PLANNING SUPPORT STATEMENT

Extensions and Alterations to 3 FE

at

Ruskin Infants School, Wellingborough

for

Northamptonshire County Council (c/o Lend Lease)

prepared by

Peter Haddon and Partners Architects

October 2012
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

National Policy and Government guidance is provided in Planning Policy Guidance Notes (PPG’s) and Planning Policy Statements (PPS’s). We have taken reference from those we believe are relevant to the proposed development and the design of the building extensions and site works take this into account.

The Communities and Local Government National Planning Policy Framework and supporting guidance document sets out criteria for effective and appropriate developments which can be supported by the Local Planning Authority. We highlight some key aspects of the proposed scheme relative to the objectives and aims of the Framework noted above, in support of the proposed application.

- We believe the proposal is to a high standard of architectural design, maximising the benefits of natural light and ventilation whilst respecting the scale, form and materials of the existing buildings.
- The extension to the west of the existing school contains a relocated permanent ‘Community and Nurture’ provision and this in particular along with the removal of storage areas encroaching into the existing hall space, improves the provision for possible extended community use, maintaining the role of the school as a focus of the local area.
- The extensions are a result of a specific requirement from increasing pupil numbers (as explained in more detail in a later section) and therefore are critical to maintaining adequate school provision in the surrounding area.
- We have engaged with the local community by way of a public consultation and feedback process to ensure that the project moves forward to satisfy the needs of all, as far as practicable, and the submitted design takes account of all this previous development and refinement (refer to later section for further explanation).
- To improve access for all throughout this site a new pedestrian access ramp has been incorporated into the proposals, is necessitates the removal of three trees, to mitigate against this loss, the landscaping scheme includes replacement of all trees lost as part of the development.
- The buildings have a satisfactory means of access and provide for a quantity of parking, servicing and manoeuvring within the limitations of the site context and constraints.
- The location of the extensions have been carefully considered to minimise the impact on any loss of external landscaped play space (refer to later section for further explanation).
- The proposal maintains the existing footpath and cycle links to the local area (refer to the School’s Travel Plan to be submitted as part of the application)
- We believe the design/location of the building extensions will 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.

Regional and Local Plan Policy

North Northamptonshire Core Spatial Strategy sets out criteria for effective and appropriate developments which can be supported by the Local Planning Authority. In particular, we believe the following aspects are relevant to this Application and are responded to by the proposed design namely:

- To create sustainable communities by ensuring that economic, environmental, social and cultural infrastructure needs are met in step with growth. The ‘Community and Nurture’ facilities (currently housed onsite in temporary buildings) being relocated to within the school buildings envelope along with the relocation of reprographics and dining storage housed within the existing school hall offers the opportunity for greater community involvement, together with the provision of some new jobs for teaching staff and support workers relating to the new pupil numbers/classroom provision.
- To ensure that development contributes to an improved environment, by requiring high standards of design and sustainable construction. As stated above, the design respects the form, massing, scale and materials of the existing buildings and includes for natural cross ventilation and maximising natural daylight by use of roof lights and roof windows.
- Wellingborough is designated as a growth town, with resulting population increase/pupil demand establishing the key criteria for the extension to this school. The expansion of the existing school complex to accommodate this increase is seen to be a sustainable urban design approach, retaining the hard play areas and minimising the green open space lost in the development of the site and whenever possible replicating the lost landscaping elsewhere on the site. This approach is also developed from practical considerations given the relative small scale of the new build requirements, compared to creating a stand-alone facility on a different site.
- The project supports the objective of providing high quality infrastructure to the strategic towns, by improving the quality and range facilities (both new build and extent of enhancement works within the existing school buildings).
- Policy 13 identifies further specific points which are listed below with commentary added:
  - 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. Spaces are designed as simple forms to allow flexibility of future use. The scheme has been designed to provide the required expansion for the proposed three form entry, the current temporary buildings to the west of the site are to be incorporated into the new extension, centralising the schools facilities providing improved access and integration within the school. As part of the proposals, the existing school hall, currently subdivided to provide dining storage and a reprographics area, will be returned to its original size, the existing staffroom will be expanded into to accommodate the additional staff.
  - Seek to design out antisocial behaviour, crime and reduce the fear of crime by applying the principles of the “Secured by Design” scheme. External windows and doors will be to a high security standard, with the perimeter of the building ‘open’ to the pedestrian routes with good visibility from windows. External spaces are generously proportioned to create a welcoming atmosphere and avoid dark/enclosed areas.
Design Background

Ruskin Infants School is situated to the West of Wellingborough within a large housing development built in the late 1960’s.

The school is situated centrally to this development close to the local community retail amenities on Queensway. There is good access to this area and the school in particular due to the close proximity to the A45 and A509.

The site of the Primary School is not within a Conservation area and the current buildings are not Listed. The school is formed in a cluster nature with classrooms off a main central hall space used of circulation, with the main entrance, reception and office areas at the north of the hall, with a combined access to an autonomous day nursery built in the in the last decade. The original single storey buildings have flat roofs with the central Hall roof being elevated to create a hierarchy to the space and allow the provision of clerestory windows at high level to provide natural daylight and cross ventilation. The Nursery extension has a pitched roof and is connected to the school via a combined entrance lobby.
The Ruskin Infants site is compact and subject to a marked change in level along the north south axis. The site has 3 main levels, the car park and kitchen pod adjacent to Ruskin Avenue, the Main schools building level, approximately two meters lower than Ruskin Avenue and the playgrounds a further 1.5m lower to the south of the site. Much of the site is taken up by the existing school buildings and hard standing play areas. The Soft play area predominantly consists of a grassed playing fields shared with Ruskin Junior School to the west of the site.

The site is not located within an area of potential flood risk, as illustrated on the attached map extract taken from the Environment Agency website.
**Statement of Planning Need (provided by Northamptonshire County Council)**

**Demand for pupil places**

Rising pupil numbers in Wellingborough require additional capacity in the primary schools and Ruskin Infants has been identified as a suitable option for expansion. The statutory consultation and Public Notice requirements were completed at the Cabinet meeting on 4th September 2012 with approval to formally expand the school from two forms of entry to three. There were no objections on the principle of expansion during the statutory consultation process. The reports for the Cabinet Member decisions in April and June 2012 provided the background information regarding the expansion plans for seven schools in the county including Ruskin Infants, and outlined the statutory process and timescales. In summary, there has been an unprecedented rise in the demand for primary pupil places in Northamptonshire, as evidenced by the following:

- Recent census data has confirmed a 19% increase in the county’s under fives population since 2001
- 24% of the increase is due to in-migration that is not reflected in the birth data
- The Council has received 931 late applications for primary places since the national Offer Day on 2nd May 2012
- The Council is planning to extend schools to provide an additional 6,700 primary places by September 2014

Serial build structural repairs were completed at the school at the end of 2011 and instead of removing the double mobile that had been installed for decant purposes, the decision was taken to renew the planning permission so that there was extra space. The school will therefore be increasing its intake in September 2012 by admitting 90 children into Reception instead of its previous published admission number of 60. This is a temporary arrangement in advance of a permanent extension being provided.

There are two longer term consequences that have influenced the proposal:

- Increasing Ruskin Infant to 3 forms of entry means that expanding the Junior school in future years will be likely
- Ruskin Infant and Junior Schools will be the nearest primary places to the proposed Park Farm Way development of 700 houses, so there is likely to be a long term need for additional places even if the current demand reduces in future.

