Travel Plan

February 2026

The Wells Free School

King Charles Square, Tunbridge Wells, TN4 8FA

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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

The Wells Free School is a Primary school for children aged 4 to 11 years. We are a single academy trust and were established in 2013. The school currently has 213 pupils on roll and has 1 class per year. Most of the children come from the immediate catchment area, which is a mixture of owner occupied homes and social housing. There are 38 staff (12 full time and 26 part time). The school day is from 8:00 am to 2:30 pm.

At The Wells Free School we have built our ethos around four guiding principles.

Wellbeing: ensuring all pupils are supported to achieve their full potential, through an open investigative, collaborative, and purposeful approach to learning and the whole curriculum which encompasses the routines, ethos, practices, and taught elements of the school. Pupils are encouraged to take on responsibilities, to contribute to the journey of the school, and to grow their own voices. A healthy and active lifestyle is promoted through regular and sustained outdoor learning, high quality physical education and healthy food options. Wellbeing is at the heart of our curriculum.

Community: The Wells Free School will be at the centre of the community. Pupils are encouraged to take on community responsibilities, and to learn alongside as well as from members of the local and wider community. Local and global citizenship is promoted, and pupils and the school community will explore ways in which they can improve their communities for themselves and others. Links with community groups both as places for learning and places for serving will be actively sought.

Purposeful Learning: Learning in context forms the backbone of our curriculum. Real life situations are harnessed to engage, motivate, and enthuse learners. Teaching methodologies reflect the importance of giving learning a purpose beyond that of passing tests. Adult specialisms and pupil talents combine to provide a rich body of expertise from which all members of the school community can learn, and with which all members can engage. Learning beyond the school day, and outside the school community is celebrated and promoted.

Inclusion: The Wells Free School is an inclusive, welcoming school. We ensure all members of the school community are involved, respected, and listened to. An ethos of respect underpins all that we do. Pupils are welcomed regardless of background, belief, ability or practice, and the school actively promotes pupil voice and a sense of ownership of the school and learning. There is an expectation that all members of the school community will achieve, whatever their background. Barriers to learning or achievement are identified and tackled in order to enable all to experience success, whilst accepting that perseverance in a situation will help us to learn.

The acronym TWFS helps us to remember our school values:

THINKING POSITIVELY for purposeful learning

WORKING TOGETHER as a whole community

FOSTERING RELATIONSHIPS to ensure well-being

SUPPORTING EACH OTHER in an inclusive environment.

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

8:00 am to 2:30 pm

2.2 Overall hours

8:00 am to 6:00 pm

3 Staff and pupil numbers

3.1 Overview of staff & pupil numbers

There are 211 children on roll and we have waiting lists for each year group. We employ 10 teachers, 17 teaching partners and 9 other support staff.

Age range of pupils: 4-11

Total quantity of pupils on roll: 213

Nursery	0
Reception	30
Year 1	30
Year 2	30
Year 3	30
Year 4	32
Year 5	30
Year 6	31
Year 7	0

3.2 Current staffing levels

The school employs a total of 38 staff (12 full-time, 26 part-time).

3.3 Planned school expansion

The school is not currently planning to expand.

