



# TONBRIDGE GRAMMAR SCHOOL TRAVEL PLAN 2014

**DfES Number 886/5443**



Reference: 14282/TP

Revision B

May 2014

#### ENVIRONMENTAL

- Ground Investigation
- Soakage Rate Testing
- Geo-environmental Studies
- Contamination Remediation
- 3D Ground Modelling

#### DRAINAGE

- Drainage Strategies
- S104 Drainage Design
- SUDS
- Flood Risk Assessments
- CSH SUR1

#### HIGHWAYS

- Transportation Assessments
- S38/278 Highway Design
- Junction Modelling
- Traffic & Parking Surveys
- HD 19/03 Safety Audits

#### STRUCTURAL ENGINEERING

- All Structural Design
- Temporary Works
- Specialist Foundations
- Multi Storey & Basements
- RC Detailing

#### SPECIALIST SERVICES

- Site Assessments
- CDM Co-ordinator
- Party Wall Surveyors
- Cost Management
- Expert Witness



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### Document Control Sheet

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Original	Preliminary	D J de Mattos	C J Mellett	13 May 2014
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## 1.0 Introduction

### 1.1 An Introduction to Tonbridge Grammar School.

Tonbridge Grammar School (TGS) is an International Baccalaureate (IB) World School. Through blending the best of a traditional curriculum with the innovations of the IB Programme, TGS students have opportunities to learn in breadth and depth in order to develop as well-balanced individuals. They become active learners and are encouraged to be passionate about making a difference in the world.

TGS is a high achieving selective grammar school with academy status, educating students between the ages of 11 and 18. The sixth form has been coeducational since 2002. The school prepares students for GCSEs and the International Baccalaureate. In addition to an extensive curricular timetable, students have the opportunity to take part in an extensive range of extracurricular activities.

#### School Facilities

The school opened in 1905 and is situated in 14 acres in Deakin Leas, Tonbridge. It is well resourced with modern facilities. The Hands Building was opened in 2009 and offers state-of-the-art classrooms, a drama and dance studio and a sports hall. Most recently, a number of the Science laboratories have been refurbished after having been awarded a grant from the Wolfson Foundation in 2012.

#### Specialisms

TGS is very proud of its specialisms in both Mathematics & Computing and Languages. This means that its students forge links with other schools and businesses with the aim of enriching the quality of their learning.

Since introducing the IB Diploma Programme in 2004, TGS is very proud to have been a recipient of the British Council Award for Internationalism every year. This is in recognition of the opportunities available for students to take part in initiatives which enable intercultural understanding and respect. These include study tours abroad to locations as varied as Swaziland, Iceland and Singapore, as well as participating in Mathematics challenges in the UK and Europe. Planning is also underway to attend a Science and Chemistry week in Washington DC.

## **1.2 About the School**

The school is located on Deakin Leas, Tonbridge, approximately 1.2km from the town centre. Vehicular access is obtained from Deakin Leas whilst most pedestrians access the site from Taylor Close.

The school, which was assessed as Outstanding by Ofsted, is a state grammar school for girls ages 11-18 with a co-educational sixth form. From September 2014 there will be 1081 students and 102 staff, comprising 47 full time teaching staff, 24 part time teaching staff, 21 full time support staff and 10 part time support staff.

The school buildings are located to the north of the school site. The southern half of the site consists of sports pitches.

## **1.3 The School Catchment Area**

Tonbridge Grammar School has a large catchment area for a secondary school due in part to its outstanding reputation and partly as a result of the selection criteria. Prospective students sit the Kent age-eleven plus assessment and are allocated places by Kent County Council under the co-ordinated scheme, in accordance with the school's admissions policy, including the school's over-subscription criteria.

Priority is given to a 'child in public care' who nominates Tonbridge Grammar School as their preference. The majority of places are allocated to students living within Tonbridge & Malling Borough, Tunbridge Wells Borough and Sevenoaks District, but additional places are set aside for students living outside these areas. The distance from school is the deciding factor in the event of equal eleven plus scores.

