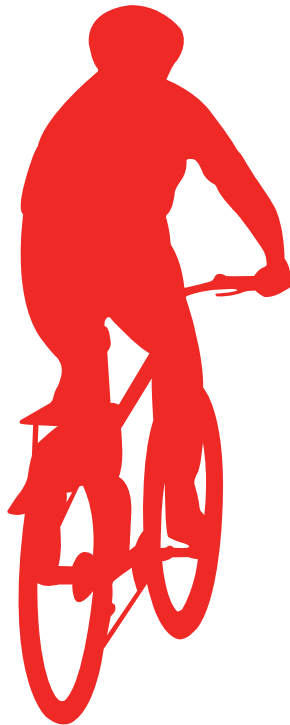


self-evaluation form

The following pages provide examples of how a school travel plan can provide relevant information for the self-evaluation form.



1. Characteristics of your school

1a Please outline the main characteristics of the learners, including:

- their attainment on entry and how you know this;
- their social and economic backgrounds, indicating the level of prosperity or deprivation.

A school travel plan must contain information on the school, its catchment and factors influencing travel modes. Depending on the local area, this may play an important role in what initiatives the schools run to promote sustainable travel.

1b Please summarise briefly your distinctive aims and describe any special features of your school, for example:

- whether you intend to become a specialist school, or school with special status, and if it is one already, the main changes that have occurred because of this;
- whether you are a school with a religious character;
- any special units, additional community services or extended provision;
- significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers).

A school travel plan is a special feature of a school - to be a sustainable/healthy school promoting active travel. Significant numbers of partnerships can be referenced through the STP:

- School Travel Adviser
- Transport for London
- Road safety officers
- Police officers
- Transport operators
- Links with other schools

1c Please outline specific contextual or other issues that act as aids or barriers to raising performance, for example:

- any difficulties in recruiting and retaining staff, or governors;
- recent or impending reorganisation;
- mobility of learners;
- particularly important facts in your recent history, such as change of leadership.

A school travel plan could be addressing issues such as attendance or behaviour issues (eg through a walking bus or through bus behaviour programmes). These many have been raised as obstacles to sustainable

travel through the research and consultation. Many school travel plans focus on attendance issues and links to local welfare programmes.

1d Please note any additional characteristics of your school that you would particularly like to draw to the attention of an inspection team.

A school travel plan is an additional piece of work that the school has undertaken. Once approved, this will have made the school eligible for a DfES grant and other sources of funding. You may wish to point out what the funding has been used for on-site eg cycle storage. A school travel plan contributes to a school being a 'Healthy School' by encouraging physical activity on the journey to and from school. Has the student council been active in developing a travel plan project? Many schools enlist the help of the student council to undertake surveys and report back on findings.

1e Please outline briefly the main priorities in your improvement/development plan, and how they reflect the context in which you work.

The school travel plan is an improvement plan in and of itself and schools are encouraged to include it as part of wider school improvement plans.

2. Views of learners, parents/carers and other stakeholders

2a How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services, how often do you do this, and how do you ensure the impartiality of the information?

Reference should be made to the surveys and consultation that takes place as part of the development of the school travel plan. As the plan is revised and evaluated annually, so too should the

gathering of views and opinions (many schools engage in ongoing consultation). In most cases, names and addresses of pupils and parents are not required for this research.

2b What do the views of learners, parents/carers and other stakeholders tell you about the learners' standards, personal development and well-being, and the quality of your provision?

The school travel plan provides detailed research on the views of these stakeholders about the journey to and from school and the reasons for choosing a particular mode of travel. This section should include some of the headline findings from the surveys and consultation. If the plan is over a year old, include comments from pupils, parents and other stakeholders on the improvements that have been made as a result of the plan being implemented.

2c How do you share with parents/carers and other stakeholders the collated findings about their views?

The school travel plan consultation process should involve informing the school community of the aims and objectives of the plan. Many of these will be a result of the research with parents, pupils and staff. Include information on how the school community has been informed i.e. through dissemination of the plan (or a summary), a dedicated school notice board, newsletters featuring articles on the STP, STP on the website, info on the STP in the school prospectus or as part of a parents or staff handbook. The student council are often involved in reporting back on findings of the research.

2d Can you give examples of action you have taken based on the views of learners, parents/carers or other stakeholders, with an evaluation of the effectiveness of what you did?

- Are there examples of actions you decided not to take (with the reasons for this)?
- Are there examples of ways in which your stakeholders have influenced the priorities noted in section 1e? (Please cross-refer to any relevant comments in the leadership and management section.)

The research undertaken as part of a travel plan informs the school what actions should be taken to support sustainable travel.

It may be that engineering or facilities improvements were requested and have been implemented as a result of the plan.

You can also include any parts of the action plan that have been delivered and explain any reasons why some issues have not been addressed - e.g. the walking bus did not have sufficient support, engineering scheme was not feasible, not fully supported and increasing numbers of walkers. If the plan is over a year old, there should have been a review of progress which will include an evaluation of the actions taken by the school and comparable survey results.

3. Achievement and Standards

3a What are learners' achievement and standards in their work?