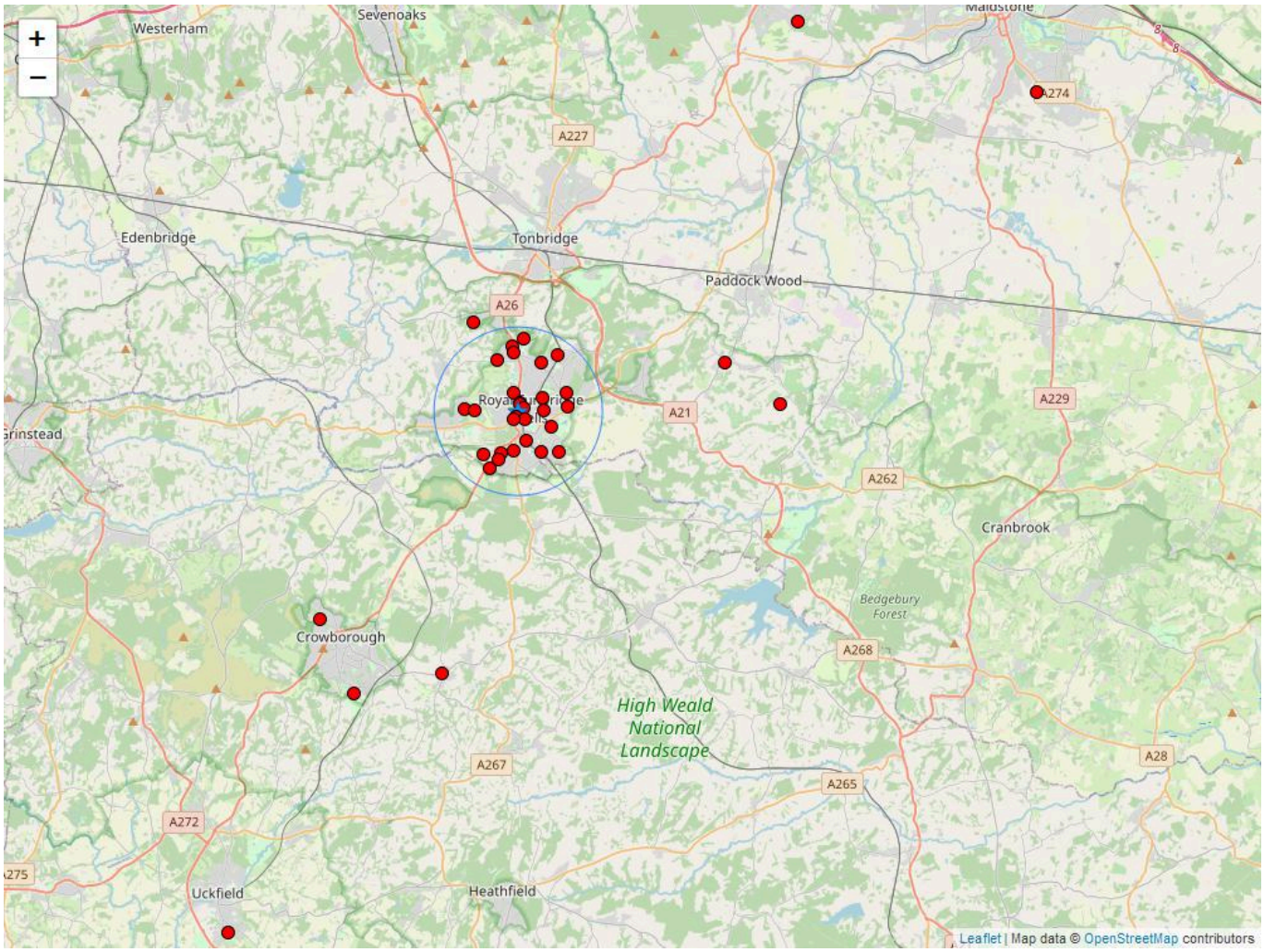
3.3 SEN pupils with transport needs