Approximately 62% of pupils live within 12 miles of the school, with only 12% living in the immediate postcode areas of TN9 and TN10.

## **1.4 School Hours**

The official start time of the school is 8:40 with most students arriving between 8:15 and 8:30. The school day ends at 15:40.

## 1.5 School Location

The location of the school is identified in **Figure 1.1**.



**Figure 1.1 – School Location**

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## **1.6 Parking at the School**

There are currently 84 car parking spaces at the school, including five visitors bays and seven disabled parking bays. It is proposed to construct an additional 46 spaces in an environmentally friendly grass reinforcement system.

The school has three covered cycle parking areas providing facility for parking fifteen cycles.

The school plans to make the netball courts available for out of hours overflow parking when needed, providing an additional 44 spaces, although two regular spaces would be unavailable while the overflow parking is in use.

## **1.7 Travel Plan Co-ordinator**

The current Travel Plan Co-ordinator responsible for monitoring and updating this travel plan is the head teacher Mrs Rosemary Joyce.

## 2.0 Travel Opportunities

### 2.1 Walking

A well maintained footpath provides access to the school from Taylor Close, this footway is lit and serves as the main pedestrian access to the site. Wooden guard rails are positioned where this footway joins Taylor Close. The junction of Taylor Close and Deakin Leas contains dropped kerbs, tactile paving and a 'raised table' highway as a traffic calming measure.

The junction of Deakin Leas and Pembury Road has dropped kerbs to assist pedestrians crossing the highway. A zebra crossing with dropped kerbs and tactile paving is located on Pembury Road 5 metres from the junction with Lavender Hill. The junction of Pembury Road with Priory Street provides a pedestrian refuge in addition to dropped kerbs and tactile paving to assist pedestrians when crossing the road.

A pedestrian crossing is also located at Pembury Road prior to the gyratory with Railway Approach (B2260) and Quarry Hill Road (A26). This crossing is a signalised pedestrian crossing with dropped kerbs, tactile paving and guard rails.

Table 3.2: Suggested Acceptable Walking Distance.

	Town centres (m)	Commuting/School Sight-seeing (m)	Elsewhere (m)
Desirable	200	500	400
Acceptable	400	1000	800
Preferred maximum	800	2000	1200

Figure 2.1 - The Institution of Highways and Transportation 'Providing for Journeys on Foot' – Table 3.2 Suggested Acceptable Walking Distances

### 2.2 Cycling

An off road cycle route is situated between Deakin Leas and Vauxhall Lane. This route provides a direct link between the school and Royal Tunbridge Wells without cyclists having to navigate the A26 or A21. Vauxhall Lane however is a narrow country lane with poor visibility.

Regional Route 12 the 'Tudor Trail' is a mainly off road route providing a cycle link between Tonbridge and Penshurst. The route runs from Tonbridge Castle approximately 1.6km from the school to Penshurst Place in Penshurst, approximately 10km from Tonbridge. This route is identified by Kent County Council on their website as 'excellent', however it does not serve significant population areas within easy cycling distance.



The school currently provides three covered bicycle parking areas. two of these are located in the main school car park. One of the bays has had some of its Sheffield Stands removed to provide covered parking for a motorbike, as such this bay currently has two stands at present. The other bicycle parking bay in the main school car park provides five Sheffield Stands.

An additional covered bicycle stand with eight Sheffield Stands is situated adjacent to the footway running from Taylor Close to the main school buildings. Lockers are available to both staff and students at the school with shower facilities available on site.

The total number of Sheffield stands available is therefore fifteen, with each stand providing parking for two cycles. The school therefore has parking capacity for thirty cycles.

### 2.3 Buses

There is a good level of bus provision in the vicinity of the site, with 2 bus stop located within 400m walking distance of the school. This distance is within 'desirable' walking distance as defined by the IHT guidelines. A summary of these stops are as follows:

Pembury Road (eastbound) bus facilities:

- The bus stop is 10 metres from the junction with Deakin Leas. The bus stop is covered with seating. A refuse bin is provided adjacent to it.

