



**Notice of meeting of
School Travel Plans and Safe Routes to School Ad Hoc Scrutiny
Committee**

To: Councillors Aspden, Brooks, D'Agorne, Firth, Merrett and
Potter

Date: Tuesday, 27 July 2010

Time: 5.30 pm

Venue: The Guildhall

AGENDA

- 1. Appointment of Chair and Vice-Chair**
To appoint a Chair and Vice-Chair of the Committee.
- 2. Declarations of Interest**
At this point Members are asked to declare any personal or prejudicial interests they may have in the business on the agenda.
- 3. Public Participation**
At this point in the meeting, members of the public who have registered their wish to speak regarding an item on the agenda or an issue within the Committee's remit can do so. The deadline for registering is **5.00 pm on Monday 26 July 2010.**
- 4. School Travel Plans Scoping Report** (Pages 3 - 24)
This report presents information on the current arrangements for school travel planning in York and asks Members to agree a remit for this review together with a work plan for carrying out the review.
- 5. Urgent Business**
Any other business which the Chair considers urgent under the Local Government Act 1972.

Democracy Officer:

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For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting Jayne Carr
Democracy Officer

- Registering to speak
- Written Representations
- Business of the meeting
- Any special arrangements
- Copies of reports

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Scrutiny Committees

The purpose of all scrutiny and ad-hoc scrutiny committees appointed by the Council is to:

- Monitor the performance and effectiveness of services;
- Review existing policies and assist in the development of new ones, as necessary; and
- Monitor best value continuous service improvement plans

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School Travel Plans Ad-Hoc Scrutiny Committee

27 July 2010

School Travel Plans Scoping Report

Purpose of Report

1. This report presents information on the current arrangements for school travel planning in York, and asks Members to agree a remit for this review together with a workplan for carrying out the review.

Background

2. In March 2010, Scrutiny Management Committee (SMC) received a referral from the Economic & City Development Overview & Scrutiny Committee in response to a scrutiny topic registered by Cllr Alexander – see Annex A. They raised concerns regarding the extent of the proposed topic and suggested that the topic should be more clearly defined and concentrated around the Safe Routes to School Programme and School Travel Plans (STP). As a result, they requested that SMC establish a cross-cutting ad-hoc scrutiny committee to look at all the relevant issues.
3. SMC considered a presentation that had previously been given to the Economic & City Development Overview & Scrutiny Committee, and officers presented information on the work currently taking place with schools to address some of the ongoing issues which in turn, provided a possible focus for this review:

Funding

- Funding of the School Travel Co-ordinator Post after April 2011

Review of Travel Plans

- What factors make a successful School Travel Plan, what difference do School Travel Plans make & how could this influence LTP3?
- How often are School Travel Plans reviewed/renewed and is there a policy around this?
- Best Practice (are there any outstandingly good School Travel Plans & how can the successful factors within them be shared)?
- How can the profile of School Travel Plans be raised?

Health /Air Quality

- How can an increased use of School Travel Plans improve health benefits and impact upon air quality across the city?

Parking, Congestion & Safety

- How can this be improved near schools, specifically within designated School Safety Zones?
4. SMC agreed that a crosscutting ad-hoc scrutiny committee should be established to carry out the review, made up of members from the following Overview & Scrutiny Committees:
- Economic & City Development Overview & Scrutiny Committee
 - Health Overview & Scrutiny Committee
 - Learning & Culture Overview & Scrutiny Committee
 - Community Safety Overview & Scrutiny Committee
5. SMC recognised that once established, its first task would be to receive an information report highlighting the current situation in regard to school travel plans (both the national context and in York), in order to identify and agree a remit with objectives for the review.

Background to School Travel Plans

6. Over the last 20 years the proportion of children being driven to school has been gradually increasing with commensurate impacts on congestion, pollution, health and impacts on the wider environment.
7. It was against this back drop that in 2003 the government of the day stated that *“We want local education and transport authorities to develop a joint strategic approach to school travel issues and to reduce car dependency for journeys to school in their area. School travel plans will be the key strategies for achieving this and we want authorities to work with schools or groups of schools to develop plans to meet local circumstances. Our objective is that all schools should have active travel plans before the end of the decade.”*¹
8. **What is a Travel Plan?**
An STP is a written document that outlines a series of practical steps for improving children’s safety on the journey to and from school and for reducing car use while increasing active travel to school, particularly walking and cycling. The whole community should be involved in its writing - parents, pupils and staff are surveyed and asked about their journey to school in order to identify if there are any aspects of the journey where children (and adults) feel unsafe and which may present a barrier to walking or cycling. Without the support of the Head Teacher and staff, any travel plan is likely to be ineffective.
9. **Statutory Duties**
Local authorities have certain statutory duties relating to sustainable travel to school. The Education and Inspections Bill 2006 placed a general duty on local authorities to promote the use of sustainable travel and transport to school. The key responsibilities placed on local authorities by the Bill are summarised in Annex B.

