

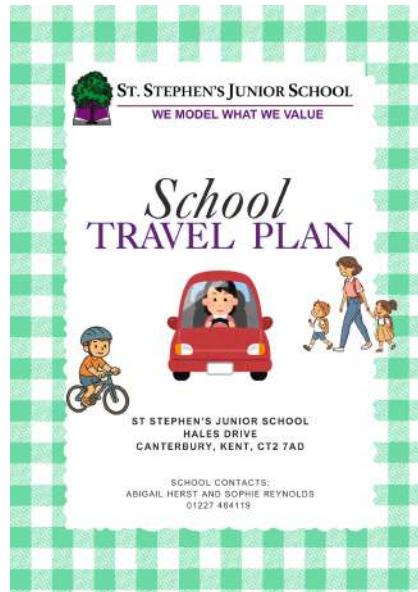
Travel Plan

February 2026



St Stephen's Junior School

Hales Drive, Canterbury, CT2 7AD



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Travel plan & its benefits

What is a School Travel Plan?

The School Travel Plan (STP) provides a framework for changing travel habits on journeys to and from school for both pupils, teachers and other staff members.

It sets out objectives and targets to encourage a reduction in trips by car and to create more sustainable travel, aiming to, amongst other things:

- * reduce congestion at the entrances to and roads surrounding the school
- * improve pupils' health & fitness through walking and cycling
- * equip pupils with better road awareness
- * reduce accidents and danger on the journey to school
- * enable parents and pupils to choose to walk, cycle/scooter or to travel by public transport with confidence

What benefits can a Travel Plan deliver?

A safer and calmer environment around the school gates.

Less congestion and pollution on roads leading to the school.

Improved travel awareness and road user skills for pupils from an early age.

Increasing independence and responsibility amongst pupils.

Improving levels of health and fitness amongst the school community.

Helping the school to meet various national standards (e.g. Eco Schools, Healthy Schools).

1 Introduction to the school

1.1 Background

St Stephen's Junior School, Hales Drive, CT2 7AD is located on the North West side of Canterbury, about 15 minutes' walk from the city centre. It is an academy convertor Junior School for children aged 7-11 years old.

It has 400 children from years 3 to 6. Each year group has 4 classes (except from year which has 3 classes), ranging in size from 24 to 30 children. There are 50 full-time staff and 19 part-time staff, including teaching, support, admin, maintenance and catering. There are 16 parking spaces available for staff use. The car parking site is also shared with the infant school

It draws in pupils from a wide catchment area.

School Mission Statement.

To ensure that every child meets their learning potential by building a sense of belonging for all.

Our School Vision

Pupils will only be able to thrive if they feel safe and secure at our school. Creating a sense of belonging so that effective learning can take place is at the heart of our school vision and values. Educating our children to respect and care about themselves, others and the world that we live in will empower to shape all of our futures.

vision values ssjs

Our school values of Kindness, Creativity and Honesty will help our children to navigate their journey and prepare them for the future.

These values underpin pupils relationships with others and understanding of themselves, as well as how they learn, through honest reflection in thinking and understanding to their ability to find solutions to problems.

Alongside this, through focusing on our key themes of Wellbeing, Equality and Environment pupils will learn about their responsibility and the positive impact that they can have in the future.

Through looking at situations and themes through a school, community and global lens we want pupils to understand their place within the world and how issues and themes can be explored in this way.

The future belongs to our pupils and we want to educate and inspire them about their crucial role in shaping it.

Children's Mantra

We work to create an environment where all members in our community belong.

We are honest about ourselves and what we say and do.

We are kind to ourselves and others.

We are creative and flip problems into opportunities.

We respect ourselves and make good choices for ours and others wellbeing.

We respect others and treat people fairly. We celebrate difference.

We respect the world we live in and we make responsible choices.

We work towards a better school, community and world; today, tomorrow and in the future.

1.2 Changes at the school

The school is neither moving nor expanding.

1.3 Inter-site travel issues

The school is on a single site, hence has no internal travel issues.

2 Operational hours

2.1 Core hours

Our school day is from 8:45-15:15.

For staff, the school is open from 7:30-14:00.

The pedestrian gates are opened at 8:40 each morning. The main pedestrian gate (from Hales Drive) is open until 6 due to extended schools/ lettings., however the pedestrian gate entrance from The Terrace closes at 15:30.

The automatic car park gate is locked 10 minutes before/after school start/end times for children's safety.

2.2 Overall hours

After-school clubs run Monday-Thursday until 4:15.

An extended schools club (breakfast and after-school club) runs Monday-Friday. This facilitates both Infant and Junior School children. This starts at 7:30am and runs until 6pm (5pm on Fridays).

3 Staff and pupil numbers

3.1 Overview of staff & pupil numbers

There are currently 409 children from years 3 to 6. Each year group has 4 classes (except from year 3 which has 3 classes), ranging in size from 24 to 30 children. There are 50 full-time staff and 19 part-time staff, including teaching, support, admin, maintenance and catering. There are 16 parking spaces available for staff use. The car parking site is also shared with the infant school.

Age range of pupils: 7-11

Total quantity of pupils on roll: 400

Nursery

Reception

Year 1

Year 2

Year 3 84

Year 4 105

Year 5 110

Year 6 101

Year 7

3.2 Current staffing levels

The school employs a total of 69 staff (50 full-time, 19 part-time, 0 working other hours).

3.3 Planned school expansion

The school is not currently planning to expand.

