



Ada Lovelace

C of E

High School

Travel Plan

Version 3

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School

School Basic Information

School Name:	Ada Lovelace CofE High School
Address and postcode:	Park View Road Ealing London W5 2JX
Email:	office@adalovelace.org.uk
Website:	www.adalovelace.org.uk
Telephone:	020 3540 0200
DfE Number	307/4002
School Type:	Free School
Head teacher:	Keir Smith
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Travel Plan Coordinator	Chris Wiggins, Deputy Headteacher, Ada Lovelace CofE High School

Executive Summary

This Travel Plan (TP) for the new site for Ada Lovelace CofE High School (ALCEHS), located within the administrative boundary of the London Borough of Ealing Council (LBEC), has been produced by ALCEHS for Planning Reference 183238FUL.

The aim of this TP is to provide management tools to allow staff, parents and students to make knowledgeable decisions about their method of travel to school. This is attained by providing a strategy to eliminate any obstacles to sustainable travel.

Introduction

As a highly-successful and oversubscribed multi-academy Trust, plans to open another Twyford CofE Academies Trust (TCEAT) school were regarded as a welcome addition to the area and received a high level of support, particularly from parents with children at North Ealing and Montpelier primary schools, for whom there wasn't obvious progression to a mixed state comprehensive school locally. The free school application was approved by the Department for Education (DfE), in May 2014.

The former Barclays Playing Fields, Park View Road was allocated for education use in 2014 and identified by LBEC as a suitable site for a 6FE secondary school in their May 2016 Planning for Schools DPD. In the summer of 2018 the DfE secured a lease on the site.

This enabled the DfE to approve the opening of ALCEHS on the site of another TCEAT school – William Perkin CofE High School - from September 2018 with a reduced PAN of 125 for the first two years. Planning permission was granted for a temporary block to be added to this site for the second year of operation 2019-2020 (planning application 185766FUL).

Planning consent for the new school site was granted by LBEC in October 2018.

Once the permanent site is ready for occupation (from September 2020), the 250 students currently in attendance on the temporary site will relocate to the newly constructed school facility. The new intake of Year 7 pupils with increased PAN of 200 will join them for academic year 2020-21 and in all subsequent years.

The number of students is expected to rise to 850 and 75 FTE staff over the following two years. The eventual planned capacity of the school will not be reached until 2024-2025 when the school will have 1350 students on roll and 115 FTE staff.

An Interim Travel Plan (ITP) was submitted with the planning application on 6th July 2018.

This TP is an updated version of that plan and has been produced in accordance with the template provided by LBEC. It is a planning condition (9) for this development:

(a) Prior to the first use of the development hereby approved, an interim school travel plan shall be submitted to and approved by the Local Planning Authority.

ALCEHS has a STARS account and will use this TP and work towards Bronze accreditation for 2020-21, which is a further requirement of this planning condition:

(b) The school shall achieve at least a bronze STARS accreditation within one year of the first use of the development hereby permitted. The minimum of a bronze STARS accreditation shall be permanently maintained thereafter.

Details are in the Travel Action Plan below which has been agreed with the Ealing STARS team.

School Details

School Description and Background

Ada Lovelace CofE High School is the youngest of the TCEAT family of schools. It was opened as a Free School in September 2018, initially integrated within William Perkin CofE High School. As a Twyford Trust school ALCEHS is characterised by high academic standards and a disciplined approach to study and learning but is also a place where creativity and inquiry are central to our curriculum.

Vision

Ada Lovelace CofE High School has only just begun its journey as a school but its founder students, parents and staff are passionately committed to making it an outstanding place to learn, work and grow as individuals and offer something unique, special and formational to everyone who journeys with us.

Ethos

ALCEHS is a Church of England school and is built on strong Christian principles. We believe in a world which is lovingly and purposefully made and that all people have God-given gifts to use wisely and well. At the school we aim to create a positive ethic of appreciation for all that the world offers and gratitude for our human capacity to do and be good. We work to ensure that this ethic embraces all our students, whatever their faith or background. The school encourages students to “make the leap” in understanding and has a very distinctive focus on digital technology and the development of students as well-rounded, independent learners.

Aims of Travel Plan

In line with Central and Local Government Policies and Guidance, the aims of the TP are to:

- Discourage the use of unsustainable modes of transport and enable student and staff of the school to make travel choices that benefit themselves and their community;
- Raise awareness of alternative modes of transport and thus encourage a modal shift towards more sustainable travel modes.

It is also a planning condition (9) for this development:

- To promote the use of sustainable modes of transport and minimise traffic and parking congestion on neighbouring streets and to minimise the impact on residential amenity in

accordance with Policies 6.9, 6.10, 6.11, 7.14 and 7.15 of the London Plan, Policy 1.1 of Ealing's Development (Core) Strategy, Policy 7A of Ealing's Development Management DPD and Ealing's SPD - Sustainable Transport for New Development.

Purpose and commitments of Travel Plan

This TP has been prepared to:

- Show the school's commitment to addressing the access needs of staff, parents, students and visitors through the promotion and implementation of a TP;
- Respond to congestion issues which may affect staff and visitors and thereby reduce performance;
- Support the Government's environmental and sustainable development initiatives;
- Demonstrate its environmental responsibilities and to be seen as a leader amongst its peers and neighbouring communities;
- Remain in harmony with, and responsive to, changes to planning and fiscal policies regarding transport; and
- Work with others to ensure the availability of high quality alternatives to the car and thereby reduce environmental impacts.

Benefits of the Travel Plan to pupils and the overall school community

The benefits of a TP can be loosely categorised under three main headings:

- Health Benefits;
- Environmental Benefits; and
- Financial Benefits.

This section explores just some of the improvements which can be made during a successful travel planning process.

Health Benefits

A reduction in polluting vehicles on the residential roads surrounding the site will mean better air quality throughout the area. There are also well documented health benefits associated with active travel, yet activity levels are generally low across the UK:

“Physical activity levels are low in the UK: only 40% of men and 28% of women meet the minimum recommendations for physical activity in adults. (Source: Health Survey for England: CV and Risk Factors for Adults, Obesity and Risk Factors for Children, DoH, 2008).

Regular moderate physical activity (including walking and cycling), can help prevent and reduce the risk of cardiovascular disease, cancer, obesity, diabetes, stroke, mental health problems, high blood pressure, and musculoskeletal problems.

Environmental Benefits

Climate change is a global issue that affects all nations. The British Government has pledged to play its part in reducing emissions which are harmful to the earth by setting carbon reduction targets:

“It is the duty of the Secretary of State to ensure that the net UK carbon account for the year 2050 is at least 80% lower than the 1990 baseline.” (Source: Climate Change Act 2008, Chapter 27, Part 1, 2008).”

Encouraging people to make smarter choices in the way they travel can drastically reduce the impact that a particular development or organisation makes on the environment.

Financial Benefits

Although secondary to health and environmental benefits, there are also financial benefits to be gained from increasing active travel rates:

Individuals can also benefit financially from travelling to and from a site with a TP in place due to the improved range of transport options available, some of which may be more cost-effective than car travel. In some circumstances, TP measures can remove an individual’s need for a car (or their household’s need for second car), removing the capital and on-going cost for car ownership.

An effective TP can help encourage staff, parents and visitors to lessen their environmental impact by reducing emission from transport, lead a healthier and more active lifestyle, and reduce financial wastage.

Mutual Benefits

As demonstrated, there are multiple reasons as to why TPs are important to modern society. The initiatives in this TP will have a positive effect on the future staff, students and their parents of the proposed development. They must be communicated correctly:

“It is important that the outcomes sought from the Travel Plan can be seen as a benefit to all parties, e.g. the developer, occupiers and site users, the community and the local authority. Such benefits can help in gaining widespread commitment.” (Source: Good Practice Guidelines: Delivering Travel Plans Through the Planning Process. DfH, 2009).

Catchment Area

ALCEHS is part of TCEAT and is highly oversubscribed. Within the Admissions criteria the oversubscription criteria states:

Where the school receives more applications than it has places available, the criteria listed below will apply, after the admission of children with an EHCP or Statement which names Ada Lovelace CofE High School.

The oversubscription criteria are:

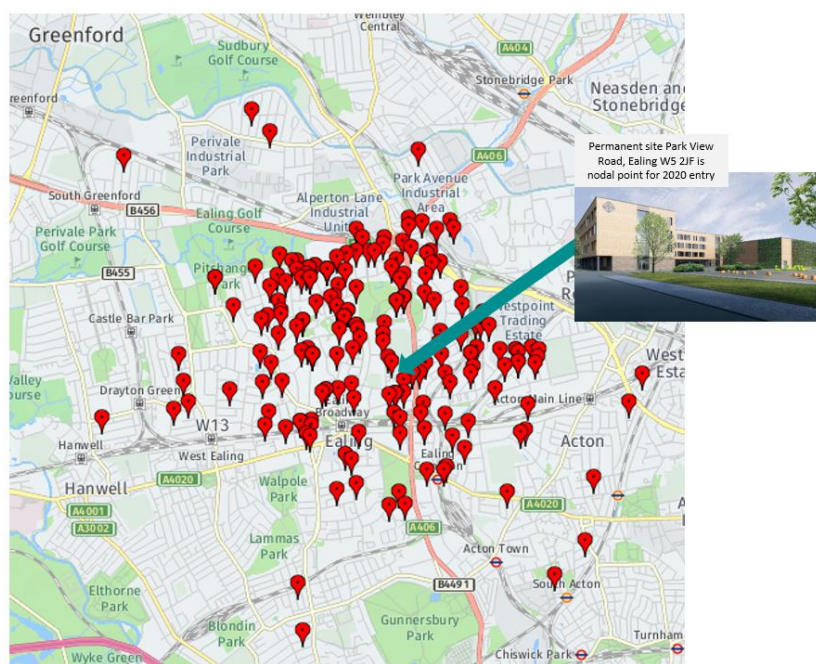
- 1. Looked-after children or children who were previously looked after.*
- 2. Siblings of children who will still be attending the school in the academic year of admission*
- 3. Distance from the nodal point with priority for admission given to children who live nearest.*

For the first two years, the nodal point for ALCEHS was St Peter's Church, Mount Park Road, W5 2RU. From the September 2020 intake this has been changed to the permanent site for the school (W5 2JX).

The majority of students will live close to the school. **Figure 1** below maps 2020 offers made whilst **Figure 2** maps the current students on roll at ALCEHS.

For 2018 admissions ALCEHS was not part of the pan-London co-ordinated admissions process. As a new free school, initially it had a wider catchment area as it had to fill PAN.

Figure 1 - 2020 offers made



The more outlying markers are either:

- Language scholars (20 in 2020 intake)

Language scholars are admitted by aptitude score first and within that score by distance from the nodal point.

- Siblings

The knock-on effect of 2018 admissions being outside of the pan-London co-ordinated admissions process and the wider catchment area on admissions (in particular siblings) will take a few years to work through the school but relates to a relatively small percentage of students.

For 2020 admissions we had a significant uplift in applications as students will now be able to go to school near their home rather than attending ALCEHS on the temporary site in Greenford. **Table 1** below shows the increasing number of applications since the school opened.

Table 1 – School Applications 2018-2020

Ada Lovelace School Applications	2018	2019	2020
Total Applications	381	867	1060
1 st Preference	N/A*	182	289
Number of Places Offered	125	125	200
Round One Acceptances	65	90	174

- 2018 applications were direct/outside of co-ordinated admissions

On National Offer Day 2020 the furthest offer made (with the exception of sibling, language scholar or LAC/PLAC and EHC plan) was 0.885 miles.