¹ (p48, Traveling to School – A good practice guide, 2003)

10. The same Bill places a responsibility on Local Authorities to include 'Mode of Travel to school' in the school census as this is a mandatory indicator in Local Transport Plans. All schools with an approved travel plan are required to submit their mode of travel data for all their pupils. The data is collected in the Autumn term and submitted with the January Census data. In York this data is used to monitor existing travel patterns and help identify schools with a potential to reduce car usage.
11. The Education (School Information) (England) Regulations 2002, amended with effect from 1st June 2007, requires local authorities to publish their Sustainable Mode of Transport Strategy (SMoTS) on their website by 31st August each year. This is available on the CYC website.
12. As part of the 2007 Comprehensive Spending Review the Government published a set of 198 National Indicators (NI's) that underpin the new performance framework. The NI's which school travel plans support to a greater or lesser degree are listed in Annex C.
13. **Why target the journey to school?**
Nationally, some 20% of the peak time traffic comes from the school run. In York some 30% of primary school children are driven to school. This has obvious impacts on congestion, carbon emissions and air quality within the City as a whole and the safety of roads around school entrances. Locally this has an impact on journey times within the City such as on bus route timetables. For example, bus route No 10 from Stamford Bridge allows 1 hr 26 mins in term time but only 1 hr 3 mins during school holidays (between 0730 and 1000), that is an extra bus on the road to maintain a half hourly schedule. During school holidays, traffic volumes are noticeably lower.
14. At the same time as car use for school journeys has been increasing, obesity rates amongst the population, and notably amongst school children have also been increasing. While there may not be direct links between the two, tackling the school run and encouraging children to travel actively to school rather than by car can help with improving the overall health of children and the families that travel with them on the school journey.
15. **Role of School Travel Plan Coordinator**
A School Travel Plan Coordinator (STPC) works with schools to identify the main school travel related issues arising from the consultation process. The STPC supports the school in establishing an STP working group comprising representatives from the school community. The STPC provides advice and guidance to the working group with the aim of drawing up an action plan that identifies solutions to the key issues. The STPC will support schools in analysis of the travel to school data so that realistic mode of travel targets accompany the action plan.
16. While some issues will be unique to a particular school, some issues will be common to many. The STPC works with Engineering Consultancy to develop 'Safe Routes to School' schemes which help improve conditions on the main

walking and cycling routes to school. The appropriate solutions are identified and a plan of action is agreed. The schemes may be as simple as the need to cut back vegetation to improve visibility. Alternatively improvements to footways, provision of crossing facilities or traffic calming to improve road safety may be implemented. In some cases, new or improved cycle routes are developed such as that along Beckfield Lane, or outside Haxby Road school where measures were taken to prevent drivers driving in the cycle lane to avoid the speed cushions. The extent of the scheme generally depends on the number of pupils, where they live, and the number (and cause) of accidents as well as the speed and volume of the traffic on the surrounding road network.

17. The STPC also acts as a key link between schools and various Council departments. This role is likely to be more important if there is an increase in the number of 'Academy' schools where the level of contact between the Council and schools could be reduced. Links are also built with other teams to support the travel planning process e.g. with the Planning and School Transport/Education Access teams as well as Parking Services and Road Safety, to ensure new school developments have an STP in line with the planning requirements.
18. **School Initiatives**
The STPC works to demonstrate how sustainable and active travel to school relates to the delivery of a number of initiatives that schools are involved with such as the 'Healthy Schools' agenda, specifically tackling childhood (and family) obesity); the 'Sustainable Schools' agenda and a number of other initiatives as follows:
19. **Healthy Schools** –In York, over 80% of schools have now achieved 'Healthy School' status. To gain that award schools must satisfy a huge range of criteria, including having an up to date school travel plan. When a school is under review for the Award, the Healthy Schools coordinator will advise if they think the school's travel plan needs updating. Collaborative working means that schools needing their travel plans updating are identified and supported in a timely manner.
20. **Contribution to Childhood Health and Obesity Levels** – In York, health, and in particular obesity, has been targeted in its Local Area Agreement as an area for action. In particular, NI 56 targets children in year 6, with some 15% of York 10/11yr old children currently classed as obese. The same document highlights that adults over 16 years old should be taking 30 minutes exercise 5 times weekly and that children should be taking at least 60 minutes moderate activity each day.
21. Many parents of primary school age accompany their children to school. A not insignificant number will drive their children to school thinking that it is quicker when often it is just as quick to walk or cycle without the added inconvenience of finding a parking spot. The easiest way of getting exercise is widely recognised as by building it into the daily routine. By walking or cycling with their children to school, the accompanying adults will be able get some or even all of their daily recommended exercise from the journey to school. In addition children will be getting some of their 60 minutes activity time, again as part of their daily routine. When children were surveyed for the 2009 school census, we found that many of the primary school children who are driven to school would actually prefer to walk

or cycle. It tends to be the common assumption that those who travel actively are fitter, healthier and leaner than those who travel by mechanised transport. A survey of a number of scientific journeys showed that:

- Children who cycled were fitter than those who walked or went by car or bus;
- Car users were the least fit, less than bus users;
- Children who travel actively to school
 - Had higher weekly levels of activity than those who did not
 - Were more likely to be active in other aspects of their lives
 - May have a lower BMI

22. **Sustainable Schools** - A Sustainable School is one that puts sustainability at the heart of the school culture. As outlined in the DCSF's 'Sustainable Schools Initiative; there are eight 'doorways' which allow schools to take an holistic approach to minimising their carbon emissions and reducing their environmental impact. These doorways look at such topics as waste, energy and water, and travel and traffic. Health is taken seriously and pupils encouraged to travel in a sustainable manner to school. Therefore for a school to be a Sustainable School, it should have a recent and active school travel plan.

Key Drivers in York

23. City of York Council (CYC) has set a target to reduce carbon emissions by 40% by 2020 and 80% by 2050. As the 'school run' contributes 20% of the vehicles on the road during term time, it is clear that by encouraging more walking and cycling to school, active travel to school can play an important part in reducing carbon emissions through transport and contribute to a low carbon lifestyle.
24. At present some 30% of primary school children and 6.2% of secondary school pupils in York are driven to school. In a recent LTP2 interim report, CYC stated it would like the proportion of primary and secondary school children travelling to school by car reduced from a total of 18.6% of all children in 2008 to 15% by March 2011 and cycling rates increased from 6.9% to 13.4%. The cycle city target is to increase cycling rates to 15%. Walking rates are to stay broadly the same.
25. New development in schools often impacts on the number of vehicles visiting a school. Such is the priority that York gives to encouraging sustainable travel to school, if there is a likelihood that any proposed development will impact on vehicle movements, schools will usually have to have an effective STP in place, as one of the planning conditions, within a set period following the opening of the school. This policy has been effective in encouraging schools to write a new travel plan or review existing plans.
26. The Council looks for ways to encourage schools to develop active and sustainable travel initiatives. The initiatives that appear to prove most successful at encouraging sustainable travel to school are those in which the children themselves are motivated to take part. Those initiatives currently underway across the city are detailed in Annex D.

Monitoring/Reviewing STPs

27. In August 2007 the Department for Transport issued an updated Advice Note giving information on a newly developed national minimum standard as a means of ensuring as far as possible, that the content and quality of an STP is such that it should ensure longevity, encourage ownership by the school, assist with the delivery of each of its specified objectives and targets, and generally be as effective as possible in bringing about long term change. In addition to the National Healthy Schools Standard criteria and other developments, the Advice Note also took into account changing government policies and priorities, including 'Every Child Matters', Extended Schools, the 14-19 Agenda, and the requirements of the Education and Inspections Act 2006. From September 2007 the criteria by which an STP was considered was made considerably more rigorous, requiring partnership working and ensuring long term sustainability of the travel plan.
28. In York, some 53 schools (69.7%) of York's 76 maintained and Independent schools had delivered travel plans to the old standard and that since 2007, 19 schools (25%) have delivered to the new standards. Taking into account the fact that travel plans tend to have a life of around 3 – 4 years, this means that the pre 2007 travel plans are now in need of updating.
29. An STP needs to have been reviewed in the last 3-years to meet the requirements of the Healthy Schools annual review. At present the effectiveness of York's STPs are monitored through the annual census. Until March 2010, the focus had been on encouraging schools without a travel plan to write one. As York has only 1 FTE this has left little opportunity for more formal reviews of travel plans other than for planning purposes or at the school's request. For a period spanning 2006 – Jan 2008 the role was either staffed by 0.5 FTE or not at all.
30. Of the 8 schools who completed their first travel plan in 2009, the 2010 Annual Census showed that 5 schools had increases in walking of between 3% and 9% and decreases in car use between 2% and 5%, and one school showed a very slight shift to sustainable travel. Two schools showed increases in car use of around 2%, one of which has re-engaged to actively promote sustainable travel in the autumn. The statistics must, however be placed within the context of the varying school sizes such that for a school of 120 children, a shift of 2% accounts for 2-3 children.
31. As of 2010, 95% of York schools have travel plans with the few remaining schools expected to deliver by March 2011. For this reason, it is difficult at this stage to determine the specific impact school travel plans (in isolation from other measures) have had on encouraging a shift to sustainable modes. What is clear, however, is that the travel planning process is one which must be revisited on a regular basis to allow schools to adapt to the changing environment in which they function.

