



**Notice of meeting of
School Travel Plans Ad Hoc Scrutiny Committee**

To: Councillors Potter (Chair), Aspden, Brooks (Vice-Chair),
D'Agorne, Firth and Merrett

Date: Thursday, 18 November 2010

Time: 6.00 pm

Venue: The Guildhall

AGENDA

- 1. Declarations of Interest** (Pages 3 - 4)
At this point Members are asked to declare any personal or prejudicial interests they may have in the business on the agenda. A list of standing declarations of interest is attached.
- 2. Minutes** (Pages 5 - 10)
To approve and sign the minutes of the last meeting of the committee held on 13 October 2010.
- 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 **5.00pm on Wednesday 17 November 2010**.
- 4. School Travel Plans - Final Report** (Pages 11 - 74)
This report presents the Draft Final Report of the School Travel Plans Scrutiny 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
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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**Standing Declarations of Interest**

- Cllr Aspden: Member of Management Committee of Danesgate Centre
Member of the National Union of Teachers
Employee of a school in North Yorkshire
- Cllr Brooks: Member of the Association of Teachers and Lecturers
- Cllr D'Agorne: Governor of Fishergate Primary School
Member of Cycle Touring Club
Member of York Cycle Campaign
Author of the Steiner School Travel Plan
Involved in the Fishergate Travel Plan
City of York Council Cycle Champion
- Cllr Firth: Governor of Wigginton Primary School
- Cllr Merrett: Governor of St Paul's Primary School and parent of a child at the school
Member of Cycling England
Member of York Cycle Campaign
Honorary Member of Cyclists' Touring Club
Involved in the writing of travel plans for the university and the hospital
- Cllr Potter: Governor of Tang Hall Primary School

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City of York Council

Committee Minutes

MEETING	SCHOOL TRAVEL PLANS AD HOC SCRUTINY COMMITTEE
DATE	13 OCTOBER 2010
PRESENT	COUNCILLORS POTTER (CHAIR), ASPDEN, BROOKS (VICE-CHAIR), D'AGORNE, FIRTH, MERRETT AND POTTER (CHAIR)

9. DECLARATIONS OF INTEREST

Members were invited to declare at this point in the meeting any personal or prejudicial interests they might have in the business on the agenda. In addition to the standard declarations for the committee the following interest was declared:

Councillor Brooks declared a personal interest in agenda item 4 (minute 12 refers) as a member of the Association of Teachers and Lecturers.

10. MINUTES

RESOLVED: That the minutes of the last meeting of the Committee held on 8 September 2010 be approved and signed by the Chair subject to minute 8 being amended to read *“previously a page had been funded by independent schools on CarShareYork”*.

11. PUBLIC PARTICIPATION

It was reported that there had been no registrations to speak under the council's Public Participation Scheme.

12. SCHOOL TRAVEL PLANS - FURTHER EVIDENCE GATHERING

Members received a report that detailed information that had been gathered during the School Travel Plans Review and provided a framework for further evidence gathering.

(i) Network Management and Parking Enforcement Around Schools

Members questioned the Head of Environmental Enforcement and Parking Services regarding the arrangements that were in place to enforce parking restrictions around those schools where enforceable parking restrictions had been made. Officers stated that, in addition to scheduled patrols, they operated on a risk

management basis when allocating resources. The hot-line telephone number had been publicised and a rapid response was possible using the motorbike team. Last year 30 Penalty Charge Notices had been issued around schools; this was a higher number than some other authorities. Civil Enforcement Officers were required to wear a uniform and hence their presence also acted as a deterrent.

Officers were asked if they were aware of strategies that had been effective in other parts of the country. They stated that Bournemouth and Medway had invested in vehicles using CCTV recording equipment. The costs of such vehicles and the necessary staffing would be between £50,000 and £100,000. Consideration could be given to finding out whether there were authorities nearer to York that used such vehicles and if there would be the possibility of hiring the vehicles for a period of time.

(ii) Planning

Members sought clarification as to whether there were government standards in respect of school travel plans. They were informed that there were no required standards but that guidance was available. Criteria had been in place in respect of the standards required for schools to receive funding for travel plans. This funding was, however, no longer available. The committee suggested that the criteria that had been previously used by the Government in relation to funding for school travel plans, should be the standard required when school planning applications were considered.

The Head of Development Management gave details of how travel plans were sometimes submitted as part of a school's initial planning application. A member of the Highway Development Team explained the process by which school travel plans were assessed when submitted as part of a planning application.

Alternatively, sometimes the introduction of a travel plan was a condition of planning approval being granted. Members sought information as to how the conditions were enforced. Officers explained that every effort was made to resolve any issues with the schools themselves, as it would not be possible for the council to take planning enforcement action against one of its local authority maintained schools. Whilst conditions had to be imposed because the permission always relates to the land (the ownership or control over which may change), it was explained that there is no basis for the Council to in effect take enforcement action against itself. In other planning cases, breaches of control on Council owned property have been resolved within the Authority through discussion between the relevant Directorates. Members' attention was drawn to two schools that were not currently complying with conditions that had been set in respect of travel plans. Members expressed concern that schools were not subject to the same enforcement procedures as private individuals or businesses.

(iii) School Travel Plans – National Best Practice

A representative from Sustrans gave details of national best practice in respect of school travel plans. Members' attention was drawn to the paper commissioned by the Department for Transport entitled "Making School Travel Plans Work: Effects, Benefits and Success Factors at English Schools". Members were informed that some headteachers were concerned about liabilities that may arise if schools were to promote walking and cycling and hence it was useful for them to have someone available to support them with such initiatives. Linking motivational support with small improvements to the infrastructure could have a significant impact. Other strategies included, raising awareness of the educational benefits of walking or cycling to school, promoting sustainable travel to staff and including information about school travel plans in the school prospectus.

Details were given of initiatives that had proved to be successful in other parts of the country, as detailed in Annex B of the report. Discussion took place as to whether it would be worthwhile to implement a scheme similar to the "Footprints" initiative which had been instigated by Nottingham City Council. Officers gave detail of a similar scheme that had taken place in York whereby the council provided some resources but the intention was that schools would continue with these projects, using their own resources where necessary.

(iv) Best Practice in York

Consideration was given to best practice in York, as detailed in Annex C of the report. It was noted that a common feature of successful travel plans had been the involvement of a senior member of staff and the support of the headteacher.

Members noted that, although some schools had involved Governors in the drawing up and implementation of travel plans this was not the case in the majority of schools. This was an issue that could be given further consideration.

Officers stated that their initial focus had been on ensuring that schools had travel plans in place and that their work was now developing to identify which strategies were working and which were not being as successful.

The representative from Sustrans informed Members that data arising from the Bike It initiative would soon be available and could be provided for the Committee. The analysis demonstrated an increase in families cycling and evidence of improvements in health and fitness as well as in children's learning.

(v) Successful Travel Initiatives in York

Consideration was given to Annex D of the report which gave details of successful travel initiatives in York. Additional information was tabled, which included an interim report on the Jack Archer Award - Roaming Romans Competition 2010.

Members were updated on the Car Free Day that had taken place on 13 October 2010. Unfortunately it had rained heavily on the day but the take-up of free bus tickets had been encouraging. Details were given of the work that had taken place with schools, particularly Fishergate Primary School and St George's Primary School. Cycle try out sessions had taken place and had proved to be very successful. A play entitled "What Happens when it Rains?" had also been arranged. Pledge cards had been issued and figures on take-up would be provided to the committee in due course.

(vi) Transition from Primary to Secondary School

It was noted that many of the initiatives were targeted at primary schools and that different strategies were needed at secondary age level. Discussion took place as to whether more could be done in respect of the transition from primary to secondary school for example by instigating tutor-led cycling routes or encouraging pupils to cycle or walk on the induction days that were held. It was noted that the distances from home to secondary school were often further than to primary school and that journeys were likely to be disparate. The introduction of diplomas would result in some pupils attending a different school for some subjects and hence consideration would need to be given to the travel arrangements.

(vii) Cycle Ownership

Members suggested that bike ownership may be an important factor and that when some children outgrew the cycle that they used at primary school they may not have access to an adult size cycle. It was suggested that consideration could be given to offering a cycling allowance to pupils who were eligible for free transport to schools.

Details were given of a ward-funded project that enabled young people to construct their own cycles and be taught about cycle maintenance and road safety awareness. The project was supported by the Police and it was hoped that it would also have benefits in terms of reducing anti-social behaviour.

(viii) Tackling Traffic Congestion in York – Further Analysis of School Journeys

Consideration was given to the further analysis that had been carried out on school journeys, as detailed in Annex E to the report. Members noted that 48% of those that travelled by car for school/nursery had a journey of less than two miles and that only

15% lived more than five miles away. It was noted that pressures on time may be a key factor for parents in deciding whether to take their child to school by car as part of their journey to work.

(ix) Obesity Levels

Consideration was given to the data on obesity levels in York for children in Reception and Year 6, as detailed in Annex F of the report. Members agreed that, from the data provided, it was difficult to identify a direct link between obesity and possible links to modes of transport to school. It was, however, suggested that more could be done to raise parents'/carers' awareness of the health, fitness and learning benefits if their child walked or cycled to school.

(x) Information Available on Council Website

Members noted the information that was available on the council's website, as detailed in Annex G of the report. Members suggested that it would be useful for information to be made available to parents on issues such as safe routes to school but noted that this would have resource implications.

(xi) Visits to School

Members finalised the arrangements for their visits to school, as detailed in Annex H of the report. It was noted that Manor CE School had requested that the date of their visit be rescheduled and the date had provisionally been rearranged for Thursday 4 November 2010 at 2.30 pm. Councillor Brooks agreed to visit the St Wilfrid's School on Tuesday 19 October with Councillor Potter.

Consideration was given to the questions that Members would ask to staff and pupils. Questions were agreed, based on some of the examples detailed in paragraph 22 of the report. It was agreed that the responses would be made anonymous.

(xii) Draft Recommendations

Members were asked to consider draft recommendations that they would wish to see included in the final report. It was agreed that the draft recommendations should include the following:

- The council should adopt the government standards previously used for determining whether schools received travel plan funding as the required standards for development control purposes.
- Whilst it was appropriate for the council to seek to resolve travel plan issues directly with schools it was also important that enforcement measures were implemented if necessary.
- Raising awareness of school travel plans, including incentivisation and the promoting of best practice.

It was agreed that further suggested draft recommendations from individual Members should be sent to the Scrutiny Officer to enable them to be amalgamated and circulated via email to the whole committee.

- RESOLVED: (i) That the arrangements for the school visits be as detailed in Annex H subject to the amendments agreed in paragraph (xi).
- (ii) That the questions to be asked on the school visits be as agreed and circulated via email to Members and to the schools prior to the visits taking place.
- (iii) That suggested draft recommendations arising from the review be circulated to Members for consideration.

REASON: To progress this review in line with scrutiny procedures and protocols.

Councillor R Potter, Chair

[The meeting started at 6.00 pm and finished at 8.10 pm].



School Travel Plans Ad-hoc Scrutiny Committee

18 November 2010

School Travel Plans Scrutiny Review –Draft Final Report

Background to School Travel Plans

1. 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. 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

2. **What is a School Travel Plan?**

A School Travel Plan (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. As part of the process for developing a travel plan a school should invite parents/carers, pupils and staff to contribute by completing a survey, 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. The data gathered is considered in conjunction with mode of travel data and where possible, the resulting action plan should include activities which seek to address the concerns of those returning the completed surveys. Without the support of the Head Teacher and staff, any travel plan is likely to be ineffective.

3. **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 broken down into four main elements:

- An assessment of the travel and transport needs of children, and young people;
- 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;

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

- 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
 - The promotion of sustainable travel and transport modes on the journey to, from, and between schools and other institutions
4. 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.
 5. In August 2007 the Department for Transport (DfT) 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 would 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. As an incentive for producing an STP, the DfT provided funding which the school could apply once their STP had been completed. This funding was made available up to the end of March 2010.
 6. **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.
 7. 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.

8. **Key Drivers in York**

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.

9. At present some 30% of primary school children and 6.2% of secondary school pupils in York are driven to school. In a previous Local Transport Plan 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%. Nationally cycling accounts for approximately 2% of journeys to school and In York cycling accounts for approximately 7.5% of journeys to school. York's cycle city target is to increase cycling rates to 15%. Walking rates are to stay broadly the same.
10. 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.

Background to Scrutiny Review

11. In March 2010, Scrutiny Management Committee (SMC) received a referral from the Economic & City Development Overview & Scrutiny Committee (ECDOS) in response to a scrutiny topic registered by Cllr Alexander. The referral 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), with the suggestion that SMC establish a cross-cutting ad-hoc scrutiny committee to look at all the relevant issues.
12. Having received a presentation previously given to ECDOS, and information from officers on the work currently taking place with schools to address some of the ongoing issues, SMC agreed that a crosscutting ad-hoc scrutiny committee should be established to carry out the review.
13. In July 2010 this Committee met for the first time to receive a report on the current arrangements for school travel planning in York, and as a result agreed the following remit for the review:

Aim

"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"

Objectives

- i. Understanding what works and what doesn't work in York, and best practice elsewhere.
- ii. Understanding the costs and challenges, in order to identify how the council, schools and their communities can do school travel planning better.
- iii. Identifying the best way to support schools with travel planning, either through the role of School Travel Plan Co-ordinators (subject to available funding being provided/identified), or providing support to schools through an alternative mechanism.
- iv. Identifying any key messages for wider travel planning in York.

Corporate Priorities

14. This scrutiny review supports 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.

Options

15. Members can support all, some or none of the recommendations proposed as a result of this review, and shown at paragraphs 35, 54, 78 & 84 of this report, for submission to the Executive.

Consultation

16. In an effort to maximise the outcomes from this review, the Ad-hoc Scrutiny Committee recognised they would need to work closely with others both inside and outside the authority. Officers from the council's Transport Planning Unit (TPU) provided support throughout the review and officers from Planning, Network Management and Development Control were consulted.
17. In addition, the Committee invited a representative from Sustrans² to attend a meeting to provide advice on national best practice, and members of the Committee visited a number of schools to meet with Head Teachers other members of staff responsible for school travel plans, and pupil representatives.

Objective (i) - Understanding what works and what doesn't work in York, and best practice elsewhere

Information Gathered

18. **National Initiatives & Best Practice**
In 2006, the Department for Transport commissioned a paper entitled 'Making School Travel Plans Work: Effects, Benefits and Success Factors at English Schools'. Many of the comments, observations and examples contained therein are still relevant – see Annex A.

² **Sustrans** - a leading UK charity working with families, communities, policy-makers and partner organisations to enable people to travel by foot, bike or public transport for more of the journeys they make every day. Their aim is to help people make healthier, cleaner and cheaper journeys, with better places and spaces to move through and live in.

19. The Regional School Travel Advisor also helped in identifying examples of national best practice across England, by using his network of regional contacts to draw together a paper entitled 'School Travel and Evidence data - Case Studies August 2010: A) Examples of LA wide mode shift improvements' – see Annex B.
20. The representative from Sustrans provided information on a range of national projects they have been behind e.g. the award winning National Cycle Network, Safe Routes to Schools, TravelSmart, Active Travel, Connect2 and Liveable Neighbourhoods, all of which were designed to change our world one mile at a time. Information on these and in particular, their 'Bike It' initiative (a national school cycling project which Teachers say has transformed their schools, making children more energised, alert and independent) can be found on their website at www.sustrans.org.uk
21. **Successful Initiatives & Best Practice In York**
The TPU looks for ways to encourage schools to develop active and sustainable travel initiatives. Those that prove most successful at encouraging sustainable travel to school are those in which the children themselves are motivated to take part.
22. In order to evidence successful initiatives undertaken by York schools, a cross sample of schools were contacted for more details of their activities. Information on a range of successful initiatives is detailed below:
23. **End to End – Virtual Race March 2010** - A virtual race organised by the Schools Group as part of the Cycle City project and in conjunction with the 'Bike It' officer. Of the 56 primary schools in York, 22 registered to compete in the virtual race, and of those 19 submitted regular cycle counts.
24. The competition started on 1st March 2010 and ran officially for two weeks. The first school to reach the finish line took eight school days. Some schools were still submitting cycle counts at 20 school days, showing that cycling numbers were still raised over the normal level once the competition had ceased. During the race the key points arising were:
 - the average daily cycling rate was 19.8% and the maximum daily cycling rate was 62.5% for the schools taking part
 - a total of 9,737 cycle journeys were made by pupils and staff at participating schools
 - the race generated an average of 532 new cycle journeys per day across all schools, over the 10 days of the event this amounts to approximately 5300 new cycle journeys.
 - The mean daily cycle count across all schools during the event showed an average 395% increase over pre-event cycle counts.
25. **Car Free Day** – This year Car Free Day took place on 13 October 2010. Unfortunately it rained heavily on the day but the take-up of free bus tickets was encouraging. A number of schools took part e.g. Fishergate Primary School and St George's Primary School ran cycle try out sessions which proved very successful. In addition, pupils watched a play entitled "What Happens when it Rains?" and pledge cards were issued.