We anticipate that the distance from nodal point will become more critical and the catchment area will get even tighter each year, as this has been the experience with other new schools in TCEAT.

Figure 2 below plots on a map the homes of the 250 students (who are already in Year 7 and Year 8 at ALCEHS on the temporary site) in relation to the school site.

The more outlying markers are:

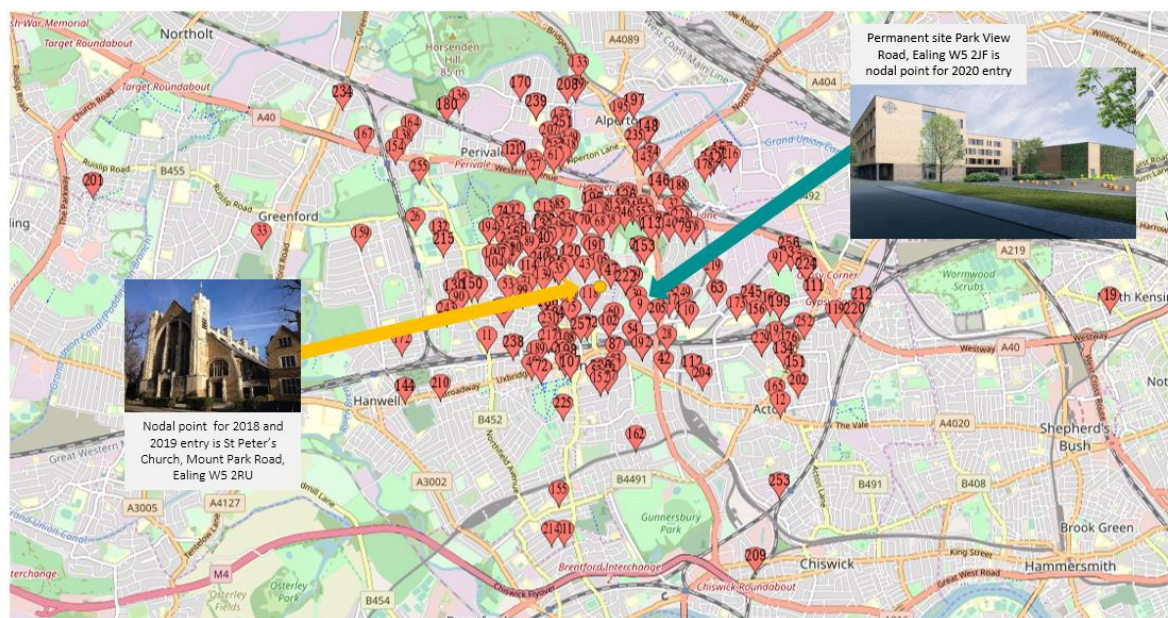
- Language scholars (12 in 2019 intake)

Language scholars are admitted by aptitude score first and within that score by distance from the nodal point.

- Music scholars (12 in 2018 intake)

Music scholars are admitted by aptitude score first and within that score by distance from the nodal point.

Figure 2 – Year 7 and Year 8 students on roll September 2019



Proposals

Outline of development and impact on community

Site Location and Background

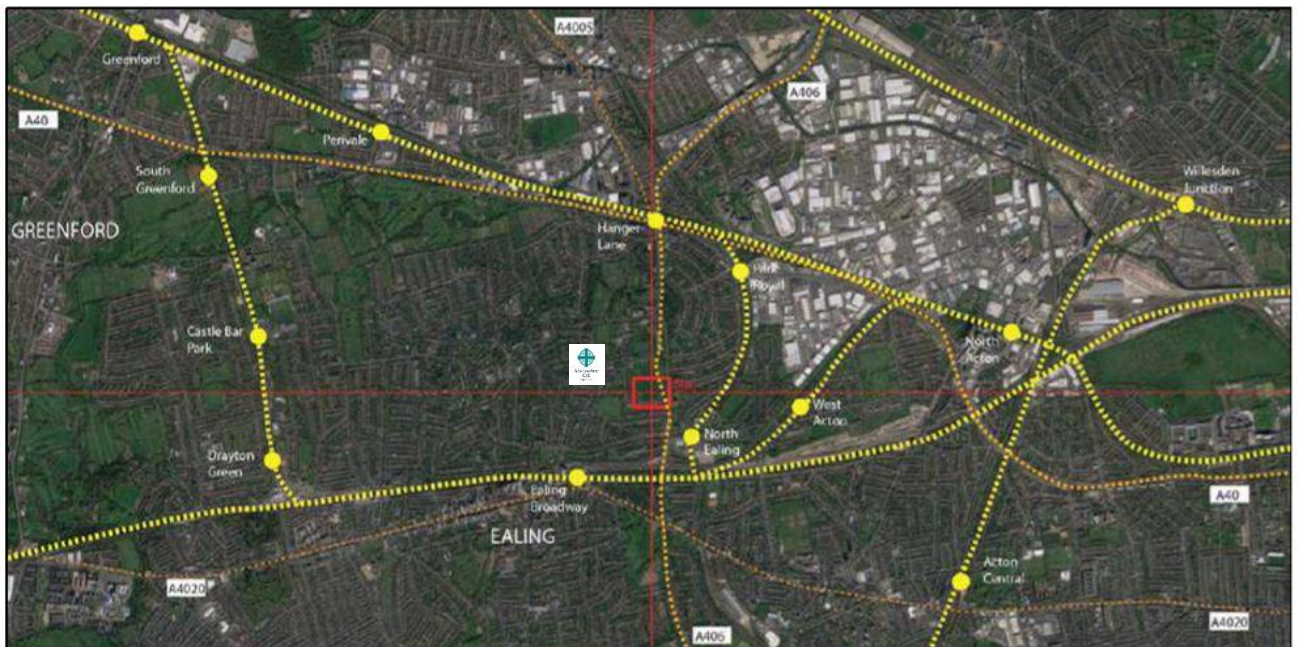
The site is located in Ealing, within a predominantly residential area. Accessed via Park View Road the school backs onto residential properties to the South and West, the A406 (North Circular) to the East and private open land to the North.

The site is easily accessible by a wide range of transport options. Good standard pedestrian infrastructure is provided in the vicinity of the site, and a number of frequent public transport options can be accessed within an acceptable walking distance of the site.

The entire site is 2.23 ha (5.51 acres) and comprised of new buildings including a main teaching block, performance centre and sports hall. The site formerly housed the Barclays Bank Playing Fields but has been vacant for almost 20 years.

Figure 3 illustrates the site location in the context of the surrounding area.

Figure 3 - Site Location



Proposed pupil numbers

There is a proposed change to pupil numbers as the school currently only has pupils in Year 7 and Year 8 on the temporary site as it opened for first intake in September 2018.

The finished new school site will have capacity to accommodate Year 7 – Year 13 pupils (with PAN increase from 125 to 200 from September 2020 intake).

Academic Year	Number of Pupils	Number of Classes	Note
2019-2020	250	10	On temporary site
2020-2021	450	17	Moved to permanent site – PAN increase to 200
2021-2022	650	24	
2021-2022	850	31	
2022-2023	1100	38	First year of Sixth Form (175 students)
2023-2024	1350	45	First cohort (2018 intake) will be in Y13

Proposed staff numbers

Staff numbers will also increase to reflect the needs of a growing school:

Academic Year	Staff FTE
2019-2020	13
2020-2021	35
2021-2022	55
2021-2022	75
2022-2023	95
2023-2024	115

The school is due to move to the new site in September 2020 but the intake at this time is expected to be approximately 450 students, over half of which will be relocated from the temporary site at William Perkin. The number of students will increase on a yearly basis as a new intake of 200 students enters Year 7. Therefore, the school is only expected to reach full capacity in September 2023.

Proposed opening times

The new school will follow a similar longer school day structure as the existing school in temporary accommodation. Therefore, the official school day will commence at 08:15 and finish at 15:45 Monday to Thursday with an earlier finish on Friday. However, the school will be open for staff between 7:00 and 18:00, after which time it will be locked unless used for school events or community use (until 10pm). Therefore, staff will arrive and depart school at different times to the students.

School site open	07:00
Gates open to students	08:00
End of school day	15:45 Monday-Thursday 13:50 Fridays
Extended electives and study club (voluntary)	15:45 – 17:15 Monday – Thursday only
Site closes on normal school day	18:00

Extended electives will be provided between 15:45 and 17:15 and it is anticipated that approximately a third of all students will participate on any given night, therefore departing school after the designated core school hours (15:45). It is also anticipated that one year group (approx. 200 students) will undertake PE classes at the end of each day (13:55 onwards), with approximately 100 of these students travelling offsite, thus diluting the total of students leaving school over a number of hours.

The school will be open longer than these normal school days for occasional evening events such as parents' evenings (5 per year), concerts (termly), plays and musicals (annual), PTSA fundraising events (termly), open evening in September (annually) etc. The school will also accommodate out of hours community use in restricted areas of the school. All users of the site after core school hours will be reminded of the need to be considerate to local residents in neighbouring roads in terms of parking and noise levels.

We will have a careful plan to have staff on duty at the beginning and end of the day to monitor flow and behaviour thus ensuring students are on/off the site swiftly and with orderly consideration to other users of the pavements at those times. Staff will be easily identified by wearing high visibility jackets with the school logo. (See **Figure 4** below).

Figure 4 – Staff on duty outside school at end of day



We anticipate our own students being the vast majority of any pupils who are using the pavements/bus stops at the end of the day because there is significant time difference between the beginning and end of neighbouring schools' days. For example, the school day at The Ellen Wilkinson School for Girls starts with registration at 8:40 and students leave at 15:15, whereas ALCEHS school day starts with registration at 8:15 and ends at 15:45 Monday to Thursday and 13:50 on Fridays.

The length and timing of the school day will also mean that any vehicle trips generated by the school will have minimal impact on the surrounding highway network as they will occur before typical peak hours.

We will cultivate good relations with our neighbouring schools to address any issues that arise quickly.

Appendix C illustrates the development proposals with access routes.

Travel and Transport infrastructure

On-site existing and proposed measures

Parking

Cycle Parking

The minimum cycle parking standards set out within the London Plan require the following:

- Long stay – 1 space per 8 full time staff and 1 space per 8 students
- Short stay – 1 space per 100 students

Cycle parking will be provided in line with these standards as shown in the landscape plan (**Appendix C**).

This equates to provision on site of 180 long-stay covered spaces (approximately 169 for students and 11 for staff) plus 14 short-stay uncovered spaces for e.g. visiting music teachers and visitors.

Three Sheffield stands will be provided adjacent to the main entrance (6 spaces) for use by visitors.

Car Parking

The London Plan does not set out any specific requirements for standard parking for educational facilities, therefore the LBEC standards have been consulted. The LBEC standards state that no more than one bay should be provided per 10 people (staff or students above 18). The London Plan states that 5% of total parking should be accessible, with a further 5% enlarged for future use whilst the LBEC standards require 1 per 40 people (staff or students above 18).

In line with the Draft London Plan, 20% of parking spaces (3 spaces) will feature an electric charging point, whilst the remaining 80% will have passive provision.

No car parking will be provided for use by students or their parents, but 16 parking bays will be provided for staff including three accessible bays. Drop off and pick up of students will not be permitted on site, except under special circumstances.