School Travel – the next steps?

32. The coordination of school provision is once more, being re-evaluated. It is currently unclear as to the extent to which local authorities will have responsibility for engagement with the schools in the area. It is clear, however, that parents will still take their children to school and that the local authority will remain the body responsible for the smooth operation of the public highway, ultimately for the provision of public transport and for ensuring that air quality standards are monitored and work is carried out to ensure that they improve.
33. **Local Transport Plan**
In common with all other local authorities, City of York is proceeding with the design of its third local transport plan to be implemented from April 2011. The plan is intended to shape transport policy for the next twenty years with an action plan which will set specific, deliverable, objectives for 2011-2014/16. All current indications suggest that this delivery will be within the context of a greatly reduced Capital budget, meaning there will be reduced funding for infrastructural schemes.
34. All of the problems facing our schools and communities: congestion, parking, obesity, etc, will still need to be addressed. 'Influencing Travel Behaviour' is likely to be high up the government's agenda as it looks for low cost schemes and initiatives demonstrating value for money.
35. Currently this Council has STPCs but at a time when resources become increasingly scarce, perhaps the role of this post should be widened to work with schools within the context of the wider community, for instance working with local businesses to understand how parents can walk their children to school then continue to walk, cycle or take the bus to their place of work.
36. **The Environment**
If the Council is committed to reducing its carbon emissions by 40% by 2020 as per the pledge made in its Carbon Action Plan, it is difficult to see how this will be achieved without the necessary partnerships with schools and businesses required to influence travel behaviour. The STPCs have developed good working relationships with schools across the city and are now assisting schools to implement their action plans contained within the travel plans to ensure that they do engender lasting change.
37. **Finance**
Since 2004 the Government has financed the initiative to deliver school travel plans in all of the nation's schools, and a target was set for all Local Authorities that 100% of schools should have an STP by March 2010. It is worth noting the onus has been on Local Authorities to deliver and promote school travel plans, not the schools themselves which is why some schools still do not have a travel plan. In York this money has funded one full time equivalent member of staff (usually, as at present, two members of staff on a job-share basis). For 2010/11, the area based grant was reduced by 25%.
38. Government funding will continue until March 2011 and for 2011/12 the Council currently has no indication as to whether central government will continue to fund

this area of work. Therefore, as part of this review Members may wish to identify alternative ways of supporting schools with travel planning should the funding currently available be withdrawn in future years.

Future Priorities

39. In order to appreciate the work required to continue supporting schools with travel planning, the future priorities for York's STPCs are outlined below:
- Working with the few schools still without a School Travel Plan (STP).
 - Refreshing plans at schools with an STP; particularly those that were written pre-2007 and show no evidence of review in the last 3 years.
 - Assisting schools and engineering colleagues to identify and implement appropriate traffic engineering measures – e.g. pedestrian crossings, traffic calming, safe routes to schools, cycle and mini-scooter parking.
 - Encouraging the few remaining secondary schools who are not currently doing so to introduce Bikeability Levels 2-3 – the modern cycle proficiency course.
 - Encouraging all schools to:
 - i) promote and monitor the uptake of Bikeability Levels 1-3 and pedestrian training with the aim of increasing the numbers of students receiving all levels of road safety training.
 - ii) conduct a monthly/bi-monthly cycle count
 - iii) introduce cycle and walking initiatives such as 'Bike It' and 'Walk Once a Week'.
 - Working with all schools to help them to:
 - i) complete the relevant aspects of the January School census more accurately i.e. Actual Mode of travel to school (MOT) data collection.
 - ii) conduct a bi-annually collection of preferred MOT. This is a requirement of a travel plan review.
 - iii) widen the scope of their plans to ensure that they:
 - address all pupil needs i.e. journeys to/from school at normal start/finish times; journeys to attend pre and after school events and journeys during the school day to attend activities at other locations;
 - Include journeys made by teachers and other staff during the school day, including their commute to work. This will bring the scope of travel plans in line with the expectations of the planning system (PPG 13 Transport and Sustainability)
 - Publishing STPs on school websites to allow parents and staff to better engage with the travel planning process and to increase awareness of sustainable modes of travel.
 - Undertaking focussed work with parents and school staff.
 - Investigating the feasibility of integrating school travel planning with workplace and area based travel planning.
 - Identifying further opportunities to share good practice and provide targeted specialist support.
 - Analysing the data alongside our Local Authority Management Information Services officer to improve the quality and evidence the case for funding further work.

