode of Travel Report' from the School Information Management System (SIMS). Information on how to this can be found on Form 1*.

2. Conduct a 'Classroom Exercise' to identify unsafe areas, and pupils preferred modes of travel to school. Two lesson plans have been created to help collect this information. Please see Form 2* for further information on this.

3. Send a 'School Travel Survey' home with the pupils for completion by parents. The travel survey allows you to target particular groups or ask specific questions relating to your school. A separate survey has been developed for staff which can be completed online. The School Travel Surveys are found in Form 3*.

If you seek further information on any of the discussed processes or require any other assistance please feel to contact your 'School Travel Plan Advisor’ on 01872 323546 or travel.awareness@cornwall.gov.uk

Once the survey forms have been collected they can be analysed using the 'Spreadsheet template’ on the Resource CD-Rom and via the website. This spreadsheet assists in creating the relevant tables and charts of the survey results. Please ensure to save the spreadsheet onto your PC before entering the results from the survey results.

* Note that all data collection ‘forms’ are found in at the back of this guide and on the Resource CD-Rom. Specified resources are also available via the website.
Ideas for Action in your School Travel Plan

Walking:
- Set up a Walking Bus
- Identify and recommend safer walking routes to school - Produce a safe walking route map
- Set up a ‘Park and Walk’ Scheme
- Hold walking events, e.g. Walk on Wednesday
- Introduce reward schemes, such as the Travel Diary
- Take part in Walk to School Week
- Install wet weather shelters
- Pedestrian training

Cycling
- Hold Cyclewise or Wisebikes courses
- Identify safer routes for cycling
- Install secure cycle storage
- Operate a cycle permit scheme
- Provide showers, changing facilities and lockers

Public Transport
- Display a public transport/school bus notice board
- Write timetables so that pupils can read them easily
- Work with bus providers to get special offers for pupils and staff
- Work with pupils on bullying and vandalism to develop a bus behaviour code
- Give pupils copies of the CCC bus code of conduct

Car Travel
- Set up ‘lift’ share schemes
- Set up a ‘drop-off’ point away from the school gate
- Close the school car park to parent cars
- Provide incentives for pupils not to travel by car

Awareness Raising
- Produce a travel information leaflet
- Hold regular assemblies about the journey to school
- Set up a School Travel Plan Notice board
- Hold special events to encourage walking and cycling
Top Tips

Appoint a School Travel Champion
A successful STP usually depends on the energy, enthusiasm and commitment of one or two people who champion the project throughout. They normally take the lead, co-ordinate the initiative and make the necessary arrangements. They may be, for example, a teacher, a member of support staff, Healthy Schools Co-ordinator, School Governor, School Council or parent.

Make sure the whole school and the school community is involved
It is important that pupils, staff, parents, School Governors and the wider community are involved in the development of the STP to reflect the needs of all concerned. Ideally they should all be represented on a TAG, which will make decisions and take the project forward. TAG meetings ideally should be just before the end of the school day or shortly after to enable everyone to attend. Parents with young children should be catered for. (e.g. provide the children with colouring books to keep them occupied.)

Make sure all the information has been collected
Detailed research needs to be undertaken in order for the TAG to make informed decisions about measures, to prioritise and identify target groups. This might be simple ‘hands up’ surveys or more detailed questionnaires. The School Travel Plan Support Officer can advise you on this.

Talk to people and keep informed
Parents, staff, pupils and local people should be kept informed of progress. The TAG could use newsletters, survey results, annual reports or hold public meetings, to give and receive information.

Make sure your school policies are consistent with the aims of the STP
The TAG and Governors should consider current school policies and their impact upon travel patterns, safety and the environment. It is possible that significant improvements can be made by simple changes to existing policies.

Understand that everything won’t be achieved instantly or all at once
The most effective STP’s will usually involve a mixture of measures and initiatives specific to the individual school. Not all measures will be immediately achievable and therefore the TAG should prepare an action plan of priorities set against SMART targets.

Adopt a partnership approach The involvement and co-operation of a range of agencies and individuals is often crucial to the success of an STP. Proposals for change may depend upon support from the local authority, police, bus and train operators, health authority, business community and local groups.
IMPORTANT: Is your school up for this?