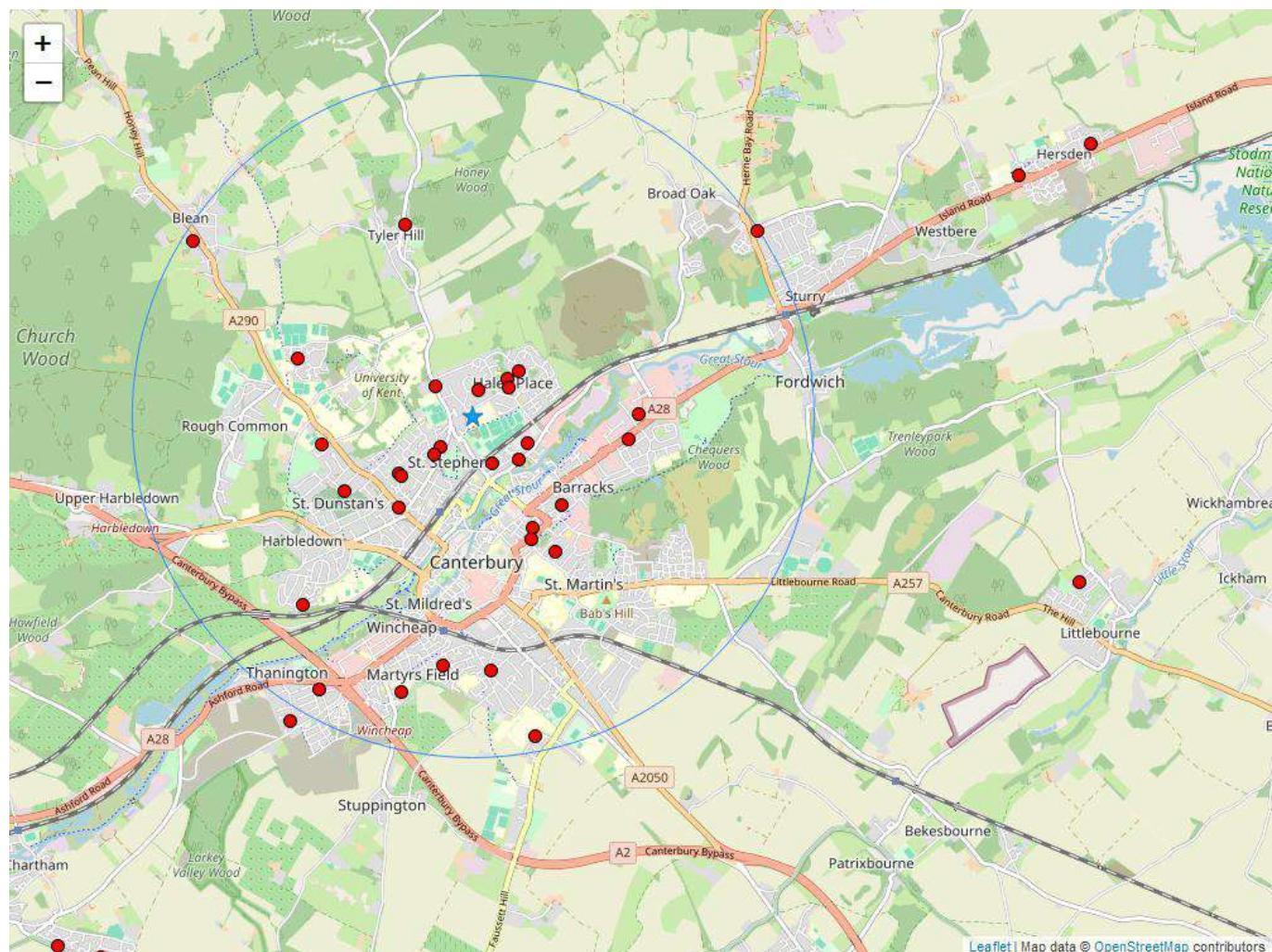
3.3 SEN pupils with transport needs

A total of 1 SEN pupils have a transport element in their statement of need.

