



The Heights Primary School
Travel Plan Framework
Mapledurham Playing Fields, Caversham, Reading
DRAFT



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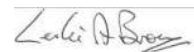
Document Ref: 618264 – 2016.945

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Revision: Draft – V0

Date: 20 March 2017

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Project Revision Sheet

Revision No	Date	Status	Changes	Author	Approved
0	20 Mar 2017	draft	n/a	Mike Seare	Les Brown

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1 Introduction

- 1.1 MLM Consulting Engineers have been commissioned by Turner & Townsend/the Education Funding Agency (EFA) to provide a Travel Plan (TP) associated with a proposal to provide a new permanent School at the Mapledurham Playing Fields, Upper Woodcote Road for the Heights Primary School. The Heights Primary school is currently located on a temporary site at 82 Gosbrook Road, Caversham, approximately 2km south east from the Site towards Reading town centre. Refer to the Location Plan attached at **Appendix 1** which shows the existing and proposed school sites and the existing catchment area of the School.
- 1.2 A TP is a living document that sets out a number of practical ways to reduce the amount of car trips made to a school, to encourage more walking, cycling and to improve safety on the school journey. The TP is to raise awareness among pupils and parents of the harmful effects of increasing car use on children's health, safety and independence. It raises awareness of the implications of travel choice and the benefits of encouraging more sustainable travel to school.
- 1.3 The school already has a TP which was prepared for the temporary school site in 2014 and many of the initiatives, objectives will be carried through into the new TP. However, the key fact of the proposed relocation is that the existing temporary school site is located outside of the school catchment area; thereby increasing car based trips compared to the proposed Site which is located in the catchment area thereby maximising opportunities to travel to the school by sustainable modes.
- 1.4 The current pupil roll of the existing school at Gosbrook Road is 168 pupils with 2 forms of entry with 25 pupils per class in Reception, Years 1 and 2 and 18 in Year 3 and has grown organically since the school opened in September 2014. The school currently has planning permission to continue at Gosbrook Road until July 2018 to accommodate 220 pupils although that site has limited space. The proposed School Site is therefore required for the beginning of the 2018/2019 academic year to enable the school roll to continue to expand as the pupils move through the year groups to Year 6. The proposed School Site will provide two forms of entry (max 30 pupils per class) from Reception Year through to Year 6. See Table 1.1 below for the existing and future pupil roll although the maximum pupil roll is expected to increase incrementally to the maximum over several years.
- 1.5 For the fully occupied school of 420 pupils the staffing levels are expected to increase to 50 members of full and part time staff.
- 1.6 The school educational day starts at 08:45hrs and finishes at 15:30hrs. The school also operates a breakfast club from 07:30am with about 20 pupils attending. The schools also have after school clubs running most days of the week with up to 40 children attending each day. These clubs help alleviate congestion before and after the school day by removing pupil movements to/from the school at the busier start and end times of the formal school day.
- 1.7 The School will be provided with a 20 space staff car park including 2 disabled spaces. Cycle parking provision for the school will be 10 cycle parking spaces for staff and 30 cycle/scooter spaces for pupils.

Table 1.1 – Pupil Roll over time

Year Group	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2021	Sept 2022	Sept 2023
	At Gosbrook Rd		At Mapledurham Playing Fields site						
Reception	50	50	60	60	60	60	60	60	60
Year 1	50	50	50	60	60	60	60	60	60
Year 2	50	50	50	50	60	60	60	60	60
Year 3	18	50	50	50	50	60	60	60	60
Year 4		18	50	50	50	50	60	60	60
Year 5			18	50	50	50	50	60	60
Year 6				18	50	50	50	50	60
Total	168	218	278	338	380	390	400	410	420
Yearly Increase	0	50	60	60	42	10	10	10	10
Staff Nos	31	36	41	46	48	48	49	49	50

2 Policy Statement

- 2.1 The School will encourage all children, parents/carers/guardians and locally based staff to adapt their travel methods to promote a healthy lifestyle.
- 2.2 The School will need to consider and tackle issues relating to increased congestion, pollution and a decline in children's health by the development of a strategy for travel to and from the School.
- 2.3 The School at its temporary location has some challenging transport and access issues. However with the proposed relocation within the school's catchment area it is still important to put measures in place to target the small percentage of parents that may drive and park inconsiderately in the area immediately around the School, causing friction between the school and its neighbours. The School will do as much as possible to reduce the conflict between parent/carers bringing children to the School site and the neighbouring properties. It is recognised that those living outside the catchment area would often find it difficult to use public transport for the school journey and may rely on private cars.
- 2.4 The School will be a Health Promoting School with the priority to foster a safe and healthy environment for the whole school community, including pupils, parents/carers, governors and staff. It will be the School's policy to encourage means of transport, other than the car, for journeys to and from school in order to improve the health, fitness and traffic awareness of our pupils. Further, as part of our Eco-School initiative it is important to make pupils and staff aware of the environmental impact of car travel and encourage all forms of sustainable transport.
- 2.5 In production of this TP the proposed School will seek to:
- Actively promote walking, cycling and scooting
 - Maintain cycling as an attractive means of transport
 - Reduce congestion and traffic within and around the School
 - Raise awareness of health and environmental issues
 - Help students improve road and personal safety skills and increase travel awareness
 - Improve pupils' fitness through increased levels of walking and for older children, cycling
 - Improve the School's relationships with its neighbours and the local community
 - Reduce inconsiderate parking that may compromise the safety of pedestrians and cyclists
 - Improve safety on the school journey
 - Avoid an increase in the number of car trips made by parents/carers and pupils

3 Site Access & Travel Links

- 3.1 The proposed site layout of the school and the wider playing fields car park and access road are illustrated at **Appendix 2**.
- 3.2 The existing playing fields site access junction with Upper Woodcote Road will be improved to provide a formal access junction with dedicated footways coming into the Site direct to the School, widening the access road to facilitate two-way vehicle flows and rearrange the internal Playing Fields car park to improve vehicle and pedestrian circulation. The rearranged playing field car park layout can comfortably cater for 30 vehicles although ample space around the circulation route can accommodate more informal parking.
- 3.3 Upper Woodcote Road will be improved with two pedestrian refuge islands, school keep clear markings and school ahead signs with flashing signals. This will require the relocation of the existing westbound bus stop at the site access further to the west. The possibility of a school crossing patrol supplementing or removing the need for one of the refuge island is being explored. Refer to **Appendix 3**.
- 3.4 The proposed staff car park is located at the northern end of the school Site with separate in and out accesses to the Playing Fields car park. In order to improve the AM drop-off period it is proposed to operate a staff managed morning drop-off area within the staff car park for those parents happy to have their children quickly disembarked from parents vehicle. This has been proven very successful at other schools in reducing parking congestion which with the proposed layout can be promoted at this Site. This greatly improves the efficiency of vehicle movements through the Site rather than parents trying to find a space to park and then safely walk their younger children to the School gates. The remaining Playing Field car park would be used by other parents vehicles who do not want to use the quick on-site drop-off facility i.e take their children to the school gates. Due to the nature of the afternoon collection period and difficult logistics of organising pupils for a similar quick collection facility, the school staff car park/drop-off area will be closed off and parents collecting by car will need to use the MPF car park or by other arranged collection points off site. This managed drop-off is expected to operate at least 15 minutes before the school day starts (08:30-08:45am) but exact details of the managed drop-off operation will need to be finalised by the school.
- 3.5 The main pedestrian access to the School is located adjacent to the east side of the building with 2 other pedestrian accesses further south to the hard informal area and on the southern boundary of the Site onto the playing fields.

