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1. Introduction & Background

1.1. Introduction

The Quest Academy is a secondary school located in the London Borough of Croydon. There are currently 791 students enrolled at the Academy but there is capacity within the current planning consent to accommodate 1100 students on the site. The Academy is located in a predominantly residential area with good provision for sustainable transport modes as there are a number of bus routes and a TfL Tramlink stop located in proximity of the site. The site also contains parking spaces for up to 93 cars.

1.2. What is a Academy Travel Plan

An Academy Travel Plan is a strategy with an agreed action plan, targets and measures, designed to reduce the amount and impact of traffic and travel generated by an Academy. They are an important element of the Government's Transport White Paper, "The Future of Transport", published in July 2004, which aims to increase personal travel choice by improving infrastructure and services that enable more people to use sustainable modes of transport, such as walking, cycling and public transport.

A Travel Plan will normally include measures and initiatives that should improve travel choice, reduce reliance on the car and reduce the environmental impact of travel. They should incorporate information about the travel options available and aim to make public transport, car sharing, walking and cycling more attractive. Where possible, Travel Plans should also aim to discourage private car journeys, particularly sole occupancy car journeys, through the implementation of demand management measures, such as parking controls or parking charges.

In addition to identifying measures and initiatives that can be used to encourage staff and students to make smarter travel choices, a Travel Plan should also set out achievable targets against which its success can be measured and define the process by which it will be implemented, managed, monitored and reviewed.

A successfully implemented Travel Plan can have a range of significant benefits to a wide variety of groups, not necessarily just those directly using the site the Travel Plan has been produced for. These benefits include:

- Improve the number and quality of the transport options available to students, staff and visitors whilst also increasing the accessibility to the Campus and subsequently its attractiveness;
- A healthier and more active community;
- Cost benefits to the Academy in the form of more motivated, healthier staff and students and a reduction in vehicle fleet requirements;
- Cost savings to individuals with reduced dependency on car ownership;
- Minimising unnecessary journeys and the costs associated with them;
- The lower car use results in a reduction in the likelihood of congestion around the site and the associated noise and air pollution. This is a benefit to not only the site's users but also local residents, retailers, service providers etc;
- A positive, environmentally friendly image of the Campus;
- A reduction in the need to provide developable land for car parking; and
- Compliance with National and Local Policy.

1.3. Existing Travel Plan

The Quest Academy is located on the former site of Selsdon High School and has a history of promoting sustainable travel to and from the school through. The Travel Plan focuses on initiatives to increase the number of staff and students cycling to the school, promoting car sharing, and improving conditions for pedestrians and cyclists in the immediate vicinity of the school.

1.4. Document Structure

Following this introduction, the Travel Plan is structured as follows:

- Section 2 sets out the policy context of the Travel Plan;
- Section 3 reviews the existing transport facilities at the school and the transport networks serving the site;
- Section 4 summarises the existing staff and student travel patterns and the existing travel initiatives;
- Section 5 identifies the aims and objectives of the Travel Plan and how it will be implemented;
- Section 6 identifies a range of measures and initiatives that could be implemented to support the aims and objectives of the Travel Plan;
- Section 7 sets out the Travel Plan targets and discusses the process for monitoring and reviewing the Travel Plan; and provides a potential action plan which could be implemented by the Academy.

2. Policy Context

2.1. Overview

The Government and other organisations produce a range of documents which set out planning and transport policy. This section reviews the policy and guidance regarding Travel Plans in the context of The Quest Academy in LB Croydon.

2.2. National Policy and Guidance

1.1.1 The White Paper ‘Creating Growth, Cutting Carbon’

In 2011 the Government produced a new White Paper entitled ‘Creating Growth, Cutting Carbon – Making Sustainable Local Transport Happen’. This maintains the focus on enabling sustainable mode choices and active travel to reduce dependency on car journeys through greater integration with local land use planning. The 2011 White Paper also looks to decentralise planning and economic power through the Localism Bill and Regional Growth Funds/ Local Enterprise partnerships.

1.1.2 The National Planning Policy Framework

Published in 2012, the National Planning Policy Framework (NPPF) sets out the Government’s planning policies for England which must be taken into account in the preparation of local and neighbourhood plans. This replaces a series of Planning Policy Guidance (PPG) documents and Planning Policy Statements (PPS), specifically PPG13 in relation to Transport.

The NPPF emphasises the presumption in favour of sustainable development, stating that:

“This National Planning Policy Framework does not change the statutory status of the development plan as the starting point for decision making. Proposed development that accords with an up-to-date Local Plan should be approved, and proposed development that conflicts should be refused unless other material considerations indicate otherwise. It is highly desirable that local planning authorities should have an up-to-date plan in place.”

“The National Planning Policy Framework constitutes guidance for local planning authorities and decision-takers both in drawing up plans and as a material consideration in determining applications.”

Sections 4 and 8 of the NPPF are of particular relevance to the production of this Outline School Travel Plan as detailed below.

Section 4 – Promoting Sustainable Transport

Transport policies play an important role in facilitating sustainable development. As such, plans and decisions should take account of whether:

- *The opportunities for sustainable transport modes have been taken up depending on the nature and location of the site, to reduce the need for major transport infrastructure;*
- *Safe and suitable access to the site can be achieved for all people; and*
- *Improvements can be undertaken within the transport network that cost effectively limits the significant impacts of the development. Development should only be prevented or refused on transport grounds where the residual cumulative impacts of development are severe.*

Developments should be located and designed where practical to:

- *Give priority to pedestrian and cycle movements, and have access to high quality public transport facilities;*
- *Create safe and secure layouts which minimise conflicts between traffic and cyclists or pedestrians, avoiding street clutter;*
- *Consider the needs of people with disabilities by all modes of transport*

“A key tool to facilitate this will be a Travel Plan.”

