



THE BOURNE ACADEMY

The Bourne Academy,
Hadow Road,
Bournemouth, BH10 5HS

School Travel Plan on behalf of
The Bourne Academy

August 2019

MILESTONE
TRANSPORT PLANNING

The Bourne Academy School Travel Plan

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1. Introduction & Scope of Travel Plan

- 1.1 The Bourne Academy is committed to minimising congestion, emissions and inconvenience to the local residents which may be caused by the operation of the school on Hadow Road. Through the implementation of this Travel Plan, which will be overseen by a member of staff who will be appointed to take on the role of Travel Plan Coordinator (TPC) and in liaison with Bournemouth, Christchurch & Poole Council (BCPC), the overall traffic and environmental footprint of the school will be managed.
- 1.2 The Bourne Academy has an operational Travel Plan which has been in place since December 2011 (see Appendix 1). This Travel Plan should therefore be treated as an evolution of the December 2011 Travel Plan document.
- 1.3 The Bourne Academy is committed to implementing a Travel Plan that will be underpinned by a comprehensive and deliverable Action Plan. The Action Plan will clearly outline a list of initiatives to be undertaken so as to promote the Travel Plan to students, parents / guardians and staff.
- 1.4 Annual travel surveys of staff and students will continue to be conducted to monitor travel behaviour. The TPC will be responsible for undertaking the travel surveys as well as monitoring other aspects of the Travel Plan.
- 1.5 In the preparation of this Travel Plan, reference has been made to the National Planning Policy Framework (2019), Bournemouth, Poole and Dorset Local Transport Plan 3 (2011-2026) and the Bournemouth Local Plan Core Strategy (2012).
- 1.6 Paragraph 35 of the NPPF states that "*plans should protect and exploit opportunities for the use of sustainable transport modes for the movement of goods or people.*" It identifies a number of objectives including to 1) Give priority to pedestrian and cycle movements and have access to high quality public transport facilities; and 2) Create safe and secure layouts which minimise conflicts between traffic and cyclists or pedestrians.
- 1.7 Para. 36 of NPPF states that "*Travel Plans are a key tool to facilitate these objectives. All developments which generate significant amounts of movement should be required to provide a Travel Plan.*"
- 1.8 The LTP3 is built upon 5 key goals, which incorporate the need to provide a connected transport network that is safe, resilient, accessible to all and maximises opportunities for sustainable transport.

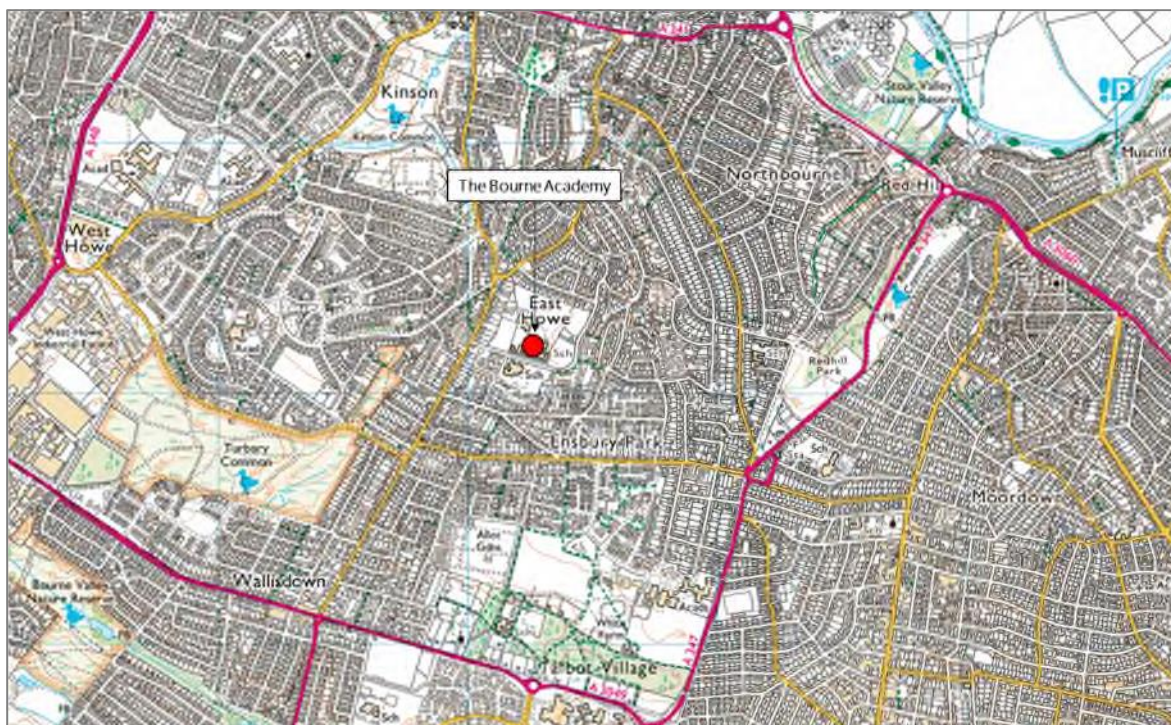
Scope of Travel Plan

- 1.9 Section 2 provides a description of The Bourne Academy's characteristics, Section 3 details the school's accessibility credentials by foot, cycle and public transport.
- 1.10 Section 4 outlines the aims and objectives of the Travel Plan in accordance with the policies referred to in this section.
- 1.11 Section 5 outlines the existing travel patterns of The Bourne Academy and Section 6 provides details of the measures and initiatives designed to deliver a successful Travel Plan.
- 1.12 Section 7 details Travel Plan's Action Plan and Targets and Section 8 outlines the management of the Travel Plan in respect of roles and responsibilities of the Travel Plan Coordinator (TPC) and the Travel Plan Committee.
- 1.13 Section 9 sets out the monitoring and review process and the corrective measures to be considered should targets not be met.

2. The Bourne Academy

- 2.1 The Bourne Academy is a secondary school for ages 11 - 18 with approximately 980 pupils on roll and 90 FTE members of staff. The school predominantly serves the local catchment areas of East Howe and Kinson.
- 2.2 The location of The Bourne Academy in the context of the surrounding highway and transport network is illustrated in Figure 1.

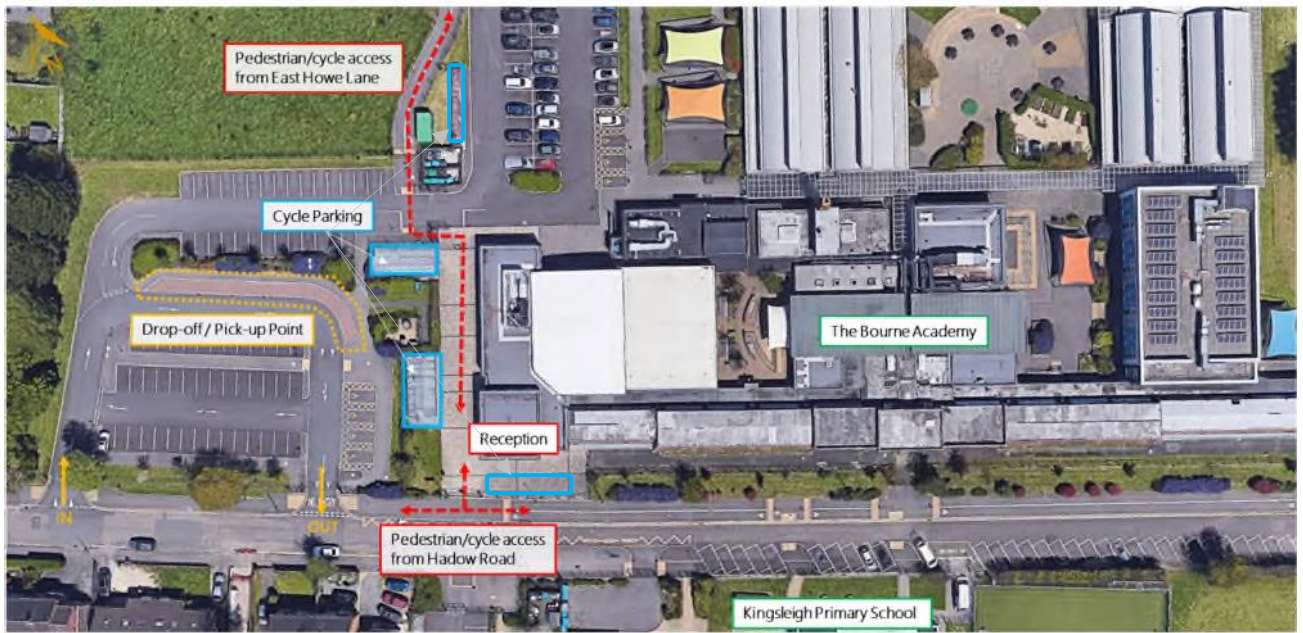
Figure 1 Site Location



- 2.3 The school is located on the northern frontage of Hadow Road cul-de-sac and Kingsleigh Primary School and residential properties are located along the southern frontage of Hadow Road.
- 2.4 Vehicular access to the school is from Hadow Road with a separate entry and exit circulation arrangement providing access to on-site car parking. The school benefits from a total of 119 spaces in addition to 8 disabled parking spaces and a designated drop-off / pick-up point.
- 2.5 The school also benefits from pedestrian and cycle access from both Hadow Road and East Howe Lane. The pedestrian / cycle access from Hadow Road is gated and provides direct access to the school reception, the designated entry point to the school.
- 2.6 Next to the school reception are three cycle parking shelters, with a further one in the rear car park, accommodating up to 205 student bikes/scooters and 45 staff bikes.

- 2.7 The school is open from 8am-5pm and students can enter the premises via the school reception from 8:20am. All students finish classes at 4pm on Monday, and 1:35pm on Wednesday. On Tuesday, Thursday and Friday classes finish at 3pm for Year 7,8 and 9 with the option to stay until 4pm for additional optional activities, and 4pm for Years 10 – 13.
- 2.8 Drop-off and pick-up activity takes place on-site from a designated on-site drop-off / pick-up point as illustrated in Figure 2.

