

**Goetre Primary School,
Merthyr**

DRAFT

**Travel Plan
February 2024**

Applicant: Morgan Sindall Construction

Project no: T23.125

Document ref no: T23.125.TP.D3

Document issue date: 5 February 2024

Project name: Goetre Primary School

Offices at:

Unit 9, Oak Tree Court
Mulberry Drive,
Cardiff Gate Business Park,
Cardiff, CF23 8RS
Tel: 029 2073 2652

Suite D, 1st Floor,
220 High Street,
Swansea,
SA1 1NW
Tel: 01792 480535

CONTENTS

1	Introduction	4
2	Existing Situation.....	11
3	Site Accessibility.....	19
4	Development Proposals.....	26
5	Aims, Objectives & Targets	29
6	Travel Plan Strategy	34
7	Travel Plan Measures.....	37
8	Monitoring & Review	43

FIGURES

Figure 1.1	Site Location and Local Highway Network
Figure 1.2	School Catchment Area
Figure 2.1	Local Highway Network
Figure 2.2	Gurnos Road Pelican Crossings
Figure 2.3	Goitre Lane Existing Traffic Calming
Figure 3.1	Pedestrian and Cyclist Infrastructure in the vicinity of the site
Figure 3.2	Active Travel Network Map (ATNM) – in the vicinity of the Site
Figure 3.3	Public Transport Infrastructure within close proximity of the site
Figure 3.4	Local amenities within close proximity of the site

APPENDICES

Appendix A	Proposed Site Layout
Appendix B	Proposed Site Access Junction
Appendix C	Proposed Access Junction Swept Path Analysis
Appendix D	Internal Swept Path Analysis

1 INTRODUCTION

1.1 Background

1.1.1 Asbri Transport have been appointed by Morgan Sindall Construction to produce a Transport Assessment (TA) accompanied by a BREEAM compliant Travel Plan in support of a planning application for the relocation of Goetre Primary School in the Gurnos area of Merthyr.

1.1.2 The proposed development seeks to relocate the existing Goitre Primary School to land adjacent to the existing Pen-Y-Dre High School.

1.1.3 Goetre Primary School is a full-time school for children ages 3-11, including a Nursery, with a current capacity of 480 pupils. The school has three Complex Needs Classes. The new school will have a capacity of 500 pupils, which includes 80 spaces for the Nursery.

1.1.4 The location of the existing and proposed relocated school is shown in **Figure 1.1** and the catchment area of the primary school is shown in **Figure 1.2**.



Figure 1.1 Site location



Figure 1.2 Goitre Primary School catchment area

1.2 What is a Travel Plan?

- 1.2.1 A Travel Plan is a package of measures tailored to the needs of individual organisations with the aim to promote sustainable travel choices and reduce reliance on vehicular use for travel to and from the development.
- 1.2.2 A school Travel Plan typically focuses on journeys to the site made by staff, pupils and visitors of all types, but can also include business journeys and deliveries where appropriate. The Travel Plan is an on-going process, with continuous monitoring and review to ensure that the objectives are met.
- 1.2.3 Travel Plans are management tools that are designed to encourage individuals and entire organisations to rethink their travel choices and requirements in order to minimise adverse environmental impacts associated with travel.
- 1.2.4 For the purpose of this school development, it is considered that a full travel plan is the most appropriate.

1.3 BREEAM Compliance

1.3.1 BREEAM is the leading sustainability assessment method for master planning projects, infrastructure and buildings. It recognises and reflects the value in higher performing assets across the built environment lifecycle, from new construction to in-use and refurbishment. This means BREEAM rated developments are more sustainable environments that enhance the well-being of the people who live and work in them and help protect natural resources.

1.3.2 The aim of BREEAM is: To recognise the consideration given to accommodating a range of travel options for building users, thereby encouraging the reduction of user reliance on forms of travel that have the highest environmental impact.

1.3.3 BREEAM includes the following criteria:

- Tra 01 Public transport accessibility
- Tra 02 Proximity to amenities
- Tra 03 Cyclists facilities
- Tra 04 Maximum car parking capacity
- Tra 05 Travel Plan

1.3.4 The following is required to demonstrate compliance of Tra 01 to achieve credits towards the BREEAM 2018 New Construction Assessment of the development:

1. No later than Concept Design stage, undertake a site-specific transport assessment (or develop a travel statement) and draft travel plan, which can demonstrably be used to influence the site layout and built form;
2. The site-specific travel assessment (or statement) shall cover as a minimum:
 - a. If relevant, travel patterns and attitudes of existing building or site users towards cycling, walking and public transport, to identify relevant constraints and opportunities.
 - b. Predict travel patterns and transport impact of future building or site users.

- c. Current local environment for pedestrians and cyclists, accounting for any age-related requirements of occupants and visitors.
 - d. Reporting the number and type of existing accessible amenities.
 - e. Disabled access accounting for varying levels and types of disability, including visual impairment.
 - f. Calculation of the existing public transport Accessibility Index (AI).
 - g. Current facilities for cyclists.
3. Following a Transport Assessment (in accordance with the requirement set out in criteria 2), develop a site-specific Travel Plan that provides a long-term management strategy which encourages more sustainable travel. The Travel Plan includes measure to increase or improve more sustainable modes of transport and movement of people and goods during the building's operation.
 4. If the occupier is known, involve them in the development of the travel plan.
 5. Demonstrate that the travel plan will be implemented and supported by the building's management in operation.

1.4 Benefits of a Travel Plan

1.4.1 The introduction of a Travel Plan demonstrates the environmental and social responsibility of the school, manages transport impacts of the development and improves equality of access for all users. A school Travel Plan has benefits for both the school and the wider community and can;

- Reduce traffic congestion and pollution;
- Reduce parking demand;
- Improve access to the site;
- Improve all users' health and fitness;
- Increase use of sustainable and active travel;

- Improve pupil road safety skills/knowledge;
- Involve pupils in changing their own environment;
- Provide a focus for class work within the national curriculum;
- Build links within the school community, and reduce accidents.

1.4.2 A school Travel Plan is a whole school and community initiative, and therefore should involve consultation with the pupils, staff, parents, governors and the wider community.

1.4.3 The benefits of a school Travel Plan for the wider community can include the following:

- Raising awareness of local travel issues and problems;
- Reduced traffic and congestion at peak times; and,
- Route improvements to benefit the whole community through measures such as traffic calming and related highway safety measures.

1.5 Policy Context

1.5.1 Travel Plans are referenced in numerous pieces of national legislation including The Planning (Wales) Act 2015, the well-being of Future Generations (Wales) Act 2015, the Active Travel (Wales) Act 2013.

1.5.2 Similarly, guidance on Travel Plans is included in Planning Policy Wales Edition 11, and Technical Advice Note 18 (Transport).

1.6 Structure of this Travel Plan

1.6.1 This Travel Plan has been divided into the following section:

- Chapter 2: Existing situation;
- Chapter 3: Site Accessibility
- Chapter 4: Development proposals;
- Chapter 5: Aims, objectives and targets;

- Chapter 6: Travel Plan strategy;
- Chapter 7: Travel Plan measures; and,
- Chapter 8: Monitoring and Review

1.7 Accessibility Index

1.7.1 BREEAM seeks to define the development's accessibility to the public transport network for the period during which the majority of building users will travel to and from the development. The aim is to encourage development in proximity of good public transport networks, thereby helping to reduce transport-related pollution and congestion.

1.7.2 The Accessibility Index is determined by entering the following information in to the BREEAM Tra 01 calculator:

- The distance (m) from the main building entrance to each compliant public transport node;
- The public transport type(s) serving the compliant node e.g., bus or rail; and,
- The average number of services stopping per hour at each compliant node during the standard operating hours of the building for a typical day.

Compliant nodes

1.7.3 A compliant node includes any bus stop within 650m and any railway station within 1000m of the assessed building's main entrance, measured via a safe pedestrian route. The service stopping at each node must provide transport from, or onward travel to, either an urban centre, major transport node or a community focal point e.g., doctor's surgery, library, school or village centre.

Average number of services

1.7.4 The frequency of public transport is the average number of services per hour. This average is calculated by determining the number of services stopping at the node (during the peak arrival and departure times for the building or the building's typical day's operating hours, divided by the number of hours within that period.

Multiple services

- 1.7.5 Services operating from more than one node in proximity to the site should be considered only once from the node within closest proximity to the building.

Bi-directional routes

- 1.7.6 Bi-directional routes for the purpose of the assessment should only consider the direction with the highest frequency in accordance with the PTAL methodology.

Accessibility Score

- 1.7.7 The development site has been assessed for its proximity to public transport nodes and it has been concluded that a BREEAM score of 2.56 is achievable for the development site.

2 EXISTING SITUATION

2.1 Introduction

2.1.1 In order to assess the impact of the development proposals, it is necessary to establish the conditions that exist within the surrounding transport network. This section of the report therefore describes the existing transport network within the vicinity of the site.

2.2 Site Location

2.2.1 The proposed development site is located directly north of Merthyr town centre, within the Gurnos community. The existing school is located 400m directly south of Prince Charles Hospital.

2.2.2 The location of the existing school, proposed school and local highway network is shown in **Figure 2.1**.



Figure 2.1 Local Highway Network

2.2.3 The development site is bounded by Goitre Lane to the east and south and Pen-Y-Dre High School to the north.

2.3 Highway Network – Existing School

2.3.1 The following section of the report describes the highway network in the vicinity of the existing Goetre Primary School site.

