



Silsoe Lower School

SCHOOL TRAVEL PLAN

Report

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Contents

1	INTRODUCTION	1
	General	1
	Proposed Development	1
2	POLICY REVIEW	3
	General	3
	National Policy	3
	Local Policy	5
	Summary	6
3	SITE AUDIT	8
	Overview	8
	Site Location and Description	8
	Walking & Cycling	9
	Public Transport Accessibility	10
	Local Highway Network	10
	Parking	11
	School Timetable	11
	Summary	11
4	TRAVEL PATTERNS	12
	General	12
	Mode Split	12
5	AIMS OBJECTIVES AND TARGETS	13
	General	13
	Aims	13
	Objectives	13
	Targets	13
6	MEASURES	15
	General	15
	Proposed Initiatives	15

Delivering the Travel Plan.....	15
Information for Parents	16
School Facilities / Infrastructure.....	18
Ongoing School Events	18
Staff.....	20
Measures for Reducing Reliance on the Private Car.....	21
Summary.....	22
7 MONITORING	23
General	23
Targets.....	23
Monitoring	23
8 ACTION PLAN	24
9 SUMMARY AND CONCLUSION	25

Tables and Figures

Table 2.1 Maximum Car Parking Standards	6
Figure 3.1 Site Map.....	9
Table 4.1 2008-2014 Modal Split – Pupils (%).....	12
Table 5.1 Silsoe Lower School Targets (%).....	14

Appendices

Appendix A	Bus Timetable
Appendix B	Living Streets Factsheets
Appendix C	The Big Pedal Poster
Appendix D	CBC Mitigation Measures

1 Introduction

GENERAL

- 1.1 JMP Consultants Ltd (`JMP`) has been commissioned by Central Bedfordshire Council (the `Client`) to update an existing School Travel Plan (`STP`) in relation to development proposals at Silsoe Church of England VC Lower School (the `School`), High Street, Silsoe, MK45 4ES (the `Site`).
- 1.2 The Local Planning and Highways Authority is Central Bedfordshire Council (`CBC`).

PROPOSED DEVELOPMENT

- 1.3 The School is to relocate from its current Site on High Street, Silsoe, to a new site within the former Cranfield University Campus, also in Silsoe.
- 1.4 This means that the School will expand its current capacity of 135 places for lower school pupils aged 4 – 9, to 225 places for lower school pupils aged 4 – 9.
- 1.5 The School will also relocate the Special Educational Needs provision for Behaviour, Emotional and Social Difficulty (BESD), to the new school site and to expand the provision from 6 to 8 places (the `Proposed Development`).
- 1.6 The admission number for the current School is 27 for each year group and the proposed admission number will be 45 for each year group.
- 1.7 New lower school places are required in Silsoe as a result of significant housing development within the former Cranfield University Campus. Up to 344 dwellings are forecast to be built within this development by 2018.
- 1.8 An updated STP is therefore required in order to demonstrate how additional trips will be mitigated; and how sustainable modes of travel including walking and cycling will be encouraged.

Report Structure

- 1.9 Following this introductory section, the remainder of this STP is structured as follows:
- **Section 2: Policy Review** – Reviews current and emerging national and local transport planning policies in the context of the Proposed Development;
 - **Section 3: Site Assessment** – Describes transport conditions prevailing at the Site and the surrounding area;
 - **Section 4: Travel Patterns** – Describes the current travel patterns of pupils and staff at the existing site;
 - **Section 5: Aims, Objectives and Targets** – Sets out the aims, objectives and targets for the School;
 - **Section 6: Travel Plan Measures and Initiatives** – Discusses the current and proposed STP measures and initiatives for the School;
 - **Section 7: Monitoring Strategy** – Sets out the monitoring strategy for the STP upon completion of the Proposed Development;
 - **Section 8: Action Plan, Roles and Responsibilities** – Provides an example of an Action Plan for the STP and then sets out the roles and responsibilities of those tasked with delivering the STP.

➤ **Section 9:** Summary & Conclusions.

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

2 Policy Review

GENERAL

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

National Policy

- National Planning Policy Framework (NPPF) March 2012.
- Cutting Carbon, Creating Growth: Making Sustainable Local Transport Happen, White Paper. 2011.

Local Policy

- Local Transport Plan 3; The Central Bedfordshire Council Transport Strategy, April 2011 – March 2026
- LTP3: Appendix C – Sustainable Modes of Transport to Schools and Colleges Strategy.
- LTP3: Appendix F – Approach to Parking.
- Central Bedfordshire Council, Cycle Parking Guidance, July 2010

NATIONAL POLICY

The National Planning Policy Framework – March 2012

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

- actively manage patterns of growth to make the fullest possible use of public transport, walking and cycling and focus significant development in locations which are or can be made sustainable; and,
- take account of and support local strategies to improve health, social and cultural wellbeing for all, and deliver sufficient community and cultural facilities and services to meet local needs.

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

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

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

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

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

Cutting Carbon, Creating Growth: Making Sustainable Local Transport Happen. White Paper. 2011.

2.9 The local transport white paper sets out the government's vision for a sustainable local transport system that supports the economy and reduces carbon emissions. It explains how the government is placing localism at the heart of the transport agenda, taking measures to empower local authorities when it comes to tackling these issues in their areas. The white paper also underlines central government's direct support to local authorities, including through the Local Sustainable Transport Fund.

2.10 Para 1.9, P12 outlines the priority for local transport as follows;

'Encourage sustainable local travel and economic growth by making public transport and cycling and walking more attractive and effective, promoting lower carbon transport and tackling local road congestion'

2.11 Chapter 5 outlines 'Active Travel' and notes that;

‘School travel is also significant. Sustainable, active travel for journeys to school, when replacing vehicle trips, can reduce local congestion and carbon emissions as well as improving cognitive performance and academic achievement. Current estimates suggest an annual £600 return (much from short and long term health gains) for each pupil making the shift from travelling by car to walking and cycling.’

2.12 Para 5.8 ‘School Travel’ notes that;

‘As part of the Travelling to School initiative, schools in England were asked to develop and implement a school travel plan in order to reduce car use. More than 91% of schools did so. We intend to publish the findings of the independent evaluation of the Travelling to School Initiative shortly. It is now for local authorities and schools to decide the best way forward, and local authorities may continue to provide support for schools that want to maintain their school travel plan where this has been effective, and also help them to put in place and maintain other initiatives designed to enable more children to walk and cycle to school. We expect many authorities to include school-based initiatives in their bids to the Local Sustainable Transport Fund.’

LOCAL POLICY

Local Transport Plan 3 (LTP3); The Central Bedfordshire Council Transport Strategy, April 2011 – March 2026

2.13 LTP3 is Central Bedfordshire’s first Local Transport Plan following the creation of the unitary authority in April 2009. The vision of the Local Transport Plan is that by 2026 Central Bedfordshire will be:

2.14 “Globally connected, delivering sustainable growth to ensure a green, prosperous and ambitious place for the benefit of all by creating an integrated transport system that is safe, sustainable and accessible”

2.15 The policy also notes that 14% of journey to work trips are by walking and cycling, compared to 12.7% nationally.

2.16 LTP Objective C is to:

‘increase the number of children travelling to school by sustainable modes of transport’

2.17 The priorities to achieve this include:

- Walking and Cycling Environment: Improve the safety and perceived safety of routes to school, particularly for those pupils travelling on foot or by bike.
- Awareness: Raise awareness of the benefits of active travel modes to pupil’s health, finances and ability to learn.