Over 200 schools in Cornwall have already taken part in the Travelling to School Initiative and their pupils are reaping the rewards in terms of improved facilities, more children walking or cycling and an improved, safer environment around the school gate. However, in signing up they have all made a few vital commitments to making this initiative work and more importantly, continue to work.

They have all agreed to:

1. Take ownership of the Plan and write it themselves with the support of their Travel Plan Advisor
2. Update 'Mode of Travel to School' data in SIMS each January
3. Primary Schools to take part in Walk to School Week in May and October of each year
4. Secondary Schools to take part in Green Transport Week & Bike Week each June

It is important that you make an honest assessment of whether you can meet these commitments before deciding to take part.
Resources

A Resource CD-Rom is available to accompany this guidance booklet. It contains various examples of School Travel Plans, a School Travel Plan Template and documents to help collect and analyse your data. To request a Resource CD-Rom please email travel.awareness@cornwall.gov.uk or call 01872 323546.

Contents of the Resource CD-Rom

Main STP Documents:
- STP guidance document - electronic version of this document.
- STP template - suggested template to use when writing your travel plan.
- School audit checklist - used to assess the facilities and infrastructure within your school
- QA checklist - the checklist that will be used to review your travel plan.
- Suggested timeline - provides a framework of how to organise your time.

SIMS Info:
- SIMS procedure (form 1) - notes for school secretaries on how to collect SIMS data.
- Collecting SIMS data (guide) - screen shot guide on how to run a SIMS report, provided by SIMS support
- SIMS travel report - tailored SIMS report that can only be accessed within SIMS.net

Please note that more up-to-date guidance on using SIMS data for a school travel plan is available via the website under 'School Travel Plan Data'

Classroom Exercise:
- Classroom exercise (form 2 & 3) - contains information on how to collect data via a classroom exercise.
- Lesson Plan (key stage 1) - lesson plan activity for pupils within key stage 1 only.
- Lesson Plan (key stage 2) - lesson plan activity for pupils aged key stage 2 and above.
- Hands-up survey - a survey that is used to collect preferred modes of travel to school data.
- Unsafe areas map - contains a map of your school and the surrounding area to collect unsafe area information.

Survey forms:
- Survey forms (form 2 & 3) - notes on how to collect additional information from a survey.
- Parent survey - template for a paper based parent survey
- Staff survey - template for a paper based parent survey
- Data analysis spreadsheet - allows you to analyse the results for the paper based surveys

Other resources:
- Example travel plan 1- Penponds School Travel Plan.
- Example travel plan 2- Connor Downs School Travel Plan.
- Example travel plan 3- Crowan School Travel Plan.
- School travel plan grant rate - shows the current grant that your school is eligible for.
- Companies to consider when spending your grant - list on cycle storage/waiting area companies.
- What can I spend my grant money on? common items/facilities to spend your grant money on.
- Walking and cycling initiatives - list of initiatives that you should think about developing
- Evidence of consultation - some likely stakeholders who may be interested in your travel plan
- Letter to parents re STP - a suggested letter that you can sent to parents to make them aware of what's happening within your school.
- STP logo - copy of the School Travel Plan logo you may wish to include within the plan
- Copy of cycling policy - guide to help safer cycling.
- Travel Awareness School Kit (TASK) - a copy of a school travel plan guide developed by the county council, providing extra information on initiatives, schemes and case studies.
Useful websites:

www.sustrans.org.uk - Environmental organisation supporting sustainable transport with guides and teaching resources on School Travel Plans and school travel issues.

www.walktoschool.co.uk - National website highlighting walk to school events

www.bhf.org.uk/youngpeople/uploaded/bhf_promoting_walking_to_school.pdf - British Heart Foundation guide to walking to school.

www.teachernet.gov.uk/wholeschool/sd/focuson/sdtravel/ - DCSF resource and guidance on travelling to school. DFC budget information.

www.traveline.org.uk/index.htm - Public transport information

The Travel Awareness Team produces a biannual newsletter, 'Word On the Street' to update you on the work schools are doing.

We also hold our Annual Travel Awareness Awards ceremony to celebrate and praise schools and individuals for their achievements.

If you require any assistance or just need some advice, please contact a member of the Travel Awareness Team. You will find their contact details on the next page.
Who can help with your School Travel Plan?