Gurnos Road

2.3.2 Gurnos Road is a single carriageway local distributor which lies between the Gurnos Ring Road / Gurnos Road roundabout on the western side of Gurnos, connecting to the south with Gwaelodygarth.

2.3.3 In the immediate vicinity of the existing Goetre School site the road runs east-west between the Gurnos Ring Road and the roundabout junction with Poplar Way and Ash Crescent, which is located just to the north east of the existing school site. This section of Gurnos Road separates the existing Goetre Primary School from the Prince Charles Hospital to the north.

2.3.4 The carriageway is subject to a 30mph speed limit with street lighting. The carriageway is approximately 7.5m wide and has a footway on both sides of the carriageway.

2.3.5 Gurnos Road has two signalled pedestrian crossings at the Goetre Primary School pedestrian accesses as shown in **Figure 2.2**. These are accompanied by zig-zag markings on the carriageway.



Figure 2.2 Gurnos Road Pelican Crossings

- 2.3.6 There is a 40m length layby on the southern edge of carriageway at the eastern pedestrian access on Gurnos Road which is frequently used for school pick-up / drop-off. Parking on the carriageway is unrestricted and is used for school pick-up / drop-off.
- 2.3.7 There is traffic calming in the form of traffic camera warnings signs and 'slow' markings painted on the carriageway, though there are no fixed speed cameras in place on the carriageway.
- 2.3.8 The existing road layout along Gurnos Road in the vicinity of Goetre Primary School are shown in **Photograph 2.1** and **Photograph 2.2**. These images demonstrate the level of parent/pupil pick up parking at the end of the school day.



Photograph 2.1 Gurnos Road looking west towards pedestrian crossing and Goetre Primary School



Photograph 2.2 Gurnos Road looking east towards pedestrian crossing and Goetre Primary School

Rowan Way

- 2.3.9 Rowan Way is an approximately 5m wide single carriageway residential road, which serves as the vehicular access to Goetre Primary School to the west and the few residential dwellings on Rowan Way. To the east, Rowan Way forms a priority junction with Ash crescent, giving way to vehicles on Ash Crescent.
- 2.3.10 The carriageway is lit and had a footway on the northern edge of the carriageway. There is a footway separated by verge leading to the residential dwellings.
- 2.3.11 The northern edge of carriageway has a 33m layby with space for approximately 6 vehicles, providing residential parling spaces and is subject to a 20mph speed limit.
- 2.3.12 For pedestrians there are dropped kerbs at informal crossing points. The school access itself benefits from dropped kerbs and tactile paving. A picture looking west along Rowan Way towards the school entrance is shown in **Photograph 2.3**.



Photograph 2.3 Rowan Way looking east from Ash Crescent away from Goetre Primary School entrance

Oak Road

- 2.3.13 Oak Road is a single carriageway residential road which forms a priority junction with Rowan Way to the north and Gurnos Road to the south. The approximately 5m wide carriageway is subject to a 20mph speed limit to the north which continues for 230m where the speed limit increases to 30mph.
- 2.3.14 The residential street has unrestricted parking and except for the few who have converted driveways, parking is generally restricted to the carriageway.

- 2.3.15 The carriageway is accompanied by a 1.5-2m footways on both sides of the carriageway and has dropped kerbs at informal crossing points. There is traffic-calming in the form of 'slow / araf' markings on the carriageway.

Ash Crescent

- 2.3.16 Ash Crescent is a single carriageway residential road and north-south parallel to and to the east of Oak Road forming a roundabout with Gurnos Road and Poplar Way to the north and priority junction with Gurnos Road to the south.
- 2.3.17 The residential street has no parking restrictions and both sides of the carriageway have a 1.5-2m footway.

Gurnos Road/Poplar Way/Ash Crescent Roundabout

- 2.3.18 This 4-arm priority roundabout provides the main vehicular access to/from the surrounding highways network to the school entrance on Rowan Way and the main drop-off/pick-up area along Gurnos Road. Rowan Way forms a priority junction with Ash crescent, giving way to vehicles on Ash Crescent.
- 2.3.19 The Gurnos Road west arm provides access to west connection with Gurnos Ring Rad and to the south to Merthyr Town Centre. To the north of the roundabout the local neighbourhood Centre for Gurnos is accessed and further towards the Pen Y Dre School and the Gurnos Ring Road via Chestnut Way and Goitre Lane.

2.4 Highway Network – Between Existing and Proposed School Sites

- 2.4.1 The following section of the report describes the highway network between the existing Goetre Primary School site and the proposed location for the new school adjacent to Pen y Dre High School.

Poplar Way

- 2.4.2 Poplar Way forms the northern arm of the Gurnos Road / Poplar Way / Ash Crescent roundabout. The single carriageway residential Road is approximately 8m wide with 2m footways on both sides of the carriageway.

- 2.4.3 Approximately 125 metres to the north of the junction with Gurnos Road Poplar Way connects with another residential road in the form of Chestnut Way. Immediately adjacent to the Poplar Way/Chestnut Way junction is the neighbourhood centre for Gurnos, which includes a local convenience store, a selection of take-away food outlets, Gurnos Pharmacy and Gurnos Community Club.
- 2.4.4 There is a signal-controlled pedestrian crossing with zig-zag carriageway markings across Poplar Way adjacent to the neighbourhood Centre and located just to the north of Chestnut Way. Bar this, parking is unrestricted on the carriageway.

Chestnut Way

- 2.4.5 Is a single carriageway residential road that runs between poplar Way towards the north east connecting with Goitre Lane at a priority T-junction located at the southernmost extent of the proposed new school site. The road is approximately 6.5m wide with on-street parking, equipped with street lighting and footways on either side being subject to a 30mph speed limit.

2.5 Highway Network – Proposed School Site

- 2.5.1 The following section of the report describes the highway network in the vicinity of the development site.

Goitre Lane

- 2.5.2 Goitre Lane is a single carriageway residential and local distributor road that follows the western and southern perimeter of the proposed development site. Approximately 7.8m in width, Goitre Lane branches to residential areas within the community of Gurnos and serves Pen-Y-Dre High School.
- 2.5.3 To the north, Goitre Lane forms a priority junction with Gurnos Ring Road, give way to traffic on Gurnos Ring Road.
- 2.5.4 The carriageway becomes 20mph from 30mph 100m south of the Gurnos Ring Road / Goitre Lane priority junction where a traffic calming chicane is in place, giving way to northbound traffic. There is traffic calming in the form of road humps, speed tables and

chicanes for the entirety of Goitre Lane. Traffic calming on Goitre Lane is shown in **Figure 2.3.**



Figure 2.3 Existing traffic calming on Goitre Lane

- 2.5.5 There is street lighting for the entirety of the carriageway and a footway on both sides of the carriageway at the Pen Y Dre High School access. Past this access, the approximately 1.5m footways continue south on the western / southern edge of carriageway only.
- 2.5.6 For pedestrians, there is a signalled pedestrian crossing at the Pen Y Dre school access. Most informal crossing points benefit from dropped kerbs and/or tactile paving but this is lacking in some instances.
- 2.5.7 Parking is unrestricted on the carriageway bar the 'school keep clear' markings and zig-zags on the carriageway surrounding the Pen-Y-Dre school access.

Gurnos Ring Road

- 2.5.8 Gurnos Ring Road is a two-way single local distributor which lies between the Gurnos Ring Road / Gurnos Road roundabout to the west and the Gurnos Ring Road / Rocky Road

/ Bryniau Road roundabout to the east. The carriageway follows the alignment of the A465 to the north, forming an arc around the northern perimeter of Gurnos.

- 2.5.9 Within the vicinity of the development site, the carriageway is subject to a 30mph speed limit with street lighting. The carriageway is approximately 7.5m wide and lacks a footway though no desire lines would use this as a pedestrian route. Parking is unrestricted on the carriageway.
- 2.5.10 There is traffic calming in the form of traffic camera warnings signs and 'slow' markings painted on the carriageway, though there are no fixed speed cameras in place on the carriageway.

3 SITE ACCESSIBILITY

3.1 Active Travel

3.1.1 Pedestrian and cyclist infrastructure within the vicinity of the site is shown in **Figure 3.1**.



Figure 3.1 Pedestrian & cyclist infrastructure within the vicinity of the development site

Pedestrians

3.1.2 Existing pedestrian provision within the vicinity of the proposed development site is of a good standard and will provide access to the school from surrounding residential areas.

3.1.3 As discussed in section 3, Goitre Road benefits from a signalled pedestrian crossing point at the Pen-Y-Dre High School access and many informal crossing points. There are a series of offroad footpaths connecting residential areas within the catchment area of the school, as shown in **Figure 3.1**.

Cycle Infrastructure

3.1.4 Cycling as a mode of travel to work is ever increasing given the growing trend of recreational cycling, and is a key travel mode for a shift away from the car.

3.1.5 There are no NCN cycle routes within proximity of the development site.

Active Travel Network Map

3.1.6 In accordance with the Active Travel Wales (Wales) Act 2013, an Active Travel Network Map (ATNM) has been produced which contains details of the proposed anew and improvements to existing active travel routes that the Council will seek to deliver over the next 15 years. Proposals are subject to feasibility assessments.