26. **Jack Archer Award** - In the past, the award has been run as part of 'Walk to School Week' where schools encouraged their children to travel actively to school for the whole week. In October 2008, 23 schools took part in the Jack Archer Award and 17 in Walk to School Week. In 2009, of the 34 schools that registered to take part in Walk to School week, 17 took part in the Jack Archer Award.
27. The Award is now in its 7th year and this year it ran in the form of a virtual race from Eboracum via Rome and back to Eboracum via a number of key Roman sites. The intention of the race was to encourage schools to achieve very high levels of walking, cycling and scooting to school, with totals in excess of 80% or 90% (maximum 97%). The race took place between 27 September – 15 October 2010 and 20 schools registered to compete. Of those schools, 18 submitted regular walking, cycling, scooting or going by bus counts.
28. **Beauty and the Bike** - It is known that the numbers of girls cycling to Secondary school drops dramatically compared to those cycling to Primary school. In an effort to address this, a Sustrans led course (developed as part of the Cycling City programme) worked with 14 groups of years 6 and 7 girls (groups of 10) from around 10 schools. Three sessions explored the girls' attitudes to cycling, and their perceived barriers to cycling. It then moved on to building their confidence and overcoming those barriers, before helping them plan a route into the centre of York and then cycling it (accompanied by suitably trained adults). Feed back from the course was positive with girls saying that they are cycling more in their daily lives.
29. **Walking Buses** - A number of schools have tried to set up walking buses e.g.
 - Woodthorpe has one, but they noted that once the original volunteers moved on it was difficult to recruit new, and those parents enthusiastic for a walking bus to start were not keen to actually help with the walking bus. The school now pays people to keep the walking bus running and has 10 children regularly using it.
 - St Lawrence's used to pay two people to run the walking bus as the school found that the bus helped attendance at school, but it discontinued some time ago as the school could no longer fund it.
 - Carr Junior School recently identified sufficient volunteers to run a walking bus, and they received appropriate training from CYC's Road Safety Team. The school is currently in the process of setting up a bus having identified pupils who would like to participate.
30. **Park and Stride** - Park and stride sites can be useful to encourage those who do drive to school to park away from the school, potentially making the road outside the school safer e.g.
 - Our Lady's has had two sites - originally the school used Edmund Wilson baths but that closed. The school now uses the car parks at Acomb Rugby Club and the Acorn Pub. The school finds the sites generally work well apart from when the weather is bad.
 - Ralph Butterfield School set up a Park and Stride at Ethel Ward playing fields in Haxby. The site is working well and the school is monitoring its use.

31. **Cycle Ownership** - Members received information on a recent ward-funded project that had enabled young people to construct their own cycles and had taught them about cycle maintenance and road safety awareness. The project was supported by the Police and it was hoped that it would have benefits in terms of reducing anti-social behaviour.
32. **Car Sharing** - To enable schools to encourage car sharing, the TPU can carry out postcode plotting to show the areas from which pupils and staff are travelling. The different start and finishing times for primary and secondary schools mean that it is often more difficult to extend car sharing between the two phases, but such problems can be addressed through the provision of after-school clubs. Previously, a page had been funded on CarShare York by York's independent schools for their use but this ceased for financial reasons and because the level of use was low.

Issues Arising

33. **Staggered School Leaving Times** - Members considered the benefits of staggering school leaving times linked to a hierarchy of transport e.g. those that walk leave first, then cyclists, followed by those traveling by car. The Regional Transport Advisor has confirmed that he is unaware of any schools in this region using this approach and York's STPCs raised concerns that it was likely to prove unpopular as it could potentially be disruptive and difficult to police. However, elsewhere in the country variations on of this have been introduced but generally for safety reasons rather than rewarding sustainable travel choices e.g. Shropshire's largest high school in Oswestry introduced some improved cycle parking, and set up a bike permit/policy which allowed cyclists to leave the school first. This helped avoid conflict with moving cars as they left the school and onto the road.
34. **Forward Planning For Schools** – Although many schools have taken part in the various initiatives, they regularly comment that given sufficient notice of future initiatives (e.g. half a term before the initiative is to be run) it would enable them to build them into the curriculum planning thereby encouraging more pupils to participate. For this to happen it would require the involvement of all the relevant CYC Services at an earlier stage than currently happens and for the associated decisions to be taken sooner e.g. seeking permission for road closures etc.
35. **Transition from Primary to Secondary School** – It was noted that many of the initiatives were targeted at primary schools and that different strategies were needed at secondary age level. Also, the distances from home to secondary school were often further than to primary school and that journeys were likely to be disparate. The introduction of diplomas would also result in some pupils attending a different school for some subjects and hence consideration would need to be given to their travel arrangements. Members queried whether more could be done in respect of the transition from primary to secondary school for example by instigating tutor-led cycling routes or encouraging pupils to cycle or walk on the induction days that were held.

Proposed Review Recommendations

36. Having considered all the issues relating to objective (i), Members identified the following recommendations:

Recommendation 1	Improve collaborative working across service areas and Directorates to allow for improved forward planning in Schools
Recommendation 2	Include in best practice guide for schools - 'encourage year 6 pupils to cycle/walk to secondary schools on induction days to build pupil/parent confidence, in time for starting at secondary school' (Linked to recommendation 9)
Recommendation 3	Identify a specific sustainable budget to enable use of incentives to support annual initiatives

Objective (ii) - Understanding the costs and challenges, in order to identify how the council, schools and their communities can do school travel planning better

Information Gathered

37. **Cost of Delivering School Travel Plans**

Since 2004 the Government has financed the initiative to deliver STPs in all of the nation's schools, and a target was set for all Local Authorities (Las) that 100% of schools should have an STP by March 2010. During that time, the onus has been on Las to deliver and promote STPs, not on the schools themselves which is why some schools still do not have one. 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).

38. For 2010/11, the area based grant was reduced by 25%. Government funding is set to continue until March 2011 but for 2011/12 the Council currently has no indication as to whether central government will continue to fund this area of work.

39. **School Travel Information Gathered From Recent Traffic Congestion Survey**

In early 2010, a city-wide residents survey was carried out as part of a scrutiny review on traffic congestion in York. 90,000 surveys were distributed and a total of 7292 surveys were returned - a response rate of 8%. The information gathered showed that:

- a minority of 8% said they regularly took children to school/nursery by car.
- Half (48%) of those that travelled by car for school/nursery journeys had a journey of less than 2 miles to get there.

- Those with longer journeys to school/nursery (more than 2 miles - 23% average) were more likely to say 'distance' was a reason for travelling by car than those with less than 2 miles to go (7%).
- The lack of buses, or indirect bus routes, had some influence on respondents' decisions to drive to schools/nurseries.
- Dropping children off on the way to work was overwhelmingly the most likely reason for taking children to school/nursery by car (55%)
- Those respondents who said they drop children off at school or nursery on their way to work were generally travelling a longer distance to work, particularly across York.

Distance travelling to work for those respondents who drop children off at school or nursery on their way to work	
Into York city centre (less than 2 miles from home)	9 %
Into York city centre (2 to 5 miles from home)	27 %
Into York city centre (more than 5 miles from home)	12 %
Across York (less than 2 miles from home)	6 %
Across York (2 to 5 miles from home)	21 %
Across York (more than 5 mile from home)	25 %

40. **Parking Enforcement Around Schools**

City Strategy Directorate is responsible for the establishment of relevant parking policies and Network Management draw up and implement the necessary Traffic Management Orders relating to those policies.

41. Communities & Neighbourhoods Parking Services Civil Enforcement Officers (CEOs) undertake the enforcement of parking restrictions throughout the city, including outside schools where enforceable parking restrictions have been made.
42. Parking restrictions are applicable to 38 schools in the local authority area - 7 of these relate to yellow lines only and 31 relate to restricted parking signs/zigzags. Many of the complaints relating to parking outside of schools come from neighbours although many schools have made considerable efforts to address this issue. In some cases the introduction of yellow lines has resulted in the problems occurring further away from the school.
43. Specific scheduled schools patrols are carried out in relation to the 38 schools. These are scheduled at 2 patrols per week given current resources and duties of CEOs. Additional enforcement patrols and responses to parking hotline calls relating to particular problems are also carried out. In 2009/10 the average number of specific school patrols was between 3 and 4 per week.
44. There are 22 CEOs who cover the city between 7.45 am and 9.30 pm (7 days a week) working in shifts to cover those hours. In effect this means that Monday to Friday, the early shift will be comprised of a maximum of 8-10 CEOs and the late shift a maximum of 6 CEOs at anyone time. Any increase in the number of schools with enforceable parking restrictions could not be accommodated in terms of current enforcement resources and duties. Civil Enforcement Officers are required to wear a uniform and hence their presence also acts as a deterrent.

45. The allocation of resources is operated on a risk management basis. The hot-line telephone number has been publicised and a rapid response is possible using the motorbike team. Last year 30 Penalty Charge Notices were issued around York schools which is a higher number than some other authorities. Other strategies had proved effective in other parts of the country. For example, Bournemouth and Medway had invested in vehicles using CCTV recording equipment. The cost of providing a CCTV vehicle and the necessary staffing is between £50,000 and £100,000.
46. **Planning & Development Control**
Schools will often submit their STP in support of a planning application depending on the scale of the project and the resulting increase to the numbers visiting the school site e.g. the addition of a Nursery or a Children's Centre. In York, when a travel plan is submitted as part of a planning application for a new school e.g. Joseph Rowntree Secondary School, the planning officer would normally forward it to the Council's highways officers for comment before accepting it as fit for purpose. In some cases revisions are required to satisfy the highway requirements. This would not involve the planner judging the acceptability of the travel plan or checking it against any government criteria, but relying on the highway team to do so. In many cases, the highway team will also consult with the Travel Planning Unit. In some cases e.g. English Martyrs, a travel plan was submitted with their planning application and this resulted in adherence to the plan becoming a condition of the planning consent.
47. In support of the planning application for the new build at Joseph Rowntrees School a Framework Travel Plan document was produced, based on the future predicted requirements of the school and community. Planning consent was granted with a condition that following the opening of the new school, a full Travel Plan would be produced following full consultation with the new school community and all the relevant parties. This approach worked well due to the collaborative efforts of the education planning team and the TPU.
48. In the case of both schools given as examples in paragraph 46 above, their STPs were developed in conjunction with a School Travel Plan Coordinator. This is not always the case. In other instances work on an STP has commenced in support of a planning application, but having had planning permission granted (with a condition that the travel plan be completed and implemented) work on the travel plan has ceased and the condition has not been enforced.

Issues Arising

49. **Achieving A Modal Shift In Transport to School** – Members recognised that pressures on time may be a key factor for parents in deciding whether to take their child to school by car as part of their journey to work. They agreed that efforts should be focussed on achieving a modal shift in those parents who were travelling less than 2 miles from home to work.
50. Members also recognised that cycle ownership may be an important factor and that when some children outgrew the cycle they used at primary school they may not have access to an adult size cycle. It was suggested that consideration could be given to offering a cycling allowance to pupils who were eligible for free transport to schools. This option has recently been pursued by Hull City Council,

who have agreed a pilot voucher cycle scheme for the purchase of cycle; helmet; front and rear lights; set of batteries for lights; high visibility vest; cycle pump (voucher value - £270). They have made the purchase of those safety accessories compulsory and have informed retailers, accordingly. They have also made it compulsory that each child taking part in the scheme must be cycle trained to national standard cycle training level 3. – see further information at Annex C.

51. **Parking Enforcement** – Members queried whether the amount of time allocated to the enforcement of traffic/parking regulations by the CEOs outside schools was sufficient. They also queried whether other authorities near York were using CCTV vehicles and if they could be shared or, if it there was a possibility of hiring a vehicle for a period of time, preferably at the beginning of a new school year to discourage parents from using their cars.

52. **Development Control** - Members raised concerns that some of the STPs used in support of planning applications may not meet the DfT's national minimum standards. Meeting this criteria had previously allowed schools to access funding (up to March 2010), however as this funding is no longer available there is no longer the incentive on schools to have their travel plan adhere to that criteria. The committee suggested that in order to achieve an acceptable standard in school travel planning across the city, that same criteria could be set as the minimum standard required in York for a travel plan used in support of a planning application.

53. **Planning Enforcement** - Members recognised that the monitoring of the implementation of conditions relating to STPs is an issue and expressed concern that schools were not subject to the same enforcement procedures as private individuals or businesses. Officers advised that whilst conditions had to be imposed because the permission always related to the land (the ownership or control over which may change), there was no basis for the Council to in effect take enforcement action against itself. In some planning cases, breaches of control on Council owned property had been resolved within the Authority through discussion between the relevant Directorates. Members agreed that whilst it was appropriate for the council to seek to resolve travel plan issues directly with schools, it was also important that enforcement measures were implemented if necessary.

54. **School Crossing Patrol Officers** – Members noted the difficulties that arose in recruiting school crossing patrol officers. They were pleased to see there had recently been some success in recruitment, but recognised that staff turnover meant that the issues in respect of recruitment were ongoing.

Proposed Review Recommendations

55. Having considered all the issues relating to objective (ii), Members identified the following recommendations:

Recommendation 4	Investigate the introduction of a 'one-off' cycle allowance for use in purchasing a bicycle, in place of free bus travel for those that want it and are eligible
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Recommendation 5	Reprioritise the work of CEOs to allow for an increase in the amount of time they can spend enforcing the parking restrictions outside schools
Recommendation 6	Instruct Communities & Neighbourhoods Parking Services to investigate and provide future report to the Executive on the use of a CCTV car and sharing the costs with other local authorities and/or public agencies
Recommendation 7	Revise council policy to ensure Development Control can only accept an STP in support of a school planning application if it adheres to the DfT minimum standards contained within the 'School Travel Plan Quality Assurance - Advice Note' issued by the DfT & DCSF in 2007. In cases where an STP does not meet those standards, instruct Development Control to make it a condition of planning consent.
Recommendation 8	Identify a clear strategy for enforcement of conditions of planning consent relating to STPs

Objective (iii) - Identifying the best way to support schools with travel planning, either through the role of School Travel Plan Co-ordinators (subject to available funding being provided/identified), or providing support to schools through an alternative mechanism.

Information Gathered

56. Introduction of STPs in York

Prior to the introduction of the DfT's national minimum standards in September 2007, 53 York schools (69.7% of York's 76 maintained and Independent schools) delivered travel plans. Since that time, 19 schools (25%) have delivered to the new standards.

57. A travel plan tends to have a lifespan of around 3 – 4 years and it takes approximately two years to ascertain if the long term benefits to the school, its population and the community are being sustained. That is not to say that the impact of a travel plan is not evident much sooner e.g. at York High School there was a visible decrease in car use following the introduction of their plan. In some cases the initial success eventually plateaus, hence it is important to maintain the momentum.
58. Of the 8 schools who completed their first travel plan in 2009, the 2010 Annual Census showed that 5 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 re-engaged to actively promote sustainable travel. However, those statistics must be placed within the context of the varying school sizes i.e. a shift of 2% within a school of 120 children accounts for 2-3 children.

59. There are currently 4 York schools without travel plans as shown below, all of which are expected to deliver by March 2011:

- **Minster School -**
Reason: Since October 2009 a number of approaches have been made by phone and by e-mail to try and engage the school, without success. Contact has been temporarily suspended.
- **St Paul's Nursery School -**
Reason: Staff changes at the school and in the CYC Transport Planning Unit contributed to inaccurate record keeping in the past. Initially, records showed the school had a plan and this was the school staff's understanding but the document was inadequate by current standards. The intention is to work on the development of an updated plan in the coming academic year 2010/11
- **Burnholme Community College -**
Reason: This has in the last 2 years successfully worked to avert its closure. The STPC respected the need for staff and pupils to prioritise this work and supported them in the developing their travel when they were able to prioritise their travel plan activity. The school has produced a first draft of the body of the plan and will work on surveys and the resultant action plan in the coming academic year 2010/11.
- **Bootham Senior School -**
Reason: A travel plan is expected, as the school is planning building works which are likely to affect travel to the school. At this stage, it is not known when it will be submitted, but it is likely to be written by a Consultant.

