**NB: This template is designed to help develop your schools STP, however you are encouraged   
to use it as an outline upon which you can develop your own unique document.**

**Your School Name**

### Insert a photo of your school here

**School travel plan 201x – 201x**

### 1. Introduction

### 1.1 School Description

* School name
* Location of school (include a map – Cycling Scotland can provide this)
* Type of school (primary / secondary / independent / voluntary aided etc.)
* Age range of pupils (including number of SEN pupils with a statement of need; with a transport element to the statement and a general comment about what impact that this may have on travel)
* Number of pupils on roll
* Number of staff members employed at the school
* Catchment area (a map may be helpful)
* School start and finish times
* Pre-school / after school activities
* Extended school arrangements

### 2. Current Situation

### 2.1 Current Travel Patterns

* Survey details – who was surveyed (parents, pupils, teachers, etc.), when the survey was done, how it was done, etc.
* Tables and graphs showing results of school travel survey, including usual mode of transport to and from school, and preferred mode of travel (include members of staff).
* Details of any journeys to attend pre and after-school events, and journeys made during the school day to attend activities at other locations.
* Current involvement of school in school travel activities and education.

Date your survey with the month and year that it was undertaken.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Walk** | **Cycle** | **Bus /Train** | **Car / Taxi** |
| **How pupils usually travel to school\*** |  |  |  |  |
| **How pupils usually travel from school\*** |  |  |  |  |
| **Preferred travel mode\*** |  |  |  |  |

\* Schools are required to report absolute numbers as well as percentages. School Census results may be used where available.

|  |  |
| --- | --- |
| **Number of pupils / parents surveyed** |  |
| **Number of responses received** |  |

### 2. Current Situation

### 2.2 Issues and Problems

* Details of vehicle / pedestrian / cycle access points to the school grounds.

Include SEN vehicular needs and arrangements.

* Details of key local transport facilities (e.g. number of staff / visitor car parking, cycle /scooter parking, lockers, walking routes / cycle routes / bus stops serving the school)
* Access issues for pedestrian / cyclists / public transport users’ / car users (may be helpful to illustrate with photos)
* Congestion / parking issues in and around the school.
* Road safety issues raised in the survey.
* Personal security issues (e.g. strangers, bullying, etc.)
* Locations where pupils / parents have identified particular concerns (use photos / maps to illustrate key points)
* Transport issues affecting participation in after school activities.
* Issues affecting the local community (e.g. blocked driveways)
* Any future changes / developments likely to affect travel to / from school

### 2.3 Current Achievements

* Policies / measures already in place to promote safe travel and encourage walking, cycling, bus use and / or car sharing

### 3. Preferred Situation

### 3.1 School Travel Plan Objectives

* What the school is trying to achieve through their School Travel Plan in general terms
* Examples:

to reduce car use for travel to school

to increase walking and cycling to school

to improve safety on the journey to school

* The objectives must relate to the transport issues identified in the plan.

### 3.2 School Travel Plan Targets

* Targets should reflect a particular level of achievement for each objective
* Should be: SMART, i.e. Specific, Measurable, Achievable, Relevant and Time-limited
* Examples:

to reduce car use by XX% over the first three years of the travel plan.

to increase the proportion of pupils cycling or walking to school by YY% after one year.

* Where targets for mode share exceed levels indicated in the preference survey then a clear case needs to be made as to why.

### 4. Implementation

### 4.1 School Travel Plan Partnership

* Roles and responsibilities of the various parties involved (e.g. pupils, parents, school staff, active schools, local community, council, police, etc.) including trained helpers e.g. Cycle Training Assistants.
* Include less obvious individuals (e.g. health and wellbeing officers, a teaching assistant, school crossing patrol, school bursar or care taker.)

### 4.2 Consultation

* Indicate how you sought to find out the opinions and ideas of all those directly affected by the issues and actions proposed in your School Travel Plan.
* Who was consulted, how and when? As a minimum, consultation must involve parents, pupils and staff.
* What were the outcomes of this consultation?
* Include evidence of consultation in an appendix (e.g. survey forms, minutes of meetings, letters sent home to parents, newsletters etc.)

### 4. Implementation

### 4.3 Action Plan

As part of your action plan, include any publicity measures, school policies, curriculum activities (refer to the Cycle Friendly Primary School Lesson Plan or Bikeability Scotland Worksheets), Bikeability Scotland training, STP initiatives (i.e. WoW (walk on Wednesdays / walk once a week) Big Pedal, Bike Week, STP events (bike breakfast or Dr Bike), on site infrastructure.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What is to be done** | **Who is responsible** | **Cost** | **Funding source** | **Timescale for completion** |
| Actions required to deliver the plan’s objectives / targets / or issues identified through consultation. | Name individual/ pupils | Estimate  where known | e.g. school funds, School Travel Plan, Grant etc. | Month and  year |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### 5. Monitoring and Review

### 5.1 Monitoring process

* Say how and when, (set a month and year), the next surveys will be done to show whether objectives and targets are being met (minimum of an annual Hands Up Scotland Survey)
* State who (specific individual) will be responsible for ensuring the survey will be carried out.
* Confirm how the survey results will be reported to the school community.

### 5.2 Review Process

* A School Travel Plan is an ongoing process of review and change.
* Additional measures may be implemented, or existing ones modified over time to suit the changing circumstances of the school. These may be incorporated into the travel plan at the discretion of the school.
* The Plan should be continually reviewed, have a clear action plan that pupils can easily understand and highlight specific areas for improvement. The action plan should be updated at the start of every school year and identify who will undertake the review and when it should be completed by.
* Include a commitment that the review will consider pupil travel needs arising from new developments in education and transport provision and that the School Travel Plan will be revised as necessary to take account of these.
* Any review should be planned to start before the action plan has run its course.

**Travel Plan Agreement**

### We support the content of our School Travel Plan.

### Insert your school emblem here

### Name Position Signature

### Curriculum for Excellence Links

|  |  |
| --- | --- |
| Brief outline of what a travel plan is   * Why is the school are developing one * What is the overall vision. | LIT 1-02a, 1-05a, 1-07a, 1-09a, 1-23a, 1-28a/1-29a, HWB 1-12a, 1-13a, 1-14a,  1-19a |
| Map of the area   * What is on your school’s site – Nursery/Primary/Secondary/other | MTH 1-17a, 1-18a, 1-10a, SOC 1-14a |
| Promotion activities in the school   * Links/case studies | Literacy |
| Infrastructure in the school | Literacy |
| Consultation and surveys   * Hands Up Scotland Survey * Pupil/Parents/Staff Survey * Online Surveys * Collation | LIT 1-05a, 1-07a, 1-09a,  MTH 1-20a, 1-20b, 1-21a,  1-03a, 1-07c |
| Analysis and results   * How are people travelling now and how do you want them to travel in the future? * Past travel – have things changed over time – why? | LIT 1-05a, 1-07a, 1-09a,  MTH 1-20a, 1-20b, 1-21a,  1-03a, 1-07c |
| Action Plan/SMART  (Specific, Measurable, Achievable, Realistic, Time-bound)   * What needs to happen/when and by whom * Could we put in an action plan table example? | HWB 0-18a, 1-20a, 1-25a,  1-27a, 1-28a, SOC 1-04a, TCH 1-01c, 1-04a, 1-04b, EXA 1-01a, 1-02a, 1-03a,  1-06a, MNU 1-10b,  LIT 1-24a, 1-26a |