Pembury Road (Westbound) bus facilities:

- The bus stop is identified by a flag and pole arrangement. Timetable information is provided.

These stops are served by the following route numbers:

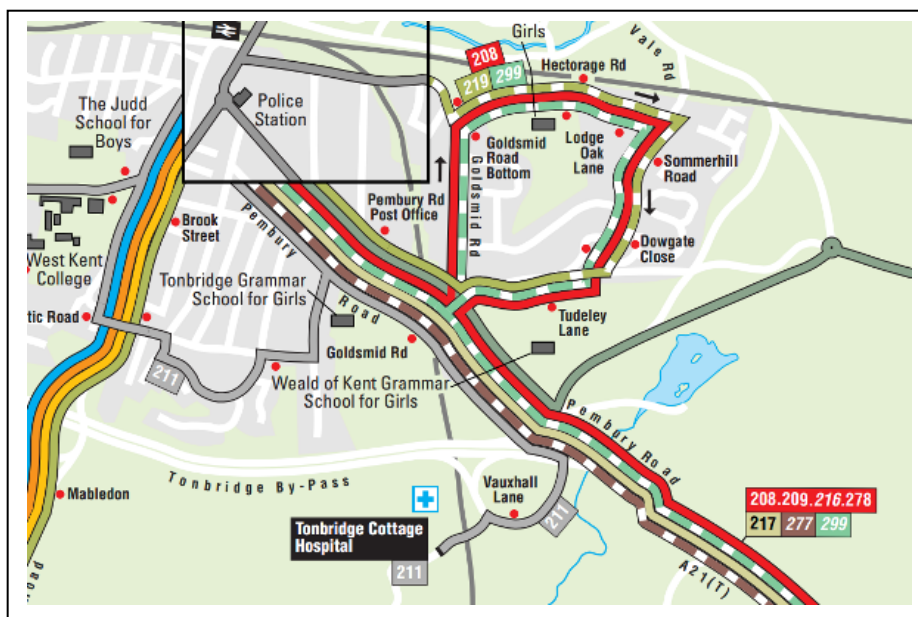


Figure 2.1 Bus routes in Pembury Road.

It should be noted that Route 211 does not run at school arrival and departure times. There are many more bus services available from the train station, indicated at the top of Figure 2.1

These stops are served by the following route numbers (SDO – School Days Only):

- 148 Tonbridge to Kings Hill 1 per day in each direction SDO
- 205 Tonbridge to Paddock Wood 1 per hour each direction
- 207 Horsmonden to Tonbridge 1 per day in each direction SDO
- 208 Henwood Green to Tonbridge 1 per hour in each direction
- 210 Brasted to Tonbridge 1 per day in each direction SDO
- 217 Tonbridge to Tunbridge Wells 1 per hour each direction
- 222 Wrotham to Tonbridge 1 per day in each direction SDO
- 223 Gravesend to Tonbridge 1 per day in each direction SDO
- 230 Tunbridge Wells to Tonbridge Via Penshurst 1 per day in each direction SDO
- 268 Hawkhurst to Tonbridge 1 per day in each direction SDO
- 288 Groombridge to Tonbridge 1 per day in each direction SDO
- 322 Badger's Mount to Tonbridge 1 per day in each direction SDO
- 400 Westerham to Tonbridge 1 per day in each direction SDO
- 402 Tunbridge Wells to Tonbridge 1 per day in each direction SDO
- 562 Dunton Green to Tonbridge 1 per day in each direction SDO
- 577 West Malling to Tonbridge 1 per day in each direction SDO
- 578 Kings Hill to Tonbridge 1 per day in each direction SDO
- 618 Cage Green to Tonbridge 1 per day in each direction SDO

## 2.4 National Rail

The school is 1km to the south east of Tonbridge Railway Station equating to 12.5 minutes walking time based on an average walking speed of 80 metres per minute. This distance is within 'acceptable' walking distance as defined by the IHT guidelines. The railway station is operated by Southeastern.

