



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

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

**Date:** Wednesday, 13 October 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 - 8)  
To approve and sign the minutes of the last meeting of the committee held on 8 September 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 **5.00 pm on Tuesday 12 October 2010.**
- 4. School Travel Plans - Further Evidence** (Pages 9 - 66)  
**Gathering**  
This report presents Members with information received to date regarding school travel plans.
- 5. Urgent Business**  
Any other business which the Chair considers urgent under the Local Government Act 1972.

### **Additional Paper Tabled at the Meeting**

The following paper was tabled at the meeting:  
Annex I – Roaming Romans

Democracy Officer:

Name: Jayne Carr

Contact Details:

Telephone – (01904) 552030

Email – [jayne.carr@york.gov.uk](mailto:jayne.carr@york.gov.uk)

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

- Registering to speak
- Written Representations
- Business of the meeting
- Any special arrangements
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### **Scrutiny Committees**

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

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- 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 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

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MEETING	SCHOOL TRAVEL PLANS AD HOC SCRUTINY COMMITTEE
DATE	8 SEPTEMBER 2010
PRESENT	COUNCILLORS POTTER (CHAIR), ASPDEN, D'AGORNE, FIRTH AND MERRETT
APOLOGIES	COUNCILLOR BROOKS

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## 5. 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. No interests were declared other than those recorded in the standard declarations for the committee. The standard declarations were amended to note that Councillor Merrett was an *honorary* member of the Cyclists' Touring Club and that he was also the parent of a child who attended St Paul's Primary School.

## 6. MINUTES

RESOLVED: That the minutes of the last meeting of the Committee held on 27 July 2010 be approved and signed by the Chair as a correct record subject to minute 2 being amended to read Councillor Merrett was an *honorary* member of Cyclists Touring Club.

## 7. PUBLIC PARTICIPATION

It was reported that there had been one registration to speak at the meeting under the council's Public Participation Scheme. A representative from 20s Plenty for Us informed the committee that Safe Routes to Schools and non motorised travel to and from educational establishments would be enormously enhanced by a Total 20 policy in York i.e. 20 mph limits as the default speed for residential roads. The speaker gave details of cost implications, how limits could be enforced and the positive impact that such limits had on pollution, climate change, air quality and health. She stated that the 72% of drivers supported 20 mph speed limits on residential streets and that such limits encouraged children to travel independently.

## 8. SCHOOL TRAVEL PLANS - INTERIM REPORT

The committee received a report which presented further information relating to the review that they were undertaking on School Travel Plans.

Officers clarified the following points in the report:

Paragraph 3: 26 travel plans had been produced since the present post-holders had been appointed but it should be noted that School Travel Plan Co-ordinators had been in place prior to the current incumbents.

Paragraph 4: Although it may be necessary for an action plan to be in place for a two-year period in order to ascertain longer term benefits and to indicate if the benefits were being sustained, the impact of a travel plan becomes evident much sooner than this. An example of this was a decrease in car use at York High School following the introduction of a plan. In some cases the initial success eventually reached a plateau and hence it was important to maintain the momentum.

## School Travel Action Plans

The Committee gave consideration to the action plans that had been submitted and considered which schools should be visited as part of the process of identifying factors in high performing travel plans as well as the challenges faced by schools.

Members noted that the school travel plans were variable in quality. Whilst it was recognised that the plans had to be tailored to meet a school's particular needs, concerns were expressed that some of the plans had been accepted by planning officers when they had been submitted as part of a planning application but they did not meet government standards in terms of school travel plans.

## Visits to Schools

Members considered the arrangements for their visits to schools and indicated their availability to attend. The arrangements would be finalised by email following the meeting.

Members considered the draft parent/carer Travel Plan Survey (Annex B of the report). It was noted that, as part of the process of drawing up a plan, parents would have been consulted and were likely to have been requested to complete a similar form. Concerns were expressed at the resource implications of issuing the survey and it was agreed that the information could be obtained through other means, including the proposed discussions with travel plan co-ordinators.

Consideration was given to the draft letter to schools (Annex E of the report) and amendments were agreed.

## Car Parking in the Vicinity of Schools

Discussion took place regarding parking in the vicinity of schools and the problems that this caused for pedestrians and cyclists. Officers were asked if the Local Authority was able to support schools in tackling this issue. They gave details of the following initiatives:



- They were able to carry out postcode plotting to inform schools as to the areas from which pupils and staff were travelling. This enabled schools to encourage car sharing. The different start and finishing times for primary and secondary schools meant that it would be more difficult to extend the car sharing between the two phases but such problems could be addressed through the provision of after-school clubs.
- Previously a page had been funded on CareShareYork but this had ceased for financial reasons and because the level of use was low. It was noted that most schools preferred to share with others in the local community.
- Many of the complaints relating to parking outside of schools came from neighbours. Many schools made considerable efforts to address this issue.
- Some schools had introduced park and stride schemes .
- There were ongoing issues in respect of yellow lines and enforcement. In some cases the introduction of yellow lines resulted in the problems occurring further away from the school.

It was agreed that it would be useful to receive data in respect of the distances travelled by parents who dropped their child off at school whilst they were on their way to work.

### Partnership Working

Members agreed on the importance of partnership working to ensure the success of school travel plans. They noted that some plans had involved parish councils, residents' associations, the police and other sections of the local community. The role of the Governing Body in supporting the successful implementation of travel plans was also discussed, as was the possibility of schools working together and sharing school travel plan co-ordinators.

### School Crossing Patrol Officers

Discussion took place regarding the difficulties that arose in recruiting school crossing patrol officers. It was pleasing to note that there had recently been some success in recruitment but staff turnover meant that the issues in respect of recruitment were ongoing.

### Youth Council

Members agreed that, as part of the review, it would be useful to receive the views of the Youth Council.

### School Travel Initiatives

Officers gave details of forthcoming travel initiatives. Members' support was sought in promoting the Jack Archer Award in the schools with which they were involved.

