Design and Access Statement

Mawsley Community Primary School
1.0 Introduction

This Design and Access Statement is submitted on behalf of Northamptonshire County Council/Mawsley Village Community Primary School in support of a Planning Application for a 2 classroom extension, Studio and new reception extension.

The Design and Access Statement has been prepared by Peter Haddon and Partners.

Peter Haddon and Partners (pHp) is a modern Architectural practice with a broad range of expertise developed over four decades. Experienced in the delivery of wide range of educational buildings, buildings designed by pHp have also received three East Midlands RIBA design awards in the last 5 years. To underline this developing capability to design high quality buildings, pHp were shortlisted in the recent international competition to design a new campus for Northampton University.

1.1 Site Context

Mawsley is a newly constructed village located approximately 5 miles south of Kettering on the A43 Broughton Road.

Our proposals relate to the existing Primary School, which was built to service the new village. Located towards the northern edge of the village, the school and its grounds have housing to the East, South and West boundaries.

The existing school building was designed with a large central element (hall, circulation and entrance) from which single storey classrooms radiate. The central area is generally rendered and painted white, and the classroom wedges that form the main façade to the building are faced with redbrick, with elements of timber cladding and aluminium framed windows. Each classroom is expressed by the use of staggered walls and mono-pitched roofs, which create a saw-tooth effect.
2.0 Assessment

2.1 Physical Context

The site for the two classroom extension to the school is closest to the South-West boundary, but is partially screened by the planted banks which slope down towards the school from the Scholars Row side of the boundary. The extension is also screened to the North by the curved form of the building.

In addition to the two new classrooms, there will also be a new reception with associated office and administration spaces to the North of the school. This extension will also house a small studio.

2.2 Social Context

As detailed in the School's 'Statement of Need', this development will provide the additional facilities required to support the increased intake of pupils and continue to meet the needs of the local community.

2.3 Planning Policy

Planning Policy Framework

The purpose of this section is to outline the local, regional and national planning policy context for the planning application site. A summary of the relevant policy and guidance is provided below. Please also refer to the separate Planning Support Statement for a more detailed response to planning policy.

National Policy Guidance

National Policy and Government guidance is provided in Planning Policy Guidance Notes (PPG’s) and Planning Policy Statements (PPS’s). We have had regard to the following PPG’s/PPS’s, which we believe are relevant to the proposed development:

- PPS1: Delivering Sustainable Development (2005)
- Planning Policy Statement: Planning and Climate Change - Supplement to Planning Policy Statement 1 (Dec 2007)
- PPS7: Sustainable Development in Rural Areas (2004)
- PPS9: Biodiversity and Geological Conservation (August 2005)
- PPS10: Planning for Sustainable Waste Management (July 2005)
- PPG13: Transport (2001)
- PPG17: Planning for open space, sport and recreation (2002)
- PPS25: Development and Flood Risk (Dec 2006)

Local Plan Policy

North Northamptonshire Core Spatial Strategy (June 2008) sets out criteria for effective and appropriate developments which can be supported by the Local Planning Authority. In particular, Policy 13: General Sustainable Development Principles clarifies key elements that are relevant to this Application. These are discussed in the Planning Support Statement supplied with this application. In addition to this, Policies from the Northamptonshire County Structure Plan: 1996-2016 are also referred to.
3.0 Involvement

Public Consultations

Local residents were sent a letter of invitation to the Public Consultation held at the School.

The Public Consultation was held at the School on 09 September 2009. Representatives from the design team and the school were on hand to answer any queries local residents had.

There were approximately 30 attendees from the local community resulting with 13 feedback sheets handed in.

The general consensus was that it was understood and agreed that there was a need for the school to expand and that the proposals were in keeping with the existing school building and the village context.

Design Team Consultations

The following consultations have taken place during the preparation of the current application:

Northampton Borough Council - 18th August 2009 - Planning Dept.

Representatives for Mawsley Community Primary School have been involved throughout the design process.

4.0 Evaluation

Key project specific constraints to development that have been identified in order to shape the development include the following:

Topography & Landscape features: The existing site is formed on a plateau with embankments rising to the South boundary of the site and falling away to the North of the site. Play areas surround the West side of the school and would require replacing if built on, therefore requiring adjustment of the existing landscaping to accommodate replacement play areas.