Figure 2 Drop-off / Pick-up Arrangements

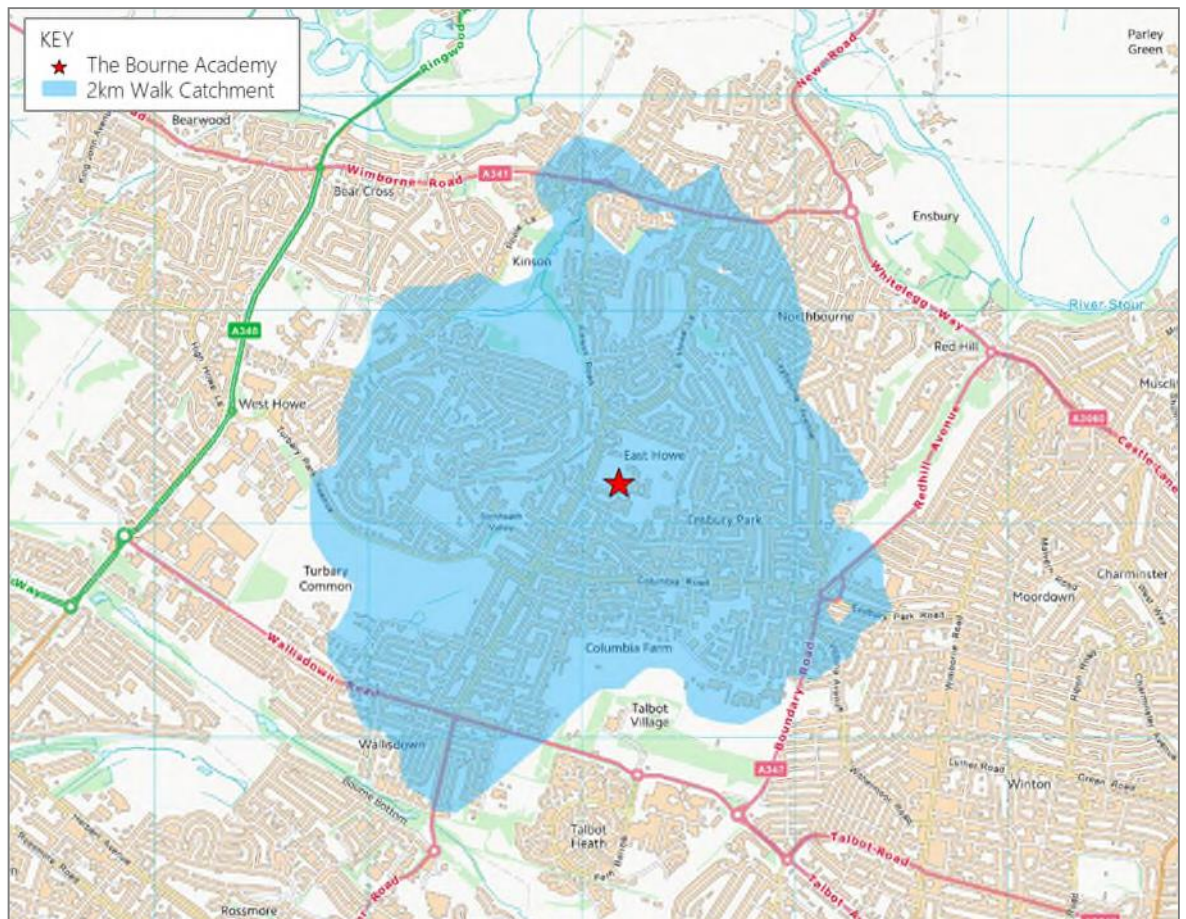


3. The Bourne Academy Accessibility Audit

Pedestrian & Cycle Accessibility

- 3.1 Current planning guidance indicates that walking, as a mode of transport in itself, is the most important mode at local level and offers the greatest potential to reduce car trips, particularly those less than 2.0 kilometres. The Chartered Institute of Highways and Transportation’s (CIHT’s) publication ‘*Providing for Journeys on Foot*’ (2000) recommends a maximum walk distance of 2km for journeys to school.
- 3.2 Figure 4 illustrates the potential 2km walk catchment areas of the school which shows that the residential areas of East Howe, West Howe, Ensbury Park, Kinson, Wallsdown and Northbourne are accessible within a suitable walk distance from the school.

Figure 4 2km Walk Catchment



- 3.3 Pupils and staff benefit from a shared footway / cycleway along the school frontage. This shared provision connects with a traffic-free pedestrian/cycle link at the eastern end of Hadow Road providing connection to Green Lane and Heather Road and the wider residential area of East Howe.
- 3.4 To the north-west corner of the school, pupils / staff arriving on foot or by bicycle from the north benefit from an additional point of access in the form of a shared footway / cycleway providing a safe route to the main entrance and cycle parking facilities. This route also provides safe connections to nearby bus stops located on East Howe Lane and Kinson Road.

- 3.5 Located opposite this access point is a controlled pedestrian crossing on East Howe Lane providing a safe crossing point for pupils / staff.
- 3.6 An additional controlled pedestrian crossing facilitating safe pedestrian / cycle movement to and from the school is located on Kinson Road, immediately north of the junction with Hadow Road providing safe access to nearby bus stops located on Kinson Road.
- 3.7 Opposite Hadow Road, this is a pedestrian only link (cyclists are required to dismount), known as Bluebird Walk, which provides traffic-free connections to Moorside Road and other residential streets.

Public Transport Accessibility

- 3.8 The nearest bus stops are located on Kinson Road and East Howe Lane which are accessible within a short walk distance from the school. The bus services offer sustainable links to the local and wider catchment areas providing a realistic and accessible travel choice for pupils.
- 3.9 Bus stops on Kinson Road are located c. 80m to the south of Hadow Road and are provided with pole, flag and timetable information.
- 3.10 The bus stop located on East Howe Lane is located immediately north of the pedestrian/cycle access to the school and serves routes towards Kinson and is provided with pole, flag and timetable information. For services towards Bournemouth, the bus stop is located on Kinson road immediately north of East Howe Lane and benefits from shelter, seating and timetable information.
- 3.11 Table 3.1 summarises bus routes and their daytime frequencies from these bus stops, all within a short walking distance of the site.

Table 3.1 Journey Times and Frequencies of Key Bus Services

Bus Service	Stop / s	Destinations	Service Frequency (Monday to Friday)
5	East Howe Lane / Kinson Road	Bournemouth – Charminster – West Howe – Kinson	4 per hour
60	East Howe Lane / Kinson Road	Talbot Heath – Ensbury Park – Charminster	School service – 2 daily
86	Kinson Road	West Moors – Ferndown – Winton – Southbourne	School service – 2 daily

Summary

- 3.12 The location of the site reflects the requirements of the NPPF and local policy in ensuring that patterns of growth make the fullest possible use of walking, cycling and public transport, and focus significant development in locations which are sustainable. The location of the site provides a realistic choice in travel modes to cater for daily journeys which would act to reduce pupils / parents and staff reliance on the private car.

4. Travel Plan Aims & Objectives

- 4.1 The Bourne Academy is committed to ensuring that everyone travelling to and from The Bourne Academy can do so as safely as possible. The Bourne Academy will encourage staff and students to choose active and sustainable modes of travel (particularly by foot and cycle) and that they are offered assistance in identifying routes by which they can travel by these modes.
- 4.2 The objectives of The Bourne Academy Travel Plan will be to provide a focus for a range of initiatives to encourage journeys to and from the site to be made by sustainable modes of transport, and to inform the targets that in turn will assist in identifying and evaluating its success.
- 4.3 In accordance with the national and local policies identified in Section 1, the key objectives of the Travel Plan are as follows:
- Staff, students and parents / guardians will support the aims of the Travel Plan to reduce trips by private car to and from The Bourne Academy by using alternative modes of transport;
 - Reduce congestion on surrounding roads to improve road safety and minimise harmful emissions;
 - Maximise opportunities for the use of alternative modes of travel;
 - Increase awareness of the health benefits of walking and cycling to The Bourne Academy, and
 - Raise awareness of road safety and environmental issues.

5. The Bourne Academy Travel Patterns

- 5.1 Updated student and staff travel surveys were conducted in July 2019 to understand how pupils and staff currently travel to and from the school. The results are summarised in Table 5.1 and included as Appendix 2.
- 5.2 A total of 645 students out of a total 980 on roll responded as result of absences, lateness, meeting and exams. Nevertheless, the response rate is equivalent to 70%. All staff members partook in the survey.

Table 5.1 Student & Staff Travel Survey Results – Mode Share

Mode	Students		Staff	
	No.	%	No.	%
Walk	325	50%	7	8%
Cycle	108	17%	5	6%
Public Bus	19	3%	0	0%
Car Share	0	0%	4	4%
Car	188	29%	74	82%
Taxi	5	1%	0	0%
Total	645	100%	90	100%

- 5.3 Table 5.1 identifies that the majority of pupils walk to school with less an 30% travel to school by car. The majority of staff travel by single-occupancy car with approximately 16 staff travelling by sustainable modes.

6. Sustainable Travel Initiatives

- 6.1 The Bourne Academy is committed to the promotion of maximising opportunities for sustainable transport as well as minimising the impact of travel on the local community and other road users. As such, a number of physical and management initiatives have been designed to facilitate travel to and from The Bourne Academy by sustainable modes of transport.

Travel Information

- 6.2 The Bourne Academy will engage with students and parents to promote the principles of the Travel Plan and the Highway Code and will regularly remind parents of parking awareness during drop-off / pick-up periods.

School Website

- 6.3 The Bourne Academy will set up a travel page on its website. It will include information about the role of the Travel Plan and the importance of minimising trips by car. It will also set out details of all the modes of transport available for travelling to and from The Bourne Academy and the benefits of using them. The website will also display information about the benefits of using these 'active' modes of transport.
- 6.4 Details of the public transport services available in the vicinity of the site will also be set out on the website. Details of safe walking and cycling routes to The Bourne Academy, car sharing, and road safety will also be included.
- 6.5 A link to a copy of the Travel Plan will be included on The Bourne Academy website so that the aims and objectives of the Travel Plan, as well as the school's commitment to meeting targets can be viewed by those who travel to / from the site.
- 6.6 The website will also be used to share information about the progress of the Travel Plan, including the results of travel surveys. In this way, staff, students and parents / guardians will all be able to access the information and will therefore feel involved in the Travel Plan.

Notice Boards

- 6.7 Notice boards will be placed in communal areas and in the staff room. The notice boards will display information related to the Travel Plan and sustainable transport. They will display details of existing facilities such as bus routes and the locations of nearby rail stations, in addition to cycle routes in the vicinity of The Bourne Academy.
- 6.8 Information on notice boards will promote upcoming events such as 'Walk to School Week', 'Walk in May', 'Walk on Wednesdays' and 'Car Share Week' and will also display the results of past events. The aim will be to motivate the school community to support Travel Plan activities by seeing the results and the benefits of the implemented initiatives.

Newsletters

- 6.9 Updates to the Travel Plan, survey results and new initiatives will be included in newsletters / blogs that are available to parents / guardians. Continued support of the Travel Plan is more likely if regular progress updates are given.
- 6.10 Newsletters and emails will also be used as a means of communicating local changes that may affect travelling to The Bourne Academy.
- 6.11 Newsletters can incorporate articles prepared by students and that both report back on successful sustainable travel initiatives and encourage their further uptake.

Meetings and Open Days

- 6.12 Open Days for future students will include information about the Travel Plan so that potential students can consider their travel options prior to starting to attend The Bourne Academy.
- 6.13 When appropriate, updates about the Travel Plan will be included on the agenda at staff meetings. In addition, student meetings may be used as a means of communication regarding travel related issues.
- 6.14 Meetings with external parties may also include information about the Travel Plan so that other local organisations are kept aware of the measures that The Bourne Academy has put in place to promote a healthy community and to protect the environment.

Walking

- 6.15 Walking to The Bourne Academy and the health benefits attributed to walking will be actively promoted through the school website. Walking is a form of 'active travel' that represents an important element of recommended daily exercise. Students and parents / guardians will be made aware of the pedestrian access routes to The Bourne Academy. Staff, parents and pupils will also be provided with easy to read maps showing local safe walking and cycling routes.
- 6.16 The Bourne Academy will actively promote participation in initiatives such as 'Walk to School Week', 'International Walk to School Month', 'Walk on Wednesdays' and 'Walk in May'. Promotion will be undertaken using the 'Living Streets' website where schools can take part in nationally run events and promotional assemblies. These events aim to reduce car usage as well as promote the health, social and environmental benefits of walking.

Cycling

- 6.17 A total of 205 cycle parking spaces are provided at The Bourne Academy for students and 45 for staff which are located in a secure, lit, covered location next to the school reception. The use of the facilities will be monitored to establish the demand for cycle parking.
- 6.18 Shower and changing facilities are located in the sport hall which are available for staff and student use to encourage them to cycle to school.