60. **Role of School Travel Plan Coordinator**

A School Travel Plan Coordinator (STPC) works with schools to identify their main school travel related issues. While some issues will be unique to a particular school, others are common to many. The STPC will:

- Help a school to establish a School Travel Plan Working Group comprising of representatives from the school community
- provide advice and guidance to working groups with the aim of drawing up an action plan that identifies solutions to the key issues
- support them in analysing the travel to school data so that realistic mode of travel targets accompany the action plan
- Act as a key link between schools and various Council departments to ensure new school developments have a suitable School Travel Plan in place e.g. with Planning, School Transport/Education Access teams, Parking Services and Road Safety - 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.
- work with the council's Engineering Consultancy to develop 'Safe Routes to School' schemes which help improve conditions on the main walking and cycling routes to school e.g. cutting back vegetation to improve visibility or

identifying improvements to footways, provision of crossing facilities or traffic calming to improve road safety

61. An STPC also works to demonstrate how sustainable and active travel to school relates to the delivery of a number of other initiatives that schools are involved in e.g. the 'Healthy Schools' agenda, the 'Sustainable Schools' agenda and a number of other initiatives as follows:
62. **Healthy Schools** - specifically tackling childhood (and family) obesity. 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.
63. **Sustainable Schools** - A Sustainable School is one that puts sustainability at the heart of the school culture. As outlined in the Department for Children, Schools and Families '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 are 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 STP.
64. Finally, an STPC will work with schools to help them identify future travel planning priorities and work with others both inside and outside the authority, to strengthen current partnerships and develop new strategic alliances.
65. **Monitoring/Reviewing STPs**
Until March 2010, the work of York's STPCs was focussed on encouraging schools without a travel plan to write one. Since the current post holders have been in place, they have supported the production of 26 school travel plans (each containing an action plan), and 95% of York schools now have an STP in place. 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.
66. In order to allow schools to adapt to the changing environment in which they function, the travel planning process needs revisiting on a regular basis. And, taking into account that a travel plan needs to have been reviewed in the last 3 years to meet the requirements of the Healthy Schools annual review, those produced pre 2007 are now in need of updating.
67. In an effort to gauge which elements had proved successful and to determine the specific impact the school travel plans (in isolation from other measures) have had on encouraging a shift to sustainable modes, the committee decided to look at the 26 most recent action plans in detail. Feedback from those schools identifying best practice is shown at Annex D.

68. **Visits to Schools**

To understand what is working in York schools, members of the Committee agreed to carry out visits to 3 schools with high performing travel plans and 3 schools struggling to achieve the actions within their travel plan. A cross section of schools to include Primary, Secondary and Faith schools were visited and Members went armed with a number of agreed questions for the Head Teacher, staff member (and/or Governor) leading on their action plan, and pupil representatives. The findings from these visits (carried out between 18 October and 4 November 2010) are shown at Annex E.

69. **Future of STPCs In York**

In common with all other local authorities, 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.

70. All of the problems facing our schools and communities: congestion, parking, obesity, etc, will still need to be addressed, and 'Influencing Travel Behaviour' is likely to be high up the coalition government's agenda as it looks for low cost schemes and initiatives demonstrating value for money.

71. If the Council is committed to reducing its carbon emissions by 40% by 2020 (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.

72. **Information Made Available On Council Website**

The Transport Planning Unit currently provide the following information on the council's website:

- An introduction to travel plans and the council's draft Sustainable Travel to Schools Strategy
- Information on Walking Buses
- Instructions on how to write a school travel plan and template
- Links to external resources
- Contact details for the Transport Planning Unit

73. In addition, The Adults, Children & Education Directorate are currently developing a portal for schools which will contain not only the current school travel information on the council's website, but more comprehensive information including material from the council's Road Safety Team. The aim is to provide a full package of information so that should the role of School Travel Plan Coordinators be lost due to lack of funding or re-organisation, then schools will still have a readily accessible source to help them with sustainable and healthy travel to school.

Issues Arising

74. **Widening the Role of STPCs** – In recognising that the current area based grant used to fund the STPC post will cease at the end of March 2011, and at a time when resources are become increasingly scarce, the Committee recognised that

the future of York's STPCs may well be in question. However the fact that many of York's STPs are ready for renewal, there is still sufficient work for the post holders to warrant the funding of the post for another financial year (see paragraphs 36 & 37). During which time, their work could focus on identifying a framework for schools to review and monitor their own STP and supporting the first schools through that process. The Committee agreed it may also be possible to widen the STPC role 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.

75. **Quality of STPs** - Overall, the Committee recognised the lack of consistency in York's STPs, and that regardless of how good a travel plan is when written, it's success can usually be attributed to the enthusiasm of a particular member of staff, who backed by a supportive Head Teacher, is prepared to put in significant effort to encourage walking and cycling to school and work with a school travel adviser where appropriate to achieve results. The School Travel Plan Coordinators usually become aware of these individuals when they contact the Travel planning Unit for support and ideas.
76. In considering the 26 action plans in detail, Members noted they were variable in quality, and suggested a standard template may assist schools in this regard.
77. In addition, although some schools had involved their Governors in the drawing up and implementation of their travel plans, this was not the case in the majority of schools. The Committee felt this approach should be encouraged.

Proposed Review Recommendations

78. Having considered all the issues relating to objective (iii), Members identified the following recommendations:

<p>Recommendation 9</p>	<p>Transport Planning Unit to develop and issue a best practice guide for York schools, to include:</p> <ul style="list-style-type: none"> • a toolbox of measures for schools to pick and choose from when producing/revising their STP • promotion of the involvement of all relevant parties i.e. governors, parents, children and staff champions • Information on what has previously proved successful in York and what has not, to inform school's choices (in support of objective (i)) • a school travel plan template
<p>Recommendation 10</p>	<p>To support the work of the Transport Planning Unit, the following to be made available online via the forthcoming schools portal (referred to in paragraph 73 above):</p>

	<ul style="list-style-type: none"> • Best Practice Guide (see Recommendation 8) • exemplar School Travel Plan
Recommendation 11	Identify framework for reviewing and monitoring STPs
Recommendation 12	Recognise the value of the work of STPCs through the forthcoming budget process to ensure the continuation of the post for the year 2011/12

Objective (iv) - Identifying any key messages for wider travel planning in York

Information Gathered

79. **Staff Travel**

In support of the fourth objective of this review, the Committee considered the issue of staff travel. When developing a travel plan, schools are encouraged to survey their staff too even though the surveying of school staff regarding travel to and from school (their work-place) is only considered desirable rather than essential within the Department of Transport/Department of Education guidance (2007). However, where a plan is being submitted for planning purposes, a greater emphasis is placed on staff sustainable travel targets by council officers responsible for Development Control.

80. **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.

81. 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 to 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

Issues Arising

82. The Committee noted that of the schools that the STPCs have worked with in the last 2.5 years, not all that had surveyed parent/carers had also surveyed their staff. The Committee agreed that all schools should be encouraged to do so, in an effort to address the city’s wider travel planning issues. Also, more could be done to encourage schools to enable input by members of school staff and other significant adults e.g. some York schools have a School Travel Plan Working Group made up of parents, school crossing patrol personnel, designated school bus drivers and other members of staff.
83. To reduce parents perceptions of the dangers associated with walking and cycling, Members recognised the benefits of promoting ‘safe routes to school’ and queried whether parents could be given access to information on safe routes via the council’s website. It was suggested that this could be done via the new Education portal by either allowing parents to submit an online request for the information or by accessing the relevant software direct (GIS mapping system used in support of school admissions). It was recognised that the software may need to be adapted to make it fit for purpose.

Proposed Review Recommendations

84. Having considered all the issues relating to objective (iv), Members identified the following recommendations:

Recommendation 13	Promote safe routes to school through schools and Best Practice Guide (see Recommendation 9)
Recommendation 14	Investigate use of Education software to enable parents to find safe routes to school via new Education portal

Implications Associated with Review Recommendations

85. **Human Resources (HR)** – Producing a Best Practice Guide, developing a framework for reviewing and monitoring STPs, and feeding into the Transport Planning Unit content for the new Education portal will have an effect on the existing workload of the STPCs (see Recommendations 9,10 & 11).
86. **Financial** - There will be a cost to the council associated with Recommendations 3 & 12. In regard to Recommendation 3, small amounts of budget have been identified from elsewhere to finance incentives for previous initiatives and the suggestion is that this needs now to be done on a more formal footing.

- 87. The introduction of a bicycle allowance in place of a free bus travel is likely to result in an overall saving to the council (see Recommendation 4).
- 88. **Equalities** – A mechanism will need to be identified that enables individuals to request information provided by the Transport Planning Unit via the Education Portal, in alternative formats subject to their individual needs. The information provided by the Transport Planning Unit will also need to be made accessible for parents who have no access to the internet.
- 89. **Legal** – Any data protection and child protection issues would need to be addressed in the development of a car sharing database facility (see Recommendation 14).
- 90. Further implications information received from specialist officers following publication of this report, will be tabled at the meeting and recorded in the meeting minutes.

Report Recommendations

- 91. Having considered all of the information presented in this draft final report and its associated annexes, Members are recommended to agree:
 - i. the draft final report subject to any amendments identified at this meeting
 - iii. the review recommendations proposed, as shown above at paragraphs 36, 55, 78 & 84
- 92. Members may also choose to identify additional recommendations following analysis of the feedback from the school visits (shown at Annex E) and particularly in support of objective (iv) of the review - 'key messages for wider travel planning in York'.

Reason: To complete this review inline with scrutiny procedures and protocols, and to enable the final report to be consulted on by Scrutiny Management Committee prior to its presentation to the Executive.

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Interim Report Approved



Date

25 October 2010

Wards Affected:

All

For further information please contact the author of the report

Background Papers: N/A

Annexes

Annex A – DfT Paper - 'Making School Travel Plans Work: Effects, Benefits and Success Factors at English Schools'

Annex B – 'School Travel and Evidence data - Case Studies August 2010: A) Examples of LA wide mode shift improvements'

Annex C – Information on Pilot Cycle Voucher Scheme from Hull City Council

Annex D – Examples of Best Practice in York

Annex E – Feedback from School Visits

MAKING SCHOOL TRAVEL PLANS WORK: EFFECTS, BENEFITS AND SUCCESS FACTORS AT ENGLISH SCHOOLS

Sally Cairns

Transport Research Laboratory and University College London

Carey Newson

Independent consultant working in collaboration with
Transport for Quality of Life and Transport 2000

*This paper reports on study findings which are currently being finalised
in consultation with the UK Department for Transport.*

1. INTRODUCTION

In June 2003, the UK Department for Transport commissioned Transport 2000 Trust, in collaboration with University College London, Adrian Davis Associates, Sustrans, Cleary Hughes Associates and Transport for Quality of Life, to investigate English school travel planning.

The study aimed to identify what individual schools had achieved; what factors were important in determining achievement; and what constituted successful local authority strategy for promoting and supporting school travel work. This paper reports on the main findings about school achievements. The findings about local authority strategy, and the detailed evidence and references for the findings reported here, are given in full in Cairns and Newson (forthcoming).

This research also forms the basis for forthcoming good practice guidance for local authorities about how to work effectively with schools to promote more sustainable, safer and healthier patterns of travel. The new guidance will be entitled *Making school travel plans work*, and will replace *School Travel Strategies and Plans*, the previous UK Department for Transport guidance on the topic, issued in 1999. It will also complement other materials on school travel that are available in the UK.

As the title of this paper suggests, the findings reported here have largely been derived from experience in English schools. However, it seems probable that many of the factors identified as being relevant to achieving and supporting more sustainable travel to school would also be relevant in other contexts. Unfortunately, a full review of the international literature was beyond the scope of the project.

2. METHODOLOGY

In undertaking this study, information was obtained from a number of sources. These included:

- A review of UK literature
- A trawl for nominations of schools which had been involved in effective school travel work (145 recommendations received)

- A selection survey of nominated schools (111 replies received)
- A follow-up survey of 30 'pioneer' schools interviewed for previous UK Department for Transport guidance in 1999
- Information about individual schools supplied by the DfES

These sources were used to identify particular case studies, leading to:

- In-depth interviews with 30 case study schools, chosen to exemplify good practice in school travel work and to be as representative as possible of the range of English school types and catchment areas.
- In-depth interviews with the 23 local authorities associated with the case study schools.

In addition, the study was informed by:

- A chaired debate and survey of attendees at a UK LAST (Local Authorities School Travel forum) event investigating particular strategic issues.
- Further interviews with key strategic players involved in school travel.
- A desk assessment of funding sources available for school travel work.

The main research phase of the study was completed between the summers of 2003 and 2004.

3. CONTEXT

Issues about school travel were raised in the mid 1980s, generated by concerns about accident risk to children and curtailment of children's independent mobility. A successful project to address these issues in the Danish city of Odense led on to UK work on 'safe routes to schools' projects in the mid 1990s. In 1998, work on school travel became a mainstream part of UK transport policy. The concept of a 'school travel plan' became the focus, incorporating health and modal shift objectives as well as safety goals, and focusing on work within schools as well as infrastructure improvements. Many authorities started working on the issue. In September 2003, a major new initiative on school travel was launched jointly by the UK Departments for Transport and Education. This has included new funding for school travel work. It was accompanied by new legislation, and aims for all schools to introduce a travel plan before the end of the decade. Meanwhile, over the last 15 years, the proportion of children (aged 5-16) that travel to school by car has nearly doubled. Originally, the growth in car use was highest among secondary school children (aged 11-16), although, recently, car use growth has been more significant at primary level (pupils aged 5-10). There are some indications that the overall growth in car use is now stabilising. Work on attitudes has shown that both parents and pupils would often prefer not to drive, but do not always feel that they have an alternative, and that solutions will often need to be multi-faceted. Meanwhile, there is a growing body of evidence about the impacts of school travel initiatives on children's safety, modal choices and health, which mostly shows positive results.

4. SCHOOL TRAVEL ACHIEVEMENTS

4.1 Modal shift

The 30 case study schools were partly chosen because they had some data about children's travel habits, which was carefully audited during the research process. The results were as follows:

- At 28 schools with data about how total car use had changed over time, (representing 17,800 pupils), the weighted average reduction in car use was 23%. Half of these schools had reduced total car use by at least 20%, and there were 2 schools where total car use had more than halved.
- At 20 of the case study schools, walking had increased, with over 70% of pupils walking to 2 of the schools at the time of latest monitoring. At 5 schools, walking had increased by more than 50%.
- At 28 schools with data about how cycling had changed over time (representing 17,790 pupils) cycling had, on average, grown by over a quarter, such that 10% of all pupils were cycling to school. At one primary, nearly 40% of pupils were cycling whilst, at one secondary, as many as two-thirds of pupils had cycled to school at some point.
- Buses had been successfully promoted at both junior and secondary schools, and train use had increased at a number of secondaries. There were 2 secondaries where over 60% of pupils were coming by bus or train, and one where nearly a third of the pupils had been persuaded to start travelling in this way by school travel work.

The results from the case study schools complemented information received from local authorities about the impacts of their work, which related to schools at varying stages of developing school travel initiatives. These data showed that, when local authorities engage with schools that are happy to be involved, not all schools will reduce car use. However, a high proportion (60-90%) will, and a significant percentage (15-40%) can be expected to reduce car use by more than 20%. This implies that the overall effect of local authority work with schools is likely to be reduction in school run car use in the order of 8-15% (assuming that there are no countervailing influences like changes in bus provision). Higher performing schools tend to be those engaged in more intensive and/or extensive travel work. There were also available data suggesting that promotional programmes aiming to involve large numbers of schools (such as walking incentive schemes or Walk to School week) can have significant effects on travel habits. Some local authorities were starting to address school and commuting travel jointly, given the links between school and work travel. In the past, local authority monitoring of travel habits has been variable, although new Government requirements should result in more consistent data collection.