- RESOLVED: (i) That the following schools be visited as part of the process of gaining further information on school travel plans:
- York High School
  - Burton Green Primary School
  - English Martyrs' School
  - Manor CE School
  - Huntington Primary School
  - St Wilfrid's RC Primary School
  - All Saints' RC School (reserve)
- (ii) That details of the arrangements for the visits be finalised by email following the meeting.
- (iii) That, prior to the visits, the questions that would form the focus of the discussions with the school travel plan co-ordinators and pupils would be forwarded to the school. Officers would support Members in preparing the questions and these would be agreed by email.
- (iv) That copies of the travel plans for the schools selected for the visits be forwarded to Members electronically prior to the visits taking place.
- (v) That a parent/carer survey not be undertaken as part of the review.
- (vi) That the draft school letter (Annex E of the report) be approved subject to the amendments agreed to reflect the decisions detailed above.
- (vii) That representatives from parking enforcement and the planning department be invited to attend the next meeting.
- (viii) That the Youth Council be notified of the scrutiny review and invited to contribute their views.

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

Cllr R Potter, Chair  
[The meeting started at 6.00 pm and finished at 7.40 pm].



## School Travel Plans Ad-hoc Scrutiny Committee

13 October 2010

### School Travel Plans – Interim Report

#### Background

1. In coming to a decision to review this topic, the Ad-hoc Scrutiny Committee recognised certain key objectives and the following remit was agreed:

#### 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

- Understanding what works and what doesn’t work in York, and best practice elsewhere
  - Understanding the costs and challenges, in order to identify how the council, schools and their communities can do school travel planning better.
  - 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.
  - Identifying any key messages for wider travel planning in York.
2. In agreeing the above remit, the Committee identified the following timetable for their review:

Date	Workplan
Wed 8 Sept 2010 6pm	<ul style="list-style-type: none"> <li>• Review of school Action Plans (20-25 newest/most recently updated)</li> <li>• List of York schools without Travel Plans (4%), and reasons why, if known</li> <li>• Review of relevant responses from Traffic survey</li> <li>• Scope visits to schools (draft questionnaire)</li> <li>• Letter to schools to be visited to be drafted for Members consideration</li> </ul>
Wed 13 Oct 2010 6pm	<ul style="list-style-type: none"> <li>• More information on travel initiatives identifying those which have worked well</li> <li>• Identifying best practice (both locally and nationally) – Paul Osborne from Sustrans to be invited to attend.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consideration of information from Car Free Day and Jack Archer award.</li> <li>• Obesity figures to identify any links with those</li> <li>• schools who have poorly performing travel plans</li> <li>• Information on what support from CYC schools can access online</li> </ul>
18 - 21 Oct 2010 (exact dates / times to be agreed)	Visits to schools Mon – Thurs <ul style="list-style-type: none"> <li>• (not Fri 22 Oct - last day of term)</li> <li>• Visit in pairs – 2 schools per pair</li> </ul>
Thurs 18 Nov 2010 6pm	Consideration of draft final report.

## Information Gathered

### 3. Network Management & 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.

4. Communities & Neighbourhoods Parking Services Civil Enforcement Officers (CEOs) undertake the enforcement of parking restrictions throughout the City. These include loading restrictions, bus stops, cycle lanes and traffic routes, designated parking spaces including Respark, car parks and paid on street parking, and yellow lines. This would include schools where enforceable parking restrictions have been made. 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.

5. 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.

6. CEOs - of which there are 22 - 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.

### 7. Planning

At the last meeting Members raised concerns that some school travel plans had been accepted by planning officers when they had been submitted as part of a planning application, even though those school travel plans did not meet government standards. In response to this, the Head of Development Management has responded that in the case of some new schools e.g. Joseph Rowntree Secondary School, the travel plan requirements are dealt with by conditions,

requiring the travel plan to be submitted for approval. Once received, the planner would normally forward these to the Council's highways officers for comment before accepting them, or require amended details 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 some cases e.g. English Martyrs, the travel plan was submitted with the application and considered by highways colleagues at that time, with conditions requiring adherence to the plan attached to the permission.

8. It should be noted, that in the case of both schools given as examples above, the school travel plans were developed in conjunction with a School Travel Plan Coordinator. This may not always be the case. In other instances work on a school travel plan 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.
9. **School Travel Plans - National 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.
10. The Regional School Travel Advisor has 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.
11. A representative from Sustrans will be present at the meeting to discuss national best practice in more detail. Sustrans are a leading UK charity who work 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.
12. **Best Practice In York**  
In order to evidence best practice in York, a number of schools were contacted regarding their activities. Of those, the most notable response came from Archbishop of York CE Junior School who documented their efforts and achievements. It should be noted that, as is typical in many schools, their success can be attributed to the enthusiasm of one committed individual who was prepared to work with a school travel adviser where appropriate to achieve results. Feedback from those schools identifying good practice and successful initiatives, is shown at Annex C.
13. **Other Travel Initiatives Undertaken in York**  
York schools have participated in a number of other initiatives including 'Car Free Day' and the 'Jack Archer Award'. Information on these and others that have proved successful are shown at Annex D.

14. **School Travel Information Gathered From Recent Traffic Congestion Survey**  
At a previous meeting of this committee Members considered relevant information gathered from a city-wide survey carried out as part of a scrutiny review on Traffic Congestion in York. Members requested the data be re-analysed to identify the distanced travelled to work of those responders who indicated that they use a car to drop their children at school on their way to work see Annex E (to follow).
15. **Obesity & Possible Links To Modes of Transport To School**  
The Health Improvement Manager at York PCT has provided some data on obesity figures in reception and year 6 – see Annex F.
16. This information was gathered in support of a National Child Measurement Programme (NCMP) which is a Department of Health led initiative to tackle the national public service agreement target to reverse the rising tide of obesity and overweight in the population, by ensuring that all individuals are able to maintain a healthy weight. The government's initial focus is on children, and by 2020 they aim to have reduced the proportion of overweight and obese children to 2000 levels. The indicator measures the percentage of children in reception year (ages 4-5) and year 6 (ages 10-11) who are considered to be at risk of being overweight or obese.
17. **North Yorkshire and York Overview**  
In the 2008/09 school year the percentage of children at risk of being overweight or obese in reception year and year 6 was significantly lower than the national average. In the previous school year the rate in reception year was significantly higher than the national figure. The rate in year 6 has been significantly lower than the national average for the last three school years.
18. The percentage of boys at risk of being overweight or obese in reception year and year 6 is consistently higher than the percentage of girls at risk. The rate for girls has been reducing since the programme began across the whole PCT 3 years ago. The same cannot be said for boys, although there was a significant fall in the percentage for boys in reception year in the last school year.
19. In both Reception Year and Year 6, the most deprived quintile of children's service localities is significantly higher than the PCT average, although there is no gradient across quintiles. The children's service locality rates have been plotted and show wide variation across the PCT, especially in the reception year children. Maps of the reception and year 6 levels of overweight and obesity at children's service locality level show significant differences compared to the national average. In reception year there are four children's service localities which are significantly higher than the national average and five which are significantly lower. In year 6 there is one children's service locality which is significantly higher than the national average and six which are significantly lower.
20. The information is broken down to area level within the city and school clusters. These cluster are not necessarily the feeder school for the named secondary schools, they are clusters relating to the work of the Schools Sports Partnership. The PCT were not prepared to provide this information broken down to individual primary schools, as it was felt it could lead to the identification of specific children, particularly in small schools. Without this breakdown of the figures it becomes more

difficult to carry out a comparison of obesity levels against figures on travel arrangements to school.