**Pupil places and admissions**

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Scope of Works

pHp architects were appointed by Lend Lease to conduct a feasibility study of how the current building could be extended to provide permanent capacity for three forms of entry. The following factors have influenced the eventual preferred option:

- A compact site with very steep gradients: new ramping will be provided to improve disabled access and ensure hot school meals can be moved easily between the kitchen POD and the school hall.
- Two existing mobiles: one will be removed on completion of the works. The other is a pre and after school facility that received Lottery funding and serves both the Infant and Junior Schools. Its current location is in the way of the proposed extension, so after consideration of various options, the provision it offers will be incorporated in the new extension.
- The extension is required to provide three new classrooms, associated toilets, stores and cloaks, improved hall and staffroom size, and nurture / community room.
- The current line of fencing between the Infant and Junior Schools is a notional boundary and a formal site delineation is proposed, especially as the Junior school is currently seeking Academy status.
- There is limited car-parking on site with tight vehicular access from a residential road. Construction access across the Junior School site has been agreed with the school.

Indicative Programme

Cabinet approval to proceed with expansion: 4 September 2012
Submission of planning application: October 2012
Award of construction contract after tendering: March 2013
Start construction on site: April 2013
Completion: December 2013

Consultation

This has involved the following:

- Input from the Headteacher throughout the feasibility stage
- Presentation of the plans to the Governing Body on 28 May 2012 and their feedback incorporated into the preferred option
- Meeting with the Junior School Head, governors and proposed Academy sponsor on 26 June 2012 to discuss the outline scheme, site implications and the shared facilities e.g the after school facility. Parents will not support the expansion if the after school provision cannot be retained.
- Pre-planning public consultation on Tuesday 3 July 2012. Some issues have been raised from local residents regarding traffic and access, so these will need careful consideration in conjunction with the Highway Authority and the school’s support in updating a School Travel Plan.

Funding

The budget for this project is £1,263,530.
Provision was made for the scheme in the County Council’s revised Capital Strategy (Jan 2012) as one of the development pool schemes. A small amount of Section 106 monies has been included in the financial assessment from other Wellingborough developments where
additional places have already been funded. The balance is funded by the Basic Need grant that is received from the Department for Education.
**Design Considerations**

The primary brief and *raison d'être* for the scheme is to provide the school with 3 additional classrooms with associated storage, to BB99 standards, to allow the school to become a full 3 form entry Infant school. In addition, the project includes provision of a ‘Community and Nurture’ space that is currently housed in temporary accommodation on site. The existing Hall is to returned to its original size (with the dining storage and reprographics area relocated within the existing school stores and administrative areas) to provide the school with the necessary internal space for sports/drama/assemblies to suit the expanded size of the school. The existing classroom to the North West is to be converted to an enlarged staffroom (with a replacement classroom provided). As part of this development, there will be a two new car parking spaces created by reorganising the existing car par, therefore maximising car parking spaces given the space constraints available, without detriment to the existing outdoor recreation space.

Following site visits and discussions with the school, we have explored various options for siting and arrangement of the required new building elements, taking account of the need to reduce the impact of building on the existing playing areas, which is a very important principle of the design. We were informed that the school would adopt a grouped classroom structure once they were a full 3 form entry school and we have considered this within our proposed design to ensure this style of class management is achievable, to maximise the learning opportunities for the staff and pupils.

The preferred scheme has been reviewed both at a Public Consultation (see section below for further details) and by the school and key stakeholders, to modify/enhance and ‘fine-tune’ to best suit their requirements. The Planning drawings submitted represent the culmination of this process.

The proposal retains the existing school external play facilities without impacting on the area of these elements, therefore maximising the benefit of any new build space. The proposal creates a series of 3 classrooms with break out and teaching space set away from the existing school. A linking corridor joins the new extension and ‘Community and Nurture’ provision to the existing school. The new extension creates a new external courtyard space to compliment the breakout and teaching spaces. The location of these classrooms takes advantage of a redundant area of the site to the west of the existing school that is currently occupied by temporary buildings that are to be replaced by the extension. This location for the new classrooms was selected to reduce the impact of the extension, but also to avoid lengthening the school to the south necessitating construction over the existing hard play area provision. Development to the north and the east of the site is not possible due to the steep gradients changes across the site and proximity of the existing school buildings to the eastern site boundary.

The fourth additional classroom is to be an infill extension to the south of the existing Hall on an area of existing hard paving. This hard standing courtyard space is being replicated by the new 3 classroom extension to the west (as stated above). The infill extension extends beyond the existing building line established by the original school but still maintains the pedestrian path to the perimeter of the school. By creating this new classroom next to the existing Hall and classrooms we have taken the opportunity to allow these spaces to interconnect, giving the classrooms for the youngest children direct access from their rooms to the schools core...
facilities, and providing a separate new environment in the new three classroom extension to prepare the eldest pupils for further progress throughout the education system.

The building construction will be designed to exceed the requirements of the Building Regulations in terms of thermal performance and incorporate such environmentally sustainable elements as low energy light fittings and dual flush low water use toilets/taps. New roof lights and external access doors will also be provided to the two existing classrooms that are adjacent to the proposed infill extension to improve the comfort and internal environment for the pupils.

The elevation design has been developed to be sympathetic to the style of the existing buildings using a palette of robust and durable matching materials in-keeping with the school, but which also takes the opportunity to provide the school with an identity that looks towards the future.

The scale of the new extensions has been designed to reflect the existing single storey school buildings. The low rise nature of the development coupled with the 3 classroom extension being cut into the existing landscape means that the new extensions will not have a significant effect on the surrounding visual amenity. Where the existing school meets the new extensions, the parapet heights have been established by the original building; to ensure a visual continuity. Where the linking corridor meets the break out spaces the new mono pitched roof extends out towards the playing fields to create a dynamic transition space between the classrooms and the existing school building. The extension to the south of the hall mimics in scale the existing classrooms, ensuring the infill classrooms elevation does not alter the existing established building height.

To facilitate the classroom extension seven existing trees have been removed. The project includes for the installation of seven new trees to replace the existing planting lost as a result of this development. Other low level, low maintenance shrubs/plants will be provided to further ‘soften’ the new building extension towards the car park and public frontage.
Statement of Community Involvement and Consultations

A Public Consultation was held at the School on 03rd July 2012. Invitations were issued to school parents, pupils, local residents and parish councillors.

Questionnaire and feedback forms were available to allow comments and possible concerns to be expressed, together with representatives from Lend Lease, the School and pHp Architects being present to respond to queries raised and provide accurate information and clarification.

![Computer graphic of proposed new 3 classroom extension with the new infill extension in the background.](image)

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

- The event was very well supported with approximately 30 people attending.

- Generally, the proposed development was received positively by parents, teachers and local residents alike; expressing the development was positive for the local community and would enhance the schools position as a focal point for the local community, with the expanded facilities offering the opportunity for increased community use of the school outside of teaching.