3.1.7 The Active Travel Network Map within the locality of the site is shown in **Figure 3.2**.

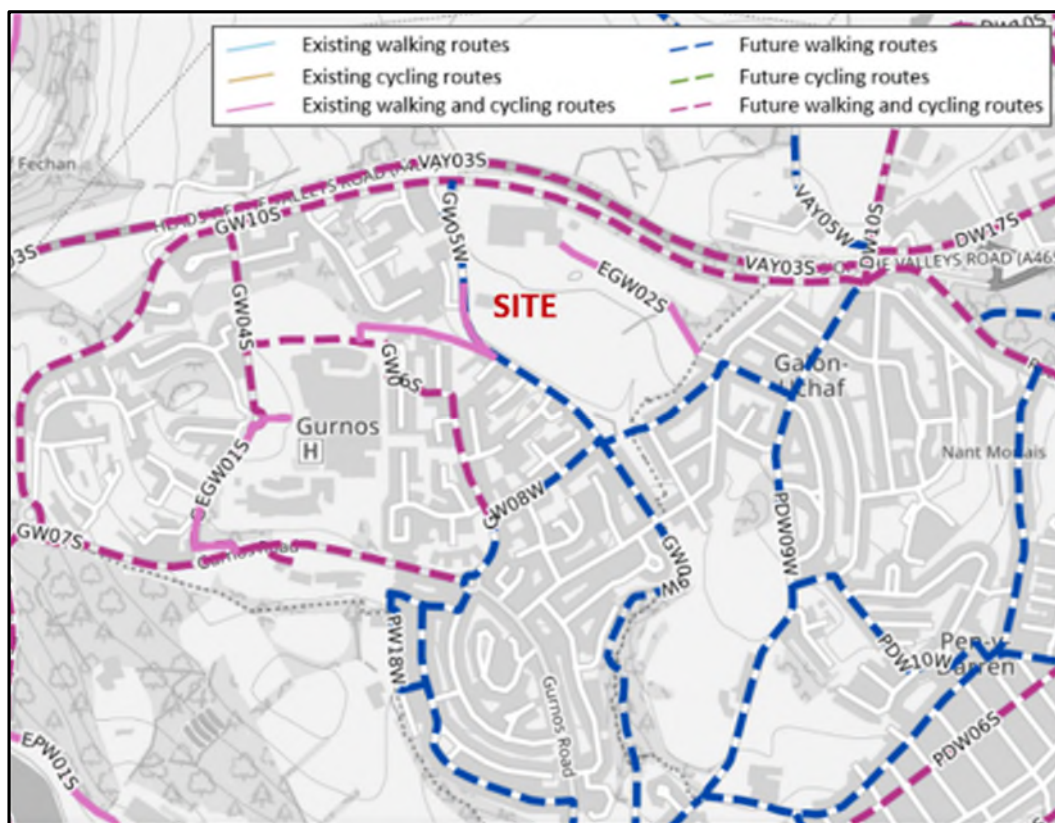


Figure 3.2 Active Travel Network Map

3.2 Public Transport

3.2.1 Public transport infrastructure within proximity of the development site is shown in **Figure 3.3.**



Figure 3.3 Public transport infrastructure within proximity

Bus

- 3.2.2 As can be seen from the above, there are several bus stops located near the proposed site. The closest of which is located on Goitre Lane just south of Plane Grove and 100m distant from the proposed development site access, where a northbound bus stop is available.
- 3.2.3 This stop is served by Service 27 (Merthyr Circular vis Prince Charles Hospital), with scheduled running times of 11 minutes outbound from Merthyr Bus Station. Service 27 is also served by stops operating in both directions along Chestnut Way, just to the west of Goitre Lane with other stops outside the Gurnos neighbourhood Centre, which is within 400m of the proposed development site.
- 3.2.4 The 3 Service (Merthyr Tydfil-Bargoed) runs along Gurnos Ring Road to the north of the proposed development site and has stops just to the west of the northern end of Goitre Lane and approximately 500m from the proposed main access to the development site. with a scheduled running time between this stop and Merthyr Bus Station of 11 minutes.

3.2.5 This bus stop is an on carriageway caged bus stop with a flag and timetable information as shown in **Photograph 3.1**. Bus services operating from here, and other stops within the locality are summarised in **Table 3.1**.



Photograph 3.1 Northbound bus stop on Goitre Lane

Route No.	Destination	Frequency
3	Bargoed - Merthyr Tydfil	Mon-Sat: 07:21 then hourly from 07:56-18:56
	Merthyr Tydfil - Bargoed	Mon-Sat: hourly from 07:48-17:48
27	Merthyr - Prince Charles Hospital - Merthyr (circular)	Mon-Sat: 06:28 then every 20 mins from 07:09-19:09 then 19:49

Table 3.1 Bus services operating within proximity

3.2.6 As can be seen from the above, the site benefits from frequent daily services during the AM and PM commuting peak hours. These bus services benefit from links to Merthyr Tydfil Bus Station which allows connections to linked bus journeys and the wider bus network.

Rail

3.2.7 The nearest railway station to the proposed site is Merthyr Tydfil railway station. This is located 2.8km walk south of the development site. Both the no.3 and no.27 bus services call at Merthyr Tydfil Bus Station located a 300m walk from Merthyr Tydfil railway station.

3.2.8 Merthyr Tydfil railway station is the terminus of the Merthyr Branch of the Merthyr Line, and consists of 1 platform, providing half hourly services to and from Cardiff Central Monday to Saturday, with an hourly service on Sundays. Intermediate stops on the

Merthyr Line include Pontypridd and Treforest, with a scheduled journey time of 20 minutes to Pontypridd and an hour to Cardiff Central.

3.2.9 Frequent services are available from this station to the following locations summarised in **Table 3.2**.

Destination	Frequency
Merthyr Tydfil – Pontypridd	Mon-Sat: Hourly from 05:40-22:40 Sun: Hourly from 07:40-21:40
Pontypridd – Merthyr Tydfil	Mon-Sat: Hourly from 06:30-00:30 Sun: Hourly from 08:30-23:30

Table 3.2 Merthyr Tydfil railway station services

3.3 Local Amenities & Facilities

3.3.1 There are a number of local facilities and amenities within walking distance of the development site which are shown in **Figure 3.4** with walking distance isochrones. **Table 3.3** shows walking and cycle distance and times from the proposed site.

3.3.2 The acceptable walking distances as detailed within the CIHT guidance 'Providing for Journeys on Foot' is 1.2km as the preferred maximum whilst BREEAM indicates a compliant node as within 500m.

3.3.3 There are a number of publications which suggest guidance for appropriate walking and cycling distances to facilities. For reference, a number of quotes from relevant documents have been summarised as follows. While the TA 91/05 has been superseded by CD 143 and by National Activity Appendices, these statements are still valid.

- Walking as a mode of travel predominates for journeys of less than two miles whilst cycling is more convenient for longer journeys, typically of up to five miles for regular journeys. (Paragraph 4.1.4, Active Travel Design Act, Welsh Government)
- Two miles is 'a distance that could easily be walked by the majority of people' (Paragraph 2.2, TA91/05 Provision for Non-motorised Users, DfT)
- Walking is used to access a wide variety of destinations including places of work, normally within a range of up to 2 miles (Paragraph 2.3, TA91/05 Provision for Non-motorised Users, DfT)

- Cycling is used for accessing a variety of different destinations, including places of work, up to a range of around 5 miles. Cycling is also undertaken as a leisure activity, often over much longer distances (Paragraph 2.11, TA91/05, DfT)
- 80% of journeys shorter than 1 mile (1.6km) are made wholly on foot (Section 2.1, Planning for Walking, CIHT).
- Five miles is a distance that could easily be cycled by the majority of people (Paragraph 2.9, TA91/05, DfT)
- For commuter journeys, a trip distance of over five miles is not uncommon and Novice and occasional leisure cyclists will cycle longer distances where the cycle ride is the primary purpose of their journey. A round trip on a waymarked leisure route could easily involve distances of 20 to 30 miles. Experienced cyclists will often be prepared to cycle longer distances for whatever journey purpose (Paragraph 1.5.1, LTN02/08, DfT).

3.3.4 The walking and cycling times have been calculated based on 80 metres per minute (4.8kph) as set out in the CIHT guidance document 'Providing for Journeys on Foot' and the 320 (12mph) metres per minute based on DfT guidance set out in LTN2/08

Facility / Amenity	Distance	Walking Time (mins)	Cycling Time (mins)
Supermarket / convenience store	550	7	4
Petrol station	2000	24	16
Post office	1600	19	13
Bank / ATM	500	6	4
School / education	450	5	4
Community centre / library	700	8	6
Sports centre / facility	700	8	6
GP / medical centre	700	8	6
Pharmacy	500	6	4
Café / restaurant	450	5	4
Fast food / takeaway	550	7	4

Table 3.3 Local amenities within proximity



Figure 3.4 Local amenities within proximity to the site

- 3.3.5 As can be seen from the above, the development site is located within walking distance of a range of amenities. The relocated school will benefit from its close proximity to Gurnos neighbourhood centre which hosts Gurnos Community Club, a Premier convenience store, an ATM machine, Gurnos Fish Bar and a Greggs.
- 3.3.6 It is considered likely that a number of parents taking or collecting their children from school would make linked trips to other amenities within the local area.

4 DEVELOPMENT PROPOSALS

4.1 Land Use

4.1.1 The proposed development seeks to relocate the existing Goetre Primary School to land adjacent to the existing Pen-Y-Dre High School. The proposed site layout is shown in **Appendix A**.

4.1.2 Goetre Primary School is a full-time school for children ages 3-11, including a Nursery, with a current capacity of 480 pupils. The school has three Complex Needs Classes. The new school will have a capacity of 500 pupils, which includes 80 spaces for the Nursery.