21. **Information Available On Council Website**

A copy of the information made available on the council's website is shown at Annex G. In addition, the Transport Planning Unit are currently developing a School Travel Plan page in 'www.yorkla.org'. This is a portal for schools which is being developed by the Adults, Children & Education Directorate. School travel will be one of many teams with a presence in the portal and the page will contain not only the information that is currently on the council's website, but other information to do with school travel including material from our 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.

22. **Visits to Schools**

As part of this review the Committee have agreed to carry out a number of site visits to schools between 15 – 21 October. To support Members carrying out those visits, officers have drawn up an extensive list of suggested questions for the visits (see below) and Members are asked to agree which of these they want to ask:

- How is the travel plan monitored - who has responsibility?
- How is the action plan implemented?
- How is the travel plan promoted to parents, pupils and staff?
- What initiatives (if any) is the school focussing on at the moment to encourage walking and cycling to school and reducing car use?
- How do you promote walking and cycling to school?
- To what extent does sustainability in general and sustainable travel to school in particular form part of the school curriculum?
- What issues do you have with parking?
- Do you use implementing the school travel plan as a way of addressing the parking issues outside the school?
- How else do you address parking issues?
- Do you link implementing walking and cycling to school with other initiatives in the school such as Healthy Schools?
- 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?
- How effective do you find them at not only encouraging walking and cycling to school for the duration of the event, but in maintaining a reduction in car use *after* the event?
- Does the school monitor car use to school?
- Does it use the census data it collects on mode of travel to school to help monitor the effectiveness of any travel to school initiatives implemented?
- How helpful do you find contact with a school travel adviser in developing your school travel plan?
- How beneficial do you find having contact with a school travel adviser in developing walking and cycling initiatives to school?
- What would make you more likely to want to participate in sustainable travel initiatives to school?

- 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?
- If so, do you think that these measures have encouraged more walking, cycling or scooting to school.
- If no safety measures have been implemented, are you aware of any that could be made and have you reported them to anyone in the Council - If so to who?

23. The details of the visits and the Members carrying out the visits are shown at Annex H.

### Options

24. Having considered the information within this report and its associated annexes, Members may choose to:

- Ask questions of the Planning and Parking Enforcement officers present at the meeting
- Amend the list of Members to carry out each school visit
- Draft some alternative questions to ask on the school visits

### Recommendation

25. In light of the above options, Members are recommended to agree:

- i. The arrangements for the school visits
- ii. The questions to be asked on the school visits
- iii. What further information (if any) is required in support of this review

26. In addition, Members are asked to agree any draft recommendations identified to date.

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

### Contact Details

**Author:**

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Scrutiny Officer  
Scrutiny Services  
Tel No. 01904 552063

**Chief Officer Responsible for the report:**

Andrew Docherty  
Head of Civic, Democratic & Legal Services

**Interim Report Approved**



**Date**

5 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** – Best Practice in York

**Annex D** – Details on other Initiatives Undertaken in York

**Annex E** – Additional Data Taken From Recent Traffic Congestion Survey

**Annex F** – Information on Obesity Levels in York For Children in Reception & Year 6

**Annex G** – Information Currently Available to Schools Via CYC Website

**Annex H** – Planned Visits to Schools

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## **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)

## Best Practice In York

A cross sample of York schools were contacted for more details of their activities and the examples below are typical of the successful schemes running in York schools:

### **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 (pedalloed 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!"*

## Successful Travel Initiatives In York

### 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 groups of 10 girls (total 14 groups) in years 6 and 7 from around 10 schools. Three sessions were offered which explored the girls' attitudes to cycling, and the barriers they had 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). Feedback has been positive with girls saying that they are cycling more in their daily lives.

### Jack Archer Award

The Jack Archer Award is now in its 7<sup>th</sup> year and is currently running in the form of a Virtual race from Eboracum via Rome and back to Eboracum via a number of key Roman sites. It can be followed on [www.roamingromans.com](http://www.roamingromans.com). It encourages schools to achieve very high levels of walking, cycling and scooting to school, with totals in excess of 80% or 90% common (maximum 97%).

In the past, the Jack Archer Award was 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.

This year, the race took place between 27 September – 15 October 2010 and 10 schools registered to take part. Feedback on this year's event will be tabled at the committee meeting on 13 October 2010.

### Car Free Day

Feedback on this year's event will be tabled at the committee meeting on 13 October 2010.

### End to End – Virtual Race March 2010

This was 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 End-to-End. Of those schools, 19 submitted regular cycle counts.

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.

### Key Points:

- Nationally cycling accounts for approximately 2% of journeys to school
- In York cycling accounts for approximately 7.5% of journeys to school
- During the virtual End-to-End the average daily cycling rate was 19.8% and the maximum daily cycling rate was 62.5% for the schools taking part

- During the Virtual End to End a total of 9,737 cycle journeys were made by pupils and staff at participating schools
- The Virtual End to End 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.

### **Walking Buses**

A number of schools have tried to set up walking buses. Woodthorpe has one, and as noted once the original volunteers move on it can be difficult to recruit new, or if there is enthusiasm from parents for a walking bus to start those same parents tend not to be keen to actually help with the walking bus, therefore it doesn't happen. Woodthorpe now pay people to keep the walking bus running and has 10 children regularly using it. St Lawrence used to pay two people to run the walking bus as the school found that the bus helped attendance at school. The bus discontinued some time ago, as the school could no longer fund it. Carr junior school has recently identified sufficient volunteers to run a walking bus, those volunteers have received appropriate road safety training from our Road Safety team and the school is currently in the process of setting up a bus having identified pupils who would like to participate.