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

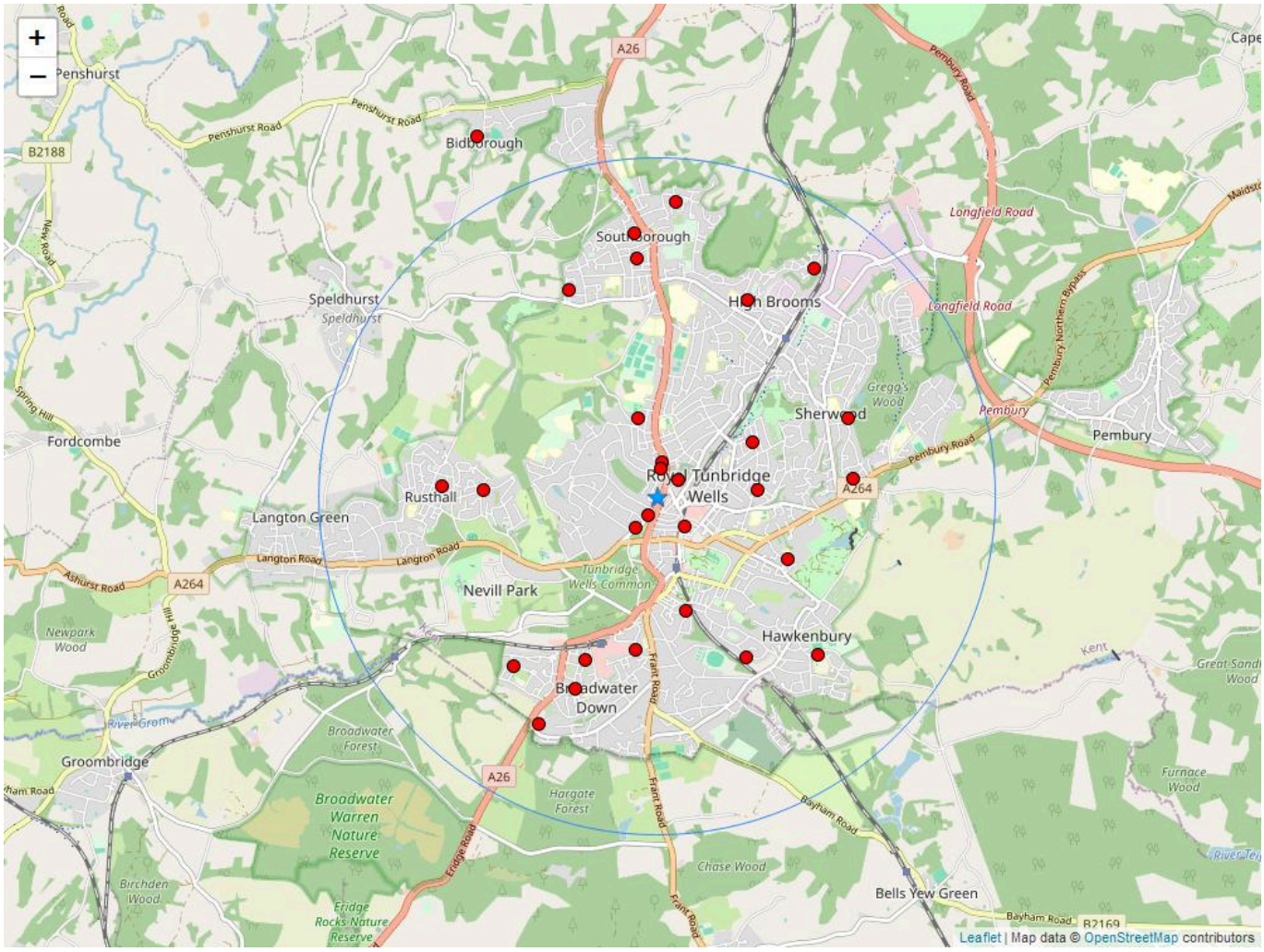
Our SEN pupil arrives by Taxi.