4.2 Access

Vehicular

4.2.1 Scoping discussions with the highway authority have been undertaken to consider the most appropriate access in terms of type, capacity and location with regards to visibility splays and in relation to road safety and traffic speeds. It has therefore been determined to propose a mini-roundabout access design, at the Goitre Lane / Fir Tree Close priority junction.

4.2.2 The access design is shown in **Appendix B**. This would involve modifying the existing Goitre Lane/Fir Tree Close to a 4-arm mini-roundabout. The mini-roundabout has been designed with regards to need for a new pedestrian crossing close to the proposed site access and associated complementary traffic calming measures.

4.2.3 Swept path analysis for the proposed mini-roundabout and for the internal car park layout are shown in **Appendix C** and **Appendix D** respectively.

Pedestrian & Cyclist

4.2.4 The proposed main access will be equipped with 3m wide share foot/cycle paths, which will extend along the frontage of the school site along the northern side of Goitre Lane connecting with the footpath to the south of the Pen Y Dre High School Access and with the footpath on the northern side of Goitre Land adjacent to the existing playground.

Disabled

- 4.2.5 Active Travel access to the proposed new school will be designed to allow for access by the mobility impaired.

4.3 Parking

Vehicular

- 4.3.1 Merthyr County Borough Council have adopted the CSS Wales (2008) Parking Standards.
- 4.3.2 The proposed school will have a minimum of 76 staff (teaching & ancillary). The proposed number of parking spaces as proposed in the site layout (see Appendix A), is 80, including 3 visitor spaces. The parking provision includes 4 accessibility spaces and 6 Electric Vehicle charging spaces.
- 4.3.3 While this proposed provision exceeds the parking provision indicated by the parking standards, Merthyr Council highways officers requested that the amount of parking provision be sufficient to accommodate all staff and visitors within the proposed new school site in response to local conditions and to remove the need to utilize on-street parking outside of the school site.
- 4.3.4 It is also proposed to provide 25 parent drop off/pick up spaces within the development site. This is in accordance with the relevant parking standards (Educational Establishments Note 4), with a suggested range from 15 for most types of school up to 50 for a large comprehensive with a large catchment area.
- 4.3.5 This amount of drop off/pick up provision, provided in conjunction with a school access strategy along with staggered start and finish times for the various elements of the school, will minimize the demand for on-street parking outside of the proposed development site.

Bicycle

- 4.3.6 Bicycle parking standards, as set out by CSS Wales parking standards, require the following standards as summarised in **Table 4.1**.

Educational Establishments	Long Stay	Short Stay
Nursey, infants & primary schools	1 stand per 5 staff & 1 stand per 20 children	1 stand per 100 children

Table 4.1 CSS Wales bicycle parking standards

- 4.3.7 In addition to the above, the CSS Wales Parking Standards state that cycle parking should be located in a safe, secure and convenient location which does not obstruct pedestrians, disabled persons and particularly with sight problems.
- 4.3.8 Bicycle parking should also be appropriately signed and located in areas that are visible to allow for informal surveillance.
- 4.3.9 Based on the above, the school will be required to provide 36 long stay cycle parking and 5 short stay cycle parking spaces, a sum of 41 cycle parking spaces.

Disabled

- 4.3.10 The CSS Wales parking standards details a minimum parking requirement for disabled users and states that;
- “It is recommended that appropriately positioned parking places, preferably within 50 metres of the facilities served by the car park and which are adequate in size and number, shall be provided for people with disabilities.”*
- 4.3.11 Dimensions of car parking spaces for disabled users should be in accordance with DfT guidance. For car parks associated with new employment premises should equate to 5% of the total car park capacity.

5 AIMS, OBJECTIVES & TARGETS

5.1 Introduction

- 5.1.1 This section of the Travel Plan details the aims, objectives, and targets of the school Travel Plan.
- 5.1.2 The objectives are high-level aims of the Travel Plan, they steer the Travel Plan and give it direction. The targets established in the Travel Plan are measurable so that progress can be assessed.

5.2 Aims & Objectives

- 5.2.1 The primary focus of this Travel Plan will be to reduce the number of single occupancy vehicle trips associated with travel to and from the school. This will be achieved by promoting and encouraging, a greater level of walking, scooting and cycling, the use of public transport and car- sharing.
- 5.2.2 The aim of the Travel Plan is to encourage both staff, pupils and visitors to travel to the proposed school and associated facilities by sustainable travel modes and developing sustainable travel habits from the outset for future users of the proposed school.
- 5.2.3 The school's Travel Plan objectives are to:
- Increase the share of trips to the school and associated facilities by walking, scooting and cycling;
 - Increase the share of trips by car-sharing;
 - Increase the share of trips to the school made by bicycle;
 - Reduce the proportion of staff commuting by single occupancy vehicle to school;
 - Increase the share of trips to the school by bus; and
 - Improve awareness amongst staff and pupils (including parents and guardians) about different travel options.

- 5.2.4 The Travel Plan details a range of sustainable travel measures which will be introduced in conjunction with the proposed development of the school.

5.3 Targets

- 5.3.1 Targets are measurable goals by which the progress of the Travel Plan will be assessed. Targets are essential for monitoring progress and success of the Travel Plan.

- 5.3.2 Targets should be 'SMART' – specific, measurable, achievable, realistic and time-related. They may be either qualitative ('action' targets) or quantitative ('aim' targets). Indicators are the elements which will be measured in order to progress towards meeting interim and final targets.

5.4 Pupil & Staff Targets

- 5.4.1 Using the 'Dft Smarter Choices Report' and our experience on the effectiveness of travel plan measures, the overarching target for the Travel Plan is as follows:

Headline target: The Travel Plan will aim to achieve a 10% shift away from car trips within five years of the initial travel survey to be undertaken in the first teaching term of the new school.

5.5 Modal Split

Pupils

- 5.5.1 A hands up survey was conducted at the existing Goitre Primary School to determine a mode split on how currently pupils travel to school. On the day of the survey, a total of 438 pupils were present. Mode split percentages are summarised in **Table 5.1**, below.

Mode	Percentage
Walk	62%
Cycle	5%
Bus	0.5% (1% rounded)
Taxi	0.5% (1% rounded)
Car	32%
Total	100%

Table 5.1 Pupil mode split

Staff

- 5.5.2 In the absence of staff travel surveys, 2011 Census travel to work data for the ward W02000415: Merthyr Tydfil 008 has been used to determine a likely mode split of staff travelling to and from Goitre Primary School. Model split percentages are summarised in **Table 5.2**, below.

Mode	Percentage
On foot	14%
Bicycle	0%
Bus, minibus, or coach	12%
Train	1%
Taxi	2%
Driving a car or van	57%
Passenger in a car or van	13%
Motorcycle, scooter or moped	0%
Total	100%

Table 5.2 Staff mode split

- 5.5.3 It should be noted that although 2021 Census data is available, 2011 data has been used to determine a mode split for staff. Commenting on the quality of information provided by Census 2021 travel to work information, the ONS state that;

“Travel data were expected to be substantially different from past censuses because of the pandemic, with changes in travel mode and increased home working. Behavioural change would vary across geographies, industries and personal characteristics, and responses from people on furlough would add further complexity to the data. Data collected would be a snapshot in time, but with limited utility in measuring pre- or post-pandemic travel patterns.”

- 5.5.4 And;

“Take care not to overinterpret the data from the travel to work topic. We are unsure whether people on furlough followed guidance as intended. Because of this and complications resulting from some inconsistency in the guidance, it is unclear how representative the method of travel, distance travelled, and derived variables are of Census Day.”

5.5.5 It has therefore been considered that the 2011 Census data is the most appropriate to set Travel Plan targets.

5.6 Travel Plan Targets

5.6.1 **Table 5.3** indicates the proposed pupil targets to be met at the end of the 5-year period of the Travel Plan. The targets are based on achieving a reduction in car use, offset by an increase in walking and cycling.

Objective	Target	Base	Mode share target		
			Year 1	Year 3	Year 5
Reduce the proportion of car (drop-offs) trips to and from the site	To reduce the mode share for car	32%	29%	25%	22%
Increase the proportion of walking and cycling trips to and from the site	To increase the mode share for walkers	62%	63%	64%	65%
	To increase the mode share for cyclists	5%	6%	7%	8%
Increase the proportion of public transport to and from the site	To increase the mode share for bus	1%	2%	3%	4%
Enable parents to make informed decisions about how and when they travel for all trips to and from the site	Every new pupil / parent to receive travel information within one month of enrolment.	100%	100%	100%	100%

Table 5.3 Pupil Travel Plan targets

5.6.2 **Table 5.4** indicates the proposed staff targets to be met at the end of the 5-year period of the Travel Plan. The targets are based on achieving a reduction in car use, offset by an increase in walking and cycling.

Objective	Target	Base	Mode share target		
			Year 1	Year 3	Year 5
Reduce the proportion of car (as driver) trips to and from the site	To reduce the mode share for car drivers	57%	54%	51%	47%
	To increase the mode share for car passengers	13%	14%	15%	16%
Increase the proportion of walking and cycling trips to and from the site	To increase the mode share for walkers	14%	15%	16%	17%
	To increase the mode share for cyclists	0%	1%	2%	3%
Increase the proportion of public transport to and from the site	To increase the mode share for bus	12%	13%	14%	15%

Enable site users to make informed decisions about how and when they travel for all trips to and from the site	Every staff member to receive travel information within one month of enrolment.	100%	100%	100%	100%
--	---	------	------	------	------

Table 5.4 Staff Travel Plan targets

- 5.6.3 There is every expectation that the Travel Plan will achieve these targets within five years of the Travel Plan's implementation. The interim targets have been derived to assess the progress of the Travel Plan over the duration of its lifecycle. The interim targets will also allow adjustments to the Travel Plan strategy if necessary.
- 5.6.4 The 10% headline reduction in overall car use has been derived after taking into consideration previous experience on the effectiveness of Travel Plan measures (national case studies suggest a reduction in SOV of between 10-20%), local and national guidance, previous Travel Planning experience and the consideration of likely travel patterns.
- 5.6.5 Travel patterns of the proposed school are to be established within the first term of the opening of the proposed school. This will identify travel modes for all trips associated with the site and the targets set out above may need to be adjusted to reflect the results of these base surveys.