Delivery & Service Vehicles

- 3.6 Delivery and refuse vehicles will serve the school Site from the playing field car park area and will be able to enter and leave in forward gear. It is not expected that such vehicles will need to enter the staff car park area but special maintenance vehicles can do so but are likely to require arranged supervised management should they need to reverse in i.e large rigid lorry for furniture delivery vehicle. Waste collection and deliveries are expected to be restricted between 09:00 to 15:00 to avoid the beginning and end of the school day.

School Trips

- 3.7 School trip small coaches/mini buses can easily access the Playing Field car park but large coaches would need special arrangements to enter the Playing Field car park by coning off parking areas to facilitate access. It is likely that any larger coaches will pick up children from Upper Woodcote Road with pupils being escorted between the school buildings and the coach by staff.

Walking & Cycling

- 3.8 Refer to accessibility plan at **Appendix 1**. All streets in this area are provided with footways, dropped kerb crossings and street lighting whilst the general nature of the area is one of a network of streets within a mainly residential area. As a result, the permeability of the area for cyclists and pedestrians is good, reflecting the use of the area by all modes of transport and not just the private car. However it should be noted that there are no dedicated pedestrian crossing facilities for Upper Woodcote Road and which is to be addressed as part of these proposals.

- 3.9 There are no designated cycle lane facilities in the vicinity of the site. Due to the nature of the surrounding highways it is unlikely that children will cycle to/from the school using carriageways although more confident staff members could use this mode of transport. National Cycle Route 5 is the closest cycle route to the Site which runs along Hemdean Road about a 1.5km to the east of the Site, beginning in Reading and following the northern half of the Thames Valley cycle route crossing the Chiltern Hills and passing through Wallingford, Didcot & Abingdon. The Reading Cycle network is signed throughout the town with routes converging in the central area. They are provided via a combination of routes on the carriageway or footways, either shared with or segregated from pedestrians or designated cycle paths. Refer to Reading Cycle Route Map at **Appendix 4**.

Public Transport

- 3.10 The nearest bus stops to the school are located on Upper Woodcote Road adjacent to the Site access and are annotated on the Accessibility Plan at **Appendix 1** with the bus frequency table and bus map in **Appendix 4**. Refer to Photos 9 and 10 below. These bus stops are served by bus numbers 145C, X39 and X40 which serves Woodcote, Henley, Reading Wallingford & Oxford. The X39 and X40 services provides a direct link to Reading town centre approximately 2.5km to the south east where other bus services to numerous destinations are available including. Reading Railway Station also located about 2.5km to the south east provides access to train services provided by Great Western Rail to London Paddington, Newbury, Ealing Broadway, Oxford and beyond. Refer to **Appendix 4** for a train network plan and train frequencies.
- 3.11 The existing site is served by public transport; however this is generally not considered an appropriate form of travel for primary school children attending the proposed school, particularly as most pupils are within walking distance of the site. However, buses and rail services do offer potential opportunities for some staff to travel to and from the school.

4 Travel Survey Data

- 4.1 The quantum of trips attracted to the proposed School has been assessed by using a recent existing travel mode survey undertaken by the School for both pupils (parents) and staff travel. Refer to **Appendix 5**. The survey for pupils (via parents 79% response) and staff (100% response) recorded their existing main travel modes to the Gosbrook Rd Site and main future travel mode for the proposed Site and are summarised in the tables below. This data is considered to be relevant for the current and immediate future school travel behaviour.
- 4.2 Due to the nature of these surveys there are inconsistencies with car sharing data where siblings have been recorded individually as coming by car and not as car share. The tables have been produced assuming the worst case scenarios i.e where staff or pupils come by car or walk on different days are assumed to travel by car.
- 4.3 The proposed pupil/staff roll table assumes that a 60 PAN will start when the new school opens and carries through. In Sept 2018 when the school opens the school could be only two thirds full with 280 pupils and 41 staff members.

Table 4.1 – Pupil Travel Data for the existing The Heights School, Gosbrook Rd

Main Mode of Transport	% of Pupils using mode	Pupil Trips for existing pupil roll - 168 pupils
Car	63.6%	107
Car Share	12.9%	22
Cycle	3.8%	6
Public Transport	1.5%	2
Walk	18.2%	31
Other	0%	0
Total	100%	168

Table 4.2 – Pupil Travel Data for the proposed The Heights School, Mapledurham Playing Fields

Main Mode of Transport	% of Pupils future modal split	Pupil Trips for existing pupil roll - 168 pupils	Net Trip Difference between Existing & Proposed Sites – 168 pupils	Predicted Pupil Trips for proposed pupil roll - 420 pupils
Car	20.4%	34	-73	86
Car Share	3%	5	-17	13
Cycle	7.6%	13	+7	32
Public Transport	0.8%	1	-1	3
Walk	68.2%	115	84	286
Other	0%	0	0	0
Total	100%	168	0	420

- 4.4 From the pupil travel tables above the key points are:-
- car mode (inc car share) reducing heavily from 76.5% to 23.4% for the existing and proposed school sites respectively.

- 90 (-73+-17) less pupil trips by car for the existing roll (168 pupils) when travelling to the proposed Site.
- 99 (86+13) pupil trips by car for fully occupied proposed school compared to 129 (107+22) pupil car trips for the current existing school; 30 less pupil car trips.

Table 4.3 – Staff Travel Data for the existing The Heights School, Gosbrook Rd

Main Mode of Transport	% of Staff using mode	Staff Trips for existing 31no staff
Car	64.5%	20
Car Share	0%	0
Cycle	0%	0
Public Transport	19.4%	6
Walk	16.1%	5
Other	0%	0
Total	100%	31

Table 4.4 – Staff Travel Data for the proposed The Heights School, Mapledurham Playing Fields

Main Mode of Transport	% of Staff future modal split	Staff Trips for existing 31no staff	Net Trip Difference between Existing & Proposed Sites – 3no staff	Predicted Staff Trips for proposed max pupil roll – 50no staff
Car	45.2%	14	-6	23
Car Share	0%	0	0	0
Cycle	3.2%	1	+1	2
Public Transport	22.6%	7	+1	11
Walk	29%	9	+4	14
Other	0%	0	0	0
Total	100%	31	0	50

4.5 From the staff travel tables above the key points are:-

- car mode reducing from 64.5% to 45.2% for the existing and proposed school respectively.
- Staff Car trips for the proposed school are 23. There is no indication of car sharing which with the more proactive travel plan could easily reduce this down to the 20 proposed staff car parking spaces.