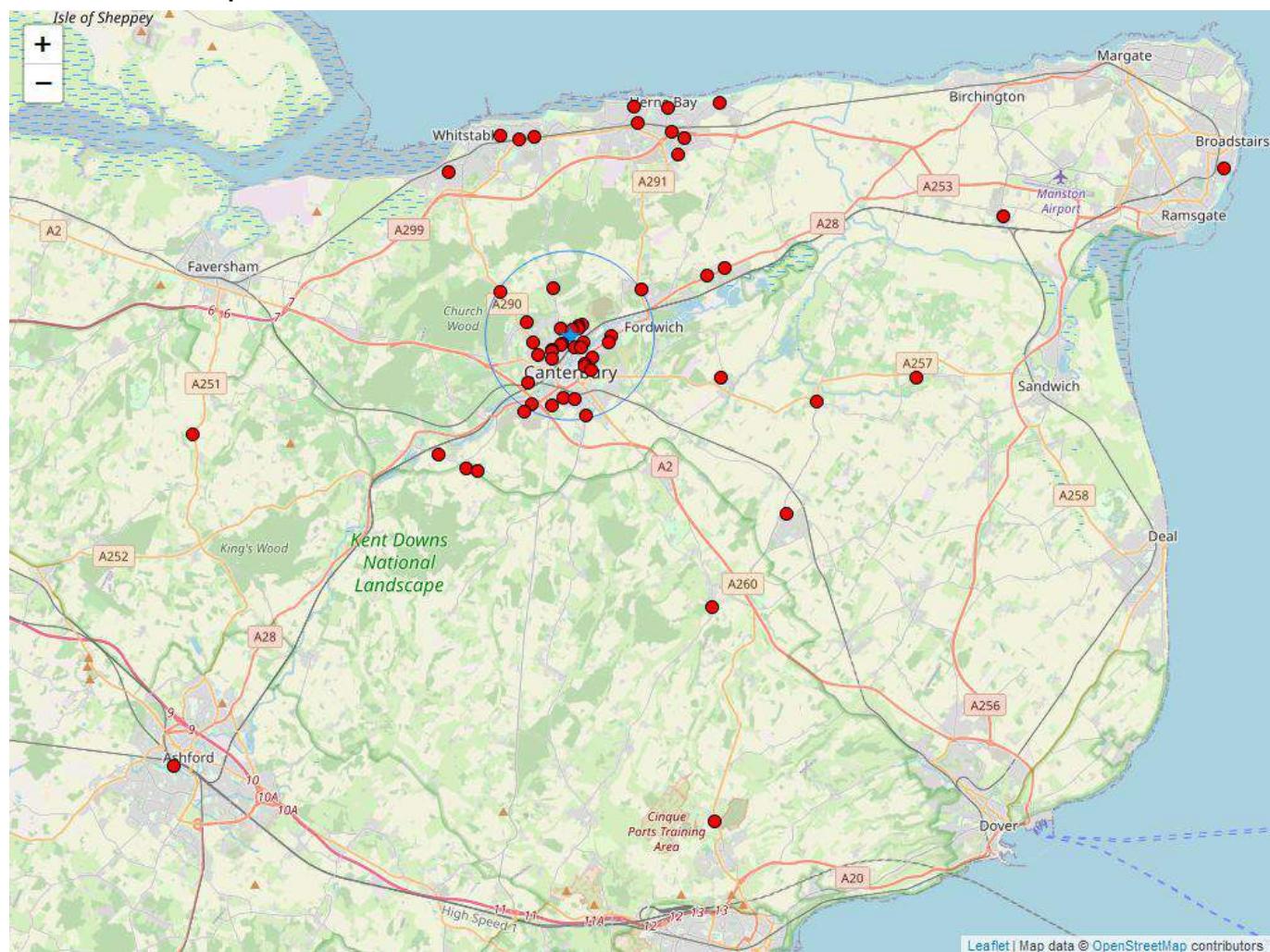
Year 5 child who uses a funded taxi

4 Pupil & staff postcode maps

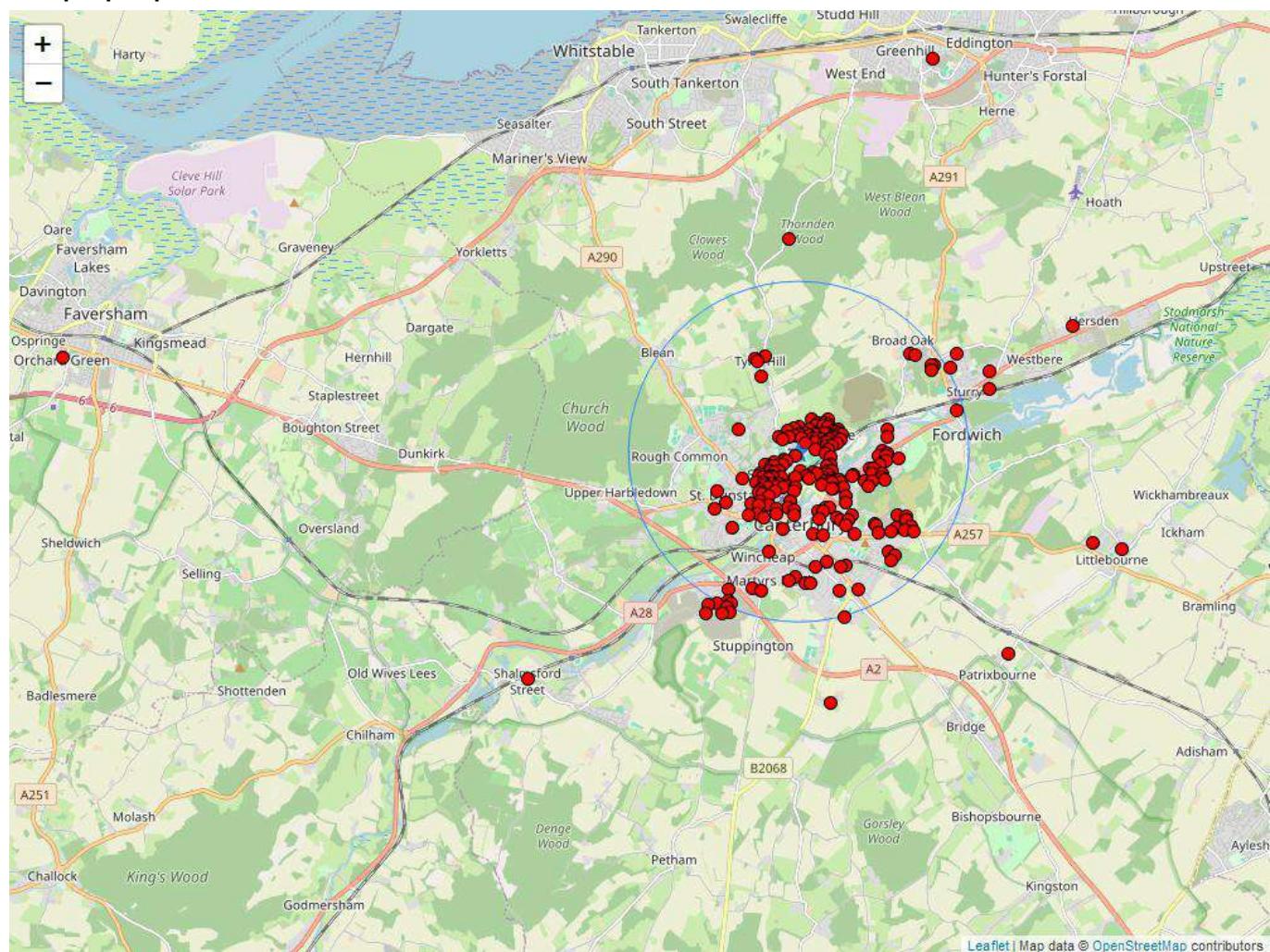
Staff - 2 mile radius Dec 2025



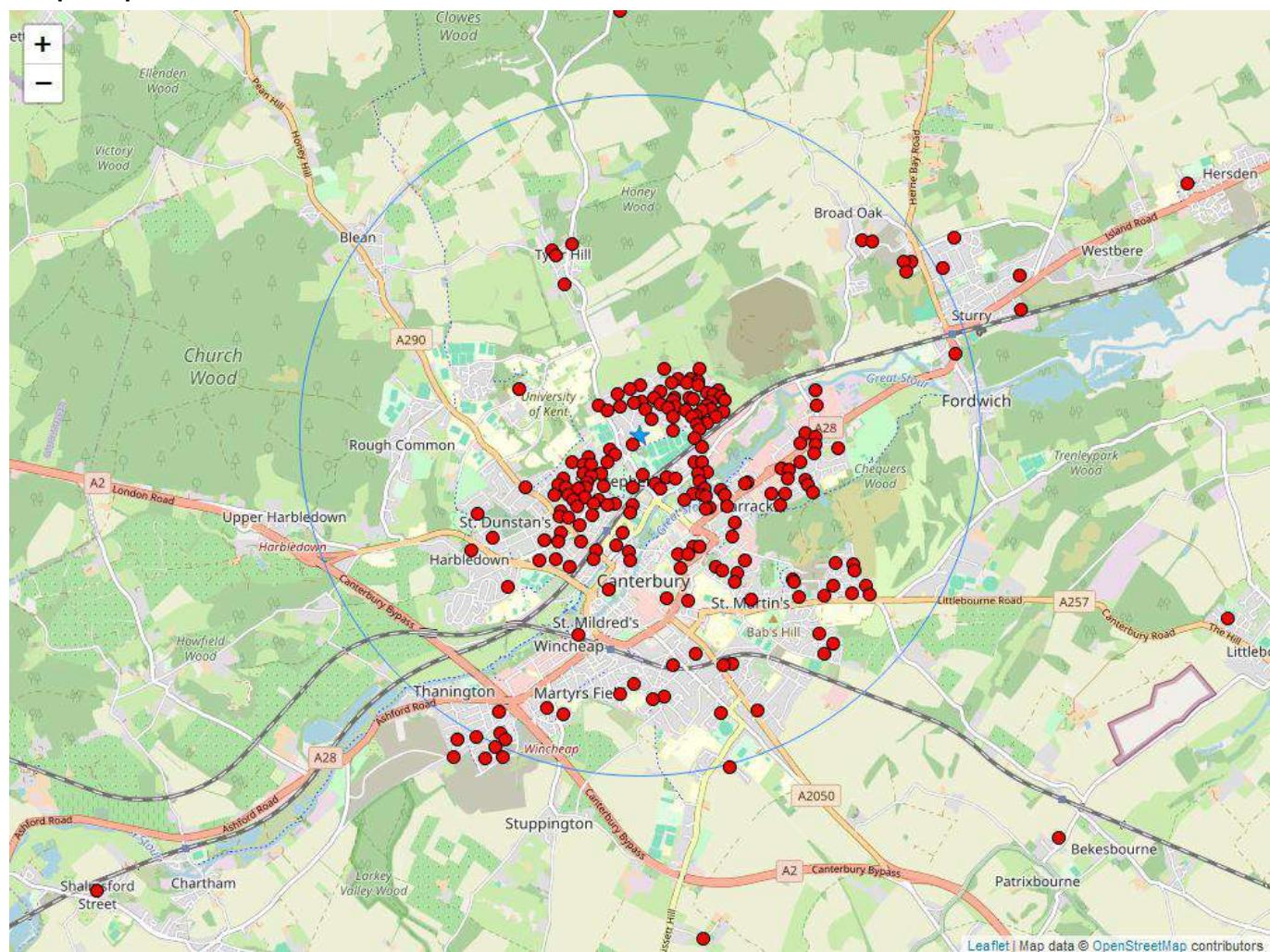
All Staff - All postcodes Dec 2025



All pupil postcodes December 2025



Pupils postcodes 2 mile radius December 2025



5 Travel plan details

5.1 Previous travel plan

The school has a previous travel plan (2005), with the following objectives, targets, issues and successes.

The travel plan was last developed 20 years ago; therefore, it is not possible to comment on whether the original targets were achieved, as current staff were not in post at the time the plan was created. The objectives focused on reducing congestion around the school gates, improving travel and road awareness, enhancing health and fitness, promoting healthy lifestyles, and reducing air and noise pollution while caring for the environment. Although some steps have been taken over the years to address these aims, they have not been met in the way originally intended due to significant changes within the school. As a result, these objectives are now a current focus, and while they remain relevant, it is difficult to comment on the effectiveness of any past initiatives.

5.2 Reason for new travel plan