Staff parking will be allocated on a first come, first served basis, however, all staff will be encouraged to travel by sustainable modes in the first instance with a view that only those for whom driving is the only viable option will drive to the site. Visitors will also be encouraged to travel by sustainable modes and will be made aware of the options when invited to the school.

Usage of Park View Road by parents dropping-off and picking-up students will also be monitored to ensure they are parking appropriately and not unduly inconveniencing local residents by blocking their accesses.

School Minibus

The school minibus (see **Figure 5** below) will park in the grounds of the school and will be used in the main, as on the temporary site, for transporting students to sports fixtures etc. at other schools and sports facilities in the local area.

Figure 5 – ALCEHS Minibus



Coach Parking

The size of coach permitted on site will be limited to 14m in length. The turning circle area can accommodate up to two 14m coaches at the same time in addition to two minibuses.

Storage Lockers

Storage lockers for personal belongings will be provided for those travelling to the site by foot, bicycle or public transport.

Shower Facilities

There will be a total of 2 showers for students and 2 for staff on site.

Transportation links

This section provides details on the existing transportation links to the new school site including accessibility of the site by sustainable modes of transport including walking, cycling and public transport. It identifies opportunities for accessing the site by non-car modes and also provides a qualitative audit of the pedestrian and cycling infrastructure around the site.

A key element of national, regional and local policy is to ensure that developments are located in areas where alternative methods of travel are available. Developments should be located close to complementary land uses. This supports the aims of integrating planning and transport, providing more sustainable transport choices reducing overall travel and car use.

The results for each mode are discussed independently within the subsequent sections of this report and are based on the following criteria.

- Accessibility by foot - assumes a typical walk threshold of 2 km, as advocated within CIHT Guidance entitled 'Planning for Journeys on Foot'.
- Accessibility by cycle - assumes the industry accepted threshold of 5 km.
- Accessibility by public transport - is calculated on the basis of those public transport services that are available from the site

Accessibility by Public Transport

An assessment of the site has been undertaken using the TfL Public Transport Accessibility Level (PTAL) database. PTAL measures the accessibility of public transport services in the vicinity of a development site by measuring walking distances along footways. The generally acceptable walking distance to a bus stop under the assessment is 640m (8 minutes) and to a tram stop/rail/underground station is 960m (12 minutes).

The site benefits from a PTAL rating of 3 which is considered Moderate. This measure takes into account the walk access time to a station or stop as well as the wait time and reliability of local transport services. The rating of accessibility is a grade from 1–6 (including sub-divisions 1a, 1b, 6a and 6b), where a PTAL of 1a indicates extremely poor access to the location by public transport, and a PTAL of 6b indicates excellent access by public transport. The full PTAL report is included in **Appendix A**. Houses to the south of the site have a PTAL 4 and the imminent changes to bus route 112 described below will improve the PTAL rating for the school site.

Buses

London buses are operated throughout Central and Greater London by TfL. The bus network consists of over 700 routes with 19,000 bus stops. It is estimated that over 6.4 million passengers use the bus network each day (source: GLA website).

TfL guidance states that 640m is an acceptable distance to walk to access bus services for school-aged students.

The closest bus stops are located on the A406, approximately 640m (8 minutes) walking distance south-east of the site on the East (Stop EQ) and West side (Stop ER) of the carriageway. Both bus stops provide sheltered seating and timetable information and provide access to routes 483 and 112. There is a raised kerb facility at Stop EQ and Audley Road and the latter also has bus cage markings. **Figure 6** illustrates the location of nearest bus stops and **Figure 7** has photos of the two closest bus stops.

Figure 6 – Bus stops located near the school site

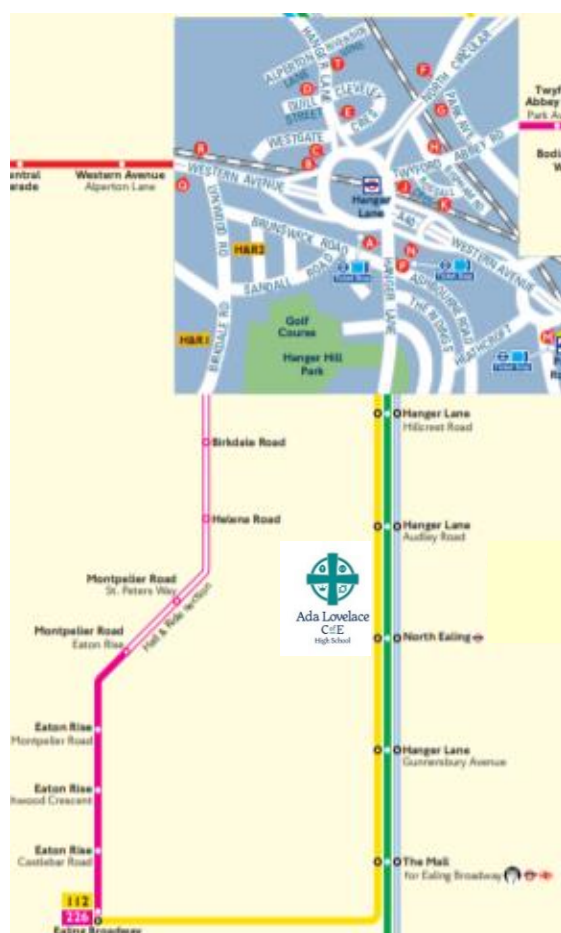


Figure 7 – Bus Stops Audley Road and North Ealing (EQ) and (ER)



As part of the S278 agreement a further crossing on the A406 is proposed making access to the southbound bus stop by Audley Road easier, which will be nearer when the pedestrian gate to the north east of the site is in operation.

Proposed changes to Route 112 in Ealing (see **Figure 8** below) consulted on in October-November 2016 will mean that this service has additional bus stops on Madeley Road, which can be accessed within 640m (8 minutes) walking distance of the school from the main entrance on Park View Road via Westbury Road. Whilst improvements on Madeley Road have been made and bus stops have been provided (see **Figure 9**) the change to the service has not been implemented yet but should be in operation by the time the school occupies the new site.

Figure 8 – Changes to bus route 112 in Ealing



Figure 9 – TFL improvements on Madeley Road for route 112



Table 2 sets out the bus routes accessible from bus stops located within 640m walk of the school, the destinations served and the relative frequencies.

Table 2 - Bus routes within 640m of site

Route Number	Route	AM Peak (08:00 – 09:00)	PM Peak (15:00 – 16:00)
483	From Ealing Hospital to Harrow Bus Station	8 – 15 mins	8 – 12 mins
	From Harrow Bus Station to Ealing Hospital	15 – 18 mins	8 – 12 mins
112	From Ealing Broadway Station/Haven Green to Brent Cross Shopping Centre	8 – 11 mins	8 – 11 mins
	From Brent Cross Shopping Centre to Ealing Broadway Station/Haven Green	8 – 12 mins	10 – 15 mins
N83	From Ealing Hospital to Golders Green Station	-	-
	From Golders Green Station to Ealing Hospital	-	-

TfL bus spider maps for the local area are included in **Appendix B**.

Ealing Broadway Underground Station, being located approximately 960m (12 minutes) from the site is also a hub for local buses with numerous services running from the station and the nearby Uxbridge Road.

All 11-15 year olds are able to travel free on TfL buses and trams but have to pay child fares on all other public transport services. The 16+ Zip Oyster Card allows child rate 7 day, monthly or longer bus and tram passes, and half rates on all other services. Children that live in a London Borough can get free bus and tram travel providing they are still in full time education. Due to the frequent nature of the bus services, it is considered that there is considerable scope for pupils to access the site by bus.

London Underground

TfL guidance states that 960m (12 minutes) is an acceptable distance to walk to access London Underground services.

North Ealing Underground Station is the closest to the site, located approximately 750m east of the site (approximately 9 minute walk from main entrance gate if accessed via Woodville Gardens, Hanger Lane, Queens Drive and Station Road). The Piccadilly Line can be accessed via this station, providing services to Central London and Uxbridge/Rayners Lane at a frequency of 12 trains per hour.

Ealing Broadway Underground Station is also in the vicinity, being located approximately 960m (12 minutes) to the south-west of the site, accessed via Woodville Gardens, Haven Lane and Haven Green. Both the Central and District Line providing services into central London can be accessed at this station.

Hanger Lane Underground Station (Central Line) is also easily accessible via a short bus journey with routes 112 or 483 for westbound destinations such as Perivale.

Rail

TfL guidance states that 960m (12 minutes) is an acceptable distance to walk to access National Rail services.

The nearest railway station is Ealing Broadway, located approximately 960m (12 minutes) south-west of the site, operated by Great Western Rail (GWR). GWR services run to London Paddington via Acton Mainline, to Hayes & Harlington and to Reading/Oxford and beyond.

Roads

Park View Road

The only vehicular access to the site is via Park View Road, a lightly trafficked residential road formed of a two-way single carriageway measuring approximately 9m in width. See **Figure 10** below.

Figure 10 - Park View Road – view north to site entrance



Park View Road can be accessed from the south via Woodville Gardens and from the north from Hillcrest Road.

The speed limit on Park View Road immediately outside the entrance to the school is 20 mph.

The S106 provides for accident remedial measures including a zebra crossing, carriageway resurfacing, kerb works, and paving works to be provided on Park View Road by LBEC Transport Service.

A406 (North Circular)

The eastern boundary of the site is the A406 North Circular which is 30mph in the vicinity of the school. The A406 is a single carriageway northbound and two lane carriageway southbound neighbouring the school site.

Figure 11 – North Circular – view south towards site



Vehicle access to Park View Road from the northbound A406 to the school is via a left turn onto Woodville Gardens for cars and small vans only. Other vehicles will have to turn left on Hillcrest Road and then turn left again down Park View Road.

The only access to the site from southbound A406 is by turning right (filtered lane at traffic light) at Hillcrest Road and then left down Park View Road. There is no right turn for vehicles at the Woodville Road junction or for vehicles other than buses (as part of the 112 revised route) at the Madeley Road junction.

The S278 works include the provision of a new pedestrian crossing utilising new permanent two-way traffic signal equipment on Hanger Lane located just to the North of Corringway Road junction.

Footway works include the dropping of kerbs to form crossing points and the installation of tactile paving to aid partially sighted and the blind to cross safely. The surface of Hanger Lane on the approaches to the crossing will be treated with an 'anti-skid' high friction surfacing due to the increased braking on the approaches to the traffic signals. A pedestrian guardrail is proposed from the crossing location across the school frontage on Hanger Lane to encourage use of the crossing.

Roadmarkings will be updated with the use of zig-zag markings, crossing point markings and advanced road signing warning of the crossing is proposed.

Controlled Parking Zones

The residential roads to the East of the school are located within the Controlled Parking Zone (CPZ) O Hanger Hill, which restricts parking to resident permit holders only Monday to Friday between 09:00 – 10:00 and 15:00 -16:00.

Residential roads to the West and South-West of the site are located within CPZ W Ealing Broadway which restricts parking to resident permit holders only Monday – Friday between 09:00 – 10:00 and 15:00 -16:00.

The residential roads to the South-East of the school are located within the Controlled Parking Zone (CPZ) Z West Acton, which restricts parking to resident permit holders only Monday to Friday between 10:00 – 11:00 and 14:00 -15:00.

Walking Routes

Due to the expected popularity of the school, ALCEHS is likely to have a catchment area of less than 1 mile (0.6 km) which equates to approximately 20 minute walk.