Section 8 – Promoting Healthy Communities

Section 8 highlights the important role the planning system has in creating healthy, inclusive communities and encourages local planning authorities to create a shared vision with communities

in the development of a local plan, and makes specific reference to the importance of school places as part of this.

“The Government attaches great importance to ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:

- *Give great weight to the need to create, expand or alter schools; and*
- *Work with schools promoters to identify and resolve key planning issues before applications are submitted.*

2.3. London Plan Policy

The London Plan provides the overall strategic plan for London, setting out an integrated economic, environmental, transport and social framework for the development of London over the next 20-25 years. In terms of transport, the Mayor proposes to substantially strengthen policy on walking and cycling in London.

Objectives relating to transportation and the improvement of London’s accessibility are contained within section 6. The following policies are of particular relevance to the proposed development:

- Policy 6.1 seeks to integrate transport and development by improving public transport, walking and cycling;
- Policy 6.2 aims to match development to transport capacity in that boroughs should consider proposals for development in terms of existing transport capacity;
- Policy 6.4 seeks to improve the public transport system by implementing a number of upgrades, which will increase capacity and improve the reliability and quality of services;
- Policy 6.7 seeks to implement London wide improvements to the quality of bus, bus transit and tram services;
- Policy 6.9 seeks to bring about a significant increase in cycling to account for 5 per cent of modal share by 2026. The policy also seeks to ensure that development proposals include appropriate levels of cycle parking;
- Policy 6.10 seeks to improve conditions for walking by introducing policies that ensure that safe, convenient, accessible and direct pedestrian access is provided from new developments to public transport nodes and key land uses.
- Policy 6.13 seeks to ensure that development proposals include appropriate levels of car parking and that there is no over-provision that could undermine the use of more sustainable non-car modes.

Section 3 of the Plan examines housing and key public services that are critical to quality of life. Policy 3.18 relates specifically to education facilities, stating:

“The Mayor will support provision of early years, primary and secondary school and further and higher education facilities adequate to meet the demands of a growing and changing population and to enable greater educational choice, particularly in parts of London with poor educational performance.”

“Development proposals which enhance education and skills provision will be supported, including new build, expansion of existing or change of use to educational purposes”.

“Development proposals that encourage co-location of services between schools and colleges and other provision should be encouraged in order to maximise land use, reduce costs and develop the extended school or college’s offer. On-site or off-site sharing of services between schools and colleges should be supported.”

1.1.3 The Mayor’s Transport Strategy (May 2010)

The Mayor’s Transport Strategy (MTS) was published in May 2010 following a period of public and stakeholder consultation. The strategy provides strategic direction for transport in London from 2010 to 2031 and is intended to address the following goals:

- Support economic development and population growth;
- Enhance the quality of life for all Londoners;
- Improve the safety and security of Londoners;

- Improve transport opportunities for all Londoners;
- Reduce transport's contribution to climate change and improve its resilience; and
- Supported the delivery of the London 2012 Olympic and Paralympic Games and its legacy.

The MTS sets out the integrated package of measures to improve transport within London, enhance the environment and foster London's economic development. The strategy deals with improving the reliability, quality and capacity of public transport, as well as examining how to improve conditions for pedestrians, cyclists, buses and car users.

The MTS outlines a number of planned improvements which are summarised below:

Cycling

- Improving infrastructure such as more secure cycle parking and special cycle routes;
- Providing better information and training to cyclists of all ages;

Walking

- Development of key walking routes;
- Providing direct and convenient pedestrian access where appropriate;
- Manage car access to residential areas;
- Promotion of walking and its benefits through information campaigns at schools and workplaces;
- Create an online one-stop walking resource linked to an enhanced Journey Planner with advanced walking options;
- Increasing the provision of high quality information and resources to aid walking journeys; and
- Improving the urban realm to create safer, more comfortable and attractive conditions.

Buses

- Providing passengers with better information about when their next bus is going to arrive;
- Making it easier to change between buses and other forms of transport;
- Introducing a 'New Bus for London'; and
- Ensuring all buses entering service since 2012 have environmentally friendly engines.

Rail

- Introducing Oyster on suburban rail;
- Significantly upgrading the Thameslink line running north-south through central London;

Travel Information

The MTS also seeks to provide better information to people in order to allow them to choose the most appropriate mode of transport. It also aims to keep people updated through real time travel information through mobile phones and the internet.

The MTS will be supported by a series of statutory targets which relate to the delivery of local transport improvements by Transport for London (TfL) and the London boroughs.

2.4. Local Policy

The Croydon Local Plan - Strategic Policies, (formerly Croydon's Core Strategy), was submitted to the Secretary of State in 2012 and was recommended for adoption. Formal adoption took place in April 2013. It is therefore important that any development proposals are in line with the Croydon Local Plan.

The key elements of the Croydon Local Plan and Saved UDP policies are detailed below.

1.1.4 Emerging Croydon Local Plan (formerly Croydon's Core Strategy)

The Borough of Croydon's emerging Local Plan/ Core Strategy provides a vision for Croydon from 2011 to 2031, will act as a framework for the planning and management of developments in the borough.

