

Levels of activity relating to school travel plans and initiatives (2001)

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Executive Summary

Introduction

This two page summary provides the headline results from the findings of a project titled the "Take-up of School Travel Plans (STPs), Coverage in Local Transport Plans (LTPs) and Identification of Case Studies for future monitoring" conducted by TRL for DTLR.

Main Findings

- The take-up rate of STPs has increased from 38% in 1999 (of Counties, Metropolitan Boroughs, London Boroughs and English Unitaries)^[1] to 50% of authorities with at least one school that has implemented an STP. 62% (as in 1999) of County Councils have at least one school that has implemented an STP. London Boroughs show the greatest improvement from 21% in 1999 to 48%.
- The percentage of authorities with STPs & School Travel Initiatives (STIs) implemented or started or firmly planned in one or more schools is shown below.

	1999	2001	Change
STPs Implemented or started	38%	50%	+12%
STPs Firmly Planned	22%	22%	0
STIs Implemented or started	75%	79%	+4%
STIs Firmly Planned	11%	11%	0

- 79%^[2] (79) authorities stated that STIs had been implemented at one or more of their schools compared to 75% (100) from the 1999 survey. 11% had firmly planned STIs, 6% had actively considered STIs and 4% did not answer. None of the authorities had rejected or not considered the implementation of STIs. Of the returned questionnaires 85% of London Boroughs stated STIs had been implemented or started (an increase from 61% in the 1999 survey), 10% were firmly planning or actively considering them and 5% did not answer.
- The survey was conducted between March and April 2001, just after School Travel Plan Co-ordinator bursaries were announced by DTLR in February 2001 but before recruitment had taken place. 17 (17%) authorities of which nine were County Councils had a member of staff who worked 100% of their time on school travel issues. The majority of these 17 authorities had School Travel Plan Co-ordinators in place, using funding provided by DTLR bursaries. It is expected that this number will rise substantially over the next few months due to further recruitment of STP Co-ordinators.
- STPs had been implemented or started in a total of 376 schools compared to 432 in 1999. On the face of it this is a decrease of 56. However, any comparison between the two years needs to be treated with a great deal of caution since 93 implemented or started STPs were in authorities who responded in 1999 but did not respond in 2001. Also, we found that seven authorities reported fewer schools with implemented or started STPs than they did in 1999 - a difference of 201. This was mainly due to those authorities using a stricter definition of STP than they did in 1999.
- The most common STIs implemented were Traffic Management Near Schools, (for example traffic calming, junction redesign, parking restraint) and Education Measures in Road Safety Officers' Programmes (e.g. cycle training) which were both mentioned by (but not exactly the same) 89% of authorities
- The telephone interviews with schools determined that those schools who had developed school travel plans had found DTLR/STAG information either 'very useful' or 'quite useful'.

- The number of authorities in which one or more schools are using each publication is shown below.

Type	Total number of authorities
School Travel Resource Pack, (DTLR 2000)	71
A Safer Journey to School (Transport 2000, published by DFEE, 1999)	65
School Travel Strategies & Plans (DTLR 1999)	54

- Of the seven authorities that stated that STPs had been implemented in 10 or more schools, five had sent out the DTLR School Travel Resource Pack to schools which suggests that the literature is considered useful by authorities.
- The most frequently mentioned sources of encouragement for STP development were 'Your department' (mentioned by 90% of authorities), Schools/teachers (50%) and Central Government (48%). The latter is probably due to the guidance documents, ETSU seminars, STAG work, the Site Specific Advice Programme and financial support in the way of bursaries for STP Co-ordinators.
- The number of Local Transport Plans (LTPs) and Local Implementation Plans (LIPs) showing clear evidence that schools have adopted STPs has increased from nine to 17 since the previous unpublished review of provisional LTPs, while the number of LTPs/LIPs reporting STPs in the planning process has grown from 45 to 48. This is less than shown by the results of the questionnaire survey as the LTPs/LIPs tended to concentrate on school travel strategy rather than providing details of individual STPs.
- From the questionnaire survey, 78% of authorities cited health as a main objective in the development of STPs or STIs. 63% of the Health Improvement Programmes mentioned school travel.
- Over half the authorities stated that they were working with education departments which is encouraging. This finding was supported by findings from the review of LTPs. Virtually all LTPs/LIPs mentioned school travel initiative(s), Safer Routes to School being the most popular.
- 64% (75) of the LTPs/LIPs had linked school travel activities with modal shift targets (a 28% increase from the previous survey). Three of these, Redcar and Cleveland, South Gloucestershire and West Midlands, specifically mention the targets adopted by STAG of a return to the mid 1980s level of walking, cycling and bus use by the year 2010. A further six use similar words and many of the other targets stated may lead to the same end. Of the 34 LTPs/LIPs describing a casualty reduction target, 25 (74%) are using the target set out in the Government's Road Safety Strategy to reduce deaths and serious injuries amongst children by 50% by 2010.
- The majority of authorities still believe that it is too soon to tell if STPs are having an effect on modal shift. Five said that STPs had resulted in a reduction in car use including Hertfordshire indicating 30% and Derby City Council indicating 20% reduction in the last year.
- A number of authorities and schools have been identified as potential case studies for future monitoring.
- Finally it can be concluded that there is a great deal of activity within authorities in attempting to tackle the issues surrounding school travel although the type of action and the terminology used may differ. This activity should increase over the next three years with the appointment of 56 School Travel Plan Co-ordinators (plus 16 joint school/workplace co-ordinators), expanded Site Specific Advice Programme and the amount of funding that is being made available through Local Transport Plans.

[1] The survey in 2001 did not include Shire District Councils or Welsh Unitary Authorities. Therefore 1999 results from Shire District Councils or Welsh Unitary Authorities have been omitted for consistency when comparing results.

[2] As there were 102 responses to the 2001 survey the percentages stated (rounded up) equate to the actual number of responses. The response rate in 1999 was 134.

1. Introduction

This report summarises the findings on (a) a desk study of the take-up and coverage of school travel plans and initiatives as reported by local highway authorities in England (outside London) in their Local Transport Plans (LTPs) and by London Boroughs in their Local Implementation Plans (LIPs) and (b) a postal survey questionnaire addressed to all local highway authorities and Passenger Transport Executives (PTEs) in England. To support the research a review of the Health Improvement Programmes (HImPs) has also been undertaken along with telephone interviews with selected schools. The research has been conducted by TRL and Adrian Davis Associates on behalf of the Department for Transport, Local Government and the Regions (DTLR).