- the standards learners reach as indicated by their test and examination results, taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets
- the standards of learners' current work in relation to their learning goals (noting any significant differences between current work and recent results)
- learners' progress relative to their starting points and capabilities, with any significant variations between groups of learners (making clear whether there are any groups that are underachieving and could be doing better)

In some instances pupils who may not have been performing well can become engaged through the school travel plan (dealing with issues that are real to them).

3b Where relevant: how well do learners achieve in the Foundation Stage?

N/A

3c On the basis of your evaluation, what are your key priorities for development?

school travel plans can (and should) link closely to the delivery of the national curriculum in schools. Your School Travel Adviser will be able to advise and support you with resources to link the aims and messages of the STP to a variety of curriculum topics, subject areas and Key Stages.

4. Personal development and well-being

4a To what extent do learners adopt healthy lifestyles?

- whether learners take adequate physical exercise, and eat and drink healthily
- learners' growing understanding of how to live a healthy lifestyle

The promotion of healthy lifestyles through active travel is a core aspect of any school travel plan. A school travel plan contains a commitment to promoting healthy lifestyles by encouraging walking and cycling for the journey to and from school and as part of everyday life. Evidence can be provided through the survey data contained in the plan which will indicate if how many children are walking and cycling. The plan also lists the school participation in campaigns and events promoting sustainable

travel such as Walk to School, Walk on Wednesdays (Wow), Bike Week and the curriculum lessons linked to sustainable travel delivered as a result of the plan. Reference to the STP in this section will signpost inspectors to a large evidence and planning base promoting healthy and sustainable lifestyles.

4b To what extent do learners feel safe and adopt safe practices?

- whether learners feel safe from bullying and racist incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk

This links directly to the road safety education element of a school travel plan. Safety on the journey to school (both road and personal safety) are core aspects of any STP. Many plans address bullying and intimidation issues that young people face on their journeys and through engineering schemes and road safety education, pupils (and parents) can be taught skills to keep them safe. Many travel initiatives build confidence and enhance friendships among pupils rather than lead to a feeling of being isolated within a car journey.

4c How much do learners enjoy their education?

- take account of learners' attitudes, behaviour and attendance
- learners' spiritual, moral, social, emotional and cultural development

By making improvements to the school journey through the implementation of a school travel plan, attendance and behaviour can be improved (e.g. through the introduction of walking buses, a reduction in traffic congestion speeding up journey times, using theatre and other programmes to tackle behaviour issues on public transport). Children who are more physically active (through more walking and cycling, possibly more quality time with parents on

the journey to school) are more likely to be happy and secure. They are also more likely to be alert and ready to learn upon arriving at school.

4d How well do learners make a positive contribution to the community?

- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and contribute to communal activities

School travel plans are active citizenship in practice. Through the plan pupils not only gain a better understanding of their local environment and community but they also have the opportunity to change and improve the areas around them having a positive and long lasting impact on their local environment. The school travel plan promotes good citizenship amongst pupils, towards the local school community and towards the protection of the planet.

4e How well do learners prepare for their future economic well-being?

- how well learners develop skills and personal qualities that will enable them to achieve future economic well-being

Elements of the school travel plan prepare pupils for employment when they are older. Roles on the student council, lobbying the local council, communicating the findings of research.

4f Where relevant: how good are the personal social and emotional development and well-being of learners in the Foundation Stage?

N/A

4g On the basis of your evaluation, what are your key priorities for development?

N/A

5. The quality of provision

5a How good is the quality of teaching and learning?

- how well teaching meets the needs of the full range of learners and course requirements
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in their children's learning and development

Through the involvement in new initiatives such as school travel plans, teachers can learn new knowledge and skills that can be used to improve teaching practice across a range of subject areas and Key Stages. The STP can be of real value in terms of the continued professional development of both teaching and non teaching staff

5b How well do the curriculum and other activities meet the range of needs and interests of learners?

- the extent to which the curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and experience
- how far the curriculum meets external requirements and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy and stay safe
- the extent to which learners have opportunities to develop enterprise, financial skills and work in teams
- the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement

School travel plan curriculum links enable and encourage learners to be healthy and stay safe through sustainable travel education and road safety education. Through the STP and linked lessons, pupils have the opportunity to engage with issues that impact on their local environments and communities. Healthy lifestyles are promoted through active travel messages. Through the involvement in the development and implementation of travel plans, students have the chance to learn a wide range of practical skills (eg. road sense,

cyclist skills, promotional and persuasive speaking, research skills, working as part of a working group and how to engage with both their peers and others (i.e. Local Council, local residents etc). Children can take pride and enjoyment from engaging in a project that is "real" to them and can signify a genuine improvement to their surroundings - results they can both see and experience.

5c How well are learners guided and supported?

- the care, including integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development and make good progress in their work
- the quality and accessibility of advice, guidance and support for learners
- the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children

The aims and the objectives of the school travel plan will promote active and healthy travel for the whole school community. The plan should address the concerns of vulnerable groups through the identification of problems via surveys and consultation and the subsequent development of the action plan (through engineering measures, anti bullying initiatives and addressing behaviour issues on the journey to school). STP to a variety of curriculum topics, subjects areas and Key stages.