During the morning peak time (arriving between 7:55 and 8:30):

- 4 trains from the north on the Hastings Line
- 3 trains from the west via Redhill
- 2 trains from the south on the Hastings Line
- 4 train from the east via Ashford
- 1 train from Strood changing at Paddock Wood

During the evening peak time (departing between 15:40 and 16:20):

- 5 trains to the north on the Hastings Line
- 1 trains to the west via Redhill
- 3 trains to the south on the Hastings Line
- 2 train to the east via Ashford
- 1 train to Strood changing at Paddock Wood

## 2.5 Driving

A review of on street parking in the vicinity of the school has identified that the following restrictions apply:

Deakin Leas:

- Monday to Friday 09:30 to 10:30 and 13:00 to 14:00, permit holders (M) only.

Pembury Road:

- Approaching the gyratory with Quarry Hill Road and Railway Approach parking is permitted for permit holders (N) only Monday to Saturday 08:00 to 18:00. Additionally non permit holders are allowed to park for 2 hours with no return within 2 hours.
- After the junction of Pembury Road with Priory Street, when travelling away from the town centre, restrictions are Monday to Friday 09:30 to 10:30 and 13:00 to 14:00, permit holders (N) only.

Taylor Close:

- This is a private road, with parking for permit holders only.

The school is seeking to provide 138 car parking spaces, including five visitors bays and seven disabled bays, with 44 additional out of hours overflow spaces on the netball courts. Two permanent spaces would be out of use while the overflow parking is in operation.

### 3.0 School Traffic Surveys

Student and staff travel patterns were surveyed in February 2014 and these results are compared with a survey carried out in 2005, before the 2007 Travel Plan was implemented. Also included in the comparison are average figures for Kent taken from the Kent County Council publication “Kent’s Sustainable Travel to School Strategy, September 2010”. The results are shown in Figure 3.1

		Car	Car Share	Rail	Bus	School Bus	Cycle	Walk	Other
Students	2005 Baseline	19%		46%	12%	17%	0%	6%	0%
	Kent 2010	22%		5%	35%		2%	33%	1%
	Feb 2014	7%	1%	37%	33%	16%	0%	6%	0%
Staff	2005 Baseline	85%	3%	0%	0%	0%	0%	12%	0%
	Feb 2014	78%	5%	5%	1%	0%	3%	7%	1%

Figure 3.1 Student and Staff Travel Patterns

From the comparison, it is clear that the excellent public transport provision in Tonbridge has a significant effect on the modal choices for travel to school. Public Transport is chosen by 86% of students, compared to 40% average across Kent. However the wide catchment area is reflected in the much lower figure for walking to school, which is chosen by 6% of students compared to a Kent average of 33%.

Car use is much lower than the Kent average, at 8% (including car sharing) compared to a county average of 22%. Of particular note is the significant reduction in car use at the school since 2005, and this may be seen as a success of the existing Travel Plan.

It seems likely that a reduced standard of car parking provision has contributed towards the reduced use of cars which was the aim of the 2007 Travel Plan. The unintended consequence of under-providing car parking space, however, has been significant parking stress in the neighbouring streets during peak demand for parking, such as parents consultation evenings, and the use by staff of visitor and disabled parking bays. This means that visitors during the day are forced to park on neighbouring streets.

## 4.0 Targets and Objectives

### 4.1 School Travel Plan Objectives

The objectives of this school travel plan are as follows

1. **To promote greater safety for pedestrians and to encourage more students and staff to walk and cycle to school where feasible.**
2. **To reduce the conflict between vehicles, cyclists and pedestrians close to the school.**
3. **To promote good relationships with our neighbours and public transport companies.**
4. **To keep the number of car journeys to school well below the Kent average.**
5. **To integrate the aims of the school travel plan into the curriculum, where possible particularly through work related to health and citizenship.**
6. **To further improve students' awareness of travel options and improve their road safety education.**

### 4.2 School Travel Plan Targets

Targets are based on the results of the travel to school surveys.