The findings reported above are consistent with the literature, which also highlights that, for positive modal shift, school travel initiatives need to have been in place for a sufficiently long time, properly marketed and intended to reduce car use. Specifically identifying the key factors which determine the impacts of school travel work on modal shift was one of the main aims of this research work, and the overall findings are discussed in subsequent sections.

4.2 Safety improvements

Although improving safety is often a key motivation for undertaking school travel work, safety benefits can be relatively difficult to measure. Several schools felt that maintaining their existing 'zero accidents' record constituted success. At the majority of the case study schools, interviewees felt that parents perceived travel to school had become safer since the start of work, and conditions for children walking from within one mile had usually objectively improved. Several schools also mentioned that pupils' road safety skills had increased as a result of school travel initiatives.

Local authorities also reported data about safety improvements. At Wilbury Junior School in Hertfordshire, the number of the injury accidents occurring around the school had reduced from 7 to 0 (comparing accident records three years before and after work). In York, a programme of building school safety zones around primary schools had halved the number of accidents that Year 5/6 pupils reported they were involved in. Both Hertfordshire and Greater Nottingham reported substantial accident reductions on the school journey (respectively, a 25% reduction in all child casualties and a 31% reduction in child pedestrian casualties) which may partly be due to their school travel work. Analysis in Surrey showed that 50% of their child casualties occurred at school journey times during term time and 21% occurred within 200m of a school gate, providing a mandate for their work in this area. Meanwhile, literature about projects in Leicester, Hull and Gloucester has reported on evidence demonstrating that safer infrastructure can have significant effects on child safety.

4.3 Health benefits

Over a third of the case study schools mentioned health and fitness gains from travel work, including raising awareness of these issues, exercise benefits from walking and cycling and the potential to address weight and obesity problems. At one school, Kesgrave High, high levels of cycling were considered to be linked with high levels of sporting success. Hertfordshire had been involved in a major research study showing that a typical walking trip to school used over twice as many calories as a typical school car journey (48 versus 18 calories) and that, on average, children used more calories travelling to and from school per week than they used in 2 hours of PE.

4.4 Other benefits

Other benefits reported from school travel work were as follows.

- **Reduced congestion at the school gate:** 25 schools reported that there had been a reduction in congestion outside the school gates, and this was often associated with safety improvements, encouraging modal shift and better relations with local residents.
- **Improvements in attendance and punctuality:** At one school, Park Brow Community Primary, the number of children arriving late had dropped from 40-50 to about 10 per day, following the introduction of walking buses, and

significant improvements had been observed in at least 3 children with major behaviour problems.

- **General educational gains:** Teachers reported the children were more alert and ready to learn when they did not come to school by car, which was partly attributed to opportunities to burn off excess energy and talk to friends on their journey. At some schools, travel work had been commended by OFSTED, the schools inspection body. In Bradford, school travel work was seen as closely linked with achieving educational goals.
- **Personal development gains:** Children were reported to benefit from school travel work in terms of increased independence; improved self-esteem, (partly because of the chance to take part in learning activities with practical and applied outcomes); opportunities to make and maintain friendships on the journey to and from school; enjoyment from participating in initiatives such as walking buses; and improved knowledge of environmental and citizenship issues. Devon County Council had undertaken a specific project aiming to increase the self-esteem of vulnerable children via school travel work which was considered to have been very successful.
- **Wider community benefits:** School travel work was often used to forge stronger links with the community, and to provide infrastructure improvements over a wide area. In Knowsley, the local authority commented that schemes were acting as a catalyst to engage unemployed young mothers, who were traditionally disenfranchised from community activity.
- **Increased awareness and appreciation of alternatives to the car:** Many interviewees highlighted that school travel work has the potential to affect long term attitudes to the car and other forms of travel.

5. THE SIGNIFICANCE OF BACKGROUND FACTORS

The case study schools were chosen with the aim of representing the full range of English school types and catchment areas. In general, the research found that it was possible to make a significant difference to travel habits at all types of schools, regardless of size, status (state/independent), location, wealth, initial level of car use, pupil age or catchment size. (The only caveat was that 2 schools with very low initial levels of car use – 8% at a secondary and 20% at a middle school - had experienced some increases in car use, although this may also reflect some weaknesses in their travel strategies rather than the 'impossibility' of maintaining such low levels).

However, inevitably, different schools have different issues which need addressing. Typically, schools in poorer catchments are able to achieve lower levels of car use, although they often have relatively dangerous catchments, with road safety issues which need solving in order to maintain such travel patterns. Independent schools typically have larger catchments, requiring more motorised solutions, although there may still be a significant proportion of pupils that live within walking distance who should not be overlooked. Infant schools and sixth form colleges have a high turnover of pupils, making induction procedures particularly important. There was some evidence that schools in urban locations had, *on average*, achieved higher levels of change,

perhaps because they had more opportunities to build on, such as more local bus services (although, at the same time, some of the highest achieving schools had predominantly rural catchments, indicating that location is not necessarily a constraint on what can be achieved).

Compared with primary schools, secondary schools often face significantly different challenges. The proportion of children travelling independently is much higher and travel distances are typically greater. The proportion walking to school typically falls (particularly if there is no attempt to promote walking), although car use also typically declines, with increases in cycling, bus or train use. The study also found that there was a very significant difference between travel plan processes at primary and secondary level. Secondary schools are larger and run more like businesses. There does not tend to be a culture of volunteer or parental involvement, although pupil involvement in travel work is often much greater. Initiatives to address travel, and local authority strategies for effective engagement are also very different at secondary level, compared to primary, although successful outcomes are possible at both. There was some indication that secondary schools which can be persuaded to engage in travel work have more consistent success.

In brief then, it seems that all types of school can be successful in promoting and supporting more sustainable travel patterns, although different situations generate different issues. It was notable that every one of the case study schools identified a slightly different set of initiatives as having been critical to their work, highlighting that each school needs to introduce a very carefully tailored set of solutions that meets its own, individual needs and concerns, and builds on the specific interests and capacities of those involved.

6. GENERAL INITIATIVES THAT LEAD TO LOWER CAR USE

A number of different initiatives which schools had put in place to support and promote more sustainable travel were analysed. In general, schools which had undertaken a variety of initiatives had been more successful than those where work was relatively narrowly focused. However, at the same time, it was clearly not necessary to 'do everything' to achieve change.

Initiatives relating to particular modes are discussed in the following sections. Meanwhile, there were a number of general measures which appeared to be associated with achieving greater success. These included involving pupils in developing travel work; parking restrictions; school travel safety measures; and awareness raising measures.

Children's involvement in decision-making was linked with more successful outcomes. At primary schools, the involvement of the school council was associated with achieving greater changes in car use, possibly because this indicated greater pupil ownership of the travel work and empowerment within the school. At secondary level, the involvement of students in developing travel work, and the inclusion of travel work in the curriculum, were associated with achieving greater change, and may have been particularly important for increasing walking.

Parking restrictions were linked to lower levels of driving to school, and schools which continued to let parents or students use the school car park, or drop off and pick up children immediately outside the school, had generally found it harder to reduce car use. Among the case studies, schools had addressed parking issues in a number of different ways, including introducing new or upgraded parking restrictions; undertaking awareness raising about parking problems; encouraging greater police enforcement of restrictions; or putting in place strategies to limit sixth form parking. In Nottingham, the city council had introduced an area-wide initiative to make all school entrance 'keep clear' zig-zag markings mandatory. At one school, The Royal School in Hampstead, the promotion of car-sharing had also proved an effective method of managing car-use.

Improving safety on the school journey had also played a crucial role in encouraging more sustainable travel habits. Extensive road safety improvements in the surrounding area were associated with higher levels of walking and cycling. At secondary level, when more children were making independent journeys, highways safety measures appeared to directly contribute to increasing active travel, whilst at primary level, road safety measures often provided an important underpinning for other initiatives. The most commonly introduced safety improvements were safer crossings and new, shared pedestrian and cycle paths. Schools were also building personal safety considerations into almost all of their initiatives (including criminal record checking of volunteers, adult supervision arrangements, improved lighting and encouraging children to travel together). Increasing the number of adults and children on the street was also seen as contributing to a safer environment.

Schools with little travel awareness work had achieved lower levels of change, and almost all schools emphasised that ongoing publicity and information were critical for successful travel work. This was promulgated via newsletters, assemblies, curriculum work, travelling theatre productions, themed occasions like Walk to School week and special events, including launch events for travel work. Including school travel policy statements in mainstream school documents and activities (including the school prospectus, materials for new parents, induction events at the school, the school development or improvement plan or the home-school agreement) was specifically associated with achieving greater change in travel behaviour. This could be because the inclusion of such statements reflected that travel work had become part of the ethos of the school, or because such policies have directly helped to prioritise more sustainable travel and maintain its priority over time.

7. SUCCESSFUL STRATEGIES FOR PROMOTING WALKING

Most schools had some potential to increase walking, although this was sometimes overlooked, particularly at secondary level. The experience of the case study schools highlighted that walking levels are not automatically dictated by the surroundings, but can be dramatically increased by appropriate initiatives.

Many of the general measures for promoting sustainable travel, including parking restraint, pupil involvement, travel awareness work and safety improvements, had contributed to promoting walking.

At secondary level, where more children were making independent journeys, highways safety measures, and parental perceptions that safety had improved seemed to be particularly important for encouraging walking. Walking had also been promoted by improving school facilities and arrangements, including introducing new entrances for pedestrians to match desire lines or separate them from traffic; upgrading on-site footpaths or lighting; providing lockers or other storage arrangements for books and wet clothing; and providing staff supervision for students arriving or leaving. Involving pupils in consultation and curriculum work also seemed to act as a particularly effective (non-didactic) form of walking promotion.

At primary level, some schools had primarily achieved increases in walking via road safety improvements. However, even without safety measures, some had achieved major increases in walking by focusing on specific walking initiatives, including Walk to School week, walking buses, walking incentive schemes, park and walk arrangements and pedestrian training, often coupled with small-scale measures such as cleaning up dog mess on footpaths, or introducing 'wet weather' shelters. However, schools with road safety concerns highlighted that these would need to be addressed at some point, in order to sustain increases in walking in the longer term.

Secondary school involvement in specific walking initiatives was relatively limited. However, there is potential for this situation to change. In particular, park and walk schemes, where parents are asked to drop their children at some distance from the school (sometimes at designated drop-off points like a pub car park), can help to clear cars away from the school entrance, providing both safety benefits and a powerful psychological message. Walking incentive schemes, where walking pupils collect points in order to gain individual prizes or class awards, seem to be effective at motivating students, and initiatives like Surrey's Golden Boot Challenge demonstrate that local authorities can successfully take the lead in delivering such schemes, reducing the input required from the schools. Walking buses are clearly a primary school initiative, and often suffer difficulties with volunteer recruitment, administration and bureaucracy. However, they had been a vital catalyst for encouraging walking at some of the case studies, with walking buses running for over 4 years at Holmesdale Infant School, and involving at least 60 children on a daily basis at St Sebastians Catholic Primary School.

8. SUCCESSFUL STRATEGIES FOR PROMOTING CYCLING

The presence of off-road cycle lanes and cycle parking at the school appeared critical for achieving high levels of cycling at both primary and secondary level. The 7 schools with the highest levels of cycling all had cycle parking and were served by off-road cycle paths. In some cases, these were complemented by traffic calming, lower speeds and, at secondary level, on-road provision for cycling.

New off-road cycle paths were typically introduced as combined facilities for pedestrians and cyclists. Often, they acted as an important connection to a wider network of local routes. For new cycle parking, key issues included shelter, location, mechanisms for reducing theft and access to the parking once on the school site. Many of the case study schools had introduced new cycle parking, spending an average of £20,000 on these facilities.

Other important factors for promoting cycling appeared to be on-road cycle training (particularly at primary level); the school taking a positive attitude to cycling (a factor not always determined by external conditions); promoting cycling to the whole family rather than just the pupils; and being able to build on a 'critical mass' of existing cyclists, (although the experience of Hillside Avenue Primary School, which increased cycling from 1% to 12% of pupils, shows that it is also possible to promote cycling from very low levels).

Other ways in which schools had promoted or supported cycling included:

- Cycle trains (with a particularly successful scheme at Watchfield Primary School).
- Cycle maintenance and security coding schemes (often involving the police).
- Loaning trailer bikes, child seats, helmets, fluorescent jackets, bicycles for cycle training and other equipment.
- Having policies to regulate cyclist behaviour and/or requiring children to obtain a permit in order to cycle.
- Promotion work, including holding cycle events, and developing information resources like cycle maps.
- Mainstreaming cycling, by making it part of school trips or sports facility access.
- Altering school facilities and arrangements - for example, Kesgrave High School was supervising the daily arrival and departure of cyclists, and had reduced the amount that pupils needed to carry by reorganising the school day into three shifts and providing all pupils with lockers.
- Providing funding assistance – for example, changes to Cambridgeshire's rules about post-16 student travel assistance had enabled more cyclists to claim for the costs of running a bicycle.

9. SUCCESSFUL STRATEGIES FOR PROMOTING BUS AND TRAIN USE

Bus use had been successfully promoted at most types of school, (with the exception of schools where most pupils were living within 1 mile). However, although there were several primary schools where buses were considered critical to the success of their travel work, buses were primarily a secondary school mode, with particularly high levels of use where catchments were more dispersed. Schools often reported problems dealing with bus operators, and this was one area where local authority help was particularly appreciated. (At All Saints RC Secondary School, it was notable that independent changes to York City's bus network had been particularly important in boosting bus use to school).

Schools with high levels of bus use generally had new or improved services in place, and either relatively low fares or fare reduction schemes. Both dedicated and public services were successful in attracting pupils, and some schools had also boosted bus use by providing dedicated minibuses. Developing services that served more than one school had often helped to justify their introduction. Service improvements included adding bus stops, increasing the frequency of services, altering routes to stop closer to the school or altering service times to fit better with school hours. High fares seemed to be sufficient, on their own, to deter bus use, regardless of service quality. It was also important to have appropriate access arrangements, including off-road bus laybys and/or turning facilities, in order to avoid jeopardising services.

The 3 primary schools with the highest levels of bus use (and some of the secondaries) had also put various arrangements in place, at the school and on the buses, to make the services more child-friendly. These included waiting arrangements (sometimes with teacher supervision); seatbelts and designated seats for pupils; consistency of drivers; giving parents a contact at the bus company; providing a breakfast club for children arriving early; adult escorts on buses; pupil prefects on buses with mobile phones to report problems; the school taking responsibility for contacting parents about service problems; or the bus waiting for children at the end of the school day.

Promotion work (including information provision) was another important component of encouraging bus use, particularly at secondary level. At primary level, it was often linked with educating pupils how to use services and attempting to discourage inappropriate behaviour. Some schools had taken on responsibility for dealing with pupils who were reported to have misbehaved.

At the 5 secondary schools with the highest levels of children coming by bus or rail, a significant proportion of journeys were being made by train. Methods of encouraging train use included promotion work; information provision; fare subsidies; policy statements in favour of public transport; familiarisation sessions at local stations; changes to timetables; and providing a minibus service between the school and the local station.

10. ADDRESSING STAFF TRAVEL

Initiatives to address staff travel were relatively limited, although it was notable that many of the case study schools were starting to consider the issue. A total of 9 of the case study schools (i.e nearly a third) had objectives or targets to achieve changes in staff travel (as well as pupil travel), and staff were often leading by example. For example, at 4 of the schools with high levels of cycling, the head teacher sometimes, or frequently, cycled to school themselves. At one of the primary schools (St Sebastian's Catholic Primary), the school held regular park-away days, where staff were expected to park at some distance from the school as well as pupils, (thereby creating a 'car-free' environment at the school entrance).

Measures introduced by schools to address staff travel included dedicated cycle parking for staff; pool bikes for staff to enable them to travel between different school sites; a car sharing scheme; and a minibus service to enable staff to get to the school from the local train station. One school (Long Road Sixth Form College) was involved in the local authority's workplace travel plan programme. Given that, as already mentioned, some authorities are now starting to jointly plan school and workplace travel initiatives, the opportunities for school staff to be involved in travel initiatives may increase.