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- 6.19 As part of student / staff inductions awareness will be raised of cycle parking locations and the benefits / rewards of travel by these modes.
- 6.20 The TPC will arrange events to promote staff and parent cycling in conjunction with local and national events such as 'Bike Week'.
- 6.21 The TPC will investigate providing cycle training to students and staff through the Government-supported 'Bikeability' scheme (www.dft.gov.uk/bikeability). The TPC will liaise with BCPC with the view to setting this up at The Bourne Academy annually to provide students with the opportunity to increase their confidence and to improve their road safety awareness. The 'Bikeability' training courses also assist individuals with planning cycle routes.
- 6.22 The TPC will also investigate the potential for local cycle shops to visit the school to provide 'Dr Bike' style session and / or parents or staff to run sessions on basic cycle maintenance.
- 6.23 Cycle clubs will be established for students and staff to promote cycling and provide advice and support to new cyclists. The cycle clubs will also provide a forum for raising issues facing cyclists and will enable the coordinated development of measures and initiatives to promote cycle use.
- 6.24 The Academy has in place a 'Cycle to Work' scheme for staff, whereby staff are able to purchase a bicycle through salary sacrifice. The TPC will promote the use of this scheme to staff to increase the current uptake. Staff will also be made aware of any local shops offering discounts on purchases of bicycles and /or equipment.

Public Transport

- 6.25 Regular public bus services operate within walking distance of The Bourne Academy during the periods at the start and end of the academic day. The school website will include direct links to external websites that provide timetable information and route maps for these bus services and connecting services. Links will also be provided to rail sites and journey planning websites.
- 6.26 Notice boards will also be used to display details of the bus routes that stop in the vicinity of The Bourne Academy and the routes that they connect to so as to help staff and students to plan their journeys. A map showing the location of the nearby bus stops and rail stations will also be on display. New students will be provided with guidance on the safe and active use of public transport and other sustainable travel modes within their introductory student handbooks.
- 6.27 The TPC will liaise with BCPC and local bus operators to identify opportunities to provide discounted season ticket and other promotions for students and staff.

Car Sharing

- 6.28 Staff will be encouraged to car share. A formal car share database will be established and will be used to pair staff living in the same locality, with staff records updated on an annual basis.
- 6.29 Parents / pupils will also be informed about the benefits of car sharing and the TPC will investigate creating a secure area on the school website where parents can register interest and be linked up with other parents in the vicinity to share journeys.

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- 6.30 The TPC will manage and promote car sharing, highlighting financial and environmental benefits. The TPC will promote local car share schemes such as Car Share Dorset (carsharedorset.com) which match individuals travelling to similar destinations from similar home localities.
- 6.31 Car sharers will be allocated priority car parking spaces close to the building entrances and a guaranteed lift home in emergency circumstances.

Car Parking Strategy

- 6.32 The Bourne Academy will monitor drop-off / pick-up activity both within the school and on Hadow Road to ensure that cars can enter / exit the on-site drop-off / pick-up zone safely. A Parents Parking Charter will be introduced, which encourages parents to park in designated parking areas when waiting to pick-up and drop-off students.
- 6.33 A Staff Parking Charter will be introduced which will set rules about where staff are allowed to park. It will also include specific measures aimed at reducing car travel, such as the provision of preferential parking for staff who car share and initiatives such as 'Leave Your Car at Home' scheme, whereby members of staff who usually drive are encouraged to car share or travel by public transport at least one day each week.
- 6.34 To discourage older students from driving to school, particularly those who live within walking or cycling distance, or could travel by bus, The Bourne Academy will consider the introduction of student parking permits. This would allow restricted parking to those students who have no alternative to the use of the car.

Personalised Sustainable Travel Planning

- 6.35 Parents to new students at The Bourne Academy will be offered the opportunity to discuss their travel needs with the TPC. This will help them to consider all the options available to them and to understand the role of The Bourne Academy Travel Plan.

Coordination with Kingsleigh Primary School

- 6.36 Given the locality of The Bourne Academy with Kingsleigh Primary School and the importance of working together to promote sustainable travel, representatives of both schools will work together to develop and promote a coordinated approach to travel planning measures and initiatives that benefit both schools.

7. Travel Plan Targets & Action Plan

- 7.1 As is noted in the preceding sections, a key aspiration of The Bourne Academy Travel Plan is to increase awareness of the sustainable travel options available, with the objective of ensuring that journeys to and from The Bourne Academy are, where possible, made by alternative modes of transport to the car. The comprehensive monitoring and review programme will be put in place enabling the progress of the Travel Plan to be checked in the context of specific targets.
- 7.2 In order to achieve the aims and objectives of the Travel Plan, it is recognised that a clear framework of targets and milestones for implementation is required against which its success can be judged. This will be achieved through the Action Plan. The targets and milestones defined within the Action Plan are designed to be transparent, realistic and justified in the context of current National and Local Government guidance.
- 7.3 The Action Plan is not intended to be exhaustive and the TPC, in conjunction with the Travel Plan Committee, will review and revise the list at appropriate milestones and investigate other potential initiatives.
- 7.4 The Action Plan will be reviewed by the TPC and the Travel Plan Committee to check performance and to identify the need for any corrective actions that may need to be put in place. A revised Action Plan will then be incorporated into future updates of the Travel Plan. An indicative Action Plan is provided in Table 7.1.

Table 7.1 The Bourne Academy Travel Plan - Action Plan

Action	Responsibility	Timescale
Update sustainable travel webpage on the school website	TPC	Ongoing
Display information about the Travel Plan on notice boards	TPC	Ongoing & updated when required
Include information about the Travel Plan at meetings and open days & at student / staff inductions	TPC / The Bourne Academy	Beginning of each academic year
Provide information about safe walking / cycling routes	TPC	Ongoing
Participate in annual 'Walk to School Week' and 'Bike Week'	TPC	Annually
Provide information about local bus services	TPC	Ongoing
Monitoring use of cycle parking	TPC	Ongoing
Monitor drop-off / pick-up activity	TPC	Ongoing
Promote car sharing amongst staff	TPC	Ongoing
Offer personalised Travel Planning to students / staff	TPC	Termly

Targets

7.5 The predominant indicator of the success of a Travel Plan is generally considered to be a change in the modal split of trips with a greater proportion undertaken by non-car modes and a reduction in the number of single occupancy vehicle trips.

Student Mode Share Targets

7.6 The following targets are in relation to student travel over the next 5 years with the aim to be achieving improved mode shares by the end of the academic year 2023/2024.

- To reduce the proportion of students who travel to school by car to 20% or less;
- To increase the proportion of students who walk to school to at least 55%; and
- To increase the proportion of students who cycle to school to at least 20%.

Staff Mode Share Targets

7.7 The following targets are in relation to staff travel over the next 5 years with the aim to be achieving improve mode shares by the end of the academic year 2023/2024.

- To reduce the proportion of staff who travel to school by car to 70% or less;
- To increase the proportion of staff who car share to school to at least 10%;
- To increase the proportion of staff who walk at least once per week to 10% or more; and
- To increase the proportion of staff who cycle at least once per week to 10% or more.

7.8 Table 7.2 outlines the targeted mode share for both students and staff over the next 5 years.

Table 7.2 Student & Staff Travel Plan Targets

Mode	Students Mode Share		Staff Mode Share	
	Existing Mode Share	Targeted Mode Share	Existing Mode Share	Targeted Mode Share
Car	29%	20%	82%	70%
Car Share	0%	0%	4%	10%
Public Bus	3%	5%	0%	0%
Cyclists	17%	20%	6%	9%
Pedestrians	50%	55%	8%	11%
Taxi	1%	1%	0%	0%
Total	100%	100%	100%	100%

8. Travel Plan Management

Travel Plan Coordinator

- 8.1 The Bourne Academy will place great importance on the role of the Travel Plan Coordinator (TPC) to deliver the aims and objectives of the Travel Plan and ensure its ongoing success. A senior member of staff will be appointed to carry out the role of TPC. Contact details of the TPC, including an email address, will be provided to BCPC.
- 8.2 The TPC will be in place for the duration of the TP, for a period of 5 years.
- 8.3 The primary responsibilities of the TPC are to implement, communicate, monitor and manage the defined aims and objectives contained within the Travel Plan. The role of TPC also involves:
- Overseeing the development and implementation of the Travel Plan;
 - Raising awareness of the Travel Plan through continued communication with staff, students and parents / guardians;
 - Setting up and coordinating the Travel Plan Committee;
 - Organising the necessary surveys or other data collection exercises required to develop / review the Travel Plan including questionnaires to staff and students;
 - Issuing any updated Travel Plan to BCPC;
 - Liaising with the BCPC regarding all Travel Plan related matters;
 - Coordinating the monitoring programme for the Travel Plan and ensuring targets are met (as agreed with BCPC);
 - Liaising with nearby schools and other organisations with Travel Plans to discuss shared issues, best practice and coordinate shared activities; and
 - Reporting each term to the wider school and annually to the governors.
- 8.4 A budget will be allocated to implementing, managing and reviewing the Travel Plan. This budget will also cover any costs associated with the provision of infrastructure to support the implementation and on-going management of the Travel Plan.

Travel Plan Committee

- 8.5 The Travel Plan Committee will meet termly to coordinate the annual travel surveys following the proposed expansion. The Travel Plan Committee will also review progress towards meeting the Travel Plan objectives and targets.
- 8.6 The members of the Travel Plan Committee will be:
- The TPC;
 - The Headteacher;
 - Student representatives;

- Parent representatives; and
- School governors.

8.7 The Travel Plan Committee will be responsible for supporting the TPC in distributing surveys and analysing the survey results.

8.8 Following analysis of the initial survey and the communication of the results to all interested parties, the on-going responsibilities of the Travel Plan Committee will involve the following:

- To monitor and review progress towards the fulfilment of the agreed actions and targets;
- To ensure that the objectives remain relevant and in focus;
- To ensure that those with responsibilities around the Travel Plan are held to account;
- To identify potential barriers to future progress, and to plan how to avoid or overcome them;
- To plan and carry out an annual repeat of the travel survey.

8.9 The TPC / Travel Plan Committee will be responsible for community liaison and engagement with BCPC's School Travel Plan Team. Whilst every effort will be made to ensure The Bourne Academy operation minimises disruption to local residents and highway / transport infrastructure.

Action Plan

8.10 The Bourne Academy Travel Plan will be underpinned by a comprehensive and deliverable Action Plan that will clearly and concisely outline a list of actions to be undertaken in the implementation and communication of the Travel Plan to the wider The Bourne Academy community, i.e. students, parents / guardians and staff.

8.11 Full details of the Action Plan and Targets are provided in Section 7 and details of the monitoring and review process are set out in Section 9.

Administration

8.12 Administration of the Travel Plan involves the maintenance of necessary systems, data and paperwork, consultation and promotion. The TPC will be responsible for carrying out the administrative duties which include the regular updating of the Travel Plan document.

8.13 In the interest of confidentiality, any correspondence or data collected for the purposes of the Travel Plan will be retained within a secure, restricted access filing system, maintained by the TPC alone. Specifically, in relation to the operation of the Travel Plan, the TPC will maintain details of travel patterns, monitoring records, historic review reports (for analysis of the longer-term effectiveness of the Plan), details of meetings and feedback from the Travel Plan Committee and comments from staff, students and parents / guardians as well as any general observations.

Publicity

8.14 The success of the Travel Plan is reliant upon effective communication strategies to ensure that governors, staff, students and parents / guardians are made fully aware of the principles and initiatives established. Accordingly, the TPC will market and promote the Travel Plan through the following:

- The school website;
- Notice boards;
- Newsletters and blogs; and
- Meetings and Open Days.

