

RPS

**THE HEIGHTS
PRIMARY SCHOOL
CAVERSHAM**

TRAVEL PLAN

**THE HEIGHTS
PRIMARY SCHOOL
CAVERSHAM**

TRAVEL PLAN

28 March 2018

Our Ref: SRD/HB/adf/JNY9556-02a

RPS

140 London Wall
London
EC2Y 5DN

Tel: 020 7280 3300

Email: rpslp@rpsgroup.com

QUALITY MANAGEMENT

Prepared by:	Harrison Bains
Authorised by:	Shelley Dix
Date:	28 March 2018
Project Number/Document Reference:	JNY9556-02a

COPYRIGHT © RPS

The material presented in this report is confidential. This report has been prepared for the exclusive use of The Education Funding Agency and shall not be distributed or made available to any other company or person without the knowledge and written consent of RPS.

CONTENTS

1	INTRODUCING THE SCHOOL.....	1
2	MODAL SHARE AND SURVEY	15
3	OBJECTIVES AND TARGETS.....	16
4	TRAVEL PLAN INITIATIVES.....	19
5	IMPLEMENTATION, MONITORING AND REVIEW	24

FIGURES

FIGURE 1 – SITE LOCATION PLAN

FIGURE 2 – LOCATION OF STUDENTS

APPENDICES

APPENDIX 1 – PROPOSED SITE LAYOUT

APPENDIX 2 – CYCLE ROUTES MAP

APPENDIX 3 – BUS NETWORK

1 INTRODUCING THE SCHOOL

School Name: The Heights Primary School

School Address: The Heights Primary School

82 Gosbrook Road

Caversham

Reading

RG4 8BH

School Contact Information:

Telephone: 0118 357 0123

E-mail: info@theheightsprimary.co.uk

Website: www.theheightsprimary.co.uk

Travel Plan Coordinator: Susan Jones

Type of School: Primary Free School for 4 - 11 year olds during occupation at the temporary premises.

Student Numbers: September 2017: 225 students

September 2019: 325 students

Staff Numbers: September 2017: 25 FTE Staff

September 2019: 32.5 FTE Staff

Location of the School

- 1.1 The Heights Primary School is a free school developed as part of the government Free School Initiative which opened in September 2014. The catchment area for the school has been devised in partnership with Reading Borough Council (RBC) to serve the community of Caversham Heights and Mapledurham.
- 1.2 The Heights Primary School was set up to meet the shortage of school places (approximately 90 places in 2014/15) in north Reading. The primary schools located in north Reading continue to be oversubscribed.
- 1.3 The current temporary planning permission is due to expire at the end of the 2017 / 2018 school year; however, planning permission for a permanent school site has not yet been secured and hence there is a requirement to extend the existing temporary planning permission for a further two year period to the end of the 2019 / 2020 school year.

- 1.4 To enable the continued organic growth of the school through to the 2019 / 2020 school year, there is also a requirement to provide additional temporary modular accommodation. This would result in the provision of an additional 100 pupil places on this temporary school site.
- 1.5 The temporary school site is located in the Borough of Reading, approximately 1.4 kilometres to the north of Reading town centre and approximately 0.75 kilometres from the boundary of the school's catchment area. The location of the school is illustrated on **Figure 1**.
- 1.6 The site currently exists as a two-storey temporary building for The Heights but was previously used by Caversham Nursery. The eastern boundary of the site is bordered by a single lane access road and a footpath through the adjacent Westfield Recreation Ground forms the western boundary of the site, which connects to Falkland Road at its northern end. The site is bordered by the B3345 Gosbrook Road to the south.

School Opening Times

- 1.7 It is acknowledged that the temporary site is located outside the catchment area and therefore parents have been making special arrangements for transporting their children and will continue to do so for a further two years. To assist with this, The Heights Primary School offers out of hours support and flexible drop off times for convenience, as follows:
- 07:30 to 08:45 hrs: Breakfast Club with flexible drop off time;
 - 08:45 to 09:15 hrs: Flexible drop off time;
 - 09:15 to 15:30 hrs: School Day; and
 - 15:30 to 18:00 hrs: After School Club with a programme of after school activities running to 16:30 hours.

School Information

- 1.8 The Heights Primary School is a primary school for 4 to 11 year olds. The School currently hosts 225 pupils on the temporary site at Gosbrook Road, Caversham. An additional 50 children will join the school's reception class in September 2018.
- 1.9 By the 2019 / 2020 academic year the school will accommodate additional classes taking the total number of potential pupils to 325.
- 1.10 The school's classes comprise a maximum of 25 pupils per class, necessitating 13 classes and circa 32.5 full time equivalent (FTE) staff by 2019 and any cleaning staff, which will be out of hours.
- 1.11 The proposed numbers are beyond the capacity of the existing school. It is therefore proposed to expand the modular building appropriately by adding six classrooms; four of which will be used for as new classrooms, one as a studio and one as a staffroom.
- 1.12 The proposed site layout is attached at **Appendix 1**.

Location of Students

- 1.13 The admissions criteria for The Heights Primary School follows Reading Borough Council's admission policies closely, and applications for pupil spaces are administered by Reading Borough Council (RBC) to give priority to children living within the school catchment area.
- 1.14 The approximate locations of the current 225 pupils and the prospective pupils for the September 2018 intake shown in **Figure 2**.
- 1.15 **Figure 2** shows that 221 of the current 225 pupils are located to the north of the River Thames, the majority of which are located in the school's traditional catchment area. All of these students live within an acceptable walking distance (within two kilometres) or cycling distance (five kilometres). Of the 4 students that live south of the River Thames, one is also within a desirable walking distance (within two kilometres) and the remaining 3 are within the acceptable cycling distance (five kilometres).
- 1.16 **Figure 2** also shows that all 50 prospective students live within an acceptable walking distance (within two kilometres) or cycling distance (five kilometres) of the site.

School Travel Survey

- 1.17 A travel survey undertaken by the school in March 2018 indicated that just 41 of the 160 pupils surveyed (25.6%) and 17 of the 21 staff (81%) were driven or drove to school. The sample which represented 71% of pupils and 84% of the staff reported that pupils and staff used the following modes by the proportions shown in **Charts 1.1** and **1.2**.

Chart 1.1: Observed Pupil Modal Split

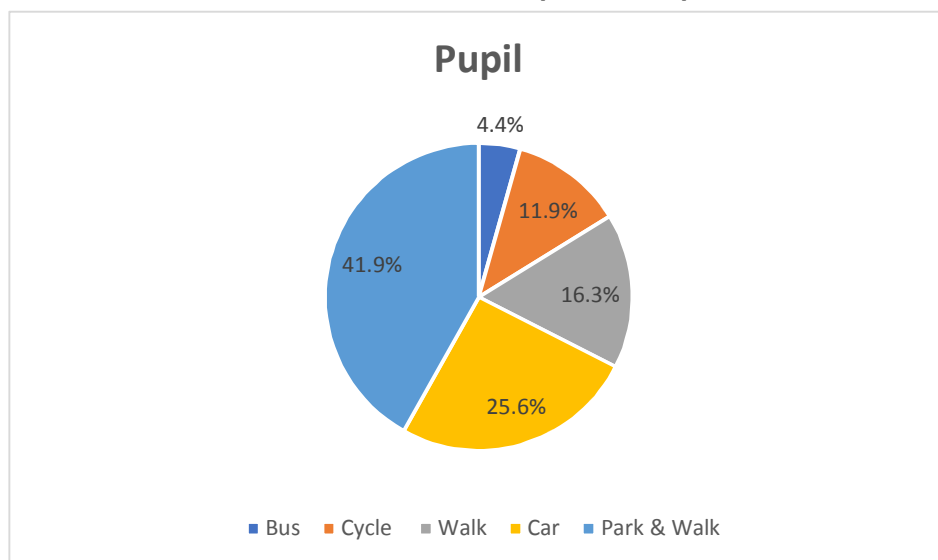
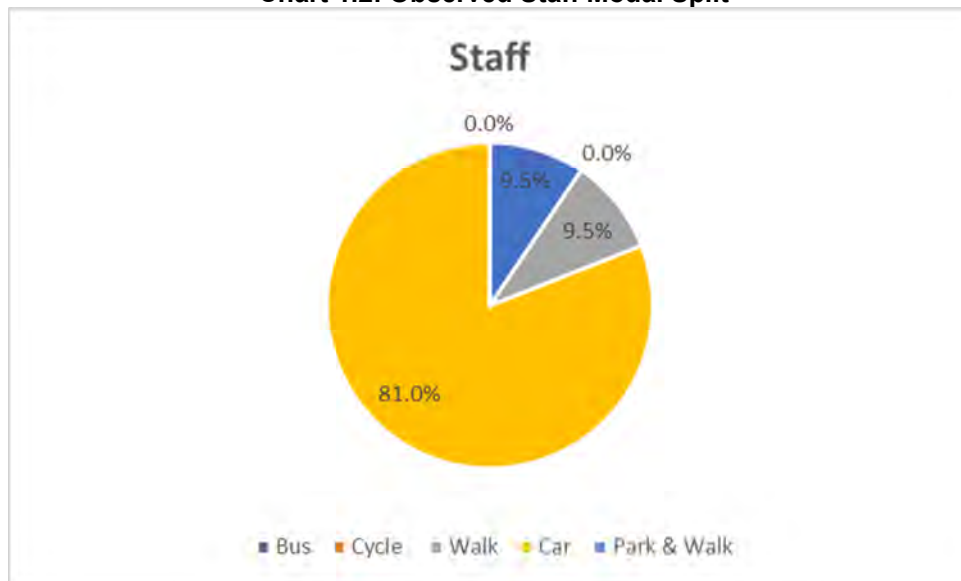