The proposals submitted for approval aim to minimise the effect of adjustment to the landscaped boundaries. The highly visible Northern boundary to School Road remains untouched apart from some minor remodelling near to the gated rear entrance. In order to achieve this the new MUGA and repositioned Netball court will need to dig in to the Southern boundary. Retaining walls will be used to ensure that shrubs and trees can still grow on the higher ground of the Southern boundary, level with Scholar’s Row.

Existing Plan arrangement: The existing school building has a strong design concept of radiating mono-pitched wedges forming the classrooms. This is a format that is likely to be required to be continued with any extension.

The proposals acknowledge the existing form and use it to blend in the new classrooms. The Studio and Reception also uses the mono-pitched roof form, but in the opposite direction, opening out to the street and making a clear statement of where to enter the building.

Nearby Residents: Due to the site being situated within the village, the school is bound on 3 edges by housing and therefore careful consideration of locating the extensions and their orientation has been given to the proposals.
Design Evolution

5.0

5.1 Initial Concept

Design Development:
The scheme design is the result of close consultation with the School, where a number of options for layouts were drawn up. Scheme B fulfils the requirements of the school whilst maintaining the flow of the existing plan and elevational treatment.
6.0 Proposal

Classrooms:

The new classrooms are designed to match in with the existing building format of saw-toothed roofs over each classroom. The proposal for the two class extension is therefore generally a continuation of the existing scheme. Both Classrooms will also have a high level window for natural lighting in keeping with the existing building, and reducing the need for artificial lighting.

The proposed layout is the result of consultation with the school and their requirements. It is also designed to allow for potential future classrooms to be added at a later date should they be required, which meets the needs of North Northamptonshire Core Spatial Strategy - Policy 13 part a, where development should enable buildings … “to be adapted to future needs”.

The massing of the proposed classrooms matches that of the existing building.

Reception:

The Reception extension allows for the existing reception offices to be changed to additional Staff Office space and provides new and replacement Admin/Office space to compensate. At the end of this extension is a Studio which benefits from a North facing aspect. The North wall is fully glazed with Opal/Opaque glass, which has timber slats over it for added privacy.

The ridge line of this extension is equal to that of the existing mono-pitched roofs adjacent.

A small canopy is provided over the new entrance, which clearly highlights the buildings entrance from the car park and provides a covered space for buggies.

Photomontage looking towards the proposed Reception and Studio.
Photograph of existing view looking towards entrance of school.

Photomontage looking towards the proposed Reception and Studio.
Sports Facilities:

In order to facilitate the provision of the new Classroom spaces, the existing Netball Court will require relocating. This will result in cutting into the existing embankment and forming a new retaining wall, allowing plant growth to be maintained at the existing upper levels adjacent to the boundary fence. In addition to this a new Multi Use Games Area (MUGA) will be provided. This is predominantly an All-Weather pitch that has a fencing around it, and is used for sports such as 5-a-side football. It should be noted that floodlights will not be provided. A typical MUGA design is indicated in the image below.

The existing Football pitch will be relocated further towards the North boundary, and will be adjusted in size to enable the installation of the MUGA. This will require a small amount of remodelling of the existing embankment towards the rear site entrance as indicated on the submitted plans.
7.0 Appearance

Appearance / Materials:

The proposed extensions are designed to complement the existing school building by adhering to the massing, layout and materials of the original building, therefore retaining the identity of the original design concept.

Red facing brickwork and Thermowood cladding are the dominant materials of the existing building. The red brickwork and timber cladding will be applied to the classroom extension in the same format as the existing building with aluminium framed windows to match. The South-East elevation will also be finished with rendered panels painted white, effectively mirroring the recent classroom addition opposite.

The new reception and studio continues with the theme of red brick and timber cladding, but breaks away from the classroom format, signalling a different use. The East elevation has a series of windows to match the existing which are linked to the existing building with a rendered panel in white. This panel of render links into the entrance doors and canopy. The inside face and soffit of the canopy is clad with Birch veneered ply stained white.