4.6 New travel surveys for both pupils and staff will be undertaken 0-3months after first occupation of the School Site; Oct-Nov 2018

5 Objectives & Targets

Objectives

5.1 The overarching objectives of this travel plan are to:

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

5.2 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.

5.3 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' 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.

5.4 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 within 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

- 5.5 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.
- 5.6 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.
- 5.7 Targets will be reviewed annually and a full review of the targets and Travel Plan will be undertaken prior to occupation of the Site.
- 5.8 Set out within **Appendix 6** are the targets for this Travel Plan.

6 Travel Plan Initiatives

Administering the Travel Plan

- 6.1 The School Travel Plan will be managed by a nominated Travel Plan Coordinator (TPC).
- 6.2 All staff, visitors, parents and students will be made aware of the existence of the Travel Plan. This will include an explanation of the details of the plan, its objectives and the roles of individuals in achieving its aims. Copies of the Travel Plan will be made available in a central accessible location to all staff, parents and students, and they in turn will be made aware of the existence and role of their TPC.
- 6.3 Essentially, the TPC will, where necessary:
- Provide the main travel plan contact for all staff, parents and students;
 - Provide a principal point of contact for RBC;
 - Liaise with RBC;
 - Keep up-to-date information on transport choices for display in communal areas;
 - Monitor travel patterns on a regular basis ensuring initiatives adopted are meeting requirements; and
 - Arrange first occupation travel surveys and subsequent travel surveys.
- 6.4 The TPC will be the first point of contact for staff, visitors, parents and students and RBC regarding travel to and from the school. They will establish and maintain all correspondence relating to the Travel Plan so far is practicable or Data Protection permits.
- 6.5 The TPC will also be 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.
- 6.6 The TPC role will be undertaken by an existing member of staff 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 Site and the weeks leading up to occupation it is likely that the role would take up more time than half a day.
- 6.7 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:
- Reasons for not walking or cycling or using public transport;
 - Willingness to car share; and
 - Names and addresses of students, parents and staff wishing to car share.

Improving Information and Awareness

- 6.8 It will be 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, will form a fundamental component of the Travel Plan.
- 6.9 New initiatives that are developed as part of travel plan will need to be widely publicised if they are to be effective.

- 6.10 At a strategic point within the school transport information will be displayed. This will provide a medium to promote new initiatives and advertise forthcoming events. New initiatives and events will also be communicated in assemblies.
- 6.11 Promotional events will be organised on a regular basis, in relation to specific aspects of the Travel Plan or to promote the introduction of any new initiatives. 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

- 6.12 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).
- 6.13 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.
- 6.14 The TPC will be responsible for raising awareness amongst staff and students of the health, financial, and practical benefits of undertaking journeys by foot.
- 6.15 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 that affect the amount of users willing to use this mode.
- 6.16 To combat this issue, the TPC will research the local area and provide 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 will be displayed on the communal notice boards.
- 6.17 In order to encourage staff, parents and students to walk the school will:
- In conjunction with RBC, the school will promote National Walk to School Week and Walk Once a Week (WOW);
 - The school will encourage walking to school by offering road safety education, incentives and rewards;
 - Continue to teach students to recognise and manage risk and make safer choices about healthy life styles, different environments and travel;
 - In conjunction with RBC, continue to review possible changes to the immediate vicinity of the school; and
 - The school will promote Park and Stride - <http://www.brightkidz.co.uk/walking-to-school/park-stride.html> - to parents dropping off their child.

Cycling

- 6.18 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 pupils to cycle the school will:

- Make cycle route information easily available in communal areas throughout the school;
- Provide safe, secure, lit cycle parking facilities for at least 10 staff cycles;
- Continually review the cycle parking arrangements and increase provision if cycle parking demand exceed provision;
- Provide lockers so that staff and students can store their cycling gear safely;
- Provide showers and changing facilities for staff and students;
- Continue to teach students to recognise and manage risk and make safer choices about healthy life styles, different environments and travel;
- Publicise local initiatives being offered to promote safe cycling;
- Take part in national events such as Sustrans' Big Pedal or Bike to School Week;
- Promote the accessibility of the school by bike;
- 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
- Investigate offering cycling proficiency classes to pupils such as Bikeability.

Public Transport

- 6.19 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 at the Playing Fields Upper Woodcote Road access. An objective of the Travel Plan is to maximise the use of public transport services to and from the school.
- 6.20 The TPC will 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.
- 6.21 The TPC will 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.
- 6.22 In addition, the TPC will seek to maximise the use of public transport in the following ways:
- Regularly seek information from all staff and students using public transport on ways in which services may be improved;
 - Regularly update public transport information displayed and available to all staff and students; and
 - Provide information on bus services to new parents, students and staff as part of application process / induction.

Promotion of Alternative Modes

- 6.23 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.
- 6.24 It is proposed that promotion of different alternatives 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 will provide 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.
- 6.25 The Travel Plan will be uploaded to the school website (<http://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

- 6.26 Car sharing represents a relatively convenient form of travel offering a significant potential to reduce overall private mileage of staff.
- 6.27 The TPC will actively promote car-sharing. The initial travel survey could determine staff members' willingness to car share. The TPC could then investigate setting up a database of employees willing to share journeys, including information such as their home addresses and working hours and could try and match suitable car sharers.
- 6.28 The Co-ordinator will also investigate with local taxi companies the possibility of providing a guaranteed ride home service for staff that have joined the formal car-sharing scheme, in the event of some unforeseen circumstance resulting in them not being able to get home by any other means.
- 6.29 From the travel questionnaire the potential of staff that are receptive to car sharing will be determined. No car sharing currently exists with the staff. 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.
- 6.30 The TPC will monitor the take up of the car-sharing scheme and will also monitor the use of the car park within the site. The TPC could investigate the feasibility of introducing car share only spaces should the demand require it.

Personalised Travel Planning

- 6.31 The TPC will offer all 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.

- 6.32 The TPC will also inform all parents, students and staff of the Reading journey planning website www.reading-travelinfo.co.uk and the national journey planner website www.transportdirect.info. Both 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.