11. EFFECTIVE TRAVEL PLAN PROCESSES

11.1 Why schools get involved in travel work

The most common reason that the case study schools had got involved in travel work was congestion at the school gates, which was often linked with residential complaints, inappropriate parking, aggressive driving behaviour and associated safety problems. More general concerns about safety and traffic had also motivated schools. In a number of cases, links with Healthy Schools or Eco-schools had acted as the stimulus for work, and there was some indication that, at secondary level, undertaking work for health reasons was associated with achieving greater success. Work had also been triggered by the involvement of the local authority or the planning system, and it seemed that having an external stimulus was particularly important for *starting* work at secondary level. The 7 case study schools where the planning system had been involved showed that travel work triggered by the planning system could be just as effective (if not more so) as work triggered by other factors.

The impetus to start school travel work often came from a variety of people, including parents. It was notable that those raising issues were not always those who became the school travel champion. Often, the coincidence of 2 factors had led to work starting - for example, a new and enthusiastic Healthy Schools coordinator being appointed at the same time as a parent raising concerns about safety. Site changes or increases in pupil numbers had also acted as the trigger for work. Some local authorities highlighted that making funding available for school travel work had acted as a catalyst for generating interest from schools.

11.2 Management arrangements

Almost all the case studies schools had benefited from:

- A positive relationship with the local authority
- A head teacher that was supportive or very supportive of the travel work
- Leadership from a champion and/or working group.

In many cases, one individual had clearly provided critical leadership for the school's travel work. However, at the same time, it was evident that school travel work cannot be done by one person alone. Many schools and local authorities felt that having a working group was vital in order to 'spread the load'. A formal working group seemed to be particularly important at secondary level, given the complexity of schools and their arrangements. Key

leadership tasks included promoting the work; managing particular initiatives; liaising with others; and conducting monitoring and survey analysis. School travel work had been successfully led by a variety of people, although at 24 schools (including all of the secondaries), a member of school staff had led the work, and a number of interviewees felt that school staff involvement was critical to success.

Different players clearly brought different strengths to school travel work, as follows.

- **Head teacher:** Although direct head teacher leadership of school travel work was not associated with greater success (and head teachers often had to delegate responsibility for school travel work due to other commitments), support from the head teacher did appear to be essential. In some cases, head teachers were leading by example; in some cases, they were involved in major decisions or specific activities; and in some cases, their main contribution was to provide unwavering back-up for others leading the work.
- **Other school staff:** Site management staff were often involved in decisions about site access. Teachers were often key to getting pupils involved via classroom work, and other support staff had also participated in initiatives. Healthy Schools and Eco-schools contacts were frequently mentioned.
- **Parents:** Most primary schools had involved individual parents in developing their travel work, and often felt that such involvement was very important, partly as a way of influencing other parents. However, few of the secondary schools had done so. Some schools (both primary and secondary) were piloting new systems of parent class representatives, as a way of increasing general parental engagement with the school, (and thereby generating more opportunities to involve parents in travel issues).
- **Local authorities:** All schools reported a positive working relationship with their local authority, and were often very enthusiastic about the support they had received. (The nature of support provided is discussed further in section 16).
- **Governors:** School governors had had some involvement at over two-thirds of the schools. Their roles included approving travel work and congratulating those involved; developing links with other initiatives and organisations; and providing input relating to finance, school policy, health and safety issues.
- **Other schools:** A number of schools emphasised the importance of working with other schools, as part of boosting motivation, guiding the work, getting new ideas, addressing issues on a wider basis and getting initiatives in place that would not be funded for one school alone. It was felt that local authorities could play an important role in building support networks of local schools.

Other members of school travel working groups included local councillors (including parish councillors), local residents, police, school crossing patrols, and, in one case, a health promotion officer.

As already highlighted, involving pupils in school travel work development was also common, and was linked with more successful travel work. It was noted that pupils represented the school's captive audience, had the best understanding of their own needs and travel problems, and could pester both parents and staff about travel. There were a considerable number of schools where pupil involvement in school travel work was increasing, linked with more general increases in pupil empowerment, including the setting up of pupil forums such as school councils or eco-councils.

11.3 Resources

The amount spent on measures related to travel work for an individual school varied greatly from zero, to over £400,000 in situations where the case study school was part of a project to benefit a number of schools or the wider community. The average was about £35,000 for a primary school and £67,000 for a secondary school. Apart from staff time, the most substantial costs related to the provision of safer infrastructure, cycle parking and/or bus measures.

The majority of funding for travel plans had usually come from the local authority – via either the Highways Department or the Road Safety Department. Other funding sources included local businesses; local bus companies; the Department for Health 'Safe and Sound' initiative; the Department for Transport cycle fund; the Department for Education and Skills 'Education Action Zone' money; New Deal for Communities regeneration funding; the Countryside Agency; the Defence Academy; Sustrans; the RAC award scheme; and the Diocese of Southwell.

School travel work typically involved regular inputs from the school community (often on a weekly basis) and at least one day of input per month from the local authority (with more input at secondary level), although time spent at individual schools was highly variable, depending on their needs. School staff reported that finding time for work was often problematic, particularly over a long period. Both schools and local authorities had sometimes attempted to address this by paying for supply cover to free up staff involved in travel work, or by getting external consultants involved (including charities) who could provide support to schools. Many felt that professional recognition for the role of a school travel co-ordinator within the school would be helpful.

11.4 Consultation

Most of the case study schools had undertaken some consultation work in relation to their school travel strategy, and at secondary level, having an extensive and high-quality consultation process was linked with greater success. Some schools highlighted that consultation could be very time-consuming, and, without proper management, could become a focus for conflict, raise unrealistic expectations or result in action paralysis. However, the majority of schools were generally very positive about consultation, reporting that it had helped with endorsing their proposed actions; raised awareness of travel issues; provided an effective and socially acceptable way

of engaging with key actors about travel; and led to finding out things that they did not know.

Consultation was often appropriate at different stages of travel work, including initially raising awareness of issues, asking consultees to propose solutions, and asking consultees to comment on proposed solutions. Many schools stressed the importance of giving feedback about the results of consultation to those consulted.

Interviewees warned that there would always be people who were not interested in travel work, or who opposed proposals, and that those undertaking consultation needed to be prepared for this. They advised that it was important to avoid being too judgemental; to be sensitive to individual needs; and to have a proper, open discussion. Several schools also highlighted the need to appeal to a rationale that parents or residents could buy into, when promoting new ideas.

Consultation varied in formality, from surveys of parents, pupils or residents, through to informal discussions at the school gate. It was also common for schools to hold meetings or events, in some cases, having different events for different parts of the catchment. Mapping exercises were also frequently used to find out where pupils were coming from, or to identify particular hazards on the journey. Local authorities had often assisted in consultation work. A number of schools mentioned that consultation was an ongoing process, and were continuing to use school newsletters and pupil forums to gain feedback on new ideas.

11.5 Formalising work

Formalising the aims of school travel work in travel plan documentation, written objectives and clear targets was associated with achieving greater success. Moreover, despite local authority concerns, none of the case study schools reported that developing such a 'travel plan' had, or would be, unduly onerous and some of those without plans were keen to do so. However, it should be noted that about a third of the case study schools did not have completed travel plans in place, showing that it is not essential to have a travel plan in order to undertake successful travel work. Moreover, all of the case study schools had been engaged in travel work for at least 2 years, indicating that developing a travel plan is not necessarily the most useful starting point for school travel work. Local authorities also stressed that a travel plan needs to be an evolving 'living document', helping to guide a school's work, rather than becoming a 'lip service' paper exercise.

Schools often gave a long list of aims for their travel work, although these were not always translated into specific objectives and targets. In particular, safety concerns were not always reflected in safety related objectives or targets, perhaps because schools felt that they would be unable to measure progress. This is a cause for concern if it affects priorities for work. Notably, as well as targets relating to desired outcomes, some schools had objectives relating to process, for example, 'to introduce travel work onto the curriculum'.

Schools had set targets on the advice of their local authority, by examining travel surveys or by consulting with relevant groups, often using a combination of these methods. However, some were concerned about the validity of setting targets, or that failure to meet targets might undermine morale.

11.6 Sustaining work

All of the case study schools had been involved in school travel work for at least two years, highlighting that changing travel behaviour is a long term process, and that sustaining the momentum of initiatives over time is essential to achieving success.

Seven issues were identified as being critical to sustaining momentum:

- **Staffing:** It was clear that the arrival of new, enthusiastic staff could boost travel work, while a loss of staff, or a lack of time by those responsible for travel work, could lead to a decrease in activity. In this context, the importance of 'spreading the load' was mentioned as important. Several schools also highlighted the importance of succession planning, i.e. identifying a new person prepared to take over from an existing travel champion when necessary.
- **Formalising and embedding school travel work within the school framework:** As discussed in section 6, including travel policy statements in mainstream school documents and induction activities was associated with achieving greater success. Introducing initiatives that could be run on a regular basis as part of the school calendar (such as annual cycle training) and forming links with Healthy Schools and Eco-Schools had also helped to make sustainable travel a mainstream part of school culture.
- **External recognition:** At primary level, receiving media coverage for the school's work was associated with achieving greater success, and most schools reported that any external recognition for work helped in enhancing motivation, raising travel awareness, triggering new activities and sustaining interest. As well as media coverage, such recognition could be provided by award schemes (often run by local authorities) or positive reports from OFSTED about work. Schools also mentioned the importance of recognising and rewarding the efforts of volunteers.
- **A sense of purpose and achievement:** To drive work forward, schools stressed that it was important for those involved to see benefits from the work, and to have a shared vision about what they were trying to achieve. In this context, schools mentioned the value of 'quick wins', receiving funding and getting particular measures implemented. Conversely, delays in getting particular measures in place could jeopardise momentum.
- **Underpinning the work with appropriate infrastructure:** Road safety measures, parking restrictions, lockers and cycle parking had helped to maintain school travel work. Several schools mentioned that new infrastructure acted as a permanent reminder of the travel work. Meanwhile, a lack of appropriate infrastructure was seen as detrimental to trying to sustain enthusiasm.
- **New measures, new ideas and making it fun:** It was reported that travel work often needed 'pepping up' with new ideas, including re-launching existing initiatives, introducing new ones and making activities 'more fun'

for pupils. Some also mentioned the importance of making activities enjoyable and sociable for volunteers. Working with local authorities and other schools were highlighted as important ways of getting new ideas.

- **Ongoing publicity and information:** The majority of case study schools emphasised that constant reiteration and promotion of ideas was vital to sustain travel work. Newsletters, induction activities and assemblies were all seen as key to this process, together with publicity boosts from receiving external recognition.

12. CONCLUSION

The study results demonstrated that school travel work can be extremely effective in delivering a number of socially desirable goals, including traffic and congestion reduction, improvements in child road safety and a range of health gains. Moreover, it seems possible to achieve significant changes in travel behaviour at all types of school, and in all types of location, although different strategies are likely to be needed for different circumstances.

In general, schools which had involved pupils in developing travel work, which had parking restrictions in place, which had introduced safety measures around the school and which had undertaken considerable awareness-raising had achieved the greatest success. There were also particular lessons that emerged in relation to individual modes. For example, walking initiatives often constituted a 'quick win'. Cycle parking and off-road cycle tracks seemed key to promoting cycling. High bus fares seemed to deter bus use, regardless of the quality of bus services.

Meanwhile, schools clearly needed appropriate structures to implement good school travel work, including the support of the head teacher, a working group and/or school champion, and the involvement of school staff in ways which did not overburden them. Building travel statements into policy documents and induction materials had helped achieve success. School travel work also needs sustaining over time – and external recognition had been extremely important in maintaining enthusiasm.

Other findings from the study included recommendations for both local authorities and national government about ways in which successful school travel work should be promoted in the future.

Main reference

Cairns S and Newson C (forthcoming) *Making school travel plans work: Research Report*. Report to the UK Department for Transport, undertaken by Transport 2000 Trust, University College London, Adrian Davis Associates, Sustrans, Cleary Hughes Associates and Transport for Quality of Life.

School Travel and Evidence Data – Case Studies August 2010

A) Examples of LA wide mode shift improvements

1. Wakefield (Area wide car reduction and increase in walking)

With 100% of Schools in Wakefield now with a School Travel Plan a local target to reduce car use by at least 1%, year on year, was set from a 2007 base Line. Targets have been hit with car use falling from 34% to 29% in 2010 whilst walking has increased from 50% to 55% (School Census).

The Travel Plan Team, working in partnership with the District's schools, have helped them to reduce car use by developing appropriate initiatives and strategies, including: "Park & Stride", "Walking with Buddies", "Drop off & Go" and "Walking Bus" schemes, a "Safemark Award" scheme (in partnership with Metro) to promote and support responsible use of public transport and appropriate child pedestrian, training cycle training and Independent Travel Training.

Promotional activities through the year have included themed walks e.g. "Bark & Stride" (walks with "Dogs for the Disabled" to promote Park & Stride), events to focus on sustainability, e.g. "Eco Days" at Secondary School, including cycling demonstrations and "Smoothie Bikes", subsidised travel by Public Transport and promotions with rewards schemes lasting half a term or more and designed to encourage a more sustained commitment to walking. This year "World Cup Walk 2010" (sponsored by Nike) challenged pupils and staff to walk to school as many times as they could over a two week period. Sixty schools across the district signed up for it with Wrenthorpe Primary School winning the event with 92% of the school walking to school for the duration of the challenge. Most of the schools which took part managed to improve their usual level of walking by at least 15%. Other such challenges have included "Walk through Time" in partnership with Royal Armouries Leeds and "Walking Superstars" which ran in 20 schools over three terms in conjunction with 25 local retailers and leisure outlets.

Of the 126 schools engaged with through these specific promotions 73% awarded an "extremely successful" rating to their event.

At Wakefield the School Travel Plan Team have worked in partnership with our Highways team to provide "Safer Routes" engineering support, where appropriate, to support Travel Plan initiatives. These interventions have included: contributions to on-site waiting shelters & secure cycle storage, establishing additional site access points & new paths, improving facilities for Home to School Transport, establishing safer places to cross busy roads, upgrading (or establishing) public footpaths and cycle routes, installing traffic calming schemes and securing Traffic Regulation Orders

2. Darlington (a mix of complementary measures with travel plans at the core)

Darlington Borough Council has developed a package of measures that are implemented through the Sustainable Travel to School Strategy (SMoTS) and through the delivery of School Travel Plans. key elements to their successful travel behaviour change programme include improved infrastructure making it feel safer and more comfortable to walk or cycle to school, making sure the children and

families know how to use the infrastructure and incentives to travel sustainably through promotions and initiatives.

Bikeability and pedestrian training programmes provide children the necessary skills and help overcome safety fears and also help familiarisation with the infrastructure. Promotional activities include themed walks and the successful 'Medal Motion' campaign. The Sustrans Bike It programme generates more cycling interest. All of the measures are complimentary and ensure that schools and pupils have the information, infrastructure, skills and incentives needed to bring about behaviour change.

The annual school travel hands up survey shows that between 2004/05 and 2009/10, the levels of cycling to school have risen from 0.9%, 104 a day, to 6.7%, over 700 pupils every day. Furthermore, NI198 data has also shown positive shifts over the last 3 years. In 2006/07 it was reported that 22.6% of journeys to school in Darlington were made by car. The latest figures from 2009/10 suggest that 20.5% of pupils now travel by car, a reduction of 9.2%.

However, despite this reduction in car use over 23% (592) of all car journeys to school in Darlington are less than half a mile, a distance that could be walked within 10 minutes at a relatively steady pace. This highlights that there is still potential to change behaviours on the journey to school in Darlington and future efforts will be focussing on developing 5 and 10 minute walking zones around schools.

3. Sheffield – 'Travel 4 Life' project in conjunction with "Sheffield Let's Change 4 Life".

School Travel Advisers in Sheffield work intensively with schools in targeted areas of the City to promote active travel. Funded in partnership with Sheffield PCT and under the umbrella of the Change4Life national public health campaign, they offer a programme of activities including assemblies, walk to school breakfasts, educational theatre and school travel curriculum sessions in geography, IT and other subjects.

The 'Travel4Life' package aims to improve people's understanding of the need for healthy and active lifestyles through the delivery of education and information sessions to children and their families. Information collected from children, parents and teaching staff will be used to help increase opportunities for walking and cycling through implementation of practical engineering schemes in and around schools.

Schools were prioritised using two criteria, health priority, based on child obesity information from the National Child Measurement Programme (NCMP) and high car use (based on schools with car use over 50%, data from the School Census).

Overall levels of walking have seen an increase of up to 22% with car use decreasing by approximately 21%.