6 TRAVEL PLAN STRATEGY

6.1 Introduction

- 6.1.1 This section sets out the clear stages by which the Travel Plan is to be managed and marketed to achieve its aim, objectives and targets.

6.2 An on-going process

- 6.2.1 It is important to recognise that a travel plan is a practical management tool that sets out 'active' initiatives rather than a static document. This means that the Travel Plan will be a process of continual development, requiring regular review to monitor changes in travel patterns and assess the success of measures and target achievements. Therefore, the measures and related events may be altered over the life of the Travel Plan.
- 6.2.2 A management structure has been proposed involving a travel plan co-ordinator (TPC) and a Travel Plan steering group (TPSG). This structure will provide an overarching framework for the delivery of a successful and ongoing Travel Plan for the school.
- 6.2.3 The performance of the Travel Plan will have to be monitored so that the appropriate initiatives can be taken forward by the TPC and the TPSG, to encourage modal shift away from car-borne trips.

6.3 Travel plan co-ordinator

- 6.3.1 A Travel Plan Co-ordinator (TPC) will be appointed by the school or the LEA, and they will be responsible for implementing all travel plan measures.
- 6.3.2 The role of the TPC will be to provide focus for the Travel Plan, organising transport related events and encouraging involvement. They will be the first contact for staff and parents for any matter to do with the Travel Plan. Their key responsibilities will include some of the following:
- Implementation and management;
 - Awareness building and engaging with stakeholders;
 - Identify resistance to change;

- Implementing and managing measures and events;
- Measuring success and monitoring change; and,
- Reporting progress to all Travel Plan stakeholders.

6.3.3 It is recommended that the role should be a part-time function for a member of existing staff who already undertakes another role within the school. Transport Planning consultants could also assist with the Travel Plan Co-ordinator role.

6.3.4 The TPC would begin their role three months prior to the completion of the school in order to initiate the proposed measures. The TPC role should be in place for five years, for the life of the Travel Plan. Resources to assist in increasing promotion can be downloaded from many of the transport websites that run national events.

6.4 Travel Plan steering group

6.4.1 A Travel Plan Steering Group (TPSG) will be established by the TPC to oversee the development and implementation of the Travel Plan. The stakeholders should include the head-teacher or deputy head teacher, staff, pupils and parent representatives, the local authority road safety representative, public transport operators and others who play a key role in the development and implementation of the Travel Plan.

6.4.2 In addition to the management function, the group will be able to offer an opportunity for the sharing of local knowledge, experiences, ideas and contacts. This will help the TPC to effectively function in their role. Should these representatives not formally participate, it is advisable for the TPC to liaise with them and keep them informed.

6.4.3 The group should meet once a school term for the life of the Travel Plan.

6.5 Working groups

6.5.1 Smaller groups of people (teachers, parent representatives, pupil representatives, e.g., school council members) that are focused on promoting and implementing certain measures (i.e., cycling, walking buses) within the school could be formed. The smaller groups could then report to the TPC and Steering Group to demonstrate progress.

- 6.5.2 A Bicycle User Group (BUG) is an example of a smaller group of individuals who look to encourage and support fellow cyclists. This group may work in conjunction with the TPC to organise cycle proficiency training and/or events for the staff and pupils.

6.6 Action plan

- 6.6.1 An action plan in forming the Travel Plan's implementation will be developed and will accompany the final Travel Plan that will be completed in the opening year of the proposed school.

- 6.6.2 The action plan will include a list of proposed measures. The measures aim to encourage the use of more sustainable travel modes. It will include a timetable that identifies anticipated dates for tasks.

6.7 Travel Plan event programme

- 6.7.1 An event programme will also be prepared in relation to the final Travel Plan which looks to illustrate the range of transport events that are promoted annually to encourage sustainable travel in schools.

- 6.7.2 The programme will identify certain measures that could be promoted and/or implemented in conjunction with these events. This will help to increase awareness and may provide some inspiration for TPC.

- 6.7.3 National campaigns (i.e., Walk to School Week) often have websites with downloadable posters and other promotional items that will assist the TPC.

7 TRAVEL PLAN MEASURES

7.1 Introduction

7.1.1 This chapter identifies and provides details of the measures that will be implemented at the relocated school.

7.1.2 Note that in the long term, other measures could replace or supplement those proposed depending on their needs and suitability. The need for any alteration will be evident from the proposed regular monitoring results.

7.1.3 It will be responsibility for the TPC to investigate other potential measures that will assist in meeting the targets set out in this Travel Plan.

7.2 Consultation

7.2.1 It is important for the school and the community to take ownership of the Travel Plan. To gain this level of ownership the regular monitoring undertaken by the TPC will involve consultation with all stakeholders and all users of the site to ensure that the Travel Plan develops in a way most beneficial to them.

7.2.2 All pupils throughout the school need to be involved in the Travel Plan at some stage. Below are some activities that the school could take on board to help to ensure the pupils understand the school Travel Plan:

- Develop and update a school travel plan notice board;
- Develop and design promotional materials – hold competitions for a travel plan logo and slogan;
- Take photographs for publicity purposes – these could be used in newsletters/school prospectus;
- Produce an annual travel plan newsletter;
- Work with the media – press releases to newspapers, and radio; and,
- Road safety training involvement.

- Participate in walk/cycle/scoot to school national events.

7.2.3 The Travel Plan will evolve over time and the measures will alter according to the travel trends and attitudes at the time.

7.3 Marketing & Travel Information

7.3.1 Disseminating information on the Travel Plan, its benefits and measures will help to raise awareness of the travel options and facilities available. The following initiatives could be incorporated into the school Travel Plan.

7.3.2 All pupils and staff should be provided with a travel plan leaflet/information sheet to introduce the Travel Plan and measures available.

7.3.3 This will include information about the benefits of sustainable travel in terms of health, time, costs and a location map of the school with walking and cycling facilities highlighted.

7.3.4 This should be provided to new pupils and staff at the beginning of each academic year for five years.

Notice Boards

7.3.5 A school Travel Plan notice board will be installed in a prominent location within the school, ideally close to the reception area. The material could be designed to promote specific Travel Plan measures such as a walking bus and cycle proficiency training. It could also be used as a way of promoting any forthcoming transport events and competitions, and to display travel survey results and other related feedback.

7.3.6 The notice boards should be designed to suit different aged pupils as well as staff and parents.

7.4 Walking & cycling measures

7.4.1 Nationally, walking accounts for 25% of all journeys and 80% of those less than one mile. It is the most sustainable method of travel, has several proven health benefits and is an important source of personal freedom. Walking is important for most people, especially children. Walking to school, whilst escorted by an adult or an older sibling helps children learn valuable road safety lessons.

- 7.4.2 According to the 2015-2019 Travel to School Survey, around 44% children walk to school. The National Travel Survey 2014: Travel to school states that over 75% of primary school children walk under 1 mile to school (1.6km) and around 25% walk between 1 and 2 miles to school (approximately 1.6 – 3.2km). Similarly, the 2014 Travel to School Survey states that over 80% of secondary school children walk under 1 mile to school, and over 50% walk between 1 and 2 miles.
- 7.4.3 As with walking, the promotion of cycling can lead to a healthier, more active population. Both walking and cycling are cheap, convenient and reliable methods of transport.
- 7.4.4 Cycling is especially important for tackling congestion and pollution as it can replace many journeys which otherwise would be made by vehicular transport.
- 7.4.5 It is important to recognise that every school is different when creating a Travel Plan and that surrounding infrastructure and facilities will likely impact the decision to walk or cycle to school.
- 7.4.6 Due to the development's close proximity to traffic-free routes and linkages to surrounding residential areas, cycling will become an important component of the Travel Plan. The following measures could be implemented:

Walking Bus

- 7.4.7 A 'walking bus' is a great way to encourage more children to walk to and from school. Each 'bus' consists of a group of children, who are escorted by a minimum of 2 parent volunteers – a 'driver' at the front and a 'conductor' at the back. A walking bus can take up to 16 children (or passengers) who walk in pairs.
- 7.4.8 The small catchment area of the school accommodates a reasonable walking distance for a walking bus to be arranged amongst parents and staff.

Cycle Training/proficiency

- 7.4.9 The TPC will liaise with local council to explore the possibility of providing cycle training and/or undertaking cycle proficiency for pupils at the proposed school.

- 7.4.10 It is important that this scheme is taken on board before the school starts promoting cycling to pupils. Similar training could be organised by the TPC for staff if there is a demand for this.

Walking & cycling safety themed lessons

- 7.4.11 THINK!, the UK government road safety campaign provides free learning resources, lesson plans and activity packs for teachers to incorporate into the classroom. The Travel Plan Steering Groups could be used to inform staff about THINK! and similar campaigns to encourage staff at the school to bring walking and cycling safety themes into the classrooms.

Discounts

- 7.4.12 Efforts to secure discounts for bikes and associated servicing from local bike shops could be negotiated for staff and possibly children in the older year groups.