The outside face of the canopy is clad with Thermowood timber cladding which links into the remainder of the East elevation. This cladding then wraps around the corner to the North façade which is predominantly timber clad to reflect the rural nature of the site and will weather down over a relatively short period to match the finishes of the existing building.

A large window opening is provided to the Studio in the North façade to allow for natural lighting and reduce the need for artificial lighting. The glazing will be opal/opaque to provide privacy and reduce the potential for glare. The timber cladding continues over the opening in a ’hit and miss’ type pattern (refer to elevation drawings). This pattern is also overlaid on the timber cladding to the East elevation.

The timber cladding returns around to the West elevation at high level, with Red brick sitting below. New windows and existing windows are again linked through the use of rendered panels which help blend the two together.

8.0 Landscaping

Landscaping around the two extensions will remain as existing. If planting to the Reception extension is disturbed, it shall be replaced with equivalent species and quantities.

The addition of the new classrooms results with the need for relocating the Netball Court. This will dig into the existing embankment and require retaining walls. It is proposed that the walls are formed in masonry which can be rendered and painted.

This application also involves the installation of a Multi Use Games Area (MUGA), which has an all-weather pitch and is enclosed by a perimeter fencing. Please note that no floodlighting will be provided.
9.0 Access

9.1 Vehicular:

Car parking spaces have been increased over the existing carpark, without the need to increase the existing surface. Disabled parking spaces are provided closest to the new reception entrance and drop kerbs will be provided in order to allow access for all.

9.2 Approach and Entrances:

The entrance to the new reception is now clearly visible from the carpark, and is defined through the use of an external canopy. The entrance door will be a fully glazed automatic slider with appropriate manifestation. This will allow access to the secure reception lobby which will be monitored by reception staff.

The entrance to the new classrooms will be via existing routes into the new lobby. A new secure-access door will be provided in place of the existing external door, to allow for continued access to the playground.

All doors/frames will be finished with contrasting colours to meet building regulation/DDA requirements. Entrance matting is to be recessed flush with the floor and of an aluminium-ribbed type not to impede movement of wheelchairs or create trip hazards.

9.3 Horizontal Circulation:

Corridors and passageways are designed to be minimum 1800mm wide (or 1500mm wide with passing places) with level floors. Colour contrast of at least 20 points Light Reflectance Value (LRV) is to be provided between walls and floors, floors and ceilings. Colour contrast of at least 20 points Light Reflectance Value (LRV) is to be provided between door/door frames and surrounding walls, door face and leading edge to non self-closing doors and between ironmongery and doors. Door handles are selected to meet the requirements of BS8300 to be operable with one hand using closed fist.

All doors are designed to provide minimum clear opening widths, measured to the face of any protruding ironmongery, to comply with Building Regulations AD part M table 2. Doors on access routes are fitted with vision panels towards the leading edge to provide minimum zone of vision between 500mm and 1500mm from floor level.

9.4 Sanitary Accommodation:

2No. additional toilets will be provided. The existing toilet provision allows for a disabled WC and shower adjacent to the proposed extension. The colour scheme will be selected to ensure colour contrast of minimum 20 points LRV between floor and walls, walls and ceiling, and sanitaryware and walls.
PLANNING SUPPORT STATEMENT

New Classrooms, Reception and ancillary facilities

at

Mawsley Village Community Primary School

for

Northamptonshire County Council (Lend Lease)

prepared by

Peter Haddon and Partners Architects

October 2009
Planning Policy Framework

The purpose of this section is to outline the local, regional and national planning policy context for the planning application site. A summary of the relevant policy and guidance is provided below.