Chart 1.2: Observed Staff Modal Split



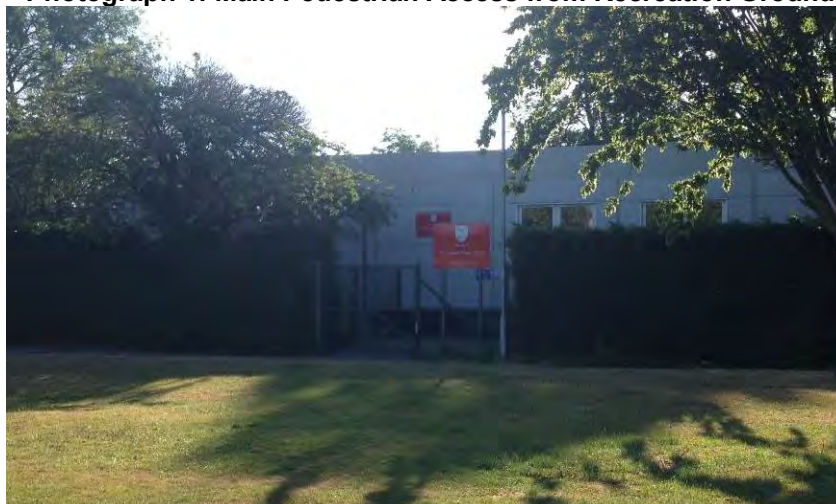
- 1.18 **Chart 1.2** demonstrates that a greater proportion of staff are now travelling to work by car (81%) than was the case in May 2014 (50%; however, this was based on a smaller number of teachers). Subsequently, less staff are travelling by sustainable modes with 9.5% walking compared to 30% in 2014 and 0% cycling compared to 15% in 2014.
- 1.19 There has been no change in the number of staff parking and walking with no staff travelling by this means, due to the need for long stay parking. However, there has been an increase in the number of staff members travelling by public transport increasing from 5% to 9.5%.
- 1.20 Targeting improving sustainable travel by staff will therefore be incorporated into the Travel Plan.
- 1.21 Whilst the results of the survey indicate a good level of support for sustainable travel beyond that expected for a school outside of its catchment, the modal split demonstrated does not yet meet the aspirations of the school's Trust and Governing Body. As a result a comprehensive review of travel procedures is already underway to identify additional and alternative strategies to those set out in this travel plan.
- 1.22 To assist in achieving this goal the school has joined the Sustrans 'Bike-it' programme and registered for the national School Mark for Excellence in Sustainable Travel programme for which it aspires to work towards attaining a gold award. The school has already successfully secured a Bronze ModeShift Stars Award (2018) and is the first and only school in Reading to have achieved this thus far.

Access

- 1.23 The current temporary school site can be accessed from Gosbrook Road via an unnamed access road. This access road also serves as access to the existing block of flats (known as Queen Anne's House). The access road forms a loop around the block of flats. The access road therefore forms two priority junctions to Gosbrook Road, west of the site. The access road is a single carriageway lane.

- 1.24 The existing residential car park area is located to the southeast of the existing school building and is accessed from the unnamed access road. A turning circle arrangement is provided alongside the parking to allow vehicles to turn around and exit to Gosbrook Road via the eastern access.
- 1.25 The vehicular access arrangements to the site will not be changed by the expansion proposals. Due to the narrow nature of the access it is not possible for two vehicles to pass each other. However, use of the access is limited primarily to service vehicles and for pupils / staff with accessible needs by prior arrangement.
- 1.26 An additional pedestrian entrance will be provided in conjunction with the additional temporary accommodation. This is to be located at the north-western corner of the site and will provide pedestrian access to the new block for KS2, adjacent to the existing play area. KS1 parents will continue to use the pedestrian gate from Westfield Recreation ground.
- 1.27 The site can also be accessed from Falkland Road and South View Avenue via footpaths which provide connections from the north. The main pedestrian access to the school is located on the western edge of the school site, from the adjacent large recreation ground bordered by Westfield Road and Gosbrook Road. The main pedestrian access is pictured in **Photograph 1**.

Photograph 1: Main Pedestrian Access from Recreation Ground



Parking

- 1.28 It is important that the temporary school site provides a safe and enjoyable environment for the pupils. The layout of the site is therefore sympathetic towards the needs of the school combined with the transport requirements.
- 1.29 When the site was occupied by Caversham Nursery, parking was not provided for staff or drop off / pick up, which is a material planning consideration in the development of the current temporary school and parking for staff or parent drop off/ pick up has not been provided for on site.
- 1.30 Staff car parking will be accommodated within the St Anne's Church car park located off South View Avenue. This car park is currently shared with St Anne's Catholic Primary School and operates successfully.

- 1.31 Drop off and pick up parking is accommodated off site at a range of locations as follows:
1. Local car parks i Waitrose car park (Archway Road), St Martins Precinct Car Park (Archway Road) and Chester Street car park are used for parking and parents walk their children from these locations to the school site; and
 2. Local roads i Hemdean Road, Cromwell Road, Patrick Road and Elliot's Way are used for on-street parking and parents walk their children from these locations to the school site; however, the use of these is actively discouraged by the school.
- 1.32 The use of St Anne's Church car park, which has 42 spaces (including 4 disabled spaces), for the parking of staff cars has been agreed with St Anne's Church and the head teacher of St Anne's Catholic Primary School.
- 1.33 To avoid parents having to park and walk their children to school individually the school is in the process of establishing a cycling bus from The Mount from the start of the Summer term 2018. Parents will support pupils to cycle to and from the school from the cycling bus stop and will remove the need for parking near the school and promote sustainable and healthy travel habits for the children and their parents. Parents have already been specially trained ready for the launch of the cycling bus.
- 1.34 A car parking management plan has been prepared to manage the use of the St Anne's Church car park in particular, to limit its use to staff only on a needs basis.
- 1.35 Although short stay parking is available on the surrounding streets, the car parking management plan seeks to discourage parents from doing so. The recent travel survey also confirmed that 42% of parents used a car park further away from the site and walked their children to school. Whilst this has been encouraged by this travel plan, further initiatives are being identified to improve this figure substantially. This behaviour encourages walking at a young age and avoids congestion near the school.
- 1.36 As **Photograph 2** shows, the current temporary school premises provides a total of 30 cycle and scooter parking spaces, which are well used.
- 1.37 A minimum of 2 additional cycle and scooter parking spaces will be provided in accordance with the minimum requirements of RBC cycle parking policies; however, the school are also seeking to to increase and improve provision to accommodate increased use as a result of the Bike-it initiative and to further encourage travel by bicycle / scooter.
- 1.38 Whilst RBC standards recommend the use of Sheffield-type rails, these are less beneficial for children's bicycles and are an inefficient use of already limited space. As part of the site's development, the school is currently considering installing floor mounted racks for the parking of bicycles and scooters in excess of the minimum required by standards.

Photograph 2: Current Cycle/Scooter Parking



Policy Context

- 1.39 The Travel Plan set out in this document concentrates on sustainability issues and outlines a package of initiatives that are designed to encourage more efficient use of the private car and promote a choice of alternative travel modes for students, staff and visitors. The policy context for the Travel Plan is summarised below.

National Planning Policy Framework (NPPF) (March 2012)

- 1.40 The NPPF sets out the Government's planning policies for England and how they should be applied. It outlines the importance of providing Travel Plans to mitigate the impact of developments. It also seeks to maximise the opportunities for sustainable transport and reduce the need for major transport infrastructure through giving priority to pedestrian and cycle movements, and having access to high quality public transport facilities.

Planning Practice Guidance (March 2014)

- 1.41 This guidance identifies that Travel Plans are strategic documents in lessening traffic generation and encouraging sustainable travel. They should be proportionate to the size and scope of the proposed development, be tailored to particular local circumstances and be established at the earliest possible stage of a development proposal.

Reading Borough Council – Third Local Transport Plan (2011-2026)

- 1.42 The LTP3 is consistent with Reading Borough Council's Local Development Framework (LDF) and focuses on current core transport issues in the Borough and the targets for the period up to 2026. It is focused around the vision of 'Connecting Reading' in which people will be able to move swiftly, safely and sustainably within the Borough and outside toward the neighbouring local authorities. Core emphasis should be placed on the Northern Local Area Action Plan included within the LTP3 when assessing against the proposed development.

