



SCHOOL TRAVEL PLAN
Green Park Village Primary School, Reading

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1.0 Introduction

- 1.1 This School Travel Plan has been prepared by Glanville Consultants on behalf of St Edward Homes. St Edward Homes is a joint venture between Berkeley Homes and the Prudential Assurance Company and is the company developing the Green Park Village site. The Travel Plan has been prepared to accompany a planning application for the proposed two-form entry Primary School and Nursery within Green Park Village in Reading.
- 1.2 The proposed primary school and nursery (herein referred to as 'the school') will be situated to the north of the junction of Longwater Avenue and Flagstaff Road (formerly known as Station Road), within the Green Park Village residential development to the south west of Reading. It is currently anticipated that the school will be operated by REAch 2 Academy Trust.
- 1.3 As the school is a completely new establishment, there is a significant opportunity to encourage sustainable transport use for both students and staff from the outset. Therefore, this Travel Plan looks to influence behavioural change towards sustainable modes of travel from the day of opening by proposing a package of measures aimed at promoting sustainable travel, with the emphasis being to minimise unnecessary single occupancy car travel.
- 1.4 The document takes into account the size and location of the development and adopts and demonstrates a holistic approach by incorporating information, marketing and management measures necessary to address the transport impacts anticipated to arise from the development, its constrained size and limited parking provision.
- 1.5 St Edward Homes fully recognises the importance of active travel management and supports the implementation of this Travel Plan as part of the Green Park Village development. They are committed towards ensuring the Objectives within this Travel Plan are met in order to relieve the impact on the local highway network.
- 1.6 The continued success of this Travel Plan relies on its continual development and ability to adapt to changing circumstances. This document should therefore be seen as a 'dynamic strategy' to influence and change the travel behaviour of all future staff, students and parents of the school.

2.0 Travel Management and Policy Framework

- 2.1 The concept of travel management aims to reduce the demand for and volume of unnecessary travel undertaken by single occupancy vehicles. It also aims to improve conditions and choice for pedestrians, cyclists and those using public transport.
- 2.2 The Government continues to demonstrate a commitment towards Sustainable Development across England. Revisions to National & Regional Planning Guidance confirm the current importance placed on travel management.
- 2.3 The Government sets out its policy for the future of transport in 'The Future of Transport White Paper A Network for 2030'. It states that a transport network is needed that can meet the challenges of a growing economy and the increasing demand for travel, but can also achieve their environmental Objectives. This means coherent transport networks with:
- *Both walking and cycling as a real alternative for local trips;*
 - *Bus services that are reliable, flexible, convenient and tailored to local needs;*
 - *The rail network providing a fast, reliable and efficient service, particularly for inter urban journeys and commuting into large areas;*
 - *The road network providing a more reliable and freer flowing service for both personal travel and freight, with people able to make informed choices about how and when they travel; and*
 - *Both seaports and airports providing international and domestic links.*
- 2.4 Reference has also been made to the National Planning Policy Framework (NPPF). The Objectives of NPPF are to integrate planning and transport at the national, regional, strategic and local levels.
- 2.5 The guidance states that developments should:
- *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 or pedestrians, avoiding street clutter and where appropriate establishing home zones;*
 - *Incorporate facilities for charging plug-in and other ultra-low emission vehicles; and*
 - *Consider the needs of people with disability by all modes of transport.*
- 2.6 NPPF further states that a key tool to facilitate the above will be through a Travel Plan given that the development will generate a travel demand to and from the site.
- 2.7 Guidance provided by the Department for Transport (DfT) and Reading Borough Council has also been adhered to in the development of this Travel Plan with specific reference made to the following guidance documents:
- *DfT 'Good Practice Guidelines: Delivering Travel Plans Through the Planning Process' (2009); and*
 - *Transport for Quality of Life's 'Making School Travel Plans Work' (2010).*

- 2.8 The accompanying School Transport Statement (TS) confirms that the development is unlikely to give rise to significant transport impacts nor is there a significant local problem that needs to be addressed. However, the limited amount of parking requires single car occupancy to be reduced as much as possible, particularly for students who live in Green Park Village.
- 2.9 St Edward Homes recognises the positive benefits that Travel Planning can have on making travel choices. This Travel Plan will help minimise the impact of single occupancy car travel and promote more sustainable travel choices for all users of the school.

3.0 School Details

Site Location

- 3.1 The proposed Primary School will be located on a brownfield site situated within the St Edward Homes Green Park Village development to the south west of Reading. It is situated adjacent to the existing Green Park Business Park.
- 3.2 The site is located on the northern side of the junction of Longwater Avenue and Flagstaff Road (formerly known as Station Road), and opposite the Extra Care Home currently being constructed on the future Flagstaff Road. Part of the site is currently used for the marketing suite for the St Edward Homes development. The location of the site within the Green Park Village development is shown in Figure 1.
- 3.3 The school site is located on the northern side of Longwater Avenue. This road provides access to the Green Park Business Park and connects to the A33 at the Bennet Road / Northern Way junction to the east of Green Park and the A33 at the South Oak Way junction to the south east of the development. The A33 provides a direct connection between Central Reading and Junction 11 of the M4, approximately 1.1km south east of the South Oak Way junction. Longwater Avenue and South Oak Way also forms the main access route for traffic associated with the Green Park Village development and the future Green Park railway station.

Mobility Impaired Access

- 3.4 It is anticipated that the school will be accessible to both children and adults with mobility impairments. The school's main entrance will be located adjacent to the Green Park Village Market Square. This will provide a level entrance to the school without the need for steps. The level of the site is being raised to reduce flood risk and therefore it is considered that there will also be no slopes or trip hazards within the school site itself.
- 3.5 For members of the public, the school will only be accessible from the Market Square, which in turn is accessible via wide footways from Flagstaff Road, Longwater Avenue and the rest of Green Park Village. Where these footways cross the highway, dropped kerbs and tactile paving will be / has been provided.
- 3.6 During the school day, the staff car park will only be accessible to staff and deliveries / servicing, whilst the school will decide whether the car park is open to the public for community events. The car park will include one spaces reserved for blue badge holders. A footway will be provided between the car park and the school entrance. It is anticipated that the car park, the footway and the entrance will be created on the same level but if there are level differences then tactile paving and dropped kerbs will be provided. There will be no general pedestrian access via the car park.

School Information

- 3.7 It is proposed that the school will consist of a two-form entry establishment providing educational facilities for a total of 446 FTE pupils and 41 FTE members of staff. In 2010, the school previously received outline planning consent for a one-form entry establishment (planning reference 10/2172).