4 Pupil & staff postcode maps

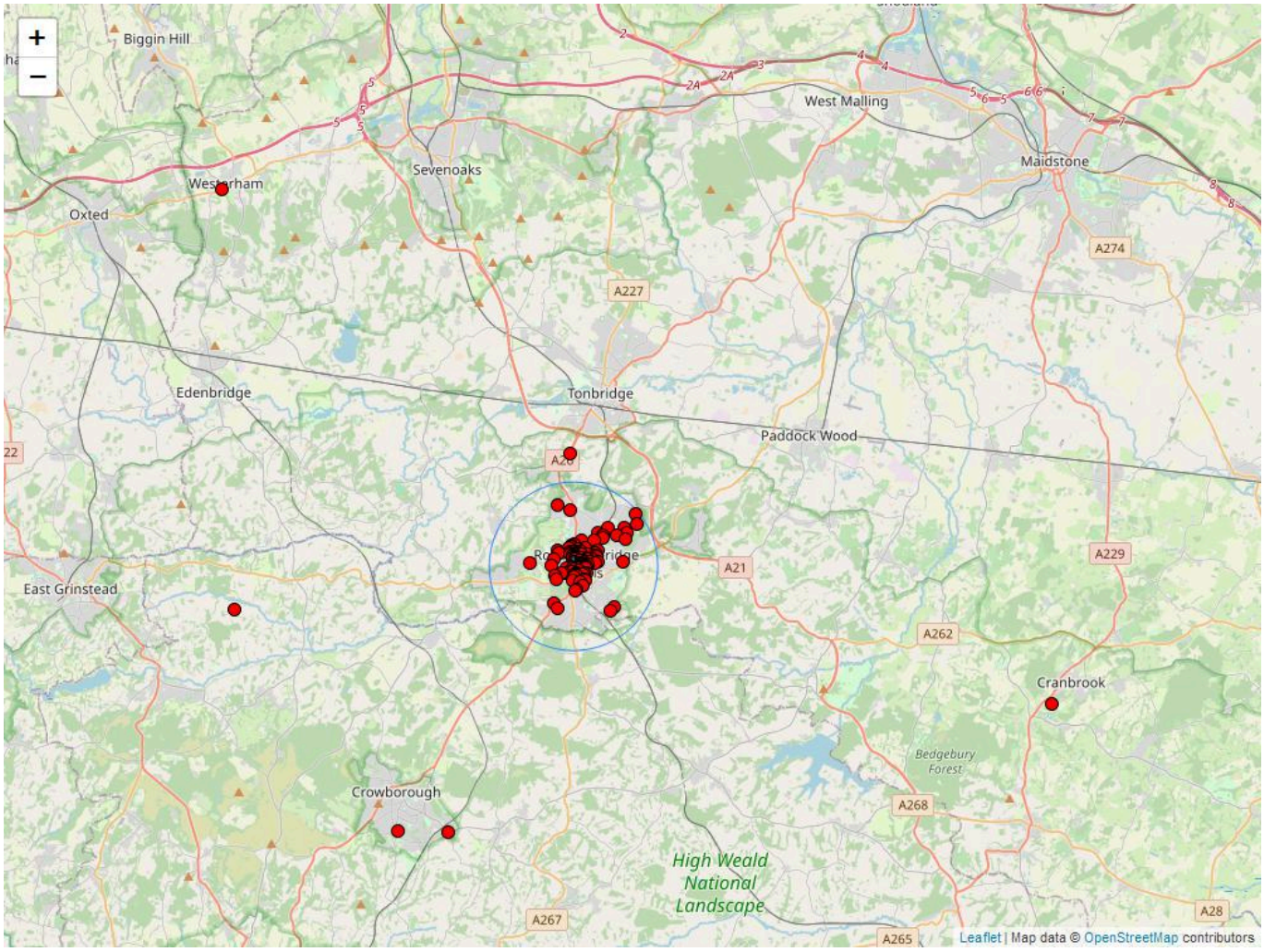
All staff postcodes (January 2026)