4. Norfolk (a rolling programme of promotions and supported campaigns providing incentives to travel sustainably)

Norfolk attribute their authority wide 'mode shift' success to the development of a selection of fun sustainable travel promotion schemes and resources available to loan free of charge. These include 'Milly the Millipede', 'Big Feet', Red, Amber, Green parking banners and 'Travel Trees'. Throughout the year, School Travel team also run promotions and competitions for example Walk and Bike to School Weeks, 'Find Your Feet', January 'Jam Busters' and the 'Steppers' reward scheme.

The resources are simple to use, can be administered with the help of children and school councils and can be developed and adapted by teachers to suit. They are accessible via the Council's school travel web pages. Norfolk has seen car use fall from 32% in 2008 to 30% in 2010 and walking rise from 42% to 44%.

St Nicholas Priory Middle School in Great Yarmouth has seen a 47% reduction in car use (24% car use in 2004, 12.5% car use in 2008). This school was one of the first in the county to produce a travel plan in 2004, has consistently worked hard to achieve their travel plan targets and has had a dedicated co-ordinator and pupil travel plan group. The school resurveys and updates their travel plan every year and participates in every promotion and initiative available. They enjoy developing their own schemes such as every year 4 group designs travel plan leaflets to take home at the start of each year and the school held a competition to create a rap about walking to school. The school has participated in the Great Yarmouth 'Way to Go!' scheme and complemented the scheme by adding their own prizes and printed their own stickers to make the scheme their own.

5. Rochdale (School Travel Implementation Strategy with STA as the key champion)

In Rochdale, the School Travel Implementation Strategy (STIS) began in September 2009. It was created to drive through the work started by school travel plans, most notably the reduction in the number of car journeys to schools. It works with a focus group of 15 schools each year. They receive capital works and a comprehensive, behavioural change soft measures programme.

Over 160 workshops have been delivered during the 2009/10 school year. 4 schools received capital works to support the soft measures. For 2010/11 the aim is to double this figure.

School travel has risen high up the agenda in all STIS schools, pupils in those schools are better informed about their journey to school and more pupils and parents now have more real choice on how they travel than ever before.

In its first year the STIS has resulted in a reduction in car use to participating schools from 51.5% to 45.5% and at a cost of £7 a head, this reduction in car journeys compares favourably with other projects.

Parkfield Primary, Middleton, started the year without a single pupil cycling to school yet it now has over 30 every day. The walking bus started in November 2009 now sees 20 children regularly taking part. Bamford School has been running parking campaigns all year outside the school gates, in a bid to make parents more aware of the rights and wrongs when parking outside or near school. This has resulted in fewer cars parking inappropriately outside the school. Children at Brimrod Primary set up a 'Walk It Crew'. They set themselves the task of finding out what was dissuading their classmates from walking to school and then to come up with solutions or incentives. They wrote a play on school travel which they performed to the school and parents. Walking to school is now included in their school council meetings.

STIS is to be included in the next Local Transport Plan and many authorities in Greater Manchester are looking to adopt the STIS during 2010/11.

6. Coventry (a partnership approach to delivery of Sustainable School Travel)

The number of children travelling to school by car in Coventry has fallen from 26.4% in 2006/7 to 23.2% in 2009/10, achieving and exceeding the targets set in the Local Area Agreement (National Indicator 198). The current level of car use is the lowest in the West Midlands region.

The STP Coordinator works closely with a Cycle Training Coordinator and a Sustran's Bike It Officer as part of a coordinated effort to reduce school run car use across the City. Since 2004, the School Travel Plan Co-ordinator has secured a total of £656,625 in capital and revenue grants to support sustainable travel for Coventry schools.

Coventry was the first authority in the West Midlands region to provide nationally - accredited Bikeability Cycle Training at Levels 1, 2 and 3. 1800 pupils (almost half of all 10 year olds) now receive Bikeability cycle training.

Funding of £38,000 over 3 years has been secured from the Primary Care Trust (PCT) through the Coventry Health Improvement Programme, which has facilitated the provision of a set of bikes and helmets to 6 schools in Priority Neighbourhoods.

The Bike It Officer helps schools to make the case for cycling in their School Travel Plan, support cycling champions in schools and demonstrate that cycling is a popular choice amongst children and their parents. Since 2007, 21 schools have received a year of intensive support and the average number of pupils cycling to school at Sustrans Bike It schools increased from 2% to 10%. Having a Bike It Officer has also helped to attract additional capital funding through Sustrans to improve cycle infrastructure in the city. An annual public Bike Week event has attracted up to 400 adults and children.

With the support of the School Travel Plan Co-ordinator, schools have also participated in a range of other active travel initiatives and promotional activities including Park and Stride promotions and Walking Buses, some of which have helped to improve attendance and punctuality. The theme for 2010 National Walk to School Week in May was 'reducing your school's carbon footprint'. Travel plan schools are also supported to organise promotional activities such as Bike Breakfasts, canal cycle rides and family cycle days as part of National Bike Week in June each year. Staff at schools are helped to participate in the City Council's Bike & Hike to Work Day and benefit from the Bicycle Salary Sacrifice Scheme.

The School Travel Plan Co-ordinator also works closely with the Council's Sustainability and Healthy Schools Teams. This partnership working includes running an activity workshop at the annual schools' sustainability event at Coombe Abbey Country Park ('2010 and Beyond') and exhibiting at the annual Healthy Schools Conference.

7. Derbyshire ('Travel Smart' - Strong branding and helpful website and creative resources)

The Derbyshire County Council sustainable travel to school campaign has been going from strength to strength in recent years. From 174 primary schools in 2005, to 274 in 2009, over 260 primary schools regularly take part throughout the county, which represents approximately 25,000 pupils being encouraged to travel sustainably in May and October every year. This has contributed to the County figures for car use reducing from 29% in 2007 to 27% in the 2010 census. Initiatives include a Travel Smart Songs CD written and produced by school children, for Travel Smart week in

May 2010 children were asked to look for ways that Travelling Smart could save the day and could design their own super hero, Scooter Smart - a project aimed at providing children with the confidence and skills to use a scooter as a mode of travel and a story telling toolkit links school travel to the literacy curriculum.

B) Sub LA - cluster level improvements

1. Newcastle (Neighbouring schools working on a joint travel plan)

In Newcastle, two first schools and a primary school based on the same campus have been working together on a joint school travel plan to tackle car use. When they started working together they were amongst the highest car users in the city. Through enthusiastic work in the schools including the introduction of WoW (Walk once a Week) initiatives they have all brought down their car use and increased their walking over the last four years. Broadway First School for example reduced its car use from 60% in 2007 to 41% in 2010 and increased its walking from 34% to 50%. As the children mainly live in neighbouring housing estates surrounding the campus the conditions were right for the School Travel Adviser working with the school to bring about such a behavioural change. Familiarity with the strong 'walk to school' message and good travel habits generated at the two first schools contributed to the positive results amongst the older children.

C) Cycling

1. Telford (Cycling and SEN Children)

Mount Gilbert School in Telford is a special school for pupils aged 11 to 16 with behavioural, emotional and social difficulties. They completed their school travel plan in 2005 and used the grant to purchase cycle storage. The school travel plan has been prompted by transport cost to the authority, changes in the curriculum causing offsite provision, and the necessity for pupils to be able to operate independently and safely in their community (part of Every Child Matters).

Mount Gilbert has made a commitment to the Healthy School Scheme and have a curriculum module called Bike Club, where pupils learn safety and develop skills for safe road use. The school curriculum requires pupils to leave site and there is an agreed off site code of conduct, which embraces road safety, and the countryside code. Bike Club has become a key part of the schools afternoon enrichment and extended schools programmes.

They now have a successful cycle club which provides training, maintenance skills, spare equipment and cycle rides and trips. In 2005 91% of pupils travelled to the school by taxi. This has been reduced to 51.2% in 2010 with 11.6% of pupils now walking to school and 30.2% of pupils travelling by school bus.

More info requested

2. Coventry, Coundon Primary School (Staff involvement)

Since writing its first travel plan in 2005, the school has taken part in Bikeability - cycle training course takes place annually; a parent has become member of City Council's Bikeability instructor team and the Deputy Head and a PE teacher have also trained as instructors demonstrating the growth of interest in cycling as a PE option. In terms of extended school activities there's a Bike It Saturday morning beginners' cycling club, also open to children from neighbouring schools. The Deputy Head and PE teacher are delivering Go Ride sessions as part of PE curriculum. The school has held its own triathlon event in conjunction with local sports centre and

British Cycling. Parents have been invited in to the school to have a taste of the various cycling sessions. The DCSF Travel Plan Capital grant has been used to improve cycle parking and a Local Authority funded School Safety Scheme – a zebra crossing and 20mph Zone has been recently installed. These measures have resulted in a shift from 35% car use in 2005 to 25% car in 2009.

3. Lincolnshire (Addressing cycling gender issues)

During an annual School Travel Plan review meeting at St Peter and St Pauls Catholic School in Lincoln, the steering group identified that there was only one girl cycling to school, compared to over 40 boys. Their School Travel Plan Advisor (STPA) set up a task group and surveyed all the girls in year 7-9. Surveys identified that girls were not cycling due to image worries and confidence on the route to school. Over 4 weeks, the STPA worked with the school and local businesses to implement measures to combat these barriers including opening the changing rooms in the morning, leading a cycle train to school and rewarding cyclists with beauty products donated from local businesses. By the end of the 4 week period up to 20 girls were cycling to school each day. The cycling culture in school is continuing to thrive for all pupils.

4. Meole Brace School Shrewsbury (Helpful infrastructure and strong cycling culture)

The first School Travel Plan (STP) in 2005 brought together a committed travel plan group comprising parents and senior staff who have worked with Shropshire Council since then to develop a cycling ethos in the school and improve infrastructure both on and off site. This has resulted in an increase in cycling at the school from just 9 cyclists in 2005 to 161 (16% of the school) in 2010 (School Census). A 'Big Bike Count Survey' in June 2010 saw the school having the highest number of pupils cycling in the County with 156 bikes counted on the day.

The travel plan process helped to identify key barriers to more cycling and improvements have included a new toucan crossing near the school entrance links the school to the existing network of off road cycle paths, signs designed by students warning motorists to slow down through the 30mph speed limit around the vicinity of the school, two large cycle parking shelters for 140 bikes and additional lockers to help store helmets and improvements to a nearby roundabout to help walkers and cyclists cross safely funded through Cycle Shrewsbury in 2010.

Cycling in the curriculum has included Eco Club students helping design a biker's code, cycling assemblies and Year 7 and 8 students benefiting from holiday cycle training and in-term Bikeability courses. With the help of the School Travel Adviser, new parents are given information on cycle routes to school at induction evenings and there is a map of cycle routes linked to the school prospectus on the Council's website. The travel plan group provides parents with regular newsletter updates.

Another factor in the success of cycling to the school is that the nearby Priory School and all the feeder primary schools have active travel plans and have been promoting active travel for a number of years. Children are already used to cycling to school in the school's catchment area. Nearby St George's Junior School for example has been working on a joint plan with neighbouring Woodfield Infants since 2002 and between 2000 and 2010 this has seen walking rise from 43% to 48% and cycling from 5% to 9%. 20% (160) of students cycle to nearby The Priory School which has also benefited from increased cycle parking capacity and are wide infrastructure improvements. (Jan 09 census).

5. Leicestershire (Helping schools teach good travel habits from a young age in Loughborough)

At the Thorpe Acre Hill area in Leicestershire's largest conurbation, Loughborough, there is evidence of worthwhile trends developing in young peoples travel behaviour. During Bike Week in 2009 Thorpe Acre Infant School had a road safety talk from local Community Support Officers, held a themed raffle supported through donations by a number of local businesses and organised a sponsored cycle ride with nearly every child made the effort to bike or scooter to school. All of the children, from the Foundation Stage through to Year 2, cycled around the school grounds, with the older children completing a distance of 1km. The school's aim is to help raise money for sets of reading books and raise awareness of the link between physical and mental fitness, well-being and health.

The Local Transport Plan had identified the area for the priority development of walking and cycling. Before the intervention in 2006 cycling was typically at 1% at Thorpe Acre Infant School. Following the particular intervention, on behalf of the school by the STA, Thorpe Acre Infants was awarded a £2000 grant in early 2009 to help with groundwork for cycle and scooter parking. The 2010 census data shows 3% cycling, a figure almost unheard of for an Infant School in Leicestershire. Walking has also risen to 72% and car use is down from 39% in 2006 to just 22% in 2010.

At co sited Thorpe Acre Junior School, a grant for cycle parking to compliment their Travel Plan grant has also been made and the current level of cycling to school is now at 6% (up from 0% in 2006).

The STP Coordinator is organising with Road Safety colleagues tutor led cycle rides for the Year 6 pupils to the secondary schools on Thorpe Hill to help maintain the momentum.

Working in partnership with Sustrans, Leicestershire County Council have made infrastructure improvements at Thorpe Hill including new shared footways and cycleways, toucan crossings and street lighting providing improved links to the National Cycle Route network. The infrastructure improvements could have only originated out of the collective and coordinated Travel Plans of 5 out the 6 schools in the Thorpe Hill area, potentially benefiting several thousand students. To sustain and capitalise on the good start, from Infant stage -encouragement, training and targeted support will need to continue into the next local transport plan.

6. Stoke, Burnwood Community School (dynamic leadership)

Burnwood Community School in Stoke has embraced children's interest in riding bikes by developing a range of cycling projects both outside and within the school grounds. Children have led on the design of a 'Tri Track' comprising a velo track, a mountain bike trail and a planned BMX track. In support of these facilities, children also benefit from Bikeability cycle training courses, 'Go Ride' cycle clubs led by qualified teaching staff, a cycling option in PE lessons and organised monthly family cycle rides from the school at weekends.

Children are given small rewards once they have completed a number of cycle to school trips including bike lights and repair kits and can safely secure their bikes in shelters funded out of the School Travel Plan grant.

Numbers cycling to school have risen from 3 in 2006 to 11 in 2009 and 43 in 2010 (School Census). Other successes include improved local cycle routes via the City's Safe Routes to School programme and Sustran's 'Links to School' schemes.

The school has been chosen to support the City's work to increase levels of cycling as part of the successful 2008 Cycle Demonstration Town bid.

Although not a cyclist herself, the Head teacher Mrs Diane Herbert has recognised the many benefits of promoting walking and cycling to school including providing an alternative in the PE curriculum to engage those not keen on traditional sports, improving attendance and punctuality, improving parental involvement and providing an opportunity for children to take part in school projects which improve their environment. This dynamic leadership has resulted in the school securing a significant level of external funding project and bringing the LA, third sector and local businesses together to maximise the benefits to the school community. Walking buses and promotion of healthy lifestyles were noted in their favourable Ofsted 2006 report.

Car use on the school journey in Stoke has fallen from 31% in 2008 to 29% in 2010 (School Census).

7. Suffolk, Edgar Sewter Primary School (whole school approach)

Until the first travel plan in 2004 very few children cycled to school and there was no proper place for bicycles to be kept. The children were keen to cycle to school and are helped by the fact the National Cycle Route NCN 1 runs along the road in front of the school and links to the local middle school too. Toucan crossings have been installed by the school to make crossing the main road easier and safer. With the travel plan grant a cycle shelter was purchased and once children and parents saw this it helped to promote cycling to school. Since then the number of children cycling or scooting to school has increased every year. Using a mix of LA and school funds, extensions were added in 2007 and 2008 including some small racks specifically for the scooters that many of the younger children use before progressing onto bikes.

In 2004 there were no cyclists and in 2007 24 regular cyclists - 21% of the school roll, taken from October Annual Travel Survey by Suffolk County Council.

Cycling has also been encouraged by regularly including cycling to school within Healthy School weeks, by taking part in Bike to School Week and delivering cyclist training to Year four pupils. The Eco Council and School Council keep staff updated with the student's views and thoughts. Scooters can be brought into a lunchtime club. The school prospectus includes a section about the travel plan and encourages sustainable journeys.

This work to promote cycling has been incorporated into a whole school approach to encourage healthy lifestyles for students and staff, rather than a standalone project.