Cornwall County Council Travel Awareness Team Staff:

Rachael Thomas
School Travel Plan Team Leader
01872 324420

John Mellor
Senior School Travel Plan Officer
01872 323548

Alan Jeffrey
Senior School Travel Plan Officer
01872 324421

Helen Sutton
Senior School Travel Plan Officer
01872 323545

Tasha Gillatt
School Travel Plan Support Officer
01872 323546

Andrew Caddy
Cycling Training and Promotion Co-ordinator
01872 323429

Travel Awareness Team, Room 320, County Hall, Truro. TR1 3AY

Tracy Porter
Road Safety Officer - Community Education
01872 222001

Other Bodies

Police Liaison Officers
Local County/District Councillors
Local Businesses
Health Promotion Service
Primary Care Trust
School Bus/Public Transport Operators
Sustrans
Local Media
Appendix 1

Data collection form 1: how to collect mode of travel to school data

Please give this form to your school secretary/SIMS administrator.

The person in your school who is leading your school’s Travel Plan will be provided with a set of maps and fact sheets from the Travel Awareness Team. These maps and fact sheets are created using pupil data specific to your school and will form an essential part of the Travel Plan; it is important that they accurately reflect the current travel situation at your school. In order for the Travel Awareness Team to create these maps and fact sheets, data will be collected from your SIMS system using 2 reports, which should be uploaded and used in accordance with the following process:

1. At the beginning of the School Travel Plan Process, you will be contacted by the School Travel Plan Support Officer who will request to connect to your PC remotely using NetOp.

2. Once connected, a file will be transferred to your PC and uploaded to your SIMS system. Two additional reports will now show up in SIMS and will look like this:

![Figure 1 - travel reports uploaded to SIMS](image)

- **Report Browser**
  - **Name**: SEN - Register (All Status)
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: SEN - Flows Due
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: SEN - Statement Information
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: SEN - Students Linked to Adults
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: Student Link to Agencies
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: Student Links to Agencies
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: SubReportFace2Face
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: Travel Survey Report
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008

- **Report Browser**
  - **Name**: Travel update report (for Registers)
  - **Owner**: Imported
  - **Supplier**: CED Reporting Services
  - **Updated**: 12/09/2008
3. The first report, *Travel update report (For Registers)* as shown in Figure 2, is designed to assist you in updating pupils’ mode of travel data. If you have already updated the Mode of Travel data (i.e. using the data collection sheets which are sent to parents annually), and you feel confident that this provides an accurate picture of how pupils at your school travel to school, this report can be ignored.

The *Travel update report (For Registers)* as shown in Figure 2, will provide a list of all pupils by class registration group and mode of travel currently held in SIMS. This form should be given to the relevant class teacher so the information can be updated during registration.

---

Class Update for Mode of Travel

<table>
<thead>
<tr>
<th>Reg</th>
<th>Name</th>
<th>Modes of travel</th>
<th>Correct - tick/cross?</th>
<th>Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>20H</td>
<td>Joe Agathocleous</td>
<td>Walks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Courtney Aldridge</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Josh Allen</td>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Maria Blanchet</td>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Rosaline Changela</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Seth Chapman</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Andrew Cox</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Liz Dallas</td>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Thabito Dali</td>
<td>School Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Tom Ekstra</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Joe El Aidar</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Eric Estes</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Collin Flanders</td>
<td>School Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Katie Boy Fallers</td>
<td>School Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Kalipa Falatova</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Daniel Fuller</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Freindly Juanie</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Peter James</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Rashel Kali</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Ricco Makisetti</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Winney Mathewos</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Kiz Malakama</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20H</td>
<td>Jezel McCalli</td>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 2 - Travel update report (Registers)*

Class teachers may need to be provided with accompanying text for this exercise. Please see Figure 3 for an example of text.
FOR THE ATTENTION OF CLASS REGISTRATION TEACHERS

As our school is currently developing a School Travel Plan we need to ensure that the mode of travel to school field on SIMS.net is current and populated for all pupils. I would be grateful if you could use this sheet with today’s register to cross-check the current mode of travel for your class pupils and correct any differences. Once this form is complete please hand the form back to the school secretary.