Safety equipment provision

- 7.4.13 The TPC could liaise with the local council to secure funding for the provision of free or discounted safety equipment such as helmets, high vis vests and accessories for children who want to walk or cycle to school and improve safety when doing so.

Bike User Group (BUG)

- 7.4.14 A bicycle user group (BUG) could be set up between the TPC, and other stakeholders i.e., teachers, parents and other members within the local community, who are keen to share advice and information.

7.5 Public Transport Measures

- 7.5.1 It is less likely that primary school children will take public transport to school unaccompanied and those pupils who reside far enough from the site to warrant catching a bus are likely to be eligible for free home to school transport. Public transport measures will therefore benefit pupils but will primarily focus in staff and visitors to the site.
- 7.5.2 Increased use of public transport is a fundamental aspect of the government's sustainable transport strategy. The benefit of travelling by public transport includes:

- Being able to relax, read and work; and,
- Traffic free routes (with rail and where bus priority exists).

Public Transport safety themed lessons

- 7.5.3 Switch On Rail Safety (www.switchedonrailsafety.co.uk) and Network Rail (www.networkrail.co.uk/stories/educational-resources-for-children/) provide free learning resources for children ages 3-16 on safety when using public transport.
- 7.5.4 The TPC could use established Travel Plan Steering Groups to promote the use of these learning resources into the classroom to educate pupils on how to use and be safe when using public transport whether travelling to school or elsewhere.

Noticeboards & newsletters

- 7.5.5 For staff, links and QR Codes to websites for route planning smart phone apps with up-to-date information from Traveline Cymru can be distributed in staff newsletters and on noticeboards located within staffrooms.
- 7.5.6 For parents and pupils, newsletters and updates to the school website could be used to encourage a change in travel behaviour.

7.6 Car Usage

- 7.6.1 Despite the alternatives to the private car, many people rely on their private car as their means of transport for some or all of the time. For example, if they have a disability, for certain types of trips, including the school run being part of a longer journey to work.
- 7.6.2 However, there are means of reducing the number of cars on the road, and therefore congestion, by discouraging unnecessary car journeys and by encouraging people to share their journeys.

Car Sharing

- 7.6.3 Car-sharing involves two or more persons travelling in the same car from a different household. It is an important component of any travel plan, as it allows several benefits

in addition to reducing congestion, including time and money savings to sharers. Identified benefits of sharing over driving alone are:

- Saving money and reduced maintenance costs;
- Time to relax without driving stress; and,
- Opportunity to socialise.

7.6.4 The establishment of a car sharing database to 'match' potential car sharers amongst pupils, parents and guardians will be investigated during the production of the final Travel Plan.

7.6.5 A 'car-share coffee morning' could be held at the beginning or the academic school year to help parents meet other parents who are in their locality as potential car share matches.

Guaranteed lift home

7.6.6 The school could seek to fully assist staff in making alternative plans for getting home in the event of unforeseen circumstances. This should help to remove one of the psychological barriers (fear of being inconvenienced when let down by a sharer) often quoted as deterring potential car sharers.

7.6.7 Dependent upon circumstances and the nature of the emergency, the school could offer a lift with another car sharer or a taxi service home.

8 MONITORING & REVIEW

8.1 Introduction

8.1.1 Monitoring is an essential element of any Travel Plan, by gaining an understanding of how the staff and pupils travel to the site, specific measures can be implemented.

8.1.2 These aims to effectively change travel habits and encourage the use of more sustainable modes. The Travel Plan needs to 'buy-in' from its users and therefore regular consultation and an understanding of their needs and demand is crucial to its success.

8.1.3 Every Travel Plan and its associated measures need to be bespoke and moulded around the people it is aiming to affect. This can only be achieved through regular monitoring to ensure it remains relevant to all users.

8.1.4 The ongoing commitment to the Travel Plan requires a suitable monitoring and evaluation mechanism, which is detailed below.

Initial Travel Surveys

8.1.5 As discussed, a hands up survey was conducted at the existing Goitre Primary School to determine a mode split on how currently pupils travel to school. On the day of the survey, a total of 438 pupils were present.

8.1.6 Travel behaviour surveys will be repeated at the school within the first term of opening to establish updated travel patterns. This will also involve determining a mode split for staff at the site.

8.1.7 All information will be collated by the TPC and the results discussed with the stakeholders at the TPSG meetings. Any revisions in the Full Travel Plan will need to be agreed with the Local Authority.

Repeat Travel Surveys

8.1.8 The future monitoring process will involve undertaking staff and pupil travel surveys annually. These will be undertaken during the same month as the initial survey, every year for a period of five years.

- 8.1.9 Note that the travel survey should remain broadly similar throughout the life of the Travel Plan to ensure consistency in the results and information.
- 8.1.10 The information will be collated by the TPC into a small monitoring report on an annual basis. This small report will be distributed to all stakeholders and should enable discussion at the TPSG meeting regarding progress.

Other useful monitoring tasks

- 8.1.11 The following monitoring tasks may also be useful, as indicated within the preliminary action plan;
- Undertake surveys of parent and guardian pick-up/drop off parking demand.
 - Conduct counts several times a year to ascertain use of cycle parking facilities;
 - Monitor levels of take up of specific measures;
 - Undertake simple pupil 'hands up' travel surveys at other appropriate times (e.g., during cycle/walk to school week);
 - Ask for staff and pupil feedback on the take up of travel plan measures/matters;
 - Ask for parent feedback.