1. To increase the percentage of students who walk to school from 6% in February 2014 to 8% in February 2016. *(2007 Travel Plan target 8%)*
2. To increase the percentage of students cycling to school from negligible in February 2014 to 1% by February 2016. *(2007 Travel Plan target 2% for students and 3% for staff)*
3. To restrict the percentage of cars making single passenger, sole purpose trips to the school to the February 2014 level of 7%. *(2007 Travel Plan target 15%)*
4. To maintain the percentage of students using public transport above 80%. *(2007 Travel Plan target 75%)*
5. To increase car sharing amongst staff from 5% in February 2014 to 7% by February 2016. *(2007 Travel Plan target 5%)*
6. To draw up a Traffic Management Plan for the management of traffic at school drop off and pick up times, and at out of hours events by September 2014.
7. To implement a new Sixth Form Parking Policy by September 2014.

These objectives and targets will be reviewed annually and updated as appropriate. The success of the travel plan will be determined by the results of the annual surveys each Spring term.

## 5.0 School Travel Plan Measures

The following should be considered as a menu of options, some more effective or more practical than others, from which measures can be drawn to achieve the travel plan objectives. Measures selected by the School Travel Plan Coordinator / Travel plan Action Team will be added to the STP Action Plan, together with responsibilities and target dates.

### 5.1 Promotion of Walking

The key factors that discourage those students who live within walking distance of the school from walking to school include:

- Road safety
- Personal security
- Weather
- Number and weight of books required for homework

#### 5.1.1 Walking Buddies

A walking buddy scheme operates in a similar way to car share scheme, by putting students living in the same locality in touch with one another. A buddy scheme is particularly effective when older students accompany younger ones. This gives reassurance to parents in particular who may be nervous of allowing younger students to walk on their own.

#### 5.1.2 Road Safety

There is a large amount of road safety advice available, not least from Kent County Council. As well as making literature available, and advertising links to online resources, the KCC Road Safety Officer should be invited to give an assembly or series of assemblies to different age groups to promote road safety awareness.

The Kent County Council Road Safety Officer is  
Sheila Spiers, Kent County Council  
sheila.spiers@kent.gov.uk.  
Tel: 07787 514326

Online resources include:

- <http://www.kentroadsafety.info/b-viz-2012/secondary/>
- <http://www.kentroadsafety.info/cyclesafe/>
- <http://www.livingstreets.org.uk/walk-with-us/walk-to-school/secondary-schools>
- <http://www.saferroads.org/>
- <http://www.safedrive.org.uk/> (good for sixth formers)

#### 5.1.3 Weather

It is said there is no such thing as bad weather, merely inadequate clothing. The school should make every effort to foster a culture where students feel able to dress appropriately for the weather to counteract the current trend (and hence peer pressure) not to wear coats, even when it is raining.

#### 5.1.4 Books and other materials

The school should look carefully at how the volume of printed matter which students carry, particularly to and from school, can be reduced. Although not advocating a radical change to digital media for text books and students work, there may be some scope for increased use of internet resources.

Students should be helped to plan which books are needed when and should be able to store books they do not currently need securely at school.

#### 5.1.5 External promotions

Many different organisations actively promote walking to school, some with annual competitions and prize draws. The school should, where practicable, engage with these promotions to raise the profile of walking to school.