Important points to note when collecting the information:
- You are collecting the usual mode of travel to school. If a child uses more than one mode of transport, please record the mode that the child uses most frequently and/or travels the furthest distance on/in.
- If a child travels in a car with their brother or sister, this does NOT count as car-sharing. Car-sharing should only be recorded if a child travels with pupils from another household.
- Children who travel to school by scooter, roller blades or similar should be recorded as walking.
- Only modes of travel stated in the table below are available for updating on SIMS.net, please bear this in mind when correcting or adding modes of travel.

| Walk, Cycle, Car/Van, Car Share (with a child/children from a different household). Dedicated School Bus, | Bus (type not known), Taxi, Train, Other Dedicated School Bus, Public Service Bus, |

Thank you for your help

Figure 3 - text for class registration teachers

4. Once you have received sheets back from each class registration teacher you will need to update any changes on SIMS.net.

5. When pupils travel information has been updated, the second report can be run. The second report: Travel Survey Report (Cornwall) as shown in Figure 4, will produce a spreadsheet with all of the information needed to create the maps and fact sheets for your school travel plan.

Figure 4 - Travel Survey Report (Cornwall)
6. Once pupils’ modes of travel are all up to date on SIMS you can choose to
   a) run the Travel Survey Report (Cornwall), save it to your desktop and email a copy
ten to the School Travel Plan Support Officer or
   b) Contact the Travel Plan Support Officer who will NetOp to your PC, run the report
       and transfer a copy back to their PC.

The information gathered from SIMS can help:
   • Your school get a grant for sustainable travel facilities
   • Identify bus routes serving your school
   • Develop suitable travel initiatives as part of the school travel plan
   • Create colour coded maps showing where pupils live in relation to the school and stated
     mode of travel to school. These will help your school to monitor the effectiveness of the
     travel plan and targets
   • Set a baseline figure for your school travel plan

For further information on this sheet please contact the
School Travel Plan Support Officer on 01872 323546 or
mailto: travel.awareness@cornwall.gov.uk
Appendix 2

Data collection form 2: Conducting a classroom activity for your Schools Travel Plan (STP)

Please issue to class teachers for info on conducting STP lesson plans

(d) Classroom exercise

As part of your STP you have to collect information on perceived unsafe areas and pupils preferred mode of travel to school. We have devised two lesson plans that will help you collect the relevant information as well as be fun and informative for the pupils.

The first lesson plan is for key stage 1 pupils and the other for key stage 2 pupils and above. Each of these lesson plans can be easily incorporated into QCA units. Please see each lesson plan for the suggested units that the lesson plan can be used for. The lesson plans are available via the Resource CD-Rom under ‘CLASSROOM EXERCISE’.

Example of the lesson plan for key stage 1

Data collection form 3: Sending out a parent/staff survey as part of your School Travel Plan (STP)

(e) Parent/staff survey

Compiling a survey will allow you to collect specific information about the individuals who attend the school. Survey templates have been compiled for your convenience and an online staff survey is available should you wish to target members of staff. A paper example of the parent and staff survey are available from the Resource CD-Rom. Alternatively, the online staff survey can be accessed via this link:
http://cornwall-metrics.custhelp.com/cgi-bin/cornwall_metrics.cfg/websurveys/ws?_133=25
Just forward the hyperlink to all staff members and the data will be sent to you via the School Travel Plan Support Officer.

Example of the parent survey template

Appendix 2
This is a template and should be adapted to the needs of your individual school to reflect your current situation, issues and problems.

Your travel plan should be written in line with the current DCSF and DFT ‘School Travel Plan- Quality Assurance’ Criteria. This template reflects the criteria. However please check you have all essential criteria within the document before final submission.

Guide to colours:

Blue text- notes, delete when complete
Red- STP elements that correspond with the sections within the criteria
Black text- structure and essential tables, please keep.

Front page
This could be designed by a pupil
YOUR SCHOOL NAME and DCSF number

SCHOOL TRAVEL PLAN

STP element 1:

Introduction-
Briefly explain how the School Travel Plan fits in with the ethos of your school. What are your key motivations behind developing the School Travel Plan?

