



Active
Travel
England

Streets for Schools Tool

Designing streets
outside schools, colleges
and universities



October 2026

Designing Streets for Schools

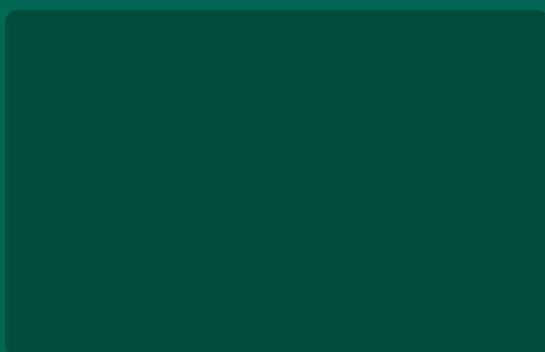
This document shows two examples of good practice active travel design based on existing guidance and Active Travel England's **Streets for Schools (SFS) Tool**.

The icons included in the visualisations highlight how the **Reclaim, Upgrade, Protect and Activate** metrics outlined in the Streets for Schools Tool can be applied to a primary school setting and a secondary school, college or university setting (see the [key at the end of the document](#)).

The visualisations are intended to provide ideas and inspiration for scheme designs, with a view to improving the environment outside places of learning and increasing the number of people walking, wheeling and cycling to school, college and university.

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A primary school street design

This visualisation is a primary school in a rural or peri-urban setting with wide footways to enable comfortable walking and wheeling for all.

The road outside the school gates is permanently shut to motor vehicles, with only cycles permitted to use it via distinctive street entry treatments. There are places for people to play, and cycle parking which caters for a variety of types of cycle including cargo bikes and adapted cycles. Park and Stride is facilitated while a vibrant mural has been painted on the school building to add pride and attractiveness to the street.