National Policy Guidance

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- PPS10: Planning for Sustainable Waste Management (July 2005)
- PPG13: Transport (2001)
- PPG17: Planning for open space, sport and recreation (2002)
- PPS25: Development and Flood Risk (Dec 2006)

Regional and Local Plan Policy

North Northamptonshire Core Spatial Strategy (June 2008) sets out criteria for effective and appropriate developments which can be supported by the Local Planning Authority. In particular, Policy 13: General Sustainable Development Principles clarifies key elements that are relevant to this Application namely:

- Incorporate flexible designs for buildings and their settings, including access to amenity space, enabling them to be adapted to future needs and to take into account the needs of all users.
- Seek to design out anti-social behaviour, crime and reduce the fear of crime by applying the principles of the ‘Secured by Design’ scheme.
- Maintain and improve the provision of accessible local services and community services whilst focussing uses that attract a lot of visitors within the town centres.
- Have a satisfactory means of access and provide for parking, servicing and manoeuvring in accordance with adopted standards.
- Be designed to take full account of the transport user hierarchy of: pedestrian-cyclist-public transport-private vehicle, and incorporate measures to contribute to an overall target of 20% modal shift in developments of over 200 dwellings and elsewhere 5% over the plan period.
- Not lead to the loss of community facilities unless it can be demonstrated that they are no longer needed by the community they serve and are not needed for any other community use, or that the facility is being relocated and improved to meet the needs of the new and existing community.
• Not lead to the loss of open space or recreation facilities, unless a site of equivalent quality and accessibility can be provided, serviced and made available to the community prior to use of the existing site ceasing.
• Be of a high standard of design, architecture and landscaping, respect and enhance the character of its surroundings and be in accordance with the Environmental Character of the area.
• Create a strong sense of place by strengthening the distinctive historic and cultural qualities and townscape of the towns and villages through its design, landscaping and use of public art.
• Be designed to promote healthier lifestyles and for people to be active outside their homes and places of work.
• Allow for travel to home, shops, work and school on foot and by cycle and public transport.
• Not result in an unacceptable impact on the amenities of neighbouring properties or the wider area, by reasons of noise, vibration, smell, light or other pollution, loss of light or overlooking.
• Be constructed and operated using a minimum amount of non-renewable resources including where possible, the re-use of existing structures and materials.
• Not have an adverse impact on the highway network and will not prejudice highways safety.
• Conserve and enhance the landscape character, historic landscape designated built environment assets and their settings, and biodiversity of the environment making reference to the Environmental Character Assessment and Green Infrastructure Strategy.
• Not sterilise known mineral reserves or degrade soil quality.
• Not cause a risk to (and where possible enhance) the quality of the underlying ground water or the surface water, or increase the risk of flooding on the site or elsewhere, and where possible incorporate Sustainable Urban Drainage Systems (SUDS) and lead to a reduction in flood risk.

Additionally, taking reference from the Northamptonshire County Structure Plan: 1996-2016 the following policy guidance (extracted from The General Strategy for Development) is relevant to this application.

- **Policy GS5**
  In order to promote high quality design and sustainable development, all proposals will have regards to the following considerations:
  - The visual appearance of the development in the context of the defining characteristics of the local area.
  - The need to encourage mixed use development and the relationships of different land-use with each other.
  - The need for measures for planning out crime.
  - The need for conservation of energy, resources and the natural environment, and for developments and designs which give priority to means of transport other than the private car.

**Statement of Community Involvement and Consultations**

A Public Consultation was held at the School on 09 September 2009. Invitations were issued to school parents, pupils, and local residents.
Questionnaire and feedback forms were available to allow comments and possible concerns to be expressed, together with representatives from Northamptonshire County Council, Lend Lease, the School and pHp Architects being present to respond to queries raised and provide accurate information and clarification.

The response received both at the event and on the feedback forms highlighted the following issues:

- The event was well supported with approximately 30 people attending and 13 feedback forms returned (full details available on request).
- Generally, the proposed development was felt to be in keeping with the local context in terms of its design, using red brick, render and timber cladding.
- It was widely recognised that the school needed to expand and there were no objections to this.
- There were concerns that the route to the northern edge of the building was being cut off. A footpath has now been added to the front of the Studio in response to this.
- Several comments referred to the potential for community use of the sports pitches. This may be difficult to achieve given that the school organises after school clubs that may use them, as well as the potential for security issues. The village community is already well served with a Village Hall and sports field.