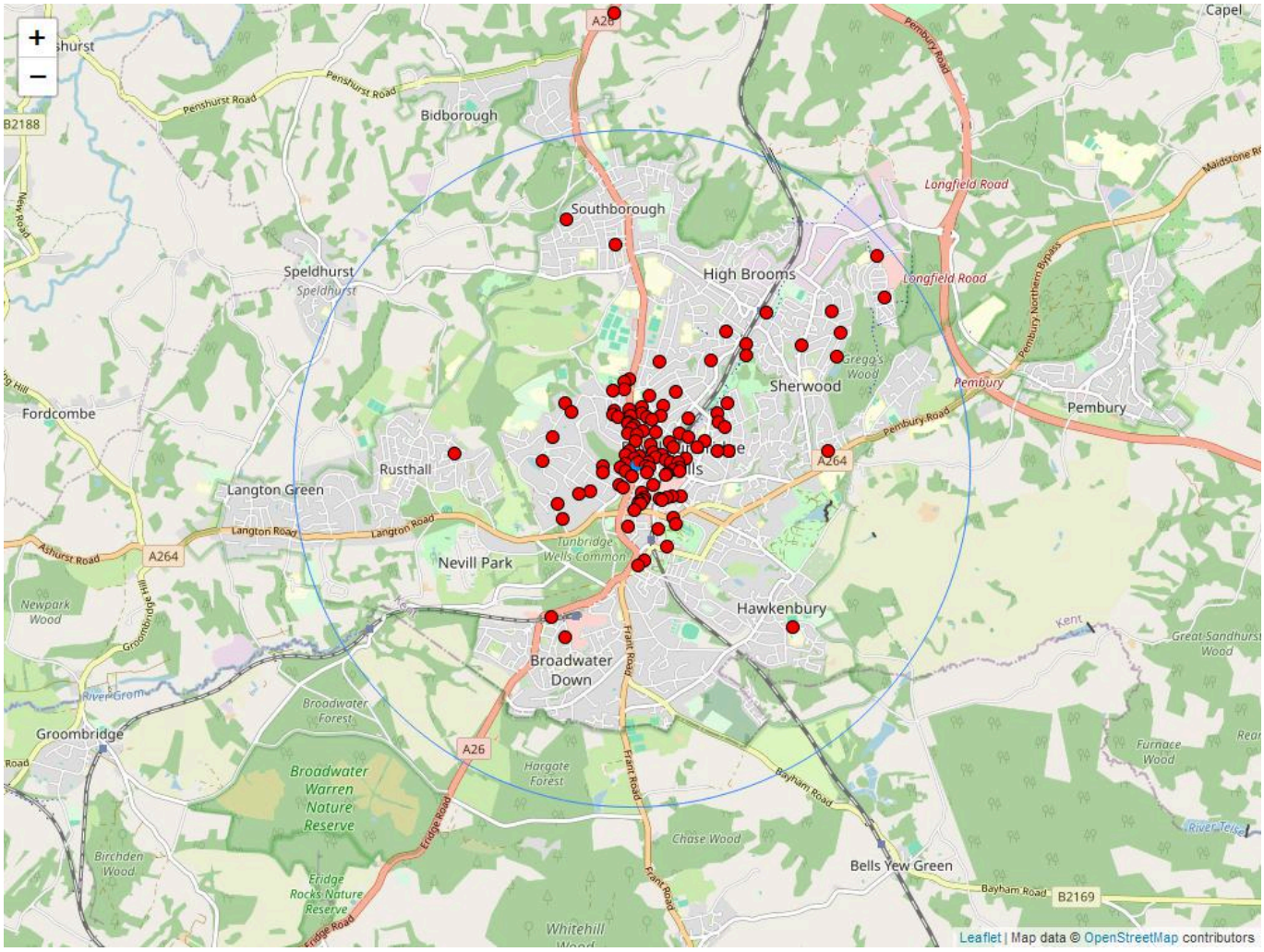
Staff postcodes (within a 2 mile radius January 2026)



All pupil postcodes (January 2026)



Pupil postcodes (2 mile radius January 2026)



5 Travel plan details

5.1 Previous travel plan

The school has a previous travel plan (2020), with the following objectives, targets, issues and successes.

The previous travel plan was developed to encourage families to walk to school. There is very limited parking outside the school. Although we are meant to be a walking school and most children live close to the school, parents often drive to school on their way to work. With the limited parking, there are often issues of double parking or parking over neighbours driveways.

5.2 Reason for new travel plan

With our new focus on sustainability, we want to encourage more families to travel sustainably. We hope that we can encourage parents that do have to drive to follow a 'park and stride' approach (parking 5-10 minutes from the school and walking the rest of the way). This will improve the health of their children and also reduce congestion outside the school. Our pupil survey also highlighted that many children would like to ride their scooters to school so we hope this plan can encourage this as well.

6 Surrounding roads

6.1 Surrounding roads

The school is on the corner of Mount Ephraim (A26) and King Charles Square and is on a private development (Royal Wells Park). Parking is limited on the development and is controlled by a private parking company. There is pedestrian access through the development. The nearest parking spaces are in front of a row of shops so are often full. There is parking on Mount Ephraim and Royal Chase and these have 1 hour parking restrictions.

6.2 Entrances and exits

There are three pedestrian entrances to school (Early Years gate, main playground gate and the main office). There is no vehicle access to the site.

6.3 Parking restrictions nearby

There is a residents parking scheme on adjoining roads.

We have three parking bays in front of the school that can take 7-8 cars. There is also a lay-by in front to the building opposite where parents also park. There is often double parking or parents park in front of neighbouring driveways.