9. Monitoring & Review

Monitoring

- 9.1 The Bourne Academy is committed to the regular monitoring and review of the Travel Plan as a means of ensuring that it meets the aims, objectives and targets set. An annual programme of monitoring and review will be put in place to generate information by which the success of the Travel Plan will be evaluated.
- 9.2 Monitoring and review will be the responsibility of the TPC. It is expected that the Travel Plan Committee will be able to assist with the process.
- 9.3 The most important part of the monitoring process will be the regular re-survey of students and staff on an annual basis. The main purpose of the surveys will be to identify modal split and monitor staff and student travel patterns.
- 9.4 The results of these surveys will be analysed by the TPC and BCPC's School Travel Plan Team and will form a key element of the monitoring process. The surveys will seek to understand why certain modes of transport are used and to identify any possible barriers to using sustainable modes of transport.
- 9.5 All members of The Bourne Academy community will be encouraged to comment upon the success or otherwise of the Travel Plan and general travel issues throughout the academic year. Information gathered through the monitoring process will be recorded for input to the annual review process.
- 9.6 As noted previously, regular ongoing monitoring of The Bourne Academy pupil drop-off / pick-up behaviour will be undertaken by staff. This will feed into Travel Plan monitoring reports and assist in reviewing measures and targets for the lifetime of the Travel Plan.
- 9.7 Monitoring the use of the cycle parking facilities will also take place at the same time as the surveys are undertaken. This will be an important action to ensure that the supply of cycle parking remains sufficient, particularly following the completion of the redevelopment.
- 9.8 Updated Travel Plan reports will be provided to BCPC within one month of monitoring surveys being carried out and by the end of the relevant term in which the surveys were undertaken. Each submitted Travel Plan will incorporate the outcome and results of the previous monitoring surveys carried out.

Review

- 9.9 The results of the monitoring process, and in particular the travel survey results, will be compiled into an updated Travel Plan and Monitoring Report. The Monitoring Report will contain the modal split as identified through travel surveys. The results will show the progress of the Travel Plan towards meeting objectives and targets.
- 9.10 The results of the surveys and monitoring will be reported annually to the BCPC School Travel Plan Team to ensure targets are being met.
- 9.11 Minutes of the Travel Plan Committee meetings will also be recorded for use within the review process. In addition, any feedback from Governor meetings specifically related to the Travel Plan will also be recorded and reported within the Monitoring Report.

Budget

- 9.12 A budget will be allocated by The Bourne Academy to implement, manage and review the Travel Plan. The budget will be confirmed and allocated on appointment of the TPC and reviewed on an annual basis.


Appendix 1


The Bourne Academy

School Travel Plan



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The Bourne Academy, School Travel Plan

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	Appendix A: Car Parking Strategy	

Travel Plan Agreement

We agree that this Travel Plan is submitted as part of the planning application for The Bourne Academy. We will make every effort to complete the actions required to deliver this Travel Plan and to meet the aims, objectives and targets set out herein.

.....
Miss J Steel
Principal
The Bourne Academy

.....
Head of Governors
The Bourne Academy

.....
Member of School Council
The Bourne Academy

.....
Education Department
Bournemouth Borough Council

.....
Transport Department
Bournemouth Borough Council

Foreword

The Bourne Academy is committed to promoting sustainable transport whilst providing our students with a happy, secure and supportive education where they will develop, learn and achieve with confidence and enthusiasm.

This Travel Plan sets out our commitment to helping to develop sustainable transport choices as a part of the Academy's commitment to sustainability (see Strategic Plan).

Miss J Steel

Principal, The Bourne Academy

1 Introduction

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Transportation

1 Introduction

1.1 About the Academy

1.1.1 The Bourne Academy is an all-abilities state school for 11-18 year olds, which specialises in Engineering & Design and English. The Academy, which opened in September 2010, occupies buildings that were formerly used by Kings High Secondary School, which are located on Hadow Road in the East Howe area of Bournemouth, approximately 6km to the north of Bournemouth town centre.

1.1.2 As part of the Partnerships for Schools programme, Bournemouth Borough Council (BBC) is seeking to redevelop the school buildings to provide new modern teaching facilities. This will be achieved through the refurbishment and remodelling of existing school buildings and a limited amount of new build to provide additional accommodation. Following the redevelopment of the site, the student population will rise to around 1,050 students across Years 7-13 (ages 11-18), with staff numbers increasing to 138.

1.2 What is a School Travel Plan?

1.2.1 A School Travel Plan is a strategy with an agreed action plan, targets and measures, which is designed to reduce the amount and impact of traffic and travel generated by a school. 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.

1.2.2 A School 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. School Travel Plans 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.

1.2.3 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.

1.3 Aim and Objectives

1.3.1 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.

1.3.2 The aim of the School Travel Plan is to ease congestion on Hadow Road around the Academy entrance at the start and end of the day through a reduction in the number of students, staff and visitors travelling by car.

1.3.3 The objectives of the Bourne Academy Travel Plan are to:

- Reduce traffic congestion and the associated noise and air pollution on Hadow Road and surrounding roads;
- Reduce accidents and dangers on the journey to school;
- Increase awareness of the transport options available to students, staff and visitors;
- Improve the accessibility of the site for pedestrians, cyclists and public transport users;
- Encourage the use of sustainable modes of transport as an alternative to car travel;;
- Encourage car sharing as an alternative to sole car use wherever possible;
- Promote the health benefits of walking and cycling;
- Work with Kingsleigh Primary School to coordinate and manage travel demand;
- Give students the opportunity to have a say in decisions which affect them; and
- Promote a positive, environmentally friendly image.

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1.4 Structure of the Travel Plan

1.4.1 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 existing staff and student travel patterns;
- Section 5 identifies a range of measures and initiatives that could be implemented to support the aim and objectives of the Travel Plan;
- Section 6 sets out the targets of the Travel Plan and the proposed Action Plan to achieve them;
- Section 7 discusses the process for implementing, managing, monitoring and reviewing the Travel Plan; and
- Section 8 reviews the Kingsleigh Primary School Travel Plan.

2 Policy Context

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2 Policy Context

2.1 Policy Framework

2.1.1 The Government and other organisations produce a range of documents at national, regional and local level, which set out planning and transport policy. This section reviews the policy and guidance regarding School Travel Plans in the context of The Bourne Academy.

2.2 National Policy and Guidance

The White Paper 'The Future of Transport'

2.2.1 Published in 2004, the Government's White Paper 'The Future of Transport' relates to all modes of travel and sets out a national framework which seeks to alleviate the main problems accredited to transport. The White Paper seeks to promote the use of sustainable modes of travel and reduce the country's dependency on car journeys.

Planning Policy Guidance 13 – Transport (PPG13)

2.2.2 Government planning policy is set out in a series of Planning Policy Guidance (PPG) documents and Planning Policy Statements (PPS), which are to be applied nationally to development proposals. PPG13 (Transport) describes the link between planning and transport.

2.2.3 The objectives of PPG13 are to integrate planning and transport at a national, regional and local level in order to promote sustainable transport choices, improve accessibility to jobs and other amenities by public transport, walking and cycling, and to reduce the need to travel, especially by car.

2.2.4 In relation to education, PPG13 states in paragraph 38:

"Higher and Further education establishments, schools and hospitals are major generators of travel and should be located so as to maximise their accessibility by public transport, walking and cycling. Similarly proposals to develop, expand or redevelop existing sites should improve access by public transport, walking and cycling..."

2.2.5 PPG13 also makes reference to the role of school travel plans in raising awareness of the implications of travel decisions and the promotion of sustainable transport choices. In particular, the role of school travel plans in promoting safe cycle and walking routes, restricting parking and car access at and around schools is stressed.

2.3 Regional Policy and Guidance

Bournemouth, Poole and Dorset Local Transport Plan (LTP3) 2011-2026

2.3.1 The three authorities of Bournemouth, Poole and Dorset have produced the Third Local Transport Plan, which sets out a long-term strategy for travel and transport within the area for the period 2011 to 2026. The LTP3 was adopted in April 2011.

2.3.2 All the local authorities across Dorset have either established, or are in the process of setting, their proposals for new housing levels, economic growth and other local priorities within their Core Strategies. The LTP has worked within that framework to set out a strategy that complements those proposals through:

- Reducing the need to travel;
- Managing and maintaining the existing network more efficiently;
- Enhancing choices for active travel and "greener" travel;
- Providing realistic Public Transport alternatives to the private car;
- Car parking;
- Making travel safer; and
- Improving the strategic transport infrastructure.

2.3.3 Car and cycle parking guidance has been prepared as part of the LTP development and will help inform the emerging LDF documents. For schools it is recommended that there is a maximum of 1 car parking space per 2 full-time staff, plus provision for visitor and disabled users. The guidance recommends that cycle parking provision is based on an individual assessment.

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Cycling Strategy

2.3.4 The draft Cycling Strategy sets out how the Councils, together with their partners, intent to address the barriers to cycling during the period 2011 to 2026. It sets out a number of policies relating to cycling, including the following:

- **Policy CS1** seeks to *'create more cycle-friendly, permeable and safe road environments which balance the needs of all users, but provide suitable priority to cyclists where appropriate'*;
- **Policy CS2** seeks the development of the strategic cycle route network, with continuous, convenient and safe cycle routes developed between significant trip generators such as residential areas, retail and education;
- **Policy CS3** encourages good practice in planning and design and sets out design guidelines and principles in cycle improvement schemes;
- **Policy CS4** seeks the provision of secure and convenient cycle parking at key destinations such as town centres and schools;
- **Policy CS7** encourages the provision of cycle education and training which will provide the *'necessary cycling skills, awareness and confidence for people to cycle regularly and safely, with vulnerable road user groups being a priority'*;
- **Policy CS8** seeks to promote cycling through information and publicity;
- **Policy CS9** aims to encourage and support children to cycle and practice cycling skills, with an emphasis on safety and well-being.
- **Policy CS11** requires better integration of cycling with land use planning with new developments *'expected to consider the needs of cyclists and contribute positively to enhance opportunities for cycling, including the provision of appropriate infrastructure where necessary'*;
- **Policy CS12** encourages the development of workplace and school travel plans and initiatives.

2.3.5 Appendix 3 of the Cycling Strategy outlines the process and measures needed to create a cycle-friendly environment, while Appendix 4 sets out the cycle design guidelines and best practice. Appendix 5 sets out the first principles and design guidelines for cycle access on school sites.

Accessibility Strategy

2.3.6 As part of the LTP, a number of specific accessibility goals have been set:

- **AA1** *'more accessible, affordable and sustainable opportunities of accessing employment and facilities for health, training, education, shopping, leisure, culture and the natural environment'*;
- **AA2** *'better information, which is more widely available, on the opportunities available for accessing key services'*;
- **AA3** *'improved access between rural communities and market towns'*;
- **AA4** *'improved links between different modes of transport to make travel more sustainable'*;
- **AA5** *'reducing social exclusion, particularly for those most disadvantaged, and those in the most deprived areas'*;
- **AA6** *'reducing the need to travel by supporting and finding innovative ways to bring services to people and communities, thus reducing the need to travel'*; and
- **AA7** *'consideration of accessibility issues in all spatial planning decisions'*.

Sustainable Modes of Travel to School Strategy (SMOTS)

2.3.7 The SMOTS Strategy aims to support local communities by providing accessible, affordable, available and acceptable facilities through a number of goals including:

- *'Seeing that all journeys within walk threshold¹ of a school made by foot or cycle'*;
- Extending the average distance pupils walk or cycle to school;
- Increasing the number of pupils living within walking / cycling distance of their chosen school;
- Providing information about travel choices to parents;
- Supporting parents in the delivery of what they want – a good school locally; and
- Taking an evidence based approach to all work undertaken.