One example is the “Free Your Feet” campaign run by livingstreets.org <http://www.livingstreets.org.uk/walk-with-us/walk-to-school/secondary-schools/secondary-walking-challenge>



Livingstreets provides a free kit to run the campaign including:

- Powerpoint slides for assemblies, tutor group time and foyer screens
- Postcards for students to record their walking
- Pack of 30 posters (assorted designs)
- £50 shopping voucher (prize for one student) – sent on completion of the challenge
- Vinyl railing banner

Livingstreets.org.uk also supports the national walk to school week (This year 19<sup>th</sup> to 23<sup>rd</sup> May). <http://www.livingstreets.org.uk/walk-with-us/walk-to-school/walk-to-school-week-2014>

## 5.2 Promotion of Cycling

The key factors that discourage those students who live within cycling distance of the school from cycling to school include:

- Cycling proficiency
- Security of bicycle against theft or vandalism
- Road safety
- Weather
- Number and weight of books required for homework

### 5.2.1 Cycle Training

Some students will have received some training in Year 5 or 6, through the Bikeability training programme or through other agencies, however many have received no formal training in riding safely on public roads. The school should consider providing a series of training activities which can be organised through Bikeability ([www.bikeability.org.uk](http://www.bikeability.org.uk)) or CTC (<http://www.ctc.org.uk/training>)

Training will give students the confidence that they can ride safely, and their parents the reassurance that they know how to negotiate traffic.

The school should also liaise with Kent County Council's Road Safety Officer to ensure that the training offered to students adequately covers road safety as well as the technical aspects of riding.

### 5.2.2 Safer Cycling Routes

The school should liaise with Kent County Council's Road Safety Officer (KCC RSO) to draw up a selection of routes which seek to avoid junctions that are particularly hazardous to cyclists and which use roads that are considered safer for cyclists.

A workshop could be held with all those who might consider cycling to school and the KCC RSO to draw up a personalised route for each student. Students can discuss with the RSO how best to negotiate difficult junctions in traffic. Students should be encouraged to discuss the route with their parents and to view the route using Google Streetview so that they can demonstrate that they understand how to negotiate the route safely.

### 5.2.3 Bike Doctor / MOT days

The school could liaise with the KCC RSO, local police and / or local cycle shops to arrange special days where students can have their bikes serviced and learn about basic bike maintenance.

### 5.2.4 Secure Cycle Parking

Cycle parking facilities should protect bicycles from the risk of theft or vandalism, and should be monitored to ensure that they remain secure.

### 5.2.5 Provide additional storage facilities for cyclists

Cyclists need somewhere secure to store cycle helmets and potentially wet waterproofs where they can dry without getting the cyclists belongings wet.



#### 5.2.6 Books and other materials

In some respects cyclists can be even more limited than students walking in their ability to carry books and other required items to and from school. Again the school should look carefully at measures that could reduce the volume and weight of teaching materials that students need to carry.

#### 5.2.7 School Uniform

The school should review the school uniform requirements to ensure that cyclists are able to wear clothing suitable for cycling. Concessions may make cycling more attractive to students.

### 5.3 Promotion of Public Transport

The exceptionally high uptake of public transport suggests that no further incentives are required. The school should be careful not to de-incentivise the choice of public transport when considering which travel plan measures should be implemented.

### 5.4 Car sharing for Students

Given the very low number of parents who drive to school, scope for car sharing amongst students is likely to be limited, and may prove unworkable.

The key factors that need to be addressed for successful promotion of a car share scheme are:

- Reliability of the car share
- Child security
- Extra-curricular activities

#### 5.4.1 Guarantees

One major concern of anyone using a car share scheme is whether their lift is sufficiently reliable. The risk of being stranded puts many people off joining a car share scheme. The school should consider whether students can be offered a guarantee that should their lift become unavailable the school will find or provide an alternative lift home. This requires an additional level of organisation identifying potential back up drivers.

#### 5.4.2 Child Safety and Security

This is a particularly sensitive issue and some guidance for parents would help. Advice to drivers and other parents alike should seek to lay the ground rules for the protection of all concerned. Such guidelines may include:

- All children must wear seat belts / appropriate restraint. The law says that drivers will need to ensure that every child travelling in a car or goods vehicle

uses the appropriate child car restraint until they are 135cms (4'5") or 12 years old, whichever they reach first.