- The position of the new classrooms was deemed to be the correct and most appropriate to avoid negative impact on the existing facilities, when all factors were taken into account; however comments were received that the provision for the ‘Community and Nurture’ room lacked its own office space that is present in the existing mobile provision; as a direct result of this consultation with staff, additional office space has been included incorporated into the scheme.
- Some concern was raised during the consultation over how the schools expansion was to affect the local residents during peak hours. The school is preparing a travel plan to review possible arrangements of how this can be managed and improved.
DESIGN & ACCESS STATEMENT

Extensions to Ruskin Infants School

for

Northamptonshire County Council

prepared by

Peter Haddon and Partners Architects

November 2012
DESIGN BASIS

pHp Philosophy Statement:

Peter Haddon and Partners Architects are committed to a policy of equality, inclusion and accessibility achievable through good design. The basic right for access to and use of buildings for all is recognised as the most fundamental basis upon which the design should be established. The design process offers an opportunity to maximise individuals' abilities to enjoy a safe and, wherever possible, independent participation. It is recognised that all individuals have a range of abilities which vary greatly and some of which may be impaired requiring consideration upon the Designer’s part to ensure that as wide a range of abilities as possible are accommodated. The design process is unique for each development as the distinctive requirements for a Client/End User will be specific to that project. For this reason we view the Client/End User as a part of the Design Team to ensure that the 'inclusive design for all' philosophy is adopted from the inception stage.

As Designers, we endeavour to work to the latest legislation and good practice guidance available at the time, also taking into account advice and comments received as a result of consultations with Access Consultants and Local Groups. It is the aim of the practice to adopt the guidance from these sources so far as is reasonably practical for the type and nature of the building, the restrictions of the site and the intended occupiers.

In accordance with advice published by the Commission for Architecture and the Built Environment (CABE) in connection with Design and Access Statements, the process has been fully informed by a consideration of issues, including:

- Use: what buildings and spaces will be used for;
- Amount: how much would be built on the site;
- Layout: how the buildings and spaces will be arranged on the site and the relationship between them and the buildings and spaces around the site;
- Scale: how big the buildings and spaces would be;
- Landscaping: how open spaces will be treated to enhance and protect the character of a place;
- Appearance: what the buildings and spaces will look like;
- Vehicular and Transport Links:
- Inclusive Access: how everyone can get to and move through the place on equal terms regardless of age, disability, ethnicity or social grouping.
USE / AMOUNT

This proposal is to construct a new extension to the West to provide 3no. classrooms, toilets, stores and a replacement space for the ‘Nurture’ group. The new space has been configured to create a new corridor and small ‘break-out’ teaching spaces to enhance the learning opportunities for the school.

To link back to the existing school buildings, an existing classroom is to be relocated, allowing for a new corridor, expanded store to the Hall and expanded Staff room areas to accommodate the necessary increase in staffing numbers. This also allows for the reproduction/photocopier area to be relocated out of the existing Hall, allowing the Hall to be reinstated to its original size, thus maximising the facility for the school.

The other building extension is located to the South to infill a small courtyard between two existing classrooms, to create a further classroom with toilets and store (to replace the class noted above). We have also proposed minor alterations to the 2 adjacent classrooms including the provision of new access doors direct to outside and new roof lights to compensate for the existing windows lost as a result of the infill extension.

Due to the level changes on the site and the need to preserve the recently constructed Kitchen Pod, a new concrete base will be formed to the west of the existing kitchen pod, to allow the ‘pod’ relocation as part of the project. A new access path will be required to allow the hot school meals to be taken to the Hall. By eliminating any steep gradients (no steeper than 1:21) we have designed the new path to provide both access from the ‘Kitchen Pod’ and also to create an inclusive access to the main school from the car park level.

The locations of the new extensions have been carefully considered so as not to reduce the area of hard playground for the school.

LAYOUT

We have carefully considered the location of the new extension on the site, respecting the existing trees whenever possible and the arrangement of existing buildings. In particular, the design takes account of significant level difference across the site, siting the new extension adjacent to the existing school to ensure a level transition between the new and existing areas.

As part of the design process, several options were explored to create the additional classrooms and hall that were required by the school. Originally a scheme was developed to create a new school hall and classrooms block to the south of the site with the existing hall being turned into a new classroom and circulation space. As the schemes developed it became clear that the hall should remain as that the heart of the school, designs were then progressed and evaluated to create a classroom block to either the south of the site over the existing landscape margin between the school level and the terraced playground level, or cut into the landscaping to the west of the school. Ultimately the current proposal has been created as an amalgamation of these two proposals allowing the playground and landscape to the south of the site to remain unaltered with a new three classroom block with community room to the west.

To improve access throughout the site, a new access path forms part of the proposal and due to the constraints of the site, 2No. existing trees in the landscape margin between the car-park and existing temporary school buildings will be removed.

We believe that the layout serves to improve facilities for both the school and the wider community, with the relocated ‘nurture’ space being incorporated into the schools envelope offers the opportunity for community use, as it can be easily accessed together with a dedicated toilet provision.
**SCALE**

The scale of the new extensions has been designed to reflect the existing single storey school buildings. The low rise nature of the development coupled with the 3 classroom extension being cut into the existing landscape means that the new extensions will not have a significant effect on the surrounding visual amenity. Where the existing school meets the new extensions, the parapet heights have been established by the original building; to ensure a visual continuity. Where the linking corridor meets the break out spaces the new mono pitched roof extends out towards the playing fields to create a dynamic transition space between the classrooms and the existing school building. The extension to the south of the hall mimics in scale the existing classrooms, ensuring the infill classrooms elevation does not alter the existing established building height.

The scale and height of the buildings satisfy the requirements for each space within and the building elements are designed using plan widths/roof pitches appropriate with the scale and form of the existing building on the site.

**LANDSCAPE**

As noted above, there are several mature trees on the site which are respected by the design proposal; however 2No. trees are required to be removed to allow for the construction of the new access path to improve accessibility throughout the school site.

1no. tree is to be removed to allow for the construction of the new extension.

3no. existing trees bordering the car park on Ruskin Avenue are to be removed to allow for the provision of extra car parking spaces to satisfy the need for additional staff parking on site.

To offset this loss in existing landscaping we have indicated 7no. replacement trees as part of this project.

**APPEARANCE**

The existing buildings are constructed using fair faced brickwork walls, flat roofs with single ply membrane and white upvc fascia boards, the site is not located within a Conservation Area.

We believe that the proposed elevation design is sympathetic to the style of the adjacent existing buildings using a palette of robust and durable traditional materials in-keeping with the existing buildings, but which also takes the opportunity to provide the school with an identity that looks towards the future.

As stated on the elevations, the design proposes a red brick to the walls combined with areas of render and a single ply membrane roof. The design of window proportions to the extension of the north elevation and the single classroom extension have been considered to balance with the aesthetic established on the site. The new windows to the 3 classroom extension have been designed to reinforce the new extension identity whilst still respecting the proportions and fenestration of the original building.

The infill extension between the 2 existing classrooms to the south of the existing hall has been designed sympathetically to mimic the style of the existing building in both scale and with materials to match the existing building.
VEHICULAR AND TRANSPORT LINKS

The existing car park is accessed from Ruskin Avenue, the existing car-park is to be reorganised, locating the disabled parking provision adjacent to the new access ramp, and to create 2 new car parking spaces to alleviate the pressure on the existing on street parking in Ruskin Avenue. Existing footpath / road links to the site will remain unaffected by the building extension / alterations.

INCLUSIVE ACCESS

All building extensions are located and designed to achieve mostly level approach from existing adjoining pathways with maximum 1:20 gradients to localised areas (the new ramp will comply with Part M standards). External lighting will be provided at 50-100 lux to all approach paths.