### **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. Our Lady's has had two sites originally Edmund Wilson baths but on their closure the school is now using the Acomb Rugby Club car park as an alternative. they also use the Acorn Pub. The school finds the sites generally work well apart from when the weather is bad.

Robert Wilkinson school have negotiated use of a nearby pub car park which provides a safe route to the school for the children to walk. Despite heavy publicity the parents seem to prefer not to use it.

Ralph Butterfield school have set up a Park and Stride at Ethel Ward playing fields in Haxby. This site seems to be currently working well. the school is currently taking part in the Jack Archer Award and is monitoring use of the site. I hope to have some information on its use on Friday.

Members should note that regardless of how good a travel plan is when written, it's success is usually down to the enthusiasm of a member of staff, backed by a supportive Head Teacher, who is prepared to put in significant effort to encourage walking and cycling to school. The School Travel Plan Coordinators become aware of these individuals when they contact us for support and ideas.



# Tackling Traffic Congestion in York

Further analysis of school / nursery journeys

October 2010

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# Background to the 2010 Congestion Consultation <sup>Annex E</sup>

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This city-wide survey was included as an insert in Your City February 2010 with a parallel online version of the survey available on the CYC website. The closing date was 26<sup>th</sup> March 2010.

The A4, colour survey included information on the extent of the problem of traffic congestion in York, a map highlighting levels of congestion across the City and a detailed breakdown of each of the proposed solutions.

The survey booklet included an integral fold-and-flap style return FREEPOST envelope.

90,000 surveys were distributed. A total of 7292 completed surveys were returned - a response rate of 8%.

A majority of 6967 completed the survey by post and 325 completed it online.

Data-processing was carried out by an independent research agency. The report was written by the market research team, Performance and Improvement.



## Statistical reliability explained

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Based on statistical rules, the *overall results* from this consultation are accurate to within +/- 1.1% at the 95% confidence level.

This means that if the exact same survey was carried out 100 times, 95 out of 100 times the overall results (those with a base of all respondents) would not be more or less than 1.1% from the figures in this report.

This level is superior to the accepted industry standard of +/- 5%.

The statistical accuracy of *results at sub-level* will vary. As a guide, a base size of 100 will have an accuracy level of +/- 9.8% at the 95% confidence level, 500 at +/- 4.4% and 1000 at +/- 3.1%.

This report shows the figures for respondents who gave a definite response to each question so base sizes will vary where questions have not been completed.

Where responses do not add up to 100%, this is due to multiple coding (respondents could choose more than one option) or computer rounding.

All reported differences are statistically significant.

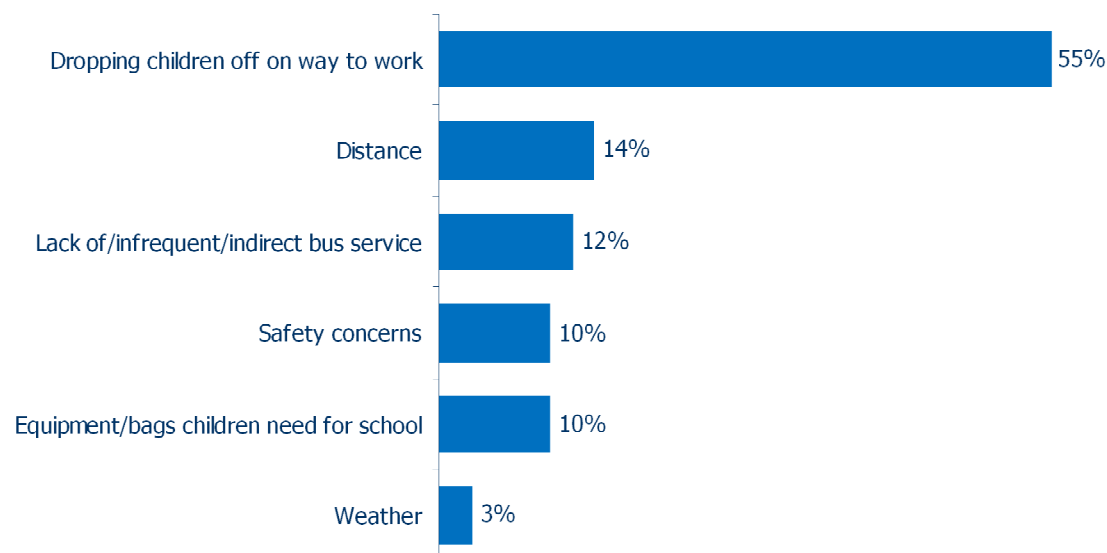
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## School and nursery journeys

Out of all respondents, a minority of 8% said they regularly take children to school/nursery by car.

Dropping children off on the way to work is overwhelmingly the most likely reason for this (55%). The data also suggests that lack of buses, or indirect bus routes, has some influence on respondents' decisions to drive to schools/nurseries.

### Q4a. Why do you travel by car for school/nursery journeys?



**Base:** 518 (respondents who regularly take children to school/nursery by car)

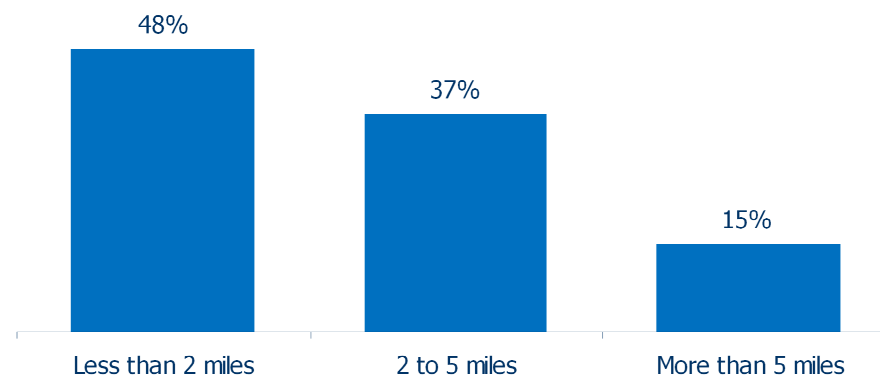


## School and nursery journeys – distance

Half (48%) of those that travel by car for school/nursery journeys have a journey of less than 2 miles to get there. These respondents were more likely to say they drive because they are dropping off children on the way to work than for any other reason.

Those with longer journeys to school/nursery were more likely (more than 2 miles - 23% average) to say 'distance' was a reason for travelling by car than those with less than 2 miles to go (7%).