- 3.8 The proposed school will consist of the following years, with a maximum of 30 pupils per class:
- Nursery for 26 FTE children;
 - 2 x Reception classes;
 - 2 x Year 1 classes;
 - 2 x Year 2 classes;
 - 2 x Year 3 classes;
 - 2 x Year 4 classes;
 - 2 x Year 5 classes; and
 - 2 x Year 6 classes.
- 3.9 Current calculations utilising Reading Borough Council's factors, indicate that 93% of pupils (417) will live within Green Park Village and consequently it is vitally important to ensure that these children are not driven to the and from the school. The remaining 7% of pupils (29) will travel to the site from other parts of Reading.
- 3.10 It is anticipated that the school day will be between 8.45am and 3.15pm and consequently the school peak hours will be as follows:
- AM Peak – 8am to 9am; and
 - PM Peak – 3pm to 4pm.
- 3.11 The school will offer both a Breakfast Club and an After School Club for pupils who need to get to the school early, or are delayed leaving until their parents return from work. It is anticipated that 10% of school pupils will attend these clubs and will therefore travel to and from the school outside the main school peak hours.
- 3.12 Based on information provided by RBC Highways for a similar school in Reading, it is understood that there will be on average 1.5 children in the school per family.
- 3.13 It is currently assumed that there will be a total of 41 FTE members of staff. The breakdown of employees is as follows:
- 16 no. teachers (assuming two nursery teachers);
 - 16 no. teaching assistants (assuming two nursery assistants);
 - 1 no. Headteacher;
 - 2 no. administration staff;
 - 4 no. part time kitchen staff equating to two FTE¹ staff members
 - 4 no. visitors (e.g. music teachers).
- 3.14 It is considered that staff will arrive and depart at different times during the day with the headteacher and teachers arriving before the AM peak and leaving after the PM peak, whilst teaching assistants and admin staff are liable to arrive during the peak hours.
- 3.15 It is currently anticipated that the school will open in the summer of 2019.

¹ FTE refers to Full Time Equivalent staff members

Vehicle Parking

- 3.16 Parking for students will be strictly limited. It is proposed to provide seven car share bays on Flagstaff Road between the school and the Market Place. These spaces will be used as a drop-off area for all pupils during the AM peak but will be restricted to car sharers at the end of the school day. These bays will have signed parking restrictions and are anticipated to be enforced by the Green Park Village parking enforcement company, to ensure that parents do not park during the AM peak and that only car sharers use the bays to pick up from during the PM Peak.
- 3.17 No other parking will be available to students / parents and there will be parking restrictions on the surrounding roads which will be strictly enforced by the company in charge of enforcing the parking within Green Park Village. This will be undertaken through fining parents who park irresponsibly. If there are repeat offenders, the school will work with the enforcement company to find a solution to the problem.
- 3.18 Twenty staff parking bays will be provided within a small car park to the rear of the school building. This car park will be for staff use only and will not be accessible to parents or pupils at any time. One space will be reserved for blue badge holders only.
- 3.19 The school parking provision will be a significant reduction when compared to the Reading parking standards and will assist in encouraging school related trips to utilise sustainable modes. This will depend on the implementation of strict parking management on the surrounding highway network and the efficient implementation of this Travel Plan.

Cycle / Scooter Parking

- 3.20 In accordance with the Reading parking standards, at least thirty secure bicycle parking spaces will be provided for the students within the school grounds (12 for years 1 to 3 and 18 for years 4 to 6).
- 3.21 There are no specific parking standards for Scooters, however it is understood that these should be provided as part of the identified cycle provision and should be secure and preferably covered. The location of the scooter parking is yet to be agreed with the school but it is anticipated that it will be located adjacent to the cycle parking spaces. The mix between cycle and scooter parking is yet to be decided but space for both modes will be provided for future expansion if and when required.
- 3.22 Secure cycle parking will also be provided for members of staff. In total it is proposed to provide ten cycle parking spaces in excess of the RBC parking standards bringing the total cycle provision to twenty spaces. These spaces will consist of twenty Sheffield Cycle stands and will be located adjacent to the staff car park and Multi Use Games Area (MUGA).

Assumed Travel Patterns

- 3.23 As the school has not been constructed as yet, there are no current travel patterns associated with the establishment. Following the opening of the school, it is proposed that a hands-up Travel Survey will be undertaken by students to identify the baseline pupil modal split. Whilst teachers and parents will be asked to complete an online survey. This will occur within the second term of the first academic year.

- 3.24 Once this Travel Survey has been completed, the Travel Plan will be updated to identify the actual modal splits. This survey will be undertaken annually, on a date to be agreed with RBC, to ensure that the modal splits accurately reflect the expansion of the school as the number of pupils increase.
- 3.25 Prior to opening, however, it is anticipated that the staff and the non-GPV student modal split will be as follows.

Table 1: Assumed Pupil and Staff Person Trips during the School Peak Hours

Mode	Pupils (Club Attendees)		Pupils (Main School)		Staff	
	Modal Split	Club Trips	Modal Split	Pupil Trips	Modal Split	Staff Trips
Car	65%	1	37%	6	25%	10
Car Share	20%	1	40%	6	30%	12
Walking	0%	0	2%	1	5%	2
Cycling	0%	0	3%	0	5%	2
Train	5%	0	3%	1	10%	4
Bus	10%	0	15%	2	25%	10
Total	100%	2	100%	15²	100%	41

- 3.26 The assumed modal split identified within Table 1 indicates that there would be a total of six (assuming two families sharing a car and 1.5 children per family) pupil vehicle trips and 16 staff vehicle trips.

² Eight parents will also be teaching assistants and would therefore be classed as staff. These parents would have on average 1.5 children (12 children in total) at the school and consequently the 27 trips (29 minus the two associated with the two clubs) has been reduced to 15.

4.0 Site Sustainability

- 4.1 The school site is situated within Green Park Village in the south west corner of Reading. It is situated adjacent to the Green Park Business Park and within a ten minute walk of the Madejski football stadium complex. It is therefore considered that there will be excellent accessibility to sustainable travel modes. This section of the Travel Plan appraises the proposed school site from the perspective of sustainable travel and general accessibility.