8.2 Reporting Structure

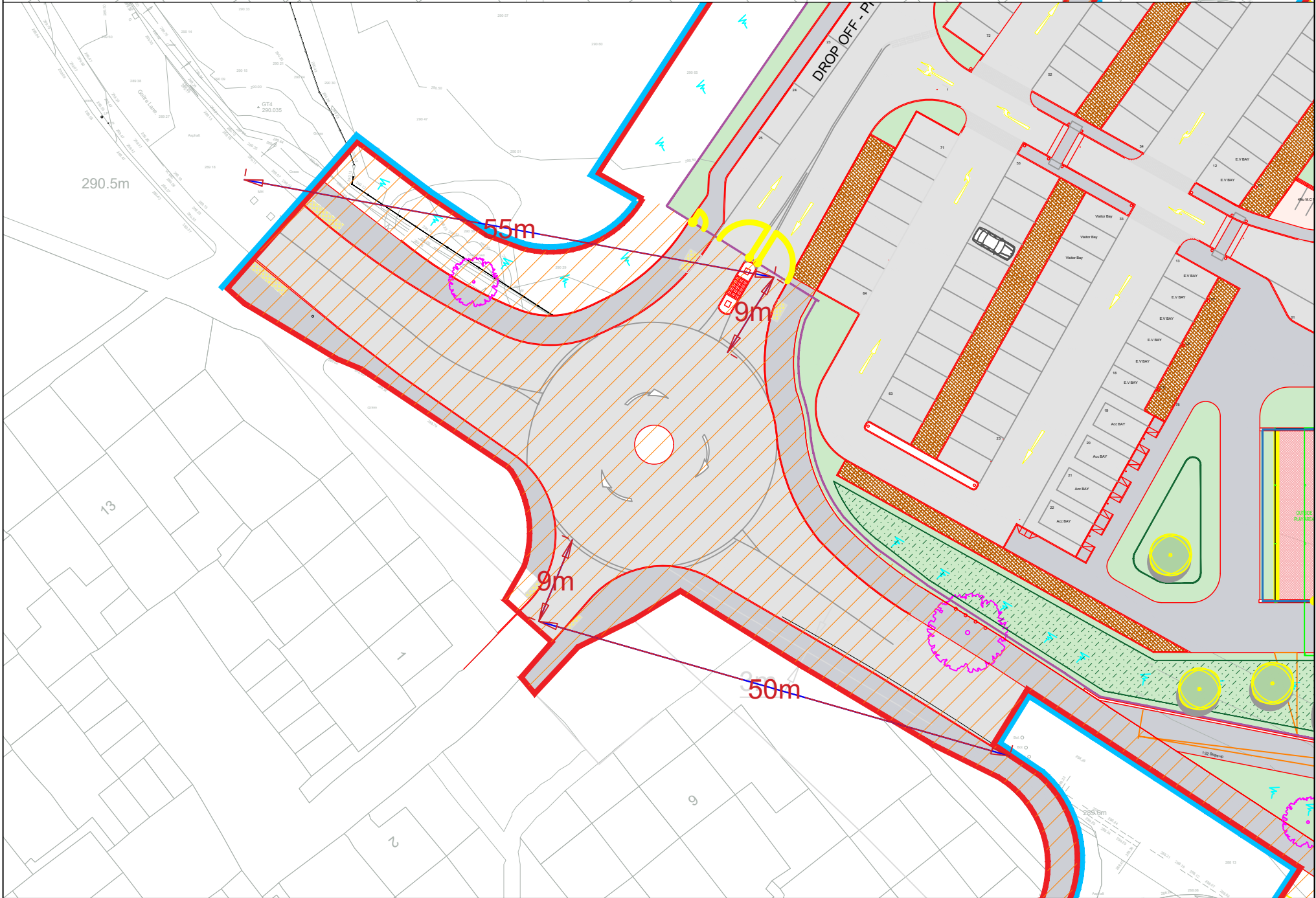
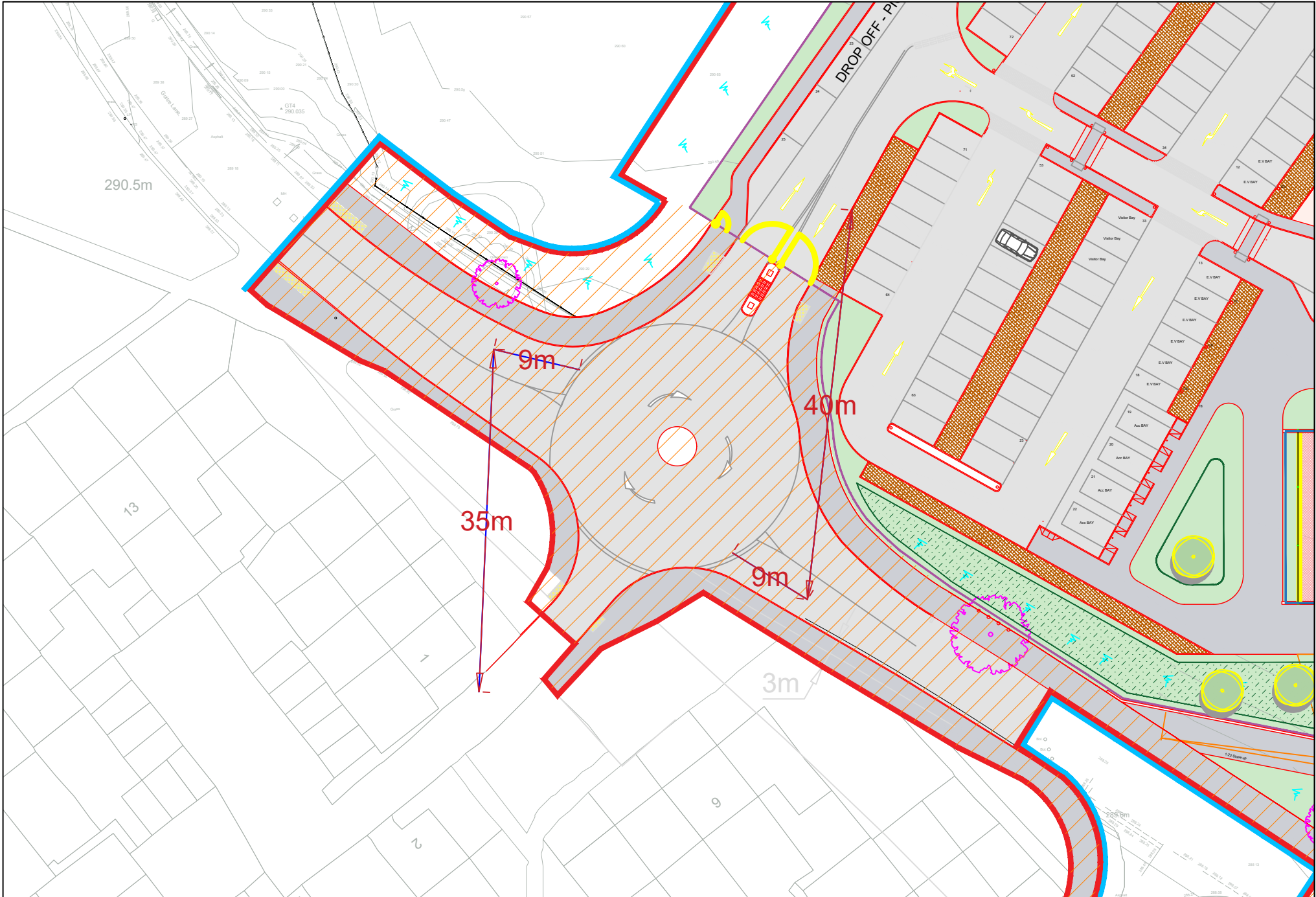
- 8.2.1 The school TPC and TPSG are jointly responsible for planning the above. All details of the monitoring programme will be agreed with Merthyr County Council prior to undertaking the surveys.
- 8.2.2 The interim reports will attempt to place the monitoring results in context not only with previous results, but also with the travel plan measures and activities which have occurred between the reporting periods. It will provide the review mechanism to identify those measures which may require further promotion or alteration in order to ensure their take-up remains on track and that progress against the targets is attained. The monitoring report will therefore look to identify priority initiatives for the forthcoming period.

- 8.2.3 A final end report will be prepared by the TPC at the end of the life of the Travel Plan, after five years.