A similar postal questionnaire survey of local authorities was conducted in 1998 and 1999 and in 2000 a desk review of the provisional Local Transport Plans undertaken in an unpublished study for DTLR.

The 1999 study included Welsh Unitary authorities and English Shire District Councils. For the 2001 study the Welsh Unitary authorities were not included because school travel issues are now devolved matters. The English Shire Districts were not included as it was found in the 1999 survey that many of them could not answer many questions, as they were not highway authorities. There was also a concern of double counting between shire county and district authority returns. The comparisons in the analysis take this into account by excluding Wales and Shire Districts from the 1999 results.

As part of the research and in addition to this report, databases have been compiled from the questionnaire survey and the LTP/LIP review along with companion user guides to enable further information to be extracted from the database as and when required.

1.1 BACKGROUND TO SCHOOL TRAVEL PLANS

A key area targeted in the White Paper "A New Deal for Transport: Better for Everyone (1998) was school travel. Data from the National Travel Survey show that over a third of primary school children and over a fifth of secondary school children now travel to school by car. The Government established a School Travel Advisory Group (STAG) in December 1998 to bring together experts in education, road safety, child health and accident prevention as well as transport co ordination. This group aims to raise the profile of school travel issues and encourage and contribute to a coherent approach to school travel. In June 1999 two guides were published under the auspices of the STAG. These guides targeted two specific groups:- implementers - parents, teachers school governors ^[1] and the planners and policy makers best practice guide for local authorities^[2].

A '**School Travel Plan**' or **STP** refers to comprehensive plans that set out a package of measures. These may include:

- Walking, cycling and public transport initiatives;
- Engineering, educational, travel awareness and school policy measures; and
- Involvement of parents and pupils.

A '**School Travel Initiative**' or **STI** refers to individual measures that on their own do not amount to a School Travel Plan. For example, a Safe Routes to School programme is an STI. It may form part of an STP if packaged with other measures.

The introduction of full Local Transport Plans (LTP) saw further emphasis being placed on reducing car use and improving childrens safety on the journey to school, taking into account the health and education targets. The guidance on Full Local Transport Plans ^[3] states that the LTP should "set out an integrated strategy for reducing car use and improving childrens safety on the journey to school, taking account of health and education impacts". The guidance also asks local authorities to take account of the STAG recommendation that by 2010 the level of cycling, walking and bus travel to school should return to the level in the mid 1980s. To achieve this, the guidance states that "authorities should set out how they should work with individual schools to develop school travel plans".

The advice given to London Boroughs by the Government Office for London on the production of their Interim Transport Plans (ITPs) (now known as Local Implementation Plans (LIPs)) states that "advice issued by DTLR on the topics covered by Local Transport Plans will also apply to the preparation of ITPs in London"^[4]

Other Government Departments are increasingly interested in school travel issues. These initiatives range from the Healthy Schools Programme, jointly led by the Department of Education and Employment and the Department of Health, to Quality of Life Indicators for the Sustainable Development Strategy led by DTLR. This strategy includes headline indicators specific to school travel (G2 - How children get to school). These indicators are inter-linked with others on health and reduction of accidents.

A survey was undertaken by the University of Westminster in spring 1998 to assess the current levels of activity relating to school travel. This research was repeated by the University of Westminster in 1999. This study, conducted by questionnaire, concluded that travel plans were being implemented by 2% of the 26,000 schools in England and Wales and the majority of these (75%) were primary schools.

In addition to these surveys TRL was commissioned in October 1999 to assess the Coverage of Green Transport Plans and School Travel Strategies and Plans in Provisional Local Transport Plans. This unpublished report identified areas that needed further development.

In February 2001 DTLR announced the provision of bursaries to support short term posts, to promote school and work place travel at a cost of £9m over three years and a programme of free site specific advice (£1.5m over three years). A database of classroom materials and a car share database with mapping software for use in schools were launched by DTLR and DfEE respectively in October 2000.

The Local Transport Plan settlement in December 2000 provided details of allocations to local authorities. DTLR provided an £8.4bn package for the implementation of LTPs over the next five years. Of this, £2.8bn is available for small-scale integrated transport measures such as the implementation of school travel plans and safer routes to school. For this financial year, the overall allocation for small scale measures is £560m - more than double that for last year. Authorities have discretion to spend funding for small scale measures in line with any of the priorities and objectives set out in their LTPs, but the increase in resources should allow them to develop a greater number of measures to improve school journeys.

This study commissioned by DTLR helps reveal the full picture of the level of planned and actual activity which can be used as a comparative against the 1999 data.

1.2 OBJECTIVES OF THE RESEARCH

The objectives of the research were to identify the following:-

- Changes since summer 1999 in levels of activity relating to school travel plans and initiatives;
- The extent to which changes can be attributed to DTLR/STAG (School Travel Advisory Group) promotional activities, (guides, resource packs and regional seminars);
- Examples of school travel plans and initiatives (STPs and STIs) that look likely to have a significant impact, where monitoring arrangements are in place (or could be usefully put in place or enhanced);
- Examples of specific linkages made with health and education initiatives;
- Coverage of school travel strategies and plans in full LTPs including the extent to which they have taken into account STAGs aim of returning by 2010 to the level of walking, cycling and bus use in the mid 1980s;
- Examples of good practice in setting out school travel strategies in full LTPs.

Additional objectives of the research were to identify

- The areas and regions which are most/least active and effective;
- Types of school and location (urban, rural or suburban) with most/least activity and the most/least effective initiatives;
- Main reasons given by local authorities/schools for becoming involved/not involved in school travel activities;
- Sources of support including funding.

1.3 STRUCTURE OF THE RESEARCH AND REPORTS

Section 2 of this report sets out the methodology adopted. The first stage of the study consisted of a postal survey of all local highway authorities in England and Passenger Transport Executives (PTEs) which determined any differences in activity in school travel planning in comparison with the 1999 survey. The results are shown in Section 3.

The second stage of the project consisted of a desk study of the Local Transport Plans, (LTPs) and Local Implementation Plans (LIPs) which established changes in the level of development of STPs as reported in these documents since the previous review by TRL in 2000. Examples of good practice for describing school travel strategies and plans in LTPs/LIPs have also been identified. From the results of this work a database of the main data has been created building on the 1999 survey returns and on the TRL database covering the Provisional Local Transport Plans (LTPs). The results are summarised in Section 4.

To determine the links between school travel plans and the health sector, a desk review of the Health Improvement Programmes (HImPs) has been conducted and the findings reported in Section 5 of the report.