Walking

- 4.2 Due to the remote location of the school from the residential suburbs of Reading the nearest residential areas, other than Green Park Village, are the Kennet Island residential development and Whitley, the closest boundaries of which are situated 1.5km and 2km from the school respectively. Whilst there are footways and controlled pedestrian crossings across the A33 between these residential areas and the school, it is considered unlikely that many school children will walk this distance on a regular basis, with only students in Years 5 and 6 potentially likely to use this mode. In addition to this, staff and students using the Greenwave bus and the train service to the new Station will walk between the stops / station and the school.
- 4.3 Green Park Village has been designed to have excellent pedestrian permeability between all parts of the development, Longwater Avenue and the Green Park station site. It will consist of a comprehensive network of footways which have been designed to be between 1.5m and 2.5m wide. Pedestrian access from the development will be via the Market Square to the west of the school. Only staff will be able to access the school via the car park and consequently there will be no student or parent pedestrian access via this route.
- 4.4 There are 1.5m wide gravel footways along the southern side of Longwater Avenue, whilst 2m wide footways will be provided along the northern side of Flagstaff Road between the school and the station. At various points along both Longwater Avenue and Flagstaff Road, there will be raised uncontrolled crossings to provide access to nearby bus stops and the school site.
- 4.5 There is a 4m wide footway / cycleway between the school site and the Madejski Stadium which provides a route for potential pedestrians. This route is well lit and is covered by CCTV. To access the route from the Stadium car park, there is a flight of approximately 40 steps, which could potentially cause issues for parents with pushchair and buggies and for children with bicycles. Consequently, there is the potential for staff and older students to utilise the existing Park & Ride service between central Reading and the Madejski Stadium. However, the proposed Royal Elm Park re-development will significantly reduce the P&R provision from 600 spaces to 100.
- 4.6 The signalised roundabout at the junction of the A33 and Longwater Avenue provides a subway on the northern side of the junction and controlled crossings on the southern side. This provides a safe link to the suburb of Whitley, 2km to the east of the School site. It is considered that only staff members and potentially year 5 and 6 students are liable to walk to and from the school from outside the Green Park Village development.

Cycling / Scooting

- 4.7 It is considered that the majority of pupils who will cycle or scoot to the school will be residents of the adjacent Green Park development. There is the potential for some children in Years 5 and 6 to cycle from a further distance, most notably the Kennet Island development and Whitley which are situated approximately 1.5km to 2km east of the school site.
- 4.8 Cycle paths have been provided throughout the Green Park site. Longwater Avenue has mandatory on-road cycle lanes between the roundabout access to 200, 250 and 300 Longwater Avenue and the Brook Drive signalised junction. There is also a 4m wide footway / cycleway between Brook Drive and Longwater Avenue which provides a connection to the car park outside the Madejski Stadium. This forms part of the National Cycle Route 23 which connects central Reading to Basingstoke.
- 4.9 For students who wish to cycle from Whitley, the most direct route is via Bennet Road whilst utilising the controlled crossings or subway to traverse the A33. Bennet Road does not have any cycling provision but there is a footway, approximately 2m wide, on each side of the carriageway separated from the live traffic lanes via a grass verge approximately 2.5m wide.
- 4.10 Secure on-site cycle and scooter parking will be available to both pupils and staff.

Buses

Public Bus

- 4.11 The school site is well served by the existing Greenwave bus service (routes 53, 53a, 53b and 53x). This service operates approximately every ten minutes between Reading Station and Green Park Village on a Monday to Saturday and hourly on Sundays. These buses are powered by compressed natural gas. The Greenwave bus timetable has been provided within Appendix A.
- 4.12 The nearest stops to the proposed School are situated directly outside the site on Longwater Avenue. Further stops are planned for approximately 100m west of the school on Flagstaff Road. The bus stops include shelters, seating and timetable information. Real time information is also available via a centralised telephone number using the specific bus stop codes and via the Green Park website.
- 4.13 Further information on the bus services can be found at www.reading-travelinfo.co.uk/ and www.reading-buses.co.uk/greenwave/.

Park and Ride

- 4.14 The school site is situated within a ten-minute walk of the existing 600 space Park and Ride site outside the Madejski Stadium, where a Greenwave bus will link the Stadium to stops within Green Park, central Reading and Reading Stadium. These buses run every fifteen minutes Monday to Friday and every 30 minutes on Saturdays. Further information on the Park and Ride service can be obtained from <http://www.reading-travelinfo.co.uk/>.
- 4.15 It is understood that as part of the proposed Royal Elm Park re-development of the area around the Stadium, the number of spaces will be reduced from 600 to 100, as

the Park and Ride service will be replaced by the new provision at MereOak to the south of M4 junction 11.

Rail

- 4.16 The proposed school is situated approximately 450m south east of the future Green Park Village railway station. This railway station is currently due to open during the Spring of 2019 and will be situated on the main Reading to Basingstoke railway line. This line is operated by Great Western Railway. Whilst the timetable is yet to be confirmed it is considered that, based on the current Reading to Basingstoke service, there will be at least a twice hourly service between these two towns.

Car sharing

- 4.17 To reduce the number of single occupancy car trips by both students and staff members, car sharing should be actively promoted by the school. However, for security / safety reasons the school is unable to match potential sharers up and consequently it would be reliant on voluntary car sharing between friends and colleagues. It is understood, however, that past experience has shown that a proportion of the children will be visiting friends' houses after school on a regular basis and consequently there is likely to be journey sharing without the need to match journeys.
- 4.18 It is understood that, whilst Reading does not have a specific car share database, Green Park provides this service via the Go Car Share scheme (<http://gocarshare.com/easitnetwork-green-park>). Whilst the school will not recommend this option for personal safety reasons, staff could potentially sign up to this scheme voluntarily.

5.0 Travel Plan Co-ordinator

- 5.1 Prior to the opening of the new school in the summer of 2019, it is proposed that a Travel Plan Co-ordinator (TPC) is appointed. The TPC will be responsible for monitoring the performance and for overseeing the implementation of this Travel Plan and its day-to-day operation. It will also be the TPC's role to liaise between RBC, St Edward Homes, the school operators and governors, the Parent Teacher Association, staff, pupils, parents and the Green Park Travel Plan Co-ordinator to ensure that the Travel Plan is implemented efficiently and safely.
- 5.2 The TPC will have the responsibility to:
- Oversee the development and implementation of this Travel Plan;
 - Provide teachers, parents and pupils with up-to-date travel and transport information;
 - Introduce the Travel Plan into the Home / School agreement;
 - Work with the parking enforcement company to identify parents who park inappropriately and to find alternative solutions;
 - Ensure that local travel and transport information is available in the school;
 - Establish a library of travel and transport information from the local authority, public transport providers, cycling groups, car share organisations and relevant websites for staff, pupils and parents to use;
 - Act as point of contact for staff, parents and pupils requiring information;
 - Undertake annual surveys to monitor the effectiveness of Travel Plan measures;
 - Submit a revised full Travel Plan which shows actual mode split and revised Targets for Years 1, 3 and 5 to RBC for their approval within 1 month of the annual Travel Surveys.
 - Liaise with the School Travel Plan Officer at RBC; and
 - Provide annual reports to RBC and school governors giving updates on the Travel Plan, its measures and its effectiveness.
- 5.3 To ensure that RBC are aware of the identity of the TPC in the future, if the TPC changes then all subsequent people in that role will provide their name, official job title and school contact details to the School Travel Plan Officer at RBC.
- 5.4 Whilst, the TPC could either be a member of school staff, a representative from St Edward Homes or a third party, it is considered that the Headteacher or the School Business Manager would be best placed to do this in the early days of the Travel Plan. In the future there is the potential for it to be delegated to a more junior member of staff once the TP has been implemented and would subsequently become part of their role. It is considered that the proportion of time spent on travel issues will be initially high and will generally reduce over time, but will fluctuate periodically according to circumstances and core commitments (i.e. to teaching or other key school tasks).
- 5.5 The TPC will provide a progress report as to the performance of this Travel Plan against the previous Travel Plan's success to RBC no less than once every year throughout the monitoring period. The role of the TPC is substantially tied into the strategies as detailed in Section 7 of this document.