Guidance from the Chartered Institution of Highways & Transportation (CIHT) suggests a preferred maximum walking distance of 2 km for a number of journeys, including commuting and school trips (IHT, 2000). The new school site is located within a reasonable walking distance (up to 2 km) of the residential areas of Ealing Broadway, West Acton and North Ealing (LBEC) which are located to the south-west, south-east and north-west of the site respectively.

Table 3 - CIHT Recommended Walking Distances

CIHT Classification	Town Centres (m)	Commuting/School/ Sightseeing (m)	Elsewhere/Local Services (m)
Desirable	200	500	400
Acceptable	400	1,000	800
Preferred Maximum	800	2,000	1,200

Further to the above, The Institution of Highways and Transportation [IHT] publication ‘Guidelines for providing for journeys on foot’ [2000] provides guidance on how to encourage pedestrian travel. Paragraph 3.31 states that:

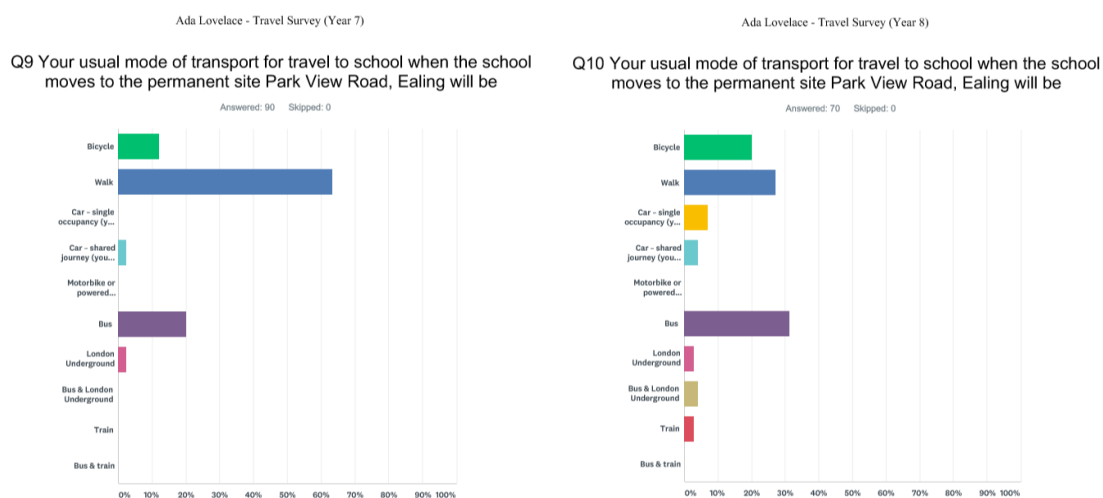
“‘Acceptable’ walking distances will obviously vary between individuals and circumstances. Acceptable walking distances will depend on various factors including:

- *An individual’s fitness and physical ability*
- *Encumbrances, e.g. shopping, pushchair*
- *Availability, cost and convenience of alternatives transport modes*
- *Time savings*
- *Journey purpose*
- *Personal motivation*
- *General deterrents to walking”.*

The IHT guidelines describe ‘acceptable’ walking distances for pedestrians without impaired mobility. They suggest that for a commuting or school trip, up to 500 m is the desirable distance, up to 1,000 m is an acceptable distance, and 2,000 m is the preferred maximum distance. Therefore, the catchment area for the school is within the acceptable walking distance.

The results of our recent travel survey (September 2019) detailed below confirm our assumption for the majority of the current Year 7 and Year 8 wanting to walk or cycle to school when ALCEHS is on the new site. Whilst response rate to the survey was approximately 64%, given the distribution plotted in **Figure 2** we can take this as a fair representation of the whole year group. See **Figure 12** below.

Figure 12 – Responses to travel survey



The difference between the amount of students in Year 8 needing to take the bus or other forms of public transport for their journey to school can be attributed to the first year of admissions being outside of the co-ordinated admissions process.

Students who live to the **west and north-west** of the site (towards Pitshanger area) will access the school via Montpelier Road / Corfton Road / Woodville Gardens all of which are predominantly quiet residential roads, many with traffic calming features and with well-lit footpaths.

Students who live to the **north and north-east** of the site (towards Park Royal) are likely to access the site via Hillcrest Road and Park View Road, also residential roads with well-lit footpaths.

Signalised crossings are provided at the junction of Hillcrest Road with the North Circular.

Students who live to the **south, south-east and east** of the site (towards Ealing Common or West Acton) or arrive by Piccadilly Line at North Ealing will access the school via Hanger Lane / North Circular Road which has wide, well-lit footways on both sides varying in width. The footway running along the western side and adjacent to the site is a shared use footway that links to the surrounding areas and provides a direct link to the underground station identified previously. Signalised pedestrian crossings are provided at the junction of Madeley Road / Hanger Lane, 200m south of the site and at key junctions on Hanger Lane / North Circular Road all of which have dropped kerbs and tactile paving.

Students will be able to access the site via a safe pedestrian route:

- From North Ealing station via Station Road, crossing the North Circular at the push button pedestrian crossing of the junction of Queens Drive / Madeley Road / North Circular; or from bus stop ER crossing Madeley Road at the same junction
- then walking north along the North Circular Road where students can either then turn left at Woodville Gardens to access the main school site entrance off Park View Road
- or continue north along the North Circular Road and access the site via one of two pedestrian and cycle only accesses from the footway. These gates will be monitored and patrolled at arrival/departure times and locked shut outside these hours.

Students who live to the **south-west** of the site or arrive by Central or District Lines or by bus at Ealing Broadway can access the school via:

- A pelican crossing across Madeley Road by Haven Green and then

- Either turning left onto Haven Lane and continue north before turning right onto Woodville Gardens and then turning left onto Park View Road; or
- Continuing along Madeley Road until they turn left onto Westbury Road before turning right onto Woodville Gardens continuing along before turning left onto Park View Road to access the main entrance to the site.

There are currently 1 pelican and 1 toucan pedestrian crossings within 500 m of the school.

There are no obstacles or road layout issues within 500 m of the school entrance on Park View Road which could be deemed as preventing young people or making it more difficult for them to use sustainable transport on the journey to and from school.

The following improvements will be made on Park View Road as part of the S106 agreement:

- Zebra crossing;
- Carriageway resurfacing;
- Kerb works; and
- Paving works.

The following improvements will be made on Hanger Lane (A406) as part of the S278 agreement:

- New pedestrian crossing utilising new permanent two-way traffic signal equipment.
- Footway works include the dropping of kerbs and the installation of tactile paving.
- The surface of Hanger Lane on the approaches to the crossing will be treated with an 'anti-skid' high friction surfacing.
- Pedestrian guardrail across the school frontage on Hanger Lane.
- Updated roadmarkings.

Cycling Routes

Cycling is a low cost and healthy alternative to car use, which can substitute for short car trips, or can form part of a longer journey by public transport. The DfT state that *"in common with other modes, many utility cycle journeys are under three miles (5 km), although, for commuter journeys, a trip distance of over five miles (8 km) is not uncommon"* (DfT, 2008b).

LBEC is committed to making cycling better and safer throughout the borough so that it becomes the natural choice for short journeys.

Due to the school's location, most roads within the vicinity of the site, with the exception of A406 where there is a cycle path adjacent, are residential roads, many of which are lightly trafficked, subject to a 20mph speed limit and therefore considered to be generally suitable for cyclists.

It is considered that students, employees and visitors living in close proximity of the site could travel to the school by bicycle. Ample cycle parking will be provided, in line with the London Plan and the TP will be used to promote cycling as a mode of travel to school.

The new school site is located within a reasonable cycle ride, up to 5 km (approximately 15 minutes at the average cycling speed of 12mph) of a large residential catchment, including Ealing Broadway, North Ealing and West Acton.

A local cycle route runs along the Paddington Branch of the Grand Union Canal, approximately 3 km north of the application site. The route can be accessed via London Cycle Network Routes connecting along Hillcrest Road, Birkdale Road, Lynwood Road and Westgate Street before joining up off-road routes.

An alternative option is to use the shared pedestrian/cycleway route along A406 Hanger Lane/North Circular Road corridor all the way to this off-road route. This runs in a south to north alignment and connects with a section of segregated cycleway that extends westwards along the southern side of Hillcrest Road.

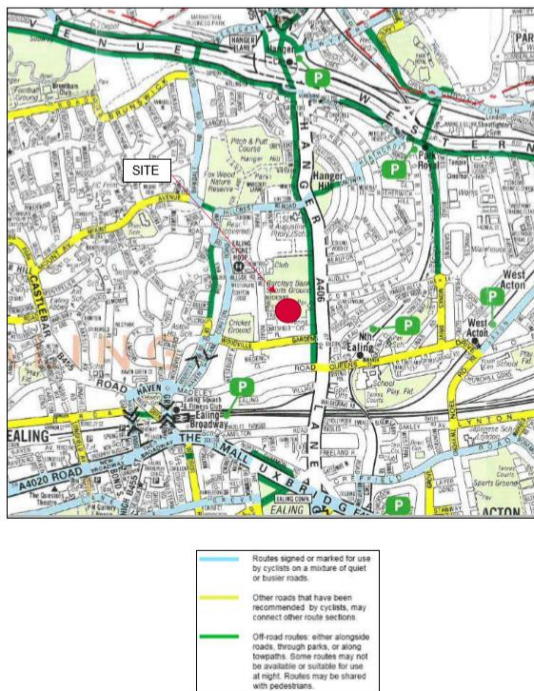
Park View Road benefits from a wide carriageway, traffic calming measures and regular lighting which benefits cyclist by providing an environment conducive to cycling.

Beyond the priority junction of the A406 Hanger Lane and Hillcrest Road, the shared foot / cycleway continues in a northerly direction towards the major intersection with the A40 Western Avenue, providing a direct link to the residential areas of Alperton and Perivale. Further, an off-road cycle route commences off the eastern side of the A406 Hanger Lane, directly opposite the priority junction of Hillcrest Road / A406 Hanger Lane. The off-road cycle route heads in a north-easterly direction, prior to emerging onto Chatsworth Road and the established residential area to the east of the A406 Hanger Lane. There are wayfinding signs at the start of the off-road cycle route on Chatsworth Road providing legibility and permeability for cyclists wanting to access the school from the eastern side of the A406, via the Hillcrest Road / A406 Hanger Lane TOUCAN crossing point.

Signed cycle routes on busier roads (shown in **Figure 13** in blue) are Corfton Road, Haven Lane, Hillcrest Road, Mountfield Road.

Mount Avenue, Woodville Gardens and Queen's Drive are designated as local, quieter roads recommended by cyclists (highlighted in yellow). Given the level of cycle uptake at ALCEHS, it is expected that these routes would facilitate access for pupils and staff living within cycling distance of the school.

Figure 13 – Cycle Routes



Off-road cycle routes are also provided between the site and the A40 including on routes running parallel with the A40 Western Avenue to the north of the site. The majority of signalised junctions in the area include cycle priority waiting areas and visible signage. Quieter roads that have been recommended by other cyclists, may connect to other route sections.