The entrances will be fully DDA compliant with level threshold. The entrance area flooring will be carpet style barrier matting which is inherently slip resistant.

The internal corridors and passageways are generally 1.8m wide. All internal floors are level. Collision hazards are avoided and passing places provided by utilising corridors of these widths. Projecting radiators are also eliminated by using under floor heating.

Colour contrast of at least 20 points Light Reflectance Value (LRV) will 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 of non self closing doors and between ironmongery and doors.

Ironmongery door handles will be 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.
School Travel Plan

Ruskin Infant school and Nursery
Ruskin Ave,
Wellingborough,
Northamptonshire
NN8 3EG

9282128

September 2012
Contents

Our School Travel Plan is structured into the following sections:

1  Introduction to the School / College

2  Travel and Transport Issues

3  Travel Surveys – Pupils, Parents, Staff and Visitors

4  Objectives and Targets

5  Proposed Measures

6  Timetable of Implementation

7  Evidence of Consultation

8  Monitoring and Review Proposals

9  Sign Off
1 Introduction

1.1 School Information.

Ruskin Infant School and Nursery is a Primary School and The Department for Education reference number for the school is 9282128.

The school site opens at 7.00am each day and closes at 6.00pm.

The Wrap Around Club serves pupils from both Ruskin Infant School and the Juniors. It welcomes pupils from 7.45 am each morning during term time and each evening from 3.15 to 6.00pm.

A Breakfast Club in the main school building opens from 8.15 am each morning until the start of the school day at 8.50 am.

The School's Nursery Unit opens at 8.30 am each day and ends its morning session at 11.30 am. The afternoon session runs from 12.30 to 3.30 pm.

The majority of pupils arrive at school for 8.45 am each day when the doors are open and leave between 3.15 and 4.15 pm. The school runs a wide selection of after school clubs which commence at 3.15 and mostly finish by 4.15pm.

Ruskin Childcare is open 50 weeks a year and is open from 8.00am to 6.00pm each day. The setting is only closed over the Christmas holiday period and on training days.

During the school holiday periods, with the exception of Christmas, the Parent Support Advisor and the staff of Ruskin Childcare continue to work on the site and activities are offered to a limited number of parents and children both on and off the site.

1.2 Pupil Information

Ruskin Infant School and Nursery is a Primary School for pupils aged 3 to 7 years of age. It also incorporates Ruskin Childcare (linked to Penrith Drive Children’s Centre) which is an early years facility for 2 to 8 year olds. There is a before school and after school facility on the site called The Wrap Around Club, for 5 to 11 year olds, which is only open during term time.

- The current number on roll is 235 with a further 24 children able to attend Ruskin Childcare facility at any one time.
- The school has grown to three form entry as of September 2012
- Currently there are no pupils with statements of Special Educational Need and no children with transport provision.
- There are currently 45 staff employed by the school on a full or part time basis, plus five staff employed by contractors providing catering and cleaning services.
1.3 Location

- The school is located in Ruskin Avenue, off the Queensway, on the edge of Wellingborough in an area of identified deprivation. The Queensway Ward is the second most deprived in the county.
- Traffic calming bumps are in place around the school and all adjacent roads as well as along the Queensway.
- There is a 20 mile an hour speed limit on all the roads around the school.
- Wellingborough is in the eastern region of Northamptonshire and is an urban area.
- The Park Farm Industrial estate is nearby with many firms offering employment.
- There are a number of other Primary schools located within 2 miles of the school.
- The school works in partnership with Ruskin Junior School. Both schools share the same grounds and there is a path linking the two buildings.
- The School works in partnership with Penrith Drive Children’s Centre which is within walking distance of the school. Our early years setting Ruskin Childcare forms part of the Children’s Centre provision but is managed by the school’s Headteacher and Governing body.
- The school is situated a mile from the A45 and A4500 providing good road links to other parts of the county.
- The nearest bus stops to the school are in Longfellow Road and Shelly Road.
- There are several parks and green spaces in the town and within walking distance of the school.
1.4 Location Maps

Wellingborough
Figure 1

The arrow shows the position of Ruskin Infant School.

Ruskin Infant School and Nursery is situated in Ruskin Avenue.

There is no specific catchment area for the school as parental choice is used as criteria for admission. Due to the current demand for school places the school is admitting pupils from a wider area of the town than previously.
1.5 Transport Links

- A Bus (route W1) passes near to the school, every 20 minutes during the day with the nearest stops being in Longfellow Road and Shelly Road. A short walk is then necessary to access the school site.
- There are many pedestrian routes to access the school. The roads surrounding the school all have safe paths. Some of these include cut-throughs and alleyways which might not be seen as safe after dark especially since there was a quite recent stabbing in an alley in close proximity to the school.
- There is a cycle route that starts on Niort Way and crosses Queensway extending along Brickhill Road and joining the Hardwick Road, however this does not provide direct access to the school site.

- Train services are available at Wellingborough station but do not provide easy access to the site. Currently there are no pupils or staff attending from outside the town where the train could service their route to the site.

1.6 Existing Travel Facilities

A path on the school site near the front entrance to the school showing some of the bike racks.
- Cycle racks are available for 20 bikes currently at various locations on the site. A further 7 will be fixed later in the year. These were manufactured and designed by students from Tresham College in response to a request from parents for the facility.
- There are currently no lockers for storage of helmets, wet weather gear etc. though space is offered in storage boxes in classrooms.

- The school has a car park for 20 cars and one disabled space.

  The school car park

- Vehicles are parked in Ruskin Ave and Stanwell Way before and after school as well as during the school day.
Ruskin Avenue, just outside the main entrance at 8.45 am

- The school has a wide entrance gate onto Ruskin Ave for vehicular access. This is used by cars, vans and lorries needing access to the site.
- There is a ramped and stepped access to the school site from the car park and main walk in gate. All classrooms have ramped access.
• There is a pelican crossing in Ruskin Ave, situated between the Infant and Junior Schools.

1.7 School Initiatives Participation
• The school has a long history of teaching road safety and encouraging walking as part of a healthy lifestyle. We followed the ‘Kerbcraft’ scheme, which was in place a few years ago, and when it was suspended we purchased our own high-vis vests and carried on the scheme. It involves pupils and parents in years one and two learning together about safe places to cross the road. It provides confidence and independence for our pupils which is essential as many of them play on the paths and roads around the estate in the evenings, weekends and holidays.
• The school holds the Healthy Schools Award and is currently working to achieve the enhanced award.
• The school holds walk to school weeks three times per year.
• The school makes use of the local area in terms of stimulating pupil’s interest in learning and often takes walks to other schools and places of local interest such as St Mark’s Church on the Queensway or Sainsbury’s supermarket on the Northampton Rd.
• Children are provided with free reflectors which can be attached to their coats or book bags.