6.0 Travel Plan Framework

- 6.1 To reduce the impact of the school on the local highway network, the adjacent residential development and Green Park Business Park, it is important the proportion of single occupancy vehicle use is minimised as much as possible. To achieve this, a strong and efficient Travel Plan is required, which should be linked to the school curriculum and actively promoted to all users of the establishment.
- 6.2 This Travel Plan aims to reduce single occupancy car travel to and from the proposed school by encouraging staff, pupils and parents to use sustainable transport from the outset. For pupils living within the Green Park Village development, this would involve walking, cycling and scooting. For children from further afield this would mainly involve car sharing but also encouraging older children who live in Whitley and Kennet Island to walk or cycle to the school.
- 6.3 There is also the potential for some children to use the Greenwave bus or the rail service to the future Green Park Station. This would depend, however, on where the students live in relation to the bus routes / station and the cost implications.

Objectives

- 6.4 In order to achieve this aim, various objectives have been identified to ensure that this document is as successful and as efficient as possible. The Objectives of this Travel Plan are as follows:
- a) Reduce car dependency to ensure that in-appropriate parking does not occur, particularly for those families who live within Green Park Village and are able to utilise alternative modes of travel.
 - b) Optimise car occupancy to reduce parking requirements.
 - c) Manage travel demand as efficiently as possible.
 - d) Promote opportunities for walking, scooting, cycling, public transport use and car sharing.
 - e) Provision of appropriate on-site facilities to encourage walking, scooting and use of cycles.
 - f) To be acceptable to the local authority and to school governors, staff, pupils and parents.
 - g) Initiatives to be self-funding after implementation.
 - h) To create awareness of the benefits of sustainable travel to governors, staff, pupils and parents.
 - i) To be on-going and adaptive, to monitor impacts, to learn from experience and, above all, be proactive.
 - j) To maintain an active partnership with the local authority regarding future development of the Travel Plan.

- k) To inform parents of, and get their agreements to, their responsibilities regarding travel to and from the school.
- 6.5 So that the objectives as set out in paragraph 6.3 are achieved, various initiatives will be implemented. Progress of the Travel Plan towards meeting the objectives will be assessed against targets set which should be achieved within specified timescales following the opening of the school. Monitoring of this Travel Plan provides a means to establish the extent to which the targets have been met.
- 6.6 Progress of this Travel Plan will be assessed by the TPC. Further details regarding the role and responsibilities of the TPC are set out in Section 5.

Initiatives

- 6.7 There are a number of transport initiatives that cannot be solely promoted by the school, although it is the intention to get maximum involvement and engagement from staff, pupils and parents so as to achieve these objectives. Fostering constructive and supportive partnerships between the school and parents, local authority, transport providers, walking and cycling groups and other local Travel Co-ordinators, for example the Green Park TPC, will allow the development of a range of feasible transport options that are sustainable. Such partnerships will therefore be actively sought by the TPC.
- 6.8 It is acknowledged that different people will respond to different measures, and some may not react to any. With this being the case, a range of initiatives and travel management mechanisms have been identified within this Travel Plan. It is proposed that these measures will be introduced as required and amended as necessary in consultation with RBC. The Travel Plan should therefore be considered as being a 'dynamic strategy'.
- 6.9 The majority of journeys to the school are likely to be relatively short in distance and occur at similar times. There are, therefore, ample opportunities for promoting sustainable transport initiatives for these journeys, particularly car sharing.

Targets

- 6.10 It is imperative that the School focuses on sustainable transport use prior to the opening of the establishment. This Travel Plan is likely to be more successful if certain travel patterns are established from the day that the school opens. This is because it is harder to change the ingrained travel habits of parents and staff than to influence them from the outset.
- 6.11 To assist in meeting the aforementioned objectives, a number of Targets have been set which should be met from the day of opening. These targets should be regularly assessed and reviewed in order to identify whether any updates to the Travel Plan or new measures and initiatives are required. This will ensure that the school is actively working towards encouraging sustainable travel use.
- 6.12 As the school is new, comprehensive data that shows baseline travel patterns for the school is currently unavailable. One of the first tasks the TPC will undertake is to carry out a travel survey of staff, pupils (e.g. 'hands up' survey in class) and parents. This will start to establish the baseline modal share and inform both target setting and relevant appropriate initiatives in order to encourage sustainable modes of

travel. Initially, however, these targets will be based on the assumed baselines identified within Table 1 and the School's Transport Statement.

- 6.13 For students who live within Green Park Village, the target is for **no** students to be driven to the school site from the very outset. Instead all students who live within the adjacent residential development, should walk, cycle or scoot to the school site.
- 6.14 Students who live outside the Green Park Village development, should be encouraged to car share with friends or use sustainable transport to access the site. Consequently, the target for these pupils is to minimise single occupancy car use from the outset and then further reductions during the following years. These provisional targets are shown in Table 2.

Table 2: Provisional non-GPV Pupil Targets for the end of Years 1, 3 and 5

Mode of Transport	Predicted Baseline (Summer 2019)	Target change – End of Y1	Target change – End of Y3	Target change – End of Y5
Single Occupancy Car Use	37%	35%	30%	25%
Car Share	40%	42%	47%	52%
Sustainable Transport Mode	23%	23%	23%	23%

- 6.15 The provisional student targets identified within Table 2 represent an increase in car sharing trips. It is considered that, due to the age of the pupils, increasing the number of public transport trips will be difficult.
- 6.16 School staff members will be encouraged to car share and to use public transport. Consequently, it is anticipated that the implementation of the initiatives and measures identified in Section 7 will reduce single occupancy car use. These provisional targets are shown in Table 3.

Table 3: Provisional Staff Targets for the end of Years 1, 3 and 5

Mode of Transport	Predicted Baseline (Summer 2019)	Target change – End of Y1	Target change – End of Y3	Target change – End of Y5
Single Occupancy Car Use	25%	23%	20%	18%
Car Share	30%	32%	34%	35%
Sustainable Transport Mode	45%	45%	46%	47%

- 6.17 The initial targets for Years 1, 3 and 5 of the Travel Plan are shown in Tables 2 and 3. These targets have therefore been set to reduce single occupancy vehicle use as a way to travel from the outset and then to reduce it further over the five year period. It should be made clear that the following targets are provisional at this stage and other more detailed targets will be set as soon as the results of the initial Travel Survey to establish the baseline transport mode split are known.