LTP3: Appendix C – Sustainable Modes of Transport to Schools and Colleges Strategy

2.18 The vision of the Strategy seeks to increase the number of pupils and students travelling to school by sustainable mode. A series of objectives have been devised to help achieve this and they are as follows:

- i. Increase the number of children travelling using sustainable modes of transport to schools and colleges.
- ii. To promote sustainable modes and routes to schools and colleges.

- iii. Improve the quality of the walking and cycling environment.
- iv. Improve passenger transport services to, from and between educational establishments.
- v. Improve the safety and perceived safety of walking, cycling, car sharing and travelling by bus.
- vi. Increase awareness of the benefits of active travel modes.

LTP3: Appendix F – Approach to Parking

2.19 This document presents CBC’s approach to parking management, which forms part of the adopted LTP3.

2.20 For Education Establishments the guide outlines the following:

‘Standards for parking at schools have been set to limit the amount of space within the school grounds dedicated to parking provision. The parking allocation covers staff, visitors and parents. The allocation does not include pupil parking. Only in exceptional circumstances, including school buses, where road safety is the prime consideration, should pupil drop off and pick up points be within school premises.’

2.21 Parking standards are outlined as follows in **Table 2.1**.

Table 2.1 Maximum Car Parking Standards

Use Class	Land Use	Standard
D1: Education Centres	Staff	2 per 3 staff
	Visitors	1 per 7 staff
	Parent - Infants	1 per 12 pupils
	Parent - Primary	1 per 20 pupils

Source: www.centralbedfordshire.gov.uk

Central Bedfordshire Council, Cycle Parking Guidance, July 2010

2.22 This document was originally prepared by Bedfordshire County Council and has now been adopted by Central Bedfordshire Council as part of its LTP3.

2.23 There are currently no specific cycle and scooter parking standards specified for schools by CBC. However, the general guidance on levels of cycle parking provision in new developments within Bedfordshire is as follows:

- 1 space per 10 staff;
- 1 space per 10 visitors; and
- 1 space per resident.

2.24 The guidance also notes that the level of cycle parking will depend on the type of facility, likely number of visitors, the availability of existing nearby parking, location of development and requirements of any agreed travel plan.

SUMMARY

2.25 The STP is in line with national policy, given that the School is situated in a location with good sustainable transport opportunities, and as such will have reduced reliance on the private car.

- 2.26 On a local level, the Proposed Development is in accordance with CBC policy; particularly as walking and cycling have been prioritised as sustainable measures in this STP.
- 2.27 It should also be noted that the number of car parking spaces proposed is in line with CBC Policy.

3 Site Audit

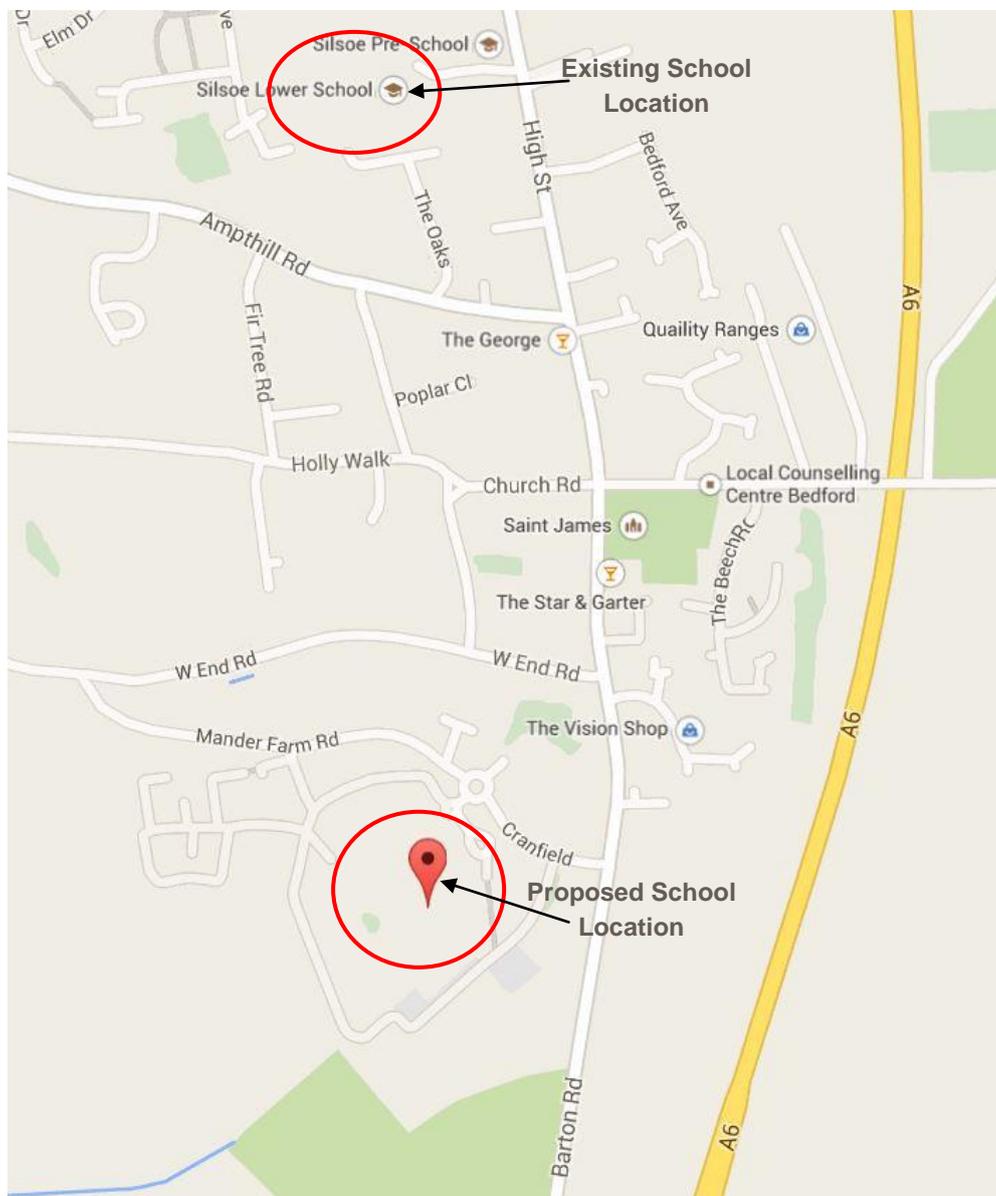
OVERVIEW

- 3.1 This chapter of the STP describes the existing, or 'baseline' transport information and existing conditions around the Site.
- 3.2 The site assessment is based on information obtained during the design team meeting held on 6.3.2015. The proposals are based on the scheme discussed during this meeting and may be subject to change following planning committee. The information obtained is also consolidated by desk-based research.

SITE LOCATION AND DESCRIPTION

- 3.3 Currently Silsoe Lower School is located on the High Street of the village of Silsoe. The School is located west of the A6 trunk road and south of the nearby village of Clophill. The School is to be relocated on the grounds of the former Cranfield University Campus in Silsoe, MK45 4DT.
- 3.4 The village of Silsoe is comprised largely of detached residential properties with driveways for parking along with unrestricted on-street parking. Silsoe is part of a rural community but is situated within the London commuter belt.
- 3.5 The current school catchment area is the village of Silsoe however approximately 25% of pupils come from outside this catchment area from villages including Barton Le Clay, Clophill, Greenfield, Flitton, Flitwick, Maulden and Luton. This wider catchment reduces the travel options available to access the school.
- 3.6 Although the travel plan will be focused on provision following relocation into the new site as of September 2016, the targets and measures will begin to be adopted on the existing site as a pilot study for the implementation of the travel plan.
- 3.7 The site area can be seen below in **Figure 3.1**.