In order to determine whether schools are using information and guidance material on School Travel Plans and whether they find it useful in helping them develop successful STPs, ten schools were been interviewed by telephone. The results are reported in Section 6.

The sixth stage of the project identifies potential case studies for future monitoring of STPs. These case studies have been determined from the results of the first two stages but are also based on criteria such as type of school (primary/junior, ownership type etc), type of local authority (County

Council, Unitary etc), geographical region, economic region and rural/urban split. These are shown in Section 7.

[1] "A Safer Journey to School" (Transport 2000, 1999). Available free from DfEE.

[2] "School Travel Strategies and Plans, A Best Practice Guide for Local Authorities (DETR, 1999)

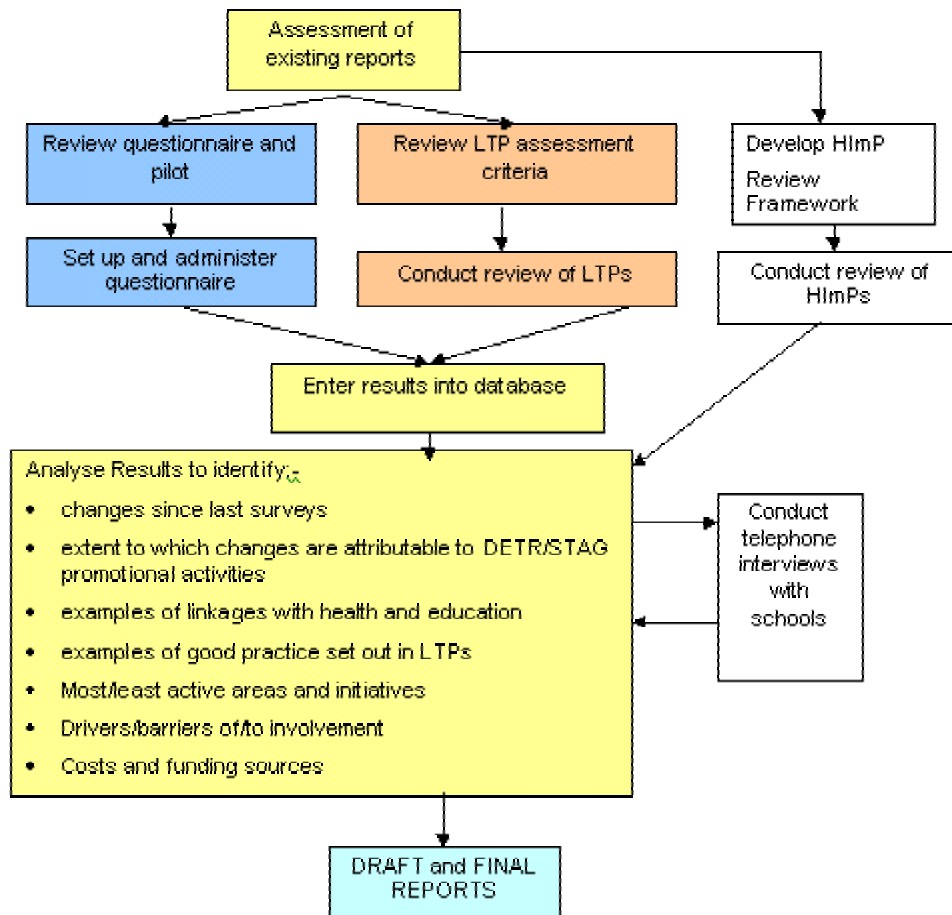
[3] "Guidance on Full Transport Plans", (DETR, 2000)

[4] Interim Transport Plans 2000-01 Guidance to London Local Authorities. Paragraph 2

2. TRL's Approach

2.1 OUTLINE OF THE PROJECT METHODOLOGY

The flow chart below outlines the key elements in this research project.



Study Tasks

- Review the reports and databases supplied by DTLR, University of Westminster and TRL to assess the base situation in 1999.
- Review the 1999 survey questionnaire.
- Administer the postal questionnaire to all local highway authorities (those with responsibility for promotion and development of School Travel Strategies and Plans).
- Update the assessment criteria by which to review the level of coverage of School Travel Plans in the Local Transport Plans and Local Implementation Plans.
- Conduct the desk study of the Local Travel Plans and Local Implementation Plans.
- Follow up and analyse the returned questionnaires from the local authorities using similar analysis methodology to previous studies to ensure comparability of results.
- Input the information gathered from the questionnaires and assessment of the LTPs/LIPs into an ACCESS 97 database.
- Review the school travel content of the Health Improvement Programmes.
- Identify case studies to enable detailed monitoring as part of future projects. These case studies will be determined from the results of the first two stages but were also based on criteria such as type of school (primary/junior, ownership type etc), type of local authority (County Council, Unitary etc), geographical region and rural/urban split.

- Conduct telephone interviews with schools to identify from the data provided, which local authorities and specific schools have received DTLR/STAG promotional material and which have not, in order to determine later whether this material has contributed to any changes in activity.
- Identify examples of good practice in setting out school travel strategies in LTPs/LIPs.
- Produce the written report
- Produce the database and revised user manual and technical manual.

3. Postal Survey of local Highway Authorities

3.1 INTRODUCTION

The postal survey of local highway authorities in England aimed to provide an up to date picture of the take-up and coverage of School Travel Plans (STPs) and School Travel Initiatives (STIs) across authority type and geographical region. A number of other issues were addressed by the questionnaire such as barriers to implementation and sources of funding. The survey was very similar to those undertaken for DETR in 1998 and 1999 although authorities in Wales and Shire District councils were omitted from this study. For this study the Welsh Unitary authorities were not included because school travel issues are now devolved matters. The Shire Districts were not included as it was found in the 1999 survey that many of them could not answer many questions, as they were not highway authorities. There was also a concern of double counting between shire county and district authority returns. The comparisons made are against previous results from the 1999 survey returns from English County Councils, English Unitary Authorities, Metropolitan Boroughs and London Boroughs unless stated differently in the text.

The definitions used on the questionnaire study were as follows:-

A '**School Travel Plan**' or **STP** refers to comprehensive plans that set out a package of measures. These may include:

- Walking, cycling and public transport initiatives;
- Engineering, educational, travel awareness and school policy measures; and
- Involvement of parents and pupils.

A '**School Travel Initiative**' or **STI** refers to individual measures that on their own do not amount to a School Travel Plan. For example, a Safe Route to School scheme is an STI. It may form part of an STP if packaged with other measures.

3.2 RESEARCH METHODOLOGY

3.2.1 Questionnaire Design

The questionnaire used was based on those used by the University of Westminster in their studies in 1998 and 1999. Many of the questions were identical in structure and content in order that the results could be compared.