1.8 Community Use of School
• The School is heavily committed to the work of Wellingborough Education Partnership and thus works in collaboration with a broad range of schools from all phases throughout the town.
• The school runs up to 20 clubs a year which offers greater depth to children’s learning and their life experiences.
• The school works in close partnership with Ruskin Junior School and Penrith Drive Children’s Centre.
• During all holiday periods, except Christmas, events are planned and delivered for parents and pupils in order to enhance the learning experiences available. 26% of families attended a holiday activity in the summer holiday 2012.
• A summer school is planned for pupils in year one during August 2013 so that children have opportunities to keep their skills and knowledge alive over the long break.
• The school is regularly used as a polling station for local and general elections.
• The school has an active parents group, ‘Parent’s Voice’ which acts as a forum for parents ideas, and concerns about the school and its place in the community.
• The school regularly invites guests into the school to work with children, e.g. authors, dance groups, sportsmen/women
2 Travel and Transport Issues

2.1 Parking issues
- Local residents have not been happy with the parking of parents when their drive ways have been blocked etc
- When the school sends pupils out on trips and coaches are used, it is not always possible for the coaches to gain access to Ruskin Avenue due to the double parking. The Headteacher has had to get off the coach and ask people to move their cars.
- Some parents drive into the staff car park when dropping children off in the morning and after school when collecting.
- Cars park dangerously on the corner of Stanwell Way and Ruskin Ave
- At times parents have been seen getting their children out of vehicles into the road rather than onto the path.

2.2 Congestion issues
- Ruskin Avenue is congested at peak times 8.45 am to 9.15 am and 3.00 to 3.30 pm with cars parked on both sides of the road.

2.3 Speeding issues
- None due to traffic calming already being in place in Ruskin Avenue and the surrounding roads.

2.4 Lighting issues – on site / off site
- Lighting in the car park is limited to two lights, one of which shines predominantly on the steps
- Street lighting is poor now that half the street lamps are turned off. Parents may feel vulnerable after dark. One member of staff was harassed on her walk to work at 7.15 am during last academic year. This was serious enough to be reported to the police.

2.5 State of footpaths
- Dog mess on paths in the area is a frequent issue.

2.6 Access to site issues
- Parents walk across the car park rather than walk a little further around the safe and well lit path to the building.
- Steep steps at the Foundation stage gate with no ramp as yet, however quotes for a ramp are being obtained.
The steep steps near the foundation Stage entrance where a ramp is needed.

2.7 Local road network Issues
   - When weather is poor and snow is on the ground, Ruskin Ave is not gritted and is highly dangerous for vehicles.

2.8
   - There are no regular journeys undertaken by pupils during the school day. For effective Transition work, pupils sometimes walk up to the Junior School, however this tends to be undertaken within the school grounds where there are suitable safe paths.

2.9
   - Visitors arriving at the site before 9.30 am often express that they have had difficulty in parking their vehicles and have had to park in the surrounding roads and walk the remainder of the journey.

2.10  **Future developments that may impact travel around the school site**
   - At the request of the Local Authority the school has recently increased in size from two form (60 pupils) to three form entry (90 pupils) in the Reception (F2) classes. This will have a knock on effect each school year until September 2014 as the school roll will increase by 30 pupils each year. Due to the increased demand for school places which is currently being experienced in the county all the new places have been filled immediately. A building project is in the planning stages
led by the Local Authority to provide new classrooms to meet the increase in pupil numbers. The project may begin, subject to planning permission, in March 2013. During the period of the building project it is anticipated that the site will be increasingly congested due to the increased footfall and the proximity of the building work to the existing school building. Mobile classrooms that are currently in use will have to be moved during the project as they are currently situated on the main plot of land earmarked for development. When the building work begins movement around the site will be restricted. It is anticipated that the builder’s compound will be situated away from Ruskin Avenue at the rear of the joint Junior and Infant School site in order to minimise the congestion in the road outside both schools.

3 Travel Surveys

3.1 Pupil Survey

- Information on mode of transport used to travel to school is collected from each child’s admission form on entry to the school.
- Teachers have carried out their own survey of how pupils have travelled to school and their preferred mode of transport.
- A Parent survey has been carried out with 207 parents/families and 71 responded.
- A Governor Survey has been carried out.
- Visitors arriving at the school for the week commencing 22.09.12 have been asked by admin staff about how they have travelled to our site.
- Number of pupils surveyed 207 and number of pupils responded 2007

Travel Survey in Key stage 1.
There are 117 pupils in key stage 1. They were asked on the 1st October 2012 how they travelled to school and how they would like to travel.

Results of pupil survey on how key stage 1 pupils come to school now and their preferred mode of travel.

<table>
<thead>
<tr>
<th>Mode</th>
<th>Present mode of travel</th>
<th>Preferred mode of travel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Walk</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>Cycle</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bus</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Taxi</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Car share</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(2 or more pupils from different families)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car (Single pupil)</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3.2 Parents Survey

<table>
<thead>
<tr>
<th>Mode of transport</th>
<th>Present mode of transport</th>
<th>Percentage % (some parents use a car &amp; walk to school, so percentages will not equal 100%)</th>
<th>Preferred mode of transport</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>57</td>
<td>80</td>
<td>55</td>
<td>77</td>
</tr>
<tr>
<td>Cycle</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bus</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>taxi</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Car (share)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Car (single)</td>
<td>21</td>
<td>30</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How far do you walk to school?</th>
<th>Less than a mile - 48 (68%)</th>
<th>1 mile or more - 23 (32%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem areas on route to school</td>
<td>● Ruskin Avenue</td>
<td>● Brickhill Road</td>
</tr>
<tr>
<td></td>
<td>● Stanwell way</td>
<td>● top of Scott Road</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you consider a park and walk facility?</th>
<th>33 people said they would consider using a park and walk facility (46%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Glamis Hall has this but no-one uses it”</td>
</tr>
<tr>
<td></td>
<td>“I do!”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problems experienced travelling to school</th>
<th>● Crossing Queensway</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● inconsiderate drivers outside</td>
</tr>
<tr>
<td></td>
<td>● school path blocked outside Junior school</td>
</tr>
<tr>
<td></td>
<td>● cars blocking pathways and pavements,</td>
</tr>
<tr>
<td></td>
<td>● cars on zigzags</td>
</tr>
<tr>
<td></td>
<td>● weather</td>
</tr>
</tbody>
</table>
| | • cars not stopping at zebra crossing  
| | • traffic jams  
| | • using a double buggy on paths where cars have parked on to path  
| | • cars parked on corners  
| | • crossing to school gates  
| | • no lights  
| **Suggestions** | • Large car park nearby  
| | • more police patrols  
| | • open Junior school so people can use the path  
| | • use of Glamis hall  
| | • make it a 1 way street  
| | • parking for parent  
| | • parking wardens,  
| | • double yellow lines  
| | • walking bus  
| | • ramp for buggies  
| | • staggered home times  
| **Car share?** | 4 people would use a car share (6%)
## 3.3 Staff Survey

**September 2012**

### Distance Traveled to School

<table>
<thead>
<tr>
<th>Distance Traveled to School</th>
<th>Number of People who answered question</th>
<th>% of survey participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 mile</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>1 - 2 miles</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>3 - 5 miles</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 – 9 miles</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>10 – 14 miles</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>15+ miles</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

### Usual Mode of Transport

<table>
<thead>
<tr>
<th>Usual Mode of Transport</th>
<th>Number of People answered question</th>
<th>% of survey participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car</td>
<td>13</td>
<td>59</td>
</tr>
<tr>
<td>Bus &amp; Walk</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Train</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Walk</td>
<td>8</td>
<td>36</td>
</tr>
</tbody>
</table>

### Distance travelled to school

<table>
<thead>
<tr>
<th>Distance travelled to school</th>
<th>Usual mode of transport</th>
<th>Number of people who answered question</th>
<th>% of survey participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 miles</td>
<td>Walking</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Car</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Bus &amp; Walk</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>Walking</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Car</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Bus &amp; Walk</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Preferred Mode of Transport