This document highlights that the borough needs to encourage more sustainable transport, with less people regularly cycling in Croydon than in the rest of London, in order to reduce road congestion, and meet the needs of a growing population.

Strategic Objective 8 states that the borough wishes to: *"Improve accessibility, connectivity, sustainability and ease of movement to, from and within the borough."*

Policy CS8: 'Transport and Communication' sets out how the borough plans to achieve this objective, with key elements highlighted below:

Policy CS8.6 - Walking

- *Ensuring "access for all" principles are adhered to;*
- *Increasing permeability, connectivity and legibility of redeveloped sites;*
- *Improving crossings, in particular around schools;*
- *Enhancing footpaths, strategic walking routes and links through green spaces to ensure a coherent pedestrian network;*
- *Creating pedestrian streets from underused side streets and delivery lanes off main streets in Croydon Opportunity Area and the District Centres;*
- *Improving way finding on cycle routes;*
- *De-cluttering the streetscape and avoiding unnecessary footway interruptions;*
- *Enabling the widening of footways where feasible on overcrowded routes; and*
- *Promoting the identification and implementation of accessible, safe, visible and convenient direct cycle and walking routes to schools.*

Policy CS8.7 - Cycling

- *Enhancing and expanding the cycle network to deliver a more coherent network;*
- *Creation of new cycle routes through development sites improving permeability and connectivity;*
- *Promoting the creation of segregated and priority cycle lanes;*
- *Providing clear cycle advance stop lines and other markings at junctions; and*
- *Ensuring new development and improvements to public transport interchanges include adequate provision for cyclists that meet, or exceed, minimum security/design standards.*
- *Improving cycle facilities at the borough's schools.*

Policy CS8.17 – Parking

"Outside high PTAL areas the Council will apply the standards as set out in the London Plan."

1.1.5 UDP Saved Policies

The saved UDP policies were superseded by The Croydon Local Plan in April 2013; however, some key saved policies are highlighted below.

Policy T2 - Traffic Generation

"Planning permission will only be granted where the traffic generated by a development can be satisfactorily accommodated on nearby roads including allowing for the impact of ameliorating measures such as for the increased use of public transport, cycling and walking."

"For major developments and other developments likely to generate a significant number of vehicular trips, a Transport Assessment and Travel Plan will be required."

"Where smaller developments could have significant transport and/or environmental implications, the developer should submit a Transport Assessment and Travel Plan alongside the relevant planning application. The coverage and detail of these documents should reflect the scale of the development and the extent of the transport implications of the proposal"

“The Government wants to help raise awareness of the impacts of travel decisions and promote the widespread use of Travel Plans. The Council will therefore seek to work with and encourage local businesses, schools, hospitals and other organisations to adopt Travel Plans, and will continue to set an example by developing its own Travel Plan.”

Policy T4 – Cycling

Developments should provide sufficient, safe and secure cycle parking facilities and connections to the surrounding cycle network as part of developments. Suitable facilities for cyclists, including lockers, changing and showering facilities, should be provided within larger developments, where their exposure to vehicle emissions should also be minimised.

Policy T8 – Parking

Parking standards for developments that are not listed in Appendix 2 of the UDP, such as schools, will be assessed on the merits of each case although due consideration will be given to the maximum standards contained primarily in the London Plan.

2.5. Other Policy and Guidance

1.1.6 Travelling to School: A Good Practice Guide (2003)

This joint DfT/DfES guide was produced to address the issues associated with localised congestion on the highway network at the start and end of the school day. The aim of the guidance is to encourage pupils to walk, cycle or take the bus to school.

The guidance encourages local education and transport authorities to develop a joint strategic approach to school travel issues in order to reduce car dependency for journeys to school. Travel plans will be the key strategy for achieving this.

1.1.7 What works? - STAR Accreditation guidance and campaign toolkits

This guidance is produced by Transport for London. STAR is a strategic framework that encourages and rewards schools to adopt safer and active travel behaviour. The STAR Accreditation Scheme recognises and rewards schools at one of three levels with travel plans that not only promote safe and active travel but achieve it as well.

1.1.8 What a School Travel Plan Should Contain: A step by step guide to writing your School Travel Plan Document

This guidance, produced by Transport for London, introduces the concept of School Travel Plans (STPs) and describes the benefits of developing and implementing a travel plan.

1.1.9 A Safer Journey to School: A Guide to School Travel Plans

This guide, published by Transport 2000, indicates that approximately 20% of peak hour traffic can be attributed to cars used on the 'school run'.

Travel Plans seek to reduce car dependency, cut congestion on roads, reduce accidents, improve health and fitness and increase the levels of walking, cycling and public transport use. The use of school travel plans also fits into the wider Safer Routes to School project, which is the centrepiece of the Government's transport proposals for schools, and is the key to enabling action at a local level.

2.6. Policy Response

The proposed development of The Quest Academy at the former Selsdon High School site accords with the above policy guidance by providing enhanced facilities for pedestrians and cyclists which integrate fully with the wider area. The Academy would further encourage the use of sustainable modes of travel through the Travel Plan.

3. Academy Site and Local Area

3.1. Site Location

The Quest Academy is a secondary school located in the London Borough of Croydon. There are currently 791 students on the role between the ages of 11 and 18 years of age and there are 88 full time equivalent (FTE) staff. Although there are only 791 students enrolled at the Academy, there is capacity within the current planning consent to accommodate 1100 students on the site.