Traffic



Park and Stride



Play places



Footway width and guard railing



Street entry treatment



Trees/sustainable drainage systems (SuDS)/planting



Footway quality and maintenance



Lighting



Places to rest and socialise



Multi-modal connectivity



Cycle/scooter/buggy parking

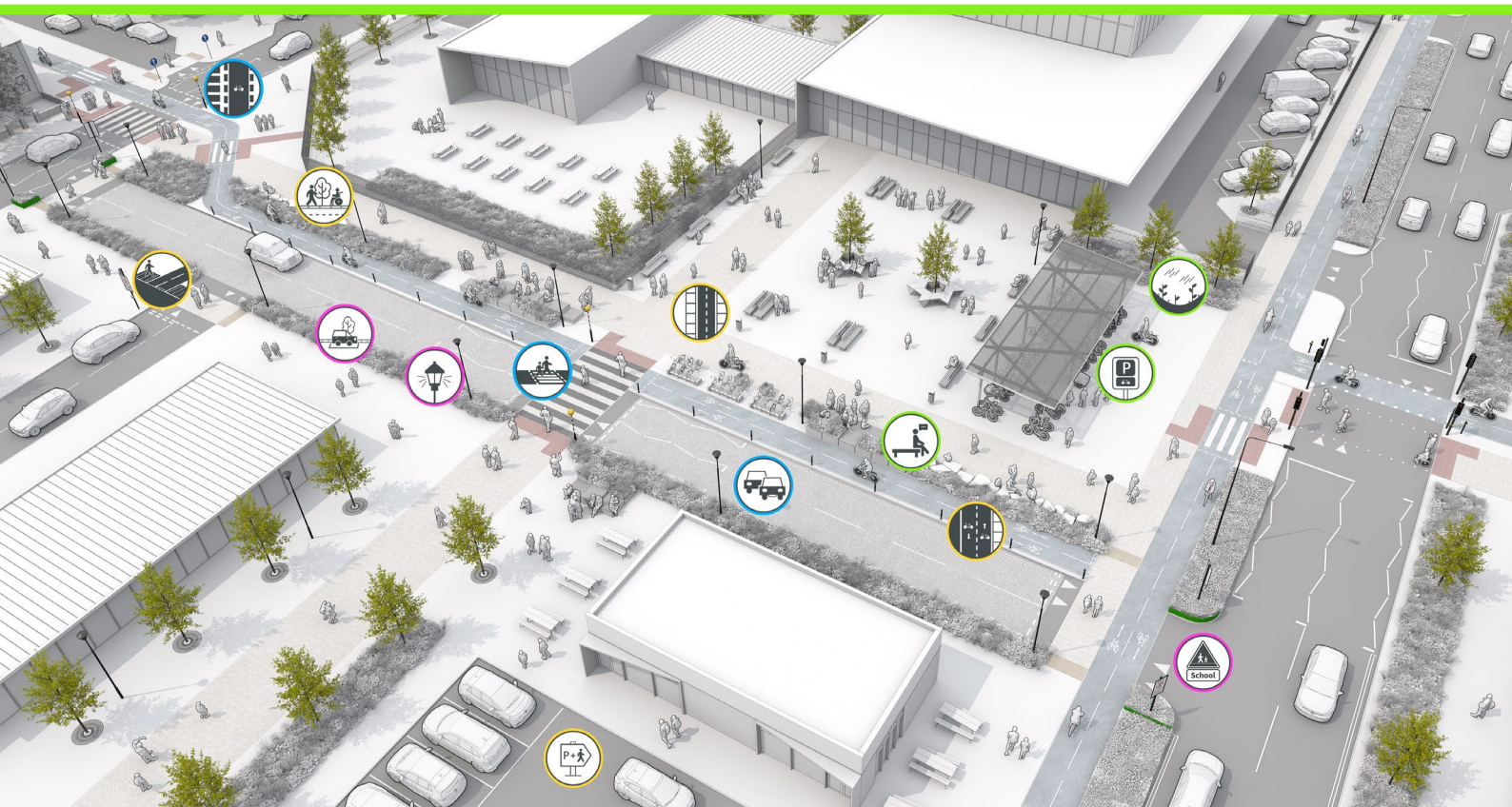


Points of interest

A secondary school or college

This visualisation focuses on a larger site, such as a secondary school or college.

Protected cycle lanes have been installed to allow people to cycle to school from all directions and high-quality lighting improves safety for those walking and wheeling to classes in dark, winter months. Sustainable drainage systems are in place to reduce the risk of flooding. Controlled crossings help people to safely reach the school site and places to rest encourage people to sit, socialise and enjoy the start and end of the school day.



Traffic



Walking and
wheeling crossing
points



Cycle crossing
points



Footway width
and guard railing



Footway quality
and maintenance



Side road
crossings



Cycle protection



Park and Stride



Street entry
treatment



Lighting



Pavement
parking



Cycle/scooter/
buggy parking



Trees/SuDS/
planting



Places to rest
and socialise

Metrics key and information

The icons in the key show the 17 metrics measured in Active Travel England's Streets for Schools Tool, and are grouped under the RUPA framework – Reclaim, Upgrade, Protect, Activate.

Reclaim



Traffic

How many motor vehicles will be using the street outside the facility's main entrance?



Walking and wheeling crossing points

Can pedestrians easily walk or wheel across the street?



Cycle crossing points

Can people on cycles easily cross the street?

Upgrade



Footway width and guard railing

How accessible and easy to use is the footway for the number of people using it at the busiest times? Can people walk or wheel side by side?



Footway quality and maintenance

What is the quality of the footway? Is it well maintained throughout the year and comfortable for all users?



Side road crossings

How easy is it for people to cross side roads at junctions on the street outside the facility?



Cycling protection

Are people on cycles protected when travelling to or past the facility where motor traffic volumes require it?



Multi-modal connectivity

How well integrated is the environment with other modes of sustainable transport?



Park and Stride

How well integrated is the environment with facilities to enable controlled drop-off and pick-up by motorised vehicles?

Protect



Lighting

Is the environment well lit to ensure safe use all year round?



Street entry treatment

Is there a clear demarcation upon entry to the street outside the educational facility showing that it is different to a 'standard street/road'?



Pavement parking

Does pavement parking reduce the pedestrian experience or environment?

Activate



Cycle/scooter/buggy parking

How easy is it to park a cycle, buggy or scooter at or near the facility?



Play places

Is there a user-appropriate space in the public realm for people to enjoy for play and recreation, particularly children?



Trees/SuDS/planting

Does the scheme have good water management and provide greenery to users of the space?



Places to rest and socialise

Are there safe facilities for people to rest and/or socialise near to the educational facility without causing obstruction or endangering people?



Points of interest

Is there something visually distinct or culturally significant that people can interact with/feel pride in?





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