Reading Borough Council - Local Development Framework: Core Strategy (January 2008)

- 1.43 The Strategy sets out long-term vision and underlying objectives for the Borough up to 2026. In relation to transport it seeks safe development of community facilities, including educational, which do not cause adverse impacts on the local highway network. It emphasises the importance of sustainable modes of transport and safe travel planning of pupils to and from primary schools. Infrastructural improvements will be agreed with the developers where appropriate.

Reading Borough Local Plan – Pre-Submission Draft (November 2017)

- 1.44 RBC is currently producing a new Local Plan which will replace the current development plans (the Core Strategy, Reading Central Area Action Plan and Sites and Detailed Policies Document) with a new plan setting out how Reading will develop up to 2036. A key objective of the plan is to create inclusive, sustainable communities with good access to a range of facilities including education.

Reading Borough Council – School Travel Plans: Practical Measures

- 1.45 This guidance suggests initiatives School Travel Plans should address regarding car management, highway and traffic engineering and school management issues related to a site.

Pedestrians

- 1.46 Walking is widely regarded as the most sustainable form of transport and is considered appropriate for journeys up to 2.5 kilometres (30 minutes) in length. Furthermore, walking is particularly suited as an alternative to car trips of under 2 kilometres (25 minutes) and capable of integration with all forms of transport for journeys further afield.
- 1.47 To enable an assessment of the viability of walking as a realistic mode for trips to and from the school site it is appropriate to establish the maximum distance that people are generally prepared to walk and the destinations that exist within these distances. The IHT publication *Providing for Journeys on Foot* (IHT 2000) suggests acceptable walking distances for various for walking to school or workplace, as set out in **Table 1.1**.

Table 1.1: Acceptable Walking Distances for Commuting / School

Definition	Distance (metres)
Desirable	500
Acceptable	1,000
Preferred Maximum	2,000

Source: *Providing for Journeys on Foot*, IHT, 2000

- 1.48 Living Streets website (www.livingstreets.org.uk) suggests that primary school children should be able to walk 20 minutes (1,600 metres) to and from school.
- 1.49 The catchment area with the exception of the north-western area (north of Richmond Road) is within the preferred maximum walking distance of the temporary site. The southern area (south of The Mount) is within 20 minutes (1,600 metres) walk of the site. Walking therefore presents an option for pupils travelling to the temporary school site.

- 1.50 As a result of the age of the children attending the school is introducing a cycling bus from The Mounts at the start of the Summer term 2018, this will enable parents to drop pupils further from the school and to enable them to undertake part of their journey by sustainable, healthier modes of travel. This Travel Plan seeks to support this.
- 1.51 The main vehicular entrance to the site is accessed from Gosbrook Road, immediately east of the residential blocks of flats. However, the site can also be accessed from a footpath from Falkland Road and South View Road. A footpath from Westfield Road links across the Westfield recreation grounds to meet Gosbrook Road, immediately west of the access road, which leads to the site. There is also a footpath from South Street to Westfield Road, giving parents the opportunity of parking within the main shoppers / Waitrose car park within central Caversham.
- 1.52 The local roads that surround the site are provided with footways and crossings at regular intervals. Similarly the roads within the catchment area, the origin of pupils, are also provided with good pedestrian facilities with footways and pedestrian crossings.
- 1.53 The following pedestrian facilities are provided along the walking route from the catchment area to the temporary site off Gosbrook Road:
1. St Peters Hill / Church Street / Bridge Street signal controlled junction - the Church Street and St Peters Hill arms are provided with informal crossings with pedestrian refuges and dropped kerbs;
 2. Church Street, in the vicinity of the Caversham Library, is provided with a Puffin crossing;
 3. The Church Street / Prospect Street / Gosbrook Road / South Street / Archway Road arm double mini-roundabout benefits from informal pedestrian crossings on the Church Street and Prospect Street arms with dropped kerbs and tactile paving also provided on the Archway Road arm of the junction; and
 4. A Puffin crossing along Gosbrook Road is provided opposite Westfield Road Playground.
- 1.54 East of the site, at the Gosbrook Road / George Street junction, pedestrian crossings are provided on the Gosbrook Road (West) and George Street arms.
- 1.55 To access the residential area south of the site, the pedestrian footways along Gosbrook Road can be used as a safe walking route. The majority of the local roads in this residential area are provided with street lit footways, including Wolsey Road that connects with the Thames Path and Christchurch Meadow open space.
- 1.56 Christchurch Meadow is located south of Gosbrook Road, immediately opposite the proposed site access. There is a shared-use foot and cycle path on the eastern side of the park that heads towards the River Thames.
- 1.57 To access Reading town centre from the site, George Street offers footway provision along its entire length, and a footway is provided separated from the A329 Vastern Road through the railway underpass to link up with the Forbury Road roundabout. The pedestrianised section of Reading town centre can be accessed from Forbury Road. Controlled pedestrian crossings are provided on all arms of the Forbury Roundabout. Further, there is a shared cycle footbridge across the Thames, accessed via Christchurch Meadows.

- 1.58 The range of local pedestrian facilities in the area immediately surrounding the site should aid parents to walk their children to school without recourse to the private car. It is further anticipated that staff members will adopt sustainable methods of transportation to/from work.

Cyclists

- 1.59 Local Transport Note 2/08 '*Cycle Infrastructure Design*' states:

"Many utility cycle journeys are under 3 miles although, for commuter journeys, a trip distance of over 5 miles is not uncommon...Experienced cyclists will often be prepared to cycle longer distances for whatever journey purpose." (Paragraph 1.5.1)

- 1.60 This suggests that cycling could reasonably replace vehicular trips of up to five miles in length and could form part of a longer journey by public transport.
- 1.61 There are various local cycle routes in and around Caversham and north Reading area. **Appendix 2** identifies a network of Reading cycle routes. This map shows that streets within the catchment area and the temporary site are designated as linking routes to National Cycle Routes and town centre routes.
- 1.62 National Cycle Route 5 passes close to the site as part of the Thames Path, routing between Reading and Oxford as the Thames Valley section. It is possible to join the Thames Path National Path via the traffic free shared-use foot and cycle path opposite the proposed site access at Christchurch Meadow.
- 1.63 NCR 4 can be accessed approximately 2.5 kilometres southeast of the site via NCR 5. NCR 4 routes in a southwest direction following the towpath of the River Kennet. In the opposite direction the Route travels adjacent to the River Thames and the A4 towards Twyford and Maidenhead.
- 1.64 Regional Route 41 (R41) passes directly along the western boundary of the site traversing through Christchurch Meadows and the local park. The local park provides for direct pedestrian/cycle access to the temporary school site.
- 1.65 The R4 passes along Star Road, a section of Gosbrook Road and Mill Road to the east of the site. Both Regional Routes traverse through Christchurch Meadows connecting to Reading town centre to the south, and the residential areas in Caversham to the north.

Public Transport

- 1.66 The site is in an excellent location to take full advantage of public transport facilities as demonstrated below.

Bus

- 1.67 The nearest bus stops to the site are located along Gosbrook Road. The eastbound stop pictured in **Photograph 3** is located approximately 60 metres to the west of the western site access adjacent to the recreational open space. The westbound stop is located circa 70 metres east of the site access.

Photograph 3: Eastbound Bus Stop



- 1.68 Both bus stops take the form of a flag and pole, with a shelter, covered seating and detailed timetable information. Street lighting is also provided along this stretch of Gosbrook Road.
- 1.69 The bus routes that serve these stops (routes Pink 25 and 27/29) are operated by Reading Buses. Additionally, Arriva bus route 800 and the Carousel bus route X80 serve the stops on Gosbrook Road.
- 1.70 The catchment area is served by Reading Bus service Red 22 and Thames Travel bus service X39/40. The Red 22 route serves the bus stop on Church Street (adjacent to the Esso petrol station) and the bus stop on Hemdean Road (immediately north of the junction with Church Street), while the X39/40 route serves the bus stops on Bridge Street (A4155). These bus stops are located within 700 metres of the site (maximum 9 minute walk time). This distance is deemed to be acceptable by IHT for walking to school. Therefore, pupils travelling from the catchment area to the temporary site are able to travel by bus for the whole length of the journey (by changing services) or by a combination of bus and foot.
- 1.71 It is also noted that the Reading Bus services Pink 23 and Pink 24 can be accessed from the aforementioned stops on Church Street / Hemdean Road and further stops located on George Street within 400 metres of the site.
- 1.72 A network map for Reading Bus services is attached at **Appendix 3**. A summary of bus services discussed above is provided in **Table 1.2**.