The questionnaire was changed slightly from that used in the 1999 survey in order to align the study to the requirements of DETR and some changes in wording were made in order to update the questions and to reflect policy changes. The differences between the 1999 and 2001 survey questionnaires are shown in Appendix E.

Following the pilot study the questionnaire design was agreed by DTLR.

The final document sent to the highway authorities consisted of the questionnaire, instructions and covering letter.

3.2.2 Pilot Study

A pilot study was undertaken in which five local authorities from different regions of the country were asked to look at the questionnaire and provide comment on the structure and suitability of questions and ease of completion and the time required. Comments that were received were considered and the questionnaire amended where necessary.

3.2.3 Survey Methodology

In designing the survey methodology, TRL took note of the process used by the University of Westminster during the 1998 and 1999 surveys.

It was requested that a copy of the questionnaire with covering letter be also sent to each of the six Passenger Transport Executives (PTEs) for mainly information purposes. However, two PTEs did complete and return a questionnaire. The findings from these are reported separately in [Section 3.4](#).

The survey of the highway authorities was conducted using a voluntary questionnaire sent by post, fax or e-mail. Prior to the sending of the questionnaires, each highway authority was contacted by telephone in order to introduce the study to them and to ask the name of the officer to which the questionnaire should be sent and in what format.

The questionnaires were despatched on 16th March 2001, with an initial return date of 4th April, although this was extended to 27th April in order to increase the response rate. The questionnaires despatched by post included a pre-paid return envelope. The questionnaires sent by e-mail were returnable by e-mail.

Table 3.1. Method of Despatch

Method of Dispatch	Sent
Post	63
E-mail	72
Fax	14
Total	149

The strategy to gain as many responses as possible followed the following pattern:-

- Telephone reminder to non-respondents on 30th March and 2nd April (before the due return date.)
- Second telephone reminder to non-respondents was made in the week beginning 17th April
- Third and fourth telephone reminders where necessary in the week beginning 23rd April.

Where authorities had mislaid or lost questionnaires, an extra copy was sent.

3.2.4 Response Rate

The overall response rate achieved was 68%, which was lower than the 1999 survey (80% overall but 87% excluding Welsh Unitaries and English Shire Districts) but higher than the overall response rate in 1998 (60%).

Table 3.2 Overall Response Rate.

	Sent	Returned	Response Rate
London Boroughs	33	21	64%
Metropolitan Boroughs	36	21	58%
County Councils	34	26	76%
Unitary Authorities	46	34	74%
Total	149	102	68%

The number of questionnaires returned by region is shown below:-

Table 3.3 Response rate by region

Region	Total Sent	Number of Returns	% Return Rate
East Midlands	8	6	75%
Eastern	10	8	80%
London	33	21	64%
North East	12	8	67%
North West	21	14	67%
South East	19	16	84%
South West	15	9	60%
West Midlands	16	12	75%
Yorkshire & Humberside	15	8	53%
Total	149	102	68%

3.2.5 Difficulties experienced

Gaining the response rate proved quite difficult. Many authorities found it difficult to complete and return the questionnaires due to a number of factors. The reasons for late or nil response given when telephoning the authorities are given below.

- The questionnaire came at a very busy time for local authority staff, being the end of financial year and approaching Easter holidays
- Questionnaires lost in the delegation process. (although re-sent, most of these were not returned)
- Questionnaires lost in the post.

A total of three questionnaires were known to have been lost in the post. Where this occurred, the councils were asked to consider completing another questionnaire or in the case of one authority details were taken over the phone.

3.2.6 Analysis

The answers recorded on the coded questionnaires were input into an Access Database similar to that used for the 1999 study, then decoded. A range of database "queries" were set up in order to determine the number of authorities giving particular answers to each question. The results were then interpreted by TRL staff and Adrian Davis.

3.2.7 Potential Bias

As with the previous surveys it is likely that the authorities most active in School Travel Plans and Initiatives are more likely to respond than those less active. When conducting follow up telephone calls however, lack of activity was not a reason given by any authority for not responding.

3.3 RESULTS AND DISCUSSION

The results tables below generally show the number of authorities responding in each category. As the number of authorities responding was 102, the totals given in each category can also be considered roughly as percentages.

Percentage figures stated for the type of authority and region are calculated from the number of returned questionnaires in each category.

Responses from the PTEs are addressed in [Section 3.4](#).

3.3.1 Development of School Travel Plans and Initiatives

Objectives

Authorities were asked to indicate what the main objectives of their STPs and STIs were and to identify which were the most important in developing their school travel strategies.

Table 3.4. Main objectives of STPs STIs (Number of times objective mentioned by type of authority)

Type	County	London	Metropolitan Borough	Unitary	Total	% of total no. of mentions
Road Safety/Reducing Accidents	25 (96%)	19 (90%)	16 (76%)	32 (94%)	92	19%
Sustainability/reducing reliance on the car	26 (100%)	16 (76%)	17 (81%)	33 (97%)	92	19%
Reducing Traffic Congestion	23 (88%)	18 (86%)	17 (81%)	28 (82%)	86	18%
Health	21 (81%)	13 (62%)	16 (76%)	28 (82%)	78	16%
Overcoming Personal Safety Concerns	17 (65%)	11 (52%)	11 (52%)	26 (76%)	65	15%
Air Quality Improvements/Targets	13 (50%)	15 (71%)	8 (38%)	21 (62%)	57	12%

	(50%)	(71%)	(38%)	(62%)		
Other	3 (12%)	3 (14%)	1	0	7	1%
Totals					477	100%

The objectives most commonly cited were sustainability/reducing reliance on the car and road safety/reducing accidents with 92 authorities mentioning either or both of these. Reducing traffic congestion was the third most frequently mentioned objective.

The least stated objective was air quality improvements (12% of the total times mentioned) although this was still mentioned by 57 authorities so was still regarded as important. It is interesting also to note that 78 authorities mentioned health related objectives.

Other objectives of STPs and STIs stated by authorities are listed below as quoted from their questionnaire returns.

- "Curriculum links with Local Agenda (LA)21, citizenship"
- "Improve childrens independent mobility"
- "School gate problems (not congestion)"
- "Involving often marginalised communities. Working in areas of greatest deprivation".
- "Reducing road danger"⁵¹
- "School empowerment; school involved in decision making and planning for transport."

With regard to the most important objective, 30 authorities ranked sustainability/reducing reliance on the car as the single most important and road safety/reducing accidents was ranked most important by 27 authorities. 18 authorities stated that a number of objectives were equally important.