The Academy opens for pupils at 0745 in the morning, with classes commencing at 0820 and closes approximately 1800, with classes ceasing at 1530 in the afternoon Tuesday and Thursday and at 1440 on Monday, Wednesday and Fridays. Class times are scheduled so as not to coincide with those of the Gilbert Scott Primary School and Red Gates School, located adjacent to The Quest Academy, where classes commence at 0855 and finish at 1455. The staggering of start and end times has the effect of spreading peak hour arrivals and departures to minimise the impact on the surrounding transport network.

3.2. Site Accessibility

3.2.1. Walking & Cycling

The Academy is situated in a predominantly residential area with large numbers of dwellings plus John Ruskin, Red Gates and Gilbert Scott schools within walking and cycling distance. There is a good provision of facilities for walking and cycling in the vicinity of the site. Pedestrian access to the school is provided to the rear of the school onto a path known as Conker Alley, which is a traffic free route to the rear of the school and Monk Hill Sports centre. This is a paved route between Broadcoombe in the north and emerges onto Farnborough Avenue in the south at the access to the Scott Gilbert Primary School and the Red Gates School. Pedestrian and Cycle Routes in the vicinity of the site are illustrated in Figure 3.2.

All of the residential streets in the vicinity of the site have footways along both sides of the carriageway serving the local residential areas. Traffic Calming measures are also in situ along many of the routes in the vicinity of the site that serve to reduce vehicular traffic speeds, contributing to a more pedestrian friendly environment. There are no delineated cycle facilities along the routes but low vehicle speeds and the residential nature of the streets contribute towards a cycle friendly environment. There are also a number of traffic free pedestrian/cycle routes that serve desire lines throughout the residential estate.

Further to the northwest, the walking and cycling catchment of the school is extended to Croham Valley, Chapel View and the neighbouring residential areas via a pedestrian path from Broadcoombe.

To the east of the site, a pedestrian/cycle route extends from the access to Conker Alley residential development to the east of the site and to the Tramlink stop. This is a traffic free paved route and the school is actively involved in the maintenance of this route.

To the south of the site, the A2022 Selsdon Park Road runs in an east-west direction and forms a barrier to pedestrian movement to areas further to the south. There are three pedestrian crossing points along this route within walking distance of the site. There are two signal controlled crossing points, one to the east of the junction of Selsdon Park Road and Farnborough Avenue, which serves the westbound bus stops to the south of Selsdon Park Road and the second signal controlled crossing point to the southwest of the site at the point where the westbound carriageway of Selsdon Park Road diverges to serve the housing estate and the school. This crossing point serves the desireline to the south of the site serving residential developments accessed of AshenVale.

In addition the two signal controlled pedestrian crossing points discussed above, there is an uncontrolled pedestrian crossing located to the west of the Selsdon Park Road/Heathfield Vale junction. This crossing point serves the desire line to Pixton Way and the residential areas to the south of Selsdon Park Road. There is a 2.5m wide pedestrian refuge located at this point to assist pedestrians crossing Selsdon Park Road at this location.

Selsdon Park Road forms part of the London Cycle Network Route 78. The extent of the route in the vicinity of the site consists of on-carriageway advisory cycle routes in both the eastbound and westbound directions.

3.2.2. Public Transport

The Transport for London (TfL) Public transport Accessibility Level (PTAL) database has been interrogated to ascertain the PTAL level of the site. This check has indicated that the site has a PTAL rating of 1b; however, this does not take into account the pedestrian connection from the site to the Gravel Hill Tramlink stop and the bus stops at this location which are just outside the cut-off for the prescribed assessment distances. The PTAL calculation has thus excluded these public transport services from the PTAL rating and therefore does not accurately reflect the true public transport accessibility of the site.

The Gravel Hill Tramlink stop is considered to be within easy walking distance of the site and was observed to be a very popular mode choice for staff and students alike. The Tramlink service provision is summarised in **Table 3.1** below.

Table 3.1 – Tramlink Services

Station	Route	Weekday (per hour)		
		AM Peak	School Afternoon Peak	PM Peak
Gravel Hill	Towards Croydon	8	8	8
	Towards New Addington	8	8	8

In addition, to the Tramlink there are a number of bus services within an easy walking distance of the school. Service Number 359 serves a route between Selsdon Library and Addington Village, completing a loop of the residential area in the vicinity of the site on the out and return journey. Service Number 64 serves a route from Thornton Heath to New Addington serving a number of stops along Selsdon Park Road in both the eastbound and westbound directions.

The nearest bus stop to the site is at the junction of Heathfield Vale and Farnborough Avenue and is served by bus route 359 serving both Selsdon Library and Addington Village. This stop features a flag and passenger information.

There are two bus stops located at the foot of Farnborough Avenue served by bus route numbers 359 and 64. Both bus stops feature a flag and passenger information and the westbound stop also includes shelter and seating. The bus services serving these bus stops in the weekday peak hours are summarised in **Table 3.2** below.

Table 3.2 – Local Bus Services from the foot of Farnborough Avenue

Stop	Route	Weekday (per hour)		
		AM Peak	School Afternoon Peak	PM Peak
Selsdon Park Rd. j/w Farnborough Av.	64 Towards Croydon & Thornton Heath	6	6	6
	64 Towards New Addington	6	6	6

3.2.3. Highway Network

The Quest Academy is located on a local authority housing estate, although many of the properties are now privately owner occupied. Farnborough Avenue provides access and egress to the site and

it is a residential route that bounds the site to the south. Vehicular movement within the site is restricted to a clockwise direction.