Description of the School-
This section needs to include information about
  • Location, size and type of school (be specific in the description, perhaps provide maps and photos)
  • What type of school is it? (primary, secondary, voluntary aided)
  • How many pupils are there within your school? (state age range)
  • Opening/closing times. Do you have any extended school facilities?
  • Are there any transport links to your school? Is there a school bus service?
  • What are the key walking, cycling, train and bus routes to school?
  • Do you have any SEN pupils with a transport element to their statement? If so please provide details.
  • How many staff do you have, and what are their usual travel arrangements?
  • Do you have any current transport facilities on site? (i.e. bus bays/cycle storage/waiting areas – try to include photos where possible)
  • Do you know your school catchment area? Where are pupils travelling from? (perhaps use the pupil distribution maps the Travel Awareness Team provide)
  • How many car parking spaces do you have for staff & visitors?
  • Do you have any plans for expansion or refurbishment, which may influence future traffic on the site?

Please describe your school to someone who is not familiar with the area as the travel plan will be assessed by a 3rd party out of Cornwall.

Achievements so far-
This section celebrates your successes to date. Please make note of any work or schemes the school is already involved in that complement the travel plan eg) cycle training, taking part in Walk to School Week, road safety education, Healthy Schools, Eco Schools.

A portfolio of evidence is required and could include;
  • examples of curriculum work by the children,
  • photos of Walk to School Week, the Festival of Cycling,
  • copies of newsletters,
  • minutes of School Council Meetings,
  • minutes of Governors meetings,
  • letters home to parents etc.

STP element 2:

Travel/Transport Problems-
This section needs to
  • Explain what prompted your school to develop a travel plan and mention the traffic issues you would like to address (use photos where possible) eg) congestion outside the school gates, lack of safe walking routes to school, the need for improved cycle storage, health and safety concerns, engagement in Healthy School scheme.

Please ensure you state how you identified these issues, when they were identified and by whom. Consultation must include at least pupils, parents, governors and staff.
**STP element 8:** Provide evidence in your portfolio. For example:

**Evidence of consultation—**
Pupils – surveys, School Council, debates
Staff – surveys, staff meetings
Parents – letters home, surveys, meetings, STP leaflets
Cornwall County Council – meetings
Governors – agenda items
Others - Parish Council, neighbours, Police

Please state when this information was collected.

Table showing evidence of consultation

<table>
<thead>
<tr>
<th>Group</th>
<th>Reference (where is it found?)</th>
<th>Type of evidence</th>
<th>When consultation took place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>Appendix 1</td>
<td>Classroom exercise</td>
<td>(date &amp; year)</td>
</tr>
<tr>
<td>Governors</td>
<td>Appendix 2</td>
<td>Meeting</td>
<td>(date &amp; year)</td>
</tr>
<tr>
<td>others</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

**STP element 3:**

**Travel Data—**
This section looks at the data you have collected through consultation and should include;

- a table providing data from your 2008 SIMS (this information is provided by your STP Advisor) to show how children currently travel to school. Show this data as numbers of pupils and as percentages
- a table providing data on how children would prefer to travel to school. Show this data as numbers of pupils and as percentages
- maps showing pupil distribution as provided by your School Travel Plan Advisor

Please state how, when and with whom the data is representative of for each table (record total number of respondents as well as total number of staff / pupils on role). If data is available from consecutive years please incorporate this here.

If you have collected any other data eg) paper based surveys, staff surveys, please include results within this section of the report.

This section should also include;

- issues that have been raised by pupils and staff about unsafe areas, comments on how many people own a bike, want cycle training, or may want to take part in a Walking Bus.

Include photos of dangerous areas/areas that need improvement (with pupils in to show what’s going on)

Table of Unsafe Areas

<table>
<thead>
<tr>
<th>Specific Problem</th>
<th>Specific location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speeding Traffic outside school</td>
<td>The main school gates on Acacia Avenue</td>
</tr>
<tr>
<td>Difficult road crossing due to visibility</td>
<td>The bend outside the fish shop on Fore Street.</td>
</tr>
</tbody>
</table>

Example only
Explain how these areas have been identified, i.e. pupil class activity/survey
STP element 4:
Objectives -
This section;
  • considers what you want the school to achieve in ‘words’? This needs to reflect the issues raised through consultation and data collection.