### Q4a. And how far do you travel to school/nursery?

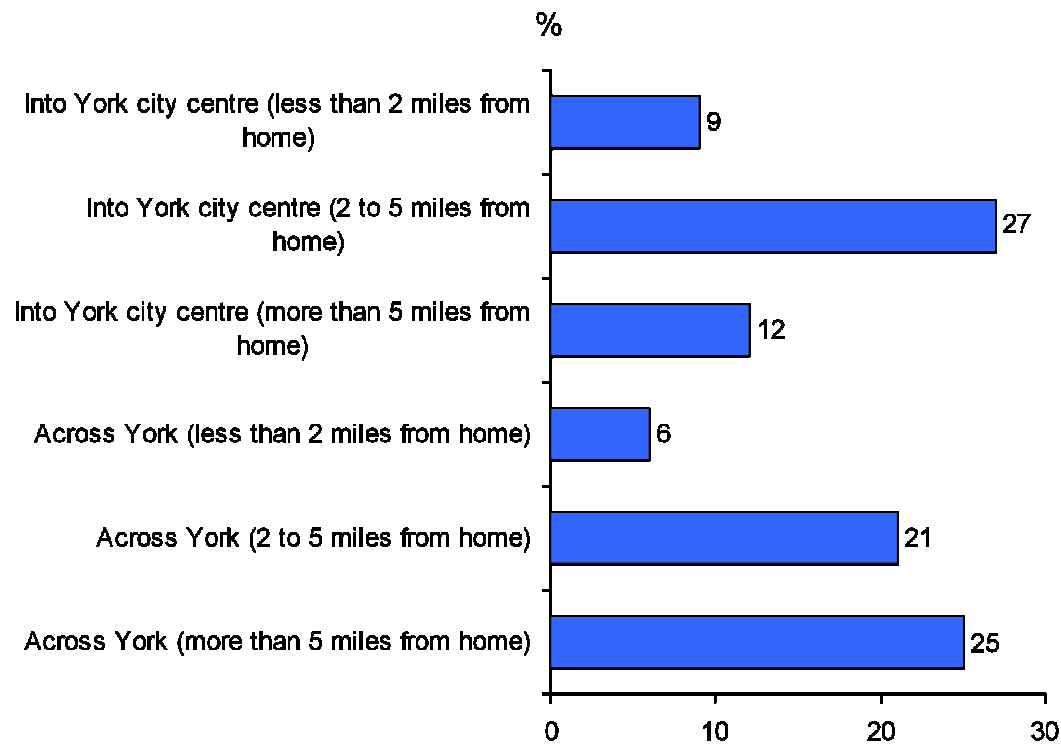


Base: 505 (respondents who regularly take children to school/nursery by car)

# School and nursery journeys – further analysis

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**



**Base: all respondents who drop children off on their way to work (n=270)**

**Obesity in Reception Year**

	2006/07	2007/08	2008/09	
York	8.4%	8.2%	6.7%	↓
England	9.9%	9.6%	9.6%	↓

**Obesity in Year 6**

	2006/07	2007/08	2008/09	
York	15.6%	16.6%	16.7%	↑
England	17.5%	18.3%	18.3%	↑

**Children's Service Locality (in descending order by 2008/09 results)**

	2006/07	2007/08	2008/09	
City North East	6.8%	8.2%	5.1%	↓
City West	9.2%	8.5%	6.9%	↓
City South East	9.1%	7.8%	8.2%	↑

	2006/07	2007/08	2008/09	
City North East	16.5%	17.7%	16.1%	↓
City South East	15.9%	16.2%	16.2%	↑
City West	14.2%	16.0%	18.2%	↑

**School Cluster (in alphabetical order)**

	2006/07	2007/08	2008/09	
All Saints	5.6%	8.6%	6.8%	↓
Arch Bishops	13.2%	9.1%	9.1%	=
Burnholme	6.7%	10.2%	8.3%	↓
Cannon Lee	7.9%	9.9%	6.7%	↓
Fulford	11.1%	6.9%	5.4%	↓
Huntington	6.8%	4.7%	6.1%	↑
Joseph Rowntree	5.9%	9.3%	5.4%	↓
Lowfield	8.6%	6.9%	6.7%	↓
Manor	12.7%	7.0%	6.6%	↓
Millthorpe	6.5%	6.9%	9.0%	↑
Oaklands	7.6%	10.9%	6.6%	↓

	2006/07	2007/08	2008/09	
All Saints	13.3%	16.9%	16.2%	↓
Arch Bishops	22.7%	20.8%	14.0%	↓
Burnholme	21.1%	17.2%	15.9%	↓
Cannon Lee	16.8%	22.5%	18.3%	↓
Fulford	10.7%	13.7%	15.8%	↑
Huntington	14.3%	15.5%	13.4%	↓
Joseph Rowntree	17.9%	14.7%	15.4%	↑
Lowfield	14.5%	13.9%	21.8%	↑
Manor	13.9%	16.7%	10.5%	↓
Millthorpe	16.1%	14.0%	16.1%	↑
Oaklands	13.6%	18.2%	21.8%	↑