7 Action Plan – Implementation, Monitoring & Review

Implementation

- 7.1 It is proposed that the Travel Plan (TP) for The Heights Primary School will be implemented in accordance with Table 7.1, which sets out specific timescales.

Table 7.1 - Implementation programme of Travel Plan

Timescale	Measures / Tasks to be Implemented
In advance of occupation of new school	• Issue TP to RBC for approval; • Produce and display cycle route information; • Produce and display public transport information; and • Communicate with parents, students and staff regarding the new school layout and outline the possible transport options.
1-3 months following occupation	• Undertake 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

- 7.2 Travel Plan Review Reports will be produced as set out in Table 7.2, which will be relative to the initial date of implementation of the Agreed Travel Plan.

Table 7.2 - Monitoring programme of Travel Plan

Timescale	Monitoring Tasks to be Undertaken
1 year	• Undertake Staff and Student Travel Survey; • Produce Travel Plan Review Report; • Issue Review Report to RBC; and • Implement additional measures if required.
2 years	• Undertake Monitoring Staff, Student and Parent Travel Survey; • Produce Travel Plan Review Report; • Issue Review Report to RBC; and • Implement additional measures if required.

- 7.3 It will 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. Once this date is confirmed to RBC, the Travel Plan will be implemented and monitored as set out in Tables 7.1 and 7.2. **Appendix 7** outlines the initiatives, the people responsible and the monitoring of each possible travel plan initiative.

Appendix 1

Location, Accessibility Plan & School Catchment Plan



MLM

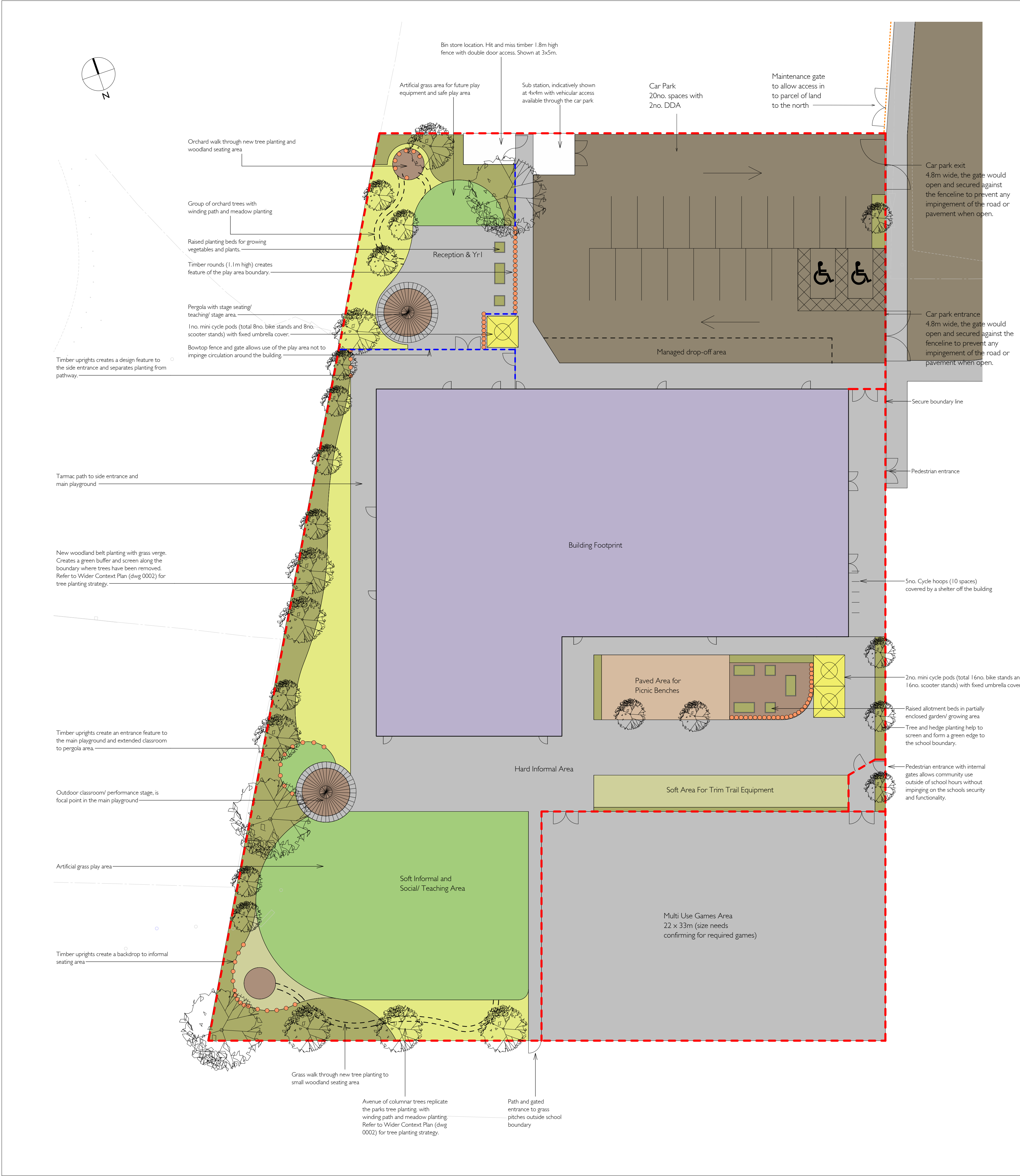
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THE HEIGHTS PRIMARY SCHOOL
CAVERSHAM, READING
LOCATION, ACCESSIBILITY AND SCHOOL CATCHMENT PLAN

Appendix 2

Proposed School Site and Wider Playing Fields Car Park Layouts



BB103 Calculations:

	BB103 Minimum Recommendation	Proposal Area
Hard Informal Areas	620	872
Hard Outdoor PE	1030	726
Soft Informal and Social Areas	1440	823
Soft Outdoor PE	8400	-

Precedent Images:



Round timber pergolas are new focal points within the scheme and can be used for teaching, performing and play



Fenced Multi-use games area



Raised timber allotment beds



Timber uprights feature throughout the scheme



New orchard tree planting



Cyclepods, Minipod with canopy allows for covered bike and scooter shelters.

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...if in doubt ask

Surfacing Strategy

- Pedestrian tarmac : porous tarmac
- Vehicular tarmac : porous tarmac
- Paved seating area : hydropave, buff colour
- Loose bark mulch
- Artificial grass
- Grass areas
- Planting :
 - Single species hedging - Fagus sylvatica or Griselinia littoralis 'variegata'
 - Low maintenance shrub and herbaceous borders - Choisya temata, Phormium 'Sundowner', Viburnum plicatum, Viburnum bodnantense, Liriope muscari and Berberis cordifolia.
- Long grass/ meadow areas :
 - Emongate EM3 Special General Purpose Meadow Mix

Parking and Cycle Provision:

Parking : 20 parking spaces, with 2 of these of DDA which have been located nearest the main entrance.