Monitoring

- 6.18 To understand the extent to which the Initiatives are contributing towards achieving the objectives and targets of this Travel Plan, a Monitoring structure has been specified. It is recommended that, due to the lack of parking at the school, this annual monitoring should commence when the school opens and should be ongoing on an annual basis with no end date, in order to ensure that future travel behaviour continues to reflect the site specific characteristics of the development and the annual increase in pupil numbers.
- a. For the purposes of reviewing the progress of this Travel Plan, Monitoring Reports based on an annual Travel Survey will be prepared and submitted to RBC annually following the opening of the school. The Monitoring Reports will be submitted to RBC within one month of the Travel Survey being undertaken and will contain the survey results, whether the provisional or revised Targets have been met, and any plans for remedial measures if the Targets have not been met.
 - c. Where Targets within this Travel Plan are not being met, further promotion of low carbon travel modes and promotion of this Travel Plan will be undertaken.
- 6.19 Given that this Travel Plan is a 'dynamic strategy' which will continually evolve through the monitoring period, it is expected that the targets will be revised and updated over time. Any future amendments to this Travel Plan and any new targets will be agreed by both the school and RBC

7.0 Measures and Initiatives to Encourage Sustainable Travel

- 7.1 The TPC will be appointed by the school who will be responsible for the implementation, management and monitoring of the Travel Plan over its lifetime. The TPC will promote the Travel Plan and provide information to the governors, staff, pupils and parents on how to travel to and from the school so as to minimise demand for individual private car journeys. The TPC will also act as a point of contact for those who require information on how to reduce single occupancy car use, while they will also monitor the take-up of initiatives and liaise with RBC as and when necessary. Further details regarding the TPC are provided in Section 5.
- 7.2 It is anticipated that the potential measures which will be targeted towards each school family will be dependent on where the student lives. For example a student living within the Green Park development will have different targeted initiatives to a child who lives in central Reading.
- 7.3 In order to identify potential initiatives for each family, it is therefore recommended that the parents of all new students to the school are required to fill in a 'Pupil Information Sheet' on application to the school. Within in this document, they will have to state where they live and which mode of transport they intend to use to reach the school. This will give the school advanced notice of what measures will need to be targeted towards the family as it is easier to encourage sustainable travel use from the outset rather than change ingrained habits.

Green Park Village Students

- 7.4 For children who live within the Green Park Village development, the school will encourage parents not to drive to school if avoidable. If the demand to reduce local car trips is there, the school will work with the LGB and PTA to look at initiatives to reduce car traffic to and from the school. An example of this could be a walking bus, run by parent volunteers who hold appropriate DBS checks.
- 7.5 To encourage local children to use their bicycle or scooter to access the school, secure cycle and scooter parking will be provided within the school grounds. These facilities will also be available to pupils who live further afield. It is also recommended that cycle training, for example the Bikeability scheme (<https://bikeability.org.uk/>), is provided by the school or RBC for all year 5 and 6 children who wish to attend. This will make children more confident when cycling and is liable to encourage more children to access the school by bike.
- 7.6 There is also the potential to turn sustainable transport use into a competition either for individuals or as a class. Rewards such as stickers, certificates and prizes could be provided to children who have walked, cycled or scooted for the most days every month. Alternatively, points could be provided over the course of the year, which could result in a larger prize at the end of the school year. These rewards will excite the children and would hopefully encourage their parents to move from private car use to alternative modes.

Non-Green Park Village Students

- 7.7 Children who live outside the Green Park Village development are more likely to travel to the school via car. It is therefore important that these families are encouraged to use alternative modes or to car share. Consequently, the school should promote sustainable transport options to these families prior to them starting at the school in order for families to make an informed decision from the outset.
- 7.8 As with the Green Park Village students, rewards could be given to non-GPV children who walk or cycle to the school. Likewise a competition could be held between pupils who car share in order to encourage others to join in. It is important, however, that the school does not discriminate between those who live closer to the school and those who live a fair distance. Consequently, the school will have to identify a sensible strategy to offer rewards which take into account travelling distance.
- 7.9 For security and safety reasons, the school will be unable to match up potential car share journeys. However, it is proposed that the school should promote the importance and ease of car sharing whilst encouraging parents to make voluntary arrangements with friends and other parents.
- 7.10 Parents should also be encouraged to car share by being made aware of the car-share bays along Flagstaff Road and being informed that they would get preferential use of these bays at the end of the school day. It should be highlighted that these bays include parking restrictions which will be enforced by the Green Park Village parking enforcement company to ensure that they are used appropriately. The school will work closely with the enforcement company to identify and to support parents who regularly ignore the restrictions.

All Students

- 7.11 To ensure an effective Travel Plan is implemented, all parents and children should be informed of their responsibilities and the options available to them. Consequently it is important that all parents are provided with enough information to understand their potential travel options and what the school expects of them.
- 7.12 A specific section should be provided on the School's website to promote travel options to parents, both current and future. If parents can utilise sustainable transport modes when their children first attend the school, then it is easier to maintain this throughout their school life.
- 7.13 To ensure that the school community is kept safe, it is proposed that parking restrictions are implemented on streets surrounding the school to ensure that no other parking is available. This will discourage parents from parking inappropriately, will ensure that the students are kept safe and that inconsiderate parking does not adversely impact / hinder residents, station users or Green Park employees. These restrictions should be policed by the Green Park Village parking enforcement company and fines should be handed out to parents as required. The school will work with the enforcement officers to find solutions for repeat offenders.
- 7.14 To engage parents from the outset, every family should be asked to sign a Home / School agreement prior to their child starting at the school and every time it is updated / revised. A Home / School agreement is a statement explaining the school's aims and values, its responsibilities towards the child, the responsibilities of

the parents and what is expected of the pupils. This will make everyone clear as to what is required to form a successful partnership between the school and each family.

