

Fordbank Primary and Flexible Learning Resource



School travel plan Updated June 2026

JASO



1. Introduction

1.1 School Description

Fordbank Primary School and ACE Base
Teviot Terrace
Johnstone
PA5 0NP

Tel: 0300 300 0153

Website:

<https://blogs.glowscotland.org.uk/re/fordbankprimaryschoolren/>

Twitter: @FordbankPS

Fordbank Primary School is a non-denominational school in Johnstone. The school opened in 1966. The new school building is twelve years old and provides excellent facilities for our pupils.

Our children and families are well-supported, and we work tirelessly to raise attainment for all in order to reduce the poverty related attainment gap where appropriate. The school takes great pride in the very good work carried out to reduce barriers to learning and ensure that all children are supported to achieve their potential.

Our school includes an Flexible Learning Resource provision for children across Renfrewshire Council who are given additional support to meet their social, emotional, and behavioural needs. Our approach to meeting the needs of our children within the base is inclusive and we are proud of the achievements of all our young people, including those within the Flexible Learning Resource.

The school has a very positive reputation in the local community and an active and supportive Parent Council. Parental surveys show that the school is well regarded amongst parents/carers with almost all indicating that they are happy with key aspects of the school.

Over the years we have built very strong partnerships with agencies and our community to provide motivating experiences for our children as well as supporting all children to achieve their potential within a nurturing and caring environment.

The strong staff team work well together to provide the best experiences for the pupils. The senior leadership team comprises a Headteacher with overall responsibility, a Depute Head Teacher, and a Principal Teacher. There are 18 teachers and 7 additional support needs assistants. The environmental services team comprises of senior facilities operatives, catering and cleaning staff.

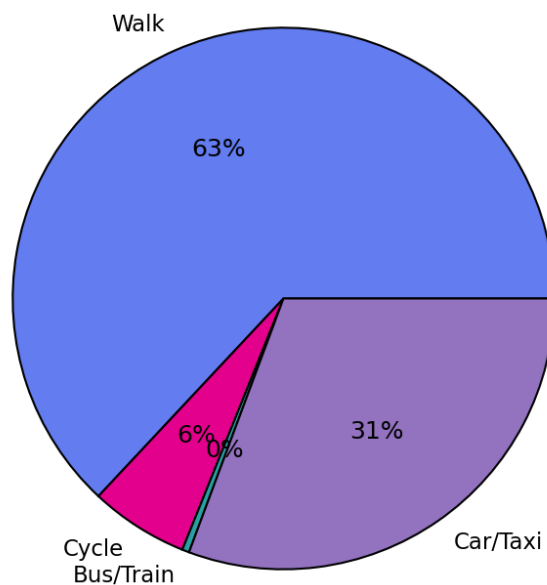
This Travel Plan outlines our current travel patterns, identified issues, and a clear action plan to encourage active and environmentally friendly travel choices.



2. Current Situation

2.1 Current Travel Patterns

- Survey details – who was surveyed (parents, pupils, teachers, etc.), when the survey was done, how it was done, etc.
- A whole-school survey showed walking remains the most common mode of travel, with car usage still significant. There is strong interest in cycling indicating potential for growth.
- Tables and graphs showing results of school travel survey, including usual mode of transport to and from school, and preferred mode of travel (include members of staff).



- Details of any journeys to attend pre and after-school events, and journeys made during the school day to attend activities at other locations.
- School close to Milliken Park train station, so when possible the school tries to use this as our preferred mode of transport. When not possible, the school will hire buses.
- In the past, Primary 6 have taken the train to Glasgow and then take the Underground in Glasgow for school trips.
- After completing Bikeability programme, Primary 6 and 7 often travel along the cycle track on their bikes to Castle Semple.
 - Current involvement of school in school travel activities and education.
- *Bikeability*
- *JRSO representatives*
- Date your survey with the month and year that it was undertaken.