6.4 Traffic management measures

The school offers no traffic management measures.

6.5 Drop-off on roads outside the school

Parents are not able to drop pupils off on nearby roads.

6.6 Congestion and access problems

The school experiences traffic congestion and/or access problems.

Traffic congestion on King Charles Square. In addition as Mount Ephraim is the A26 (one of the main roads through Tunbridge Wells) it is congested most of the day.

7 Car parking & usage

7.1 School car park

The school has an off-site car park for its own use.

In total, 15 parking spaces are available.

Of these, 0 spaces offer EV charging.

Parking spaces are not managed.

No parking spaces are allocated.

7.2 Drop-off points

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

We do not have the staffing to safely have a drop off point.

Parents are able to drop pupils off within the school grounds.

Parents walk their children to the Early Years gate (years R and 1) or the main playground gate (years 2-6)

7.3 Parking on surrounding roads

Members of staff do not (have to) park on the surrounding road network.

7.4 Other parking issues

The area available to school staff in the neighbouring car park does get congested and on certain days, staff have to block other cars in. The school has a limited number of parking permits for the bays outside the school, so sometimes staff park in these bays instead.

8 Pedestrian facilities

8.1 Access by footpath

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

On Mount Ephraim there is a traffic-light controlled pedestrian crossing which is at the front of the school.

8.2 Access difficulties for pedestrians

None.

8.3 Crossing patrols

None.

8.4 Highway signs

School warning signs may encourage drivers to slow down.

8.5 Walking bus

The school does not have a walking bus.

As our families live in multiple different directions and there are multiple ways to get to the school, a walking bus could be difficult to organise. It would probably need to be parent-led.

8.6 Other walking initiatives

We started the WOW scheme on 1st December 2025 so it is too early to see if this has had an effect on travel to the school. Many children are proudly wearing the badges they were awarded for achieving the December target.

8.7 Other pedestrian issues

Where parents park inconsiderately outside school, this can make crossing the roads dangerous for pedestrians. Fewer parents walk their children to school on wet days. I think we may be able to get more parents walking in the summer and I'm hoping that the producing an active travel map showing parking 5-10 minutes walk from the school will encourage more parents to park and stride.

9 Cycling & scootering

9.1 Pupil scootering

Some pupils (17) scooter to school.

This is the number according to our baseline data.

9.1a Scooter parking/storage

Scooter parking/storage spaces (10 total) are provided.

In the main school playground under the fire escape.

It is generally under-subscribed and some parents take the scooters home again. It is also weather dependent.

9.1b Encouragement & promotion of scootering to pupils & parents

Scootering is neither encouraged nor promoted.

We would like to participate in the Scooterbility training which we hope will increase uptake.

9.2 Pupil cycling

Some pupils (3) cycle to school.

According to our baseline data.

9.3 Staff cycling

Some staff (1) cycle to school.

We have bike racks in our staff car park.

9.4 Cycle routes/lanes

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

9.5 Cycle parking

Cycling parking (4 places) is available.

Location of cycle parking: In the car park available to staff.

All cycle racks are covered.

All cycle racks are secure.

All cycle racks are lit.

All cycle racks are near building entrances.

9.5a Utilisation of cycle parking

They are undersubscribed as only 1 member of staff is currently cycling.

9.6 Cycle training

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

9.7 Encouragement & promotion of cycling

Cycling is neither encouraged nor promoted.

We asked parents if they would like their child to participate in the Bikeability scheme and there was no interest this academic year.

9.8 Other cycling issues

The school is on a main road which doesn't have a cycle lane so it isn't the safest place for a child to cycle.

10 Public transport

10.1 Use of public transport

According to our baseline data, 5 children use buses to come to school. One member of staff comes to Tunbridge Wells by train on a Monday and goes home on a Friday (staying in a local hotel during the week).

10.2 Obstacles to use of public transport

As we are near the centre of Tunbridge Wells, there are good bus services close to the school. The school is about a 13 minute walk from the train station.

10.3 Promotion of public transport

As most children live within walking distance of the school, they don't need to use public transport.