Figure 3.1 Site Map



Google Maps

WALKING & CYCLING

Pedestrian Network Facilities

- 3.8 The general topography of the area is flat, which assists with pedestrian activity
- 3.9 There are no designated pedestrian crossing facilities in the vicinity of the proposed School location currently; however the residential nature of the area and the 30mph speed limit suggests that such a facility is not required, with the alignment and nature of Cranfield not indicating any significant highway safety concern.
- 3.10 Footpaths are made of smooth tarmac on Cranfield which are approximately 1.5 metres wide. Similarly footpaths are found along both sides of Barton Road, which are approximately 1.5 metres in width and

would lead towards the school from Silsoe High Street. However, in vicinity of the junction between Barton Road and Cranfield a footpath is only located on the western edge of the road.

School Piazza

- 3.11 Following neighbourhood reservations about parents and children loitering around the school gates after dropping the children off at school, a piazza area in the front area of the school has been proposed. This will be within the school gates but separated from the playground through the use of hedging and planting. The landscaped area will be maintained by the school children during enrichment activities. Seating is proposed in this landscaped area and a notice board will be located here to encourage parents to socialise with other parents in this location rather than outside of the school gates. This promotes a safe environment for young children rather than loitering close to the carriageway on the footway outside of the school and therefore will encourage active travel to the Site.

Cycle Network Facilities

- 3.12 Although no official cycle routes run to the proposed School location, the routes around the school are fairly quiet residential streets and therefore conducive to cycling. Transport by this mode should be encouraged as the streets are smooth, well lit and have a maximum speed limit of 30mph.
- 3.13 Twenty cycle parking spaces are intended to be provided at the proposed school.

Scouting

- 3.14 It is recognised that due to good quality footpaths a significant number of children scooter to the existing school. Therefore greater provision of scooter parking is intended at the proposed site to cater for this increasing demand.

PUBLIC TRANSPORT ACCESSIBILITY

Bus Services

- 3.15 There is a bus stop located on Barton Road approximately 260m walking distance to the east of the School. This stop is unsheltered, with no seating or real time passenger information and is served by routes 41 from/to Clophill and 81 from/to Bedford.
- 3.16 Route 81 operates at an hourly frequency from 09:15-16:15 with a few extra services prior to and after this timescale with the first and last services being 07:30 and 23:10. Saturday services run to these above timescales however the last service is at 22:00. Reduced services operate on Sunday.
- 3.17 Route 41 only operates at 18:00 on Monday to Friday.
- 3.18 A timetable for route 81 has been provided in **Appendix A** for reference.

Rail Services

- 3.19 The nearest rail station to the school is 4.8 miles from the site and hence this is not considered a favourable transport mode to the School.

LOCAL HIGHWAY NETWORK

- 3.20 Cranfield is subject to a 30mph speed limit and street lighting is provided along both sides of the road. The junction between Cranfield and Barton Road is a 30 mph speed limit which increases to 60mph when leaving the village of Silsoe. Barton Road connects to the A6 which runs between Bedford and Luton to the east of the site and would provide links to the school from a wider catchment area.

- 3.21 It is predicted that, like the majority of Schools, the Site will experience vehicle congestion outside the entrance at pick-up and drop-off times. This STP aims to minimise this through offering alternative modes of travel to the car, or at least encourage car sharing or walking part of the journey, if sustainable travel is not possible, for those living outside of the catchment area.

PARKING

Car Parking

- 3.22 There are 32 marked car parking spaces, which includes two disabled spaces and one BESD space for drop-off. These spaces are for staff and visitors with the only exception being the BESD drop-off space.
- 3.23 The School car park is gated which enables the School to effectively ban parental parking.
- 3.24 This provision is in line with CBC car parking standards as outlined in Section 2.
- 3.25 Parking is unrestricted on nearby roads to the proposed school location. If walking or cycling is not a feasible option, particularly for children travelling to the school from outside of the catchment, parents are encouraged to either lift share and/or park away from the school and walk part of the journey to encourage the children to get their daily quota of physical activity.

Cycle and Scooter Parking

- 3.26 The school is proposing to provide a covered cycle shelter consisting of ten Sheffield Stands with space for twenty cycles which is used by staff and pupils.
- 3.27 Scooter parking will also be provided as this was recognised as to be in high demand at the existing school as a high number of students are currently adopting scooters to travel to the existing school location.
- 3.28 The provision of cycle and scooter parking should be monitored and increased if demand exceeds supply in the future.

SCHOOL TIMETABLE

- 3.29 Pupils register at 08:50 and Foundation and Key Stage One break for lunch from 12:05- 13:15 and key stage two break for lunch from 12:25-13:35. School finishes at 15:30.
- 3.30 This timetable will continue at the proposed school location.
- 3.31 The School also run an out of school hours / breakfast club from 07:50am and an after school club from 15:30-18:00, it is expected that this provision will still occur at the new location.

SUMMARY

- 3.32 It can be seen from the information above that the School is located in a highly accessible area due to its local estate catchment area. The pleasant surrounding streetscape with smooth paved footways is conducive to walking, cycling and scooting.
- 3.33 The STP aims to build on this, through offering information to all Site users regarding alternatives to the car and particularly focusing on active forms of travel.

4 Travel Patterns

GENERAL

- 4.1 This section of the STP examines the current known travel patterns at the School site.
- 4.2 The modal split data has been obtained for the past five years from a hands up survey which has been undertaken annually by the school during the third week in September.
- 4.3 In 2014 a total of 131 pupils at the School provided information on their mode split, staff data is not available.

MODE SPLIT

Pupils

- 4.4 A review of the 2008-2014 school travel survey shows the following modal split (no data was recorded for 2009).

Table 4.1 2008-2014 Modal Split – Pupils (%)

Mode	2008	2010	2011	2012	2013	2014
Walk	53	39	47	37	35	39
Car	45	59	53	54	50	57
Car Share	2	0	0	2	2	0
Bike	0	1	1	5	6	1
Other	0	0	0	0	5	0
Total Responses	93	113	116	124	133	131

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

- 4.5 This modal split data shows that between 2008 and 2014 the number of pupils walking to School has decreased by 14 percentage points since 2008 and car use has increased by 12 percentage points.
- 4.6 However between 2013 and 2014 the number of pupils walking to school increased by 4 percentage points but car use increased by 7 percentage points likely as a consequence of a 5 percentage point reduction in those cycling to school.
- 4.7 It is clear therefore, that the challenge of the STP will be to reduce car usage to 2013 levels. This may be achieved by encouraging lift sharing in circumstances where active travel is not an option. The level of walking should continue to rise at a similar rate as 2013-2014. This should be a feasible goal due to the close proximity of the new housing development to the proposed school.
- 4.8 This message will be crucial amongst the new intake of pupils and parents.
- 4.9 This STP aims to introduce measures by which walking, scooting and cycling can therefore be encouraged, along with reducing single occupancy car vehicles, in order to encourage active modes of travel to School.

5 Aims Objectives and Targets

GENERAL

- 5.1 This section of the STP sets out the aims, objectives and targets for the School, which will be incorporated into future iterations of the STP.
- 5.2 The aims and objectives of the TP are in accordance with CBC goals as outlined in the LTP, particularly Objective C which aims to;

Increase the number of children travelling to school by sustainable modes of transport

AIMS

- 5.3 The aim of this STP is therefore to create a more sustainable, accessible environment for all School users; and to encourage pupils, parents, staff and visitors to adopt healthy, sustainable lifestyle and travel choices in order to reduce reliance on the private car.