- 7.15 This Home / School agreement should promote the Travel Plan, ensure that the measures and initiatives are noted by parents and that they acknowledge their responsibilities for minimising unnecessary car journeys. This section could potentially include the following list of agreements:
- The school's Travel Plan should be read and noted by all parents. Parents should make concerted efforts to minimise single occupancy car travel;
 - Parents will work with members of staff to ensure that the children are kept safe and that the impact of cars on the school environment and local highway network is minimised; and
 - Information on parking restrictions around the school, including the seven car share bays on Flagstaff Road, and that there will be active enforcement by a third party to ensure that traffic disruption is minimised. This enforcement will take the form of fines.
- 7.16 It is anticipated that the school will have standard policies in place for parents who break / ignore the Home / School Agreement. It is important that the school works with the enforcement company to support parents who regularly ignore the parking restrictions. Similarly, it is important for the school to identify those children who will need to travel to school by car for example due to a disability and to work with the enforcement company to accommodate these pupils.
- 7.17 Further promotion of both the sustainable transport options available and the duties of the parents regarding traveling to and from the school should be undertaken at regular intervals. Information leaflets should also be available for parents to take and digest. These leaflets should include a summary of their responsibilities and the travel options available to them.
- 7.18 Likewise, there should be regular assemblies for all of the students, which highlight the importance of sustainable travel for both the school community and the health of the children and their families. The children should be actively encouraged to talk to their parents about what they have learnt and how they can make a difference. For the Travel Plan to be successful, it is considered that the pressure that children put on their parents to use sustainable measures will be a vital approach which would need to be encouraged.
- 7.19 In a similar vein, it is important to get the pupils actively involved as this will help encourage them to make the correct travel options and will hopefully leave a lasting impression on them. This participation could be undertaken in various ways including asking them to write their own Travel Plan or producing posters on sustainable travel for their homework in order to get them to think about reducing car usage. Alternatively there could be a competition to design a new school travel logo which would be attached to all communication relating to traveling to and from the school.
- 7.20 The importance of sustainable transport should also be linked to the school curriculum and certain Key Stage targets, particularly any outside classroom work and any health initiatives / lessons undertaken by the school. This would include teaching on road safety, pupil safety, environmental issues or the National Healthy

School Standard initiative and encouragement to take part in healthy activities such as the school's sports day.

- 7.21 Various specific initiatives could be implemented on a regular basis to encourage children to try different travel modes. These could include:
- A 'Walk to School' week;
 - A 'Cycle to School' week;
 - A 'Cycle to school for breakfast' day;
 - A 'Walk on Wednesday' (WoW) initiative; and
 - A 'Keep Fit' week.
- 7.22 Information on walking and cycling routes as well as the promotion of websites such as <http://www.walkit.com/> & <http://www.walk4life.info> will be provided to all parents as part of a 'School Welcome Pack' on acceptance into the school. These packs will also include information on public transport such as maps, timetables and online links.
- 7.23 Other measures for promoting the Travel Plan and sustainable travel could include:
- School noticeboards;
 - The school website;
 - School newsletters; and
 - Information leaflets summarising parent's responsibilities and the travel options available to them.
- 7.24 Whilst the school will not implement a formal arrangement due to potentially being held liable for any damage caused or problems created, parents could agree voluntary arrangements with their friends who live within Green Park Village to share their free driveways. This will enable parents to park off the highway when picking up students at the end of the school day. This would, however, need to be arranged informally between parents who know each other.
- 7.25 As the school expands, the school will identify the number of parents driving to and from the school and the impact on the highway which is being caused. If there is an adverse impact on the operation of the highway at the end of the school day, the school should consider staggering the school end times based on Key Stage levels.
- 7.26 Other potential initiatives that could be implemented by the school include:
- A scooting club to promote travel in small groups;
 - Road Safety training, in particular pedestrian training such as 'Kerbcraft' courses;
 - Alternative initiatives such as 'bling your bike' or bike security marking days;
 - Scooter safety awareness talks;
 - Walking to and from educational visits or leisure activities;
 - Sponsored walks;
 - A walking club for staff and parents; and
 - Travel studies for children to show benefits of walking and cycling/scooting.

Members of Staff

- 7.27 It is proposed to provide twenty parking spaces for 41 members of staff. Consequently, it is important that staff members are encouraged to use non-car modes or to share their journeys. Therefore, car sharing should be promoted to members of staff. For safety and security reasons, colleagues should be encouraged to share with each other or with existing friends. Car sharing between staff and pupils will be discouraged on safeguarding grounds.
- 7.28 Similarly, staff could voluntarily sign up to the Green Park car sharing scheme (<http://gocarshare.com/easitnetwork-green-park>), although the school will not take responsibility for this. This will increase the chances of finding a similar journey. To ensure that safeguarding is not compromised, the Green Park scheme should only be available to staff members and not students.
- 7.29 As with the student car sharing, staff who car share will be given priority within the staff car park to provide an incentive to staff for car sharing with colleagues. The specific incentives will be identified by the school prior to opening and actively promoted amongst staff.
- 7.30 Promotion of public transport routes available to staff members should be promoted when they first join the school and then on a regular basis. This could take the form of a single A4 sheet of paper distributed by hand, a monthly email, a noticeboard within the staff room or a regular agenda item within staff meetings. This should provide public transport information including routes, frequencies, stop locations and prices. This information should also include links to online timetables including www.reading-travelinfo.co.uk/, www.reading-buses.co.uk/greenwave/ and www.gwr.com.
- 7.31 This information should also include information regarding the walking, running and cycling routes between the school and the surrounding residential areas in order to encourage these modes. To further inspire staff to utilise these modes, changing facilities and lockers should also be provided.
- 7.32 Online links to various journey planning websites should also be provided to members of staff, for example www.travelinesoutheast.org.uk, to ensure that they have easy access to up to date journey information.
- 7.33 The school should also consider implementing national initiatives such as Cycle to Work day (www.cycletoworkday.org), Bike Week (<http://bikeweek.org.uk/>), the Love to Ride - Ride to Work week (www.lovetoride.net/uk) or the Sky Ride website (<http://www.goskyride.com>). These initiatives should help encourage members of staff to cycle to work and to explore the potential of cycling on a regular basis.
- 7.34 In addition to the above, the school should investigate the potential for providing staff access to the Cycle to Work scheme (for example www.cyclescheme.co.uk or www.cycle2work.info). This scheme provides employees with a tax free loan to purchase a bicycle and cycling equipment.
- 7.35 Consideration could also be given by the school to providing incentives to staff who use sustainable modes of travel on a regular basis. These potential incentives would need to be identified by the school to ensure that public money is not misspent.

School Visitors / Community Use of the School

- 7.36 The school should make all visitors aware of the limited parking available at the site. Consequently, they should encourage visitors to utilise sustainable modes of travel by promoting the alternative travel options available to them. This would be undertaken when visitors are invited to the school or meetings are arranged. The sustainable measures which should be promoted include:
- The proposed Green Park railway station and the frequent services between the site, Reading and Basingstoke;
 - The Greenwave bus service;
 - The Reading Park and Ride service between MereOak and Reading town centre; and
 - The nearby Madejski Stadium Park and Ride car park and the footway / cycleway connecting the car park to the school.
- 7.37 Where people insist on driving, they will have to utilise the unallocated Market Square parking spaces or the station car park. The staff car park will be out of bounds to all visitors during the school day.

8.0 Action Plan

8.1 To enable an assessment to be made as to the success of this Travel Plan, the Action Plan below links the Measures & Initiatives to the Objectives set out in paragraph 6.4 in order to ensure they are met.