40. This work will involve working with others both inside and outside the authority, to strengthen current partnerships and to develop new strategic alliances.

Consultation

41. In carrying out this review, Members may choose to consult with Council officers – in particular the Transport Planning Unit, as well as with schools and parents.

Suggested Remit & Objectives For This Review

42. In support of the ongoing work being carried out by STPCs, the suggested aim of this review could be:

‘To identify an integrated approach to travel plan development that recognises the relationships between active travel and health, sustainability (particularly air quality and climate change issues) and traffic congestion and community cohesion.’

43. The objectives for this review could focus on:

- Understanding what works in York and the challenges, in order to identify how the Council can do school travel planning better
- Identifying the best way to support schools with travel planning (either through the role of STPCs (subject to available funding being provided/identified) or providing support to schools through an alternative mechanism
- Identifying the key messages for all travel planning in York

Options

44. Having considered the information contained within this report and its annexes, Members may choose to:
- amend and/or agree the suggested aim and objectives for this review as detailed in paragraphs 41-42 above or;
 - identify and agree an alternative aim and set of objectives

Implications

45. There are no known Legal, Financial, HR, Equalities or Other implications associated with the recommendation in this report.

Corporate Strategy

46. A review of this topic would support a number of the themes within the Council’s Corporate Strategy e.g. that the Council will make York a Healthy and more Sustainable City.

Risk Management

47. There are no known risks associated with the recommendation in this report.

Recommendations

48. Having considered the information within this report and its annexes, Members are asked to agree the following for this review:

- an aim and objectives
- a number of meeting dates
- a workplan

Reason: To ensure compliance with scrutiny procedures, protocols and workplans.

Contact Details

Author:

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Chief Officer Responsible for the report:

Andrew Docherty
Head of Civic, Democratic & Legal Services

Scoping Report Approved



Date 16 July 2009

Specialist Implications Officer(s) N/A

Wards Affected:

All



For further information please contact the author of the report

Background Papers: N/A

Annexes

Annex A – Topic Registration Form

Annex B – The Education and Inspections Bill 2006 – Key Points

Annex C – List of National Indicators supported by School Travel Plans

Annex D – York Schools Current Sustainable Travel Initiatives



Scrutiny Topic Registration Form

*** Proposed topic:** City of York Council scrutinises the physical access to schools across the city with specific reference to the school's travel plans, the speed of traffic, illegal parking, effectiveness of crossings and surface of roads and pavements.

*** Councillor registering the topic** Councillor James Alexander

Submitted due to an unresolved 'Cllr Call for Action' enquiry

Please complete this section as thoroughly as you can. The information provided will help Scrutiny Officers and Scrutiny Members to assess the following key elements to the success of any scrutiny review:

How a review should best be undertaken given the subject

Who needs to be involved

What should be looked at

By when it should be achieved; and

Why we are doing it?

Please describe how the proposed topic fits with 3 of the eligibility criteria attached.

	Yes ?	Policy Development & Review	Service Improvement & Delivery	Accountability of Executive Decisions
Public Interest (ie. in terms of both proposals being in the public interest and resident perceptions)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Under Performance / Service Dissatisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
In keeping with corporate priorities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Level of Risk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Service Efficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National/local/regional significance e.g. A central government priority area, concerns joint working arrangements at a local 'York' or wider regional context	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*** Set out briefly the purpose of any scrutiny review of your proposed topic. What do you think it should achieve?**

Annex A

Many parents are contacting me regarding the speed of traffic near schools in Holgate, illegal parking near schools causing obstructions and children having to walk in the road and almost be hit by motorists. Sometimes the motorists who are illegally parking are other parents on the school run. Parental reports also include poor signage near schools, poor road surface and so on. While speaking to other elected members it became clear that this was not just a catalogue of problems in Holgate.

The review should lead to a course of action that permits free and safe travel to and from schools.

*** Please explain briefly what you think any scrutiny review of your proposed topic should cover.**

- Look more closely at school's travel plans with perhaps recommendations for changes
- Look at priority of road & footpath resurfacing & maintenance & possible improvements
- Perhaps introduce bollards at certain entrances
- Possibly introduce speed limits near schools etc.
- Parking near schools, illegal parking near schools
- Increased traffic signage near schools
- Teachers supervising outside schools as children arrive

I would like the scrutiny committee to look at a few schools of differing sizes across the authority. Some of these should be rural & some urban.