Level of activity

The highway authorities were asked (in question 6 of the questionnaire) to categorise their current position regarding the level of development of School Travel Plans (STPs) and School Travel Initiatives (STIs).

It was found that 50 (50%) of respondents had implemented or started STPs at one or more schools and 79 (79%) had implemented or started STIs (some of which had also started STPs). In the 1999 survey only 38% of authorities (Counties, London Boroughs, Met Boroughs and English Unitaries) had implemented STPs and 75% STIs. This shows a marked increase in the number of authorities implementing STPs, but a smaller increase in those implementing STIs, which is understandable given that STPs is the newer concept.

Of the County Councils returning questionnaires, 62% had implemented STPs at one or more schools (compared to 62% in 1999) and 19% were firmly planning them (15% in 1999). The largest increase in implementation was in the London Boroughs where 48% had STPs implemented in one or more of their schools compared to 21% in the 1999 survey.

Table 3.5 shows that 22% of authorities indicated that STPs were firmly planned at one or more schools compared to 22% in 1999. The definition of firmly planned is where a committee report has been prepared or an inter-departmental or inter authority meeting has been held to specifically

discuss the issue. This is a small reduction that may be explained by some of last years firmly planned STPs now being implemented.

Another 22% (23% in the 1999 survey) of authorities stated that STPs were being actively considered suggesting that meetings had been held with schools or targets set.

Table 3.5 Level of Activity of STPs by type of Authority

Category	County	London	Metropolitan Borough	Unitary	Total
Unanswered	0	2 (10%)	1 (5%)	1 (3%)	<4 (3%)
Actively considered but not firmly planned	5 (19%)	6 (29%)	5 (24%)	6 (18%)	22 (22%)
Firmly planned at one or more schools	5 (19%)	2 (10%)	7 (33%)	8 (24%)	22 (22%)
Implemented or started at one or more schools	16 (62%)	10 (48%)	8 (38%)	16 (48%)	50 (50%)
Considered but rejected	0	0	0	0	0
Not applicable as co-ordinated by another body	0	0	0	0	0
Not considered at all	0	1(5%)	0	3 (9%)	4 (3%)
Total	26 (100%)	21 (100%)	21 (100%)	34 (100%)	102 (100%)

Only four authorities, three Unitaries and one London Borough stated that they had not considered STPs at all which is approximately the same percentage rate as in the 1999 survey. It is promising to note that all the Counties and Metropolitan Boroughs that responded had at least considered STPs. No authorities had considered but rejected STPs.

There is still a higher level of activity in STIs than in STPs which could be because STI initiatives started before guidance on STPs was issued. Overall 79 (79%) authorities stated that STIs had been implemented at one or more of their schools which is an increase from 75% from the 1999 survey. Of the returned questionnaires 85% of London Boroughs stated STIs had been implemented, an increase from 61% in the 1999 survey. None of the authorities had rejected or not considered the implementation of STIs.

Table 3.6 Level of Activity of STIs by type of Authority

Category	County	London	Metropolitan Borough	unitary	Total
Unanswered	1 (4%)	1 (5%)	1 (5%)	2 (6%)	5

Actively considered but not firmly planned	1 (4%)	1 (5%)	1 (5%)	3 (9%)	6
Firmly planned at one or more schools	2 (8%)	1 (5%)	4 (19%)	4 (12%)	11
Implemented or started at one or more schools	21 (80%)	18 (85%)	15 (71%)	25 (73%)	79
Considered but rejected	0	0	0	0	0
Not Considered	0	0	0	0	0
Not applicable as co-ordinated by another body	1 (4%)	0	0	0	1
Total	26 (100%)	21 (100%)	21 (100%)	34 (100%)	102

The regional variation in level of STP activity is shown in Table 3.7 below.

Table 3.7. Take-up of STPs by region

Q_6a	East Midlands	Eastern	London	North East	North West	South East	South West	West Midlands	Yorkshire & Humberside	Total
No answer	0	0	1 (5%)	1 (13%)	1 (7%)	0	0	1 (8%)	0	4 (4%)
Actively considered but not firmly planned	1 (17%)	2 (25%)	6 (28%)	0	1 (7%)	2 (13%)	1 (11%)	5 (42%)	4 (50%)	22 (21%)
Firmly planned at one or more schools	1 (17%)	2 (25%)	2 (10%)	2 (25%)	6 (43%)	5 (31%)	0	3 (25%)	1 (13%)	22 (21%)
Implemented or started at one or more schools	4 (67%)	4 (50%)	11 (52%)	4 (50%)	5 (36%)	8 (50%)	8 (89%)	3 (25%)	3 (38%)	50 (50%)
Not applicable as coordinated by another body	0	0	0	0	0	0	0	0	0	0
Not considered at all	0	0	1 (5%)	2 (25%)	0	1 (6%)	0	0	0	4 (4%)

Total	6 (100%)	8 (100%)	21 (100%)	9 (100%)	13 (100%)	16 (100%)	9 (100%)	12 (100%)	8 (100%)	102
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Overall, about half of the authorities have STPs implemented in at least one school. Regionally, 89% (9) of authorities in the South West that returned questionnaires have implemented or started STPs in at least one school. The figures in the other regions were 67% (4) in the East Midlands, 52% (11) in London, 50% (4) in Eastern, 50% (4) in North East and in the South East 50% (8) of authorities had implemented STPs in at least one school.

In the West Midlands the take-up was only in one quarter of authorities, which is actually a slight reduction in the level of activity compared to 1999. However, this may be explained by the lower response rate from the West Midlands authorities than in 1999.

In the 1999 survey, the Eastern region appeared to be the most active, however, now the South West appears from the questionnaire responses to be most active.

Extent of activity

The extent of activity in a highway authority area can be judged by;

- the number of actual staff working on STPs and STIs
- the time spent on working on STPs and STIs in terms of the number of full time equivalent staff
- the number of schools within the authority area with school travel plans.

With regard to the actual number of staff working on STPs and STIs, 34 (34%) authorities stated that they had one member of staff responsible, 16 (16%) stated that they had two and another 16 (16%) stated that they had three. 27 (27%) authorities stated that they had five or more staff working on STPs and STIs and of these, five had 10 or over. However, these officers did not spend 100% of their time on school travel issues.