OBJECTIVES

- 5.4 Objectives are the high-level aims of the STP. They help to give the STP direction and provide a clear focus. The objectives of the STP are as follows:
- To raise awareness of sustainable `smarter travel` modes available to all School users including new and existing parents and pupils, staff and visitors;
 - To build on previous travel achievements and create a safer, more sustainable, community driven environment for pupils and staff attending and working at the School;
 - To mitigate against any expected traffic and transport impacts of the proposed expansion to the School;
 - To promote safe routes to and from the School in order to assist with reducing the perception of danger surrounding walking, scooting and cycling to School; and,
 - To encourage active modes of travel and healthy lifestyles, particularly walking, scooting and cycling, and to emphasise the health benefits of these modes.
- 5.5 In order to achieve these aims, this STP builds on previous achievements and promotes a range of lifestyle and travel choices in order to help reduce reliance on the car.

TARGETS

- 5.6 Targets are measurable goals by which the progress of the STP will be assessed.
- 5.7 Targets are essential for monitoring the progress and success of the STP. Targets should be 'SMART' - specific, measurable, achievable, realistic and time-bound.
- 5.8 The School undertake an annual hands-up travel survey in September. The suggested targets for the School have been based on the 2008- 2014 modal split and are presented below in **Table 5.1** for pupils.

Table 5.1 Silsoe Lower School Targets (%)

Mode	Baseline (Year 1)	Interim (Year 3)	Final (Year 5)
Walk	43	46	49
Car	50	<50	<50
Car Share	3	>3	>3
Bike	2	>2	>2
Scooter	2	>2	>2
Other	0	0	0

- 5.9 A school travel survey will be carried out annually in September to monitor the progress and will act as an indicator of whether the targets are being achieved or should be adjusted. The monitoring schedule is outlined within **Chapter 7** of this STP.
- 5.10 The actual baseline mode share will be determined following school travel surveys that will take place at the new School location off Cranfield in September 2016. These will provide a breakdown of the mode share in order to fully understand the travel patterns at the school and potential for encouraging more sustainable travel behaviour.
- 5.11 Targets for staff will also be set following the baseline travel survey which will establish current staff travel patterns.
- 5.12 The suggested targets represent what is considered to be an achievable increase in sustainable travel as a result of the introduction of the STP and its associated measures.
- 5.13 It is expected that as a result of the small catchment area of the School, along with the inclusion of the proposed pedestrian and cycle measures as outlined in **Chapter 6**; the walk and cycle mode share for pupils and staff will increase.
- 5.14 An information strategy will also be developed for new and existing parents which is discussed further in **Section 6** below.
- 5.15 These sustainable measures, and lack of parking provision at the School, will assist in reducing pupils and staff travelling to school by car.
- 5.16 The school will continue to take part in the annual survey post year 5 of the plan.

6 Measures

GENERAL

- 6.1 This section of the STP discusses the current and proposed STP measures and initiatives for the School. It draws from the previous sections which discuss the existing transport infrastructure, travel pattern behaviour and STP aims and objectives.
- 6.2 The School currently take an active approach in attempting to manage traffic levels and parking at the Site, and measures currently undertaken are discussed below.

PROPOSED INITIATIVES

- 6.3 To ensure that the Proposed Development can mitigate car trips associated with pupil expansion and school relocation; it is critical that sustainable transport principles are incorporated from the outset.
- 6.4 Good transport infrastructure provides the foundation on which the Proposed Development is built. In addition to this, the provision of good pedestrian connectivity and quiet local roads around the Site are paramount to encourage walking and cycling throughout the Site and to nearby services and amenities.
- 6.5 Furthermore, the STP will require a suitable information strategy for new parents in order to promote aforementioned walking and cycling routes, on-site facilities and a sense of safety, along with parking restrictions.
- 6.6 Moving to a new school also requires the establishment of new travel patterns and behaviour.
- 6.7 The STP measures below aim to establish ways in which these travel patterns can be embedded sustainably at the School from day one.

DELIVERING THE TRAVEL PLAN

School Travel Plan Co-ordinator

- 6.8 The STP will be managed and monitored by a School Travel Plan Coordinator (TPC) who will have overall responsibility for the STP and for ensuring that the delivery of the proposed measures, initiatives and monitoring are completed.
- 6.9 The School's current TPC is shared between Mrs S Purdue (Head Teacher) and Miss N Bill (Healthy Schools Co-ordinator) and it is envisaged that these roles will remain the same.
- 6.10 An Action Plan has been devised which is outlined in **Section 8** and this will ensure that the TPC has suitable guidance in implementing measures outlined here.

School Travel Working Group

- 6.11 The School will develop a Travel Working Group and this will be comprised of the following:

Governing Body / PTA

- 6.12 The school has a Governing Body comprised of six staff members, four Governors appointed by Central Bedfordshire Council or the Governing Body and five parent governors; along with a Parent Teacher Association (PTA) who organise various activities throughout the year.

- 6.13 The PTA will ensure that new and suitable measures are introduced at the school, which may include upgraded facilities such as scooter and cycle parking.

Class Reps

- 6.14 The school has an active student body with two or three students per class. The class reps help to communicate information to parents unable to attend PTA meetings. They also can raise any ideas with regards to the implementation of sustainable travel to the governing body and PTA.
- 6.15 It is recommended therefore that these staff, parent and pupil stakeholders form part of the proposed School Travel Working Group which will ensure that all parties are committed to the development and the actions outlined within the Action Plan.
- 6.16 The TPC will be responsible for organising communications between these groups.

INFORMATION FOR PARENTS

- 6.17 One of the key features of the STP will be to convey the importance of sustainable travel to and from the Site from the earliest possible date.
- 6.18 Travel behaviour is embedded in routine and therefore the STP provides a unique opportunity to encourage people to travel more sustainably due to the fact that moving to a new school will require new travel patterns.
- 6.19 It will be easier to influence the travel decisions of new parents and pupils, particularly if new parents are given information and facilities upon moving to the School, this will encourage more positive travel choices to be formulated from day one.
- 6.20 This will ensure that parents can establish travel habits and routines and are therefore suitably prepared for the start of term.

School Sustainable Travel Website

- 6.21 The School currently has a website at <http://www.silsoeschool.co.uk>
- 6.22 A specific sustainable transport page will be set up so that staff, pupils and parents can access information easily. The webpage will also enable information to be updated on a regular basis, for example links to public transport timetables which may assist in increasing this mode – particularly for staff, or the arrival of new facilities such as scooter or cycle parking.
- 6.23 The webpage will also feature any upcoming travel events such as Bike Week, Walk to School Week, along with any new measures introduced.
- 6.24 The TPC with the help of I.T. staff will be responsible for the development of this.

Summer Intake School Events / STP Event

- 6.25 The School will be running a series of `Open Days` in July 2015 for the parents and pupils who are due to start at the existing School site in September.
- 6.26 As part of the Open Days, the School will undertake a STP event, which will be an excellent way to promote the importance of the STP to parents regarding the expansion of the School, and also to engage with and assist parents regarding potential travel patterns.
- 6.27 CBC may be able to help with resources and it is recommended that the school makes use of what may be available.