8. Walsall, Watling Street Primary (Bike Clubs and family leisure rides)

Staff at Watling Street Primary School have run an after school bike club between March and October since 2005 and it is now the most popular after school club with over 20 regular members. Although aimed at Years 5 and 6, additional parent helpers enable younger siblings to also take part. Regular 4 miles bike rides take place to the around nearby Chasewater Lake using a toucan crossing to safely get across the busy A5. Staff running the club have benefited from Bikeability Assistant Instructor training. The Travel plan process has also seen the school benefit from additional cycle parking and a link off the local cycle route directly into the school grounds. Walking and cycling to the school increased from 55% in 2009 to 59% in 2010.

9. Essex, Buckhurst Hill Community Primary School (Scoot to School)

Buckhurst Hill Community Primary School in Essex wrote their School Travel Plan in 2008 and the pupils highlighted they would like to scoot to and from school. Through working with the support of the School Travel Adviser over the last 12 months car use has been reduced from 60% in 2008 to 15% in 2010. Following a good attendance during the Walk to School Week the head teacher promoted 'Scoot to School'. On the first day 30 pupils came to school on their scooters and by the end of the week there were 75 scooters. The school now has a scooter manager - a pupil who organises and monitors the number of scooters in the parking area and reports daily to the head teacher. 37% scoot to school, 58% walk to school. With the help of the School Travel Adviser, the school will also start 2 walking buses in autumn 2010. The school is located at the end of a cul de sac in a highly popular residential area and Buckhurst Hill tube station is at the top of the road. It is well served with pavements for the children to walk and scoot along.

10. Cambridgeshire - Kings Hedges Primary School, Cambridge.

Increases in cycling: 4% cycling in 2008, 12% cycling in 2009, 19% cycling in 2010

This school wrote its School Travel Plan in 2008, receiving a grant of £5850. It took part in Walk to School Week in May 2010, and obtained enough resources from the County Council (the Living Streets resources) for 400 pupils. Both of these events were done with the support and assistance of the School Travel Adviser.

It has also been an active participant in the Safer Routes to School Project since 2009. The working party is the School Council, with representatives of all ages from the school taking part. The school has had a wide array of educational events including Sustainable Travel workshops, Yr 6 assembly, a Maths Trail in Walk to School Week, BlendaVenda and Theatre in Education.

As part of the Cycle Demonstration Town project they receive Bikeability training and in 2010 58% of Yr 6 pupils were trained. In addition they received new bike shelters consisting of a compound big enough to accommodate 40 bikes.

The All Party Parliamentary Cycling Group paid a visit to Cambridge on 11th February to learn more about Cambridgeshire County Council's plan to promote cycling and during their visit the group cycled to Kings Hedges Primary School and officially opened the cycle parking facility. The head teacher (Jo Angel) said

"Cycling is a great way to get to and from school, giving a healthy start to the day. Now with this new cycle storage we hope to encourage more pupils to take the healthy and sustainable option on their school journey knowing that they can park their bikes safely and securely on our school grounds"

Cycling in Cambridgeshire has risen from 6.6% in 2007 to 10.3% in 2010 whilst car use has fallen from 24.4% to 21.5%

D) Walking

1. Telford

Redhill Primary School in Telford has increased the percentage of pupils walking to school for the third year. Walking to school in 2007 was at 34.1%. The latest travelling to school data shows it is now at 43.2%, an increase of 9.1%. This increased can be attributed to the School Travel Plan (which was adopted in 2007)

and the initiatives contained within its action plan. Initiatives introduced include a walking bus, Bikeability training, Go ride courses, Stepping Out Pedestrian Training, Road Safety education, Walk to School week and month promotions, completion of a Safer Routes to School Scheme including installation of Puffin crossing, Junior Road Safety Officers scheme and achieving Higher award of STAR – ‘Sustainable Travel Accredited and Recognised’ national scheme. There is a small charge for using the walking bus but this has not stopped it being popular!

Students at the Lord Silkin School in Telford took up the West Midlands Car Free Challenge, a School Travel Adviser led regional campaign benefiting from Department of Health West Midlands funding support. The School Council had to design an initiative to promote sustainable travel to school and operate it over a two week period in April 2010. The Student Council made presentations to staff, held assemblies, promoted sustainable travel throughout the school, and organised an informal walking bus, as well as provided incentives/freebies. Pupils at the school managed to achieve a 6% decrease in car use. Students and staff replaced travelling by car with walking, cycling or using the public bus.

2. Walsall, St Bernadette’s Primary School

St Bernadette’s Primary School Travel Plan was written in 2006 setting a target to increase walking from 26% to 28% by 2007. This target was exceeded with 34% walking regularly to school (67 children) and this figure has risen to 36% reported in the 2010 spring school census. Car use has fallen from 67% in 2006 to 45% in 2010.

The success is down to a package of interventions including the introduction of weekly walking incentive schemes including Travel Tribe Tuesday, Walk on Wednesday, The Golden Boot and the Golden Mile Scheme. Arrangements were made with three locations including a nearby pub and Young Dance Studio to be used as Park and Stride locations. Two walking buses have been started whilst road safety and the benefits of walking to school have been included in the curriculum. A local authority ‘School Travel Plan News’ has been issued to all parents which summarises the travel plan, its initiatives, progress made and new developments.

The changes will be sustained through linking the walk to school with wider initiatives (such as Healthy Schools) and a whole school approach e.g. a Health and Fitness week was held in July 08 linking road safety and fitness initiatives to encourage more walking to school and increase physical activity. A school travel working group continues to meet and the school now has its own pages on the schools travelwise website – an exciting new sustainable travel website and journey planning tool being rolled out across the authority.

The school put their success down to significant involvement of the children in the planning, delivery and monitoring of walking initiatives. Other factors behind the success having a STP ‘champion’ and Head teacher support together with ongoing contact and support from the School Travel Adviser .

3. Warwickshire – Wembrook Primary School, Nuneaton

At Wembrook Primary School in Nuneaton, Warwickshire (643 pupils) the Deputy Head led on the development of the travel plan in 2006 and between 2007 and 2010 car use has reduced from 37% to 27% whilst walking has increased from 62% to 73%. The main factors leading to the increase in walking are WoW (Walk once a Week) scheme, Walk to School Weeks, promoting Park and Stride, a committed school champion keeping it all going and the STA helping with active travel assemblies. Children on the School Council who have helped with the administration

and delivery of the walking schemes were rewarded with a 'Step and Spy' walk around the local area including a stretch by the canal. Parents have been helped with the installation of two waiting shelters using the travel plan grant. The school has also installed cycle parking using a Sustrans grant and have quite a few children cycle to school in the summer. The school is also participating in Warwickshire's new 'Go2by2' sustainable travel incentive scheme which is being well received by pilot schools.

4. Warwickshire – Targeted Go 2 by 2 Scheme

Warwickshire have devised a new eye catching sustainable travel incentive scheme called 'Go 2by2'. This is being used across a number of large town primary schools where there is particularly high car use by children living within 800m – a comfortable walking distance from school.

At Canon Evans C of E Infant School in Bedworth, 59% of children travelled by car before the introduction of the scheme in April 2010. By July, and with the year long scheme well underway, this had reduced to 39% whilst walking had risen from 36% to 49% and cycling from 2% to 7%. To accompany the scheme, STAs have provided practical workshops for each class which take the children out of the school to take speed and traffic counts and carry out route to school audits. Feedback from the targeted schools has suggested this interactive 'hands on' approach is very popular with students and has helped with the early success of the scheme.

5. Nottingham City (popular City wide walking incentive scheme)

In October 2005, Nottingham City Council piloted Footprints, a simple but effective 10 week long walking initiative aimed at primary school pupils. Purposely designed to run during the winter months, Footprints launches in October each year during International Walk to School Month. Each child receives a Walking Passport and each time they walk once a week, they receive a footprint sticker to place in their passports. At the end of 10 weeks, if they have filled their passport, they receive a metal footprint pin badge, designed each year by a Nottingham City pupil as part of an annual 'Design a Badge' competition. Footprints started in 2005, with 7,000 pupils from 20 different schools. Since then, it has doubled in size and now has over 14,000 pupils from over 50 primary schools taking part. When comparing those schools taking part in Footprints against those who haven't shows a 12.8% increase against a 6.6%, a 6.2% difference. This key initiative has contributed to a fall in car use from School Census results show primary age walking levels up from 69% in 2007 to 72% in 2010 – among the highest in the Country outside London. The scheme is simple to administer and has benefited from high level buy in at the Council.

6. North Lincs – Holme Valley Primary School, Scunthorpe (improving road safety)

Home Valley Primary School in Scunthorpe has benefited from a 'School Safety Zone' through the travel plan process. An urban primary school, this school experienced a large percentage of short car journeys and severe congestion round the school at start and finish times. Their travel plan identified these issues and there was a strong will of the school, parents and residents to improve the safety of pupils.

After detailed consultation with all partners a solution was agreed. Installed outside the school and operational only at start and finish times is a voluntary no stopping zone and non-enforceable 20 mph speed limit. These are clearly signed with road zig-zags and flashing 'gateway' road signs. Because of the ownership by the parents, compliance with the speed limit has been nearly 100%, and numbers driven to school has fallen dramatically since 2004. The number of children travelling by car fell from

43% in 2005 before the zone was introduced to 7% in 2010 (just 21 car travellers out of 266).

Similar positive results have been experienced outside the eleven other schools with School Safety Zones. Before and after car use and speed surveys have been completed outside most of the twelve schools. In addition to the reduction in car use, we are also experiencing greater speed reductions through the zones than within many of our statutory speed limits.

(Soft measures?)

Other

Gateshead – Travel Matters

Gateshead STAs have been in post since 2001 and have recognised a need to get sustainable travel messages into the heart of the school. Academic research reinforces the conviction that these messages reaching the pupils regularly via the curriculum is both effective and efficient. Consequently, a website has been developed to provide teachers with a comprehensive set of classroom resources, all specifically designed to promote sustainable travel. Feedback from colleagues indicates that TravelMatters.org will meet a recognised need.

Ray Hughes, August 2010 (with contributions from Nick Butler and Kathryn Harrison)

School Travel Plans Scrutiny Review

Information on Hull City Council Pilot Cycle Voucher Scheme

Instructions for retailers

Note to retailer: The cycle allowance scheme is a pilot scheme running for 1 year. The scheme may subsequently be rolled out to other secondary schools in Hull, dependent on the success of the pilot. Numbers of pupils likely to take up the scheme in this first year are likely to be small.

- The value of the voucher is £270 per pupil
- Items to be supplied under the cycle voucher scheme are: cycle; helmet; front and rear lights; set of batteries for lights; hi-viz vest; cycle pump
- The cycle supplied must be fit for an on-road home to school journey (i.e. no stunt bikes, etc)
- The cycle supplied must conform to CEN Standards and should be fitted with a bell. Lights should also conform to CEN Standards.
- Hull City Council will not be liable for any expenditure over and above the amount stated on the voucher.
- Retailer to be vigilant against fraud. The child's name and photograph will appear on the voucher. The identity of the child must be checked and the child must be present when the voucher is redeemed.
- Retailer to complete supplied pro forma on redemption of voucher and return this, with invoice, to Hull City Council, to the following address: Louise Holtby, School Travel Adviser, Municipal Buildings, Trippett Street, Hull, HU2 8AA.
- Payment terms will be 7 days from receipt of invoice and accompanying pro-forma.
- Cycle to be supplied to voucher holder no later than 15 working days from date of voucher redemption.

Contract between Hull City Council and parents of pupils participating in the Cycle Allowance Scheme

- A voucher to the value of £270 will be issued
- The voucher replaces the free bus pass and **there will be no opportunity to be issued with a free bus pass, during the 2010/11 academic year, once a cycle has been purchased under this scheme.**
- The voucher is to cover the cost of a bicycle, which is suitable for the home to school journey. Bicycles such as BMX and jump bikes are not considered suitable for this purpose and are not allowed to be purchased under this scheme. Retailers have been informed of this.
- The voucher is also to be used to cover the cost of a helmet; front and rear lights; set of batteries for lights; hi-viz vest and bike pump. Purchase of these items is compulsory and retailers have been informed, accordingly.
- **As parent/carer, you are solely responsible for your child's safety on the school journey**
- No responsibility will be taken by Hull City Council or by Archbishop Sentamu Academy for cycles being lost, damaged or stolen
- In order to take part in this scheme, your child will be cycle trained to national standard cycle training level 3

I agree to the terms and conditions listed above.

Signature

Name (in block capitals please)

Address

Child's name (in block capitals please)

Child's school year

School Travel Plans Ad-hoc Scrutiny Review

Examples of Good Practice In York

Robert Wilkinson

This is a school sited in what is now a residential area, but was originally built some 200 years ago. The school has worked hard to try and reduce the number of cars to the site including setting up a Park and Stride site, scoot to school, promoting their own walk once a week scheme and in place of a walking bus (it proved difficult to find volunteers to run one) with the support of the school travel adviser 'Walking Buddies'. This successful scheme is aimed at KS2 and encourages children to organise themselves to walk together to and from school rather than being driven by their parents.

The school promotes sustainable travel in a number of ways, including letters to parents, 'stickies' on the white board (notes to children reminding them to walk, cycle or scoot to school, and using the School Council in a number of ways such as designing posters, monitoring the Park and Stride car park and generally promoting sustainable travel to their class mates. It should be noted that much of the adult effort is down to one teacher in the school.

Ralph Butterfield

This is a school with high car use and parking problems outside the school gate. To address this the school set up a Park and Stride site at the Ethel Ward playing fields. This is now being well used. Installation of cycle sheds has meant that from around 8 children cycling to school, the bike sheds which take 30 are now often fairly full.

Woodthorpe

Woodthorpe has a successful walking bus which has been running for some time now. It currently has 10 walking passengers who go from Foxwood Community Centre to school, leaving at approximately 8:45am daily. The children are from years 1-4. There are two paid drivers - there used to be parent volunteers but both have moved away from the area.

Our Lady's

Our Lady's RC Primary school is one that regularly promotes walking and cycling to school to its pupils including involving the School Council. They communicate with parents to encourage active travel to school through newsletters and parental surveys. As a result, the school reported that the children were pressurising their parents to allow them to walk to school.

The school has severe parking problems outside the gates, in part due to its location in a residential area. To help ease this, the school has negotiated Park and Stride sites away from the school. Originally this was the Edmund Wilson swimming baths, but to replace it once the baths closed, use of a local pub car park on Hamilton Drive was negotiated. Through parental surveys, a need for a second Park and Stride site was identified and duly set up. Both of these work well most of the year, except in severe weather when it can be hard to encourage parents to use them.

Archbishop of York CE Junior School

This was one of the schools specifically contacted for the purpose of this report as over the years it has been noted that, mainly due to the untiring and enthusiastic efforts of Romy

Dunn (a school governor and teaching assistant at the school) much has been achieved by encouraging the children to travel to school in a sustainable and healthy way.

Romy kindly took the trouble to document the school's efforts since their travel plan was first published in 2005 and her contribution is reproduced in full below:

"Our travel plan was published in March 2005 – so I think we must have had our first travel plan action group meeting in September 2004. We are now in 2010 so the plan itself is more than 5 years old. The junior school also has a whole extra class and the infant school about 20 more children (approx 15% increase each)

I have looked up our targets from the travel plan. I have detailed them below with comments in italics.

- increase the number of pupils walking or cycling to school for their whole journey by 10% - I haven't got a percentage increase but last week I noticed we had about 20 bikes parked at school – bikes were not allowed before our plan was published.*
- increase the number of alternative modes of travel available to pupils – children now park bikes and scooters at school and parents are heavy users of the park & stride initiative.*
- see a decrease in car journeys to and from school from within the village by 10%*
- provide at least 3 walking bus routes (serving the main residential areas) – we ran one route that serviced the bulk of the village (south of school) but this has been in abeyance for the last couple of years due to lack of demand – we always ask the new intake to the infant school if they are interested.*
- see a decrease in cars parking at the school by 50% of parents who have to drive and transfer these cars to the Park and Stride sites – a lot of parents certainly use the park and stride but they still prefer to park as close as possible to the school.*

And thereby,

- halve the number of cars parking in the school safety zone within 2 years – I don't have the figures to hand to say whether or not we achieved this – you might have them.*

We were fully supported in creating the travel plan by the School Travel Plan Co-ordinator (STPC). Further more, once the plan was published the STPC took great care to ensure that we set up a working group to implement our action plan. She always attended meetings, made sure we left each one with something which had to be completed before the next meeting, and a date on which it was to happen.

As a direct result of our work on the travel plan we were also picked up by Sustrans as a 'Bike It' school. The support offered was explosive – we were not allowed to sit still and wait for things to happen!