Table 1.2: Local Bus Services

Service	Nearest Stop	Route	Weekday Frequency (buses per hour)		
			AM Peak	Off Peak	PM Peak
Pink 23	Hemdean Rd (S/B), George St (N/B)	Central Reading ĩ Caversham Park ĩ Emmer Green	3	3	1
Pink 24	Church St (E/B), George St (S/B)	Central Reading ĩ Emmer Green ĩ Caversham Park	2	3	2
Pink 25	Gosbrook Rd (W/B, E/B)	Central Reading ĩ Reading Station North ĩ Peppard Common	1	2	2
27 / 29	Gosbrook Rd (W/B, E/B)	Central Reading ĩ Lower Caversham	2	1	1
Red 22	Church St (E/B), Hemdean Rd (S/B)	Chalfont Way ĩ Central Reading ĩ Caversham Heights	2	1	2
X39 / X40	Bridge St (N/B, S/B)	Oxford ĩ Wallingford ĩ Reading	2	2	2
800	Gosbrook Rd (W/B, E/B)	Central Reading ĩ Caversham ĩ Marlow ĩ High Wycombe	2	2	2
X80	Gosbrook Rd (W/B, E/B)	Central Reading ĩ Caversham ĩ Henley-on-Thames ĩ High Wycombe	1	1	1

Source: Reading Buses, Arriva, Carousel and Thames Travel (accessed March 2018)

1.73 **Table 1.2** illustrates that there are up to 15 regular services operating within the school's morning and evening peak hours to transport pupils and staff to the surrounding Greater Reading area.

1.74 Two of the services (Red 22 and X39/X40) serve the main catchment area of the school. It is also of note that all of the above services travel directly to or near to Reading railway station, promoting the possibility of undertaking combined bus and rail services as part of journey to/from the site, in particular for staff members.

Rail

1.75 The nearest railway station to the site is Reading, located approximately 1.2 kilometres from the proposed site access. It can be accessed via the northern station access from Trooper Potts Way off the A329 Vastern Road / B3345 roundabout junction. It is therefore considered to be within a reasonable walking, cycling or bus journey from the proposed site and therefore could realistically form part of a multi-modal journey to / from the school.

- 1.76 Reading railway station is the second busiest railway interchange in England outside London and caters for approximately 15 million passengers per year. It forms a national hub with rail services operated by Virgin Cross Country, South West Trains and First Great Western providing connections to all UK mainland destinations.
- 1.77 Reading railway station is the second busiest railway interchange in England outside London and caters for approximately 15 million passengers per year. It forms a national hub with rail services operated by Greater Western Railway (GWR), South Western Railway and Cross Country providing connections to all UK mainland destinations.
- 1.78 Reading railway station is provided with two ReadyBike cycle hire stations, containing a total of 26 cycle docking stations (of which 14 are located on the northern side of the station). There is also provision of safe, covered cycle storage for 344 private bikes outside the station and in the car parks, facilitating combined transportation movements of rail and cycling to/from the site.
- 1.79 It is expected that those accessing the proposed primary school will be making trips to/from Caversham area and neighbouring settlements within the Thames Valley area. It is possible that teaching staff will undertake journeys to the site from further afield. **Table 1.3** therefore only details the timetable and frequencies of rail services from Reading to destinations in the Thames Valley and neighbouring county settlements.

Table 1.3: Rail Services from Reading Railway Station

Destination	Weekday Frequency (trains per hour)		
	AM Peak	Off Peak	PM Peak
Oxford	5 per hour	4 per hour	5 per hour
Basingstoke	4 per hour	3 per hour	3 per hour
Guildford	3 per hour	2 per hour	2 per hour
Winchester	2 per hour	2 per hour	2 per hour
London Paddington	13 per hour	11 per hour	12 per hour
Swindon	4 per hour	4 per hour	5 per hour
Didcot Parkway	5 per hour	5 per hour	5 per hour
Bristol Parkway	2 per hour	2 per hour	2 per hour
Birmingham New Street	2 per hour	2 per hour	2 per hour
Theale	2 per hour	2 per hour	2 per hour
Slough	5 per hour	6 per hour	6 per hour
Twyford	6 per hour	4 per hour	4 per hour
Maidenhead	6 per hour	4 per hour	4 per hour
Wokingham	5 per hour	4 per hour	4 per hour

Source: National Rail (accessed March 2018)

- 1.80 It is evident from **Table 1.3** that staff can reach Reading via rail services from a wide range of major settlements in Berkshire, Wiltshire, Surrey, Hampshire, Oxfordshire and Greater London. Reading Bus services 2, 23 and 29 provide a convenient connection from the railway station to Gosbrook Road. The distance of 1.2 kilometres between the site and Reading railway station further promotes rail travel as a feasible alternative to vehicular trips.

- 1.81 Reading also promotes PLUSBUS in its surrounding area, including Caversham. This offers discounted fares on bus passes when bought in conjunction with train tickets for services to/from Reading and Reading West railway stations. This is an ideal solution for keeping train and bus tickets together in one transaction, and can be used on all of the six aforementioned bus routes

Car Sharing

- 1.82 Staff, parents, pupils and visitors are actively encouraged to car share to The Heights Primary School and have been made aware of the various national and local car share schemes that exist. The school is considering enrolling in an online car sharing scheme, such as FAXI (friends as taxis) Whilst parents have shown interest in car sharing, they have managed to do so to date without the need for the school to pay for such a service. This will be kept under review.

Local Car Parks

- 1.83 Local car parks within a short walking distance of the site present the opportunity to park and walk to the school.
- 1.84 Chester Street car park is located 700 metres from the site and can be accessed via the walking link from South Street to Westfield Road. The car park provides 60 spaces and is free for the first 30 minutes.
- 1.85 The Waitrose car park and St Martins Precinct car parks are located side by side on Archway Road, 550 metres from the site (7 minute walk). These car parks can also be accessed via the pedestrian link from South Street to Westfield Road. The Waitrose car park offers free parking with a maximum 2-hour limit, while the St Martins Precinct car park also offers free parking with a maximum 3-hour limit.
- 1.86 Given the walking distances from these car parks and the free parking on offer, some of those travelling to the school currently use these combined modes of travel to and from the site. Waitrose and St Martin Precinct car parks also offer the potential for limited trips with shopping.

Summary

- 1.87 This section has demonstrated that, whilst challenging given the age of the pupils and with the temporary school premises being located somewhat outside of its catchment area, the school is located in a sustainable and accessible location for all modes of transport, with a variety of bus links to a range of locations including interchanges with rail services. The site is accessible by foot, cycle and public transport or a combination of these modes from the catchment area. The site is also well connected by public transport to the rest of Reading by bus and surrounding counties by rail.
- 1.88 The school site is in a location that provides access to a number of modes of travel and will encourage travel by sustainable modes in compliance with national and local policy objectives.

2 MODAL SHARE AND SURVEY

Modal Share

- 2.1 A travel survey has been undertaken by the School (March 2018) as described in Section 1. The survey results from the current school pupils, presented in **Charts 1.1** and **1.2**, have been used to estimate the total trip generation for the expanded school (excluding anticipated improvements from the Travel Plan and additional initiatives anticipated) when at total capacity (325 pupil places plus 32.5 FTE staff), along with reported scheduling information as to classes/shifts and breakfast/after school clubs.
- 2.2 It has been assumed that each pupil generates two, two-way movements daily (inbound at the start of the day and outbound at the end of the day). Given that the proposed school is a Primary school, all children are likely to be accompanied by a parent, therefore it has been assumed that each child will be accompanied by a parent who will make four trips daily (inbound and outbound when dropping off and inbound and outbound when picking up). It is however, envisaged that as parents are primarily parking at retail locations many of these trips are linked trips (drop off/ pick up and shopping) resulting in the spread out of trips over a longer period.
- 2.3 The resulting modal share and trips generated by the pupils (using **Table 1.1**) and staff (using **Table 1.2**) are shown in **Tables 2.2**. Please note that the trip generation accounts for the spread of pupil / staff trips across the morning (08:30-09:30) and afternoon (16:00-17:00) peak hours, and assumes that siblings at the school would travel in the same car.

Table 2.1: Predicted Peak Hour Trip Generation

Mode	Mode Split		AM						PM					
			Pupil		Staff		Total		Pupil		Staff		Total	
	Pupil	Staff	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
Walk	16.3%	9.5%	13	13	0	0	13	13	8	8	0	0	8	8
Cycle	11.9%	0%	10	10	0	0	10	10	6	6	0	0	6	6
PT	4.4%	9.5%	4	4	0	0	4	4	2	2	0	0	2	2
Car	67.5%	81%	21	21	2	0	23	21	12	12	0	3	12	15
Total	100%	100%	48	48	3	0	51	48	41	41	0	4	41	45

3 OBJECTIVES AND TARGETS

Objectives

3.1 The overarching objectives of this travel plan are to:

1. Promote more sustainable transport choices for staff, parents, students and visitors;
2. Promote accessibility to and from, work, the school and community facilities by walking, cycling, passenger transport and car sharing;
3. Make students and their parents, and staff and visitors aware of the all the alternative travel modes open to them;
4. Reduce the need to travel, especially single occupancy vehicles (SOV);
5. Provide adequate bike storage at the new school location;
6. Increase students's safety and confidence by promoting greater road awareness and by arriving at school physically active and alert; and
7. Achieve the STARS gold award for ModeShift.