- 6.28 The event should be held somewhere prominent such as a classroom, and have plenty of visual maps with distance markers for parents to look at and free maps to take away.
- 6.29 The event could also target potential drivers through explaining the importance of not driving to the School, in order to reiterate the importance of the STP on its continuing development and expansion.
- 6.30 Invites sent to parents for the Open Day should request that parents seek to walk to cycle to the School, as opposed to driving. This will ensure that parents can try out a different mode of transport that they may not have initially considered.
- 6.31 The event will also take place in July, and seasonal issues should be a consideration, as a push on walking and cycling will always be better received in warmer months.
- 6.32 The event will help to consolidate the message of how important the School takes travel to and from the Site. It will also give parents a chance to plan journeys in a relaxed and informal environment, and be able to use the time through summer to plan walking and cycling to School.
- 6.33 The TPC will arrange the event and the School will allocate any required funding to this.
- 6.34 A similar event will also be run at school parent's evenings which happen annually at the School.
- 6.35 Following re-location of the school, another open evening should be run in July 2016 to promote the importance of maintaining the actions set out in the STP. As all classes are being relocated this will be an excellent time to change existing travel habits and encourage parents to travel more sustainably by providing them with the information they need.

Welcome Packs

- 6.36 A Travel Welcome Pack will be sent to all new parents, staff and pupils before term starts. The Welcome Pack will include site specific travel information as outlined in these measures, including maps, walking and cycling routes, information on cycle / scooter storage and a link to the school sustainable travel website.

Letters Home

- 6.37 The School regularly send newsletters home to parents which include warning them of the dangers of parking illegally around the School gates.
- 6.38 This will continue under the STP and will be the responsibility of the TPC.
- 6.39 It is proposed that in order to maintain interest and momentum in the STP, a monthly travel theme is developed which the newsletter will reflect.
- 6.40 This can focus on tangible benefits to parents such as weight loss, money saving, or the fact that pupils are more productive after walking or cycling to school.
- 6.41 Living Streets and Sustrans have a number of factsheets on the benefits of walking and cycling which are aimed at parents and carers and are available to download free from the Living Streets and Sustrans website:
(<http://www.livingstreets.org.uk/sites/default/files/content/library/WalktoSchoolresources/Why%20Walk%20to%20School%20info%20for%20parentscarers.pdf>)
- 6.42 A copy of the Living Streets Why Walk to School? factsheet and the Sustrans Safer Scooting & Cycling factsheet has been included in **Appendix B** for reference.
- 6.43 It is recommended that the School use this free library to promote walking, scooting and cycling to parents on a monthly or twice-monthly basis.

6.44 A link to these can also be included on the travel webpage.

School Piazza Notice board

6.45 A notice board will be located in the Piazza area inside the front entrance of the school. This will provide accessible information with regards to travel options. Information displayed could include pedestrian and cycle maps, with average walk/cycle times from certain residential areas or way makers, such as Silsoe Church and the high street post office for example.

6.46 Information regarding combined calories burnt during active travel on the school run from certain distances could be displayed to engage with parents.

6.47 This should be updated by the TPC on a monthly basis.

6.48 This will be funded by the School.

SCHOOL FACILITIES / INFRASTRUCTURE

Cycle & Scooter Parking

6.49 Cycle and scooter parking is currently provided at the school and appears to be reasonably well used. Previous School Travel Plans have noted that many pupils would prefer to cycle to school than use other means of transport.

6.50 As part of the Proposed Development, the School will supply 20 cycle and scooter parking spaces in order to accommodate the proposed increase in pupils. This is in line with CBC Cycle Parking policy as outlined in Section 2.

6.51 Cycle and scooter parking will be covered and secure.

6.52 The TPC will monitor usage and ensure that more parking is provided should demand exceed supply.

6.53 Photographs of the new storage should also be included on the travel webpage and in the following newsletter in order to publicise this facility to parents.

ONGOING SCHOOL EVENTS

Bikeability & Scootability

6.54 Bikeability is a national programme for cycle training in England and Wales. It is based on the National Standard for Cycle Training.

6.55 There are three Bikeability levels. Level 1 Bikeability lessons are aimed at Key Stage 1 pupils (Year 3 and 4) once they have learnt to ride a bike, with 10-11 year olds progressing to Level 2 and then Level 3 at secondary school.

6.56 Certificates and badges for each level are awarded to children who successfully complete each course and children are encouraged and inspired to achieve all three levels.

6.57 Bikeability was developed by more than 20 professional organisations and is supported by cross-Government departments including the Department for Transport, Department of Health and Department for Education.

6.58 In Central Bedfordshire Bikeability courses are arranged by schools individually and funding is available to subsidise the cost of courses. CBC has produced a guidance document on this and it

can be found here: <http://www.centralbedfordshire.gov.uk/learning/schools/travel-to-school/bikeability.aspx>.

- 6.59 The aim of Scootability is to use scooters as a fun and active way to revise and reinforce basic pedestrian safety measures. Scootability is a course that has been developed by CBC to use as part of the curriculum, at lunchtime or at after school clubs.
- 6.60 Scootability ranges from Level 1 to Level 3 and certificates are awarded to all pupils who complete the course. Examples of these certificates can be seen here: <http://www.centralbedfordshire.gov.uk/learning/schools/travel-to-school/scootability-training.aspx>.
- 6.61 The School funded and delivered Bikeability in 2014 and this will continue under the STP.
- 6.62 The TPC will arrange for Bikeability and Scootability delivery at the School through contacting the Sustainable Transport Team at CBC.

The Big Pedal

- 6.63 The Big Pedal is the UK's largest inter-school cycling and scooting challenge, organised by Sustrans and supported by the Bike Hub.
- 6.64 The competition runs for 15 days and is based on the proportion of the school roll taking part so that everyone has a fair chance to win. It is open to individual classes as well as whole schools.
- 6.65 On each day of the challenge, schools compete to see who can record the greatest number of pupils, staff and parents cycling or scooting to the school. The school's best ten days determine their final position, but they can log journeys on all 15 days if they wish.
- 6.66 The Big Pedal takes place throughout March.
- 6.67 The TPC will be responsible for organising this at the school and information on this will be provided to parents via the newsletter and webpage. <http://bigpedal.org.uk/faq>

Walk to School Week

- 6.68 The Walk to School Week scheme will be promoted by the School via assemblies, the school website and newsletters send out to parents.
- 6.69 Walk to School Week takes place in May and encourages pupils to walk (all or part of the way) to School.
- 6.70 The Walk to School Week website (via Living Streets) also contains a number of free resources such as posters which can be advertised on the school notice board or sent to parents as part of the themed newsletters.
- 6.71 Events surrounding this will be organised by the TPC.
- 6.72 Information on this will be provided to parents via the newsletter and webpage. <http://www.livingstreets.org.uk/walk-with-us/walk-to-school/walk-to-school-week-18-22-may-2015>
- 6.73 The school could encourage this event by counting cumulative miles walked over the week within classes or across the school. This could be a fun engaging activity to give an indication of the total distance the children have covered in the week.

Walk Once a Week

- 6.74 Walk Once a Week (WOW) is a scheme promoted by Living Streets will be promoted at the School upon occupation by the TPC.

- 6.75 The scheme encourages children to walk to school at least once a week, and in return they earn a collectable pin badge every month.
- 6.76 Modes are entered on an easy to use online Travel Tracker which acts as a digital alternative to wall charts and makes it easier for the school to track the impact of the scheme.
- 6.77 The TPC will be responsible for organising this at the school and information on this will be provided to parents via the newsletter and webpage. <http://www.livingstreets.org.uk/walk-with-us/walk-to-school/primary-schools/introducing-the-living-streets-travel-tracker>

School Curriculum

- 6.78 The most effective STPs are those which are integrated into the school curriculum in order to maintain pupil's interest and create a broader knowledge of the benefits of the STP.
- 6.79 The TPC will investigate ways that the STP can be coordinated with the school curriculum, such as the school's Bullying Policy (with reference to the journey to and from school), along with environmental and health policies such as the ECO school award in order to ingrain the STP into broader school activities.
- 6.80 The School also proposed in their 2005 travel plan to undertake PSHE work on road safety, exercise and sustainable travel and parents will be invited to school assemblies to see the outcomes of this work in order to increase their awareness of the school's policy.