This might include:
  • increase the numbers of walkers in a half mile radius from the school
  • increase the numbers cycling to school
  • decrease the number of car users
  • improve curriculum links with road safety and sustainable travel to school
  • improve infrastructure in the local area

Targets -
This section;
  • provides a table of targets to be achieved over a minimum of a 3 year period. Remember the targets need to be
    o linked to the objectives
    o realistic, achievable, and based on your data collection.
    o displayed as percentages and numbers, as shown in the table below
    o using 2008 SIMS data as a baseline
  • a brief discussion on how you intend to achieve these targets (you will provide more detail in the action plan)

For example:

<table>
<thead>
<tr>
<th>Current mode of travel to school</th>
<th>SIMS Jan 2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>56</td>
<td>58</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>42%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Cycle</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Car</td>
<td>28</td>
<td>26</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>18%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Car share</td>
<td>14</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Bus</td>
<td>28</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>TOTAL</td>
<td>140</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example data only

STP element 5, 6 and 7:
Action Plan -
The format of your action plan is up to you. We have provided two possible templates. You may wish to use one of these, or develop one of your own based on your School Development Plan. If you decide to do the latter please ensure all essential criteria are incorporated.

• Include how you intend to spend the travel plan grant money and how this has been identified.
• Include your commitment to promoting Walk to School Week (for Primary schools) and Bike Week (for secondary schools)
Example 1:
This template provides an action plan set against each of the individual objectives.

<table>
<thead>
<tr>
<th>Objective 1 (Repeat objective set in Objectives &amp; targets section, E.g. increase the numbers of walkers in a half mile radius from the school)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
</tr>
<tr>
<td>What is your target and over what period? E.g. Increase the number of walkers from xx% to xx% by month &amp; year</td>
</tr>
<tr>
<td><strong>Success criteria</strong></td>
</tr>
<tr>
<td>What will be considered a success?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key tasks</th>
<th>Time scale</th>
<th>Responsible person</th>
</tr>
</thead>
<tbody>
<tr>
<td>These could include items such as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Buy a covered cycle shelter with the STP grant</td>
<td>State the month and year for each task</td>
<td>Spread the load and don’t make the same person responsible for all tasks</td>
</tr>
<tr>
<td>- setting up a walking bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- creating an information leaflet for parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- curriculum work in Geography or PSHE relating to travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- take part in Walk to School Week / Green Transport Week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monitoring**
How will the success of these tasks be monitored and when will they be monitored? When will the next survey be carried out?

<table>
<thead>
<tr>
<th>Objective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
</tr>
<tr>
<td><strong>Success criteria</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key tasks</th>
<th>Time scale</th>
<th>Responsible person</th>
</tr>
</thead>
</table>

**Monitoring**
How will the success of these tasks be monitored and when will they be monitored? When will the next survey be carried out?
### Example Action Plan 2:
You may wish to modify this table to reflect the unique measures required by your school.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Description of the initiative</th>
<th>Lead Person</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy &amp; management</td>
<td>Establish a travel action group and Governor &amp; senior management support</td>
<td>CCC &amp; Governors</td>
<td>Month/Term &amp; Year</td>
</tr>
<tr>
<td></td>
<td>Develop the School Travel Plan specific targets and update the travel plan with changes and new initiatives as required</td>
<td>Travel Action Group (TAG)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incorporate STP into Development Plan &amp; Curriculum</td>
<td>Head Teacher</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>Produce a pupil 'Travel to school' information leaflet covering safe walking routes, pedestrian crossing points, cycling and car sharing</td>
<td>TAG &amp; School Council</td>
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<td></td>
<td>Establish safe walking and cycling route maps to illustrate safe routes for pedestrians and cyclists.</td>
<td>TAG &amp; School Council</td>
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<tr>
<td>Walking</td>
<td>Introduce “Walk on Wednesdays” “WOW!” as school life</td>
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<td></td>
<td>Take part in Walk to School Week each May &amp; October</td>
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<td></td>
<td>Set up a Walking Bus</td>
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<tr>
<td>Cycling</td>
<td>Recruit parents to train as cycle instructors</td>
<td>TAG</td>
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<td></td>
<td>Provide volunteer parents with Cyclewise training</td>
<td>TAG</td>
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<td></td>
<td>Promote cycle training at school for KS2 pupils</td>
<td>TAG</td>
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<td></td>
<td>Develop cycle policy</td>
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<tr>
<td>Curriculum</td>
<td>Road Safety resources &amp; books developed into the curriculum &amp; classroom via Road Safety Education Officers loan and resources schemes</td>
<td>Subject Co-ordinators</td>
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<td></td>
<td>Incorporate a Road Safety week into the curriculum or use the Brake Road Safety week (Sept) resources</td>
<td>Head Teacher</td>
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<td></td>
<td>Promote the School Travel Plan, road safety, health and exercise</td>
<td>Subject Co-ordinators</td>
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<tr>
<td>Facilities</td>
<td>Provide cycle storage using STP grant money</td>
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<tr>
<td>Monitoring</td>
<td>Update SIMS Mode of Travel Data</td>
<td>Autumn Term</td>
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<td></td>
<td>Hands Up Survey during Walk to School Week</td>
<td>May &amp; October</td>
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<td></td>
<td>Photos of reduced congestion</td>
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</table>