Additionally, the following consultations have taken place during the preparation of the Planning Application to demonstrate the inclusive approach to the design and development that has been adopted:

Northamptonshire County Council Planning Department
Meeting with Peter Moore on 17 August 2009 to discuss scope of project, highlight issues for further review/consultation and to ensure no objections in terms of principle or policy. No objections were raised in terms of principle of development, building design, elevational treatment and materials, or Planning policy.

Summary

The new School Classrooms, reception and associated ancillary rooms are necessary to meet the increasing demands of Mawsley School, Village and its residents.

We believe that the proposed design responds positively to the context of the site and the existing buildings, providing essential facilities both for the school and for the local communities in accordance with relevant Planning Policy criteria.
Proposed 2 Class Extension and Studio to Mawsley Community Primary School

Mawsley Community Primary School opened in September 2004 to serve the new village community of Mawsley. The school was designed as a one form entry primary school. It was built to accommodate 210 pupils. However, as the village has continued to grow over the last five years the school population has also grown and currently stands at 266 children. It is anticipated to grow further with the expected release of a number of Housing Association properties in Mawsley in the near future.

In September 2007 two additional classrooms were built to cope with the growth in numbers and allowed the school to organise the Key Stage 1 children into classes of 30 and under, according to the Infant Class Size Initiative. Since 2007 the population of the village has continued to grow due to the release of newly built houses. As an interim measure the Local Authority provided the school with a double mobile classroom in September 2008 to accommodate growing pupil numbers.

The proposed two class extension, studio and additional administration offices are therefore needed to provide permanent classrooms for pupils and additional teaching space (e.g. for creative arts and an additional group work teaching space). The increase in administration areas is also needed to cope with an increase in office staff recently and associated administration work. The Local Authority is of the opinion that Mawsley Community Primary School is now predicted to be a 1.5 form entry primary school and therefore requires 11 permanent classrooms. This extension would therefore provide the required teaching and learning accommodation.

Elaine Wright
Headteacher
Mawsley Community Primary School

School Travel Plan

January 2007
### Background Information

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Mawsley Community Primary School</th>
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<tbody>
<tr>
<td>Address</td>
<td>Scholars Row, Mawsley, Kettering, Northants</td>
</tr>
<tr>
<td>Date of plan</td>
<td>Friday 5$^{th}$ January 2007</td>
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<td>Number of staff</td>
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<td>Number of pupils</td>
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Mission Statement

Mawsley C.P. School have identified both safety and health issues with regards to the children's journeys to schools. Such issues have been brought to light by parents and teachers, considering the needs of transport issues of all pupils. This plan will help to reduce the risk from traffic around our school and encourage our pupils to take a 'safer route to school'. The aims of this plan will be shared with new parents and will be referred to in regular newsletters.

We, as a school, believe that children and adults need to have healthy life styles and we believe that an effective traffic plan will encourage this. Staff have concerns about parents and local motorists parking on zigzag lines and too near to junctions.

We want to reduce the number of car journeys to our school. We want to contribute towards our pupils' safety through encouraging traffic calming measures in the area around our school.

We wish to see the adoption of a positive approach towards walking and cycling safely to school.

This plan is written in accordance with the guidelines produced by Northamptonshire County Council. It will be reviewed annually by Governors and amended when necessary.
Our School

Mawsley Community Primary School is situated in a village in between Northampton and Kettering. It is a new development so there are still the dangers of ongoing building work throughout the village, thus causing a likely increase of traffic levels over the next few years. Children need to be in the building for 8.40 am and then to be picked up again at 3.15pm. After school clubs are also offered daily all of which finish by 5.00pm at the latest.

The roads are not excessively busy, but they are used by local motorists. Roads directly around the school are narrow and winding so visibility can be unclear, especially in the winter. The main two roads to get to the village have not yet had their top layer of tarmac yet, so kerbs are high and where the drains are it is not even. There is a pedestrian crossing in front of the school for children to use in the mornings and afternoons, however there is not at the back gate, where many children enter the school.

Most of our children come from the village so do not have far to travel, but many parents choose to use their cars as a means of transport.

A car parking area is in front of the building to accommodate staff members and any school visitors, there are 21 spaces including 2 disabled spaces and on the playground there are two bike sheds for children and adults to use.