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2. Current Situation

2.2 Issues and Problems

- Details of vehicle / pedestrian / cycle access points to the school grounds. Include SEN vehicular needs and arrangements. Our school has;
 - One vehicle access point into the school carpark
 - Three pedestrian and cycle access paths
 - Four disabled parking spaces
- Details of key local transport facilities (e.g. number of staff / visitor car parking, cycle /scooter parking, lockers, walking routes / cycle routes / bus stops serving the school)
 - 21 staff/visitor parking spaces
 - Bike/scooter parking at front entrance
 - Milliken Park train station 5-minute walking distance away
 - Bus stop 2-minute walking distance away
 - Local Cycle Path 15-minute walking distance away (path to many local villages and Paisley)
- Access issues for pedestrian / cyclists / public transport users' / car users (may be helpful to illustrate with photos)
- Access to the school can be difficult as the school is situated in the middle of a housing estate. There is a high number of cars parked their throughout the day causing difficulty manoeuvring and often being very congested.
- Congestion / parking issues in and around the school.
 - Car park often overcrowded due to increased staff and visitor numbers. Disabled parking often unavailable for users.
 - Drop off area of the car park used for parking both in the school and at the back of the school in local parking area.
- Road safety issues raised in the survey.
- Locations where pupils / parents have identified particular concerns (use photos / maps to illustrate key points)
- Sometimes the underpass walkway to access the school and local area can be abused and unsafe due to damage. This will often happen during after school hours with people hanging about the area.
- At the rear entrance of the school during pick up and drop off times in the morning and afternoon the small car park at the back of the school becomes very crowded. Often families and locals are blocked in or have difficult manoeuvring into spaces. On occasion



this has led to heightened anxiety of some of our parent community as well as the obvious dangers of high car traffic around a drop off zone.

- Any future changes / developments likely to affect travel to / from school
- New housing is continuing to be built in the local areas in Spateston which will likely cause more car traffic around the area.

2.3 Current Achievements

- Policies / measures already in place to promote safe travel and encourage walking, cycling, bus use and / or car sharing
- School recently won the Beat the Streets competition (2025-26 session)
- School cycles and walks to Lochwinnoch as part of sponsored activity.
- Weekly outdoor learning
- JRSO officers nominated and elected as part of the school Eco committee.
- Primary 7 about to complete Bikeability Level 2 course.
- Primary 6 take part in Bikeability Level 1 course.
- When possible, school always opts to use public transport such as train station as it is located right next door to the school.
- Many of our pupils will walk to school and also scooter or ride their bike. The school office provides locks for their bikes to keep them secure during the school day.
- WHOOSH (We Highlight Out of School Heroes) award in school incorporates outside personal achievements such as biking or walking. These are shared at the weekly whole school assembly.

3. Preferred Situation

3.1 School Travel Plan Objectives

- What the school is trying to achieve through their School Travel Plan in general terms
 - To Improve overall health and wellbeing of school community (staff and pupils) and promote a healthier, climate friendly way to travel to school.
 - Increase active travel (walking and cycling)
 - Improve road safety around the school
 - Reduce congestion and vehicle use
 - Promote sustainable, environmentally friendly travel
 - Support pupil independence and wellbeing



3.2 School Travel Plan Targets

- Targets should reflect a particular level of achievement for each objective
- Should be: SMART, i.e. Specific, Measurable, Achievable, Relevant and Time-limited
- To increase walking/cycling by 10%
- To reduce car journeys by 5%
- 100% Bikeability participation for P6 and P7
- To organise one whole-school active travel initiative per term
- To have discussion about safe travel to school at the whole school assembly on a monthly basis to raise awareness to 100% of pupils.
- To seek a community partnership that can deliver bike maintenance



4. Implementation

4.1 School Travel Plan Partnership

- Roles and responsibilities of the various parties involved (e.g. pupils, parents, school staff, active schools, local community, council, police, etc.) including trained helpers e.g. Cycle Training Assistants.

Primary 6&7 Bikeability

Staff trained in Bikeability

Amy Couttie from One Ren

JRSO Committee



4.2 Consultation

- Indicate how you sought to find out the opinions and ideas of all those directly affected by the issues and actions proposed in your School Travel Plan.

Parent survey

Pupil questionnaire and survey completed at assembly

Discussed at Parent Council meeting

Met with Craig Dalziel (Bikeability Coordinator)

- Who was consulted, how and when? As a minimum, consultation must involve parents, pupils and staff.

Pupils and staff members

Parents at Parent Council meeting

- What were the outcomes of this consultation?

Raise awareness of safe travel and potentially send home advice/information.