Cycling : the scheme includes -
- 10 spaces on metal cycle hoops, located near the entrance for staff
- 24 bike spaces in the cycle pods (these can be used by adult and children's bikes)
- 24 scooter spaces in the cycle pods

3	RF	GO	170317	Building relocated 1m and DDA spaces realigned
2	RF	GO	170313	Planning Issue
1	RF	GO	170302	Amendments and annotations to carpark
Rev	Drawn	Checked	Date	Description

FOR PLANNING

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LANDSCAPE CONSULTANTS

Meyer House, 42 City Road, Chester, CH1 3AE
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www.ryderlandscape.co.uk Company Registration no: 6065464

Client:

David Miller Architects

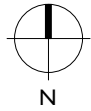
Project:

The Heights Primary School

Drawing Title:

School Landscape Plan

Drawn By:	RF	Date:	03.02.17
Checked By:	GO	Date:	06.02.17
Drawing Scale:	1 : 200	Sheet Size:	A1
Drawing No:	HPS-RYD-XX-XX-DR-L-0001	Status:	P
		Rev.	3



Entrance off Upper Woodcote Road to be amended to accommodate 1.8m footway. Refer to MLM drawing suite for details

New timber fence with maintenance gate prevents access to the remaining parcel of land to the north of the school site.

Existing access road widened by 0.9m to provide a 4.8m width. Refer to MLM drawing suite for details.

Please refer to MLM Consulting Highways Drawing Package for details on access road, car park and transport strategy.

School Building

Existing Pavilion

Tennis Courts

Mapledurhum Playing Fields

Mitigation Tree Planting:

The scheme requires the clearance of a group of trees along the Site's western boundary. Within ADAS Tree Quality and Constraints Report (January 2016) the assessment classify's this group of trees (G147, T152, 151, 145 & 146) as Category C - Low quality.

Although these trees are not valued within the Tree Quality and Constraints Report this scheme recognises the visual value of this group of trees. This block of trees provide a green edge to the Mapledurhum Playing Fields and a visual buffer between the playing field and Hewett Avenue.

To accommodate a new school and playground in this area the landscape design proposes to remove this group of low quality trees and replace with better quality, compensation tree planting.

Planting Strategy:

The new planting looks to recreate a green buffer along the western boundary whilst introducing feature trees that will compliment the contextual character of the Mapledurhum Playing Fields.

- Trees to be removed :
Refer to ADAS Tree Quality and Constraints Report (Jan 2016) for assessment details.
- Proposed small ornamental tree :
Chosen for neat canopies where space is limited and smart approach to the building is desired, (Pyrus calleryana 'Chanticleer')
- Proposed fastigate feature tree :
Chosen to replicate the columnar form of the Poplar trees within the wider park (Fagus sylvatica 'Dawyck')
- Proposed orchard trees :
Chosen for interest in the Reception and Yr1 playground (Malus hupehensis)
- Proposed large feature tree :
Chosen for its seasonal colour and canopy size (Liquidamber styraciflua)
- Proposed small/medium tree mix :
A variety of canopy sizes and growth rates chosen to recreate a green boundary to the Site with parkland qualities. (Prunus sargentii, Betula ermanii, Sorbus torminalis, Pinus nigra and Acer platanoides 'Emerald Queen')



Fagus sylvatica 'Dawyck'



Liquidamber styraciflua



Pyrus calleryana 'Chanticleer'

Boundary Treatment Strategy:

To comply with Secure By Design the new school site will be enclosed and secured with 1.8m high welded mesh fence. This has been designed so that community use of the Multi-use Games Area can occur outside of school hours with separate access which does not impinge the security of the school site.

Elsewhere the grounds are divided in to play spaces with internal delineation fencing.

- Boundary Fence : Secure by Design 1.8m high welded mesh fence
- Internal Fence : 1.1m high bowtop fencing
- Timber Fence : 1.1m high timber post and rail



Welded mesh black fence



Bowtop fence

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2	RF	GO	170317	Building relocated 1m and DDA spaces realigned
1	RF	GO	170313	Planning Issue
Rev	Drawn	Checked	Date	Description

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Client:

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Project:

The Heights Primary School

Drawing Title:

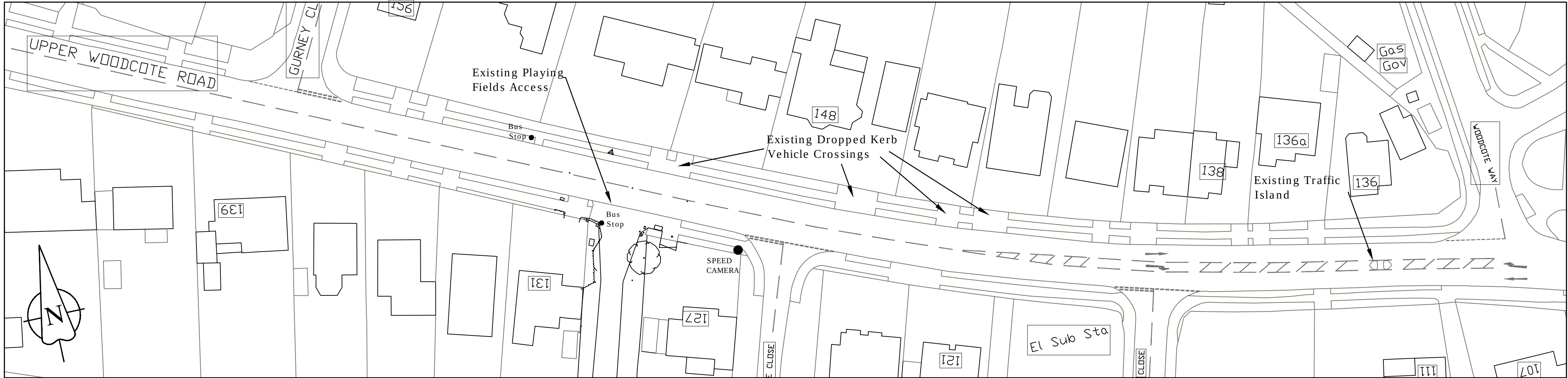
Wider Landscape Context Plan

Drawn By:	RF	Date:	170313
Checked By:	GO	Date:	170313
Drawing Scale:	1 : 1000	Sheet Size:	A3
Drawing No:	HPS-RYD-XX-XX-DR-L-0002	Status	P
		Rev.	2