The survey was conducted between March and April 2001, just after School Travel Plan Co-ordinator bursaries were announced by DTLR in February 2001, but before recruitment had taken place in the majority of authorities. In the 1999 survey it was found that only one authority (Buckinghamshire County Council) had a member of staff who spent 100% of their time on STPs and STIs. The 2001 survey indicated that this has increased to 17 (17%) authorities of which nine are County Councils. 12 of these authorities had been awarded bursaries by DTLR to recruit School Travel Plan Co-ordinators, however, only five had officers with the job title of School Travel Co-ordinator suggesting that the other seven are still in the recruitment process. Five authorities who had not been awarded bursaries still had officers working 100% of their time on school travel issues.

It is expected that the number of staff working full time on school travel plans will rise substantially over the next few months due to further recruitment following awards of 56 bursaries for School Travel Plan Co-ordinators (plus 16 joint Schools/Workplace Travel Plan Co-ordinators).

It is important to note that, 19 (19%) authorities indicated that they were unable to spend more than 10% of the responsible officers time on STPs and STIs. This is however, an improvement on the 1999 survey results where approximately 34% of authorities fell into this category. Further evidence of a lack of staff resources is shown in the barriers to implementation section.

Table 3.8 Amount of time the responsible officer spends on STPs (number and % of authorities)

% of time	County	London	Metropolitan Borough	Unitary	Total
All -100%	9 (35%)	2 (10%)	3 (14%)	3 (9%)	17 (17%)
Between 50% and 100%	7 (27%)	2 (10%)	4 (19%)	8 (24%)	21 (20%)
Between 10% and Less than 49%	5 (19%)	11 (52%)	10 (48%)	17 (50%)	43 (43%)
Less than 10%	5 (19%)	4 (19%)	4 (19%)	6 (18%)	19 (18%)
No answer	0	2 (9%)	0	0	2 (1%)
Total	26 (100%)	21 (100%)	21 (100%)	34 (100%)	102 (100%)

In terms of full time equivalents the amount of time spent on STPs and STIs has also increased. 36 (36%) authorities spend less than or equal to 0.5 FTEs compared to approximately 41% in the 1999 survey. 58 authorities stated that the time spent was one or more FTEs.

Only four authorities (Surrey County Council, West Sussex Council, Durham County Council and Cambridgeshire County Council) indicated that the time spent was four or more FTEs which is similar to the 1999 survey. It could be argued however, that this is a substantial commitment in terms of balancing resources with other transport activities. The number of full time equivalent posts working on STPs is shown in Table 3.9.

Table 3.9 Full Time Equivalent posts working on STPs

No of Full Time Equivalent Posts	No of Authorities
0	6
0.1 - 0.25	14
0.3 - 0.5	16
0.55 - 0.75	4
0.8 - 1	26
1.5	13
2	11
2.5	3
3	1
3.5	1
4	2

5	1
6	1
No answer	3
Total	102

A further indicator of extent of activity is the actual number of schools within the authority that have started STPs. The total number of schools that authorities have indicated have started STPs is shown in Table 3.10 below, analysing by type of authority and region.

On the questionnaires returned, the authorities indicated that STPs had been implemented or started in a total of 376 schools of which 276 (73%) were primary. On a regional basis, the North East appears to have the highest number of schools with STPs implemented (114) and the West Midlands the lowest with only four.

Table 3.10 Number of schools in each type of authority with STPs implemented or started in 2001.

Type	County	Metropolitan Borough	Unitary	London	Total
Primary	107	99	46	24	276
Middle	0	0	6	3	9
Secondary No 6th	24	6	2	2	34
Secondary with 6th	9	16	7	5	37
Unable to classify	17	0	2	1	20
Total	157	121	63	35	376

The total of schools with STPs implemented or started in 2001 was 376 compared to 432 (excluding Welsh Unitaries and English District Councils) in 1999.

On the face of it the number of schools where STPs have been implemented or started appears to have decreased by 56 in comparison with the 1999 survey, with significant increases in the Metropolitan Boroughs (from 45 to 121) and in London (from 15 to 35), implying reductions elsewhere.

However, any comparison between the two years needs to be treated with a great deal of caution since 93 implemented or started STPs were in authorities (excluding Welsh Unitaries and English District Councils) who responded to the 1999 survey did not respond to the 2001 survey.

There is a second reason for caution. In reviewing the 2001 questionnaire returns, we found that some highway authorities in 2001 reported fewer STPs than in 1999. Of these, seven authorities showed a significant difference in implemented STPs compared to 2001. This difference totalled 201 STPs. The difference between these returns in 1999 and 2001 more than accounts for the recorded fall in implemented STPs.

Table 3.11 Differences in STP activity in seven authorities with the most significant changes.

		Primary	Middle	Sec no 6th	Sec with 6th	Other	Total
Totals from these 7 authorities	200	6	0	0	1	15	22
	1999	166	0	9	48	0	223
Differences		160	0	9	47	(-15)	201

Based on conversations with a few of these authorities, it would seem that they themselves have become stricter in their definition of STPs compared to STIs so that they are less likely in 2001 to define a School Travel Initiative as an STP than they were in 1999. STPs are only considered to be in place if the school has a written document and action-monitoring plan. As a result the 1999 survey figures may have been over-reporting the amount of actual STP activity due to the changed definitions that some authorities have used.

A reduction in staff resources was also reported by two of the seven authorities, meaning that no progress has been made with the plans started in 1999.

Table 3.12 Number of schools in each region with STPs implemented

Area	North East	East Midlands	South East	London	South West	North West	Yorkshire & Humberside	Eastern	West Midlands	Total
Primary	97	68	33	24	15	14	12	10	3	276
Middle	3	0	3	3		0	0	0	0	9
Secondary No 6th	4	6	19	2	1	2	0	0	0	34
Secondary with 6th	10	1	2	5	6	1	7	4	1	37
Unable to classify	0		17	1	2		0	0	0	20
Total	114	75	74	35	24	17	19	14	4	376

The regional spread of schools with STPs implemented is shown in Table 3.12. The councils with the highest number of schools recorded as having implemented STPs are Gateshead with 77 primary and eight secondary, Northants as recorded, with 40 primary and five secondary, Hampshire with 26 primary and 18 secondary and Derby City with 26 primary and one secondary. It is noteworthy that these top four councils are each in different geographical regions.

To put these figures into the context of the total number of schools covered by the authorities that returned the questionnaire (as quoted on the questionnaire) the following analysis has been made.

Table 3.13. Total of schools with STPs implemented as a percentage of the overall total schools stated within each local authority area (in brackets).