The school is creating a new travel plan as the existing plan is 20 years old and no longer reflects current circumstances. There have been ongoing concerns regarding parked cars and congestion outside the school gates, which have previously resulted in a child being struck by a vehicle and sustaining injuries. Kent County Council has advised that no further action can be taken to address these issues until the travel plan has been updated. In addition, the school aims to encourage more pupils to walk or cycle to school in order to reduce the number of cars and improve safety around the site.

6 Surrounding roads

6.1 Surrounding roads

The school is located at the bottom of a hill on the residential street of Hales Drive and shares a site with the neighbouring infant school. It is positioned adjacent to a dental practice and a busy newsagent, both of which have very limited parking provision. Further along Hales Drive are a church, village hall, and public house (Ye Olde Beverlie). These are all situated on tight road corners and have no dedicated parking facilities.

An additional entrance and exit to the school is located at the top of the site on The Terrace, another residential street. This road also contains a busy newsagent located further away on a corner, again with limited parking availability.

Parents who travel to the school by car primarily use either Hales Drive or The Terrace for drop-off and pick-up.

Pedestrian access, including for children walking, cycling, or using scooters, is also available via Bird Cage Walk. This alleyway can be accessed from Farleigh Road or Hevers Place and provides a direct route to the infant school gate or an exit beside the Londis Newsagents on Hales Drive.