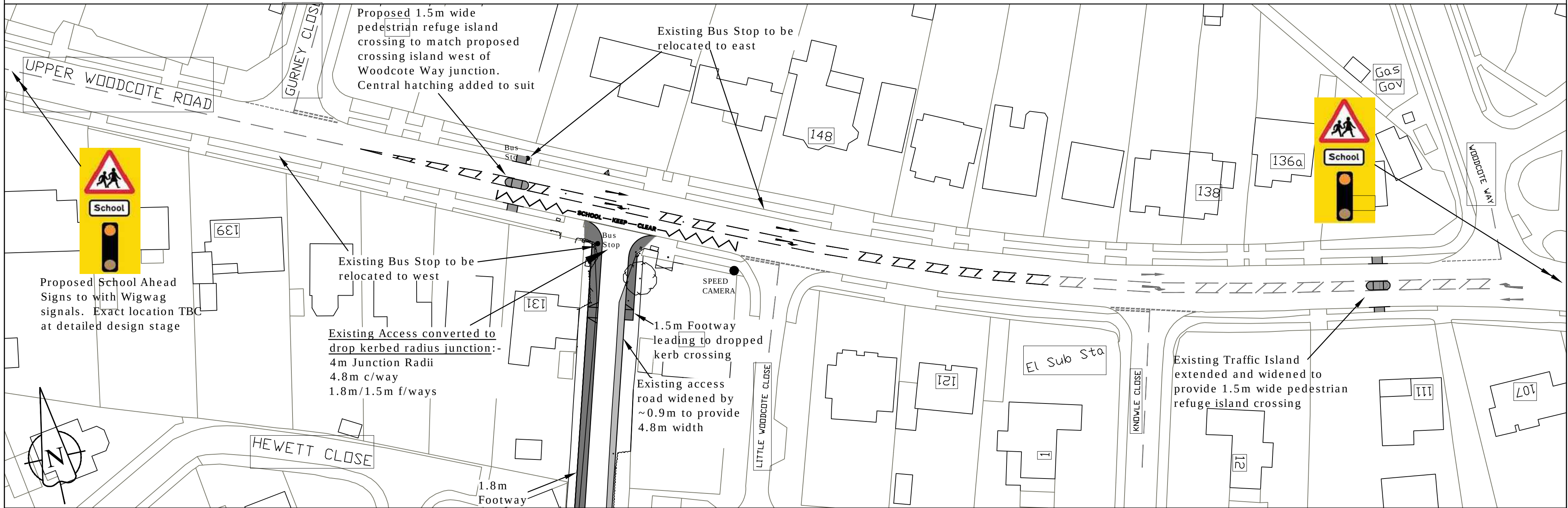
Appendix 3

Proposed Highway Improvements – Upper Woodcote Road

\\MLMIPS.com\Work\MLM\6_161826_1618264\DWG\618264-DWG-CIV-Upper Woodcote Road Highway Layout 2017.03.14.dwg



EXISTING HIGHWAY LAYOUT



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PROPOSED HIGHWAY LAYOUT



618264

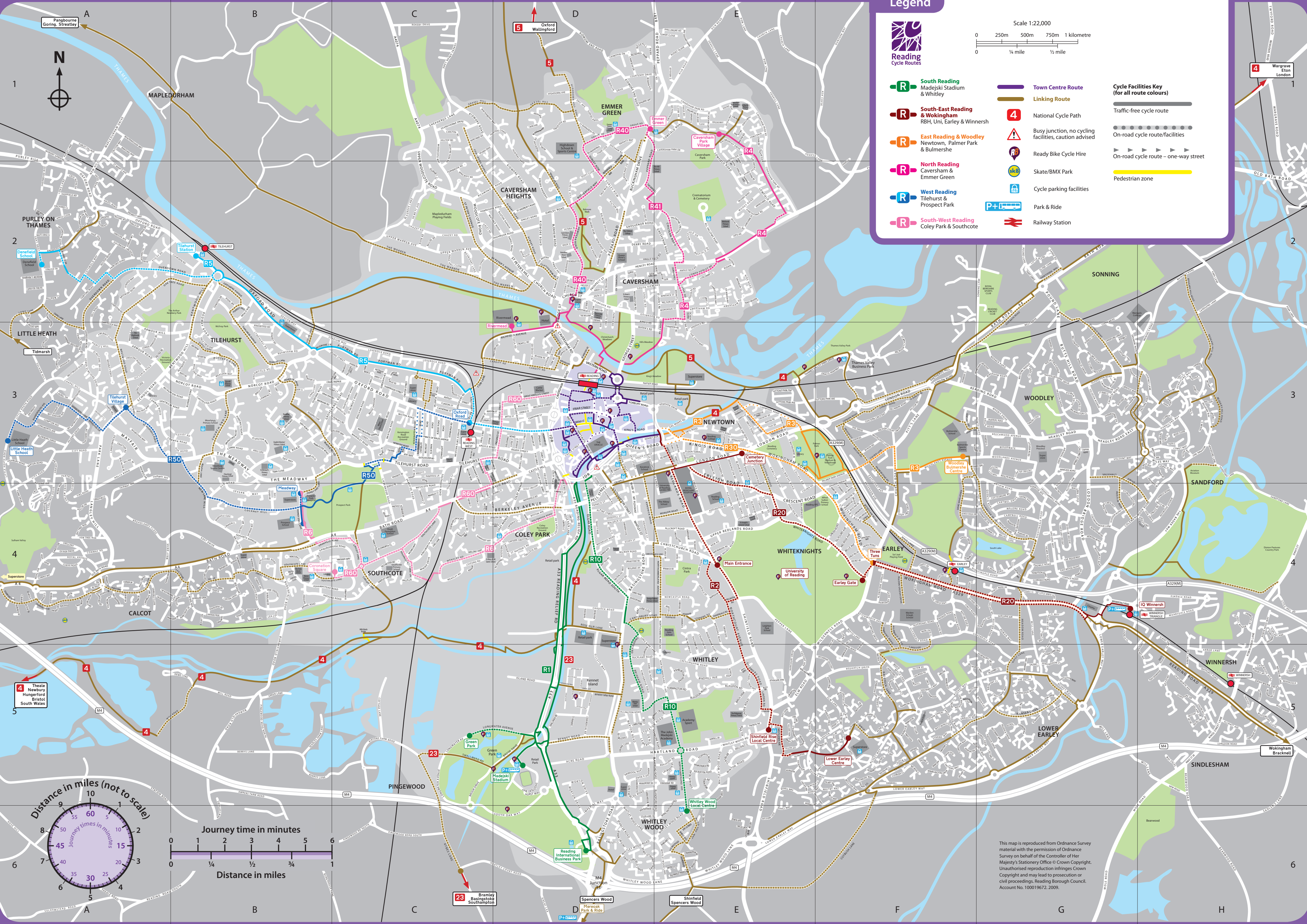
THE HEIGHTS PRIMARY SCHOOL, MAPLEDURHAM PLAYING FIELDS, CAVERSHAM, READING
Existing & Proposed Highway Layout - Upper Woodcote Road
1:500@A2