The school is rarely used by members of the public as a new community centre has just been opened, although on occasions the school will be used at weekends for events such as Christmas Fetes.

There are no transport links directly to the school grounds and the village transport links are also minimal as buses only run hourly to Kettering Town Centre.
Survey Results

Three surveys were conducted in November 2006, one was given out to parents to gather information on how pupils currently get to school and discover any parental concerns, as they are essentially responsible for children's journeys to and from school. A class survey was then completed by the class teacher in each year group to investigate the pupil's opinions. The last survey was a discussion based enquiry to obtain staff input on their thoughts on the travel needs of the school.

The oldest pupil of each family took a survey home and from these we received 62 responses.

The results are attached on the following page.
A table and pie chart to show how children are currently getting to school.

<table>
<thead>
<tr>
<th></th>
<th>Walk with parent</th>
<th>Walk alone</th>
<th>In the car</th>
<th>Cycle/Scooter</th>
<th>Other (please specify)</th>
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<tr>
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<td>40</td>
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<td>18</td>
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<tr>
<td>Average</td>
<td>40.8</td>
<td>4.2</td>
<td>18.4</td>
<td>2</td>
<td>0.4</td>
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![Pie chart showing transportation methods]

- walk with parent
- walk alone
- in the car
- Cycle/scooter
- Other
A table and pie chart to show the parents ideal method of getting their child/children to school.

<table>
<thead>
<tr>
<th></th>
<th>Walk with parent</th>
<th>Walk alone</th>
<th>In the car</th>
<th>Cycle/Scooter</th>
<th>Other (please specify)</th>
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<td>48</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Average</td>
<td>47.8</td>
<td>5</td>
<td>5.8</td>
<td>3.4</td>
<td>0</td>
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A table and pie chart to show the most important considerations for parents when choosing a suitable method of getting their child to school.

<table>
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<tr>
<th></th>
<th>Speed</th>
<th>Convenience</th>
<th>Exercise</th>
<th>Environmental Issues</th>
<th>Other (please specify)</th>
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<tr>
<td>15</td>
<td>33</td>
<td>40</td>
<td>18</td>
<td>4</td>
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</tbody>
</table>
Results Summary

How children travel to school

From the pupil survey conducted in class it can be seen that a majority of pupils already walk to school on a daily basis. There is however a reasonable number who travel to school by car and a very small number of children cycle, there were no responses to other travel categories.

How children would like to travel school

A lot of children expressed a preference for travelling by scooter or bicycle. The next largest number wanted to walk. Then a surprising number wanted to travel by bus, however this is not feasible due to the short distance that the children actually travel and a lack of such transport link in the village.

How parents said they bring their children to school

The parents responses reflect the children's as a majority of them have said their child/children walk to school. Many of the older children have also been given permission to walk home alone on some occasions. The biggest problem that arose from them was where they are able to park.

How parents would like to get their children to school

Lots of the parents have expressed a preference for a walking bus, however due to work and time constraints many have expressed concerns about road traffic issues i.e. reduced visibility due to double parking and a better use of pedestrian crossings.

Teachers Opinions

The majority of staff live much too far to consider walking to work, however due to times they arrive and leave school they do not experience the traffic problems, or heighten them. With regards to pupils teachers felt that, where possible, a majority should be walking.
## Action Plan - Written January 2007