*** Please indicate which other Councils, partners or external services could, in your opinion, participate in the review, saying why.**

- | | | |
|------------|----------------|-----------|
| -Schools | -Parents | -children |
| -Residents | -Motorists | -Cyclists |
| -Highways | -City Strategy | -Members |

*** Explain briefly how, in your opinion, such a review might be most efficiently undertaken?**

It is my impression that this should be looked at by an existing scrutiny committee. A sample of schools should be looked at across the city (including ones in Holgate that I have specific information about). The members should analyse the ease and problems of physical access to the school based on the criteria outlined in the above section, which indicates why I believe this topic is important.

- Estimate the timescale for completion.
- 1-3 months
 - 3-6 months
 - 6-9 months

Support documents or other useful information None

Date submitted: Friday, 28th November, 2008, 12.29 pm; submitted by: Councillor James Alexander

The Education and Inspections Bill 2006 – Key Points

The Education and Inspections Bill inserts a new section 508A in the Education Act 1996. This places a general duty on local authorities to promote the use of sustainable travel and transport. There are four main elements to the duty:

1. An assessment of the travel and transport needs of children, and young people:
 - School travel plan data
 - School census data
 - Our own surveys

2. An audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to and from, or between schools/institutions:
 - Assessment of accessibility should include a mapping audit, and a review of existing knowledge and experience.
 - The audit will show how schools are served by a sustainable transport infrastructure and arrangements (i.e. cycle training, walking buses) to support sustainable school transport.
 - Audit must also contain data on other factors (i.e. speeding traffic, lack of safe crossing points) that influence travel behaviour.
 - Information should highlight what the problems are and what measures can be taken to tackle them.

3. A strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are better catered for
 - Strategy for developing infrastructure so that it better meets the needs of children
 - A statement of the overall vision for improving accessibility to schools
 - How can improvements help deliver other objectives?
 - Evidence based
 - Fit in with the life of the LTP2
 - The school transport strategy must be published annually as part of the schools admissions round.

4. The promotion of sustainable travel and transport modes on the journey to, from, and between schools and other institutions
 - promotional strategies should link in to the range of potential benefits
 - reward pupils & schools for promoting sustainable travel

Publication of sustainable school strategy

In the Department's view, local authorities should integrate their sustainable school travel strategies into their school transport policy statements, and publish them together.

Risk assessments

Risk assessment of a walking route should take into consideration:

- the age of the child;
- whether any potential risks might be mitigated if the child were accompanied by an adult;
- whether it is reasonably practicable for the parent/carer to accompany the child;
- the width of any roads travelled along and the existence of pavements;
- the volume and speed of traffic travelling along any roads;
- the existence or otherwise of street lighting; and
- the condition of the route at different times of the year, at the times of day that a child would be expected to travel to and from school.

In conducting their risk assessments, local authorities should use data on recorded accidents along potential routes. However, a lack of such accidents should not be taken as conclusive evidence that a route is safe. It may well be that a route is potentially so dangerous that no reasonable person would walk along the route, or allow their children to do so – resulting in such a low level of pedestrian use that there were very few or no recorded accidents.

School Travel Plans & Contribution Towards National Indicators for Local Authorities and Local Authority Partnerships

Although developed by DfT, NI 198 is a cross cutting indicator which also supports education, health and environmental sustainability outcomes.

The Table below demonstrates how School Travel Plans contribute to national outcomes and national indicators in addition to NI 198 – ‘children travelling to school – mode of travel usually used’.

All NIs which STPs support to a greater or lesser degree have been listed below. These NIs were also highlighted as being of key relevance in the National School Travel Adviser Survey June 2008. PSA and DSO are Public Service Agreements and Departmental Strategic Objectives to which indicators relate.

National outcomes	School Travel Plans
<i>Adult health and well being</i>	
NI 8 (PSA 21) Adult participation in sport	Includes some physical activity including recreational walking and cycling. Through school travel plan promotions, parents can also benefit from more walking and cycling with their children to school.
<i>Stronger Communities</i>	
NI 2 % of people who feel they belong to their neighbourhood (PSA 21) NI 5 Overall/general satisfaction with local area (CLG DSO)	Safer routes and infrastructure improvements based on school community consultation assists with local environmental improvements and satisfaction.
<i>Safer Communities</i>	
NI 47 People killed or seriously injured in road traffic accidents (DfT DSO) NI 48 Children killed or seriously injured in road traffic accidents (DfT DSO)	STPs address real and perceived road safety concerns and address through education, training and infrastructure improvements.