Fig

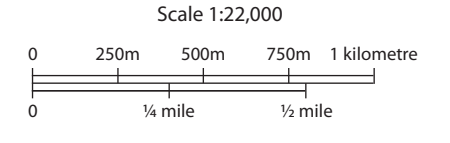
SK50

Appendix 4

Sustainable Transport



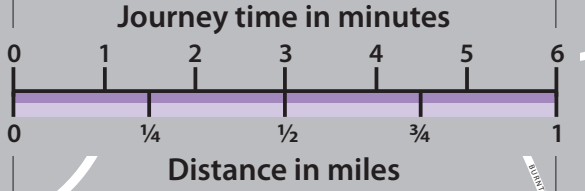
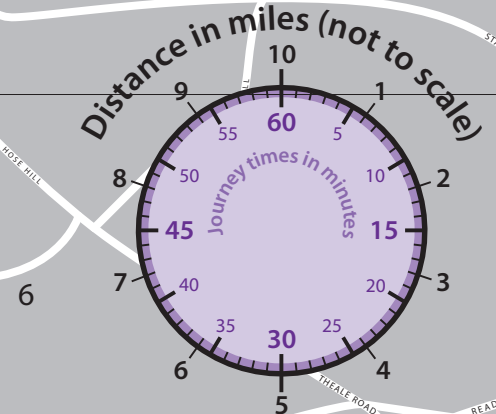
Legend



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



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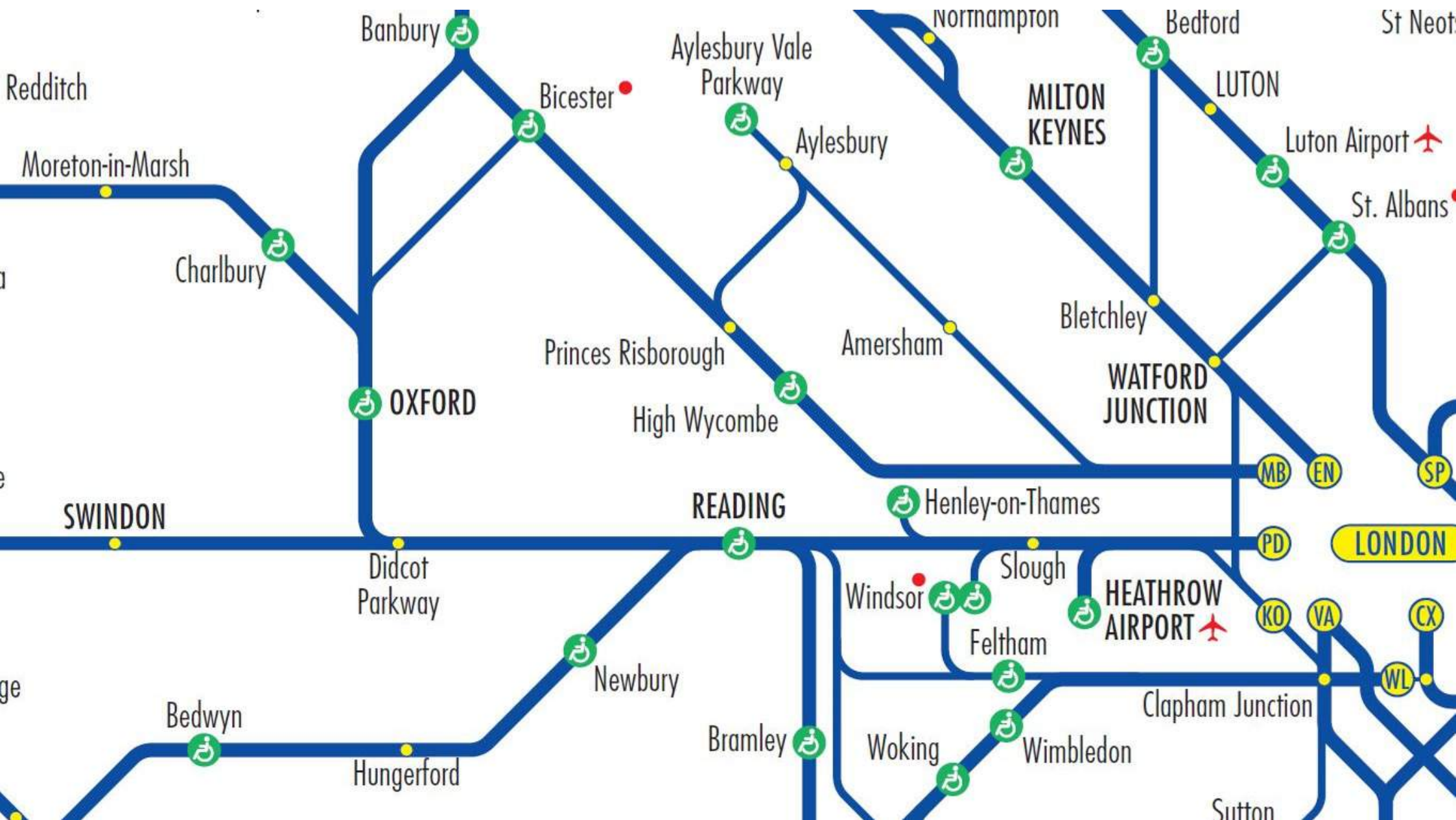
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Local Bus Services

No	Route	Frequency (Mon-Fri)	Distance from Site
Pink 22	Reading - Caversham Bridge - Caversham Heights	Half Hourly Service	300m at Woodcote Rd
X39/X40	Reading - Checkendon(Woodcote) - Wallingford - Oxford	Half Hourly Service	100m at Upper Woodcote Rd
145C	Woodcote - Caversham - Henley Town Hall	1 AM peak hour service, Up to 3 services during PM	100m at Upper Woodcote Rd
921	Chiltern Edge School - Caversham Road Fire Station	1 service during AM peak	700m at Woodcote Rd
981	St Peters Ave - St Joseph's College - Bulmershe School	1 service during AM peak	500m at Woodcote Way



Rail Services from Reading Railway Station

Route	Weekday				
	First train arriving	Last train departing	Frequency		
			AM Peak	Off Peak	PM Peak
Newbury - Thatcham - Theale - Reading	06:12	23:03	3 services	2 services per hour	4 services
Swindon - Didcot Parkway - Reading	05:56	22:12	4 services	4 services per hour	4 services
Redhill - Reigate - Dorking - Guildford - North Camp - Farnborough North - Wokingham - Reading	06:58	23:34	2 services	2 services per hour	2 services
Banbury - Oxford - Reading	07:25	23:40	3 services	3 services per hour	2 services
Oxford - Radley - Culham - Didcot Parkway - Cholsey - Goring and Streatley - Pangbourne - Tilehurst - Reading	05:03	22:59	2 services	2 services per hour	2 services
London Waterloo - Clapham Junction - Richmond - Twickenham - Virginia Water - Ascot - Bracknell - Wokingham - Reading	06:40	23:12	2 services	2 services per hour	2 services
London Paddington - Ealing Broadway - West Drayton - Slough - Maidenhead - Twyford - Reading	00:34	23:09	1 service	3 services per hour	2 services
Southampton Central - Winchester - Basingstoke - Reading	06:04	17:46	1 service	1-2 services per hour	1 service