<table>
<thead>
<tr>
<th>Preferred Mode of Transport</th>
<th>Number of People answered question</th>
<th>% of survey participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car</td>
<td>11</td>
<td>61</td>
</tr>
<tr>
<td>Bus &amp; Walk</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Bike</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Walk</td>
<td>6</td>
<td>33</td>
</tr>
</tbody>
</table>

### Car Share

<table>
<thead>
<tr>
<th>Car Share</th>
<th>Number of People answered question</th>
<th>% of survey participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>59</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Maybe</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Reasons/restrictions

- Need to go via childcare/child’s school
- On staff meeting days
- If others lived close by
- If others arrived at / left school at the same time
<table>
<thead>
<tr>
<th>Problems on route to school</th>
<th>Traffic Jams/Congestion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bin Men blocking the road</td>
</tr>
<tr>
<td></td>
<td>Junior school gate – parents blocking the path</td>
</tr>
<tr>
<td></td>
<td>Cars blocking school entrance</td>
</tr>
<tr>
<td></td>
<td>Number of car parking spaces</td>
</tr>
<tr>
<td></td>
<td>Threat of being attacked while walking alone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific problem areas</th>
<th>A45</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A14</td>
</tr>
<tr>
<td></td>
<td>Isham roundabout</td>
</tr>
<tr>
<td></td>
<td>Ruskin Avenue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for improvements</th>
<th>Leaving earlier to avoid heavy traffic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Junior school opening their gates so parents and children can wait on the playground and not the path.</td>
</tr>
<tr>
<td></td>
<td>Car sharing incentives</td>
</tr>
</tbody>
</table>

### 3.4 Governor’s Survey
Governors were asked at their meeting on the 3.10.12 to indicate how they had arrived at School.

<table>
<thead>
<tr>
<th>03.10.12</th>
<th>Walk</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>89%</td>
</tr>
</tbody>
</table>

### 3.5 Visitors’ Survey
A total of 49 visitors were asked how they had travelled to school as they arrived on the site.

<table>
<thead>
<tr>
<th>w/b 22.09.12</th>
<th>Walk</th>
<th>w/b 22.09.12</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td></td>
<td>61%</td>
</tr>
</tbody>
</table>
4 Objectives and Targets

4.1 Travel Plan Objectives

The overall objective of our School Travel Plan is represented by the following statement:

“To demonstrate the commitment of the School to reducing the impact of travel to and from the school site on the environment, by encouraging those who have to travel to do so in a more sustainable way.”

Our School Travel Plan will aid the following improvements to take place:
- Create opportunities for all members of the school community to have better health through a greater emphasis on walking and cycling to and from school as part of a healthy lifestyle.
- For members of the school community to make financial savings due to reduced transport costs incurred on the journey to and from school.
- To reduce traffic congestion at peak times around the school and thus improve access to the site.
- Improve the local environment through a reduction in car journeys. This will improve air quality; reduce noise and lower levels of congestion particularly in Ruskin Avenue.
- Make a contribution to national and global campaigns to combat pollution, climate change and obesity.

School Travel Plan Objectives for Ruskin Infant School and Nursery

- Reduce to a minimum the number of single-occupancy car traffic movements to and from the school
- Increase the numbers of pupils and staff walking and cycling to school in order to improve the health and well-being of the whole school community
- Continue to increase the road safety awareness of all pupils
- Contribute to reducing pressure on Ruskin Avenue, particularly at peak travel times
### 4.2 Travel Plan Targets for Ruskin Infant School and Nursery

<table>
<thead>
<tr>
<th>Targets</th>
<th>From *</th>
<th>To</th>
<th>Date for achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase number of pupils walking to school</td>
<td>80%</td>
<td>85%</td>
<td>09/2013</td>
</tr>
<tr>
<td>Increase number of pupils cycling to school</td>
<td>3%</td>
<td>10%</td>
<td>09/2013</td>
</tr>
<tr>
<td>Increase pupils using public transport to school</td>
<td>2%</td>
<td>7%</td>
<td>09/2013</td>
</tr>
<tr>
<td>Increase trips to school made by ‘park and walk’</td>
<td>3%</td>
<td>10%</td>
<td>09/2013</td>
</tr>
<tr>
<td>Increase number of staff walking</td>
<td>36%</td>
<td>41%</td>
<td>09/2013</td>
</tr>
<tr>
<td>Increase number of staff cycling</td>
<td>0%</td>
<td>5%</td>
<td>09/2013</td>
</tr>
<tr>
<td>Increase number of staff from Ruskin Infant and Junior schools involved in car sharing</td>
<td>0%</td>
<td>5%</td>
<td>09/2013</td>
</tr>
<tr>
<td>Reduce number of single occupancy car journeys</td>
<td>30%</td>
<td>25%</td>
<td>09/2013</td>
</tr>
</tbody>
</table>
# 5 Proposed Measures

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Measures to be considered by Ruskin Infant School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site design</td>
<td>• Conveniently located facilities for storing outdoor wear, cycle equipment and foot scooters</td>
</tr>
<tr>
<td>Safe routes to school scheme</td>
<td>On routes serving the school:</td>
</tr>
<tr>
<td></td>
<td>• Safe cycling education</td>
</tr>
<tr>
<td></td>
<td>• Improve lighting in school car park</td>
</tr>
<tr>
<td>Initiatives to support walking</td>
<td>• Walking bus or park and walk</td>
</tr>
<tr>
<td></td>
<td>• Walk to School events, e.g. Walk to School Week</td>
</tr>
<tr>
<td></td>
<td>• Road safety training for Pupils continued</td>
</tr>
<tr>
<td></td>
<td>• Parents/Carers involved in Road Safety training in Year 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>• Ruskin Junior School to become involved in JRSO scheme and to support the Infant School with their Junior Road Safety Leaders from Year 5 and 6.</td>
</tr>
<tr>
<td>Initiatives to support cycling</td>
<td>• Reduced cost reflectors</td>
</tr>
<tr>
<td></td>
<td>• Cycle maintenance classes/club</td>
</tr>
<tr>
<td></td>
<td>• Cycle safety code drawn up with School Council</td>
</tr>
<tr>
<td>Reducing the need to travel</td>
<td>• Staff cars to be restricted in their use for school visits</td>
</tr>
<tr>
<td></td>
<td>• Meetings to be held on site where ever possible</td>
</tr>
<tr>
<td></td>
<td>• Car sharing for staff attending meetings/training off site.</td>
</tr>
<tr>
<td>Reducing congestion</td>
<td>• Increased take up for Breakfast and Homework clubs resulting in less traffic at 8.45 am and 3.15pm</td>
</tr>
<tr>
<td>Support for car-sharing</td>
<td>• Car share matching service for travel to work for staff and parents at both Ruskin Infant and Junior schools.</td>
</tr>
<tr>
<td></td>
<td>• Car share promotion, including launch event with opportunities for finding a match</td>
</tr>
<tr>
<td>Managing car use</td>
<td>• Park and walk scheme offered to parents/carers</td>
</tr>
<tr>
<td>Education and awareness-raising</td>
<td>• Inclusion of school travel in school policy statements, e.g. prospectus, school development plan</td>
</tr>
<tr>
<td></td>
<td>• Inclusion of school travel in induction sessions for new parents and pupils</td>
</tr>
<tr>
<td></td>
<td>• Local publicity for school’s travel work</td>
</tr>
<tr>
<td></td>
<td>• School travel work highlighted in newsletters, letters home, assemblies and leaflets</td>
</tr>
</tbody>
</table>
- Events, competitions and regular focus weeks on sustainable travel themes
## 6 Timetable/Action Plan of Implementation