**School Sports Partnership (in descending order by 2008/09 results)**

	2006/07	2007/08	2008/09	
Ebor	8.4%	8.0%	7.2%	↓
Jorvik	8.3%	8.3%	6.5%	↓

	2006/07	2007/08	2008/09	
Ebor	14.2%	15.9%	18.0%	↑
Jorvik	16.6%	17.3%	15.6%	↓

Source: NCMP data 2008/09, 2007/08 and 2006/07

## Children's Service Locality

City North East
Burton Green Primary School (Community)
Clifton Green Primary School (Community)
Clifton with Rawcliffe Infant Site (Community)
Clifton with Rawcliffe Junior Site (Community)
Haxby Road Primary School (Community)
Headlands Primary School (Community)
Huntington Primary School (Community)
Lakeside Primary School (Community)
New Earswick Primary School (Voluntary aided)
Park Grove Primary School (Community)
Ralph Butterfield Primary School (Community)
Robert Wilkinson Primary School (Voluntary controlled)
Skelton Primary School (Community)
St Wilfrid's, York, Roman Catholic Primary School (Voluntary aided)
Wigginton Primary School (Community)
Yearsley Grove Primary School (Community)
City South East
Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe (Voluntary controlled)
Badger Hill Primary School (Community)
Bishopthorpe Infant School (Community)
Copmanthorpe Primary School (Community)
Derwent Infant School (Community)
Derwent Junior School (Community)
Dunnington Church of England Voluntary Controlled Primary School (Voluntary controlled)
Elvington Church of England Voluntary Controlled Primary School (Voluntary controlled)
Fishergerate Primary School (Community)
Hempland Primary School (Community)
Heworth Church of England Voluntary Aided Primary School (Voluntary aided)
Knivesmire Primary School (Community)
Lord Deramore's Primary School (Voluntary controlled)
Naburn Church of England Primary School (Voluntary controlled)
Osballdwick Primary School (Community)
Saint Lawrence's Church of England Voluntary Aided Primary School (Voluntary aided)
Scarcroft Primary School (Community)
St Aelred's Roman Catholic Voluntary Aided Primary School (Voluntary aided)
St George's Roman Catholic Primary School, York (Voluntary aided)
St Oswald's Church of England Voluntary Controlled Primary School (Voluntary controlled)
Stockton-on-the-Forest Primary School (Community)
Tang Hall Primary School (Community)
Wheldrake with Thorganby Church of England Voluntary Aided Primary School (Voluntary aided)
City West
Acomb Primary School (Community)
Carr Infant School (Community)
Dringhouses Primary School (Community)
English Martyrs' Roman Catholic Voluntary Aided Primary School (Voluntary aided)
Hob Moor Community Primary School (Community)
Our Lady's Roman Catholic Primary School, Acomb, York (Voluntary aided)
Poppleton Ousebank Primary School (Community)
Poppleton Road Primary School (Community)
Rufforth Primary School (Community)
Saint Barnabas Church of England Voluntary Controlled Primary School (Voluntary controlled)
St Mary's Church of England Voluntary Controlled Primary School (Voluntary controlled)
St Paul's Church of England Voluntary Controlled Primary School (Voluntary controlled)
Westfield Primary Community School (Community)
Woodthorpe Primary School (Community)

## School Clusters

All Saints
English Martyrs' Roman Catholic Voluntary Aided Primary School (Voluntary aided)
Our Lady's Roman Catholic Primary School, Acomb, York (Voluntary aided)
St Aelred's Roman Catholic Voluntary Aided Primary School (Voluntary aided)
St George's Roman Catholic Primary School, York (Voluntary aided)
St Wilfrid's, York, Roman Catholic Primary School (Voluntary aided)
Arch Bishops
Badger Hill Primary School (Community)
Lord Deramore's Primary School (Voluntary controlled)
Osballdwick Primary School (Community)
Saint Lawrence's Church of England Voluntary Aided Primary School (Voluntary aided)
Burnholme
Derwent Infant School (Community)
Derwent Junior School (Community)
Hempland Primary School (Community)
Heworth Church of England Voluntary Aided Primary School (Voluntary aided)
Tang Hall Primary School (Community)
Canon Lee
Burton Green Primary School (Community)
Clifton Green Primary School (Community)
Clifton with Rawcliffe Infant Site (Community)
Clifton with Rawcliffe Junior Site (Community)
Lakeside Primary School (Community)
Skelton Primary School (Community)
Fulford
Dunnington Church of England Voluntary Controlled Primary School (Voluntary controlled)
Elvington Church of England Voluntary Controlled Primary School (Voluntary controlled)
Fishergerate Primary School (Community)
Naburn Church of England Primary School (Voluntary controlled)
St Oswald's Church of England Voluntary Controlled Primary School (Voluntary controlled)
Wheldrake with Thorganby Church of England Voluntary Aided Primary School (Voluntary aided)
Huntington
Huntington Primary School (Community)
Robert Wilkinson Primary School (Voluntary controlled)
Stockton-on-the-Forest Primary School (Community)
Yearsley Grove Primary School (Community)
Joseph Rowntree
Haxby Road Primary School (Community)
Headlands Primary School (Community)
New Earswick Primary School (Voluntary aided)
Park Grove Primary School (Community)
Ralph Butterfield Primary School (Community)
Wigginton Primary School (Community)
Lowfield
Acomb Primary School (Community)
Copmanthorpe Primary School (Community)
Hob Moor Community Primary School (Community)
Poppleton Road Primary School (Community)
Manor
Carr Infant School (Community)
Poppleton Ousebank Primary School (Community)
Saint Barnabas Church of England Voluntary Controlled Primary School (Voluntary controlled)
St Paul's Church of England Voluntary Controlled Primary School (Voluntary controlled)
Millthorpe
Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe (Voluntary controlled)
Bishopthorpe Infant School (Community)
Dringhouses Primary School (Community)
Knivesmire Primary School (Community)
Scarcroft Primary School (Community)
Oaklands
Rufforth Primary School (Community)
St Mary's Church of England Voluntary Controlled Primary School (Voluntary controlled)
Westfield Primary Community School (Community)
Woodthorpe Primary School (Community)

## School Sports Partnerships Schools

Ebor
Acomb Primary School (Community)
Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe (Voluntary)
Bishopthorpe Infant School (Community)
Carr Infant School (Community)
Copmanthorpe Primary School (Community)
Dringhouses Primary School (Community)
English Martyrs' Roman Catholic Voluntary Aided Primary School (Voluntary aided)
Hob Moor Community Primary School (Community)
Knivesmire Primary School (Community)
Our Lady's Roman Catholic Primary School, Acomb, York (Voluntary aided)
Poppleton Ousebank Primary School (Community)
Poppleton Road Primary School (Community)
Rufforth Primary School (Community)
Saint Barnabas Church of England Voluntary Controlled Primary School (Voluntary controlled)
Scarcroft Primary School (Community)
St Aelred's Roman Catholic Voluntary Aided Primary School (Voluntary aided)
St George's Roman Catholic Primary School, York (Voluntary aided)
St Mary's Church of England Voluntary Controlled Primary School (Voluntary controlled)
St Paul's Church of England Voluntary Controlled Primary School (Voluntary controlled)
St Wilfrid's, York, Roman Catholic Primary School (Voluntary aided)
Westfield Primary Community School (Community)
Woodthorpe Primary School (Community)
Jorvik
Badger Hill Primary School (Community)
Burton Green Primary School (Community)
Clifton Green Primary School (Community)
Clifton with Rawcliffe Infant Site (Community)
Clifton with Rawcliffe Junior Site (Community)
Derwent Infant School (Community)
Derwent Junior School (Community)
Dunnington Church of England Voluntary Controlled Primary School (Voluntary controlled)
Elvington Church of England Voluntary Controlled Primary School (Voluntary controlled)
Fishergerate Primary School (Community)
Haxby Road Primary School (Community)
Headlands Primary School (Community)
Hempland Primary School (Community)
Heworth Church of England Voluntary Aided Primary School (Voluntary aided)
Huntington Primary School (Community)
Lakeside Primary School (Community)
Lord Deramore's Primary School (Voluntary controlled)
Naburn Church of England Primary School (Voluntary controlled)
New Earswick Primary School (Voluntary aided)
Osballdwick Primary School (Community)
Park Grove Primary School (Community)
Ralph Butterfield Primary School (Community)
Robert Wilkinson Primary School (Voluntary controlled)
Saint Lawrence's Church of England Voluntary Aided Primary School (Voluntary aided)
Skelton Primary School (Community)
St Oswald's Church of England Voluntary Controlled Primary School (Voluntary controlled)
Stockton-on-the-Forest Primary School (Community)
Tang Hall Primary School (Community)
Wheldrake with Thorganby Church of England Voluntary Aided Primary School (Voluntary aided)
Wigginton Primary School (Community)
Yearsley Grove Primary School (Community)