Type	County	Metropolitan Borough	Unitary	London	Total
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Primary	107 (3135) 3%	99 (1541) 6%	46 (1015) 5%	24 (816) 3%	276 (6507) 4%
Middle	0 (154) 0	0 (8) 0	6 (41) 15%	3 (29) 10%	9 (232) 4%
Secondary No 6th	24 (246) 10%	6 (156) 4%	2 (117) 2%	2 (81) 2%	34 (621) 5%
Secondary with 6th	9 (307) 3%	16 (154) 10%	7 (108) 6%	5 (94) 5%	37 (663) 6%
Unable to classify	17 (203) 8%	0 (13) 0	2 (65) 3%	1 (37) 3%	20 (318) 6%
Total	157 (4045) 4%	121 (1872) 6%	63 (1346) 5%	35 (1057) 3%	376 (8648) 4%<

Table 3.13 indicates that 4% of primary schools, 4% of middle schools and 5.5% of secondary schools have STPs implemented. Overall, 4% of schools covered by Counties, English Unitaries, Metropolitan Borough and London Boroughs have implemented a school travel plan.

The number of STPs being firmly planned in schools is shown in Table 3.14 below.

Table 3.14 Number of schools in each type of authority with STPs firmly planned

Type	County	Metropolitan Borough	Unitary	London	Total
Primary	144	60	24	24	252
Middle	15	1	1	0	17
Secondary No 6th	25	5	6	0	36
Secondary with 6th	21	8	7	1	37
Unable to classify	239	0	0	0	239
Total	444	74	38	25	581

In addition to those schools implementing STPs, according to the returned questionnaires a further 581 schools have STPs firmly planned. Surrey County Council indicated that they have 100 schools with STPs in the firmly planned stage but did not specify which type they were. In the 1999 Survey, Surrey County Council stated that they had 275 primary schools with STPs firmly planned and 176 secondary that has had a large affect on the overall results. It is thought that the high number of unclassified schools is partly due to the respondents not having easy access to detailed information about the type of school.

The dip in the number of school travel plans being planned may be as a result of local authorities being in the process of implementing and not having the resources at the time of the survey to plan further activity. This suggestion could be validated by the number of staff local authorities have to work on these initiatives at the time of the survey taking place.

With regard to the number of STPs firmly planned as a percentage of total schools in the local authority area, 4% of primary schools had STPs firmly planned 7% of middle schools and 6% of secondary schools. These figures may appear low, however 75% of unclassified schools had STPs firmly planned. Overall, 7% of schools covered by local authorities that responded to the questionnaire had STPs firmly planned.

In the 2001 survey local authorities were asked to record the year when STPs first started in their schools. The recent surge in activity can be seen from the dates that authorities first started implementing STPs and STIs. Table 3.15 indicates that in 2000, 26 authorities started STPs and so far in 2001 (up to end of March), the total is 10 authorities. The rate of STI take-up was 23 authorities first implementing STIs in 1999 (as stated in the 2001 survey) and 14 in 2001.

Table 3.15. Dates STPs first implemented (numbers of authorities)

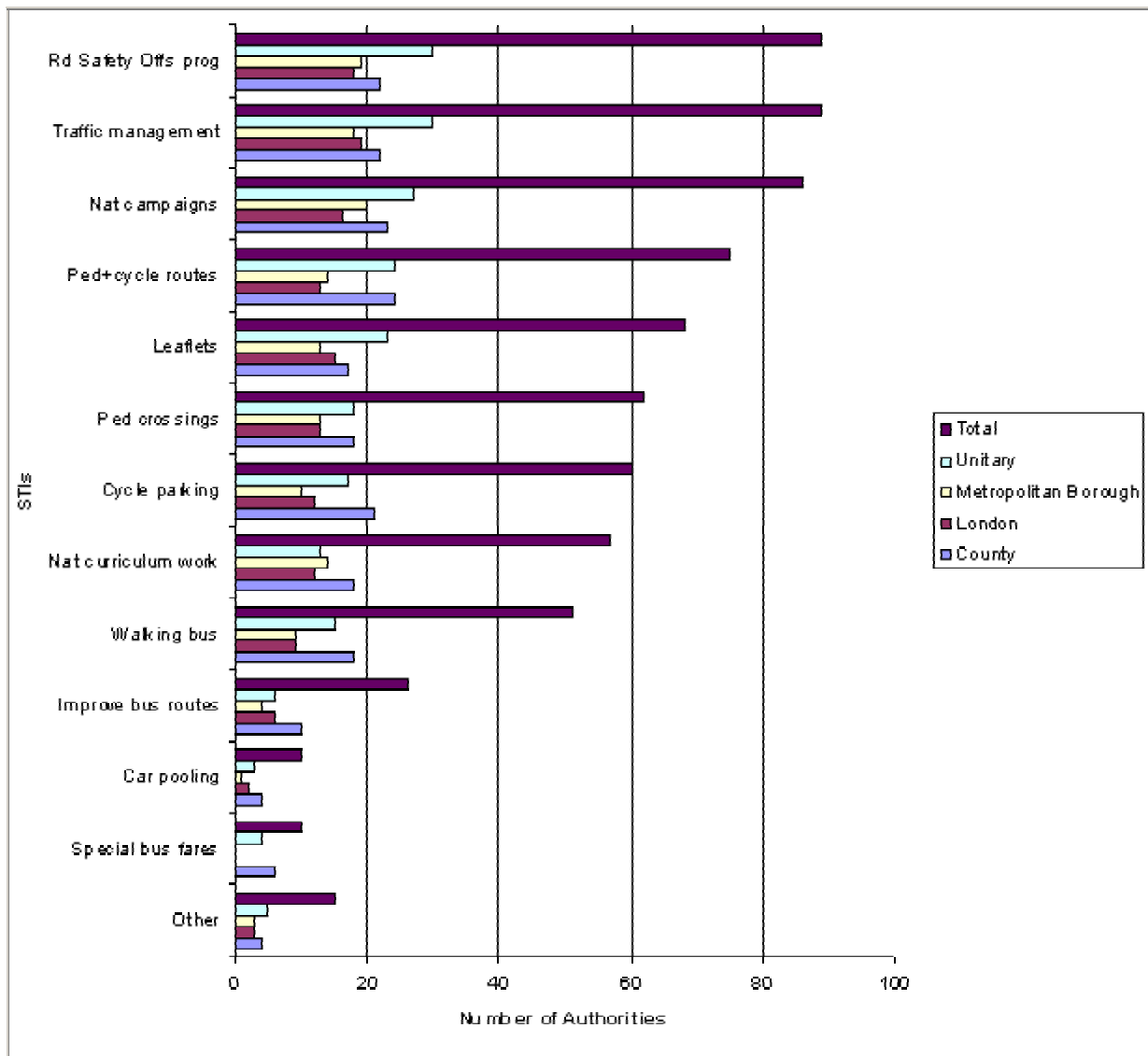
	County	Metropolitan Borough	London	Unitary	Total
1996	1	1	0	0	2
1997	4	0	1	1	6
1998	3	0	0	1	4
1999	2	5	3	5	15
2000	9	3	3	11	26
2001	1	3	2	4	10

From Table 3.15 above it is clear that in 2000 the Unitaries and the County Councils were most active in their schools starting new STPs.