Appendices

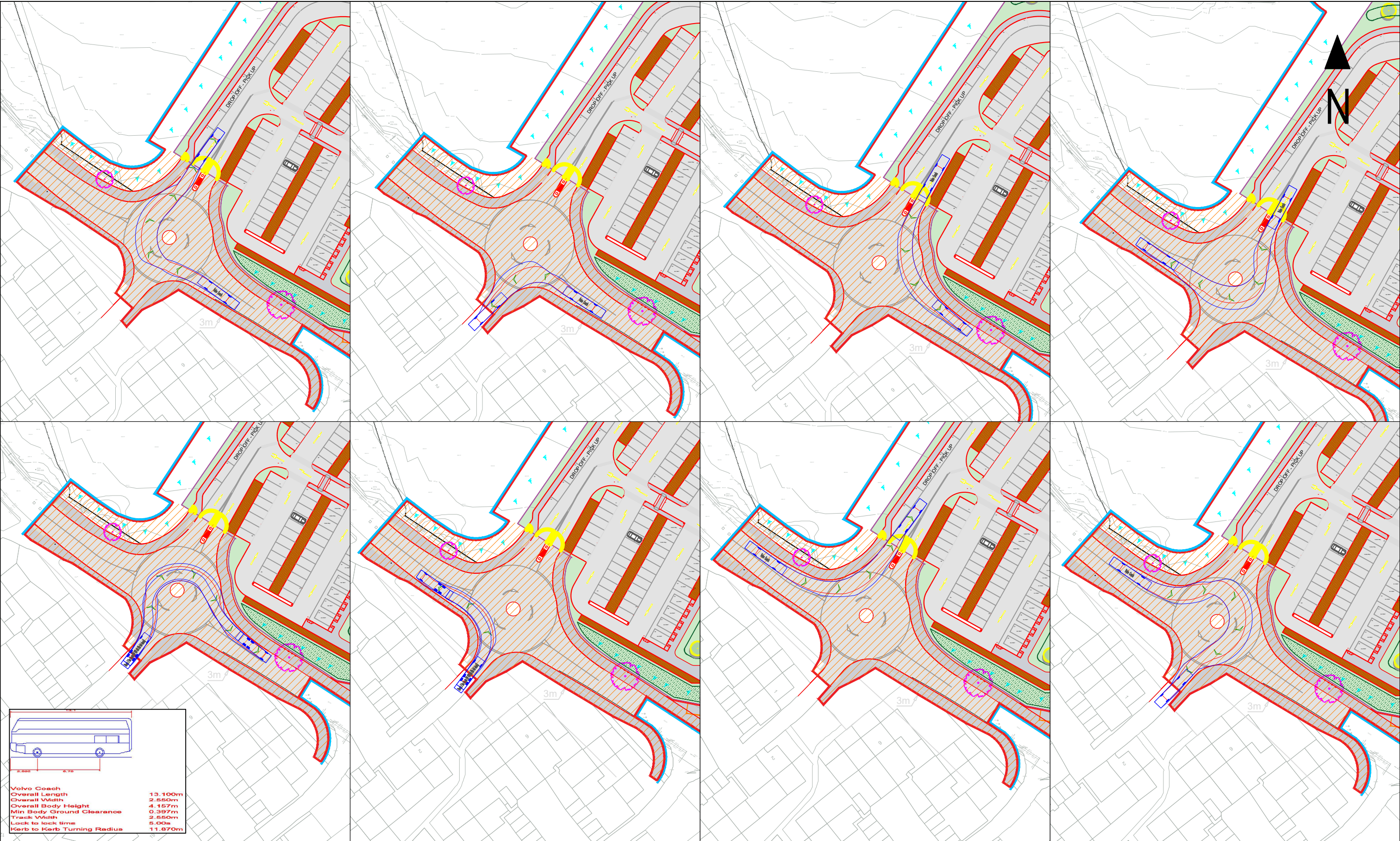
Appendix A

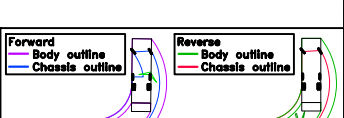
Appendix B



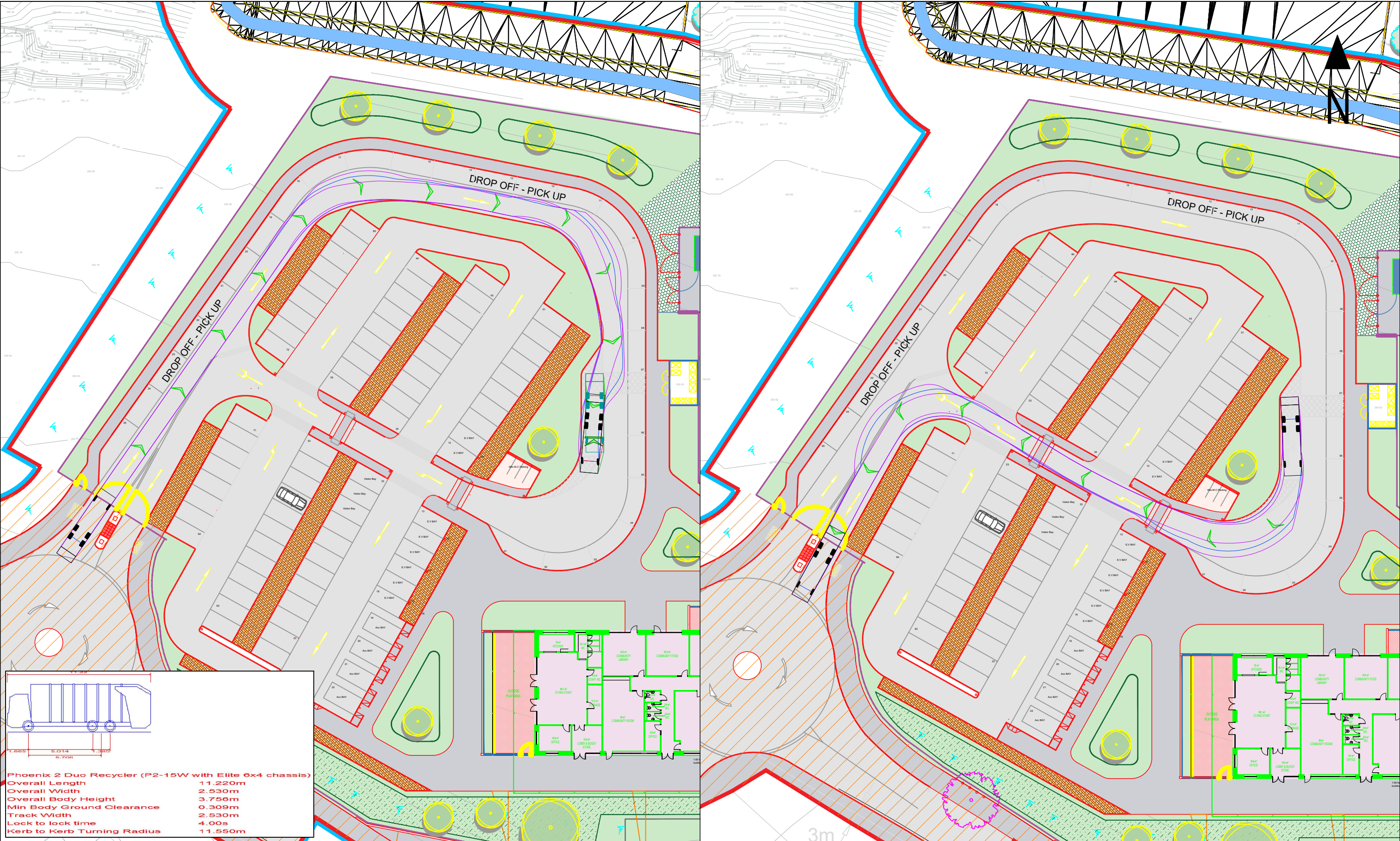
Drawing Title Forward visibility splay	Client Morgan Sindall Construction	 Suite D, 1st Floor, 220 High Street, Swansea, SA1 1NW T 01792 480535	Scale:	2:1						
	Designed by:		KEW							
	Drawn by:		KEW							
	Job Title Goetre Primary School		Ckd/Appd:	PO'C	Rev.	Date.	Amendment.	Des.	Dnn.	
	1st Issued:		06/11/23	Drg No.				Rev		
	Job No:	T23.125								

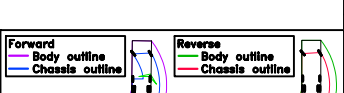
Appendix C

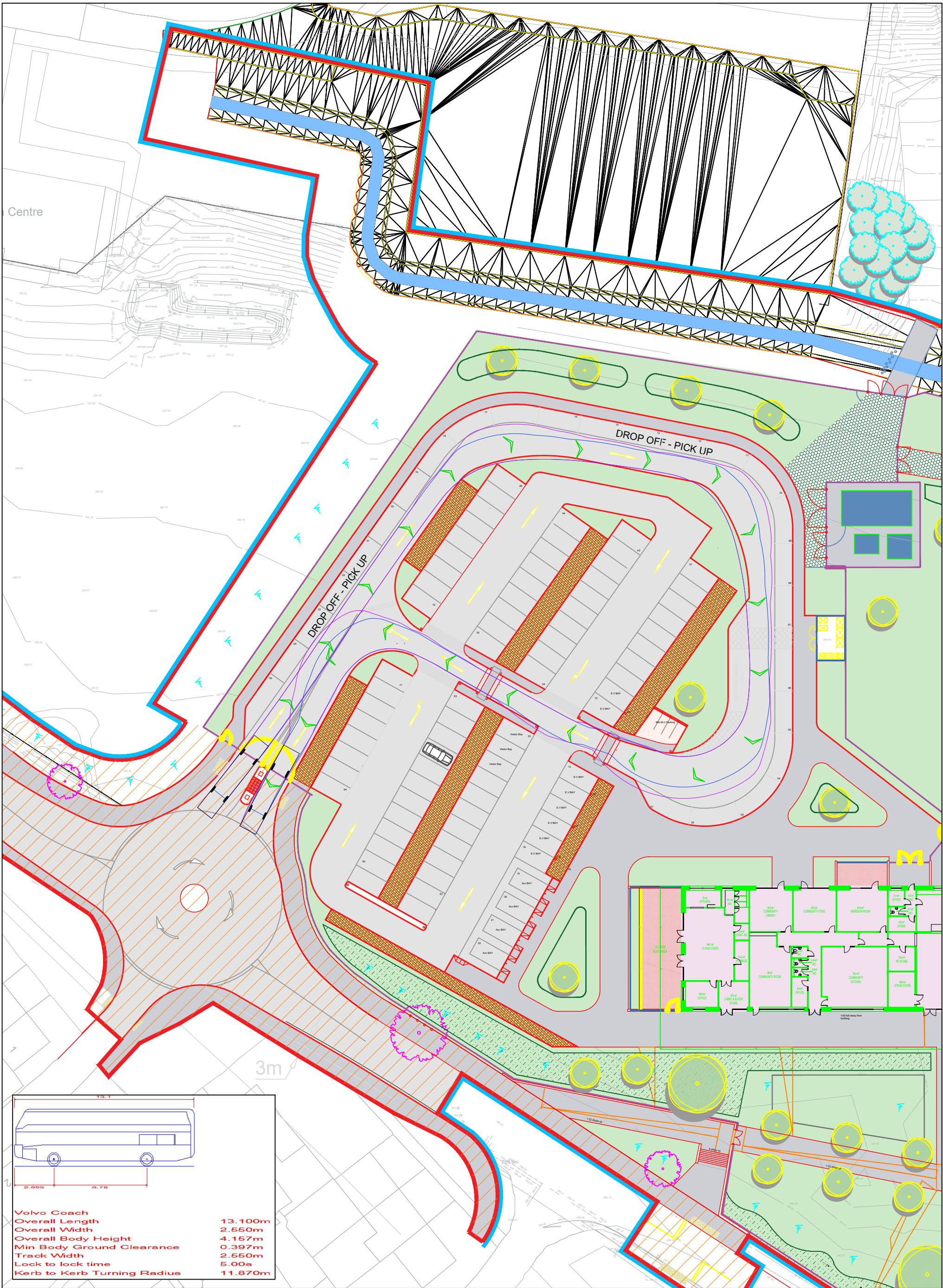


Drawing Title	Volvo Coach swept path analysis	Client	Morgan Sindall Construction	 Suite D, 1st Floor, 220 High Street, Swansea, SA1 1NW T 01792 480535	Scale:	1:1														
		Designed by:	KEW																	
	Drawn by:	KEW	Ckd/Appd:		PO'C	Rev.	Date.	Amendment.	Des.	Dm.										
	1st Issued:	06/11/23									Drg No:	Rev								
	Job No:	T23.125																		
		Job Title	Goetre Primary School																	

Appendix D

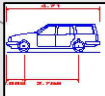


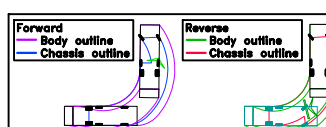
Drawing Title	Refuse vehicle swept path analysis	Client	Morgan Sindall Construction	 Suite D, 1st Floor, 220 High Street, Swansea, SA1 1NW T 01792 480535	Scale:	2:1								
		Designed by:	KEW											
	Drawn by:	KEW	Rev.		Date.	Amendment.	Des.	Dm.						
	Ckd/Appd:	PO'C												
	1st Issued:	06/11/23							Drg No:		Rev			
	Job No:	T23.125												
		Job Title	Goetre Primary School											
														



Drawing Title		Client		 Suite D, 1st Floor, 220 High Street, Swansea, SA1 1NW T 01792 480535	Scale: 2:1									
Volvo coach swept path analysis		Morgan Sindall Construction			Designed by: KEW									
		Job Title		Goetre Primary School		Drawn by: KEW								
						Ckd/Appd: PO'C								
						1st Issued: 06/11/23	Drg No.		Amendment.		Des. Drn.	Rev		
						Job No: T23.125	Drg No.							



	
Estate Car (2006)	
Overall Length	4.710m
Overall Width	1.604m
Overall Body Height	1.442m
Min Body Ground Clearance	0.207m
Max Track Width	1.756m
Lock to lock time	4.00s
Kerb to Kerb Turning Radius	5.950m

Drawing Title		Client				Scale:		4:1							
Pick up/drop off bay swept path analysis		Morgan Sindall Construction				Designed by:		KEW							
		Job Title		Goetre Primary School		Drawn by:		KEW							
						Ckd/Appd:		PO'C		Rev.	Date.	Amendment.		Des.	Drm.
						1st Issued:		06/11/23		Drg No.				Rev	
						Job No:		T23.125							