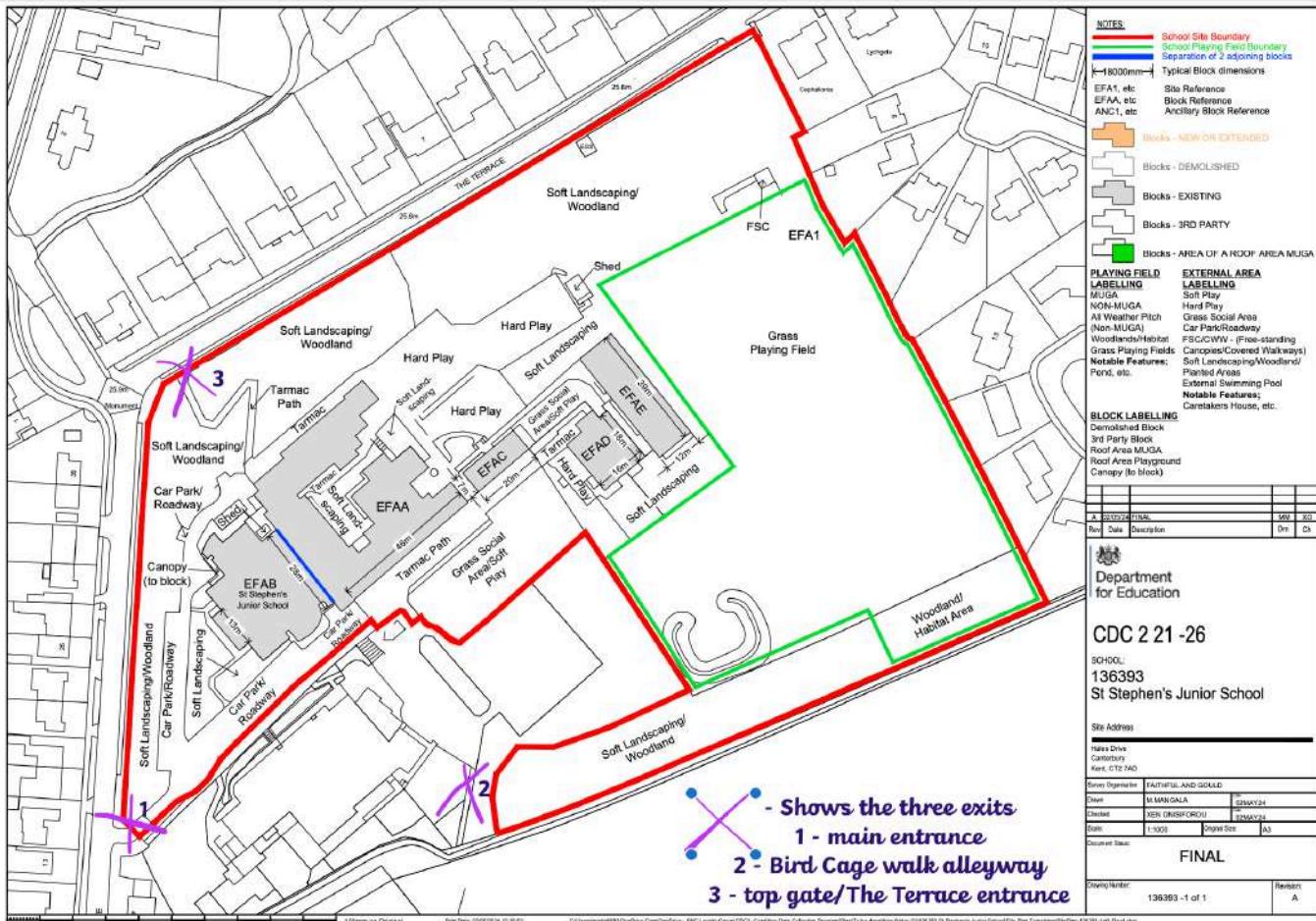
6.2 Entrances and exits

Main Gate Entrance: Located on Hales Drive next to the shop and dental practice.

Top Gate Entrance: Located on The Terrace.

Bird Cage Walk (Alleyway): The entrance is next to the shop, with the exit onto Hevers Place, where single yellow lines are in place. These have time restrictions with no parking allowed between 8:30–9:30 a.m.

Official school boundary map that shows three crosses to indicate the 3 entrance and exit points of the school



Main entrance on Hales Drive



Businesses and parking on Hales Drive



Hales Drive parking



Top Gate entrance on The Terrace



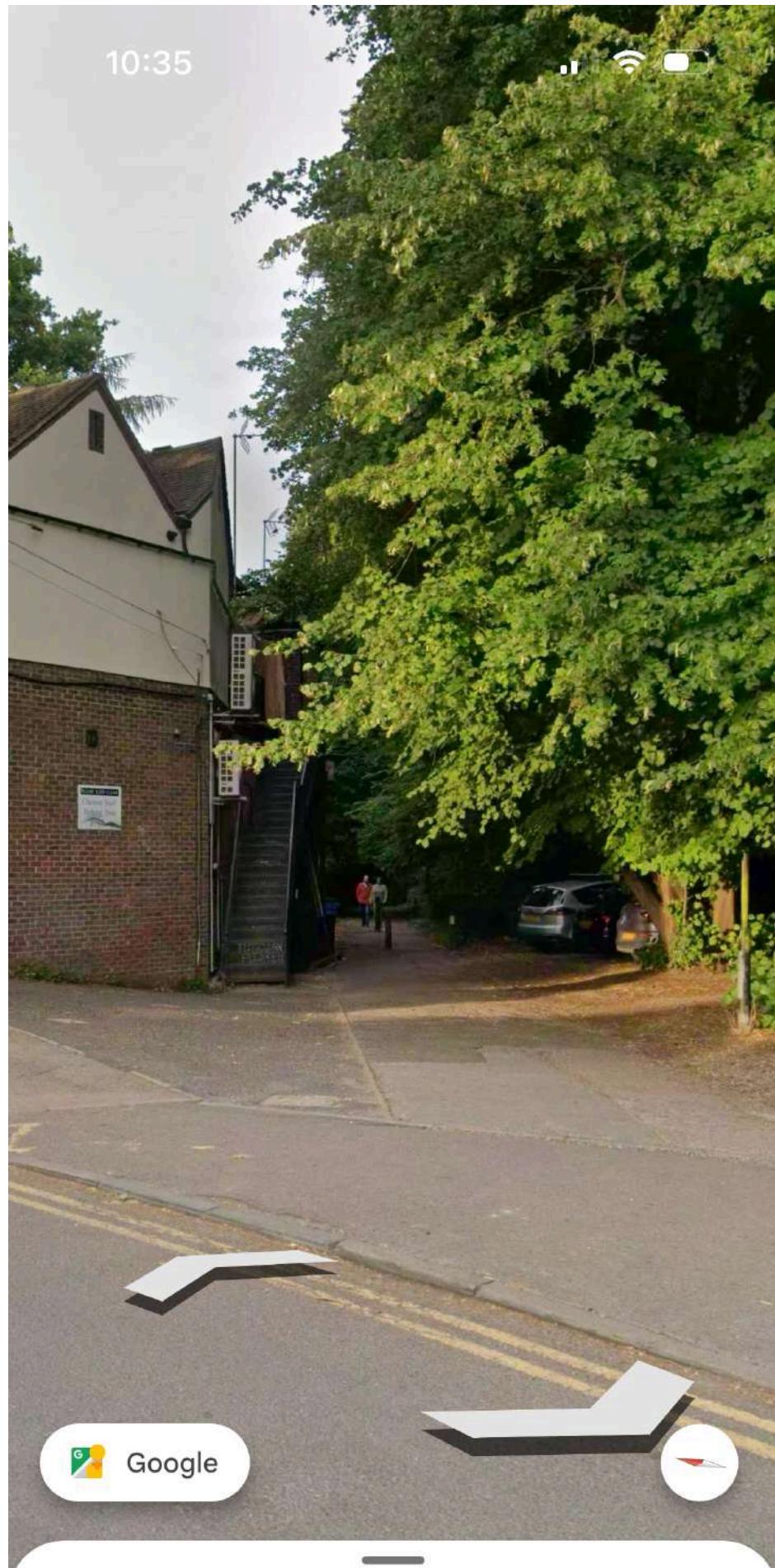
Manwood Avenue junction to The Terrace (left turn) or Hales Drive (right turn)



The Terrace parking



Bird cage walk entrance next to shop



Bird cage walk entrance/exit in Hevers Place



Single Yellow lines in Hevers place



6.3 Parking restrictions nearby

There are school clearway markings outside the school.

There are parking restrictions on nearby corners

Next to the school are two businesses—a shop and a dental practice—both with limited parking available. There are also two very tight corners to the left of the main school entrance where some parents attempt to park. Although yellow school road markings are clearly displayed, as shown in the photos, they are often ignored during drop-off and pick-up times. Hales Drive offers on-road parking, including two disabled bays. Parking is restricted to two hours between 8 a.m. and 6 p.m.; however, these spaces are frequently used by local residents and visitors, meaning they are often already occupied before parents arrive.