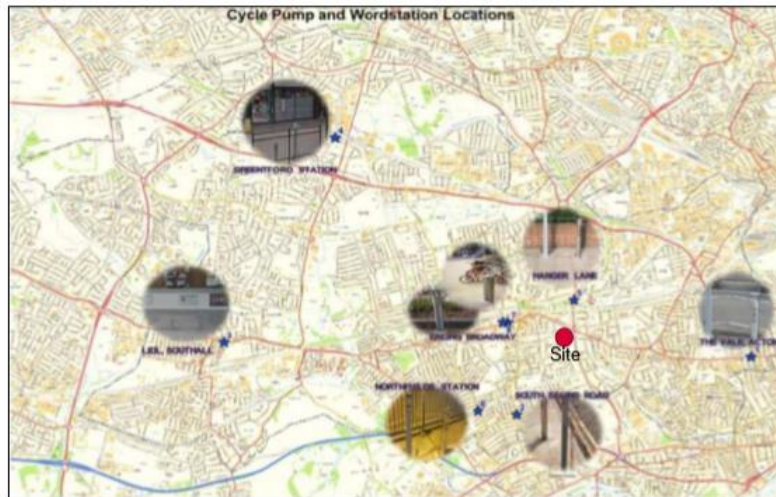
TfL and LBE are looking to build upon existing cycle infrastructure including measures for segregated cycle lanes with greater connectivity along the A40 to/from central London.

Access to the site by bike is deemed reasonable with signed routes and quieter roads provided linking with surrounding areas and public transport facilities.

LBEC has installed workstations at seven locations around the borough. The tools include Allen keys, screwdrivers, spanners and tyre levers. The closest station to the site located, close to the junction of

Madeley Road / Hanger Lane / North Circular Road (A406) and is approximately 400m from the proposed pedestrian and cycle access to the site. The work stations are part of LBEC's commitment and drive to make Ealing more cycle-friendly and promote more cyclists on Ealing's roads.

Figure 14 – Cycle Work Station Locations



Cycle training and Dr Bike initiatives are expected to be important components of the TP to encourage behavioural change in attitude towards sustainable modes of transport, such as cycling to school and with Ealing STARS team these have been planned for early in the academic year on the new site.

Existing access to the site by bike is deemed reasonable with signed routes and quieter roads provided, linkage with surrounding areas and public transport facilities.

Accessibility Summary

The site is easily accessible by sustainable modes of transport. The surrounding area exhibits good levels of pedestrian and cycling infrastructure, and there are several public transport opportunities – bus, underground and rail services within acceptable walking distance of the site.

The high level of accessibility demonstrates that there are many opportunities for students and staff to travel to the site via more sustainable modes of transport over private car. This supports the aims and objectives of the TP and this will be used to encourage travel by active modes (by foot and bike) and public modes of transport and reduce dependency on car.

Site and Access Plan

Access Arrangements and Routes to School

Pedestrians

Pedestrian infrastructure around the school is well developed due to the area being predominantly residential in nature.

Footways are provided on both sides of Park View Road, measuring approximately 3.0m and 4.0m - 5.0m on the Western and Eastern sides of the carriageway respectively, providing adequate width for pedestrians.

All public highways surrounding the site have footways on both sides with crossing points provided as appropriate in the form of dropped kerbs with tactile paving, pedestrian refuge islands, zebra crossings or signalised crossings. The catchment will be predominantly local meaning that students and staff living within a reasonable walking distance of the site will be able to access the site via safe routes.

Park View Road is well-lit with streetlights located at regular intervals along its length within the street layout.

The surface of the footway is considered to be in very good condition within 500 m of the school, with dropped kerb at crossing points.

Hanger Lane / North Circular Road (A406) has well-lit footways on both sides varying in width. The footway running along the western side and adjacent to the site is a shared use footway that links to the surrounding areas and provides a direct link to North Ealing underground station. Signalised pedestrian crossings are provided at the junction of Madeley Road / Hanger Lane, 200m south of the site and at key junctions on Hanger Lane / North Circular Road all of which have dropped kerbs and tactile paving.

The pedestrian infrastructure within the vicinity of the site appears to generally be sufficient to facilitate the movements of mobility and visually impaired people, with provision of dropped kerbs and tactile paving at most local junctions and crossing points within the local area. The footways are generally of sufficient width and surface quality to accommodate the passage of wheelchairs (DfT, 2002b).

Pedestrian access to the school grounds will be via a gated entrance to the North of the vehicular access on Park View Road.

During the start and end of school the main vehicle access gates will be open so that students on foot can disperse quickly. No vehicle access or departure will be allowed at these times.

In summary the existing pedestrian network in vicinity of the site has a high degree of compliance with the 5Cs laid out in the Walking Plan for London – “Making London a Walkable City” (Feb 2004) criteria namely it is:

- Connected
- Convivial
- Conspicuous
- Comfortable
- Convenient

Cyclists

Cycle access will be via the main entrance on Park View Road.

During the start and end of school the main vehicle access gates will be open so that cycling students can disperse quickly.

No vehicle access or departure will be allowed at these times – including deliveries.

Additional access for cyclists will be allowed via the pedestrian/cycle gates on the eastern boundary at arrival/departure times only.

Vehicular and Servicing

The only vehicular access to the site will be from Park View Road.

During the start and end of school the main vehicle access gates will be open so that students on foot or bicycle can disperse quickly.

No vehicle access or departure will be allowed at these times for deliveries.

Further details regarding vehicular and servicing access are included in the Delivery and Servicing Plan.

Coach Access

Coach access to the site will be via the main entrance on Park View Road. Coaches will wait in the turning circle in front of the main school building, where there is sufficient space to park two full size coaches and will pick up and drop of students in this location only.

Appendix C is a plan of the site showing the proposed access points/entrances into the new school site for pedestrians, cyclists and motor vehicles as described above.

Surveys, Issues and Targets

Travel Surveys and Consultations

The projected travel patterns of ALCEHS students that will be on site as Year 8 – Year 9 in September 2020 were established by an online travel survey (using SurveyMonkey) carried out in September 2019. A total of 160 responses were received, resulting in a 64% response rate on the existing student roll. This level of response rate is considered to be representative of the current student population.

The same survey was carried out among staff with a total of 10 responses being received which resulted in a 80% response rate for staff. The results are considered to be representative of the projected staff population when the school is operating at full capacity.

Existing Staff and Student Mode Share

When asked what their usual mode of transport will be to get to school when ALCEHS moves to the permanent site, the modal share of respondents was as illustrated in in **Table 4**.

Table 4 – Student and Staff Share (Sept 2019)

Mode	Staff (%)	Student Share (%)
Walking	0%	45%
Cycling	30%	16%
Rail	0%	1%
Tube	20%	3%
Bus	20%	26%
Bus and Tube	0%	2%
Car	20%	3%
Car share	10%	4%
Total	100%	100%

Car share was defined as more than one ALCEHS student – sibling or friend - for all or part of the journey for student survey.

Table 4 illustrates that the majority of staff are expected to travel to school by bicycle (30%), followed by tube (20%) and bus (20%) and car (20%).

The highest proportion (45%) of students are expecting to walk to school, and 26% anticipate travelling by bus to school. The results show that only 7% of students are likely to travel to school by car.

Multi Modal Trip Generation

The modal share set out in **Table 5** has been applied to the 1350 students and 115 FTE staff expected at full capacity permitted by the planning.

Table 5 – Multi Modal Staff and Student Trip Generation

Mode	Resultant Staff	Resultant Students
Walking	0	620
Cycling	34	229
Rail	0	13
Tube	25	40
Bus	23	351
Bus and Tube	0	3
Car	23	40
Car share	10	54
Total	115	1350

It is anticipated that at least 2 new staff members would travel by tube. It is also anticipated, given the decreasing catchment area that the proportion of students using active means of travel such as walking and cycling would increase.

The TP for ALCEHS has two targets:

- increase the percentage of students walking to school by 5% points
- decrease the number of students travelling by bus by 5% points

It is anticipated that the measures being undertaken in the academic year 2020-21 to gain Bronze STARS accreditation will enable these targets to be met after the first year on the new site.

In order to review and evaluate the effectiveness of this TP, the travel patterns of both pupils and staff need to be regularly established and monitored. As part of the strategy and action plan of this TP, this could be achieved by undertaking annual parent/pupil and staff surveys. The questionnaires can be

modified appropriately in light of experience from previous years' surveys. This will ascertain details of site-specific circumstances, behaviours, existing and preferred travel patterns. The surveys can also enhance support for the TP and increase awareness of sustainable travel issues.

A further survey will be undertaken early in the autumn term 2020 after first occupation of the permanent building and when an additional year group will have joined ALCEHS.. The survey will ascertain details of school-specific circumstances, behaviours, existing and preferred travel patterns. The survey can also enhance the support of pupils, parents and staff for the TP and increase their awareness of sustainable travel issues.

As a minimum, the travel survey questionnaire will look to establish the mode of transport usually used for travelling to/from the school with the reasoning behind mode choice (particularly those travelling by car) established.

Anticipated questions for the next travel survey are:

- What is your usual mode of transport for travel to school?
- Please give reason(s) for choosing this mode of travel
- Distance travelled from home to school?
- How long does your journey to school usually take?
- Has your usual mode of transport for travel to school changed in the past year?
- On occasion what alternative mode of transport for travel to school would you use?
- What would be your preferred mode of transport to school?
- Would you be receptive to using more sustainable methods of travel on a regular basis?
- How could you be encouraged to use a more sustainable method of travel?
- Number of times per week (on average) staff travel to/from the school
- Receptiveness to TP measures
- Awareness of TP, initiatives, measures and travel options
- General opinions and views on site travel issues
- Any special travel circumstances (e.g. mobility issues).

We will look at analysing travel data using the iTRACE software, an online tool used by authorities in Greater London which not only allows data comparisons to be made internally (year to year), but also between other schools and organisations within the local area. As such, further proposed travel survey will be in a format compliant with iTRACE.

TfL STARS will also be utilised to record all mode of travel data and preferred mode of travel to ensure it is comparable with other schools.

A short covering letter/email is provided with a Travel Survey questionnaire to explain the purpose and aims of the survey.

Issues

The key barrier to sustainable travel is the A406 North Circular Road, which is perceived as being heavily congested, highly polluted and unsafe for pedestrians and cyclists. This road creates severance between the school and the large residential area to the east of the road and some parents may perceive this as being unsafe for their children and be reluctant to let them walk or cycle. In order to overcome this, parents can be educated on the existing safe routes from this area to the school, including existing crossing points.

As part of the S278 agreement, an additional pedestrian signalised crossing (Puffin or similar) will be constructed on the North Circular Road.

Recent (September 2019) staff and student surveys highlighted the following barriers to sustainable transport:

- To save time
- Convenience
- Transporting equipment/books
- Dropping off on the way to work

These were mentioned as possible incentives to using more sustainable methods of travel:

- Environmental concerns
- Healthier lifestyle - exercise
- Sociable – walking or cycling with friends

Overall objectives and targets

The key emphasis of a TP is to minimise the number of vehicle trips generated by the site and to encourage more active travel. This is most commonly done by setting appropriate targets. This TP is primarily concerned with managing the travel demand of pupils and staff trips to and from the site and as such all targets relate to these types of trips. In setting TP targets it is important to highlight that targets need to be responsive as situations change. It is recognised that the target of this TP should be SMART.

