

Guidance notes for OFSTED Self-Evaluation form  
For  
Primary Schools  
from the  
School Travel Plan Advisory Team

These notes are designed to be suggestions as to how you may be able to highlight the benefits to the whole school community of having a well integrated School Travel Plan.

## Part A: Self-Evaluation

### 1 Characteristics of your school - What are the main characteristics of your school?

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

This is the place to mention that you have a School Travel Plan and, if you have one, a Travel Forum Group.

You could also mention whether your schools has, or is working towards, the Healthy Schools and/or Eco Schools awards.

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

This could include the fact that your Travel Plan was developed to address issues such as the health of the children, safety concerns, concerns over access etc. You might find it useful to identify how your School Travel Action Plan is linked to the School Improvement Plan.

You could also emphasise the importance of involving the whole school community in the process.

### 2. Views of learners, parents/carers and other stakeholders - What are the views of learners, parents/carers and other stakeholders and how do you know?

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

Travel surveys and monitoring could be included here and the involvement of the student council, parents, governors, local residents and other interested parties in your travel forum group.

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

This can include the ways in which you promote your travel plan such as newsletters, school website, parents meetings, school councils, etc.

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

You might choose to give examples of schemes included in the travel plan as a result of parent/carer and student consultation. This might include on-site capital measures, educational schemes etc.

#### 4 Personal Development and well-being - How good is the overall personal development and well-being of the learners

4a) To what extent do learners adopt healthy lifestyles?

Describe the active travel mode for journeys to school promoted and developed through the School Travel Plan which could include:

Details of walking buses,  
Park and stride schemes,  
Cycling policies,  
Walk to school week etc.

Detail how school travel issues are incorporated into the curriculum. Activities towards Healthy Schools accreditation might be included here.

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

Details of road safety initiatives such as pedestrian skills training, young cycle training and road safety education could be considered here.

Also possibly include issues around stranger danger and behaviour on buses and trains which have been raised in the travel plan.

You might consider listing any capital onsite measures put in place through the travel plan process that have contributed towards learner safety e.g. pedestrian / vehicle segregation, footpaths, lighting, CCTV etc.

4c) How much do learners enjoy their education?

- take account of learners' attitudes, behaviour and attendance

Punctuality issues can be helped by walking buses/ park and stride schemes  
Decreased congestion around the school gate can reduce parent stress levels and therefore those of the children.  
Children who walk or cycle to school often arrive more alert and ready to learn.

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

Children's involvement in the travel plan could involve them in learning how their local councils work. They could meet local councillors, community and traffic management police officers and highways engineers.

The initiatives put in place through the travel plan could have a positive impact on their school environment and benefit the wider community. All this links into the Citizenship curriculum.

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

By participating in school councils, or becoming School Travel Action Rangers the children can gain useful skills and experience e.g. communicating with their peers and adults, coping with responsibility, taking decisions etc. which will help them to build self confidence which could help them achieve their future economic well being.

## 5 The quality of provision

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

- how far the curriculum meets external requirements and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy and safe

You might include details of whether School Travel issues are integrated into the curriculum, particularly geography and PSHE/citizenship. The teaching of local issues and the health and safety of the children could also be included.

## 6 Leadership and management

6a) What is the overall effectiveness and efficiency of leadership and management?

Include the role of the SMT in overall strategic development of the School Travel Plan and the delegation of the implementation to the forum group and co-ordinator.

You could also include the monitoring, review and reporting arrangements for the STP. This might involve links with the Local Highways Authority.