Table 4: Action Plan

Measures & Initiatives	Objectives (see paragraph 6.4)	Timescale	Responsibility
Nominate a TPC	c	Prior to the school opening	School and St Edward Homes
Implement a 'Pupil Information Sheet' to obtain travel information prior to approval of pupil application	c and i	Prior to the school opening	School
Prepare a Home / School Agreement which promotes the Travel Plan and highlights that parking enforcement is in operation	c, f, h and k	Prior to the school opening and ongoing	School
Ensure that all parents sign the Home / School Agreement	c, f, h and k	Prior to each student starting at the school and ongoing	School
Undertake a Travel Survey to establish transport mode share and monitor annually	c, i and j	During the second term of the first school year and repeated annually on a date to be agreed with RBC	TPC
Produce a revised Travel Plan which shows actual transport modal split and revised Targets for Years 1, 3 and 5 for each phase of the development	c, f, i and h	Within 1 month of Travel Survey	TPC
Promote & Publicise agreed Travel Plan to staff, pupils and parents	d, e, h, j and k	Within 3 months of Travel Survey	TPC
Include Travel Plan information and sustainable travel options on school website	d, e, h and k	Prior to the school opening, within 3 months of Travel Survey and ongoing	TPC
Identify and implement sustainable transport competitions	a, b, d and h	Within 3 months of school opening	TPC
Identify and implement school assemblies on travel and include within curriculum	a, b, d and h	Within 3 months of school opening and ongoing	TPC

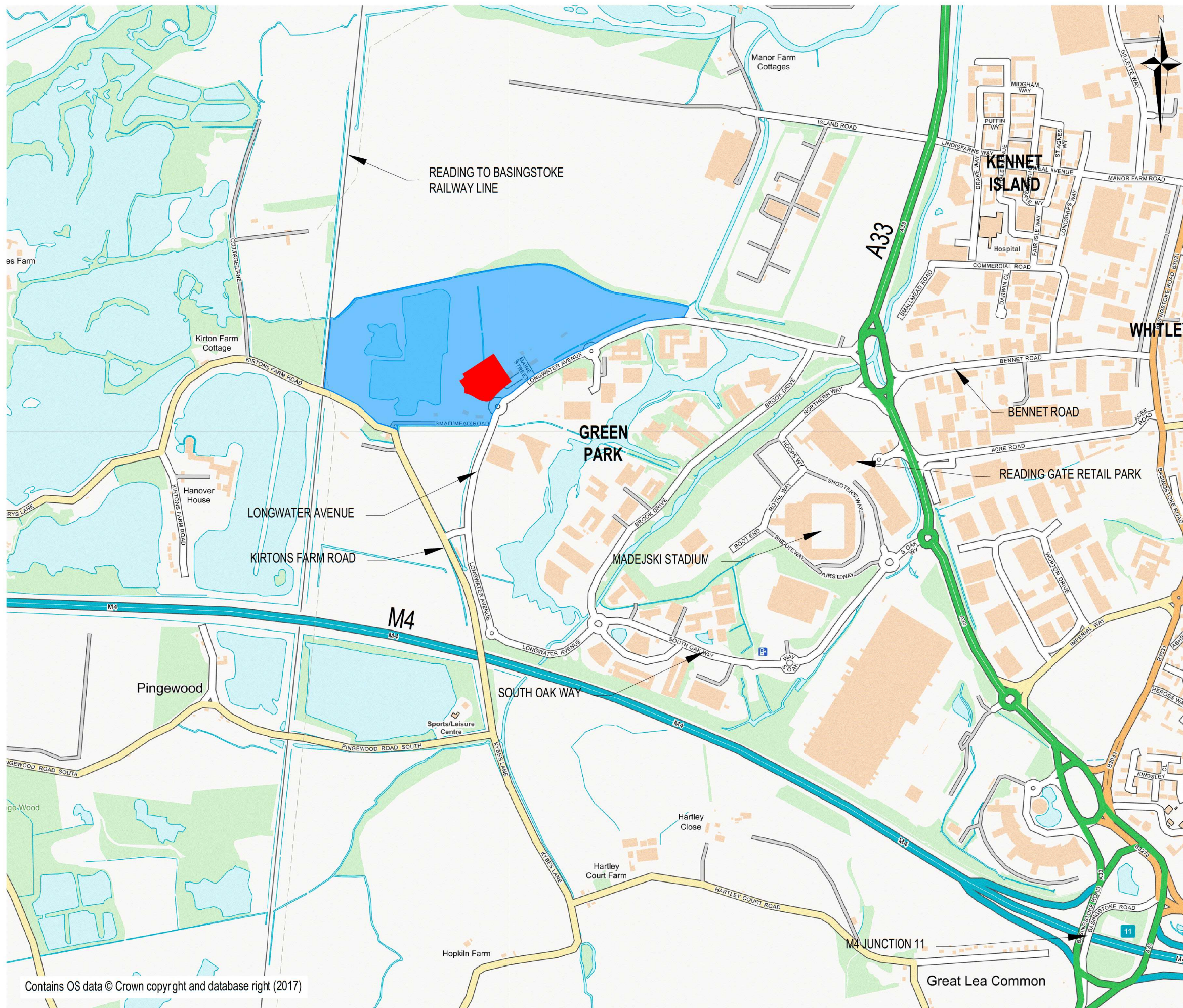
Measures & Initiatives	Objectives (see paragraph 6.4)	Timescale	Responsibility
Walking and Cycling			
Set up Green Park Village Walking Bus	a, b, c, d, e and g	Within one month of school opening or as demand requires it	TPC
Encourage staff to walk, cycle/scoot or use public transport, rather than drive alone	a, b and d	From completion of Travel Plan and on-going	TPC
Provide information on walking on school website and other info sources	d and i	From completion of Travel Plan and on-going	TPC
Monitor use of cycle parking and plan for sufficient space	d, e and i	Prior to first occupation and on-going	TPC
Work with RBC to provide cycle training to improve the road skills, competence and confidence of staff and pupils	d and f	From completion of Travel Plan and on-going	TPC and RBC
Public Transport			
Provide information on public transport on school website and other info sources	d and i	From completion of Travel Plan and on-going	TPC
Provide assistance to staff and pupils with personalised journey planning	a, d, f and i	From completion of Travel Plan and on-going	TPC
Car Use			
Promote car sharing to existing car drivers rather than driving alone	b and c	Upon first occupation and on-going	TPC

8.2 These timescales have been put in place to ensure that the best endeavours are made to meet the overall Objectives and the Targets for single occupancy vehicle use. The results from the initial Travel Survey will give this Travel Plan the flexibility it requires to adjust to meet new Targets and overcome specific barriers identified in the future.