In addition to the development site, Farnborough Avenue also provides vehicular access to the Monks Hill Sport Centre car park and the Gilbert Scott Primary School and Red Gates School are also accessed off Farnborough Avenue. Farnborough Avenue is a two-way route and there was congestion observed prior to the primary school opening times as a result of primary school drop-off activity.

There are zig-zag lines outside of the primary school access route, which are disregarded by road users. During primary school drop-off times, a number of vehicles were observed to arrive at the primary school access, continue to the Monks Hill Sports centre access and complete a turning manoeuvre in Monks Hill Sports Centre car park, or access one of the nearby driveways.

Given the sites residential setting, there is a network of residential streets in the vicinity of the site that feature traffic calming measures and on-street parking.

There are currently 93 parking spaces provided on the site, of which 4 are designated for people with disabilities, 2 spaces are permanently occupied by school minibuses, leaving 87 standard parking spaces. The provision of parking on the school site is considered sufficient to accommodate the needs of the school and the current arrangement puts little parking stress on the vicinity of the school.

Further information on the surrounding Highway Network is provided in the accompanying Transport Assessment.

4. Existing Travel Patterns and Initiatives

4.1. Overview

The Quest Academy is located on the former site of Selsdon High School and has a history of promoting sustainable travel to and from the school.

The Travel Plan identifies the following objectives and initiatives, which focus on physical infrastructure improvements and training to encourage walking and cycling as detailed below:

Objectives

- To enable students to use the pathway leading to the main driveway;
- To reduce the risk of road traffic accidents
- To reduce the number of parked cars outside the school gates and allow a clearer view of the road for pedestrians;
- Improve safety on routes to the school for pedestrians and cyclists;
- Encourage the use of sustainable modes and improve health fitness through active travel.

Initiatives

- To provide cycle training for staff and students;
- To provide road safety training for all Year 7, 12 & 13 students;
- To promote Car Sharing.

In order to set appropriate targets and monitor the success of the Travel Plan following the school's redevelopment, it is necessary to carry out a regular programme of travel surveys to determine the travel patterns of staff and pupils. The current travel patterns, surveyed in 2017 as part of the STARS application, are provided below.

This provides a useful benchmark of school travel patterns for students to aid the formation of objectives, targets and initiatives as part of this Travel Plan for the redeveloped Quest Academy.

4.1.1. Students

The 2017 Hand Up Survey shows that the majority of students travel to the site by bus or tram, with a relatively small proportion travelling by car, walking or cycling. The survey found that there was a desire for more students to travel by cycle and by car as shown in **Table 4.1**.

Table 4.1 – Typical and Desired Mode of Travel for Students

Mode of Transport	Typical Mode of Travel (approximate)	Desired Mode of Travel (approximate)
Walk	12%	11%
Cycle	1%	19%
Car	8%	26%
Bus	41%	22%
Train/ Tram	38%	22%

The survey identified that the main reason students didn't walk or cycle to the school was the distance travelled, which is reflected by approximately 72% of students living over 2 miles from the school and approximately 44% living over 5 miles away.

5. Aims, Objectives and Management

5.1. Overview

For a Travel Plan to be successful it is important that it focuses on key aims and objectives and that it is implemented and managed correctly. This section of the Plan sets out the processes by which The Quest Academy will seek to implement and manage the Travel Plan to ensure that it is successful in its aims and objectives.

5.2. Travel Plan Overarching Aims and Objectives

The Academy's aim for this Travel Plan is to build on the academy's ethos of healthy living and promote active and sustainable travel options where possible. In particular the academy will promote greater use of cycle travel and encourage a reduction in staff car travel by promoting car sharing.

This document provides a strategy to effectively manage the way staff, students and visitors travel to and from the academy, promoting and encouraging sustainable modes of transport and discouraging private car journeys wherever possible. It outlines an approach that can help to manage effectively the way in which pupils and staff travel to the site, generating fewer trips on the local road network and therefore reducing congestion and parking demand. It also considers that the academy's objective is to attract more students from the local community in the longer term.

The principal objectives are to:

- Ensure all users of the site are aware of their transport options
- Improve the transport options available to staff, students and visitors;
- Ensure the accessibility and permeability of the site for pedestrians, cyclists and users of public transport;
- Minimise congestion around the site and the associated noise and air pollution;
- Reduce the interaction between vehicles and students around the site;
- Improve the health of the students, staff and the local community;
- Encourage walking, cycling and the use of public transport;
- Improve safety on the Academy journey;
- Create and promote a positive, environmentally friendly ethos for the new Academy;
- Increase awareness of sustainable travel issues amongst the Academy community;
- Highlight Health and Safety issues through the curriculum; and
- Minimise unnecessary journeys;

Based on the above principal objectives six overarching key objectives have been identified in this Travel Plan which can be specifically targeted through the implementation of various initiatives as detailed below

The key objectives are as follows:

- To increase the awareness of students, staff, parents and visitors about the need to travel to and from the Academy campus (the Sports Hall and community centre) in a more sustainable way and the health benefits it will bring;
- To minimise congestion around the school and enhance pedestrian and cycle accessibility and safety;
- To increase the number of pupils and staff cycling to the Academy;
- To reduce the number of staff car journeys to and from the Academy;
- To increase the number of staff who participate in car sharing for some of their journeys to work; and
- To increase the use of sustainable modes of transport including public transport.