¹ Census based walk distance of 2km for secondary schools

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Road Safety Strategy

- 2.3.8 The Road Safety Strategy is currently being updated by Dorset County Council to reflect the Government's new strategic framework for road safety, with a target completion date of July 2012.

Public Transport Strategy

- 2.3.9 Bournemouth Borough Council are currently developing the Public Transport Strategy as part of the LTP3, with a target completion date of April 2012.

The Bournemouth, Dorset and Poole Structure Plan

- 2.3.10 The Structure Plan was prepared jointly between Bournemouth Borough Council, Dorset County Council and the Borough of Poole. The plan, which was adopted in July 2000, sets out Dorset-wide planning policy. In September 2007 some policies and proposals were deleted and no longer form part of the Structure Plan. However the majority of policies and proposals have been "saved", and are therefore still applicable.

- 2.3.11 The following policies are of particular relevance to the proposed redevelopment.

- **Policy F** and **G** relate to car parking. Policy F notes that there will be a reduction in the amount of car parking provided at new non-residential developments and at the same time a major increase in secure cycle parking provision. Policy G goes on to note that maximum and operational minimum parking requirements for development will be established at a strategic level to encourage and support alternative means of access other than the private car;
- **Policy I** aims to improve conditions for pedestrians and cyclists by enhancing existing facilities and constructing new routes in order to provide a safe a network;
- **Policy J** notes that public transport will be promoted and developed; and
- **Policy M** states that '*new development areas will be designed for efficient bus operation*', measures may include pick-up and set-down points that meet the needs of the elderly and disabled.

2.4 Local Policy and Guidance

Bournemouth District Wide Local Plan (February 2002)

- 2.4.1 Local policy guidance for Bournemouth is set out in the Bournemouth District Wide Local Plan which was adopted in February 2002. The Local Plan will eventually be replaced by the Local Development Framework (LDF).

- 2.4.2 In September 2007 a number of policies and proposals were deleted and now no longer form part of the Local Plan. However some of the policies and proposals have been "saved", including the following policies that are of particular relevance to the proposed redevelopment of The Bourne Academy:

- **Policy 8.8** '*Improvements will be carried out to the A341 Wimborne Road between Northbourne roundabout and East Howe Lane and between Durdells Avenue and Bear Cross roundabout*';
- **Policy 8.13** '*Where highway improvements are necessary in order to enable a particular development scheme to proceed, contributions will be sought from the developers*'. The scale of contributions will take into account the scale and kind of development;
- **Policy 8.14** Development proposals should incorporate appropriate highway improvements and/or traffic management measures to deal with traffic generated or affected by the development;
- **Policy 8.23** '*For all development within the Plan area the local authority's maximum car parking guidelines apply*'. These guidelines indicate a maximum of 1 space per full-time teaching staff member plus 10% for visitor parking. In terms of students it recommends a maximum of 1 space per 10 pupils for setting down and picking up and a maximum of 1 space per 10 pupils for students parking (for students over 17 years);
- **Policy 8.36** The Council requires improved cycle parking facilities at all appropriate developments within the Borough and will work to promote segregated cycle lanes; and
- **Policy 8.37** Future developments will be expected to contribute towards the provision of cycleways, cycle facilities and the promotion of cycling. Non-residential developments should include cycle parking facilities in line with

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parking guidelines and these should be located in well- lit, accessible locations. The guidelines indicate that there should be 1 cycle parking space per 10 students.

2.4.3 Although Policy 8.23 and Policy 8.37 are still valid, they have been superseded by the new parking guidelines published in the Bournemouth, Poole and Dorset LTP3 (refer to paragraph 2.3.3 above).

The Bournemouth Plan - Core Strategy Preferred Options (June 2010)

2.4.4 Bournemouth Borough Council is in the process of developing its Local Development Framework (LDF). In June 2010 the Borough published a consultation document entitled 'Core Strategy Preferred Options', which will be submitted to the Secretary of State in November/December 2011, with adoption expected to follow in Summer 2012.

2.4.5 The Core Strategy Preferred Options document sets out a number of suggested policy approaches in terms of transport that are relevant to the proposed redevelopment of The Bourne Academy. These include:

- **CS9** – 'A policy to support the development of a high quality public transport network on the key transport routes. The key transport routes will be integrated with a complementary walking and cycling network. New development will be expected to facilitate this integration'.
- **CS10** – 'A policy requiring parking provision for new development across the borough to be in accordance with the Council's parking standards'; and
- **CS14** – 'A policy to ensure that developments encourage cycling and walking by providing adequate cycle storage and access to an improved safe cycling and walking network'.

2.5 Other Guidance

Travelling to School: A Good Practice Guide (2003)

2.5.1 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 students to walk, cycle or take the bus to school.

2.5.2 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. School travel plans will be the key strategy for achieving this.

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

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

2.5.4 School 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.

School Travel Plans, Getting Started: A Guide for Bournemouth Schools

2.5.5 This guidance sets out how to develop a School Travel Plan in nine easy steps, which include consultation, formation of a steering group, identifying specific issues and problems as well as solutions, setting of targets and action planning. The guidance also provides examples of measures and initiatives that could be implemented.

Sustainable Travel to School Strategy 2009/10

2.5.6 The Borough of Bournemouth adopted a School Travel Strategy in 2007 which is being updated as part of the LTP3 process. Sustainable school travel contributes towards two of the Local Transport Plan objectives, reducing social exclusion and improving access to everyday facilities and reducing growth in congestion and pollution and improving health.

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2.5.7 The School Travel Plan Strategy has a number of aims and objectives, including:

- Promoting walking, cycling and public transport as alternatives to the private car for the journey to and from school;
- Mitigating the congestion caused by journeys to school by car;
- Reducing the number of non-sustainable, and unnecessary, journeys to school by car;
- Increasing the opportunities for travel to school in a sustainable and safe way through developing appropriate infrastructure;
- Contributing to Local Transport Plan objectives for increasing accessibility and safety, environmental improvement and reducing traffic congestion and air pollution;
- Contributing to the Local Education Authority's policies for inter alia admissions, inclusion and accessibility;
- Encouraging closer co-operation between interested stakeholders;
- Raising awareness of access to training for walking and cyclist skills; and
- Promoting walking and cycling for healthy lifestyle.

2.6 Policy Response

2.6.1 The Travel Plan accords with the above policy guidance by providing enhanced facilities for pedestrians and cyclists on an existing school site and encouraging the use of sustainable modes of travel through the introduction of various measures and initiatives aimed at promoting walking, cycling and public transport while discouraging car use.

3 School Site & Accessibility

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3 School Site & Accessibility

3.1 Site Location

3.1.1 The Bourne Academy is located on Hadow Road in East Howe, approximately 6km to the north of Bournemouth Town Centre. The site is bordered by Minstead Road to the north, Green Lane to the east, Hadow Road to the south and Kinson Road to the west. The area around the site is predominantly residential. The site location is shown in Figure 3.1.

3.2 School Details

Student and Staff Numbers

3.2.1 The Bourne Academy is an all abilities school for 11-18 year olds which specialises in Engineering & Design and English. Following the redevelopment of the site, the student population will rise from 650 to around 1,050 students across Years 7-13 (ages 11-18). In conjunction with the increase in students, the number of staff will increase from 86 to 138.

School Timetable

3.2.2 The Bourne Academy day begins at 08:40, however, the end of the day differs throughout the week with lessons finishing at 16:00 on Monday, 15:00 on Tuesday, Thursday and Friday and at 13:35 on Wednesday. The current timetable is summarised in Table 3.1.

Table 3.1: Academy Timetable

	Monday	Tuesday, Thursday & Friday	Wednesday
Staff Briefing Session	08:10	08:10	08:10
Students Arrive	08:20	08:20	08:20
Lessons Start	08:40	08:40	08:40
Morning Break	11:00-11:20	11:00-11:20	11:15-11:35
Lunch Break	13:20-14:00	13:20-14:00	-
Lessons Finish	16:00	15:00	13:35
Additional Learning Finish	17:00	16:00	-

3.3 Site Access and Parking Arrangements

Main Entrance Location

3.3.1 The Main entrance is in the south western corner of the main building.

Pedestrian and Cycle Access

3.3.2 A pedestrian and cycle access on Hadow Road, is located to the east of the pick-up/drop-off area and provides direct access to the main entrance.

3.3.3 The segregated footway/cycleway to the east of the site, which links Hadow Road to Green Lane, Stanton Road and Heather Road, runs along the front of the school buildings, providing a continuous off-road cycle and pedestrian link to the main entrance.

3.3.4 In addition a pedestrian and cycle access in the north-west corner of the site provides a direct route into the Academy site from East Howe Road. This access is linked to the main entrance by a segregated footway/cycleway and gated at both ends to control access.

3.3.5 The pedestrian and cycle access arrangements are shown in Figure 3.2.

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Vehicular Access

- 3.36 There are two vehicle accesses on Hadow Road to the west of the main Academy building. These provide access and egress points for the drop-off area and The Bourne Academy staff car park. These accesses are also be used for servicing and deliveries.
- 3.37 Emergency access to the Academy site is via the two vehicle accesses and the emergency access at the eastern end of the site which is accessed via the Kingsleigh Primary School car park on Hadow Road. The vehicular access arrangements are shown in Figure 3.2.

Car Parking

- 3.38 The Academy car park provides parking for up to 80 vehicles, including 4 disabled dimension parking bays. The car park is intended for staff use only during school hours, but is open to the public in the evenings and at weekends to provide parking associated with extended use of the Academy facilities.
- 3.39 The pick-up/drop-off area is shared with Kingsleigh Primary School and provides parking for up to 46 parking bays (including 4 disabled dimension parking bays) and a lay-by for rapid pick-up/drop-off. This area is reserved for pick-up/drop-off activity at the start and end of the school day and used for visitor, student and staff overflow parking in the intervening period.
- 3.3.10 Further details regarding the management of the car parking facilities are provided in Section 5 of this document. The car parking arrangements are shown in Figure 3.2.

Cycle Parking

- 3.3.11 The site also includes secure covered parking for 105 cycles in accordance with the Bournemouth Borough Council standards. This parking is located to the north west of the main entrance in order that it receives natural surveillance from the school building. The cycle parking arrangements are shown in Figure 3.2.

3.4 Site Accessibility

Walking and Cycling

- 3.4.1 The site is located within a largely residential area, with some of the roads subject to traffic calming. Consequently, the walking and cycle links in the vicinity of the site are very extensive, providing safe and accessible access for staff, student or visitors including those with disabilities and/or accompanied by young children.
- 3.4.2 Hadow Road has footways on both sides of the road which are well-lit and of generally a good standard (Plate 3.1). There is also good provision for pedestrians on Kinson Road with 2.5 metre wide footways provided on both sides of the road.
- 3.4.3 A puffin crossing facility is located on Kinson Road approximately 20 metres to the north of Hadow Road (Plate 3.2). A further puffin crossing facility is provided approximately 70 metres to the north of the junction with East Howe Lane. There are a number of other informal crossing facilities (i.e. dropped kerbs) at junctions along Kinson Road, which provide safe crossing points. To the south of the site there are pedestrian refuges on all arms of the Wallisdown Road/Kinson Road roundabout.
- 3.4.4 A segregated pedestrian/cycle route to the east of the site links Hadow Road to Green Lane, Stanton Road and Heather Road and wider residential areas to the east (Plate 3.3). The cycle route is well-lit and it is understood that it is well used by school students.
- 3.4.5 A further signed pedestrian/cycle route to the west of the school links Kinson Road to Moorside Road and the residential areas to the west. This link is well-lit and ties in with the puffin crossing on Kinson Road, providing a safe route to and from both The Bourne Academy and Kingsleigh Primary School.
- 3.4.6 Pedestrian and cycle access to the south of the site is via Benison Road and Ibbett Road, which are quiet residential roads that are well lit and generally subject to low vehicle speeds.