**Objective:** Reduce to a minimum the amount of single occupancy car traffic to and from the school.

**Target:** Increase number of staff / parents from Ruskin Infant and Junior schools involved in car sharing (from 0% to 5% (staff) and 5% reduction in single car occupancy for parents) by September 2013

<table>
<thead>
<tr>
<th>Actions</th>
<th>Responsibility</th>
<th>Success criteria / Monitoring and evaluation</th>
<th>Timescale</th>
<th>Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Description of Action</td>
<td>Named person or group</td>
<td>MM / YYYY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Set up a car share scheme for staff across both schools</td>
<td>Heather Eley</td>
<td>A least 5% of staff share a vehicle on at least two days per week.</td>
<td>09/2013</td>
</tr>
<tr>
<td>2</td>
<td>Car share promotion, including launch event with opportunities for finding a match</td>
<td>Heather Eley (HT)</td>
<td>Launch meeting to be held with the Junior school in November 2012 with a list of matched staff members available for Governors.</td>
<td>List available by January 2013</td>
</tr>
<tr>
<td>3</td>
<td>Promote a car share scheme for parents</td>
<td>Heather Eley</td>
<td>Newsletter to highlight car share opportunities and promotion at parent’s evenings.</td>
<td>09/2013</td>
</tr>
</tbody>
</table>
**Objective:** Increase the numbers of pupils and staff walking and cycling to school in order to improve the health and well-being of the whole school community

**Target:**
1. Increase number of pupils walking to school from 80 to 85%
2. Increase number of pupils cycling to school from 3 to 10%
3. Increase trips to school made by ‘park and walk’ from 3 to 10%
4. Increase number of staff walking from 36 to 41%
5. Increase number of staff cycling from 0 to 5%

<table>
<thead>
<tr>
<th>Actions</th>
<th>Responsibility</th>
<th>Success criteria / Monitoring and evaluation</th>
<th>Timescale</th>
<th>Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Description of Action</td>
<td>Named person or group</td>
<td>Storage box provided in each class for cycle helmets / gloves etc.</td>
<td>MM / YYYY</td>
</tr>
<tr>
<td>1</td>
<td>Conveniently located facilities for storing outdoor wear, cycle equipment and foot scooters</td>
<td>Class teachers</td>
<td>10/2012</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Walking bus or park and walk</td>
<td>Heather Eley (HT) &amp; Catherine Starnes (DHT)</td>
<td>Walking bus or park and walk scheme in place from St Mark's Church car park</td>
<td>01/2013</td>
</tr>
<tr>
<td></td>
<td><strong>Walk to School events, e.g.</strong>&lt;br&gt;<strong>Walk to School Week</strong>&lt;br&gt;<strong>Events, competitions and regular focus weeks on sustainable travel themes</strong></td>
<td><strong>Heather Eley</strong>&lt;br&gt;(HT)</td>
<td><strong>3 x Walk to School weeks identified with reward system</strong>&lt;br&gt;<strong>Assemblies used to launch competitions and travel themes.</strong></td>
<td><strong>Academic year 2012 / 2013</strong></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Reduced cost reflectors</strong>&lt;br&gt;<strong>Cycle maintenance classes/club</strong></td>
<td><strong>Catherine Starnes</strong>&lt;br&gt;(DHT)</td>
<td><strong>Cycling skills club set up and running with bike reflectors as reward for attendance</strong></td>
<td><strong>04/ 2013</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>School travel work highlighted in newsletters, letters home, assemblies and leaflets</strong></td>
<td><strong>Heather Eley</strong>&lt;br&gt;(HT)</td>
<td><strong>All newsletters to carry a travel plan update</strong>&lt;br&gt;<strong>Celebration assemblies used to promote cycling and walking successes.</strong></td>
<td><strong>01/2013</strong></td>
</tr>
</tbody>
</table>
**Objective:** Continue to increase the road safety awareness of all pupils

**Target:** 2 hours of Road Safety awareness per year in Key Stage 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of Action</th>
<th>Responsibility</th>
<th>Success criteria / Monitoring and evaluation</th>
<th>Timescale</th>
<th>Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Road safety training for Pupils continued</td>
<td>Nia Partridge – PHSE coordinator</td>
<td>Each year group to have completed 2 hours of Road Safety awareness training (based on Kerbcraft) in Year 1 and Year 2</td>
<td>Ongoing</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Parents/Carers involved in Road Safety training in Year 1 &amp; 2</td>
<td>Nia Partridge – PHSE coordinator</td>
<td>Parents invited to take part in each scheduled Road Safety awareness training</td>
<td>As of November 2012</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>Junior School to support the Infant School through engagement with JRSO scheme.</td>
<td>Nia Partridge – PHSE coordinator</td>
<td>Junior School to become involved in JRSO scheme and then Year 5 and 6 Road Safety Leaders to support the Infant School children.</td>
<td>September 2013</td>
<td>None</td>
</tr>
</tbody>
</table>
**Objective:** Contribute to reducing pressure on Ruskin Avenue, particularly at peak travel times

**Target:** All targets as listed.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of Action</th>
<th>Responsibility</th>
<th>Success criteria / Monitoring and evaluation</th>
<th>Timescale</th>
<th>Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increased take up for Breakfast and Homework clubs resulting in less traffic at 8.45 am and 3.15pm</td>
<td>Heather Eley (HT) &amp; Catherine Starnes (DHT)</td>
<td>Increase take up of Breakfast and Homework clubs by 50%</td>
<td>01/2013</td>
<td>Pupil Premium</td>
</tr>
<tr>
<td>2</td>
<td>Increased take up for out of school hours clubs resulting in less traffic at 8.45 am and 3.15pm</td>
<td>Catherine Starnes (DHT)</td>
<td>Increase from 25% to 30% the number of children who will be leaving school at 4.15 when clubs finish</td>
<td>04/2013</td>
<td>Time in lieu for staff leading clubs DSF and parental contributions for clubs that have a fee.</td>
</tr>
</tbody>
</table>
7 Evidence of Consultation

Actions that evidence consultation include:

7.1 Pupil survey
A pupil survey was carried out during the w/b 24th September 2012 for all pupils in key stage 1. Teachers asked children to indicate their method of transport by putting their hands up for each type of transport used and for their preferred mode of transport.

7.2 Parent survey
A parent survey was carried out during the w/b 1st October 2012. A questionnaire was given to all parent/carers.

7.3 Staff Survey
A staff survey was carried out w/b 24th September 2012.

7.4 Governor survey
A survey of governors was carried out on Wednesday 3rd October. Governors indicated their mode of transport to their meeting.