3.2 The approach and measures set out in this Travel Plan will accord with national and local government objectives and seek to:

- Reduce road traffic, ease congestion and reduce carbon emissions, especially outside schools;
- Encourage people to look at safer, and more active and sustainable travel options as an alternative to using the car, particularly for short journeys;
- Contribute to children and young people's immediate and long-term health;
- Promote equal opportunities to staff, parents, students and visitors by offering wider travel choices; and
- Reduce air and noise pollution.

3.3 These objectives will be met by:

- Raising travel awareness amongst staff, parents, students and visitors;
- Exploring measures to promote the use of alternative modes of travel to SOV such as walking, cycling, passenger transport and car sharing;
- Contributing to students's health and personal development by encouraging increased levels of walking, or cycling to school so that students carry such habits in to adulthood;
- Investigating opportunities to reduce the use of single occupancy car travel;
- Equipping students with the knowledge and skills needed to walk, cycle and use public transport safely;

- Engendering a responsible attitude, in all members of the school community, towards the safety of themselves and others using the roads;
- Ensuring parking provision is sufficient and managed, having regard to overall transport policy; and
- Continually evaluating the transport needs of staff, students and visitors.

3.4 By achieving the objectives, the Travel Plan will:

- Reduce the impact of traffic on surrounding roads and local communities;
- Help ensure sufficient parking is provided for the school;
- Promote equal opportunities to staff, students and visitors by offering wider travel choices;
- Improve personal and wider community health;
- Reduce air and noise pollution; and
- Accord with national and local Government objectives.

Targets

- 3.5 A useful indicator of suitable targets that will achieve the Travel Plan objectives is the creation of SMART (specific, measurable, achievable, realistic and time-bound) targets.
- 3.6 Targets should also have an initial five-year timeframe, with interim targets at year three of implementation and ongoing targets beyond the five-year timeframe. As aforementioned it is now anticipated that the school will be based at the temporary site for a further two years whilst a permanent site is acquired and developed. The following targets will therefore be for the duration of time that the school site is at this temporary location.
- 3.7 Targets will continue to be reviewed annually and a full review of the targets and Travel Plan will be undertaken prior to occupation of the permanent school site. Following relocation of the school to its permanent site, the Travel Plan will be amended accordingly.
- 3.8 Set out within **Table 3.1** are the targets for this Travel Plan.

Table 3.1: Travel Plan Targets

Monitor and Control Car Parking Off Site	
Specific	Parking used by The Heights Primary School will continue to be monitored and recorded by the school to ensure that single occupancy car use is minimised. Any observed or reported overspill from the car parks will be closely monitored and discussed with Reading Borough Council (RBC). Any inappropriate use of the spaces including local drop-off / pick-up will be closely monitored.
Measurable	The monitoring and control of on-site (to include St. Anne's Church car park) car parking is recorded by the school and then verified by an officer of RBC.
Achievable	School to action.
Realistic	Yes. Any persistent overspill of on-site parking resulting in on-street parking issues requires The Heights to reconcile, for example through reviewing personalised travel planning.
Time bound	Ongoing monitoring and control, with annual verification by RBC Planning.
Monitor and Review Cycle Parking Provision	
Specific	Cycle parking at The Heights will continue to be monitored and the use of the additional spaces being provided will be reviewed. If the cycle parking is regularly at 90% occupancy then the need for additional spaces will be investigated.
Measurable	The monitoring and review of on-site cycle parking is recorded by the school and then verified by officers at RBC.
Achievable	School to action.
Realistic	Yes. If more provision is needed then the school will provide additional spaces.
Time bound	Ongoing monitoring and review.
Provision of Current Travel Information to all Students, Staff and Visitors	
Specific	The Heights will continue to maintain notice boards with current information on travel options and to assist in the promotion and co-ordination of car sharing.
Measurable	This will be verified annually by RBC.
Achievable	The Heights to action. The travel information provided on the notice boards will be the responsibility of the TPC.
Realistic	Yes. The notice boards are placed in a common space frequently used by all students and staff and in areas frequented by visitors.
Time bound	Ongoing from first operation.
Full Travel Plan Availability to all Students, Staff and Visitors	
Specific	This Travel Plan will be communicated to all new students, parents and staff as part of the prospectus / induction / training process. An up to date copy of the Travel Plan will always be available at reception and on the school website.
Measurable	This will be verified annually by an officer at RBC.
Achievable	The Heights to action. It will be the responsibility of the TPC to ensure that all staff are provided with and have constant access to the Travel Plan.
Realistic	Yes.
Time bound	Ongoing from first operation.
Achieve the Target Modal Share	
Specific	Reduce staff trips by private car by 20% and by pupils by 10%.
Measurable	This will be verified through the annual travel survey.
Achievable	The Heights to action. All staff and students will be informed of the Travel Plan and its targets.
Realistic	Yes.
Time bound	Revised targets will be agreed with the RBC upon a review of the first travel survey and subsequent surveys.

4 TRAVEL PLAN INITIATIVES

Administering the Travel Plan

- 4.1 The Heights Primary School Travel Plan is managed by Susan Jones (Member of the School's Trust) who has taken on the role as Travel Plan Coordinator (TPC).
- 4.2 All staff, visitors, parents and students are made aware of the existence of the Travel Plan. This includes an explanation of the details of the plan, its objectives and the roles of individuals in achieving its aims. Copies of the Travel Plan are available in a central accessible location to all staff, parents and students, and they in turn are made aware of the existence and role of their TPC.
- 4.3 Essentially, the TPC will, where necessary:
1. Provide the main travel plan contact for all staff, parents and students;
 2. Provide a principal point of contact for RBC;
 3. Liaise with RBC;
 4. Keep up-to-date information on transport choices for display in communal areas;
 5. Monitor travel patterns on a regular basis ensuring initiatives adopted are meeting requirements; and
 6. Arrange first occupation travel surveys and subsequent travel surveys.
- 4.4 The TPC is the first point of contact for staff, visitors, parents and students and RBC regarding travel to and from the school. The TPC has established and maintains all correspondence relating to the Travel Plan so far as is practicable or Data Protection permits.
- 4.5 The TPC is also responsible for the distribution of the results to RBC, on request. In the interest of confidentiality, only postcode information, and not full address details, will be supplied.
- 4.6 The TPC role will be continue to be undertaken by an existing member of staff, Trust Member or governor at The Heights Primary School. It is envisaged that the TPC role would on average take up approximately half a day a week of the TPC's time. However in the first few weeks of occupation of the temporary site and the weeks leading up to occupation it is likely that the role would take up more time than half a day.
- 4.7 The TPC will endeavour to establish and maintain all travel data, which will (so far as practicable and subject to Data Protection) include the following information:
1. Reasons for not walking or cycling or using public transport;
 2. Willingness to car share; and
 3. Names and addresses of students, parents and staff wishing to car share.

Improving Information and Awareness

- 4.8 It is critical to provide staff, parents, students and visitors with accurate information on the range of available services and travel initiatives if the Travel Plan is to succeed. The provision of accurate and up to date information, together with wide ranging publicity, forms a fundamental component of the Travel Plan.
- 4.9 New initiatives that are developed as part of travel plan will need to be widely publicised if they are to be effective.
- 4.10 At a strategic point within the school transport information is displayed. This provides a medium to promote new initiatives and advertise forthcoming events. New initiatives and events are also communicated in assemblies.
- 4.11 Promotional events are organised on a regular basis, in relation to specific aspects of the Travel Plan or to promote the introduction of any new initiatives such as 'Bike-it'. This will allow travel awareness to be maintained at a high level among staff and students and be used to raise recognition levels for initiatives that may have become less popular with time. A good example of an existing annual event is 'Walk to School Week' or 'Walk Once a Week (WOW)'

Walking

- 4.12 Walking is the most sustainable method of travel, has a number of proven health benefits and is an important source of personal freedom. Walking is important for the vast majority of people, including those using public transport or without access to a car. It potentially has an important role to play in journeys to school, particularly for those staff and students that live within two kilometres (approximately 1.25 miles).
- 4.13 The Institute of Highways and Transportation (IHT) 'Guidelines for Providing Journeys on Foot' (2000) suggest 'acceptable' and 'desirable' walking distances for pedestrians without mobility impairment for some common trip purposes. These are outlined in **Table 1.1** of this Travel Plan.
- 4.14 Walking is free and offers predictable journeys. Furthermore, it does not cause negative impacts in the same manner as vehicular travel (e.g. emissions, pollutants, severance etc). As for cycling, walking is a form of active travel, which can offer a range of physical and psychological benefits to the individual.
- 4.15 The TPC is responsible for raising awareness amongst staff and students of the health, financial, and practical benefits of undertaking journeys by foot.
- 4.16 The effective promotion of walking is a key part in encouraging people to move away from private car use. However, there are certain factors such as weather conditions and daylight / light levels, physical barriers to movement (including major roads, watercourses and railway lines) that affect the amount of users willing to use this mode.
- 4.17 To combat this issue, the TPC has researched the local area and will continue to maintain a plan showing routes around the school that are lit, accessible and suitable for the use of pedestrians during trips to The Heights Primary School and local communities. This plan is displayed on the communal notice boards.