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34.7 Figure 3.3 identifies main walking and cycling infrastructure around the school site, while Figure 3.4 shows the area that can be accessed on foot in 25 minutes or by bicycle in 10 minutes based on an average walking speed of 4.8 kph (80 metres per minute) and an average cycling speed of 12 kph (200 metres per minute).

Public Transport

34.8 The Academy is served by three local bus services. Bus routes 2b and 5b operated by Transdev Yellow Buses provide a connection between the School and Bournemouth town centre. Both routes pass along Kinson Road, with the closest northbound bus stop located approximately 60m to the south of Hadow Road adjacent to Norcliffe Close, and the closest southbound bus stop located on East Howe Lane, approximately 350 metres to the north of Hadow Road. Neither bus stop has a shelter.

34.9 In addition bus route 5a, also operated by Transdev Yellow Buses, can be accessed on Columbia Road approximately 550 metres to the south of Hadow Road. This provides a connection between Bournemouth town centre and the residential areas of West Howe and Kinson. The bus stop on Columbia Road has a lit shelter.

34.10 Bus route 6 which provides a connection between Bournemouth town centre and Bearwood used to pass along Turbury Park Avenue, but has been recently rerouted via Wallisdown Road, some 1.3km to the south of Haddon Road.

34.11 Table 3.2 summarises the frequencies and the start and end points of the bus services that can be accessed within a short walk of the site. Figure 3.5 shows the route of each service and the location of the bus stops around the site.

Table 3.2: Local Bus Services and Typical Frequencies (Buses per Hour)

Serv.	Route	Stop	Walk Distance/ Time	Monday - Saturday		Sunday	
				Daytime	Evening	Daytime	Evening
2b	Alum Chine Bournemouth Station – Kinson	Kinson Road	160m / 2min	1	1	1	-
5a	Bournemouth Station – West Howe – Kinson	Columbia Road	450m / 6mins	2	2	2	2
5b	Bournemouth Station – East Howe – Kinson	East Howe Lane	650m / 8mins	2	2	2	2

Local Roads

34.12 Hadow Road is a cul-de-sac which provides access to The Bourne Academy, Kingsleigh Primary School and a number of residential properties. The road is approximately 7.3m wide and is subject to a 30mph speed limit. There are limited parking controls with double yellow lines around the junctions with Kinson Road and Bennion Road and School Keep Clear markings outside both The Bourne Academy and Kingsleigh Primary School entrances (Plate 3.4). The eastern end of the road is unadopted and is currently used to provide parking for the two schools. Access is controlled by means of a gate and concrete bollards (Plate 3.5)

34.13 Hadow Road connects to Kinson Road via a priority t-junction (Plate 3.6). Kinson Road is wide single carriageway road which is subject to a 30mph speed limit. The road provides a north-south link connecting the A341 (Wimborne Road) to the A3049 (Wallisdown Road), which leads into Bournemouth town centre. There are numerous t-junctions along the length of Kinson Road which provide access into the surrounding residential areas.

Capabilities on project:
Transportation



Plate 3.1: Footways on Hadow Road



Plate 3.2: Puffin Crossing on Kinson Road



Plate 3.3: Footway/Cycleway on Hadow Road



Plate 3.4: School Keep Clear Markings on Hadow Rd



Plate 3.5: Hadow Road Car Park



Plate 3.6: Hadow Road/Kinson Road Junction

4 Existing Travel Patterns

Capabilities on project:
Transportation

4 Existing Travel Patterns

4.1 Overview

4.1.1 This section of the Travel Plan reviews the current travel behaviour of staff and students at The Bourne Academy. Student travel behaviour is recorded in the annual travel surveys between 2004 and 2011, while an initial staff travel survey was undertaken in 2011.

4.2 Student Travel

4.2.1 Student travel surveys are undertaken on an annual basis. Table 4.1 summarises the change in student mode shares between 2004 and 2011.

Table 4.1: Student Mode Shares

Mode of Transport	2004	2006	2007	2008	2009	2011
Car ²	34.0%	31.0%	29.2%	29.4%	29.2%	28.0%
Taxi	-	-	0.3%	0.2%	0.2%	0.4%
Bus	13.0%	7.0%	6.3%	7.8%	6.6%	11.0%
Cycle	9.0%	12.0%	7.9%	7.1%	7.4%	5.5%
Walk	44.0%	50.0%	50.6%	55.6%	56.6%	54.9%
Other	0.0%	0.0%	5.7%	0.0%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

4.2.2 The modal split indicates that the proportion of students walking to school increased from 44% in 2004 to over 54% in 2011, an increase of nearly 10 percentage points over the five year period. The proportion of students travelling by car has declined steadily since 2004, with surveys indicating that the car mode share remained constant at approximately 29.5% between 2007 and 2009 and then declined by one percentage point in 2011. Bus patronage also declined between 2004 and 2006, then remained relatively constant at around 6-8% between 2006 and 2009 but has recently increased by around four percentage points in 2011. The proportion of students cycling to school peaked at 12% in 2006, but has fallen back more recently, remaining constant at around 6-8% over the last five years.

4.2.3 In 2011, approximately 70% of students at The Bourne Academy were travelling by non-car modes, with 60% either walking or cycling to school. The popularity of walking and cycling reflects the fact that the school is surrounded by residential areas and that many of the students live within easy walking or cycling distance.

4.3 Staff Travel

4.3.1 In September 2011 we undertook an initial travel survey among out staff to assess travel patterns. All members of full and part-time teaching and non-teaching staff were surveyed. The results of this survey are summarised in 4.2.

² Includes car passengers

Capabilities on project:
Transportation

Table 4.2: Staff Mode Shares

Mode	Teaching Staff		Non-Teaching Staff		Staff Average
	Full-Time	Part-Time	Full-Time	Part-Time	
Car Driver (1 Student)	88.9%	75.0%	90.0%	83.3%	88.4%
Car Share (2+ Students)	0.0%	0.0%	2.5%	0.0%	1.2%
Taxi	0.0%	0.0%	0.0%	0.0%	0.0%
Rail	0.0%	0.0%	0.0%	0.0%	0.0%
Bus	0.0%	0.0%	0.0%	0.0%	0.0%
Cycle	5.6%	0.0%	0.0%	0.0%	2.3%
Walk	5.6%	25.0%	7.5%	16.7%	81%
Motorcycle	0%	0%	0%	0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

432 The modal splits indicate that the vast majority of our staff drive to the site, with an average of 88% of staff driving alone and 1% car sharing. Sustainable mode shares account for only a small proportion of staff travel, with approximately 8% of staff walking and 2% cycling and no staff indicating they use public transport to access the school.

433 A common reason for staff driving was the distance travelled and the difficulties of carrying school equipment (e.g. textbooks and marking) over long distances by other modes.

5 Travel Plan Measures & Initiatives

Capabilities on project:
Transportation

5 Travel Plan Measures & Initiatives

5.1 Overview

5.1.1 This section of the report identifies the various measures and initiatives that encourage students and staff to travel sustainably.

5.2 Awareness and Engagement

5.2.1 A key element of a successful School Travel Plan is making sure that students, parents and staff understand the aim and objectives and are involved in the process. With this in mind the following measures are specifically designed to raise awareness of and encourage engagement with the School Travel Plan:

Travel Plan Coordinator

5.2.2 The Travel Plan Coordinator is responsible for the day to day running of the Travel Plan and a point of contact for students, parents and staff. Further details regarding the specific responsibilities of this role are provided in Section 7 of this document.

Promoting Sustainable Travel

5.2.3 In order to promote sustainable travel we will create a webpage on the Academy website, which collects together information about the School Travel Plan, the benefits of sustainable travel, details of pedestrian, cycle and public transport routes and initiatives the School are implementing to create a safer and more sustainable environment for students, staff, visitors and local residents.

5.3 Encouraging Walking and Cycling

5.3.1 A large proportion of students live within 2-3km of the Academy and while the majority of these students walk or cycle, there is a small minority who travel by car. We therefore provide the following measures to encourage more students and staff to walk and cycle to school:

Cycle Parking

5.3.2 Secure covered cycle parking is provided on the Academy site for up to 105 cycles. The majority of this parking is located in the pedestrian plaza adjacent to the main student entrance. In order to ensure that the cycle parking facilities are secure, they are well-lit and located such that they receive natural surveillance from the school building.

Showers and Changing Facilities

5.3.3 External shower and changing facilities are located adjacent to the sports hall. These facilities are available to staff and students to encourage them to cycle.

Improvements to Walking and Cycling Routes

5.3.4 The introduction of a controlled pedestrian/cyclist crossing aims to allow students and visitors from the north to safely access the site. This pedestrian crossing is located to link into the proposed northern pedestrian/cyclist access junction onto East Howe Lane.

5.3.5 Students travelling to the Academy from the north must walk along Kinson Road, which has been noted by parents as a deterrent to trips by foot and cycle. The reopening of the pedestrian access on East Howe Lane and the provision of a new off-road segregated pedestrian/cycle link to Hadow Road complements the East Howe Lane pedestrian/cyclist access, the redevelopment included the introduction of a new toucan crossing on East Howe Lane close to the junction with Kinson Road to provide a safe crossing point for pedestrians and cyclists across this busy road.

5.3.6 The segregated footway/cycleway to the east of the site extends across the front of the school buildings providing a high quality off-road pedestrian and cycle route all the way to the Academy entrance.

5.3.7 There is on site provision of safe routes and crossing points which segregate pedestrians and cyclists from vehicular traffic wherever possible.

Walking and Cycling Information

5.3.8 We advertise safe walking and cycling routes, including those recommended by our students and staff, via the travel information page on our website.

Capabilities on project:
Transportation

Cycle Clubs

- 539 We will establish cycle clubs for students and staff to promote cycling within the Academy and provide advice and support to new cyclists. The cycle clubs will also provide a forum for raising issues facing cyclists and will enable the coordinated development of measures and initiatives to promote cycle use.

Pedestrian and Cycle Safety

- 5310 We will investigate the potential for local cycle shops to visit the Academy to provide 'Dr Bike' sessions and/or for parents or staff to run after school sessions on basic cycle maintenance.

Cycle2Work Scheme

- 5311 The high cost of bicycles and associated safety equipment and clothing can be a deterrent to cycling. We will therefore investigate the potential for staff to take advantage of the national 'Cycle2Work' scheme, which allows bicycles and safety equipment to be purchased at heavily discounted prices with the costs spread over a 6 or 12 month period.

Participation in National and Local Events

- 5312 We recognise that sustainable travel marketing campaigns and events can be an effective method of raising awareness of health and social benefits of walking and cycling to school. The Travel Plan Coordinator will be responsible for marketing and promoting these events including encouraging students and staff to participate in major national campaigns such as 'Walk to School Week' and 'Bike Week' as well as other locally organised events.

5.4 Promoting Bus Travel

- 541 We recognise that some students live significant distances from the Academy and are therefore unable to walk or cycle to school. For these individuals, we propose to implement the following measures which are designed to promote bus travel as an alternative to car use:

Public Transport Information

- 542 We recognise that many people are accessing information via the internet and therefore the Travel Plan Coordinator will work with the Bournemouth Borough Council and local bus operators to provide bus timetables on and links to relevant websites via the Academy website.

