



School Travel Plans and Ofsted

As the School Travel Plan process works best if a whole school approach is used and because of its relevance to the “Every Child Matters” agenda, it can be used as sound evidence in the school’s Self Evaluation Form.

Although links can be found between the STP and most sections of the SEF, the most relevant are sections 2 (Views of learners, parents/carers and other stakeholders) and 4 (Personal development and well-being).

Below are some examples of how the STP can be used as evidence in the sub-sections:

Views of learners, parents/carers and other stakeholders

- 2a Gathering views & ensuring impartiality of the information
Travel plan survey and evidence to support information
- 2c Sharing with parents/carers the collated findings about their views
Consultation re: STP and access to STP
- 2d Examples of action taken based on views
Establishment of walking bus/ carshare database, lobbying for highways engineering measures

Personal development and well-being

- 4a Learners adopting healthy lifestyles
 - Taking physical exercise
promotion of walking and cycling to school
healthy living weeks with focus on STP
 - Growing understanding of how to live a healthy lifestyle
good habits formed
parents taking exercise too
combination of healthy food and exercise helps alertness

- 4b Learners feeling safe and adopting safe practices
 - Feeling safe from bullying and racist incidents
bus code of conduct
road safety
personal safety
 - Having the confidence to talk to staff and others when they feel at risk
travel seen as part of school day

- 4c Learners enjoying education
 - Behaviour and attendance
walking buses and walking initiatives help improve timekeeping and attendance
codes of conduct and 'bus buddies' help improve behaviour
 - Spiritual, moral, social, emotional and cultural development
improved social skills when walking in groups
increased self esteem through independent travel
dealing with moral and cultural dilemmas when travelling in groups

- 4d Learners making a positive contribution to the community
 - Understanding of rights and responsibilities
behaviour while travelling to school
consultation with community re: STP
environmental issues
 - Expressing views and taking part in communal activities
STP survey
School Council or STP working group involvement
liaison with other community groups

- 4e Learners preparing for their future economic well-being
 - Developing skills and personal qualities to enable them to achieve future economic well-being
judgement of cost implications of various forms of travel