Figure 15 - SMART Travel Plan Components

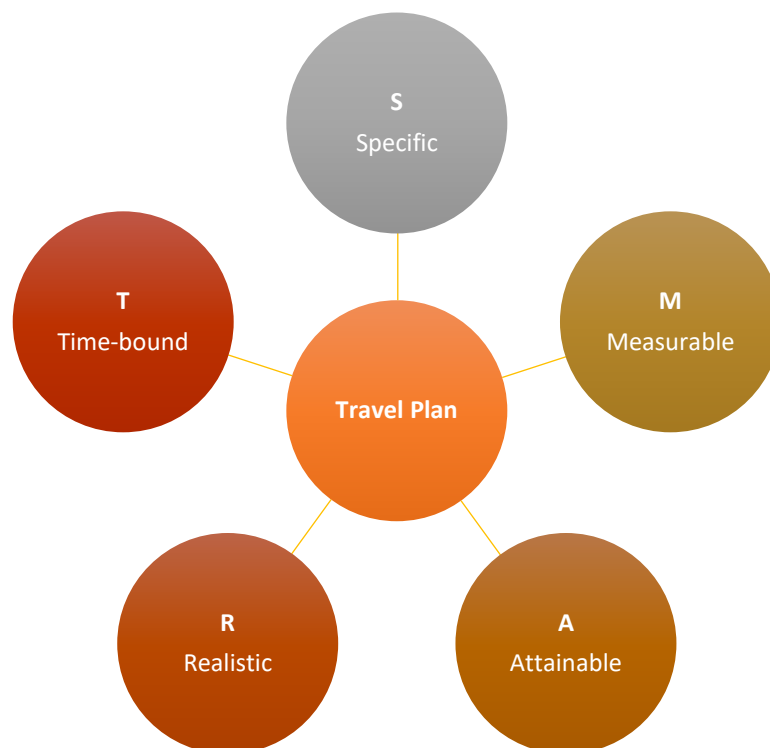


Table 6 – Mode of travel targets for first 12 months on new site

Mode	Forecast modal split (3 year groups)				Targets for first 12 months on new site	
	Number		%		+/- %	
	Students	Staff	Student	Staff	Student	Staff
Walking	202	0	45%!	0%	+5%	
Cycling	72	11	16%	30%		
Rail	4	0	1%	0%		
Tube	13	7	3%	20%		
Bus	117	7	26%	20%	-5%	
Bus and Tube	9	0	2%	0%		
Car	13	7	3%	20%		
Car share	20	3	4%	10%		
Total	450	35	100%	100%		

Two SMART targets for the first year of operation on the new site would be:

- Increase students walking to school by +5 percentage points
- Decrease students travelling to school by bus by -5 percentage points

Management of the Travel Plan

TfL STARS Accreditation

ALCEHS is currently in the TfL STARS accreditation scheme. STARS – Sustainable Travel: Active, Responsible, Safe – is an accreditation scheme for schools, nurseries and colleges to inspire young Londoners to travel sustainably, actively, responsibly and safely.

In doing this, STARS empowers students and improves the safety and wellbeing of the whole community. It also encourages active travel behaviour and improves the environment around the school.

STARS accreditation provides the school with the support, tools and guidance to encourage safe, active, healthy and more sustainable travel behaviour as part of the school journey.

Chris Wiggins has been appointed the school's Travel Plan Champion (TPC). ALCEHS is working towards Bronze STARS accreditation on the permanent site for academic year 2020-21.

The TPC will oversee the STARS accreditation process in conjunction with the school management team.

School Travel Plan Working Group

A school TP working group consisting of the TPC, head of SMSC and Associate Headteacher will hold regular meetings (anticipated to be once a term) to review hand's up surveys, discuss transport issues, gain opinions on measures and establish how successful they have been and obtain support for implementation of new initiatives.

Parent Questionnaires

Questionnaires will be sent to parent/ guardian to understand their views on transport issues and to keep them informed of upcoming TP events.

Student Groups

ALCEHS already has a keen group of Youth Travel Ambassadors who will champion activities within school. Travel is also a standing item on School Council agenda.

Proposed measures to promote sustainable travel

Considering the high levels of accessibility and as there is limited parking proposed as part of the development, it is considered the vast majority of users of the development will travel to/from the site via sustainable modes of travel.

Nevertheless, this section of the TP sets out the initiatives that could be implemented. The initiatives are designed in order to reduce staff, students and their parents, and visitor dependency on the private car and encourage sustainable modes of travel. They are in line with the aims and benefits set out earlier in this document.

Production of Staff and Parents Welcome Packs

Welcome packs can be critical in influencing travel patterns and therefore it is envisaged that they will be issued by the school to all new staff and parents/guardians upon relocation to the new school.

- Introduction to the TP concept detailing objectives and aspirations;
- Literature on the health benefits of walking, cycling and environmental benefits of sustainable modes of transport;
- Personal travel initiatives;
- Maps showing local walking/cycling routes and places of interest;
- Details of public transport services, including timetables and routes; and
- Details of the TPC

As well as providing such information throughout the welcome packs, community notice boards in communal areas could also be provided to detail relevant information as set out above. It is envisaged that the TPC would work with the local educational institutions to link the welcome packs to the nearby facilities.

Measures to Encourage Walking

Walking is the most sustainable and accessible mode of travel. Any individual in relatively fair health can incorporate walking into part of their journey. Furthermore, 30 minutes of moderate activity 5 or more times per week is likely to enhance the health and fitness of the individual.

It has been demonstrated throughout this TP that there is an existing good level of pedestrian infrastructure in the surrounding area. The following measures will be considered in order to encourage staff, parents/ guardians, students and visitors to walk:

- Raise awareness of the health benefits of walking;
- Clear signing of pedestrian routes within and adjacent to the site;
- Broadcast information on the local pedestrian routes, including public footpaths; and
- Promote the www.walkit.com website for journey planning on foot.

Measures to Encourage Cycling

It has been demonstrated throughout this TP that there is an existing good level of cycle infrastructure in the surrounding area. There will also be 180 long stay and 14 short stay cycle parking spaces provided at the development as part of the proposals.

To encourage staff, parents, students and visitors to cycle to/from the site, the following measures will be considered:

- Information on the local cycle network routes made available through the previously discussed welcome packs;
- Provision of Bikeability cycle training;
- Bike Security Marking event;
- Participation in Sustrans 'The Big Pedal' challenge;
- Promote the availability of cycling information, including route maps and useful tips and guidance, on the Sustrans website www.sustrans.org.uk;
- Local cycle clubs/forums to be invited to take part in TP promotional events to raise awareness;
- Arrange cycle training and maintenance lessons for those not confident about cycling or simply wish to find out more;
- Information about the nearest bicycle sales and repair shops will be made available;
- Shower and changing facilities;
- Encourage staff to ask about the Cycle2Work scheme; and
- The setting up of a Bicycle User Group (BUG).

Measures to Encourage Public Transport

It has been demonstrated throughout this TP that the site is very accessible by public transport and that there are further opportunities for wider public transport travel throughout the borough of Ealing.

The following measures will be considered in order to encourage staff, parents, students and visitors to travel by public transport:

- Provide up to date bus details including timetables/contact information in the welcome packs; on notice boards;
- Participate in World Environment Day – see if ALL students can do at least one of their school journeys using an active or public transport mode;
- Participate in Green Transport week;
- Advertise any promotions/discounts offered by TfL;
- Liaise with TfL and LBEC on any future improvements and/or extensions to local services;
- Limited time discount tickets could be provided in the previously discussed welcome packs; and
- Links to relevant public transport travel information on TfL’s website will be provided.

Additional measures for students

The following could act as additional measures for encouraging students to travel sustainably:

- Identify opportunities to link messages and methods of TP into the curriculum;
- Communication with parents / carers about travel / expansion plans for the school and targets that have been set to promote the use of active and public transport modes;
- Walk to school campaigns, walk on Wednesdays or similar reward schemes;
- Science Curriculum lessons around the carbon footprint of the students (combined with an email to the local MP by the students).
- TfL Youth Travel Ambassador;
- Car free day; and
- Walk to school week; International walk to school month.

Additional measures for staff

The following could act as additional measures for encouraging staff to travel sustainably:

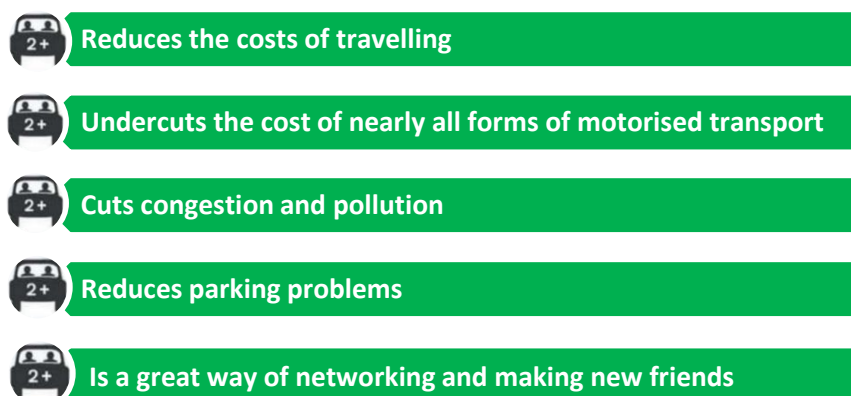
- Journey planning support, information and advice provided to all staff;
- No additional car parking will be provided on site;
- Except for the disabled bay, dedication of the on-site car parking for staff that car share;

- For those that car share, provision of a guaranteed 'taxi' home in the event of an emergency;
- Installation of additional cycle parking if travel surveys reveal demand is higher than the provision;
- All staff to be reminded that the Trust offers staff the opportunity to participate in the 'Cycle to Work Scheme';
- Bike Security Marking event;
- Participation in Sustrans 'The Big Pedal' challenge, and
- Participate in Green Transport week.

Car sharing

Car sharing is a sustainable mode of travel that can reduce the number of single-occupant vehicle trips generated by a site. Car sharing databases such as Liftshare enable organised car sharing by connecting people travelling in the same direction so they can arrange to travel together. There are several benefits to car sharing, as outlined within **Figure 16**.

Figure 16 - Benefits of Car Sharing



Delivery and Servicing Strategy

Deliveries associated with the school are anticipated to consist of delivery of catering, school supplies and refuse/recycling collection.

The school will utilise vehicles up to a long wheel based transit van for delivery and servicing. It is anticipated that up to five deliveries will be made per day (ten two-way movements).

School facilities staff will ensure refuse and recycling containers are within 15m of the collection point, (the maximum trolley distance set out in LBEC guidance).

Vans and larger vehicles travelling north on the A406 will be told to access the site via Hillcrest Road and Park View Road not by turning left on Woodville Gardens.

Delivery and servicing operators will be encourage to make off peak deliveries where possible. A secure location or delegation of task to management staff will be explored to enable deliveries out of hours.

It will be encouraged to source items locally, or from the same supplier, to reduce the number of deliveries required. Details of opportunities can be published within TP documentation (including the possible use of websites and social media) which will be implemented as part of the role of the TPC.

Car Parking Strategy

ALCEHS will have 16 parking spaces. These will all be allocated to the teachers at the site. There will be no spaces allocated to the students or parents/ guardians. There are three accessible bays for use by Blue Badge holders.

There are no designated visitor parking spaces, they will be required to travel by public transport. Car parking is strictly allocated for staff only, no parking is provided for the students, parents and visitors travelling to the site.

The main gated access onto Park View Road will only be open prior to school start time and at school finish. This will restrict those able to access the site and ensure it is secure. If staff or visitors are required to enter at any other times, they will utilise an intercom connected to reception.

Appropriate signage will be installed to ensure safe movement of all users of the site including pedestrians, cyclists, cars and servicing vehicles.