Liaison with Local Authority and Local Bus Operators

- 543 We will work with Bournemouth Borough Council and local bus operators to identify opportunities to improve bus links to the school, particularly to areas where there is latent demand that is not currently provided for. We will also invite local bus operators to attend open evenings for new students, so they can provide information on their services and any special promotions for young travellers.

5.5 Reducing Private Car Use

- 551 We propose to implement a range of measures and initiatives specifically aimed at reducing the reliance of students, staff and visitors on the private car. The proposed measures include the following:

Car Parking Strategy

- 552 We will be implementing a car parking strategy to manage the use of the staff car park and pick-up and drop-off area.
- 553 A Staff Parking Charter will be introduced which will set rules about where staff are allowed to park. It will also include specific measures aimed at reducing car travel such as the provision of preferential parking for staff who car share and initiatives such as a 'Leave Your Car at Home' scheme, whereby members of staff who usually drive are encouraged to car share or travel by public transport at least one day each week.
- 554 We have dedicated pick-up/drop-off area, which are shared with Kingsleigh Primary School, with the aim of reducing congestion on Hadow Road at the start and end of the school day. The use of this space is jointly managed by the two schools to ensure that it is being used appropriately and parents are dropping off in the correct locations.
- 555 In conjunction with the new drop-off facility, a Parents Parking Charter will be introduced, which encourages parents to park in designated parking areas when waiting to pick-up and drop-off students.

Capabilities on project:
Transportation

556 With the number of post-16 students increasing, there is potential for a greater number of students to drive to school. To discourage older students from driving, particularly those who live within walking or cycling distance or could travel by bus, we will consider the introduction of student parking permits. These will allow us to restrict parking to those students who have no alternative to car use.

557 A draft of the Car Parking Strategy is provided in Appendix A.

Car Sharing

558 Walking, cycling and public transport may not always be viable modes of transport for school staff, due to the distances travelled and/or the need to transport marking and other teaching materials to and from school. We therefore encourage car sharing as an alternative to sole car use and promote local car sharing schemes such as Car Share Dorset (www.carsharedorset.com), which match individuals travelling to similar destinations from similar home localities. Car sharers will be allocated priority car parking spaces close to the building entrances and guaranteed a lift home in case of emergency.

5.6 Coordination with Kingsleigh Primary School

561 Given the close relationship between the Academy and Kingsleigh Primary School, we recognise the importance of working together to promote sustainable travel. We therefore propose to work with representatives of Kingsleigh Primary School to ensure that our Travel Plans are coordinated and to develop and promote travel planning measures and initiatives that are of benefit both schools.

562 As noted above, we will share the use of the pick-up/drop-off area with Kingsleigh Primary School. We will therefore work together to develop a coordinate car parking strategy, which sets out how this area will be used and managed. We will also prepare a joint Parents' Parking Charter, to which parents of both schools will be encouraged to sign up.

563 Finally, we will work to coordinate our Travel Plan monitoring and review processes so that travel surveys are carried out at both schools at the same time each year. This will ensure that the results are directly comparable and will allow us to review the impact of both Travel Plans independently and in combination.

5.7 Summary

571 The following paragraphs summarises our key commitments:

Raising Awareness

572 To raise awareness of the Travel Plan, we have:

- Appointed a Travel Plan Coordinator; and
- Created a sustainable travel webpage on the Academy website.

Encourage Walking and Cycling

573 To encourage students and staff to walk to school, we have:

- Provided secure covered cycle parking
- Provided showers and changing facilities;
- Provided information about safe walking and cycling routes via the Academy website;
- Investigated the potential to run 'Dr Bike' sessions;
- Investigated the potential for staff to join the national 'Cycle2Work' scheme; and

Encourage Use of Public Transport

574 To encourage students and staff to use public transport on their journey to school, we have:

- Provided links to information about local bus services via the Academy website; and
- Liaised with the Local Authority and Local Bus Operators to provide discounted season tickets and other special promotions for young travellers.

Capabilities on project:
Transportation

Reducing Car Trips

5.75 To reduce the number of car trips made by students and staff, we will:

- Implement a Car Parking Management Strategy; and
- Promote local car sharing schemes.

Coordination with Kingsleigh Primary School

5.76 We work with Kingsleigh Primary School to coordinate travel planning activities, including:

- Development of a coordinated car parking strategy including a joint Parents' Parking Charter; and
- Participation in joint marketing and promotional events.

6 Targets

Capabilities on project:
Transportation

6 Targets

6.1 Overview

6.1.1 The success of the School Travel Plan is measured against a series of mode share targets, which we will aim to achieve within the next 5 years (i.e. by 2016). This section defines the mode share targets for staff and students and sets out the Action Plan that will be used to deliver the School Travel Plan.

6.2 Student Mode Share Targets

6.2.1 We have set ourselves the following targets in relation to student travel up to 2016:

- To reduce the proportion of students who travel to school by car to 20% or less;
- To increase the proportion of students who walk to school to at least 60%; and
- To increase the proportion of students who cycle to school to at least 8%.

6.2.2 Table 6.1 sets out an indicative modal split for our school, based on these revised targets and compares this with the modal split recorded in the 2009 School Travel Census.

Table 6.1: Comparison of Existing and Future Student Mode Shares

Mode of Transport	Existing Mode Share	Future Mode Share	Change
Car (1 Student)	14.2%	10.0%	-4.2%
Car (2+ Students)	13.8%	10.0%	-3.8%
Taxi	0.4%	0.4%	0.0%
Car Sub-Total	28.4%	20.4%	-8.0%
Bus	11.0%	11.5%	+0.5%
Cycle	5.5%	8.0%	+2.5%
Walk	54.9%	60.0%	+5.1%
Other	0.2%	0.0%	-0.2%

6.3 Staff Mode Share Targets

6.3.1 We have set ourselves the following targets in relation to staff travel up to 2016:

- To reduce the proportion of staff who drive to school by car to 72% or less;
- To increase the proportion of staff who car share to at least 10%;
- To increase the proportion of staff who walk at least once a week to 12% or more; and
- To increase the proportion of staff who cycle at least once a week to 5% or more.

6.3.2 Table 6.2 sets out an indicative modal split for staff based on the mode share targets defined above and compares this with the staff modal split recorded in the September 2011 survey.

Capabilities on project:
Transportation

Table 6.2: Comparison of Existing and Future Staff Mode Shares

Mode of Transport	Existing Mode Share	Future Mode Share	Change
Car Driver	88.4%	72.0%	-16.4%
Car Share	1.2%	10.0%	+8.8%
Car Sub-Total	89.6%	80.0%	-7.6%
Motorcycle	0.0%	0.0%	0.0%
Bus	0.0%	1.0%	+1.0%
Cycle	2.3%	5.0%	+2.7%
Walk	8.1%	12.0%	+3.9%
Other	0.0%	0.0%	0.0%

Capabilities on project:
Transportation

6.4 Action Plan

64.1 In order to achieve these targets, we have prepared an Action Plan, which sets out the responsibilities and timescales for delivering the initiatives set out in Section 5.

Table 6.3: Action Plan

Initiative	Action(s)	Report Reference	Responsibility	Timescale
Awareness and Engagement	Appoint a Travel Plan Coordinator	5.2.2	Facilities Manager appointed	
	Create a sustainable travel webpage on the Academy website	5.2.4	Web master	01/03/14
Encouraging Walking and Cycling	Promote secure covered cycle parking	5.3.2	Travel Plan Coordinator	
	Promote showers and changing facilities	5.3.3	Facilities manager	
	Provide information about safe walking and cycling routes via the Academy website	5.3.8	Web master	01/03/14
	Implement a 'Walking Buddy' scheme	5.3.9	Kingsleigh Primary School	TBC
	Implement a Cycle Club	5.3.10	Heads of Houses	01/04/14
	Investigate potential to run 'Dr Bike' sessions	5.3.11	Travel Plan coordinator	01/03/14
	Provide basic road safety training	5.3.12	Kingsleigh Primary School	TBC
	Investigate the potential for staff to join the 'Cycle2Work' scheme	5.3.13	Marketing & Media	01/03/14
	Participate in annual 'Walk to School Week' and 'Bike Week'	5.3.14	Travel Plan Coordinator	
Encourage Use of Public Transport	Provide information about local bus services via the Academy website	5.4.3	Web master	01/03/14
	Liaise with Local Authority and Local Bus Operators to provide discounted season tickets and other promotions for students	5.4.4	Marketing & Media	01/03/14
Reducing Private Car Use	Implement a Car Parking Management Strategy	5.5.2	Travel Plan Coordinator	01/03/14
	Promote local car sharing schemes	5.5.8	Travel Plan Coordinator	

7 Implementation, Management, Monitoring & Review

Capabilities on project:
Transportation

7 Implementation, Management, Monitoring & Review

7.1 Overview

7.1.1 Establishing appropriate management, monitoring and review procedures will be fundamental ongoing success of the School Travel Plan. This section sets out the procedures by which we will seek to deliver the Travel Plan.

7.2 Implementation

7.2.1 In order to successfully implement the School Travel Plan, the School will need to undertake the following five steps:

- Appoint a Travel Plan Coordinator (refer to Section 7.3 below)
- Establish a Travel Plan Committee (refer to Section 7.3 below)
- Implement measures and initiatives in accordance with the Action Plan (refer to Table 6.3);
- Carry out an annual monitoring and review process (refer to Section 7.4 below); and
- Review and update the School Travel Plan and mode share targets at the end of each academic year.

7.3 Management

Travel Plan Coordinator

7.3.1 We have appointed a Travel Plan Coordinator, who is responsible for the delivery of the School Travel Plan, overseeing the day-to-day implementation of the various measures and initiatives and ensuring that our progress is regularly monitored. This role is currently being undertaken by Andrew Acock (andrew.acock@thebourneacademy.com).

7.3.2 The key responsibilities of the Travel Plan Coordinator are:

- To act as the main point of contact for the School Travel Plan both internally and externally;
- To provide travel information, advice and support to students and staff;
- To ensure that the travel plan initiatives are delivered in accordance with the Action Plan;
- To ensure that all travel information is current and relevant;
- To liaise with the local authorities and local transport operators;
- To oversee the annual monitoring and review process; and
- To review and update the School Travel Plan document as necessary.

Travel Plan Committee

7.3.3 To support the Travel Plan Coordinator, we propose to form a Travel Plan Committee, which will meet once a term and will include representatives from the following groups:

- Students;
- Staff (Teaching and Non-teaching);
- School Governors; and
- Parents

7.3.4 We may also involve Bournemouth Borough Council's School Travel Plan Officer, local councillors and police officers in the Travel Plan Committee, although these individuals do not necessarily need to attend all meetings.

7.4 Monitoring and Review

7.4.1 Student and staff travel patterns need to be monitored regularly to gauge the success of the School Travel Plan and identify which initiatives are working and which may need further review.

7.4.2 A student travel census will be undertaken once a year with the results provided to Bournemouth Borough Council for analysis. Staff travel behaviour will also be monitored via an annual travel survey. These surveys will include questions about current travel patterns and attitudes to travel, including identifying potential barriers to the use of sustainable modes of transport.

7.4.3 Once both the student and staff travel surveys have been completed and analysed, the Travel Plan Coordinator will undertake a review of the School Travel Plan in conjunction with the Bournemouth Borough Council and prepare a series of recommended actions for the next academic year. These recommendations will be discussed with the Travel Plan Committee, with the School Travel Plan and Action Plan updated to reflect any agreed actions.