# School travel plans

School travel plans help to reduce the effects of the 'school run' on congestion and pollution.

- They are an individual school strategy designed to reduce car use on the journey from home to school.
- They encourage walking and cycling as a way of improving children's health and fitness.
- They raise awareness of sustainable transport choices through teaching in the curriculum.
- The whole school community needs to be involved in writing a travel plan as it will be a living document for years to come.

One-off government grants are currently available to schools for completed travel plans. This money can be used to fund schemes such as cycle parking or pedestrian access.

## Resources

- The Department for Transport's [Sustainable School Travel Database](#) allows access to more than 50 school travel resource areas, including teaching resources.
- [Safe Routes To Schools](#) - excellent teaching resources, ideas for cycling and walking initiatives and help with producing travel plans from Sustrans, the sustainable transport charity.
- [Living Streets](#) - walking initiatives and campaign material from the Pedestrian Association, the organisation behind Walk to School week.
- [Teachernet](#) - school travel plans.

The council is not responsible for the content or reliability of external websites.

## Contact

School Travel Adviser  
Transport Planning Unit  
9 St Leonard's Place York YO1 7ET  
tel: (01904) 551345  
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email: [schooltravel@york.gov.uk](mailto:schooltravel@york.gov.uk)

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# Sustainable Travel to Schools Strategy (Draft)

Education is a hugely important part of a child's development and being able to get to that education is therefore just as significant. Travelling to school necessitates in over 23,000 children and young people making a morning and an evening journey each day in York.

As a result of this it is in the interests of the city, the school community and children and young people to use sustainable modes of travel wherever possible for a variety of reasons. This strategy will examine these reasons and develop an action plan for how York will promote sustainable modes of travel and will detail how the city will develop sustainable travel infrastructure.

This document is targeted at those with both a professional and general interest in school travel in York. It is accompanied by a summary publication, which details the main objectives, the initiatives that are currently ongoing and offers some ways as to how people can get involved. The summary publication will be available online soon.

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email: [schooltravel@york.gov.uk](mailto:schooltravel@york.gov.uk)

## Documents to download

- [Draft Sustainable Travel to School Strategy \(PDF, 44 pages, 4MB\)](#)
- [Help viewing PDF documents](#)

last updated on 23 November 2009

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# Walking Buses

A 'Walking Bus' lets a group, or 'bus', of children walk from home to school each morning quickly and safely under the guidance of trained adult supervisors.

The perfect alternative to the school run in the car, the idea has been developed by the Pedestrians' Association and is a perfect fit with the government's aim to reduce road traffic congestion and provide safe walking routes.

Not only does it take pressure off parents in the morning, but it also provides children with a healthy, educational and environmentally sound way of getting to school each day.

If you would like more information on setting up a walking bus, please download the documents on the right-hand side of the page, or contact our School Travel Advisers.

## Contact

School Travel Adviser  
Transport Planning Unit  
9 St Leonard's Place York YO1 7ET  
tel: (01904) 551345  
fax: (01904) 551340  
email: [schooltravel@york.gov.uk](mailto:schooltravel@york.gov.uk)

## Documents to download

- [Resources List - Road Safety in Education](#) (PDF, 7 pages, 64kB)
- [Setting up a Walking Bus](#) (PDF, 4 pages, 74kB)
- [Walking Buses - Information for Parents](#) (PDF, 2 pages, 45kB)
- [Walking Buses - Permission Note and Pupil's Promise](#) (PDF, 1 page, 59kB)
- [Help viewing PDF documents](#)

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# Writing a school travel plan

## How to write a school travel plan:

### 1 - Set up a working group

- Get together a team of enthusiastic people to help produce the plan and share tasks.

### 2 - Undertake consultation

- Talk to everyone in the school community to find out what your school's particular transport problems are.
- Conduct surveys to find out how children currently travel to school.

### 3 - Set targets and agree on initiatives

- Come up with ideas to encourage walking, cycling and to decrease car use that would work for your school.
- Set yourself some realistic targets and timescales for the next few years.

### 4 - Write up the travel plan

- Create a travel plan outlining your issues and proposed solutions and providing evidence of consultation.
- Once written, you can also apply for a travel plan grant from the DfT/DfES towards the funding of items such as cycle parking.

### 5 - Implement the plan and publicise it

- Make it work
- Action the plan
- Tell everyone about it!

### 6 - Monitor, review regularly and reassess

- A successful travel plan is a living, breathing document; make sure that yours is regularly reviewed and improved upon.
- Targets will need to be closely monitored.