Marketing and Communications

To ensure that the aim of the TP is achieved, several marketing measures could be implemented to ensure that students are fully aware of the objectives of the TP and their responsibility in helping achieve these objectives. Proposed measures for marketing include:

Notice Boards

Notice boards can be provided at vantage points within the development where it is visible to all users. Information on travel and updates on transport services and infrastructure can be provided. This will keep the students up to date with changes in the travel options available.

Events

Events such as walk-to-work days can be organised and promoted. Also, cycle surgery events where cycle mechanics will be available at the development to address queries and repair minor faults on student's bicycles.

Assemblies centred around sustainable travel could be held to educate students on sustainable travel choices.

Visitor Travel

Information provided on the website or via correspondence should support journeys to the site by sustainable travel.

Website

Reference to the TP will be made on the website (School Life). A map is shown on the Contact us page and information about no parking on site and local CPZ will be published.

Monitoring and Review

It is important to recognise that a TP is a continuous process, and in order to measure success, it is essential that an appropriate monitoring and evaluation strategy is employed. This plan is intended to provide a flexible working strategy that will be regularly reviewed and updated based upon experience of occupants of the site. It is anticipated that as part of an annual evaluation certain aspects, such as the TP targets, will be reviewed, and modified if required. The TP monitoring and evaluation process is shown graphically in **Figure 17** below:

Figure 17 - Monitoring and Evaluation Process



The review process of this TP is to remain in place throughout the lifetime of the plan. However, formal monitoring and assessment is to be undertaken annually, starting from September 2020 when the permanent site is operational. The TP monitoring is to be undertaken in conjunction with ELBC, with agreement over elements such as the proposed surveying methodology, amendments to the TP target, and intervention measures.

The review process provides the opportunity for occupier and key stakeholders to consider the performance of the TP and determine whether the targets have been achieved. All stakeholders should come together to consider the outcomes of the review process and decide if any amendments are required to the TP. Any intervention measures should be approved by all key stakeholders and implemented as appropriate.

Overall responsibility for the TP will lie with the school. The school is anticipated to move to this site in September 2020 at which time the existing STARS account for ALCEHS will reflect this TP. At this point, the day to day responsibility will shift from the developer to the school's TPC.

Travel Plan Coordinator

The TPC will take responsibility for ensuring that the various elements of the plan are monitored and operate effectively to offer a genuine choice of travel modes. Typical duties include:

- Updating STARS account for the school on the STARS website;
- Overall management and leading on the delivery of the TP;
- Representing the human face of the TP and explaining its purpose and opportunities on offer;
- Promoting individual measures/initiatives in the TP;
- Liaising with public transport operators;
- Monitoring the TP; and
- Taking a key role in reviewing the TP.

Monitoring and Evaluation

The monitoring of travel behaviour is vital in measuring the schools progress towards targets.

Annual monitoring reports will be provided to an officer at the LBEC following receipt of the first surveys. Monitoring will be carried out for a period of at least three years from the date of the baseline travel surveys.

If the TP fails to meet its targets at the end of year 5, it is envisaged that a new 5 year monitoring cycle will be initiated.

Travel Surveys

Hands up surveys of students and staff will be undertaken annually and uploaded to the STARS system.

Action Plan for the forthcoming year

For the academic year 2020-21 (to gain Bronze STARS accreditation on the temporary site) the following 10 travel activities have been planned by the TPC:

Number	Activity
1	Youth Travel Ambassadors (YTA)
2	Promote responsible behaviour on public transport
3	Bikeability training
4	Comic strip competition
5	Bikers' breakfast
6	Dr Bike session
7	The big pedal
8	The golden lock competition
9	Other walking activity
10	World Environment Day

The following 6 supporting activities have been chosen:

Number	Activity
1	Communicating with parents/carers
2	Working in partnership with local police
3	School travel noticeboard
4	Health benefits of active travel
5	Mapping exercises
6	Outdoor classroom day

As mentioned previously, this plan has been agreed with Ealing STARS team.

Updates upon Occupation

We understand that the following should be carried out within 6 months of occupation, or sooner if specified as a condition of planning permission, to update and further inform the school TP. Updates will be added to our existing STARS application.

1.	Undertake pupil and staff hands-up surveys to assess actual and preferred mode of travel	
2.	Reassess the targets set for the first year of occupation. Agree any changes with LBEC's School Travel Adviser as part of the review.	
3.	Carry out any additional consultation e.g. parents, neighbours, postcode plots.	
4.	Identify any further travel and transport issues that have come to light	
5.	Identify further initiatives required to meet the targets and to be eligible for, at least, Bronze STARS accreditation.	
6.	Undertake and complete planned Activities as Stories	
7.	Agree next monitoring/review with LBEC	
8.	Existing schools achieve Bronze level STARS within 6 months of occupation, or sooner if specified as a condition of planning permission	

Maintaining the School Travel Plan

We will submit a revised STARS application by the end of each academic year in order to maintain our TP and provide information on how we promote and encourage active, safe and sustainable travel for the school journey, to mitigate the impact of the development.

Additional School Travel Advisor Comments

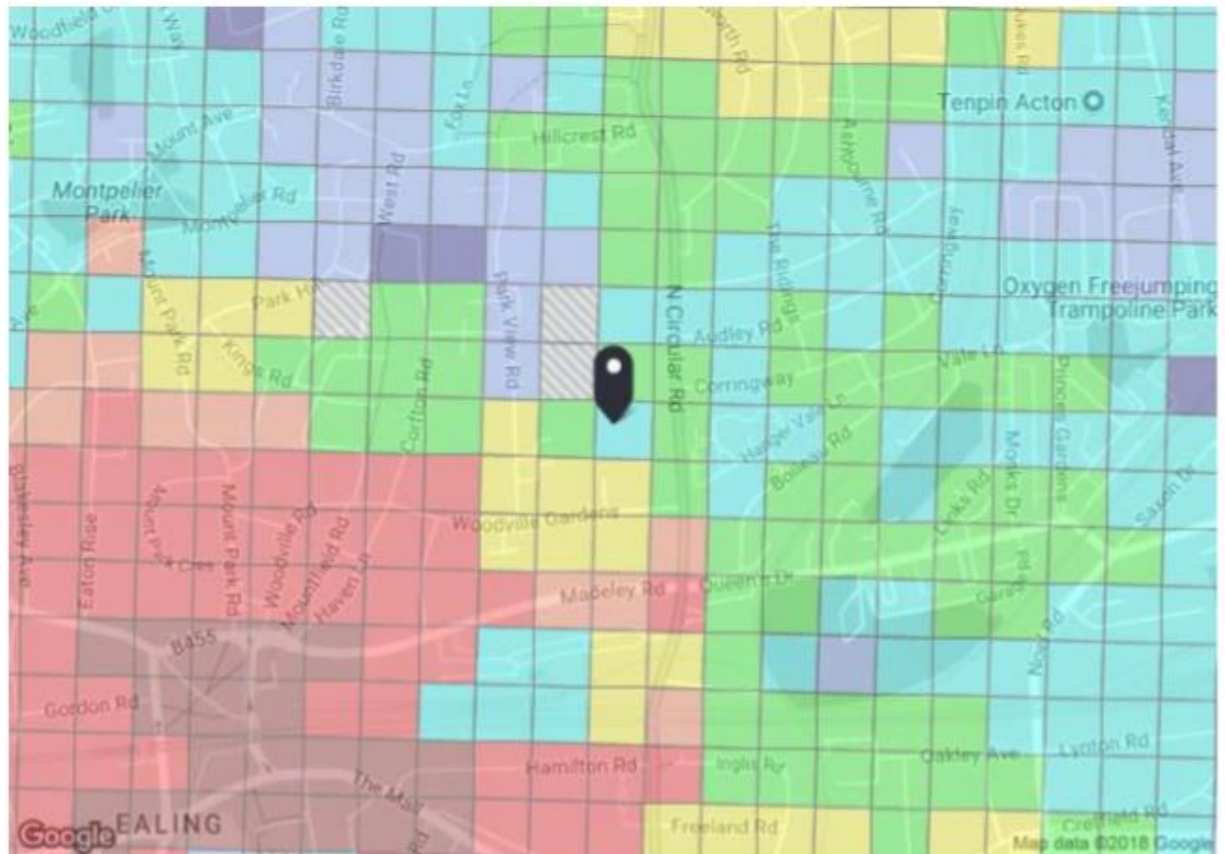
Sign Off for School Travel Plan

	Name	Approval/Signature	Date
STP Champion	Chris Wiggins		
Head / Business Manager	Keir Smith		
Ealing Council Development Management Officer			
Ealing Council Property Services Project Officer			
Ealing Council School Travel Adviser	Nicky Batkin / Victoria Willis		

Appendices

Appendix A	PTAL Output Report
Appendix B	TFL Bus Spider Maps
Appendix C	Landscape plan

Appendix A PTAL Output Report



PTAL output for Base Year 2

67 N Circular Rd, London W6, UK
Easting: 518531, Northing: 181446

Grid Cell: 85223

Report generated: 25/06/2018

Calculation Parameters

Day of Week	M-F
Time Period	AM Peak
Walk Speed	4.81ph
Bus Node Max. Walk Access Time (mins)	8
Bus ReliabilityFactor	2.0
LU Station Max. Walk Access Time (mins)	12
LU ReliabilityFactor	0.75
National Rail Station Max. Walk Access Time (mins)	12
National Rail ReliabilityFactor	0.75