By September 2005 we had got bike stands installed both at the front and rear of the school and a cycle policy for the children to follow. We ran a 'green' event each term – some based on cycling but not exclusively. One of the early initiatives was to have a large tree for each classroom. The children then had a leaf for each week (maple

leaf – 5 parts) which was coloured in red for car, brown for bus or green for power free transport. The leaves were stuck on the tree and the trees were hopefully going to get greener as the message was taken on board.

We ran a competition to ‘cycle’ to see one of the teachers who was on an exchange visit to San Francisco. This involved a large map in the hall and a line showing the progress of each house group depending on how many miles they had cycled (pedalped over water!). All children who cycled to school had their names entered into a draw and the STPC was able to help source prizes from local shops. By doing it this way nearly every child cycled once during the term so most of them had their name in the draw.

Information on the activities we have undertaken, can be provided. The list includes:

- A weekly power free travel day – originally Target Tuesday, this became Walk on Wednesday, then WOW what a walker and is now ‘Walk with Wilf’*
- An annual family sponsored cycle ride to raise funds for the school*
- Making a mosaic on the travel theme – every child in the school took part*
- Painting an outside wall on a travel theme.*
- Bike It Breakfasts*
- A competition to design bright logo’s for fluorescent vests*
- A termly travel newsletter to both schools (looking for a new editor at the moment)*
- A children’s competition/activity page on the back of each newsletter*
- Spot the Gnome on Walk to School Week*
- Ran a bike club for two summer terms*
- Encourage children to take part in cycle training – trialled L3 cycle training and now encourage children to do this during Y6.*
- Celebrated children’s achievement when they get their cycling certificates*
- Celebrate children’s achievement when they take part in out of school events such as the scouts long distance cycle rides.*
- Had visiting cyclists ie, paramedics, police and Jim Coles assemblies.*
- The Walking Bus when running used to have a Walking Christmas Party and on one occasion became a Bike Train.*
- On Walk to School Weeks we persuaded the headteachers to join the walking bus (OK – only for one day each!)*
- ‘Bling your bike’ competitions (very popular)*
- The Viking Bike Ride (they’d like to do that again please)*
- Carbon Free Travel Week we handed out BBQ Breakfast tickets at special points several hundred yards from school. If you didn’t pass them on foot or bike you didn’t get the breakfast.*
- Parents Christmas visit to Designer outlet – they gave us 20% off vouchers for our group of walkers and cyclists – and we all met for coffee on arrival.*

There have also been a number of changes to the fabric of the school which have been a direct result of the school’s travel plan e.g.:

- Putting in benches in the playground so that parents who walk to school can sit for a while when waiting for their children to come out.*
- Putting in a pavement to the left of the school gate (previously grass and a bus stop) meaning that children don’t have to cross the road directly outside the school.*
- Installing cycle racks front and rear for the school (have I mentioned those).*

- *Changing a piece of corner pavement outside the infant school so that it is now wide enough for two people to pass each other rather than trimmed to fit drivers needs as it was before.*
- *Removing barriers (old gates) in the junior car park so that staff cars are not parked on the road outside school.*

So we've done quite a lot! And it is noticeable that when we had our own Bike It officer and were still regularly meeting with our STPC, then there was a lot more activity. It does take quite a lot of time if there is only one individual in a school to put ideas into action – however willing the teachers are, they simply don't have the time to put together competitions and the other activities.

Every year it has seemed a little bit like starting from scratch with very few cyclists in the September term but a gradual build throughout the year after that. This is our first year when we've had a fairly large number of cyclists in September – and that's a whole school generation from when we started!

Now we are 5 years on we need to revisit our travel plan and this process has just started. A parent approached me last week offering to help and I think with the experience we have gained over the past 5 years I can see where we can make changes. (Rewrite the cycling rule book for one).

In reality, my overwhelming impression has been one of finding it very hard work – and the biggest impetus to continue and take part in more initiatives has always been from outside the school. The City of York Walk to School weeks, the Carbon Free weeks, the Bike It events and the rest have all been the spur to continue and try to make that bit of a difference just one more time – in spite of the fact that some parents just don't seem to care – there are others who say thank you.

Permanent changes – the families that cycle can now cycle to school, the park and stride has been taken up by all the pubs in the village and looks like it's going to stay. There is a general assumption that children should be walking or cycling and that cars are wrong!

But – there are still a lot of cars in particular round the infant school.

We have the knowledge and skills to run a walking bus but no parents want to join it. And – I'm not quite sure who's going to provide the kick start once the school travel office has gone!"

School Travels Plans Ad-hoc Scrutiny Review

Feedback from Visits to Schools

Responses From Person(s) Responsible for Travel Plan

1. How is your travel plan promoted to parents, pupils and staff?		
Pressure from children on parents School knows which parents will let children walk or cycle. Pair up families to help each other e.g. those with small children.		A range of ways, including a launch in school through 'Take Part York'. Used a PowerPoint and display by pupils and advertised to parents to encourage them to attend. Also given to parents as part of the school Easter Egg competition.
2. How well do you think the school and staff understand the concept / rationale behind School Travel Plans?		
Parents involved in drawing up the plan Some hard to reach parents are difficult to engage Some parents understand the concept but won't or can't change their behaviour e.g. travelling on to work School survey not accurate e.g. many parents say they travel by cycle or walk when actually they use the car - reality checked by show of hands with pupils.		Fairly well, but not all pupils as the concept is difficult. Could you not jazz up the name? Need to keep the focus on the environment and health/sport.
3. How is the travel plan monitored - who has responsibility?		
Teaching Assistant has responsibility for monitoring. Need to have one person in school that champions the plan. Committee of staff and parents to support the champion.		Raised at school council and school governors meetings. Chair of Governors takes lead with travel plan, the Headteacher could not do this due to pressures of school improvement. Visits such as today from Councillors does help to focus the mind.

4. What initiatives (if any) is the school focussing on at the moment to encourage walking and cycling to school and reducing car use?		
<p>Roaming Romans Whole school works to promote walking, cycling, scooting. Class targets and prizes Bikeability training starting in Roaming Romans Bikeability training starting in Yr 5 and extending level into yr 6 in preparation for secondary school – <i>good practice for recommendations</i> Walk to swimming baths, library and into York for school trips – <i>good practice for recommendations</i></p>		<p>School has taken part in a variety of initiatives, such as how many steps do you take a day (pedometer challenge etc) and walking into the city centre with all school trips. New initiatives can be helpful.</p>
5. Do you use implementing the school travel plan as a way of addressing the parking issues outside the school?		
<p>New travel plan for new school has targets and actions to reduce parking outside school. Problem is inconsiderate parking on verges and across drives. PCSOs helpful, parents informed by letter that there is to be a 'purge'</p>		<p>No particular parking issues outside school, compared to other schools, due to parents and children living locally and the cost of owning a car School wants the entrance to be improved, so that it is a pleasant experience to walk or cycle. Due to a new development nearby, the school and CYC will need to focus on travel safety around the school entrance</p>
6. Do you link implementing walking and cycling to school with other initiatives in the school such as Healthy Schools?		
<p>Yes. Work in class and assemblies linking benefits to health, climate change and improves fitness</p>		<p>Yes, it supports Healthy Schools (the school is just re-applying).</p>

7. What City wide initiatives have the school taken part in such as Walk with Wilf, Bike It, Walk to School Weeks and the Virtual bike races?		
Bike It, Walk to School Weeks, Beauty and the bike and the Virtual bike races all successful.		Yes, Walk to School week and sponsored mile walk. The school also generates its own ideas
8. Does the school monitor car use to school?		
Annual CYC survey Monitoring in 4 week periods when undertaking walk it, bike it bus it initiative Will have more regular monitoring linked to new school travel plan targets		School has no particular parking issues outside school, compared to other schools. This is due to parents and children living locally and the cost of owning a car.
9. How beneficial do you find having contact with a School Travel Plan Co-ordinator in developing walking and cycling initiatives to school?		
Important – use of provided package for initiatives, help with grants such as for bike shelters, help with new travel plans. Very supportive and helpful expertises. Very well regarded.		Useful as provided information, contacts, discussed issues and provided a focus Found cycling training very useful Chair of Governors feels that a focus on school travel, the environment and health is useful.
10. Has the Council worked with you to implement any Safe Routes to School measures (making walking or cycling routes to school safer, improving crossings and the like) in the last two years?		
Linked to new school, park & Stride. No physical measures.		Yes - looked at routes, particularly junctions. Hedges often too high - 1 recently cut Improvements to walking arrangements within the school grounds e.g. access to reception class - now looking at new access road due to new development. CYC also provided high visibility bands & pencils

11. If so, do you think that these measures have encouraged more walking, cycling or scooting to school?		
		<p>Yes - to a point as the car usage is historically low anyway. Pupils agree, as it 'saves energy' & 'the globe is warming' It has a lot to do with the parents though. Has it really changed 'mind set'?</p>
12. Are you aware of any additional safety measures that could be made and have you reported them to anyone in the Council - If so to whom?		
<p>Yes. Hamilton Drive Crossing Hob Moor dark in winter evenings make parents worry about children crossing on bikes etc Lack of crossing patrol at St Paul's impacts on children coming from that direction.</p>		<p>Yes – re the school car park, now looking at the internal safety issues for cyclists and walkers. New internal signs around the school site would be useful. School requires new storage, e.g. scooter storage and safe cycle storage for pupils (additional bike locks). They did have contact with School Travel - <i>did anything happen to this funding?</i> The new cycle path does not connect to the school. They did submit a bid to the Ward Committee for a walking bus - <i>did anything happen to this funding?</i></p>

Responses From School Councils

1. How do you get to school?		
<p>7 young people interviewed from Year 6. All but one either walked or cycled. Other came by car from Copmanthorpe. Most travelled between 1/4 and 1 mile to school. Some cycled across Hob Moor. Worried about dogs not on leads and darkness in evenings on Hob Moor. Joined in walk it, bike it bus it. Talked very enthusiastically about Roaming Romans. Some had involved parents. All had done bikeability training in Yr5 and level 2 in year 6.</p>		<p>Pupils live locally and so most walk or cycle to school. The school undertook surveys last year. Poor weather sometimes makes a difference, as do the cost of cars and the location of the school in the community.</p>
2. How could we encourage more children to either walk, cycle or scoot to school?		
<p>Liked the idea of stunts Prizes such as current class prize of a box of Heroes. Stickers and rewards Explain that cycling faster & safer than car Talk to friends or take them with you to get them going on bike Problem continual vandalism to bike shelter</p>		<p>The messages especially around the environmental benefits are really clear so continue with the message of saving the planet, but suggested updating the name to something a bit more catchy. Previously took part in walk to school week, which helped. Also plan to undertake a new survey this year. Also enjoyed the Primary School Council Conference, including the presentation on school travel planning.</p>

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School Travels Plans Ad-hoc Scrutiny Review

Feedback From Visits to Schools

Responses From Person(s) Responsible for Travel Plan

1. How is your travel plan promoted to parents, pupils and staff?		
Awaiting sign off from CYC prior to launch, press and publicity planned (Delay of 10 months at CYC end. Plan sent in Oct 2009)	Using new website learning platform to promote new travel plan to parents No other method mentioned	
2. How well do you think the school and staff understand the concept / rationale behind School Travel Plans?		
Yes, but needs constant reiteration. Parents are very receptive Staff have car sharing initiative	Difficult as take pupils from city-wide area so many parents believed to have to use car Some use - 20% of two school buses Have done some work on getting parents to drive then walk part of the way.	
3. How is the travel plan monitored - who has responsibility?		
Monitored by dedicated staff member of admin team. Designated Governor – parents also Regular agenda item at Premises, Health & Safety Committee and at Full Governing Body meetings	Update discussed with senior leadership team 4 th version in 2 years No targets for car reductions as people have to use the car	
4. What initiatives (if any) is the school focussing on at the moment to encourage walking and cycling to school and reducing car use?		
Safe cycle routes to school CYC Bikeability officer parent at school Yr 3 pedestrian training, Yr 5 and 6 cycle training Encourage family cycling to school Problem with some cycle theft and introducing new arrangements for	Walking with Wilf Golden Miles or Crazy kilometres – way of walking whilst at school for those who travel in car.	

<p>pedestrian and cyclist entrance to school Improvements to security - cost implications to be dealt with – <i>can CYC help?</i> Scooter training – London Borough exploring to see if CYC can provide for youngest in school</p>		
<p>5. Do you use implementing the school travel plan as a way of addressing the parking issues outside the school?</p>		
<p>No school parking but Working Men’s Club over the road have agreed use of their car park– staff and Governors and parents using club have become members School crossing patrol and monitoring of car park by school Linked to school safeguarding agenda and community cohesion/partnership working</p>	<p>Car park extension for staff parking only. Use of nearby car park for parents picking up – have ticket to allow 10 min waiting without paying.</p>	
<p>6. Do you link implementing walking and cycling to school with other initiatives in the school such as Healthy Schools?</p>		
<p>Have healthy school status & joined up plan Sponsored cycle race (stationary bikes) with York Cycle Works Support organised by children who had lost a parent to cancer. Whole school involvement</p>	<p>Linked WILF and Golden Mile initiatives to healthy schools Pedestrian and cycle training also linked</p>	
<p>7. What City wide initiatives have the school taken part in such as Walk with Wilf, Bike It, Walk to School Weeks and the Virtual bike races?</p>		
<p>Walk with Wilf, Bike It, Walk to School Weeks Virtual bike races timing clashed with new school year and planned events in school</p>	<p>Walking to some school trips, swimming and sport’s day at park Grove. Walk with Wilf, Walk to School Weeks</p>	
<p>8. Does the school monitor car use to school?</p>		
<p>Annual survey School survey 3 times a year plus monitoring of car park use</p>	<p>CYC survey census in January Monitor car park to make sure staff have parking clearway</p>	

9. How beneficial do you find having contact with a School Travel Plan Co-ordinator in developing walking and cycling initiatives to school?		
'Wishy washy' and unfocused. Plan submitted Oct 2009, no response school contacted CYC April and found that only just read it still not signed off by CYC so school disappointed at lack of feedback and dialogue. Plus, need financial support for physical measures	Helpful with updating travel plan. Recourses useful but grids for stamps too small and stamps stick	
10. Has the Council worked with you to implement any Safe Routes to School measures (making walking or cycling routes to school safer, improving crossings and the like) in the last two years?		
Safe routes to school – led by parent and school see above	Signage – safety signs for pedestrians	
11. If so, do you think that these measures have encouraged more walking, cycling or scooting to school?		
12. Are you aware of any additional safety measures that could be made and have you reported them to anyone in the Council - If so to whom?		
Busy road nearby – working with Parish Council and local Councillors to get a safe crossing Have links with national company based nearby and trying to put together a pot of funding but need CYC Highways support NYP do speed tests and ticket drivers Parents want to do a petition and school managing this but 27% of pupils come from this direction and was main issue raised on parent survey so many feel this is a very unsafe junction for children. CYC feasibility study 2008 – nothing has happened) Child knocked off scooter last year	Shelters at adjacent bus stops needed	

For School Council

1. How do you get to school?		
<p>Most walk, some come in car part of way and then walk. One cyclist. 6 out of the 8 walk on their own</p> <p>Problems perceived by children</p> <ul style="list-style-type: none"> • Distance to school • Busy lifestyles • New lane biggest concern for them <p>Parking</p> <ul style="list-style-type: none"> • School crossing sign needs to be nearer to school 	<p>Travel by car with grandparents as parents take another sibling to a different school.</p> <p>Walk sometimes with support from grandparents</p> <p>Bus and sometimes walk</p> <p>Sometimes cycle with Mum</p> <p>Both travel from Rawcliffe</p> <p>Bike shelter and cycle training is good</p>	
2. How could we encourage more children to either walk, cycle or scoot to school?		
<p>Achievement assemblies, rewards & prizes</p> <p>Charts to record mode of transport</p> <p>Competitions between schools</p> <p>Signs and posters to say cars not good for the environment and walking and cycling is fun – have a design competition</p> <p>Raffle tickets for prizes if come by bike/walk</p> <p>Children want a competition to design a give way to children sign for the school – they think that parents will take more notice if children design the signs.</p>	<p>Badges and rewards</p> <p>Walking with Wilf is good</p> <p>Driving speed checks to make the road safer</p> <p>Competitions so everyone knows they have done it.</p>	