10.4 Bus stops and services

10.4a Bus stops within 400m of site entrances

Grosvenor Road bus stop

10.4b Services currently serving these bus stops

6, 6X, 7, 231, 284, 291, 297, 402

10.4c Shelters at these bus stops

The shelters are typically clean.

The shelters are well lit.

The shelters have timetables or live travel information.

The shelters have seats.

10.5 Railway stations and services

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

Tunbridge Wells Station is used by 1 member of staff on Mondays and Fridays

Tunbridge Wells Station is just under 1 km from the school. Trains are run by South Eastern and there are regular services to London and Hastings.

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.

The taxi for the SEND student is organised by Kent County Council

11.3 Parking issues related to contract transport

Taxi driver often double parks outside the school

11.4 Other contract transport issues

None.

12 Current travel issues

12.1 Other travel issues

I don't think there are any other issues

12.2 New & current travel issues

We need to reduce the number of parents driving their children to school and promote scootering and cycling. We also need to get parents that do drive to park more considerately.

13 Travel survey results

modal split percentages (actual) - pupils

	Dec 2025	Apr 2020	Jun 2016	Jun 2016
walk	74.0	93.7	38.2	34.5
park & walk	6.7	0.0	25.7	29.2
cycle	0.5	0.0	2.9	0.9
scoot/skate	4.8	0.0	19.1	9.7
bus (all types)				
public bus	1.0	0.0	0.7	0.9
school bus	0.0	0.0	0.0	0.0
rail	0.0	0.0	0.0	0.0
car share	7.7	0.0	0.0	6.2
car (alone)	5.3	6.3	13.2	18.6
other	0.0	0.0	0.0	0.0

NB rounded percentages may not add exactly to 100.0%

modal split percentages (ideal) - pupils

	Dec 2025	Apr 2020	Jun 2016	Jun 2016
walk	50.0	100.0	11.8	13.3
park & walk	10.1	0.0	0.7	10.6
cycle	13.9	0.0	35.3	27.4
scoot/skate	19.2	0.0	41.2	32.7
bus (all types)				
public bus	1.0	0.0	2.9	0.0
school bus	0.0	0.0	2.9	1.8
rail	0.0	0.0	0.0	0.0
car share	2.4	0.0	0.7	4.4
car (alone)	3.4	0.0	3.7	9.7
other	0.0	0.0	0.7	0.0

NB rounded percentages may not add exactly to 100.0%

modal split percentages (actual) - staff

	Dec 2025
walk	37.8
cycle	2.7
bus	0.0
train	0.0
car (alone)	59.5
car share	0.0
other	0.0

NB rounded percentages may not add exactly to 100.0%

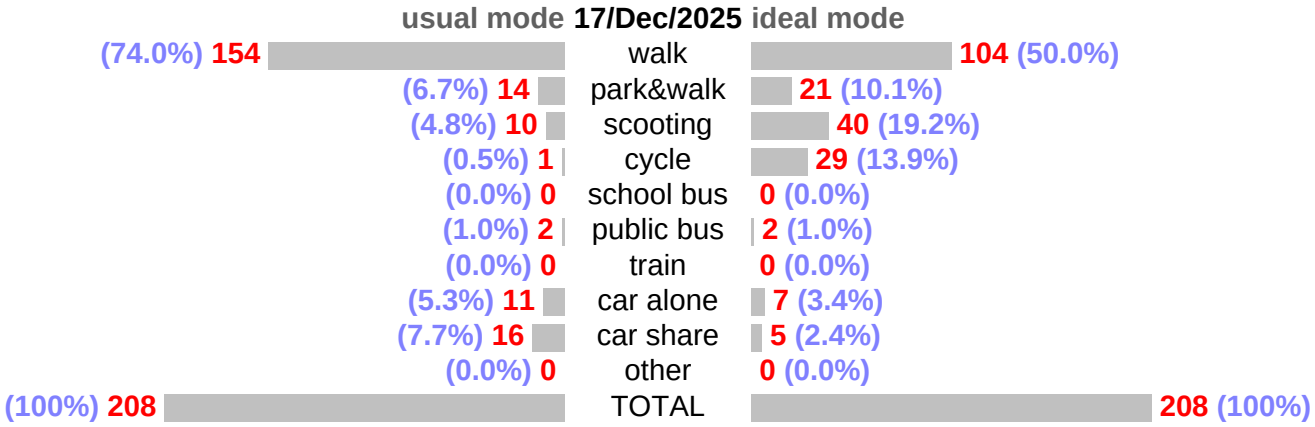
modal split percentages (ideal) - staff

	Dec 2025
walk	43.2
cycle	2.7
bus	0.0
train	0.0
car (alone)	54.1
car share	0.0
other	0.0