Road Safety Training / Streetsafe

- 6.81 Each year, CBC encourages schools, parents and pupils to take part in Road Safety Education programmes, projects and campaigns. 'Streetsafe' are interactive road safety booklets provided to pupils in Central Bedfordshire. They cover pedestrian and cycle safety and are linked to specific areas of the national curriculum.
- 6.82 Streetsafe booklets are currently provided to all pupils and road safety education will continue as part of the STP.

Awards and Incentives

- 6.83 The School are intending to give out rewards or incentives to individuals or classes travelling sustainably. This reward system will address that some children living outside of the catchment are unable to travel totally sustainably to school, therefore the award system will encourage park and walk or car share approaches in instances where walking or cycling is not a feasible option.
- 6.84 These rewards are to be coordinated by class teachers and the TPC and be awarded in assemblies.

STAFF

Staff Tax Free Bike Scheme

- 6.85 Purchasing a bike through the Government Tax Free Cycle Scheme allows employees to purchase a bike and equipment and pay for it via a gross salary sacrifice over a set period, allowing employees to save on tax and National Insurance.
- 6.86 The TPC will implement this scheme for staff at the School in order to encourage cycling.
- 6.87 The School will also provide an area where staff can change and leave clothes safely to encourage walking and cycling.

MEASURES FOR REDUCING RELIANCE ON THE PRIVATE CAR

Limited Car Parking

- 6.88 Only staff and visitor car parking requirements are provided for. Only one parent parking space is provided for pick up/drop off for the BESD. No other parent parking spaces are provided as this could encourage car usage.
- 6.89 As identified there are 32 marked spaces including 2 disabled car parking spaces, and one BESD drop off space proposed at the new site.
- 6.90 Car parking is for staff and visitors (excluding parent) only, although parents may be permitted to use the parking spaces in special circumstances (e.g. dropping off / picking up a disabled or sick child).
- 6.91 This message will be conveyed to parents at the Open Day / Travel Event and on the webpage and Welcome Packs.

Car Parking Management

- 6.92 The School will provide a parking policy and management note to all staff, which will outline that no further parking spaces will be provided at the Site, and this will be made available on the website and in the staff room.

Car Sharing

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

PROPOSED CBC MITIGATION MEASURES

- 6.95 The School is currently the subject of a number of proposed highway measures and improvements which will be carried out by CBC. The measures are intended to improve the safety of walking and cycling routes to School, and thus reduce the number of car trips. The measures will work in tandem with, and will complement measures outlined within this STP.
- 6.96 It should be noted that these measures are subject to a full highways consultation process and therefore at this stage are proposed works.
- 6.97 The measures planned include the following:
- **School Safety Zone** – covering the pedestrian entrance to the school and helping to create as safe an area as possible where there will be the highest activity levels and vulnerable road users.
 - **New Footway Links** – located adjacent to the footpath joining West End Road and Mander Farm Road. It is expected that this will provide a pedestrian access through the fence between Mander Farm Road and Chestnut Avenue. Also potentially another further to the west joining Mander Farm Road and Alder Wych.
 - **Dropped Kerbs** – to facilitate pedestrians crossing at various points on desire lines to the school

- **Linear Footpath Improvements** – Improvements to the quality of surface, illumination and vegetation encroachment along the footpaths that connect the west side of Silsoe to the Silsoe Grange development.

- 6.98 These improvements will also provide a benefit to the wider community by improving accessibility to the Silsoe Grange site and the Village Hall facilities.
- 6.99 Further information on these proposed measures are included in **Appendix D**.
- 6.100 The School will also update the following iteration of this STP if measures are implemented.

SUMMARY

- 6.101 Identified above are various measures to support the aims and objectives of the STP. It is considered that, provided the various messages identified above are implemented, walking, cycling, scooting and car sharing will be encouraged at the School.
- 6.102 The key to the success of the STP will be the engagement of parents and pupils by the school, and it is envisaged that through following these measures in the order detailed in the Action Plan; the school can make a real impact on the travel behaviour of both new and existing site users.
- 6.103 The following chapter looks at how effectiveness of the various measures will be monitored and, through consultation with CBC, the School and local community, measures can be reviewed if required.

7 Monitoring

GENERAL

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

TARGETS

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

MONITORING

Survey of School Travel Patterns

- 7.5 At present, the school is required to carry out an annual CBC School Travel Plan Monitoring & Review form in order to inform its existing STP. An example of this form can be seen here; <http://www.centralbedfordshire.gov.uk/learning/schools/travel-to-school/travel-plans-travel-to-school.aspx>
- 7.6 The survey covers pupils in the form of a `hands up survey` and staff as a paper survey.
- 7.7 The school will continue to do this on an annual basis, as required under the framework of this document.
- 7.8 An annual survey will be undertaken in September by the School upon completion of the School relocation to monitor progress in light of the travel targets that have been set above.
- 7.9 After three years, the STP will be rewritten in order to update the targets and reflect on progress that has been made. This is in line with current CBC guidance.
- 7.10 Results will be reported to CBC's Strategic Transport Officer annually as per CBC STP guidance. Travel data will also be entered onto iOn Travel - CBCs on-line tool for managing the STP. This will be arranged by the TPC.
- 7.11 The School will also provide a full annual monitoring report to CBC as a condition of planning. The TPC will be responsible for the production of this.

Long Term Sustainability of the STP

- 7.12 Upon completion of the STP, all stakeholders (including School Governors, the Head Teacher and external partners) will receive a copy. It is recommended that these stakeholders form part of the proposed School Travel Working Group and this will ensure that all parties are committed to the development and the actions outlined within the action plan. Pupils at the School should also be involved in the long-term development of the STP, and it is recommended that their input is given via the Travel Committee / School Council.

- 7.13** Measures, results and updates of the STP will also be publicised via school newsletters and the school website in order to maintain parental interest and buy-in.

8 Action Plan

[Silsoe Church of England VC Lower School]

Action Plan 2015-2016



Central
Bedfordshire

Change the circles to a check mark

✓ upon completion of task

	2015								2016					
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Administrative tasks														
Ongoing travel plan co-ordination	○	○	○	○	○	○	○	○	○	○	○	○	○	○
School Working Group / PTA				○	○	○								
Website				○	○	○								
Welcome Packs				○	○									
Letters Home					○	○	○	○	○	○	○	○	○	○
Updating Piazza Notice Board					○	○	○	○	○	○	○	○	○	○
Tax Free Bikes for Staff				○	○	○				○	○			
Cycle Parking		○	○	○										
Events														
School Open Day- Liaison with Parents		○	○											
Walk to School Week	○													
Walk Once a Week				○	○	○	○	○	○	○	○	○	○	○
The Big Pedal											○			
Bikeability									○	○				

9 Summary and Conclusion

- 9.1 Overall this document has aimed to determine how trips, associated with the school relocation and expansion, will be mitigated; and how sustainable modes of travel including walking and cycling will be encouraged.
- 9.2 SMART targets have been set in accordance with modal split data from 2008-2014. Appropriate measures have been suggested to encourage the school to meet these targets and an action plan has been provided to ensure the school is on track to meet these targets. Annual monitoring after implementation of the travel plan will assess the success of the measures on influencing travel behaviour.