Based on these six key objectives, Quest has initially identified five Travel Plan targets which will need to be reviewed once a new baseline has been established. These are also discussed below

5.3. Implementation and Management of the Travel Plan

In order to successfully implement and manage the Travel Plan, The Academy will undertake the following steps:

1. Identify and appoint a Travel Plan Co-ordinator.

2. Establish a Working Group as early as possible (including parent reps and the student council).
3. Conduct a travel survey following completion of the redevelopment and establish a new baseline to produce a full Travel Plan and revise and set targets. This is discussed further in Section 7.
4. Review the Travel Plan following an annual hands up travel survey. This will allow targets for the school year to be set and for the pupils, staff and parents to have an appreciation of what The Academy is trying to achieve.

5.3.1. Travel Plan Coordination

The Travel Plan Coordinator will oversee the day-to-day operation of the Plan, as well as implementing and promoting measures and monitoring progress.

The Co-ordinator's roles and responsibilities will include:

- Responsibility for the delivery of the Travel Plan;
- Acting as the key point of contact for pupils and staff in order to provide information, advice and guidance;
- To establish and ensure the operation of the individual initiatives and schemes;
- Confirming the information provided is relevant and current;
- Investigating the potential for additional schemes and incentives;
- Providing information and advice relating to the transport benefits of the site to staff;
- Liaising with the relevant service operators and providers as well as the local authority for local events and initiatives and
- Overseeing the monitoring and reporting of the Travel Plan.

The Academy will appoint a Travel Plan Coordinator who will oversee the day-to-day operation of the Plan, as well as implementing and promoting measures and monitoring progress.

5.3.2. Working Group

The Travel Plan Working Group will be responsible for monitoring and reviewing the Travel Plan and should regularly meet and include staff, pupils and other stakeholders as necessary. Other potentially useful members of a working group could include the local travel plan advisor, police officers and local residents. The remit and programme of the working group should be set out in the Travel Plan.

5.4. Maximisation of the Travel Plan

This Travel Plan has been developed in co-ordination with a Transport Assessment. The site has therefore been designed with sustainable modes of transport in mind. The design of the Academy campus has therefore encompassed the provision of safe walking and cycling links on site and improved cycle facilities within the Academy buildings.

It is important that there is active participation and representation by staff members, students, parents, visitors and the local authorities to maximise the benefits of the new site layout. This will ensure that the initiatives are targeted correctly and that everyone within the academy community understands their travel options and are encouraged to reduce personal car journeys. Previous evidence has shown that if people are actively engaged with the Travel Plan and encouraging sustainable travel then they take it more seriously

6. Proposed Initiatives.

6.1. Overview

Travel Plans are becoming commonplace around the country as schools try to encourage students, staff and parents to use sustainable modes of travel. As a result there are an extensive range of initiatives that have been tried and tested in schools around the country. The Academy will refer to the Sustainable Modes of Travel Strategy (SMoTS) produced by LB Croydon for advice on implementing sustainable travel initiatives in the borough.

It is important however, to involve parents at all stages. Encouraging the parents to change their travel habits is often a key step in encouraging their children to do likewise. The school will therefore look at extending some of the benefits they offer to the parents.

6.2. Marketing and Promotion

An important initiative is to make students, staff and parents aware of the need to change their travel habits to a more sustainable mode and to actively promote the alternatives to car use. Visitors to the school site, be it during the school day or outside of school hours, will also be made aware of the travel options available. Therefore Quest will actively promote the need to use sustainable modes of travel and the benefits it will bring. The school will provide a dedicated Travel Plan information board to advertise upcoming events and provide sustainable travel information.

Sustainable Travel will be actively promoted through academy policies and the introduction of a sustainable theme within the academy ethos. Other schools have introduced sustainable topics within their curriculum to link the student's attitudes towards transport and the environment to their studies. An example could take the form of involving students in monitoring travel practice and identifying solutions or the inclusion of a sustainable transport section within Geography lessons.

The Academy will promote sustainable travel as a regular issue in communications between the school, students and parents. This would take the form of regular newsletters identifying what The Academy is doing, the options available and any special mentions or awards relating to sustainable travel. Further information can be provided at staff and parents meetings. The Academy will also investigate disseminating the results of every travel survey so that the staff, students and parents are aware of the current modal shares and ways to change their behaviour.

As the academy population is fluid, it is important that new students and staff are made aware of the Travel Plan and the need to think sustainably when choosing their main mode of travel. The importance of using sustainable modes of travel should be highlighted and promoted with the school prospectuses and during any Academy open days. Following their acceptance of a place or job within the Academy, welcome packs will be sent out prior to their arrival.

The welcome pack would highlight any concerns the Academy has about congestion and provide information about sustainable travel to and from the Academy. This would include safe walking and cycling routes, personal safety information and public transport details including routes, timetables and any appropriate discounts. This welcome pack should reinforce the Academy's approach and commitment to sustainable travel.

6.3. Initiatives for Students and Parents

6.3.1. Walking Initiatives

There are various schemes and promotions which could be incorporated within the Academy. A few examples which have been implemented in other schools are listed here:

- Walk to School Week – This week takes place each year during May and October and is designed to encourage staff and students to walk to school <http://www.walktoschool.org.uk/>.
- Walk on Wednesday Scheme - The Walk on Wednesday Scheme encourages staff and pupils to walk to school on Wednesdays instead of travelling by car or public transport. Incentives could be offered to pupils who participate in this scheme.

The Academy should also investigate providing personal safety training. Training sessions could be held with parents, teachers and pupils in order to raise awareness about personal safety issues on the journey to school. A representative from the local police force could be invited to provide further input. Strategies could be developed that help to improve safety, such as identifying safe routes, walking with friends and having alternative plans when things go wrong such as missing the bus home.