Figures

Appendix A:

Car Parking Strategy

Appendix 2

The Bourne Academy 2019 Pupil Travel Survey

Name of your class		
Year Group (e.g. Year 7 / Year 8)		
Number of pupils absent today		
	How do pupils usually travel to school?]	How would pupils prefer to travel to school?_____
Walk	12.S:-	3, _
Cycle	10&	142-
Scooting/ Skating		
Public Service Bus	1i	11
Dedicated School Bus		
Park & Stride/ Walk		
Drive to school but park at least 5 minutes away from school and walking the final part of the journey		
Train/ Tube/ Metro	-	
Car Share	-	
Car	1 &	12.8::
Unknown	K 1	
Total	64(°	6, \

If you have any other comments on your journey to/ from please include them below

The Bourne Academy 2019 Staff Travel Survey

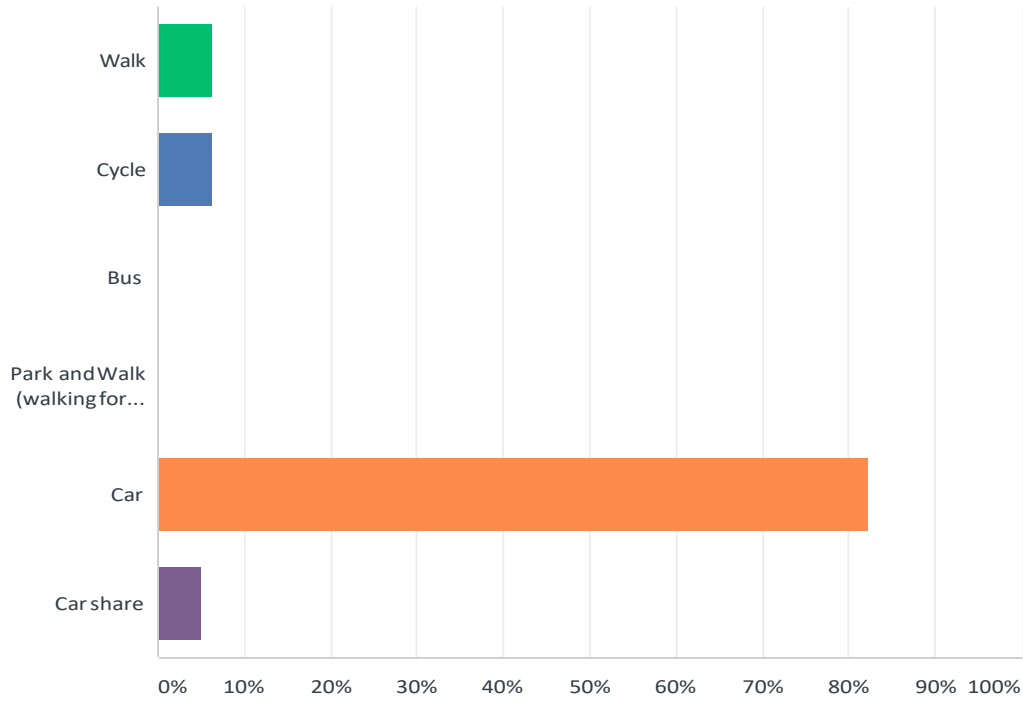
	How do you usually travel to/ from school?	How would you prefer to travel to/ from travel to school?
Walk	7	11
Cycle		1/2
Bus	-	1
Park & Stride/ Walk Drive to school but park at least 5 minutes away from school and walking the final part of the journey	-	
Train/ Tube/Metro	.	
Car Share	4	7
Car	7	
Total	11	C/D

Lastly please list any comments/ travel issues you may have on your journey.

Staff Travel Survey

Q1 How do you usually travel to/from the Academy?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Walk	6.33%	5
Cycle	6.33%	5
Bus	0.00%	0
Park and Walk (walking for at least 5 minutes)	0.00%	0
Car	82.28%	65
Car share	5.06%	4
TOTAL		79

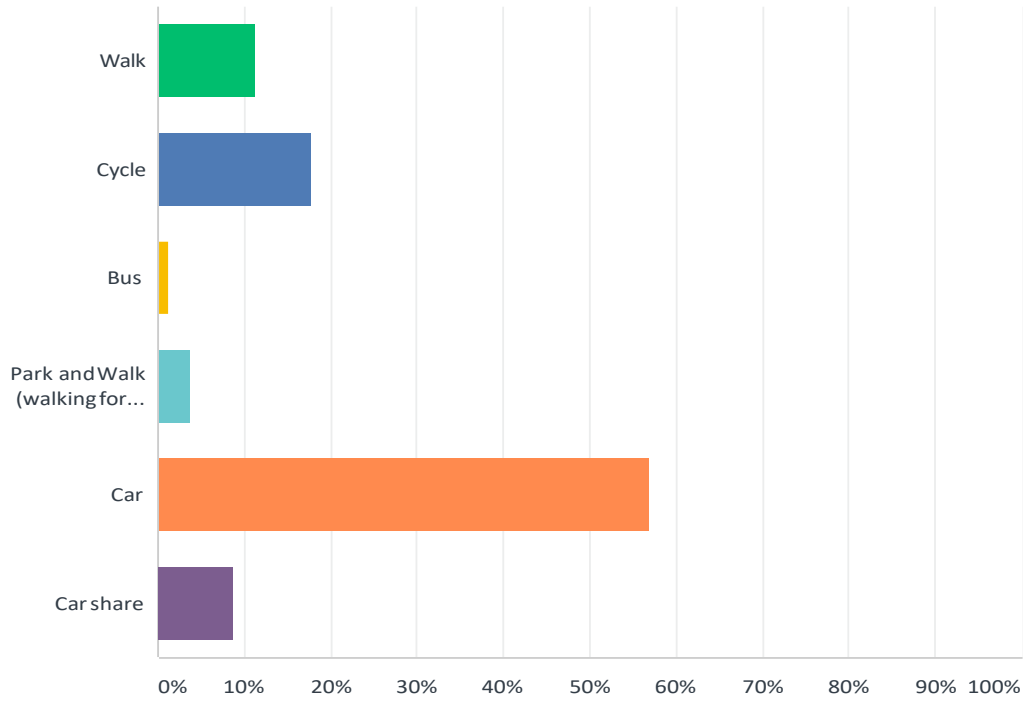
Staff Travel Survey

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Staff Travel Survey

Q2 How would you prefer to travel to/from the Academy?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES
Walk	11.39% 9
Cycle	17.72% 14
Bus	1.27% 1
Park and Walk (walking for at least 5 minutes)	3.80% 3
Car	56.96% 45
Car share	8.86% 7
TOTAL	79

Staff Travel Survey

Q3 Please list any comments/travel issues that you may have about your journey to work:

Answered: 36 Skipped: 43

#	RESPONSES	DATE
1	Leaving the school car park can be dangerous due to students with poor road safety awareness. There is often a long queue of traffic due to Kingsleigh finishing at similar time some days.	7/10/2019 10:44 AM
2	Road blocked at the end of the school day when trying to leave.	7/9/2019 8:56 AM
3	The times of the bus mean I have to be at work either an 50 mins early or 20 mins late. Leaving is less an issue but again I have to stay 50 mins late.	7/9/2019 8:55 AM
4	I used to cycle. it would be good if there was some kind of benefit or scheme to encourage more people to cycle	7/9/2019 8:42 AM
5	Unless you can be in school before 8.00 am it's very difficult to get a parking space near the site. Traffic at 3.00 pm, 3.30 pm and 4.00 pm is very busy, with long tailbacks due to both schools departing.	7/9/2019 8:29 AM
6	I cycle and drive depending on weather. The parking and cycle storage are both excellent at the academy.	7/9/2019 8:21 AM
7	I would like to cycle sometimes but am put off because of the limited shower facilities. Otherwise driving is the preferred option.	7/9/2019 7:48 AM
8	Traffic and distance	7/8/2019 7:05 PM
9	Can only go by car as have to drop kids	7/8/2019 6:32 PM
10	The Alder hills..... could they be flattened...thanks.	7/8/2019 5:58 PM
11	I drive, because it's too dangerous to cycle	7/8/2019 4:20 PM
12	Not enough cycle paths for cyclists to travel on therefore causes issues for motorists when trying to overtake safely. Ridiculous system for turning into Kinson Road from Kinson - surely a roundabout instead of trying to cross and holding up traffic on the main route.	7/8/2019 2:27 PM
13	The cycling infrastructure for commuting in Bournemouth is very poor. This is a responsibility of the council and will only be addressed with significant change of planning policies.	7/8/2019 1:53 PM
14	I sometimes feel pressured to give lifts home to staff because the alternative for non-drivers to return home to Boscombe/Southbourne is intolerable on public transport (1hr 30min commute). It's not a big deal but the PT options are generally inadequate.	7/8/2019 1:17 PM
15	can often get stuck in traffic due to local repair works but there is nothing school can do for that. Not always enough spaces to park in staff car park though.	7/8/2019 1:14 PM
16	It's close	7/8/2019 1:12 PM
17	I could walk to work but this doesn't give me long enough to collect my children from their childcare provision at end of day.	7/8/2019 1:09 PM
18	Carry too much stuff to cycle, bus route isn't direct to my home, lots of traffic in car though	7/8/2019 1:00 PM
19	Only the number of parents blocking the car park at peak times.	7/8/2019 12:38 PM
20	Unpredictable finishing times/taking work home/picking up own children mean I cannot run or car share.	7/8/2019 12:30 PM
21	There is no direct bus, which is why I drive. Plus I drop my children off at school on the way in.	7/8/2019 12:26 PM
22	None	7/8/2019 12:21 PM
23	I live in sturminster newton - would be happy to car share if possible, don't know of anyone else out there. Road works are a real pain with the amount of cars on the journey via Wimborne and Badbury rings	7/8/2019 12:20 PM

Staff Travel Survey

24	Useful cycle lanes around the Academy locality. Please promote cycle to work.	7/8/2019 12:07 PM
25	More cycle paths would encourage me to cycle to work.	7/8/2019 11:59 AM
26	None	7/8/2019 11:54 AM

Staff Travel Survey

27	I would love to cycle and maybe if there was a better showering facilities at school for staff and or support to purchase a bike I would consider this. Do the government do any financial support to promote cycling to work in our area? Unless it was raining :)	7/8/2019 11:53 AM
28	Too hilly to cycle as much as I would like to and too far to walk	7/8/2019 11:52 AM
29	I need my car each time as I often go straight from work to collect granddaughter from school in Parkstone. Happy to car share as the driver for journey in from Castlepoint area.	7/8/2019 11:49 AM
30	Only issue is getting out of the car park if its around the student's home time - parents do not park considerately and it can be difficult to get out of the car park and up the road.	7/8/2019 11:45 AM
31	More cycle lanes. Hot shower and changing room with easy to access at work and staff lockers would be useful.	7/8/2019 11:42 AM
32	Parents sitting in their cars and talking after students have gone in to school. Parents not driving the correct way around the car park in the morning.	7/8/2019 11:42 AM
33	traffic in specific critical areas eg. Bear cross roundabout, Canford bottom roundabout, Ringwood road or the sequence of traffic lights to exit Wimborne town	7/8/2019 11:37 AM
34	Road works every now and then. Can result in being a bit later but hasn't happened this year. Only time I was stuck was last snow day. Couldn't drive in.	7/8/2019 11:36 AM
35	I am fortunate enough to be able to cycle into work (3 miles), but it is greatly helped by the superb staff cycle shed. Some staff might wish to be aware of better cycle routes to/ from their home (available online from local councils) to help them plan routes that are safer and quiet than main roads.	7/8/2019 11:34 AM
36	Issue over arriving/leaving the Academy at Kingsleigh's drop off/pick up time. Can be very difficult to get into the car park.	7/8/2019 11:33 AM

Staff Travel Survey

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