**Objective:** To improve facilities for pedestrians and cyclists (increase numbers walking and cycling)

**Targets:** To implement at least one major improvement to facilities for pedestrians and cyclists by Sept 2007.

<table>
<thead>
<tr>
<th>Number</th>
<th>Actions</th>
<th>Responsible Person</th>
<th>Success Criteria</th>
<th>Monitoring and Evaluation</th>
<th>Resources Required</th>
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<td></td>
<td><strong>Actions</strong></td>
<td><strong>Description</strong></td>
<td><strong>Success</strong></td>
<td><strong>Monitoring and Evaluation</strong></td>
<td><strong>Resources Required</strong></td>
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<tr>
<td>1.</td>
<td>To give access for all children in years 4, 5 and 6 to complete a cycling proficiency test.</td>
<td>MH</td>
<td>For 15 children to complete the test by July 2007.</td>
<td>To see evidence of the children's cycling proficiency certificates.</td>
<td>7 months July 2007 (until cycling proficiency tests are taken)</td>
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<tr>
<td>2.</td>
<td>To implement a walking bus scheme.</td>
<td>ZH and NF</td>
<td>For the walking bus to be successfully running at least once a week.</td>
<td>To see a sustainable number of children joining the bus on a regular basis.</td>
<td>January 2008</td>
</tr>
</tbody>
</table>
3. To install covered waiting areas for parents and children.
   EW and Governing Body.
   LEA
   ZH and NF
   Completing installation of at least one covered area.
   Correspondence with new build project manager.
   January 2008
   EW
   To be discussed with LEA.
   £4000 approx
   To be covered by the STP funding.

4. To liaise closely with the LEA and transport/road safety personnel to improve quality and visibility of road markings.
   EW and Governing Body.
   LEA
   ZH and NF
   Road markings to be repainted.
   To check completion of necessary road markings.
   Dependent on adoption of roads by County Council.
   ZH and NF
   To be discussed with LEA.
   Unknown
   To be covered by County Council.

**Objective:** To reduce congestion around the school.

**Targets:** Reduce car use in class survey figures by 10% by November 2007.

5. To investigate the use of the Community Centre as a park and stride facility.
   NF
   Discussion with Community Centre manager.
   NA
   March 2007
   ZH
   None
   None

6. To implement a walking bus scheme.
   See above

7. To warn parents about the dangers of parking on zigzag lines and double parking around the school grounds.
   ZH and NF
   Warnings issued in regular school newsletter and impact on reduced number of parents double parking and parking on zigzags lines.
   NF and ZH
   To provide observational evidence of impact of warnings.
   April 2007
   EW
   School newsletter.
   None
<table>
<thead>
<tr>
<th>Objective: To promote health and safety of parents and children.</th>
<th>Target: For all children to take part in a 'Health and Safety' day by August 2007.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. To deliver a series of assemblies over the next three terms to emphasize the importance of personal and road safety and health related issues.</td>
<td>ZH and NF</td>
</tr>
<tr>
<td>9. To organise a health and safety day for all pupils.</td>
<td>ZH and NF</td>
</tr>
<tr>
<td>10. To encourage participation in a 'Walk to School Week'.</td>
<td>ZH and NF</td>
</tr>
</tbody>
</table>
Conclusion

The travel plan was developed through consultation with the Northamptonshire School Travel Plan Adviser - Paul Howard. All pupils, parents and teachers were also given the opportunity to input their thoughts to the information collated in the travel plan. Many parents of the school are also community members so through asking for their input we have also covered the community opinion.

The survey will next be completed in November 2007 at which point many of the current objectives will have been concluded. This will give us an indication to how successful the travel plan will have been up until November 2007 and allow us to see a clear direction in which we will need to proceed for the next school year.

The next surveys will include further questions on the effectiveness of the actions implemented such as the walk to school week and health and safety day, so that the children may be more involved in creating the future objectives for the Mawsley travel plan.
Appendices
vicinity.

Map of Mawslay village in its local

Appendix I
Map of Mawsley village.

Appendix 2
Map of School Location in Village.

Appendix 3
Appendix 4

Example travel survey sent to parents.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk with</td>
<td>Walk alone</td>
<td>In the car</td>
<td>Cycle/Scooter</td>
<td>Other</td>
</tr>
</tbody>
</table>

Please tick the appropriate box for each school day.

How do your children travel to school each day?

<table>
<thead>
<tr>
<th>If not how far do you travel to school?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do you live in the village?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How many children are you responsible for bringing into school?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Age of your child/children</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of your children in the school</th>
</tr>
</thead>
</table>


Dear Parents,

Wednesday 15th November 2006

Mawsey CP School Travel Survey
A cycling course to enable children of safety and unsupervised age to cycle to school
an appropriate walk for the remainder of the journey
school which you would park in and
designed area set back from the
park and stride scheme
A daily walking bus

Improvement to getting your children to school?
Environmentally friendly school run. Would any of the following initiatives be an
considerations have been thought about to encourage a healthier and more

<table>
<thead>
<tr>
<th>Specify</th>
<th>Speed</th>
<th>Convenience</th>
<th>Exercise</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What would you consider your travel needs to be?

| If the arrangements you currently use are the most ideal tick the box   |
|-------------|------------------|---------------|
| Monday      | Tuesday          | Wednesday     |
| Thursday    | Friday           |               |

What would your ideal travel arrangements be?
Miss Foster and Miss Hall

November

survey, please could it be back in the school office by Friday 10th.

cooperation. We look forward to receiving your completed

Thank you very much for your continued support and

become healthier and greener.