Appendix A

BUS TIMETABLE

Bedford • Clophill • Luton

81

MONDAYS TO SATURDAYS EXCEPT PUBLIC HOLIDAYS

route number	81	81	81	81	81		81		81	81	81	81	81
Bedford Bus Station stop L	0435	0545	0620	0715	0915	THEN AT THESE TIMES PAST EACH HOUR	15	UNTIL	1515	1615	1715	1830	1930
Elstow Red Lion	0445	0555	0630	0725	0925		25		1525	1625	1725	1840	1940
Wixams Dove Lane	0448	0558	0633	0728	0928		28		1528	1628	1728	1843	1943
Wilsted The Woolpack	0453	0603	0638	0733	0933		33		1533	1633	1733	1848	1948
Clophill Flying Horse	0500	0610	0645	0740	0940		40		1540	1640	1740	1855	1955
Silsoe Church	0505	0615	0650	0745	0945		45		1545	1645	1745	1900	2000
Barton The Bull	0510	0620	0655	0750	0950		50		1550	1650	1750	1905	2005
Luton Galaxy Centre stop G I	0530	0640	0715	0820	1010		10		1610	1720	1820	1925	2025

SUNDAYS INCLUDING PUBLIC HOLIDAYS

route number	81	81	81	81	81	81	81
Bedford Bus Station stop L	0715	0815	1015	1215	1415	1615	1815
Elstow Red Lion	0725	0825	1025	1225	1425	1625	1825
Wixams Dove Lane	0728	0828	1028	1228	1428	1628	1828
Wilsted The Woolpack	0733	0833	1033	1233	1433	1633	1833
Clophill Flying Horse	0740	0840	1040	1240	1440	1640	1840
Silsoe Church	0745	0845	1045	1245	1445	1645	1845
Barton The Bull	0750	0850	1050	1250	1450	1650	1850
Luton Galaxy Centre stop G I	0810	0910	1110	1310	1510	1710	1910

Luton • Clophill • Bedford

81

MONDAYS TO SATURDAYS EXCEPT PUBLIC HOLIDAYS

route number	81	81		81		81	81	81	81	81	81	81	81		
												SAT	SAT	M-F	M-F
Luton Galaxy Centre stop G I	0730	0915	THEN AT THESE TIMES PAST EACH HOUR	15	UNTIL	1615	1725	1825	1930	2030	2100	2200	2210	2310	
Barton The Bull	0755	0934		34		1634	1744	1844	1949	2049	2119	2219	2229	2329	
Silsoe Church	0800	0939		39		1639	1749	1849	1954	2054	2124	2224	2234	2334	
Clophill Green High Street	0805	0944		44		1644	1754	1854	1959	2059	2129	2229	2239	2339	
Wilsted The Woolpack	0812	0951		51		1651	1801	1901	2006	2106	2136	2236	2246	2346	
Wixams opp. Dove Lane	0815	0954		54		1654	1804	1904	2009	2109	2139	2239	2249	2349	
Elstow Red Lion	0820	0959		59		1659	1809	1909	2014	2114	2144	2244	2254	2354	
Bedford Bus Station stop L	0835	1015		15		1715	1825	1925	2030	2130	2200	2300	2310	0010	

SUNDAYS INCLUDING PUBLIC HOLIDAYS

route number	81	81	81	81	81	81	81
Luton Galaxy Centre stop G I	1112	1312	1512	1712	1912	2125	2225
Barton The Bull	1131	1331	1531	1731	1931	2144	2244
Silsoe Church	1136	1336	1536	1736	1936	2149	2249
Clophill Green High Street	1141	1341	1541	1741	1941	2154	2254
Wilsted The Woolpack	1148	1348	1548	1748	1948	2201	2301
Wixams opp. Dove Lane	1151	1351	1551	1751	1951	2204	2304
Elstow Red Lion	1156	1356	1556	1756	1956	2209	2309
Bedford Bus Station stop L	1212	1412	1612	1812	2012	2225	2325

M-F - Runs on Mondays to Fridays Only
SAT - Runs on Saturdays Only

This timetable starts 3rd January 2016



We always try to run low floor vehicles on these routes. However, sometimes due to reasons beyond our control we may need to run an alternative vehicle.

Appendix B

LIVING STREETS FACTSHEETS

Why Walk to School?



Walking to school has many benefits, not only is it good for your health and the environment, but it's also fun and a great opportunity to socialise with your child, so why not try and include a ten minute walk in your journey to school.

1. Saves money

- Walking to school instead of driving saves, on average, £400 per year¹
- One in five cars in the morning rush hour is on the school run.²

2. Develops your children's independence, road safety and social skills

- Walking can help develop independence. Children will learn road safety skills which will help them with the journey to secondary school later in life³
- Children who walk to school have better knowledge of their local area and get to spend more time with their class mates: In a study by Living Streets, 84 per cent of the children who walked to school often meet up with classmates on the way to school, while only 66 per cent of those who were driven to school had the opportunity to do so⁴
- Walking to school improves children's social development in future years.⁵



3. It's healthy

- Children need at least 60 minutes (1 hour) of physical activity every day.⁶ The journey to and from school is an ideal time for children and other family members to be active.⁷
- According to the NHS, 9 out of 10 children could grow up with life threatening diseases such as cancer, Type 2 Diabetes and heart disease partly because they aren't getting enough exercise⁸
- Children who generally travel to and from school by car, bus or other vehicle are more likely to be overweight at age five than those who walk or cycle.⁹



4. It's better for the environment

- People in cars regularly suffer three times as much pollution as pedestrians because they are sitting in the line of the exhaust fumes from the car in front¹⁰
- One person switching five journeys of fewer than 2 km a week from the car to walking would reduce their carbon footprint by 86 kg a year.¹¹

¹ Based on approved mileage rates from the Inland Revenue

² National Travel Survey (Department for Transport 2009)

³ Backseat Children: How our Car Dependent Culture Compromises Safety on our Streets (Living Streets May 2008)

⁴ Backseat Children: How our Car Dependent Culture Compromises Safety on our Streets (Living Streets May 2008)

⁵ Beyond Public Health: Benefits of Walking on Children's Social Development (Tolley, R 2003: Centre for Alternative and Sustainable Transport)

⁶ Start Active, Stay Healthy: A Report on Physical Activity for Health from the Four Home Countries' Chief Medical Officers. (Chief Medical Officers of England, Scotland, Wales, and Northern Ireland July 2011)

⁷ Foreword by Chief Medical Officer; Evaluation of WoW Scheme for Living Streets (Wavehill 2009)

⁸ Change 4 Life. Available at <http://www.nhs.uk/change4life/Pages/WhyWhat.aspx>, accessed August 2011

⁹ Millennium Cohort Study Briefing 14: Childhood Overweight and Obesity (Based on Chapter 13 of Children of the 21st Century (Volume 2): The First Five Years- Lucy Jane Griffiths; Summer Sherburne Hawkins; Tim Cole; Catherine Law and Carol Dezateu)

¹⁰ Road User Exposure to Air Pollution: A Literature Review (Environmental Transport Association 1997)

¹¹ Transport Energy and Emissions: Urban Public Transport (Stephen Potter 2004, in David Hensher and Kenneth Button, Handbook of Transport and the Environment, Volume 4, Pergamon/Elsevier)

Appendix C

THE BIG PEDAL POSTER



The Big Pedal is the UK's largest inter-school cycling and scooting challenge that inspires pupils, staff and parents to choose two wheels for their journey to school.
www.bigpedal.org.uk

How it works

This year's competition will run from **2-20 March** and is open to individual classes as well as whole schools.



On each day of the challenge **schools compete to see who can record the greatest number of pupils, staff and parents cycling or scooting to school**. The school's best 10 days will determine their final position, but they can log journeys on all 15 days if they wish.