## A Guide to School Travel Plans

For more detailed information on producing and implementing a school travel plan, download the guide

You can use the following Microsoft Word document as a template when writing your school travel plan:



> [School travel plan template \(Microsoft Word document, 8 pages, 331 KB\)](#)

## Contact

School Travel Adviser  
Transport Planning Unit  
9 St Leonard's Place York YO1 7ET  
tel: (01904) 551345  
fax: (01904) 551340  
email: [schooltravel@york.gov.uk](mailto:schooltravel@york.gov.uk)

## Documents to download

- [A Guide to School Travel Plans \(PDF, 23 pages, 408kB\)](#)
- [Help viewing PDF documents](#)

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Planned Visits to Schools – Members Attendance

	Huntington Primary School	English Martyrs Primary School	St Wilfrid’s RC Primary School	York High School	Burton Green Primary School	Manor CE School		
Friday 15 October	Cllr R. Potter	Cllr K. Aspden						
Monday 18 October		Cllr R. Potter	Cllr D. Merrett					
Tuesday 19 October			Cllr R. Potter	Cllr J. Brooks ???				
Wednesday 20 October				Cllr D. Merrett	Cllr A. D’Agorne			
Thursday 21 October					Cllr P. Firth	Cllr K. Aspden	Cllr A. D’Agorne	Cllr J. Brooks

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**Roaming Romans competition 2010 – interim report (week 1 data)****Aims and objectives:**

- To incentivise travelling sustainably to school.
- To increase the number of children travelling sustainably to school.
- To demonstrate that travelling sustainably is easy convenient and safe.
- To raise the profile of Sustrans and Cycling City York.

**Concept:**

Roaming Romans follows the standard virtual cycle race format that has been successfully used in the Sustrans Bike it and Active Travel projects, with the exception that it also includes walking, scooting and travel by bus. Schools compete each other in a virtual race (in this case 14,000 Km around the Roman empire). Pupils and staff at each school accumulate 'kilometers' to progress through the virtual journey by travelling sustainably to school. The number of kilometers awarded is weighted according to roll number, to ensure parity between schools. The first school to accumulate 14,000Km is declared the winner. To give the competition a dynamic 'live' feel and to keep it profile high the kilometers awarded each day and cumulative total distances for each school were posted on the Roaming Romans website at [www.roamingromans.com](http://www.roamingromans.com)

**Incentives:**

To incentivise sustainable travel and promote participation in the competition, prizes were awarded as follows:

- **Overall first place:** The Jack Archer Award plus £400 cash
- **Overall second place:** Runners-up trophy plus Roman mosaics made for the school
- **Most improved school each week (2 prizes):** A mountain bike trials and tricks show at the school by TrialsDisplay ([www.trialsdisplay.co.uk](http://www.trialsdisplay.co.uk))

**Expectations of competing schools;**

- To promote Roaming Romans in assemblies and classrooms.
- To submit daily mode of travel counts.
- To display the cumulative totals of competing schools in a prominent location so pupils and staff can gauge their progress relative to that of other schools.
- To give permission for prize shows or events to take place on school grounds and during school time.

**Number of schools competing:**

Of the 56 primary schools in York 20 registered to compete in the Roaming Romans. Of those schools that registered, 16 submitted regular cycle counts.

**Date and duration:**

The competition started on 27<sup>th</sup> September 2010 and will run until 15<sup>th</sup> October. If schools wish to carry on past this date to complete the race they will be given that option.

**Results:**Headline figures:

- In all schools participating in Roaming Romans there was a significant increase in use of sustainable modes of travel.

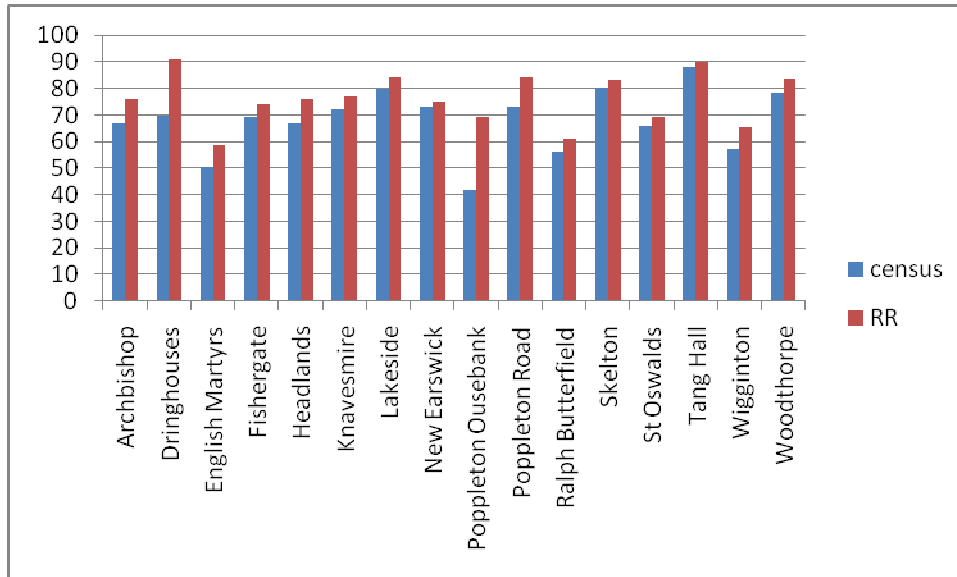


Fig1: Percentage of use of sustainable travel modes at competing schools. Comparison to 2010 census data.

The final report to be completed after the event has finished will have a full breakdown of different modes of travel compared to census data, plus analyses of modal shift.

**Sustrans**

Sustrans is the UK's leading sustainable transport charity. Our vision is a world in which people choose to travel in ways that benefit their health and the environment. We work on practical, innovative solutions to the transport challenges facing us all. Sustrans is the charity behind the award winning National Cycle Network, Safe Routes to Schools, Bike It, TravelSmart, Active Travel, Connect2 and Liveable Neighbourhoods, all projects that are changing our world one mile at a time.

**Bike It**

We know that millions of children want to cycle to school in this country, yet only 1% do. Sustrans has stepped in to sort this out with Bike It, a ground-breaking project which has already quadrupled the number of children cycling to its target schools.

- Children feel fitter and more independent - they just love being out and about on their bikes.

- Parents know we are offering something really positive for their child and trust us to do everything we can to help their child towards a healthier, happier journey to school.
- Teachers say Bike It has transformed their schools. Children are energised, excited, ready to learn and travelling safely and independently.
- Local authorities enjoy the success of Bike It in their areas. It has attracted the praise and attention of many Government ministers and national newspapers and TV.

### **Cycling City York**

York launched its Cycling City status in December 2008, following successful approval of our project strategy from [Cycling England](#).

York was one of 12 locations in the UK to be awarded Cycling Town or City status in 2008 and fought off competition from 74 other local authorities to win the funding. York joins the existing six Cycling Demonstration Towns, including Darlington and Derby, which have already successfully implemented local cycling initiatives and campaigns and increased the numbers of people cycling.

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