4.18 In order to encourage staff, parents and students to walk the school will continue to:

1. Promote National Walk to School Week and Walk Once a Week (WOW);
2. Encourage walking to school by offering road safety education, incentives and rewards;
3. Teach students to recognise and manage risk and make safer choices about healthy life styles, different environments and travel;
4. Review possible changes to the immediate vicinity of the school with RBC; and
5. Promote Park and Stride - www.brightkidz.co.uk/walking-to-school/park-stride - to parents dropping off their child.

Cycling

4.19 Cycling is cheap, offers reliable journey times and is environmentally friendly. Encouragement of cycling can help to improve people's health. The Travel Plan can offer substantial health benefits to individuals who are motivated to complete more journeys on foot or by cycle. In order to encourage staff and students to cycle the school has committed to Sustrans's Bike it scheme for the general promotion of cycling to school. In addition it will continue to:

1. Make cycle route information easily available in communal areas throughout the school;
2. Provide safe, secure, lit cycle parking facilities for a minimum of 32 cycles and scooters;
3. Continually review the cycle parking arrangements and increase provision if cycle parking demand exceed provision;
4. Provide lockers so that staff and students can store their cycling gear safely;
5. Provide changing facilities for staff and students;
6. Continue to teach students to recognise and manage risk and make safer choices about healthy life styles, different environments and travel;
7. Publicise local initiatives being offered to promote safe cycling;
8. Take part in national events such as Sustrans's Big Pedal or Bike to School Week;
9. Promote the accessibility of the school by bike;
10. Launch a cycling bus in the Summer term 2018 to reduce the number of vehicles travelling close to the school;
11. Investigate providing an after-school cycle club which could improve the image of cycling whilst teaching pupils vital lessons about bike safety and maintenance; and
12. Investigate offering cycling proficiency classes to pupils such as Bikeability.

Public Transport

- 4.20 The provision of good quality public transport alternatives is normally considered to be one of the most effective means of encouraging less use of the private car. It is recognised that the nearest bus stops and bus services are located within 100 metres of the school's site access from Gosbrook Road. The nearest bus stop with a direct service from Caversham Heights is roughly 700 meters away, at Caversham Library. It has also been previously highlighted that Reading railway station is located only 1.2 kilometres from the site. An objective of the Travel Plan is to maximise the use of public transport services to and from the school.
- 4.21 The TPC will continue to promote and encourage the use of bus and rail services. He/she will ensure all service information is prominently displayed within the site within easy access of all students, employees and visitors.
- 4.22 The TPC will continue to work closely with RBC and the bus and rail companies to positively market and promote the use of bus and rail services in an effort to encourage the use of public transport.
- 4.23 In addition, the TPC will continue to seek to maximise the use of public transport in the following ways:
1. Regularly seek information from all staff and students using public transport on ways in which services may be improved;
 2. Regularly update public transport information displayed and available to all staff and students; and
 3. Provide information on bus services to new parents, students and staff as part of application process / induction.

Promotion of Alternative Modes

- 4.24 The School will produce and distribute a range of marketing materials (leaflets, timetables, route maps, car share information etc.) to encourage students, staff and visitors to use alternative modes of transport.
- 4.25 Promotion of different alternatives will be undertaken on a rotational six monthly basis, for example cycle to school during one six month period, bus use in the next etc. This provides the TPC with a staggered promotional programme alternating between promoting the various sustainable modes of travel to the school. Promotion will also be tied to seasonal variations, for example, it will be easier to promote walking and cycling during the summer term.
- 4.26 This Travel Plan will be uploaded to the school website (theheightsprimary.co.uk) to allow parents to see the Plan. Similarly monitoring results and information on the alternative options for access (car-share, walking, cycling and public transport) will be uploaded. Information on how to access the school via various modes of transport will also be displayed on the website to encourage students, parents and staff to choose the appropriate mode of travel.

Car Sharing

- 4.27 Car sharing represents a relatively convenient form of travel offering a significant potential to reduce overall private mileage of staff. Parents have shown a great interest in car sharing and this was also identified in the School Travel Survey.
- 4.28 The TPC will continue to actively promote car-sharing and keep the potential use of a specialist online service under review.
- 4.29 The Co-ordinator will also investigate with local taxi companies the possibility of providing a guaranteed ride home service for staff that are car-sharing, in the event of some unforeseen circumstance resulting in them not being able to get home by any other means.
- 4.30 An annual travel questionnaire for new staff and pupils will identify the potential staff and children that would be receptive to car sharing will be determined. Furthermore, from the home postal addresses it will become evident whether there are any area groupings of people that will make the principle of car sharing a reasonable prospect of being successful.
- 4.31 The TPC will continue to monitor the take up of the car-sharing and will also monitor the use of the car park within the site.

Personalised Travel Planning

- 4.32 The TPC will offer all new staff members a form of personalised travel planning in their induction. The TPC will outline the possible modal options on offer to them from their home location. Staff can also ask the TPC for a personalised travel planning sessions should they require one.
- 4.33 The TPC will also inform all parents, students and staff of the Reading journey planning website www.reading-travelinfo.co.uk and other journey planning websites such as:
- <https://tfl.gov.uk/plan-a-journey>;
 - <http://www.nationalrail.co.uk>;
 - <http://www.cyclestreets.net>; and
 - <http://www.travelinesoutheast.org.uk>.
- 4.34 These websites offer information for door-to-door travel, which incorporates walking as part of a longer journey by public transport. It provides a personalised travel planning tool for people and outlines the various modal options on offer for individual journeys. The sites provide comprehensive, easy-to-use travel information to help plan journeys effectively and efficiently.

5 IMPLEMENTATION, MONITORING AND REVIEW

Implementation

- 5.1 It is proposed that the Travel Plan (TP) for The Heights Primary School builds upon the current travel plan and will be implemented in accordance with **Table 5.1**, which sets out specific timescales.

Table 5.1: Implementation programme of Travel Plan

Timescale	Measures / Tasks to be Implemented
In advance of the start of term in September 2015.	̄ Issue TP to RBC for approval; ̄ Update and display cycle route information; ̄ Update and display public transport information; and ̄ Communicate with new parents, students and staff regarding the school layout and outline the possible transport options.
0-3 months following occupation	̄ Undertake new baseline travel survey; and ̄ Set initial measures and targets.
3 - 12 months following occupation	̄ Fully implement all measures outlined in TP; and ̄ Provide RBC with details of measures as they are implemented.
12 months following occupation	̄ First monitoring of TP (introduce further measures as appropriate).
18 months following occupation	̄ Subsequent monitoring of TP (introduce further measures as appropriate).

Monitoring

- 5.2 Travel Plan Review Reports will be produced as set out in **Table 5.2**, which will be relative to the initial date of implementation of the Agreed Travel Plan.

Table 5.2: Monitoring programme of Travel Plan

Timescale	Monitoring Tasks to be Undertaken
Year 1 (2018 / 2019)	̄ Undertake Staff and Student Travel Survey ̄ Produce Travel Plan Review Report; ̄ Issue Review Report to RBC; and ̄ Implement additional measures if required.
Year 2 (2019 / 2020)	̄ Undertake Monitoring Staff, Student and Parent Travel Survey; ̄ Produce Travel Plan Review Report; ̄ Issue Review Report to RBC; and ̄ Implement additional measures if required.

- 5.3 It will continue to be the responsibility of The Heights Primary School and/or the Travel Plan Coordinator to inform RBC of the Travel Plan when the initial travel survey is undertaken.
- 5.4 **Table 5.3** outlines the initiatives, the people responsible and the monitoring of each possible travel plan initiative.