9.0 Summary

- 9.1 This Travel Plan aims to minimise, from the outset, single occupancy car travel so as to maximise the number of journeys made using alternative transport modes associated with the proposed two-form entry school within Green Park Village, Reading.
- 9.2 St Edward Homes, a joint venture between Berkeley Homes and the Prudential Assurance Company, has been developing Green Park Village as a residential development. The company recognises the importance of active travel management and fully support the implementation of this Travel Plan to cover the new school whilst ensuring that the objectives within this document are met.
- 9.3 In order for this to be achieved, measures identified in this Travel Plan will be implemented prior to the school opening and within the first couple of months of occupation. Progress of the Travel Plan will be monitored and the Initiatives contained will be amended as necessary in consultation with Reading Borough Council and in accordance with the needs of school governors, staff, pupils and parents.
- 9.4 There are a number of transport initiatives that cannot be solely promoted by the school. Fostering constructive and supportive partnerships between the local authority, transport providers, walking and cycling groups and other local Travel Plan Co-ordinators, for example the Green Park TPC, will allow the development of a range of feasible sustainable transport options. In this respect the success of the Travel Plan will be assisted by other stakeholders supporting the school.
- 9.5 The Travel Plan is flexible and capable of being modified at any stage in response to operational experience. The Initiatives highlighted in this version of the Travel Plan actively seek to achieve the desired mode shift of the development and will therefore be regularly monitored and appraised to assess their effectiveness. This Travel Plan should therefore be considered a 'living document'.

Figures



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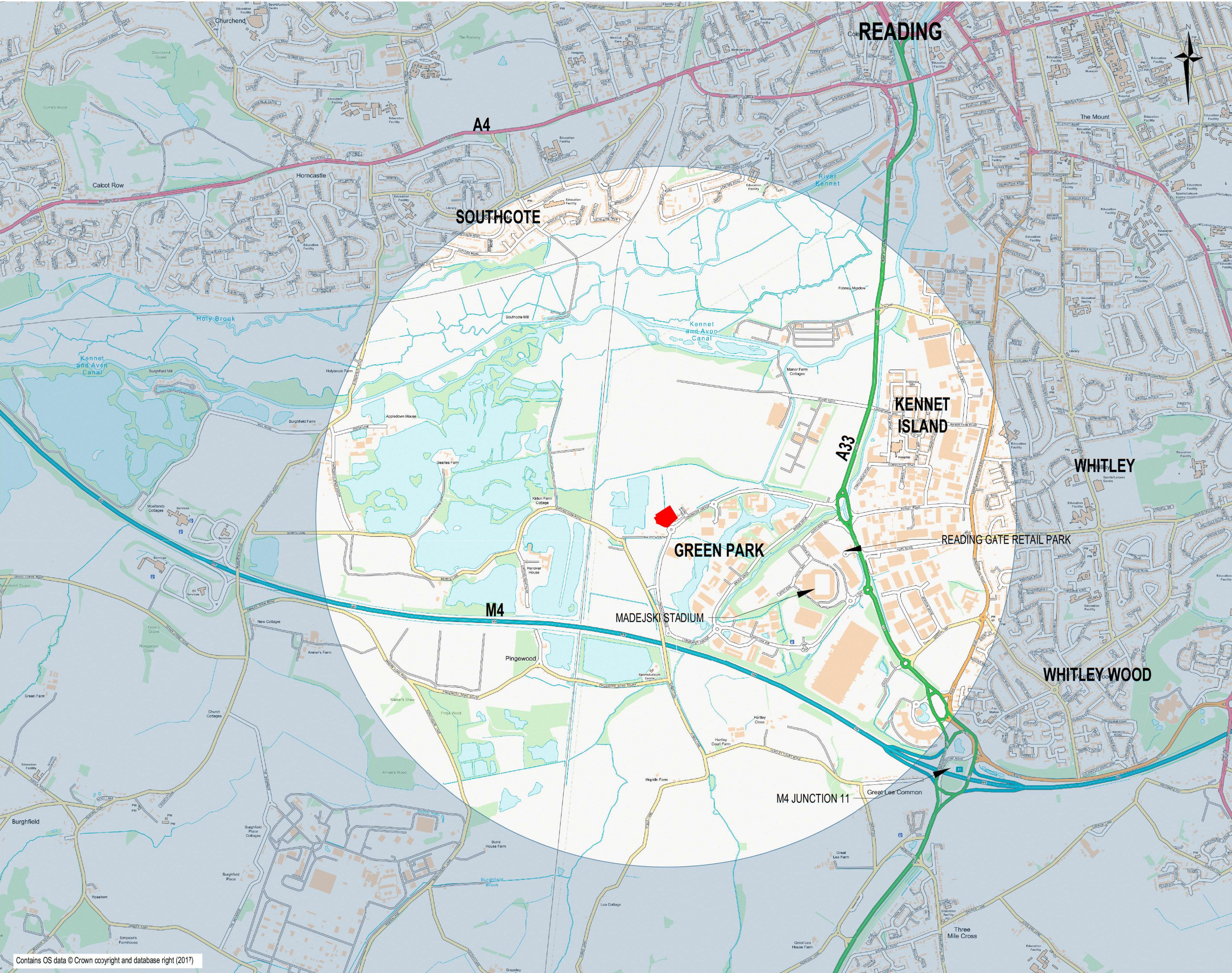
KEY

-  PRIMARY SCHOOL SITE
-  OVERALL GREEN PARK VILLAGE DEVELOPMENT SITE

FIGURE 1

FOR INFORMATION ONLY

I1	FIRST ISSUE	20/03/18	HG
Rev.	Description	Date	Chkd
 Glanville 3 Grovelands Business Centre Boundary Way Hemel Hempstead, Herts. HP2 7TE Tel: (01442) 835999 Fax: (01442) 258924 postbox@glanvillegroup.com www.glanvillegroup.com			
Client :  St Edward <i>Designs for life</i>			
Project : GREEN PARK VILLAGE, READING			
Title : SITE LOCATION PLAN			
Project Engineer : DK		Scale : 1:10,000 @ A3	
Project Director : HG		Date : APR 17	
Status : INFORMATION			
Drawing No. 4160914 - SK01			Rev 11



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KEY

PROPOSED PRIMARY SCHOOL SITE

AREA WITHIN ACCEPTABLE WALKING DISTANCE (2km)

FIGURE 2

FOR INFORMATION ONLY

11	FIRST ISSUE	20.03.18	DK
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Rev	Description	Date	Chkd
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Glanville

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Client :

Project :

GREEN PARK VILLAGE -
PRIMARY SCHOOL

Title :

2km WALKING CATCHMENT PLAN

Project Engineer :	DK	Scale :	1:20,000 @ A3
Project Director :	HG	Date :	MAR 2018
Status :	INFORMATION		

Drawing No.	4160914-SK02	Rev	11
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