**STP element 9:**
We agree to adopt and implement this School Travel Plan

Signed
Chair of Governors

(Headteacher

Signed
School Council Representative

Date

This School Travel Plan has been approved by

Signed
Steve Colwill
Assistant Director of Children,
Young People and Families

Date

Nigel Blackler
Head of Transport,
Planning, Transportation & Estates

Date

This School Travel Plan is now complete and ready for implementation

Signed
School Travel Plan Advisor
Cornwall County Council

Date

Return your completed School Travel Plan with your portfolio of evidence to your School Travel Plan Advisor no later than 27th February 2009.
## Appendix 4

### School Site Audit

- **School name**: ___________________________
- **DCSF number**: □□□□
- **School type**: Infants / Juniors / Primary / Secondary / Special Education Other_______
- **No. of pupils on roll**: □□□□
- **No. teaching staff**: □□□□
- **No. support staff**: □□□□
- **School location**: Town centre / suburbs / village / other _________

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<tr>
<th>Facilities checklist</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tr>
<td><strong>Section 1.02 WALKING</strong></td>
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<td>Wet coat drying facilities</td>
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<tr>
<td>Changing/storage facility</td>
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<td>Wet weather shelter</td>
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<tr>
<td>Walking Bus</td>
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<tr>
<td>Walk to School Week</td>
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<tr>
<td>Pedestrian training</td>
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<tr>
<td><strong>Section 1.03 CYCLING</strong></td>
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<tr>
<td>Cycle storage / bike racks</td>
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<td>Cycle helmet etc storage</td>
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<td>Showers</td>
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<tr>
<td>Changing facilities</td>
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<td>School cycle policy</td>
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<td>Cycle training</td>
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<td>Cycle permit scheme</td>
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<td><strong>Section 1.04 BUS TRANSPORT</strong></td>
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<td>Bus code of conduct</td>
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<td>Bus stop nearby</td>
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<td><strong>Section 1.05 SCHOOL ENTRANCES</strong></td>
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<td>Safe pedestrian access</td>
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<td>Safe cyclist access</td>
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<td>Gates / barriers</td>
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<td>Emergency vehicle access</td>
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<td>Zig Zag lines</td>
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<td>Footpaths / pavements</td>
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<td>Zebra / pedestrian crossing</td>
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<td><strong>Section 1.07 CAR PARKING</strong></td>
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<td>Parent cars allowed on site</td>
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<td>Cars held back at end of day</td>
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<td><strong>Section 1.08</strong></td>
<td><strong>OTHER</strong></td>
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<td>School travel leaflets</td>
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<td>School travel notice board</td>
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Appendix 5

Walking & Cycling Initiatives.
Available from the Travel Awareness Team.

Level 1 cycle training – WISEBikes:
Playground based training for children aged between 7 & 9 (years 3 to 5), run by trained volunteers, spread over 3 sessions after school. Children have the opportunity to gain basic balance and control skills in a safe environment. The course is designed to lead on to Cyclewise training when they reach 10 years old. Ongoing support is given by the Cycle Training & Promotion Co-ordinator and monitoring is provided.

Level 2 cycle training – Cyclewise:
This is an 85% road based training scheme for children who are at least 10 years old (year 6 children). Run by trained volunteer instructors over 6 one hour sessions, this course covers on road riding skills, teaching the children to carry out manoeuvres such as left / right turns.