6.3.2. Cycling Initiatives

Encouraging cycling for both students and staff is a key objective for the Academy. Increasing the number of cyclists within the academy will have significant benefits with regards to health and the reduction of congestion around the academy. The increase in cycling might also result in an increase in the level of concentration amongst students and to an improvement in behaviour. Therefore it is important that cycling is actively promoted to all students, members of staff and parents.

To facilitate the promotion and marketing of cycling as an available mode of travel, the Academy should investigate the viability of implementing a Bicycle User Group (BUG). The aims of the BUG should be to promote the social aspects of cycling, campaign for better cycling facilities and to encourage cycling amongst staff and students. They would also organise cycling events within the Academy. The BUG should liaise with the Travel Plan Officer at LB Croydon and other relevant bodies to identify cycle safe routes and potential cycle infrastructure improvements.

The Academy will investigate the provision of pool bicycles and implement an innovative cycle lending scheme to both students and staff, The academy has already secured 10 bicycles. This will be accompanied by cycle training for anybody who is not confident at cycling.

The campus has increased cycle security within the site to provide secure and covered cycle parking spaces. In addition to this, there should be good cycle links to the wider community and easy access to the parking spaces. To increase security and to raise awareness of the security risks with the students, the academy should offer every cyclist the opportunity for their bike to have free cycle security markings. This could be further extended to parents.

The Academy will investigate the introduction of a cycle purchase scheme such as the 'Bikes for Schools' scheme (<http://www.bikes4school.co.uk>). Bikes for Schools provides discounts on bicycles and cycling equipment whilst donating a proportion of it back to the school for investment in cycling facilities.

A '*Bikeability*' training scheme could be provided to those students who have not previously undertaken the training. This scheme could be extended to those parents who feel that they require training.

The Academy should also investigate the potential for piloting an innovative cycle lending scheme for the pupils and the members of staff. This will encourage students who do not have their own bicycle to start cycling. The potential to link this scheme to the aforementioned cycle training scheme should be investigated. This will provide important training to those students who do not own their own bicycles. This would increase their confidence and improve their personal safety.

The Academy should also investigate the viability of providing accompanied cycle rides for children in a similar manner to a walking bus.

6.3.3. Public Transport Initiatives

Students and staff should be encouraged to utilise public transport rather than the car. This is especially appropriate given that the new Academy's proximity to Gravel Link Tram stop and close to several bus routes. The Academy may consider speaking to London Borough of Croydon and Transport for London (TfL) for improved public transport services. These should correlate with the school timetable to enable students and staff to have good accessibility to direct services.

In addition to this it is important that everyone on the school campus is aware of the public transport routes, timetables and journey times. The Academy will therefore supply information boards around the school which provides students and staff up to date and reliable public transport information. This should be complemented by links to the bus maps (<http://www.tfl.gov.uk/gettingaround/maps/buses/croydon.aspx>) and the journey planner (<http://journeyplanner.tfl.gov.uk>) on the TfL website. Maps for Trams are also provided by TfL (<http://www.tfl.gov.uk/gettingaround/9443.aspx>).

Information will be provided to all students and parents to make them aware of the young person / student discounts available on the public transport network. This information should provide details on cost, requirements and terms and conditions.

To minimise car use by students, the Academy intends to encourage public transport use especially by the sixth form. These students are more likely to travel on public transport without parents or guardians. They should be made aware of the discounts and their associated terms and conditions available for young people and students. This includes the free Oyster cards provided by TfL (<http://www.tfl.gov.uk/tickets/14310.aspx>).

Trusted, older students who travel by bus could be made mentors. Their job would be to ensure that other students on public transport to behave. This will give them a sense of responsibility and will be a good advert for the school in the local community.

6.3.4. Car Sharing

Car sharing should be encouraged for both staff and pupils with the potential to set up a car sharing database being considered. The Academy could investigate a reward scheme for the students who car share or provide them with preferential parking on the Campus grounds.

6.3.5. Other Initiatives

The Academy is proposing to stagger the start and finish times of the Academy with surrounding schools. This would have an effect on the peak traffic periods and spread the traffic volumes over a longer period thereby reducing the level of congestion experienced around the school.

Involvement and interest in the Travel Plan could be encouraged amongst students and parents by offering incentives and prizes for using or encouraging sustainable transport use. They could also be asked to help revise and review the plan or by monitoring travel behaviour whilst identifying solutions. Competitions around sustainable themes could also be devised for example a poster competition.

6.4. Initiatives for Staff

It is important to ensure that staff also play a part in changing travel habits. This will provide the students with role models and will encourage them to do likewise. This section outlines initiatives which would promote sustainable travel to the staff.

6.4.1. Cycling Initiatives

To encourage members of staff to cycle, staff showers, changing facilities and lockers are provided within the new building. These should be well promoted within the staff rooms and should be available to all members of staff.

The aforementioned cycle lending scheme could also be widened to include members of staff or the school could introduce a cycle purchase scheme such as the national CycleScheme (<http://www.cyclescheme.co.uk/>) or the aforementioned Bikes for Schools scheme (<http://www.bikes4school.co.uk>). CycleScheme provides an interest free loan, through a salary sacrifice scheme for the purchase of bicycles and associated equipment.

The Travel Survey has however identified that a main reason that staff currently do not cycle is that they have too much to carry.