Appendix 5

School Travel Survey Data

December 2016 - Pupil Travel Survey																
Current Mode of Travel to/from Gosbrook Rd site																
Future Mode of Travel to/from proposed MPF Site																
Names Removed	Bus	Car Share	Car/Van	Cycle	Taxi	Train	Walk	Comments	Bus	Car Share	Car/Van	Cycle	Taxi	Train	Walk	Comments
Pupil 1			x					Part walk							x	
Pupil 2							x		x							
Pupil 3			x												x	
Pupil 4			x												x	
Pupil 5		x								x						
Pupil 6																
Pupil 7																
Pupil 8		x													x	
Pupil 9																
Pupil 10																
Pupil 11																
Pupil 12			x								x					Part walk
Pupil 13				x								x				Sometimes walk
Pupil 14																
Pupil 15			x								x					
Pupil 16			x					Part walk							x	
Pupil 17			x					Part walk							x	
Pupil 18			x					Part walk							x	
Pupil 19			x												x	
Pupil 20																
Pupil 21																
Pupil 22		x	x								x					
Pupil 23		x						Park Waitrose and walk							x	
Pupil 24			x				x		x		x	x				
Pupil 25			x												x	Walk 3 days and car 2 days
Pupil 26			x												x	
Pupil 27			x								x					
Pupil 28		x													x	
Pupil 29		x						Park walk							x	
Pupil 30			x					Park walk							x	
Pupil 31																
Pupil 32			x					Part walk							x	
Pupil 33			x	x											x	
Pupil 34			x												x	
Pupil 35																
Pupil 36			x									x				
Pupil 37																
Pupil 38																
Pupil 39							x								x	
Pupil 40			x												x	
Pupil 41			x												x	
Pupil 42			x								x					
Pupil 43		x						Part walk							x	3 days week
Pupil 44		x						Part walk							x	3 days week
Pupil 45		x						Part walk							x	3 days week
Pupil 46																
Pupil 47			x								x					
Pupil 48	x							Part walk								
Pupil 49			x					Part walk							x	
Pupil 50																
Pupil 51							x								x	
Pupil 52			x												x	
Pupil 53																
Pupil 54			x					Part walk							x	
Pupil 55			x												x	
Pupil 56							x				x					Part walk
Pupil 57			x								x					
Pupil 58			x												x	
Pupil 59				x								x				
Pupil 60				x								x				
Pupil 61			x												x	
Pupil 62			x					Part wak/cycle	x		x					
Pupil 63			x				x				x				x	
Pupil 64							x								x	
Pupil 65			x					Part walk							x	
Pupil 66			x					Part walk							x	
Pupil 67																
Pupil 68			x												x	
Pupil 69							x				x					
Pupil 70	x		x	x			x								x	
Pupil 71																
Pupil 72																
Pupil 73			x								x					
Pupil 74							x								x	
Pupil 75			x												x	
Pupil 76			x					Part Walk							x	
Pupil 77																
Pupil 78							x	3 days							x	
Pupil 79																
Pupil 80			x												x	
Pupil 81			x								x					
Pupil 82			x					Part walk							x	
Pupil 83			x									x			x	
Pupil 84							x								x	
Pupil 85							x								x	
Pupil 86			x												x	
Pupil 87		x						Part Walk							x	
Pupil 88																
Pupil 89							x								x	
Pupil 90			x									x				
Pupil 91																
Pupil 92			x												x	
Pupil 93			x					Part walk							x	

[illegible]

December 2016 - Staff Travel Survey

	Current Mode of Travel to/from Gosbrook Rd site								Future Mode of Travel to/from proposed MPF Site							
	Bus	Car Share	Car/Van	Cycle	Taxi	Train	Walk	Comments	Bus	Car Share	Car/Van	Cycle	Taxi	Train	Walk	Comments
VH			x								x	x				
SP				x			x								x	
AL				x			x				x					
CPF			x								x					
AH			x				x				x					
RB			x								x					
PC			x												x	
PK	x								x							
KE			x	x							x	x				
TM			x								x					
AM			x								x					
SB			x												x	
ES			x								x				x	
KW			x												x	
AOD			x												x	
ED							x								x	
SR			x								x					
HK			x								x					
DK			x								x					
CH							x					x				
CK			x									x			x	
RN			x								x					
AM			x												x	
JB	x								x							
RR	x								x							
CJ							x		x							
KH			x								x					
EF			x												x	
JJ	x								x							
SA	x								x							
AA	x								x							

Appendix 6

Travel Plan Targets

Travel Plan Targets

Monitor and Control Car Parking on and offsite	
Specific	Parking at The Heights will be monitored, controlled and recorded by the school to ensure that single occupancy car use is minimised. Any observed or reported overspill from the car park will be closely monitored and discussed with Reading Borough Council (RBC). Any inappropriate use of the spaces or drop off / pick up area will be closely monitored.
Measurable	The monitoring and control of on-site 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.
Provision of Car Sharing Spaces for Staff and reviewed annually	
Specific	The Heights will investigate the possibility of converting some of the staff car parking spaces for car sharers only. The provision would then be reviewed to ascertain if additional car share spaces are required.
Measurable	The success of this target will be reviewed.
Achievable	The Heights to action. This target is subject to operational constraints, which if necessary will require agreement from RBC.
Realistic	Yes. The number of spaces converted for car sharer use each year will be controlled by demand. If there is existing spare capacity, with vacant car spaces, then there will be no requirement to provide car sharer spaces at that time.
Time bound	The number of car-sharer allocated spaces is reviewed annually for the duration that the school is based at the site.
Monitor and Review Cycle Parking Provision	
Specific	Cycle parking at The Heights will be monitored and the use of the spaces 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 maintain notice boards with current information on travel options and to assist in the 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 trips by private car 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.

Appendix 7

Travel Plan Initiatives

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	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
Have a clearer picture of students routes to school	After Travel Survey	TPC
Consult on the Draft Travel Plan	After Travel Survey	TPC / Headteacher / RBC
Formally adopt the Travel Plan	0-6 months after occupation of new site	TPC / Headteacher / RBC
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 a 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
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

Monitoring	Review	Responsibility
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