NB rounded percentages may not add exactly to 100.0%

comments on 17/Jun/2016 pupil survey: As a new school the current years 3 and 4 have travelled further as the catchment for a new school was open to those wishing to join a newly established free school. From this there are siblings that get preferential placements however the current intake catchment for September 2016 is 0.24. This means that going forward our walking school policy is easily achieved.

13.1 Barchart of latest pupil actual/ideal survey



14 Objectives

1	***Deter irresponsible parking*** *Encourage parents to 'park and stride' with their children so they don't need to park outside the school. Order banners for outside the school to remind parents to be mindful of residents when dropping off their children*
2	***Encourage more active travel by students and staff*** *Provide scooter training for children to increase the number of children scooting to school.*
3	***Provide an Active Travel map to show parents where they can park to Park and Stride*** *We need to highlight to parents the roads that are within a 10 minute walk of the school so that they can 'park and stride'.*
4	***Promote safe, active and sustainable travel to and from school*** *Use assemblies and newsletters to promote sustainable travel including promotion of the WOW campaign. We have only just started this campaign and have set the initial target at one journey per week. We need to increase the number of journeys required per week to qualify for the monthly badge.*

15 Targets

A	*increase % of pupils arriving/departing by car & foot (Park & Walk) from 7% (Dec 2025) to 11% by Jun 2030*
B	*increase % of pupils travelling by scooter from 5% (Dec 2025) to 10% by Jun 2030*
C	*reduce % of staff arriving/departing by car (alone) from 60% (Dec 2025) to 55% by Jun 2030*

16 Actions

Summary:	*Tasks:*	*Status:*
Curriculum *[lead: Natalie Arnold]* Scooterbility. Book Scooterbility for years 1, 2 and 3 to encourage more children to scoot to school. If necessary, provide more scooter storage	- Complete the Travel Action Plan - Book Scooterbility training - Review and evaluate the success of the scheme	not started
Everyday Active Schools *[lead: Sadie Jaffey and Anna-Marie Cheeseman]* Promote active travel as a way to improve pupil fitness	- Discuss in assemblies and in school newsletters - Teacher awareness in science and PSHE lessons - Promote health benefits to staff	not started
Park and Stride *[lead: Daphne Steptoe]* Provide Active Travel map to parents highlighting where they can park. Letters and newsletters to promote the scheme Use the WOW campaign to track uptake Adjust the plan if necessary after feedback from parents	- Provide Active Travel map to parents highlighting where they can park - Ensure Active Travel map is included in our welcome pack - Letters and newsletters to promote the scheme - Survey parents to establish how they travel to school and why - Use the WOW campaign to track uptake - Adjust the plan is necessary following feedback from parents	not started
Road Safety Education *[lead: Sadie Jaffey and Ruth Hughes]* Promote road safety as part of the PSHE curriculum Create pupil-led assemblies on sustainable travel	- Hold a staff meeting to introduce the Travel Action plan and look at ways that road safety can be incorporated into the PSHE curriculum - Provide road safety workshops for children - Follow workshops up with assemblies with specific aspects that are relevant to pupils at The Wells Free School	not started
Traffic Management Duty *[lead: Anna Marie Cheeseman]* Reintroduce staff patrols at pick up to encourage more responsible parking	- Introduce a rota for staff to patrol outside the school at pick up - Speak to drivers to discourage double parking or parking across neighbours drives - Use newsletters to promote responsible parking - Encourage drivers to 'park and stride'	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 Daphne Steptoe.

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	*Kate Le Page*	11/Feb/2026
Chair of Governors	*Louise Hallam*	11/Feb/2026