6.4.2. Car Sharing

One of the Academy's key objectives is to encourage staff to car share. The school should create an email group of staff who are interested in participating with view to develop a buddy system.

The Academy will investigate the potential for signing up to a community car sharing schemes such as LiftShare (<http://www.liftshare.com/>). This would link staff members with other local employees (perhaps from John Ruskin and Gilbert Scott) who could take advantage of car sharing. It would also provide the school with publicity and show the local the community that they are actively encouraging sustainable car usage.

There is potential to provide a number of car parking spaces allocated as car sharing bays. These will be located in a prime position within the car park. A similar scheme could be implemented for staff members who have low emission cars.

6.5. Incentives for Visitors

As the school and adjacent sports centre will also be used for community purposes it is anticipated that the school will have visitors during both the school day and outside of school hours. The school should therefore make visitors aware of their stance towards sustainable transport. This could be through the inclusion of sustainable transport information on the school website or within community / course leaflets and maps. The provision of information boards at locations where visitors will see them should also be investigated.

7. Targets, Monitoring and Review

7.1. Overview

The success of the Travel Plan will be measured against a series of targets. This section sets out the process for setting these targets, along with an action plan to help achieve them.

7.2. Travel Plan Targets

The Academy Travel Plan Co-ordinator will need to develop targets to meet the objectives set out in Section 5 in line with existing and suggested initiatives set out in the extant school Travel Plan and Section 6. Based on the existing surveyed travel data, five suggested targets have been identified for The Academy to achieve. To ensure that the targets can be measured and assessed they need to be Specific, Measurable, Achievable, Realistic and Timed (SMART).

The school will discuss and agree these targets with the London Borough of Croydon and Transport for London as part of development of a full School Travel Plan once a new baseline has been established.

Five suggested targets are detailed below:

7.2.1. Target 1

To increase the awareness of students, staff, parents and the wider community of the benefits of utilising sustainable modes of transport not just in their journeys to and from the campus but as regular undertaking, a working group will be set up. This group will meet to discuss and, share and develop strategies that will be implemented to support and develop the remaining Travel Plan targets.

7.2.2. Target 2

To minimise congestion around the Academy increased parking provision is provided at the site. This will help to prevent drop offs occurring outside the school on Farnborough Avenue. The introduction of staggered start times with other surrounding schools and different elements of the Academy will also help to ensure that intensive peaking of the travel demand does not occur.

7.2.3. Target 3

To increase the number of staff and students who cycle to and from the Academy. There are currently only 4% of staff and 1% of students who cycle to the school.

7.2.4. Target 4

In conjunction with Target 2, the Academy intends to reduce the number of student car journeys to and from the Academy. Currently 8% of students, and 77% of staff travel by car. The Campus will aim to reduce the number of staff travelling by car and reduce the impact of vehicular activity on the local highway.

7.2.5. Target 5

The Travel Survey identified that a number of staff were willing to car share. The Academy will further encourage staff to car share.

7.3. Monitoring and Review

For a Travel Plan to be successful it is important that it is regularly monitored and reviewed to take account of changing circumstances and targets. Appropriate co-ordination, monitoring and review procedures are therefore key to the ongoing success of the Travel Plan.

Travel patterns will need to be monitored regularly to gauge the progress and performance of the sustainable travel initiatives. This monitoring would be organised and undertaken by the Travel Plan Coordinator(s) and the working group.

The Academy will undertake the next hands up survey in at the beginning of the new school term after opening following the redevelopment of the site. This will enable any issues to be identified and resolved as quickly as possible. This will also encourage students, staff and parents to review their travel habits before the routine becomes ingrained.

A full review of the Travel Plan will be completed within the first year of opening following the redevelopment of the site, with working group meetings held regularly.

7.4. Action Plan

A potential suggested Action Plan is summarised in **Table 7.1** below.

Table 7.1 - School Travel Action Plan

Categories	Action(s)
Promotion and Engagement	Promotion of travel plan and the Academy's aims and objectives and dissemination of sustainable travel options to parents, governors and staff etc. prior to site occupation.
	Regular discussions in class on sustainable travel and inclusion within curriculum.
	Welcome Packs prepared with local information to promote public transport information and sustainable travel options.
	Identify safe walking and cycling routes to the Academy. The local school travel advisor, local authority engineers and the community safety police officers can assist.
Annual Monitoring and Review	Undertake baseline travel survey.
	Working Group to review Travel Plan based on baseline travel survey.
	Undertake annual travel survey.
	Working group to meet to discuss mode shares and review travel plan accordingly.
	Distribute results of survey and revised Travel Plan to students and staff.

Categories	Action(s)
Cycling Initiatives	Educate staff and pupils about sustainable travel and the opportunities associated with it. Sustrans London and Cycling England can assist.
	Set up cyclist training. Local school travel plan advisor can help to arrange dates and times that best suits the staff and students' availability.
	Take part in Bike to Work/School Week The local cycling or road safety officer and/or the local school travel advisor can assist with this.
Walking Initiatives	Include safety questions in the annual travel survey and analyse the data to identify and target areas/issues that need to be addressed and resolved.
	Take part in Walk to School/Work Week. Travelwise, Living Streets, TfL and DfT can assist.
Public Transport Initiatives	The implementation of information boards around the Academy campus which has up to date information regarding public transport routes, timetables and any discounts available to students. It is important to update this regularly.
	Information sent home to parents to inform them of public transport options and discounts.
Car sharing initiatives	Promotion of car sharing, particularly for staff. A car share matching service can assist with this.