For schools unable to take part in the main challenge we also have a three-day version, which can include cycling and scooting activities in the school day as well as on the journey to school.

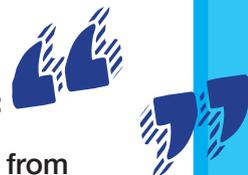
In 2014 we had our biggest and best Big Pedal yet:



- Over **1,300 schools** made **1,142,374 journeys** to school by bike and scooter
- On average **25% of pupils at participating schools took part every day** – amazing when you consider just 2% of pupils use cycling in the UK as their usual way to get to school
- If those journeys had been made by car, we saved over **1,000 tonnes of CO²** and approximately **85,000 gallons of fuel**, costing over **£500,000**.

What schools say about The Big Pedal

We surveyed schools after the 2014 event and these were just a couple of the findings:



- **96%** of respondents from schools who took part in The Big Pedal said it raised awareness of cycling and scooting in their school
- **76%** said that pupils continued to cycle and scoot to school following the event

Prizes

We've got some amazing prizes up for grabs for this year's winning schools, in both the primary and secondary categories!



There are prizes available for whole schools or classes that enter the 10-day or three-day competition. Prizes range from bike and scooter stunt shows, exciting days out to fantastic cycle and scooter storage.

"I found The Big Pedal easy to organise, and it gave an excellent structure to motivate the pupils by setting targets for them to beat."
Teacher, Wey Valley School

Powered by



Funded by



FAQs



- **Who can take part in The Big Pedal 2015?**
All schools in the UK can take part in The Big Pedal.
- **Is it possible to just take part on certain days of the race?**
Yes. Schools are able to record journeys on all 15 days of the competition; however you can identify 10 or three specific days to take part on, should you wish.
- **How can I see which schools in my area are taking part?**
There is a list of schools that have registered on the website which you can search alphabetically, by school name or by Local Authority. You can also view the map of schools taking part.
- **Is the competition fair for small/large schools?**
Yes. Schools enter their whole school roll or individual class size at registration and their daily points are produced by working out the percentage of pupils that have cycled or scooted into school in relation to their school or class size.
- **Is the competition only for children?**
No, we encourage school staff and parents/siblings/guardians to take part. These 'supporter' journeys are made by adults who have accompanied a pupil on their journey to school. Supporters must have also made the journey by bike or scooter.

Fundraising



In 2014, thousands of children across the UK transformed into their favourite superhero for the day to celebrate the finale of The Big Pedal. The day was a great success and raised more than **£13,000** for Sustrans.

We will be running the superhero event again in the 2015 challenge, on the final day, **Friday 20 March**. Parents, staff and children are encouraged to dress up as their favourite superhero, decorate their bikes and scooters or buy our exclusive Big Pedal superhero wheelie transfers. Transfers can be bought from our online shop and given out during the challenge.

All money raised for Sustrans will enable thousands of children to have an active, fun and sustainable school journey.

Be part of something big

We're setting our sights high for The Big Pedal 2015 and aiming for two million bicycle and scooter journeys. Help us achieve our target and take part in the biggest Big Pedal ever! www.bigpedal.org.uk



Sustrans is the charity that's enabling people to travel by foot, bike or public transport for more of the journeys we make every day. Our work makes it possible for people to choose healthier, cleaner and cheaper journeys, with better places and spaces to move through and live in.

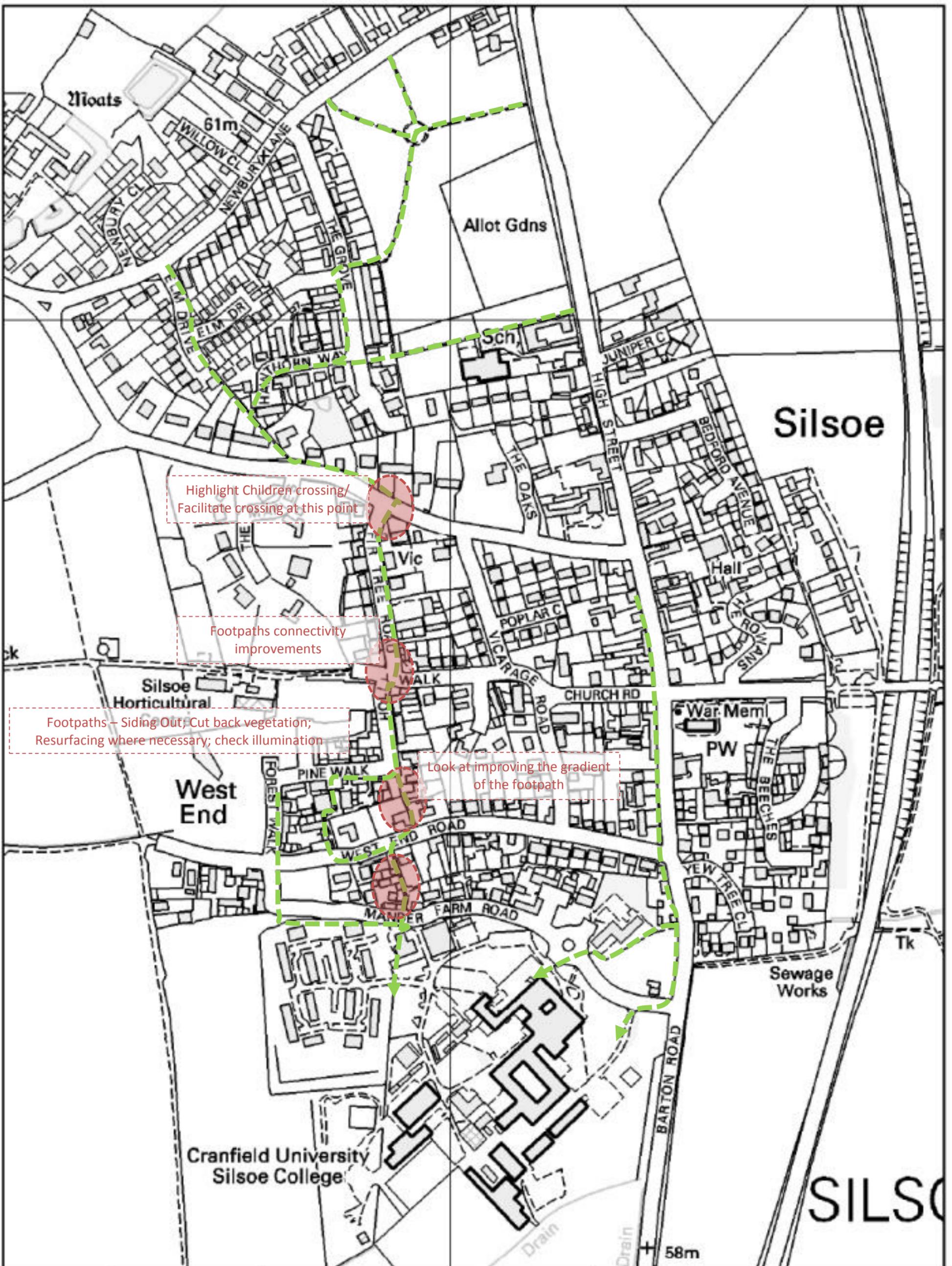
It's time we all began making smarter travel choices. Make your move and support Sustrans today.

www.sustrans.org.uk

Appendix D

CBC MITIGATION MEASURES

Text here



Highlight Children crossing/
Facilitate crossing at this point

Footpaths connectivity
improvements

Footpaths – Siding Out; Cut back vegetation;
Resurfacing where necessary; check illumination

Look at improving the gradient
of the footpath



Date: 14 January 2015
Scale 1:3500

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