6.4 Traffic management measures

The school offers no traffic management measures.

6.5 Drop-off on roads outside the school

Parents drop pupils off on nearby roads.

Occurs on Hales Drive, The Terrace and some parents collect from Hever Place (road behind the school) after they have walked through Bird Cage walk alleyway.

6.6 Congestion and access problems

The school experiences traffic congestion and/or access problems.

Hales Drive

The shop and dental practice are located next to the school and have minimal parking available. Visibility along this stretch of road is poor, and there are tight corners near the shop and the public house further

down the road. These factors create significant issues during drop-off and pick-up times, particularly when parents park on one side of the road. There are parking spaces available on the hill; however, these are often used by local residents or visitors to the area and are frequently unavailable for school use.

The Terrace

There is a tight corner by the gate exit with poor visibility both around the bend and at the junction to and from Manwood Avenue. When parents park on one side of the road, it restricts the available space and leaves only a single lane for traffic to flow in both directions, causing congestion and safety concerns.

7 Car parking & usage

7.1 School car park

The school has an on-site car park.

In total, 27 parking spaces are available.

Of these, 0 spaces offer EV charging.

Parking spaces are managed.

Parking spaces are allocated as follows:

26	employees (total)
0	visitors
0	mobility impaired
0	a drop off point
0	car sharers
0	pupil parking
1	minibus
0	other

See Appendix XX for a map of designated parking spaces.

7.2 Drop-off points

The school has no off-site drop-off point.

Parents are not able to drop pupils off within the school grounds.

7.3 Parking on surrounding roads

Members of staff have to park on the surrounding road network.

Teaching assistants and support staff will use The Terrace for parking during school working hours.

7.4 Other parking issues

The on-site car park provides a total of 40 parking spaces, which are shared with the neighbouring infant school. Of these, the junior school occupies 27 spaces. There is one designated disabled parking bay located next to the main entrance. Visitor parking is typically allocated in a side bay, subject to availability.

8 Pedestrian facilities

8.1 Access by footpath

The school is accessible by good quality footpaths with safe crossing points.

There are dropped kerb access points to allow a safe crossing around the school entrance and exits. However, visibility and inconsiderate parking can then often impact a safe crossing.

8.2 Access difficulties for pedestrians

There are some access difficulties for pedestrians.

Inconsiderate parking on Hales Drive and The Terrace can make it difficult for parents to access the school both on foot and driving as can cause poor visibility on the corners.

8.3 Crossing patrols

None.

8.4 Highway signs

Yellow road marking

Banners to be put into place and currently on order.

8.5 Walking bus

The school does not have a walking bus.

Not been implemented

8.6 Other walking initiatives

The school does not promote any other walking initiatives.

8.7 Other pedestrian issues

No current walking incentives but this is currently written in the PE action plan to start in Sprint Term 1.

9 Cycling & scootering

9.1 Pupil scootering

Some pupils (25) scooter to school.

25 children listed as using a bike or scooter to get to school

9.1a Scooter parking/storage

Scooter parking/storage spaces (30 total) are provided.

On trim trail and top playground

In the summer it is over subscribed

9.1b Encouragement & promotion of scootering to pupils & parents

Scootering is encouraged and/or promoted.

Walking, scootering, and cycling to school are actively encouraged through previous curriculum lessons focused on environmental responsibility and reducing the school's carbon footprint. This message will be further reinforced through the introduction of Walk to School incentives, as outlined in the school's PE Action Plan.

9.1c Other scootering issues

Approximately 30 shared, uncovered bike and scooter racks across the school site.

9.2 Pupil cycling

Some pupils (25) cycle to school.

25 pupils listed as regularly scootering or cycling to school however many more than that actually do as bike racks are often full.

9.3 Staff cycling

Some staff (3) cycle to school.
many staff live out of the area

9.4 Cycle routes/lanes

The school site is not accessible by external cycle routes/lanes.

9.5 Cycle parking

Cycling parking (30 places) is available.
Location of cycle parking: top playground and trim trail
No cycle racks are covered.
Some cycle racks are secure.
No cycle racks are lit.
All cycle racks are near building entrances.

9.5a Utilisation of cycle parking

Bike racks can be made secure by bringing in own locks.
often over subscribed in the summer months.

9.6 Cycle training

The school accesses cycle training from KCC's "Kent Bikeability" scheme.

9.7 Encouragement & promotion of cycling

Cycling is encouraged and/or promoted.
Walking, scootering, and cycling to school are actively encouraged through previous curriculum lessons focused on environmental responsibility and reducing the school's carbon footprint. This message will be further reinforced through the introduction of Walk to School incentives, as outlined in the school's PE Action Plan.

9.8 Other cycling issues

approximately 30 shared, uncovered bike and scooter racks across the school site.

10 Public transport

10.1 Use of public transport

3 children use public bus

10.2 Obstacles to use of public transport

No public transport serving the roads surrounding the school. All buses that leave Canterbury Bus Station would drop off on the main road and require a 12 minute /0.5 mile walk to the school site.

21A bus serves Hales Estate regularly but busy with children from local secondary school as its their main form of transport. The closest bus stop is still 0.5 miles away from the school cutting through Bird Cage walk.