Table 5.3: Travel Plan Initiatives

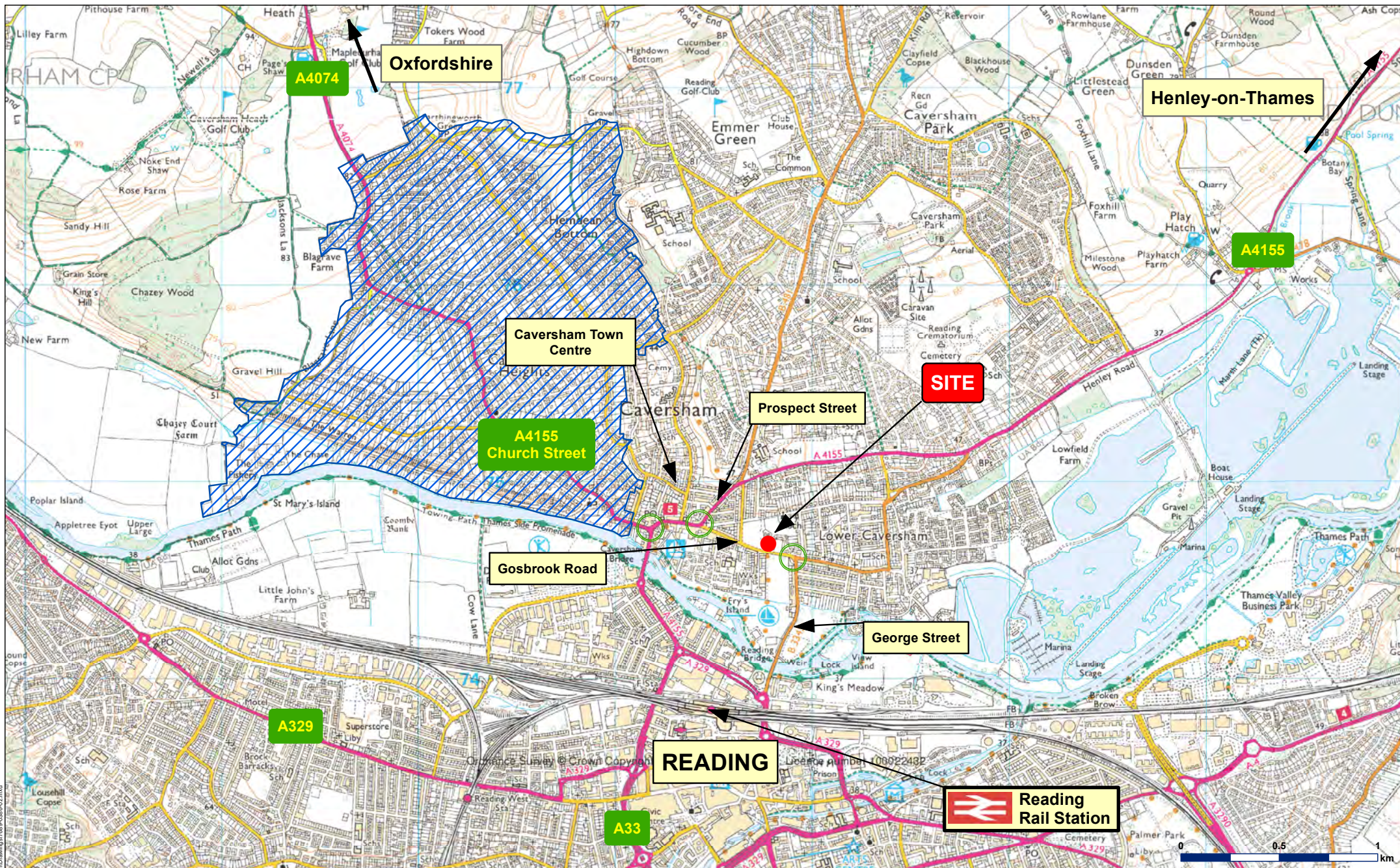
Monitoring	Review	Responsibility
Increase Travel Awareness Amongst Parents, Staff and School Community		
Carry out 'Travel to School survey' and analyse results	0-6 months after occupation of temporary school - Completed	TPC
Publish the results of the 'Travel to School survey' on the school website or newsletter	Ongoing	TPC / Headteacher
Use the results of the 'Travel to School survey' to identify where improvements to the school journey can be made	Annually	TPC
Understand students' routes to school	After Travel Survey	TPC
Formally adopt the updated Travel Plan	0-6 months after occupation of new site	TPC / Headteacher / BHC
Include Travel Plan in the school prospectus	Annually	TPC / Headteacher
Include Travel Plan information in new starters information	Ongoing	TPC / Headteacher
Use the results of the Travel to School survey to ensure targets are achieved and to set new targets	Annually	TPC
Annual feedback to students, parents and staff of results of the Travel to School Survey	Annually	TPC
School Travel Display/notice board	Updated Regularly	TPC
Increase Travel Awareness Amongst Students		
Assembly/class talks on Travel Plan progress	Ongoing	TPC
Plan sustainable travel activities and road safety education into relevant curriculum	Ongoing	TPC / Teachers
Include the school governors in the Travel Plan process	Ongoing	TPC / Headteacher
Use the results of the Travel to School survey to ensure targets are achieved and to set new targets	Annually	TPC
Encourage Walking		
Participate in Walk to School weeks and other 'green travel' campaigns	Annually	TPC
Introduce WOW initiatives with 'Walk on Wednesday' or 'Walk once a week' where all the school is actively encouraged to walk	0-6 months after occupation of new site layout	TPC
Minimise books carried by providing more storage (e.g. lockers) or changes to the timetable	Ongoing	TPC / Headteacher
Review storage arrangements and facilities	Ongoing	TPC / Headteacher
Encourage Cycling		
Assess adequacy of cycle storage facilities	Ongoing	TPC
Investigate need for new or improved cycle parking facilities	Annually	TPC / Headteacher
Investigate offering a cycle training scheme	Ongoing	TPC / Headteacher
Participation in Bike week	Annually	TPC
Encourage Sensible and Safe Car Use		
Promote car sharing	Ongoing	TPC
Promote and encourage safe parking	Ongoing	TPC

Monitoring	Review	Responsibility
Monitor the use of parking and record any inappropriate use	Ongoing	TPC
Investigate the possibility of converting parking spaces to car share spaces only	Ongoing	TPC / Headteacher
Regular reminders to students, parents and staff regarding the parking restrictions at the school and on the surrounding highway network and outline the alternatives available to them	Ongoing	Headteacher
Improve Safety on the School Journey		
Teach students to recognise and manage risk and make safer choices about healthy life styles, different environments and travel	Ongoing	TPC / Teachers
Involve students in road safety campaigns e.g. designing signs at school entrances with appropriate messages, letters to parents and residents, bus operators	Ongoing	TPC / Teachers
Encourage Bus Use		
Provide information on bus services	Ongoing	TPC
Communicate with bus operator as required	Ongoing	TPC
Seek feedback from staff and students that use public transport and the school minibus	Ongoing	TPC / Teachers
Develop independent travel awareness and skills in the curriculum	Ongoing	TPC / Teachers
Other Measures		
Update the School Travel Plan every year, and send a copy to RBC School Travel Plan Adviser	Annually	TPC
Set new targets and objectives when current ones have been achieved	Annually	TPC
Ensure the school travel group meets regularly	Monthly	TPC / Headteacher

FIGURES

Figure 1 Ĩ Site Location Plan

Figure 2 Ĩ Location of Students



Legend

- Site Location
- ▨ The Heights Primary School Catchment Area
- Junctions Assessed



Date: July 2015 Scale: NTS Rev: --
 Dwg. No: JNY8626-01 Drawn: JC Checked: SRD

Project:
 THE HEIGHTS PRIMARY SCHOOL, CAVERSHAM

Title:
 SITE LOCATION PLAN

Figure No:
 1

Transport



Site boundary Postcodes			Project: THE HEIGHTS, READING
	Date: Mar 2018 Drwg. No: JNY9556	Scale: 1:25,000 Drawn: CR	Title: HOME LOCATIONS OF EXISTING PUPILS Figure No: 6a



Site boundary Postcodes	RPS	Project: THE HEIGHTS, READING
	Date: Mar 2018 Scale: 1:25,000 Rev: 1 Drwg. No: JNY9556 Drawn: CR Checked: SD	Title: HOME LOCATIONS OF PROSPECTIVE PUPILS Figure No: 6b

APPENDICES

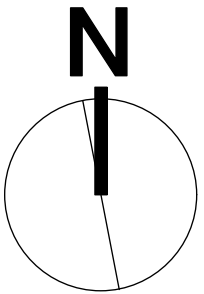
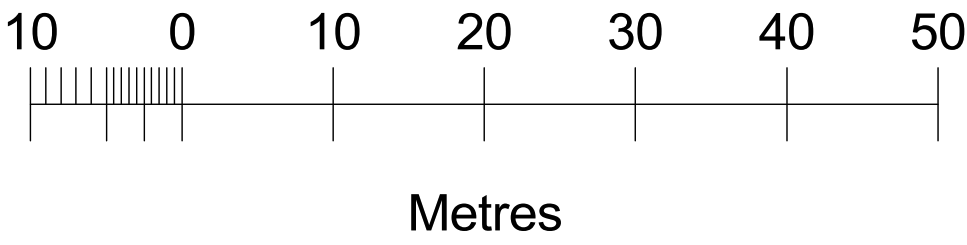
APPENDIX 1 – PROPOSED SITE LAYOUT



- KEY**
- Existing Vehicular Entrance
 - Existing Pedestrian Entrance
 - Site Development Boundary
 - Site Ownership Boundary
 - tree removed
 - Existing Chain link Fence
 - 1.2m timber picket fence, natural finish
 - 2.1m steel weldmesh fence, powder coated green