Children and Young People - Be Healthy	
<p>NI 50 Emotional health of children (PSA 12)</p> <p>NI 55 Obesity among primary school age children in Reception Year (PSA 12)</p> <p>NI 56 Obesity among primary school age children in Year 6 (DCSF DSO)</p> <p>NI 57 Children and young people's participation in high quality PE and sport (DCSF DSO)</p> <p>NI 198 <i>Children Travelling to School – usual mode of travel (DfT DSO)</i></p>	<p>Increased physical activity through more walking and cycling to school can improve emotional health as well as physical health.</p> <p>Increased physical activity through more walking and cycling to school supports wider efforts to encourage active and healthy lifestyles – and tackle weight gain.</p> <p>Cycle training and cycling can be sports options during curriculum time and as an extended school activity. Walking and running clubs are also extended school options.</p> <p><i>The indicator which sets a target for at least a one per cent reduction in car use as a minimum. Although a DfT indicator noted under Environmental Sustainability (see below), it can also be included here given its cross cutting nature.</i></p>
Children and Young People – Stay safe	
NI 69 Children who have experienced bullying (DCSF DSO)	Bullying can be a feature of the home to school journey and Travel Plans can address such personal safety issues
Children and Young People – Enjoy and achieve	
<p>NI 87 Secondary school persistent absence rate (DCSF DSO)</p> <p>NI 88 Schools providing access to extended services</p> <p>NI 90 take up of 14-19 diplomas (DCSF DSO)</p>	<p>Addressing student school travel and transport issues through a STP may support school attendance and punctuality initiatives. STPs take into account travel and transport challenges associated with extended schools and services. Walking and cycling can form part of extended school club provision. STPs can help identify and address travel and transport issues associated with inter site movements and diplomas</p>

<i>Children and Young People – Make a positive contribution</i>	
National Indicators NI 110 Young people’s participation in positive activities (PSA 14)	Children’s views are sought as part of the STP consultation process and they can participate in STP initiatives. A role for school councils.
<i>Children and Young People - Economic Wellbeing</i>	
National Indicators NI 117 16 to 18 year olds who are not in education, training or employment (NEET) (PSA 14)	Skills developed through independent travel to school help young people in transition and accessing opportunities.
<i>Local Economy</i>	
NI 167 Congestion – average journey time per mile during the morning peak (PSA 5)	With one in five cars on the school run at the morning peak, reducing car use on the school journey via STPs will contribute to tackling congestion.
NI 175 Access to services and facilities by public transport, walking and cycling	STPs can address accessibility issues and STP capital grants improve facilities for those who walk and cycle at schools.
<i>Environmental Sustainability</i>	
NI 185 CO2 reductions for LA operations (PSA 27)	STAs act as role models in travelling sustainably in the course of their work.
NI186 Per capita reduction in CO2 emissions in the LA area (PSA 27)	STPs set targets to reduce car travel and increase sustainable travel thereby contributing to a reduction in the school’s carbon footprint (at least 20% resulting from school travel).
NI 188 Planning to adapt to climate change (PSA 27)	STPs increase awareness of the environmental benefits of travelling more sustainably and set out to change behaviour.
NI 194 Level of air quality – reduction in NOx and primary PM10 emissions through LAs established operations (PSA 28)	Less car use on the school run – positive impact on air quality around schools.
NI 198 Children Travelling to School – usual mode of travel (DfT DSO)	The relevant indicator which sets a target for minimum one per cent reduction in car use.

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York Schools Current Sustainable Travel Initiatives

Walk Once a Week

When children in York were surveyed, as part of the annual census survey, asking for their preferred mode of travel, many who came by car said they would like to walk or cycle. We have found that the constraint was often their parents wishing to drive as the journey to school was part of their commute. However, during Walk to School Week which was held twice a year, many of these children did indeed walk or cycle.

To encourage more sustainable travel to school on a regular basis York's own Walk Once A Week scheme was developed to replace Walk to School Week. Children are encouraged to 'Walk with Wilf' – our local friendly Viking (taking full advantage of York's heritage). To try and ensure longevity, schools are encouraged to personalise the scheme and adapt it to suit the school – a weekly competition perhaps. Each week children are to be encouraged to travel to school by bike, scooter or walk at least once a week. The scheme was launched in May, with nearly 20 schools taking part. Initial feedback from the first term of operation will be analysed over the summer, and several more schools have requested materials starting in the Autumn. Schools may start at any time.

Walking Buses

A 'Walking Bus' lets a group, or 'bus', of children walk from home to school each morning quickly and safely under the guidance of trained adult supervisors. The 'bus' has a regular route, timetable and stops like a powered bus. It relies on volunteers to organise the bus, something many schools find difficult to find. However some schools have been able run walking buses successfully. Robert Wilkinson school is currently promoting 'walking buddies', an informal walking scheme where families get together to walk to school, with older children looking after younger. This has proved popular and again was developed with the help of the School Travel Plan Coordinator.