Are there any further comments you would like to make to help your travel needs

School day:

On-site sheltered areas for parents/cars

to wait at the beginning and the end of the
Appendix 5

Results of parent surveys.
<table>
<thead>
<tr>
<th>Day</th>
<th>0.4</th>
<th>2</th>
<th>18.4</th>
<th>4.2</th>
<th>40.8</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>0</td>
<td>2</td>
<td>18</td>
<td>4</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Thursday</td>
<td>1</td>
<td>2</td>
<td>19</td>
<td>5</td>
<td>42</td>
<td>42</td>
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<tr>
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<td>2</td>
<td>17</td>
<td>4</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Tuesday</td>
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<td>2</td>
<td>19</td>
<td>4</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Monday</td>
<td>0</td>
<td>2</td>
<td>19</td>
<td>4</td>
<td>41</td>
<td>41</td>
</tr>
</tbody>
</table>

(please specify)

Other: Cycle/scooter: In the car: Walk alone: Walk with parent:

Please tick the appropriate box for each school day.

How do your children travel to school each day?

If not how far do you travel to school?

Do you live in the village?

How many children are you responsible for to bring into school?

Age of your child / children

Number of your children in the school

environmental way forward for the school and the village. Travel to school at the moment and ways we can develop a healthier and more

following survey. This will allow us to collect and analyse information regarding how you

would appreciate your spending a couple of minutes of your time to complete the

travel policy we will be given a grant to help us to achieve this. In order to do this we

healthy lifestyles of the children and the community. When we have put together a

We are currently working to improve the school and village environment and the

Dear Parents

Wednesday 1st November 2006

Mawsey CP School Travel Survey Results
A cycling course to enable children of an appropriate age to cycle to school

(a) designated area set back from the school which you would park in and walk for the remainder of the journey

A daily walking bus

Improvement to getting your children to school?

What would you consider your travel needs to be?

<table>
<thead>
<tr>
<th>4</th>
<th>18</th>
<th>40</th>
<th>33</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (please specify)</td>
<td>Environmental Issues</td>
<td>Exercise</td>
<td>Convenience</td>
<td>Speed</td>
</tr>
</tbody>
</table>

What would your ideal travel arrangements be?

<table>
<thead>
<tr>
<th>0</th>
<th>4.4</th>
<th>5.8</th>
<th>5</th>
<th>4.7</th>
<th>5.8</th>
<th>Average</th>
</tr>
</thead>
<tbody>
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<td>0</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>48</td>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>43</td>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>50</td>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>49</td>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>49</td>
<td>Monday</td>
<td></td>
</tr>
</tbody>
</table>

If the arrangements you currently use are the most ideal tick the box

Other (please specify) Cycle/Scooter Walk alone Walk with parent In the car
November

Survey. Please could it be back in the school office by Friday 10th cooperation. We look forward to receiving your completed Thank you very much for your continued support and

become healthier and greener. Are there any further comments you would like to make to help your travel needs School day. To wait at the beginning and the end of the On site sheltered areas for parents/careers safely and unsupervised.
Results of class hands up survey.

Appendix 6
Q6. How do you like to get to school?

- Car/Van: 8
- Cycle/scooter: 63
- Walking: 32
- Bus: 16
- Other: 0

Q5. Is usually get to school?

- Rail: 0
- Car share: 1
- Bus: 0
- Walk: 75
- Other: 0

School Year: 03
Class: YR R - 6
Date: Nov-06
School Type: Mawsey CP School

Tutor Led Survey Results

NAME: [Name]

SCHOOL: [School Name]