NOTES

- 1 Proposed 2 storey temporary classroom block
- 2 Form new opening in brick wall, steel gate and macadam path
- 3 Hardlandscaping associated with new block (macadam)
- 4 Area of park to be sectioned off for school use only (2165m2 for informal soft play)
- 5 Formation of temporary opening in chain link fence for contractors access



Notes			
1	This drawing is © copyright Hampshire County Council 2017. No unauthorised reproduction of any kind is permitted.		
2	No Dimensions to be scaled from this drawing		
3	This map is reproduced from Ordnance Survey material with the permission of Ordnance Survey on behalf of the controller of Her Majesty's Stationary Office © Crown copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings. (100019180), (2017)		

rev	description	date	by

				HCC Property Services, Three Minsters House, 76 High Street, Winchester SO23 8UL. tel: (01962) 847801 		
PROJECT The Heights Primary School Expansion on Temporary Site				SHEET CONTENTS Proposed Site Plan		
SCALE 1000 @A3	DATE 21.03.18	DRAWN. MJC	CHKD. RB	DRAWING No. E03620-A-PL-1020	REVISION <table><tr><td> </td></tr></table>	

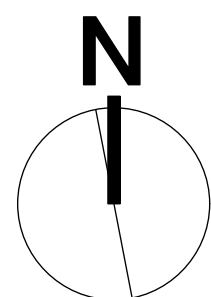
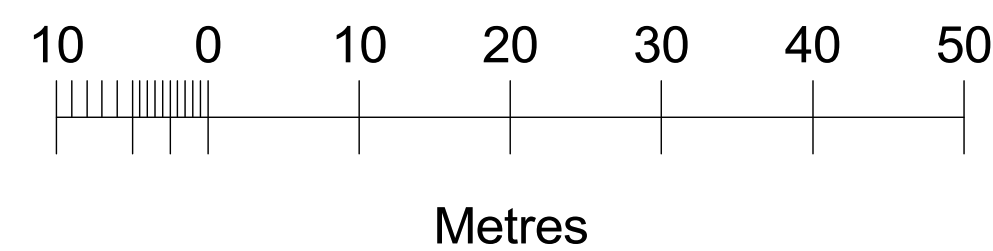


- KEY**
- Existing Vehicular Entrance
 - Existing Pedestrian Entrance
 - Site Development Boundary
 - Site Ownership Boundary

NOTES

- | | | | |
|---|---------------------------------------|---|---|
| 1 | Existing Heights Primary School Site | 7 | Sports Pavillion (Schools) |
| 2 | Recreation Ground | 8 | Playground used by Heights Primary only |
| 3 | St Annes Primary School Playing Field | 9 | Area subject to S77 Disposal |

- | | |
|---|-------------------------|
| 4 | St Annes Primary School |
| 5 | St Annes Church |
| 6 | Christchurch Meadows |



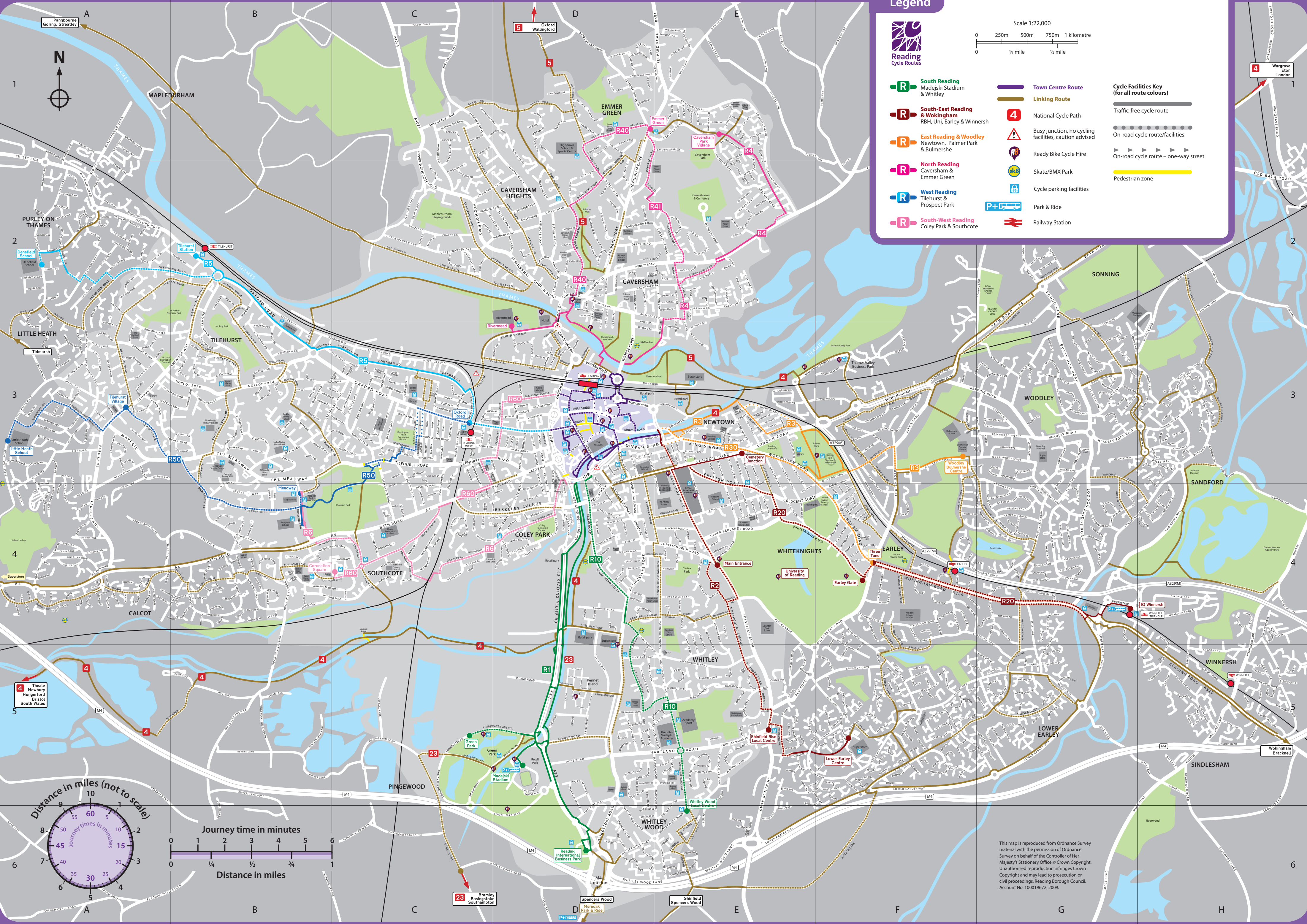
Notes 1 This drawing is © copyright Hampshire County Council 2017. No unauthorised reproduction of any kind is permitted. 2 No Dimensions to be scaled from this drawing 3 This map is reproduced from Ordnance Survey material with the permission of Ordnance Survey on behalf of the controller of Her Majesty's Stationary Office © Crown copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings. (100019180), (2017)		<table><thead><tr><th>rev</th><th>description</th><th>date</th><th>by</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr></tbody></table>		rev	description	date	by																																				
rev	description	date	by																																								
PROJECT The Heights Primary School Expansion on Temporary Site		SHEET CONTENTS Existing Site Plan																																									
SCALE 1000 @A3	DATE 21.03.18	DRAWN. MJC	CHKD. RB																																								
DRAWING No. E03620-A-PL-1010		REVISION																																									

Reading
Borough Council

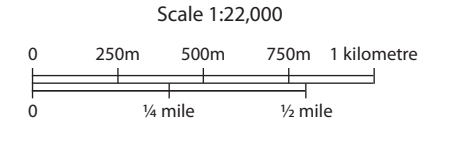
HCC Property Services,
Three Minsters House,
76 High Street, Winchester SO23 8UL.
tel: (01962) 847801

Planning

APPENDIX 2 – CYCLE ROUTES MAP



Legend



- R** South Reading
Madejski Stadium & Whitley
- R** South-East Reading & Wokingham
RBH, Uni, Earley & Winnersh
- R** East Reading & Woodley
Newtown, Palmer Park & Bulmershe
- R** North Reading
Caversham & Emmer Green
- R** West Reading
Tilehurst & Prospect Park
- R** South-West Reading
Coley Park & Southcote

- Town Centre Route**
- Linking Route**
- 4** National Cycle Path
- Busy junction, no cycling facilities, caution advised
- Ready Bike Cycle Hire
- Skate/BMX Park
- Cycle parking facilities
- Park & Ride
- Railway Station

- Cycle Facilities Key (for all route colours)**
- Traffic-free cycle route
 - On-road cycle route/facilities
 - On-road cycle route – one-way street
 - Pedestrian zone

This map is reproduced from Ordnance Survey material with the permission of Ordnance Survey on behalf of the Controller of Her Majesty's Stationery Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings. Reading Borough Council. Account No. 100019672. 2009.

APPENDIX 3 – BUS NETWORK