Park and Stride

Some schools have Park and Stride sites where parents are encouraged to park at a suitable safe location (a friendly pub or sports club perhaps) a short distance from the school and then walk the rest of the way to school. Not all schools have such a location, but where possible sites are sought.

Schools are helped to find a suitable site and guided into how they might approach the owner for permission to use it. Schools are advised to make the approach themselves as this is more likely to be successful. Once a suitable site is identified, if necessary the school is supported in promoting it to parents to encourage them to use it. Occasionally to improve access, some work may be included in the Safer Routes to School Scheme. For example the car park at Ethel Ward playing fields in Haxby was identified as a suitable Park and Stride site. However the short distance from the car park to the footpath was grass, so working with Engineering Consultancy, permission was sought from the Town Council for permission to

construct a path across the grass to link the car park with the pavement, allowing passage during the wetter months.

Road Safety Initiatives

All schools in York (including Independents) are offered Bikeability cycle training, and all Primary schools do take up the offer of Level 1 and 2 Bikeability training with around 64% of Primary school children participating. This is taken by children in Year 5. All children in years 3 & 4 are offered Pedestrian training. Level 3 Bikeability training is offered to all Secondary schools with 353 pupils from 11 Secondary schools participating. Bikeability cycle training is important for the City as some schools as it gives children road awareness which they will carry forward in to their adult lives. A number of schools in York will not allow children to cycle to school unaccompanied unless they have taken Level 2 training.

Parent and carer training sessions (partially funded through Cycle City initiative) have been introduced to help those parents who may lack confidence to cycle to school with their children but who would like to. Training is given to the family so that they may be confident on the journey to school. The availability of this training has had an added benefit as in June 2010 Carr Junior school changed its cycling policy. Originally only those children who had passed level 2 training (years 5 and 6) were permitted to cycle to school. As of June younger children may cycle with their family to school provide that Parent and carer training has been completed. This came about through the efforts of the School Travel Plan Coordinator.

21 of our schools have a school crossing patrol. The School Crossing Patrol Supervisor works with the School Travel Plan Coordinators to identify and improve the environment in the proximity of the schools they serve.

Cycle City

Cycle City has provided a tremendous opportunity to encourage our young people to get cycling. The funding has enabled us to target key areas and show that cycling in York is safe and fun. Analysis by Cycle England from the first three year's Cycle Demonstration Town programme shows that investment in cycling pays back at least 3:1 in terms of increased health benefits, and other aspects such as a reduction in congestion and air pollution.

As York already has a culture of cycling and a good cycle net work, the Schools group of the Cycling City project decided to focus on events that got children cycling. These have tended to be high profile with media coverage. In April 2009 we held 'Biking Vikings' where 70 children cycled into the centre of York accompanied by Vikings. This was followed in June by Save My Bike Day where families could come along and find out how make safety checks on their bike and make simple repairs. September saw a Schools conference where 20 of York's schools came along to find out more about cycling in York and the Bike It project. December saw a families Christmas bike ride to the Christmas village at Murton, to demonstrate that it is possible to cycle to a venue most would normally drive to, particularly in winter.

So far in 2010 we have seen York's first Virtual bike race with 19 schools actively participating. Schools raced each other from Lands End to John O'Groats with each journey to school counting. During the two week period nearly 10,000 bike journeys

were generated. The average rate of cyclist in the participating schools during this time period was 20% compared to around 5% for primary schools, the best were achieving well over 40% of children cycling with the best up to 60%. Cycle counts by schools after the event showed that children were continuing to cycling to school after the event had finished. Another similar event is planned for late September to tie in with York's second Car Free day and the Jack Archer Award.

Bike It - York has appointed a Bike it officer, funded by Sustrans, who works closely with around a dozen schools to encourage cycling. He works through a mix of assemblies, classroom activities and outdoor activities. Evidence from other Bike It towns and from York, who itself was a Bike It town in 2005, is that Bike It works and schools continue to see raised cycling levels after the programme has finished. The Bike It officer works with the School Travel Plan Coordinator to identify suitable schools.

Beauty and the Bike - This is another Sustrans initiative aimed at encouraging young women to continue cycling and giving them the confidence to do so. Whilst there tends to be roughly equal numbers of males and females cycling in primary school, the numbers of girls cycling in Secondary school drops markedly to around 10% of cyclists. Using a female tutor, girls in years 6 and 7 from 10 schools in York have a 3 session programme looking at the barriers to cycling, cycle maintenance, some cycle training and route planning skills including a bike ride.

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