Level 3 cycle training – Cyclewise Plus:
On and off road cycle training designed for year 7 children. This course is aimed at those who cycle to school, or wish to after receiving some training. The course runs after school over 4 weeks, each session being 1.5 hours in length. Elements covered include cycle maintenance, cycle handling skills and on road training.

Walking Buses:
These are aimed at primary schools and encourage children and adults to take part in organised walks to school. A walking bus must have at least 2 adults who are fully CRB checked in order to become an official Walking Bus. Full support is given throughout set up and regular monitoring is provided by the Travel Awareness team.
**Park & Stride:**
Parents who feel they have to drive their children to school are encouraged to park at a designated point away from the school and walk the last part of their journey. This reduces the congestion around the school gates, leading to a safer environment for children to walk to school. Some schools call it PASTy day (Park and Stride Tuesdays).

**Walk on Wednesday ‘WOW’:**
Pupils are encouraged to make a special effort to walk to school on a Wednesday or one day a week if a Wednesday is not convenient for the school. Walking diaries are provided to each pupil to fill in, allowing the progress to be monitored on a term by term basis. The Travel Awareness team can provide diaries, promotional posters and stickers for the day.

**Walking Diaries:**
Diaries are given out to children who fill in how they travel to school each morning. These are supplied by the Travel Awareness Team and allow monitoring of pupils modes of transport to and from school. These diaries can be modified and changed by the school - some schools even get the students to design their own. The children are encouraged to travel to and from school by walking, cycling or by bus. A prize is given after walking so many journeys.

**Mass walks to school**
These offer a focus for a school to get everyone walking to school on a particular day. Perhaps meeting at 1 or 2 points and walking en mass. A good initiative for media coverage.
Walk to School Week (primary schools)
This is a twice annual campaign (May and October) where schools are asked to take part in encouraging their pupils to walk to school wherever possible, or arrive in a sustainable way. Full resources are provided by the Travel Awareness team. We support schools throughout the week and advise in the lead up to the event. We provide assemblies and introduce the pupils to our mascot ‘Billy the Boots’ at the school gates.

Travel Action Groups – TAG (all schools)
It is important that pupils, staff, parents, School Governors and the wider community are involved in the development of the STP to reflect the needs of all concerned. Ideally they should all be represented on a TAG, which will make decisions and take the project forward. TAG meetings ideally should be just before the end of the school day or shortly afterwards to enable everyone to attend. The TAG and Governors should consider current school policies and their impact upon travel patterns, safety and the environment.

Student Travel Groups (secondary schools)
The student travel group normally consists of year 7 students who have a keen interest in promoting walking and cycling to school. They are provided with their own notice board in the school and meet regularly to discuss ways of getting the school interested in sustainable travel. This can include newsletters, assemblies, Cyclewise training and putting up posters and information. The Travel Awareness team meet with the group on a regular basis, and a teacher provides a point of formal contact.

Travel information leaflets
The Travel Awareness team can help to produce these for the schools to hand out to students and their parents in order to promote travelling to school by non car modes.
Bike Week and Green Transport Week.
These promotional weeks each June are aimed at to encourage more cycling and think about sustainable travel. As older pupils may be considering learning to drive, or ride a motorbike, the week highlights not only more environmentally friendly vehicles to purchase, but car share and public transport alternatives.

Assemblies
These can be themed depending on what the school is promoting e.g. Walk to School Week, Walk on Wednesdays etc.

Golden boots challenge.
This is a rewards based incentive that is used to promote walking to school. Each class in a school competes for the golden boot prize by walking to and from school.

Bike train
Bike trains are very similar to walking buses, they are set up in much the same way except the volunteers will cycle the children along a risk assessed route to school. Full support and guidance will be offered throughout the set up period and regular monitoring will be provided by the Travel Awareness Team.

Car sharing schemes
Encouraging staff and pupils to car share to school. If a child’s only way to school is by car then the Travel Awareness team helps promote car sharing and encourages parents to take other pupils to school as well as their own children. Staff can also be encouraged to car share through the Carshare Cornwall Scheme.

www.carsharecornwall.com

For more information contact:
The Travel Awareness Team on 01872 323546 or email travel.awareness@cornwall.gov.uk
Cycling Training & Promotion Co-ordinator on 01872 323429 or email cycling@cornwall.gov.uk