10.3 Promotion of public transport

We don't

10.4 Bus stops and services

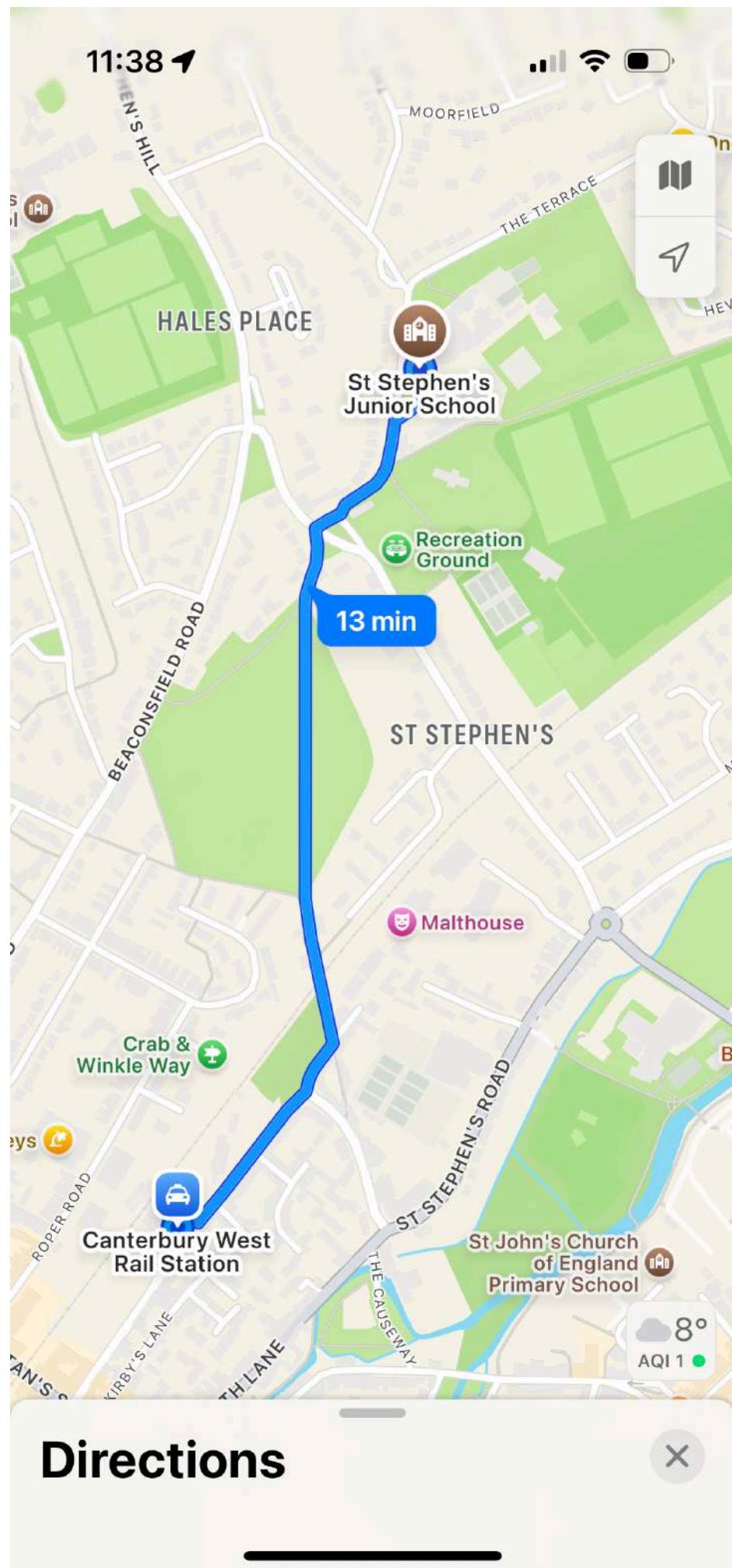
10.5 Railway stations and services

The site is served by one or more nearby railway stations.

Canterbury West Train Station 0.7 miles away from the school site.

Rail services in the area are operated by Southeastern. Trains run towards Margate in one direction and towards London via Ashford in the other, where connections are available for onward travel.

Canterbury West Train station



11 Contract transport

11.1 School buses

There are no dedicated school buses.

11.2 Taxis

Taxis, whether for SEN or other students, are a regular part of the school day.

Children have it on their SEN provision plan.

managed between parents, SENCO and school office.

11.3 Parking issues related to contract transport

None.

11.4 Other contract transport issues

None.

12 Current travel issues

12.1 Other travel issues

Lack of staff parking for staff who do not have allocated spaces.

Congestion and neighbour issues at pick-up and drop off.

Inconsiderate and unsafe parking, including parking on double yellow lines, zig zags and obstructing the view of junctions.

Crossings are unsafe due to inconsiderate parking.

12.2 New & current travel issues

The school car park is quite small, so some teaching staff are having to park in the road outside where there is also limited space.

Some footpaths which pupils/students use to access the school are in poor condition/slippery when wet or icy/unlit/narrow or overgrown with vegetation.

Unsafe and inconsiderate parking caused by the number of children travelling to school by car, and limited parking.

13 Travel survey results

modal split percentages (actual) - pupils

	Dec 2025	May 2017	May 2016	May 2015	Jun 2014	May 2013
walk	50.5	40.8	40.7	46.8	45.9	36.8
park & walk	21.3	13.5	15.8			
cycle	5.5	7.0	6.1	3.5	5.2	7.3
scoot/skate	4.8	3.0	3.9			
bus (all types)				1.4	0.8	2.8
public bus	0.0	1.0	0.3			
school bus	0.0	0.0	0.0			
rail	0.0	0.3	0.3	0.0	0.0	0.0
car share	0.3	4.0	4.4	8.4	4.9	1.7
car (alone)	17.2	30.5	28.5	38.4	39.8	48.3
other	0.3	0.0	0.0	1.6	3.3	3.1

NB rounded percentages may not add exactly to 100.0%

modal split percentages (ideal) - pupils

	Dec 2025	May 2017	May 2016
walk	25.1	31.8	26.6
park & walk	4.5	7.0	5.5
cycle	29.6	28.3	32.7
scoot/skate	21.6	22.3	19.7
bus (all types)			
public bus	2.7	0.0	3.6
school bus	0.3	1.3	0.0
rail	0.7	3.8	3.0
car share	2.4	1.0	1.1
car (alone)	10.7	4.8	7.8
other	2.4	0.0	0.0

NB rounded percentages may not add exactly to 100.0%

modal split percentages (actual) - staff

	Dec 2025
walk	23.4
cycle	8.5
bus	4.3
train	6.4
car (alone)	38.3
car share	10.6
other	8.5