7.5 Draft Travel Plan published and circulated to school staff on 26.10.12

7.6 visitors were asked how they had travelled to the site by the office staff as they were signed in.
8 Monitoring and Review Proposals

8.1 Monitoring

- Monitoring progress to the action plan objectives will take place twice a year in February and July.
- The Headteacher will report the progress towards the travel plan in her regular report to governors.
- Feedback for parents/carers will be provided through the school’s newsletters.
- The school will carry out an annual survey of modes of transport to school each September/October. On admission to the school all parent/carers will be asked to give information of their mode of transport to and from the school.
- The Headteacher is responsible for the annual survey distribution and collection of results. She may delegate certain tasks to the Deputy Headteacher and other members of the Senior Leadership.

8.2 Travel Plan Review

- The Headteacher, the Senior leadership Team, Parents/Carers and the governing body will be involved in reviewing the travel plan.
- The Headteacher will provide Northamptonshire County Council with a copy of her report to governors and the information provided for parent/carer.

8.3 If the travel plan objectives are not being met the Headteacher/Deputy Headteacher, in consultation with other members of the school community, will put in place additional actions to help bring about the successful outcomes required.
9 Sign Off

The next travel survey will be conducted September/October 2013 and annually thereafter by the Headteacher/Deputy Headteacher.

The school travel plan will be reviewed in July 2013 and annually thereafter by the Headteacher/Deputy Headteacher.

The review of the school travel plan will consider pupil travel needs arising from new developments in education and transport provision and the travel plan will be revised as necessary to take account of these.

Signed:

_______________________________________ HEATHER ELEY, Head Teacher

_______________________________________ KEITH RICE, Chair of Governors
Ruskin Infants School
Ruskin Avenue
Wellingborough

Report for Northamptonshire County Planning Department

On

Construction Site Access Proposals
CONTENT

1. Executive Summary
2. Introduction
3. Context
4. Existing Access
5. Scheme Proposals
6. Proposed Access and Management

Appendix D – Proposed Site Access Route
1. Executive Summary

Due to a critical need for additional school places in the Wellingborough area, the school is to be extended to accommodate additional four classrooms during 2013. This will increase incrementally the number of pupils attending the school over a three year period.

As part of the works, a safe and suitable access arrangement will be needed for the site construction traffic for the duration of the works. Several options have been considered but the only apparently viable solution will be to access the site through the current Junior School on a temporary basis with the eventual re-instatement at the conclusion of the works.

A meeting as been held on site with Northamptonshire County Council Highways and an in principle agreement has been reached based on the preferred proposal with access from Shakespeare Road.

The following report outlines the scheme proposals and the need for the temporary access route.

2. Introduction

This report forms part of the submitted planning application for the project and should be read in conjunction with the submitted design and associated information.

Lend Lease were commissioned by Northamptonshire County Council to consider the feasibility of constructing additional classrooms and to re-arrange and expand some of the internal areas of the school.

The intention is to expand the current Infant School and provide an enhanced educational experience for the pupils and maintaining the current accessible external play and sports facilities.

The school needs to continue to function for the duration of the works and, as such, carefully considered routes need to be agreed and provided to avoid disruption to the school curriculum.

The school is located at Ruskin Avenue to the north of Wellingborough in a residential area adjoining the local Junior School and is well served by local public transport. However, parking is extremely limited for local residents and the school.

Meetings have been held with the school to discuss and agree the brief and requirements of the project. In addition consultation events have been held for staff, parents and local residents. Whilst welcoming the works to the school, concern has been voiced in relation to construction traffic and the additional pupil numbers.

The indicative programme continues to anticipate a start on site date of June 2013 and a completion date for the new building of December 2013.

3. Context

The site is constrained by the Junior School grounds to the west, by residences to the south and east and by Ruskin Avenue to the north. Whilst being very compact, the site is also subject to very steep gradients. These are particularly significant around the perimeter of the school building and have posed significant difficulties in the preparation of the layouts. These will need to be taken into account in the development of the cost analysis and detail designs.

The school has limited off-road parking and the road is very narrow and restrictive, particularly at peak periods of the day. There is no immediate opportunity to extend the existing parking due to the topography of the site.
At peak school periods a large number of parents arrive at the school and many do not park thoughtfully and in some cases park in a particularly hazardous manner. This contributes to the intended proposals for the construction access to the school works in order to avoid contributing to the congestion and potential hazards in the area.

4. Existing Access

The existing access is through the main gate off Ruskin Avenue on a slow bend in the road. This in itself presents its own issues and has been ruled out for access for construction traffic due to the narrow width of the road and the bend. In addition, the current car park would not facilitate shared use and this would result in more on street parking within the area of the school.

5. Scheme Proposals

In order to permit safe access to the site during the construction process, consideration has been given to the manner in which construction access and for staff, visitors’ and pupils’ access can be arranged to ensure safe operation for all. This has been considered in the following manner and the layout is shown in Appendix A,

- Initially, the use of the current school entrance gate from Ruskin Avenue was viewed in relation to all parties sharing this access point. This has been relegated to a secondary option as it would involve complex management systems to be put in place to monitor and operate and would restrict access to both groups during working hours.

- Shared access and use of the existing car park would be unacceptable due the very restricted size of the car park.

- Consideration was given to other current access points through the junior school site. It was considered unlikely that the adjoining Junior School would accept construction access through their car park due to safety and disruption issues.

- Access from Pope Road, via Stanwell Way was also considered but discounted due to the very narrow road width at Pope Road and the potential disruption to local residents.

- The final option that has been considered is the possibility to use a strip of land along the boundary at the south of the Junior School that would be stoned up for temporary access and re-instated upon completion. This would be accessed for Shakespeare Road via Burns Road and Queensway. This route would provide safe and segregated access by the contractor directly to the compound at the south of the Infants School site and working areas.

While there are benefits to be gained, there are also potential implications and these have been identified as being,

- Additional construction costs

- Construction traffic for a period of approximately 30 weeks

- Temporary disruption to residents at in Shakespeare Road and Burns Road for the duration of the works.

- Provision of secure compound/ access gates to the new temporary haul road.

From the three options mentioned above, the preferred option is the latter involving the crossover at Shakespeare Road. By using this route, benefits will be accrued as,
• A dedicated construction traffic route for the workforce and vehicles with a separate compound away from the school and giving easier access for the work to proceed.

• A route that does not increase the level of congestion at Ruskin Avenue, particularly during peak school times and mitigating additional traffic risk.

• Full segregation of the school visitors, staff and pupils and the construction personnel.

• Reduced congestion at the main school gate at Ruskin Avenue.

• No additional heavy traffic on Ruskin Avenue.

• An effective construction period is maintained with a reduced likelihood of delays due to traffic restrictions.

A meeting was held on site with Alex Martin of Lend Lease Consulting and David Jones of Northamptonshire County Council Highways on 16th October and the proposals was agreed in principle subject to suitable management arrangements.

6. Proposed Access and Management

In order to manage this option, certain management processes and matters would need to be put in place. These involve primarily the safety of the residents and construction traffic using this access crossover.

• The installation of either a temporary prefabricated or conventional road structure across the green area and path.

• The use of a gate system to avoid pedestrians and vehicular crossover at the same time.

• Arrange deliveries outside peak school periods during the day.

• Road sweeping and cleaning measures to be put in place.

• Set access routes to be confirmed to delivery companies.

• The use of a banksman or similar to manage and control vehicular traffic and pedestrians using the foot path at the access gate on Shakespeare Road

• The reinstatement of the green and hard areas at Shakespeare Road for the crossover to their former condition and materials upon completion of the project.

• Removal of the temporary compound gates and reinstatement of the fence panels.
Appendix A

Site Access Route Plan