- Wherever possible drivers should carry a mobile phone for contact in an emergency. However drivers must not use mobile phones unless they are stationary, ideally not even using a hands free kit.
- Drivers must not put themselves in a position when they are alone with someone else's child in the car

#### 5.4.3 Extra-curricular activities

The majority of clubs and activities take place during the lunch period, however there are a number that take place after school. There is a risk that a student taking part in the car share scheme might be prevented from engaging with after school activities if their lift is not also staying after school. The school must decide whether their administration of the scheme can be sufficiently flexible to arrange for alternative lifts home for those wishing to stay for after school clubs.

#### 5.4.4 Scheme Publicity

The school should re-engage with the whole school at the start of each autumn term, not just the parents of Year 7 students.

### 5.5 Car Sharing for Staff

Since 2005 there has been an increase in car sharing amongst staff, but there is still scope for improvement.

The key factors that need to be resolved are:

- Reliability
- Flexibility

#### 5.5.1 Reliability

To give staff confidence in a car sharing scheme the school could offer a guarantee that an alternative lift would be provided in the event that a member of staff's lift becomes unavailable or it becomes necessary for a member of staff to stay late unexpectedly.

#### 5.5.2 Flexibility

If enough staff sign up to car sharing it might be possible to link up more than two members of staff so that car sharing might be achieved with different lifts in the morning and evening to overcome different start and finish times.

The school should work with staff to reduce the need for irregular or changing work times, and should review timetables to see whether start and finish times could be matched for potential car sharers.

## 5.6 Management of Traffic at Out of School Hours Events

Although the school will be promoting sustainable transport, there will be occasions when events are held which draw in large numbers of visitors. These may be events where parents are invited to the school, such as concerts, open days and consultation evenings, and they may be events where external organisations book school facilities for sport, educational or recreational uses.

The school has the facility to manage the booking of events to ensure, as far as is reasonably practicable, that events do not coincide, where doing so is likely to create an unmanageable traffic flows or parking demand. The school can also take into account the nature of traffic generation when accepting bookings for the use of the school facilities. Preference can be given to uses which are low traffic demand, or which do not create a high turnover of vehicles.

The school will seek to encourage users from the immediate neighbourhood. This not only provides a benefit to the community, but reduces the need for cars to be used for transport. Whilst this is only ever likely to be small scale use, it stresses that the school is a part of the community and is a resource for the community to use.

## 5.7 Minimising Traffic Impact in Deakin Leas

The school has already made a significant improvement in the impact traffic makes on Deakin Leas by reducing the number of car journeys to the school by 240 journeys per day between 2005 and 2014. However the school recognises that there are other periods of peak traffic generation outside normal school hours and proposes the following measures:

### 5.7.1 Turn Left out of School

One of the key causes of congestion in Deakin Leas is the fact that two cars cannot pass with vehicles parked on both sides. Unused spaces and drive clearways (with white bar markings) therefore need to be used as passing bays. During the evening there are higher levels of parking in Deakin Leas than during the day and therefore less spaces to be used for passing bays. This can also cause a nuisance to householders with drives. It is important therefore that staff and visitors to the school do not attempt to drive northwards in Deakin Leas. A prominent white thermoplastic screed left turn arrow is therefore proposed at the school exit.

The left turn would not be legally enforceable, however school traffic marshals would direct visitors to turn left during events with higher traffic demands. This would be supported by a publicity campaign to educate parents and staff in the importance of keeping traffic in Deakin Leas flowing.