Map key- PTAL



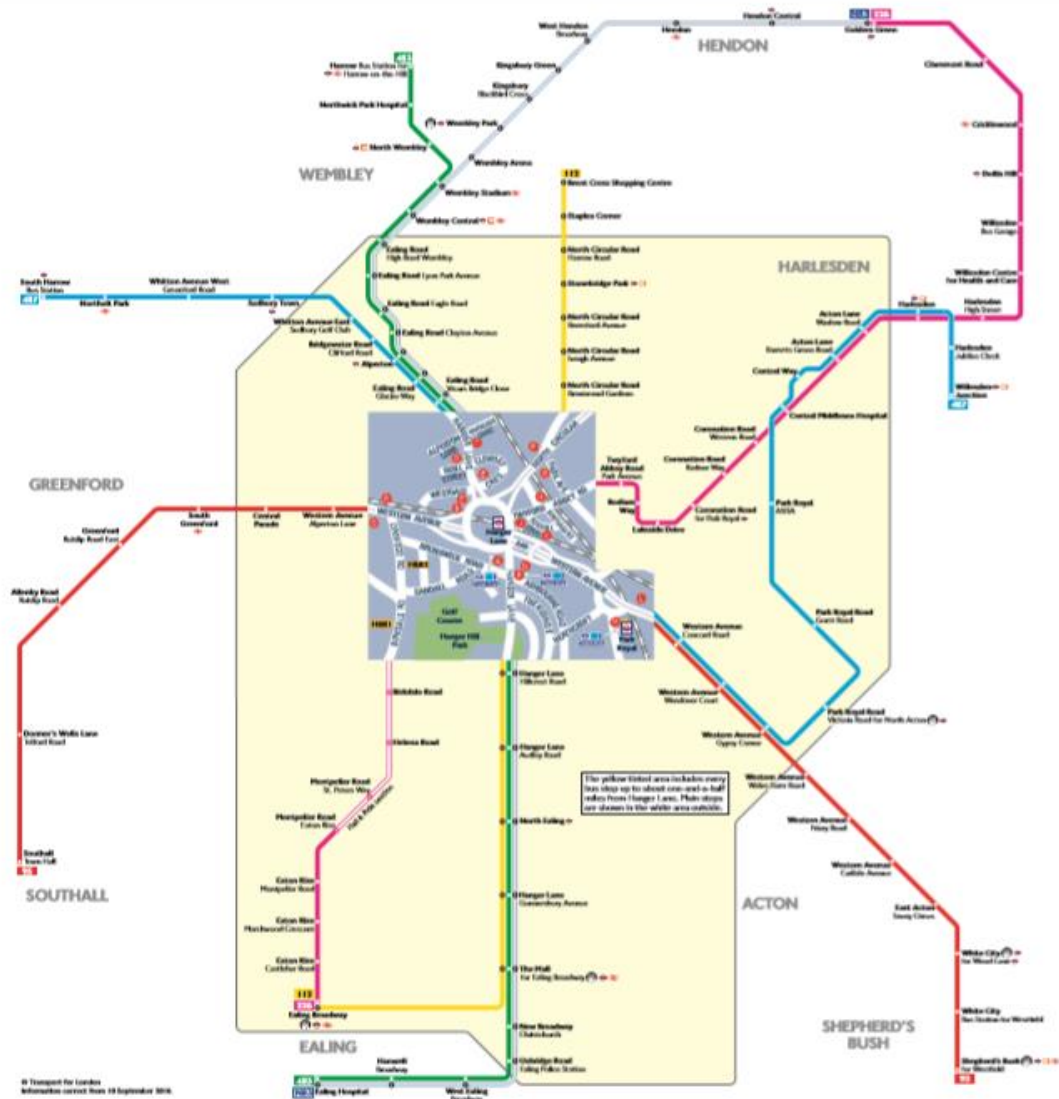
Map layers

PTAL (cell size: 100m)

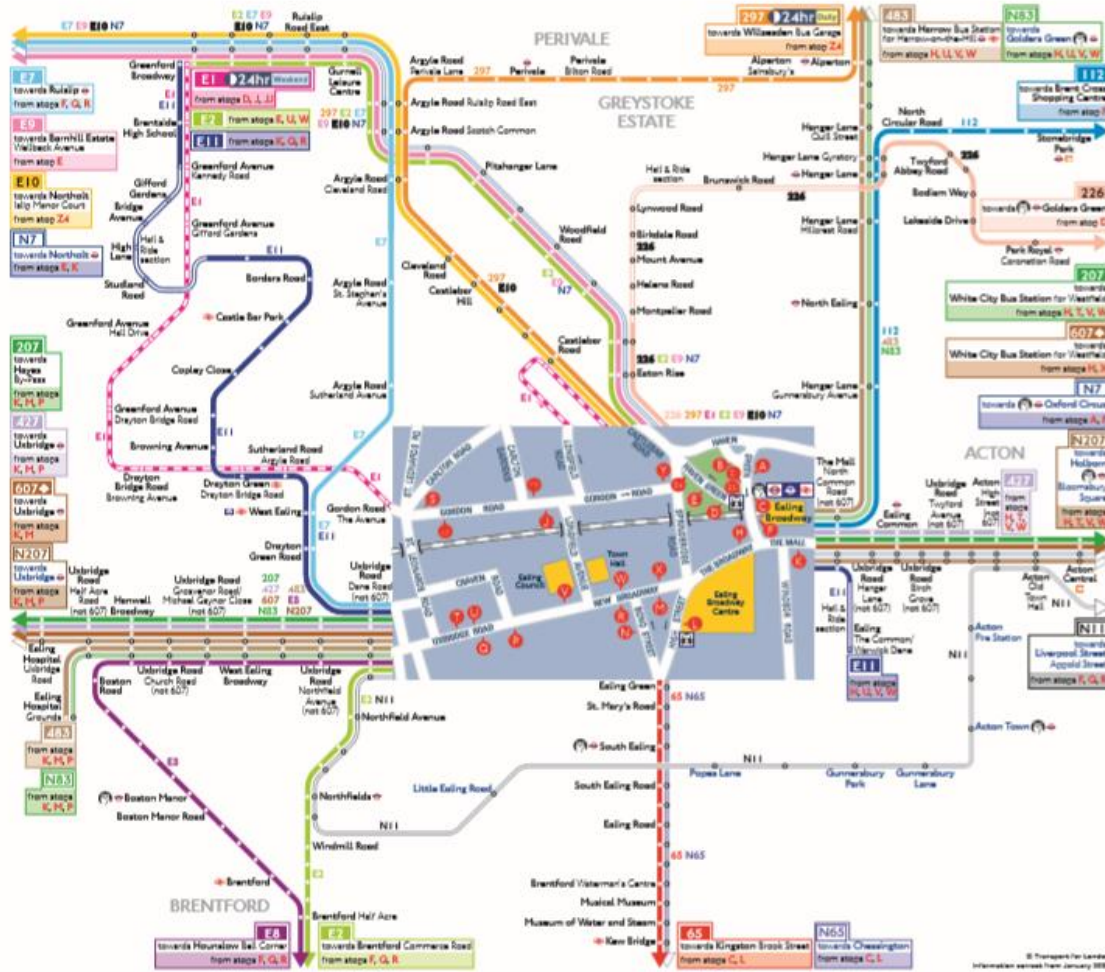
Calculation data

Mode	Stop	Route	Distance (metres)	Frequency(vph)	Walk Time (mins)	SWT (mins)	TAT (mins)	EDF	Weight	AI
Bus	HANGER LANE AUDLEY ROAD	112	203.05	5	2.54	8	10.54	2.85	0.5	1.42
Bus	HANGER LANE AUDLEY ROAD	83	203.05	7.5	2.54	6	8.54	3.51	1	3.51
LUL	North Ealing	'RayLane-Cockfosters'	566.77	3.67	7.08	8.92	16.01	1.87	1	1.87
LUL	North Ealing	'AmosGrove-RayLane'	566.77	0.33	7.08	91.66	98.74	0.3	0.5	0.15
LUL	North Ealing	'Oakwood-RayLane'	566.77	0.33	7.08	91.66	98.74	0.3	0.5	0.15
LUL	North Ealing	'Uxbridge-Cockfosters'	566.77	3.67	7.08	8.92	16.01	1.87	0.5	0.94
LUL	North Ealing	'Ruislip-Cockfosters'	566.77	2.33	7.08	13.63	20.71	1.45	0.5	0.72
LUL	North Ealing	'AmosGrove-Uxbridge'	566.77	1	7.08	30.75	37.83	0.79	0.5	0.4
LUL	North Ealing	'Oakwood-Uxbridge'	566.77	0.33	7.08	91.66	98.74	0.3	0.5	0.15
LUL	North Ealing	'Oakwood-Ruislip'	566.77	0.33	7.08	91.66	98.74	0.3	0.5	0.15
									Total Grid Cell AI:	
									9.47	

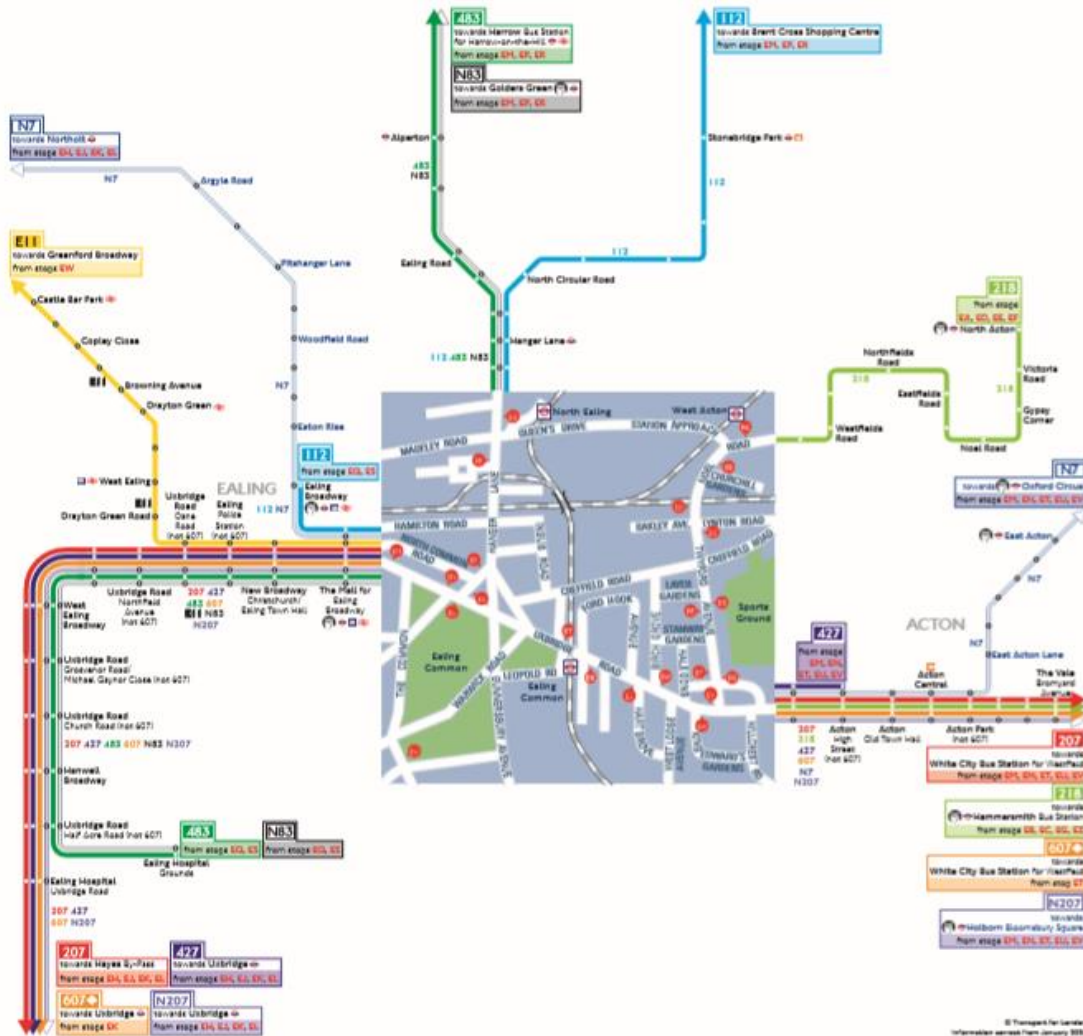
Buses from Hanger Lane



Buses from Ealing Broadway



Buses from Ealing Common



The site plan illustrates the proposed development at 100 Park View Road. The plan shows the building footprint, parking areas, and surrounding streets. Key features include:

- PARK VIEW ROAD**: Located at the top of the plan.
- NORTH CIRCULAR ROAD**: Located at the bottom of the plan.
- PARKING LOT**: A large area designated for parking, located to the left of the building.
- PROPOSED DEVELOPMENT**: The main building footprint, which includes a large rectangular structure and a smaller, more complex structure to the right.
- LANDSCAPING**: Various areas marked with green circles and lines, indicating planned landscaping and greenery.
- UTILITIES**: Labels for 'ELECTRICITY' and 'WATER' lines running through the site.
- ACCESS**: A 'DRIVEWAY' is shown leading from the parking lot to the building.
- ADJACENT PROPERTIES**: The plan shows the layout of neighboring buildings and streets, including 'PARK VIEW ROAD' and 'NORTH CIRCULAR ROAD'.