NB rounded percentages may not add exactly to 100.0%

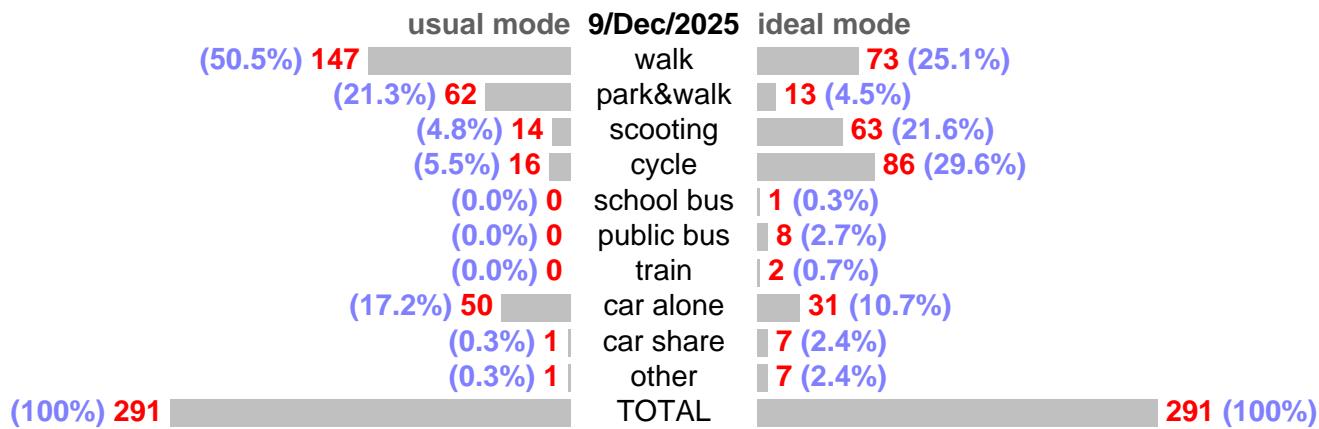
modal split percentages (ideal) - staff

	Dec 2025
walk	31.9
cycle	17.0
bus	2.1
train	2.1
car (alone)	19.1
car share	14.9
other	12.8

NB rounded percentages may not add exactly to 100.0%

comments on 7/Jun/2016 pupil survey: Our pupils are sometimes unrealistic - as our catchment area expands, our pupils travel further to school but still want to cycle, even though the route is along major dual carriage way A roads...

13.1 Barchart of latest pupil actual/ideal survey



14 Objectives

1	<p>Promoting healthy lifestyles through active travel to school.</p> <p>Promote WOW using school council representatives within the spring term to collect information on a weekly basis. Share details with whole school around walking to school and statistics. Promote cycling to school and continue to endorse and organise bike-ability for yr 5 / yr 6 children encouraging them a greater number of participates. For pupils who do not participate road safety session will be held. Apply for scootability for yr 3 children to encourage safe scooting to school. Apply for grant funding after successful implementation of the above strategies.</p>
2	<p>Improve stakeholder engagement around traffic issues in the school.</p> <p>Work closely with KCC in terms of enforcement and local councillors to continue to raise the issues around parking. Highlight the issues and steps taken to Trustees to ensure it remains a priority for SSJS Outreach to parents and community to gain support and raise the profile of parking and road safety</p>
3	<p>Increase education around Road safety and links with environmental impact.</p> <p>More regular education opportunities around the importance of Road Safety through curriculum and class/ whole school assemblies Education to parents and school community through sharing progress of incentives in school of WOW, importance of road safety.</p>

15 Targets

A	<i>increase % of pupils arriving/departing solely on foot from 50% (Dec 2025) to 55% by Jun 2030</i>
B	<i>increase % of pupils arriving/departing by car & foot (Park & Walk) from 21% (Dec 2025) to 26% by Jun 2030</i>
C	<i>increase % of pupils travelling by bicycle from 5% (Dec 2025) to 10% by Jun 2030</i>

16 Actions

Summary:	Tasks:	Status:
Annual Survey <i>[lead: Abi Herst/ Sophie Reynolds]</i> Complete hands up travel survey for all pupils and staff		not started
Assemblies <i>[lead: Laura Cutts]</i> Road safety whole school assembly to educate pupils on the impact of more cars, how to stay safe and the environmental impact of travel.	LC to lead a whole school assembly to educate pupils on road safety. School council to be involved in this.	not started
Bikeability (KCC) <i>[lead: Abi Herst/ Sophie Reynolds]</i> Continue to run bike-ability across 2 year groups, increasing participation.	AH and SR to continue to support organisation of bikeability across Y5 and Y6. AH and SR to liaise with Y5 and Y6 Head of Year and NR for this.	ongoing
Everyday Active Schools <i>[lead: Abi Herst/ Sophie Reynolds]</i> AH and SR to ensure that actions from the Everyday Active Schools Plan are followed (e.g. afternoon movement breaks, inviting an athlete into school for a positive role model in leading a healthy lifestyle).		ongoing
Inclusion in SIP <i>[lead: Laura Cutts / Sarah Heaney]</i> Inclusion with targets into the SIP for academic year 2026/2027	LC and SH to include a target around road safety/ active travel in the SIP for the 2026/2027 academic year.	not started
Report to Governors <i>[lead: Laura Cutts / Sarah Heaney]</i> Report of actions and key impact to Trustees for travel plan	LC and SH to regularly report actions and key impact of travel plan to governors. Include report to Governors as part of FTB update Identify a link governor who can be updated with the travel plan.	not started
Road Safety Education <i>[lead: Abi Herst/ Laura Cutts]</i> Education workshops and individual class activities to support pupils knowledge and understanding of road safety,	AH to contact KCC regarding road safety workshops. AH to liaise with HOY's and headteachers to organise workshop for Y3-6.	ongoing
School Newsletter <i>[lead: Laura Cutts]</i> Regular promotion of road traffic messages and improvements in school around walking/ biking to school	LC to include a section in the termly newsletter about road traffic and active travel. LC to promote active travel incentives in the newsletter.	ongoing
Storage <i>[lead: Abi Herst/ Sophie Reynolds]</i> Apply for grant funding for storage for bikes/ scooters.	AH and SR to apply for grant funding for bike/scooter storage. AH and SR to research how to apply for this funding. Travel plan to be completed.	not started
WOW Walk on Wednesday <i>[lead: Abi Herst/ Sophie Reynolds]</i> Set up WOW initiative with school council so that all pupils are aware of the importance in walking to school and the benefits of this. School council to act as class representatives.	AH and SR to organise meeting with school council to explain the incentive to them and get them on board. Promote the incentive (assembly, posters, display) AH and SR research schools which currently take part in this incentive and find the best way to implement this in school.	not started

17 Monitoring and reviews

The Travel Plan will continue to be monitored closely by the school, and reviewed on an **annual** basis.

The school agrees to complete a brief annual review of this travel plan **and** a pupil hands up survey at least on an annual basis, or when requested by KCC. The hands up data and review will be fed into KCC's Travel Plan Management System. This will be led by Abigail Herst, Sophie Reynolds.

The review will take into account all pupils' needs arising from new developments in education and transport provision. A more detailed review will be carried out should the school seek planning permission for further development.

This Travel Plan has been agreed and signed up to by the following people, who agree to the plan being viewed publicly.

Headteacher	<i>Laura Cutts & Sarah Heaney</i>	2/Feb/2026
Chair of Governors	<i>Dr Andrew Connell</i>	2/Feb/2026