Share on our website

Create a poster to be shared at the school gates.

Create a school travel map to share with community.

- Include evidence of consultation in an appendix (e.g. survey forms, minutes of meetings, letters sent home to parents, newsletters etc.)



4. Implementation

4.3 Action Plan

As part of your action plan, include any publicity measures, school policies, curriculum activities (refer to the Cycle Friendly Primary School Lesson Plan or Bikeability Scotland Worksheets), Bikeability Scotland training, STP initiatives (i.e. WoW (walk on Wednesdays / walk once a week) Big Pedal, Bike Week, STP events (bike breakfast or Dr Bike), on site infrastructure.

- Introduce Walk & Wheel events each term
- Promote Park and Stride
- Improve bike storage facilities
- Deliver pupil-led safety campaigns
- Work with local council on traffic management



5. Monitoring and Review

5.1 Monitoring process

- Say how and when, (set a month and year), the next surveys will be done to show whether objectives and targets are being met (minimum of an annual Hands Up Scotland Survey)

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- State who (specific individual) will be responsible for ensuring the survey will be carried out.

JRSO officers/ ECO committee to complete bi-annually.

- Confirm how the survey results will be reported to the school community.

- School website
- Shared at an assembly

5.2 Review Process

- A School Travel Plan is an ongoing process of review and change.
- Additional measures may be implemented, or existing ones modified over time to suit the changing circumstances of the school. These may be incorporated into the travel plan at the discretion of the school.
- The Plan should be continually reviewed, have a clear action plan that pupils can easily understand and highlight specific areas for improvement. The action plan should be updated at the start of every school year and identify who will undertake the review and when it should be completed by.
- Include a commitment that the review will consider pupil travel needs arising from new developments in education and transport provision and that the School Travel Plan will be revised as necessary to take account of these.
- Any review should be planned to start before the action plan has run its course.



Travel Plan Agreement

We support the content of our School Travel Plan.



Name

Position

Signature

Mr. Steven Mitchell

DHT

Steven Mitchell

Mrs. Anne Carrigan

JRSO Committee

Anne Carrigan

Mrs. Rachael Denny

Class Teacher

Rachael Denny

JRSO Representatives

Miss Amy Couttie

One Ren

Amy Couttie

Mr Craig Dalziel

Bikeability Coordinator

Craig Dalziel



Curriculum for Excellence Links

<p>Brief outline of what a travel plan is</p> <ul style="list-style-type: none"> • Why is the school are developing one • What is the overall vision. 	<p>LIT 1-02a, 1-05a, 1-07a, 1-09a, 1-23a, 1-28a/1-29a, HWB 1-12a, 1-13a, 1-14a, 1-19a</p>
<p>Map of the area</p> <ul style="list-style-type: none"> • What is on your school's site – Nursery/Primary/Secondary/other 	<p>MTH 1-17a, 1-18a, 1-10a, SOC 1-14a</p>
<p>Promotion activities in the school</p> <ul style="list-style-type: none"> • Links/case studies 	<p>Literacy</p>
<p>Infrastructure in the school</p>	<p>Literacy</p>
<p>Consultation and surveys</p> <ul style="list-style-type: none"> • Hands Up Scotland Survey • Pupil/Parents/Staff Survey • Online Surveys • Collation 	<p>LIT 1-05a, 1-07a, 1-09a, MTH 1-20a, 1-20b, 1-21a, 1-03a, 1-07c</p>
<p>Analysis and results</p> <ul style="list-style-type: none"> • How are people travelling now and how do you want them to travel in the future? • Past travel – have things changed over time – why? 	<p>LIT 1-05a, 1-07a, 1-09a, MTH 1-20a, 1-20b, 1-21a, 1-03a, 1-07c</p>
<p>Action Plan/SMART (Specific, Measurable, Achievable, Realistic, Time-bound)</p> <ul style="list-style-type: none"> • What needs to happen/when and by whom • Could we put in an action plan table example? 	<p>HWB 0-18a, 1-20a, 1-25a, 1-27a, 1-28a, SOC 1-04a, TCH 1-01c, 1-04a, 1-04b, EXA 1-01a, 1-02a, 1-03a, 1-06a, MNU 1-10b, LIT 1-24a, 1-26a</p>



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Cycling Scotland

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