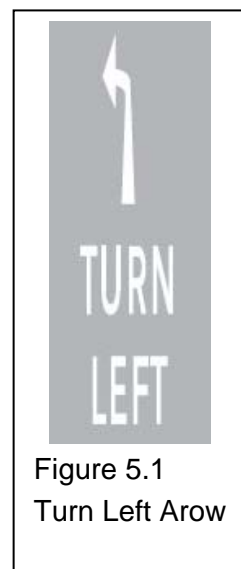


Figure 5.1  
Turn Left Arrow

#### 5.7.2 No Turning in Deakin Leas

The publicity would also stress the importance of not turning round in Deakin Leas. Whilst it is understandable that parents dropping students near the junction of Taylor Close and Deakin Leas would want to leave Deakin Leas by the shortest route, turning round in an area where there are likely to be students trying to cross the road, at a time of peak traffic demand, puts the safety of students and others at risk. The school will campaign through publicity and the use of traffic marshals to stop this happening.

#### 5.7.3 Sixth Form Parking

Some Sixth Formers drive to school and park in the local neighbourhood. The school recognises that this adds to the parking stress in local roads. From September 2014 and subject to planning permission for additional spaces, the school will allow some Sixth Form drivers to park on the school site.

#### 5.7.4 Out of Hours Parking

In the past considerable parking stress has been caused where visitors to out of hours events have not been allowed to park on site and have therefore tried to find somewhere to park in Deakin Leas and the surrounding roads. Subject to planning permission for the additional spaces, the school intends to create temporary out of hours parking within the netball courts and additional environmentally friendly grass reinforced parking areas to provide a total of 172 spaces for events. Part of the strategy is for staff to park by arrangement at the Vauxhall Inn (or other town centre car park if necessary) and to be brought back to the school by minibus, thus making available spaces used for staff parking. With the booking management mentioned in Section 5.6 the school will seek to accommodate all visitors as far as possible.

## 6.0 School Travel Action Plan

The School Travel Plan Coordinator and Travel Plan Action Team will consider which Travel Plan measures listed in Section 5 or other measures will best contribute to achieving the Travel Plan Objectives set out in Section 4. These measures will be entered into the Action Plan below. (An example has been entered as a start)

<b><i>Proposed Measure</i></b>	<b><i>Actions</i></b>	<b><i>Lead Person</i></b>	<b><i>Start date</i></b>	<b><i>Progress Noted</i></b>
<i>Promote the travel plan to staff, Governors, pupils and parents</i>	<ul style="list-style-type: none"> <li>• <i>Ensure information is in induction pack for parents of new pupils</i></li> <li>• <i>Resume of travel plan to be put on school's website</i></li> <li>• <i>Travel plan notice board to be established</i></li> <li>• <i>Updates and reminders to be given in assemblies at the start of each term</i></li> </ul>	<i>Mrs Joyce Principal</i>	<i>Immediately Starting May 2014</i>	
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## 7.0 Consultation, Evidence and the Travel Plan Action Team

### 7.1 The Travel Plan Action Team

The school will appoint an action team to oversee the implementation and monitoring of the School Travel Plan which may be drawn from Governors, staff, and / or outside representatives such as the Kent County Council Travel Plan Officer, community warden, community police officer and other interested parties.

The Action Team comprises:

Name	Position	Representing
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Names to be added

### 7.2 Consultation

Initial consultation is to be carried out with Governors, the School Council, the KCC Travel Plan Officer and parents. Such consultation will be recorded in this section.

### 7.3 Evidence

Evidence of consultation, publicity and actions will be kept. This may include minutes of meetings where the Travel Plan is discussed, letters, newsletters and posters.

## 8.0 Monitoring and Review

### 8.1 Surveys

The school will undertake an annual “hands up” survey during the Spring Term, and the results recorded in Section 3.

### 8.2 Review

The Action Team will use the Spring Term travel data and the results of consultation with parents about car sharing to carry out an annual review of the School Travel Plan in March. The review will take into account all students’ needs arising from new developments in education and transport provision.

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### Approval Signatures

This School Travel Plan has been agreed and signed up to by the following people, who agree to the plan being viewed publicly.

Title	Signature	Date
<b>Head Teacher (Travel Plan Coordinator)</b>		
<b>Chair of Governors</b>		
<b>Director of Highways</b>		
<b>Director of Education</b>		