3.3.2 Type of School Travel Initiatives Implemented and Planned

Authorities were asked which STIs had been implemented or started, or firmly planned. Chart 3.1 indicates by type of authority in which STIs are the most common. All 102 responding authorities stated that they had implemented at least one STI.

Chart 3.1 STIs implemented by authorities

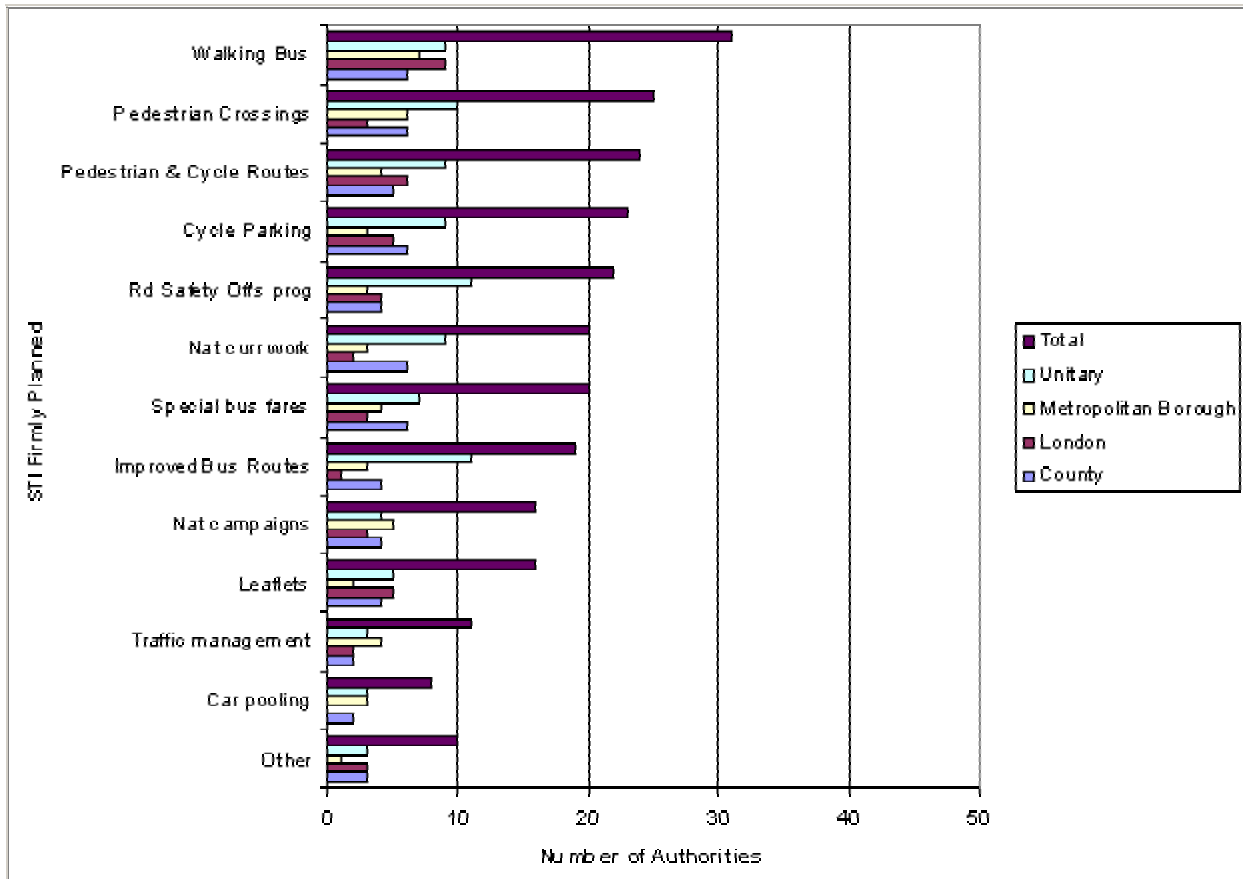


The most common STIs implemented were Traffic Management Near Schools, (for example traffic calming, junction redesign, parking restraint) and Education Measures in Road Safety Officers Programmes (e.g. cycle training) which were both mentioned by 89 (89%) of authorities. Participation in National Campaigns such as Walk to School Week was mentioned by 87 (87%) authorities. These top three most common STIs are the same as found in the 1999 survey. It is noteworthy that these three most common measures cover a range of methods for encouraging a change in travel behaviour, being education, marketing (raising awareness) and physical traffic management.

It is interesting to note that County Councils appear to be more active in STIs such as cycle parking, pedestrian and cycle routes to schools and walking bus, whereas the Unitaries are more active in participating in National Campaigns, sending leaflets to parents and other members of the community and in road safety education. This may be due to a lack of financial resources for larger schemes, but money may be available for publicity documentation and distribution.

Other specific STIs that were mentioned included "inter-school cycle racing", a park and ride scheme to a cluster of schools in south Cambridge (Cambridgeshire County Council) and a "travel awareness poet during literacy hour workshops".

Chart 3.2. STIs firmly planned by authorities



With regard to STIs that are firmly planned by authorities (shown in Chart 3.2), the Walking Bus is the most common (31 or 31%) followed by additional pedestrian crossings and patrols (25 or 25%) and pedestrian and cycle routes to schools (24 or 24%). This suggests that many authorities have identified the encouragement of walking as the STI with the greatest potential for affecting school travel behaviour by offering immediate action on the ground as opposed to long term planning.

STIs involving work with local bus operators both for improving routes, frequencies and fares are low on the list compared to other initiatives in terms of implementation and planning. Work on improving routes is more common than provision of special fares. However, school bus initiatives have recently been highly publicised with the planned trial of the American School Bus concept by First Group with a selected number of authorities.

3.3.3 Barriers to implementation

The implementation of STPs and STIs may be delayed or in some cases restricted due to either actual or perceived barriers. These barriers can be classified as either behavioural or practical. The survey asked the authorities to indicate which were the main barriers to the implementation of STPs and STIs in the schools in their area.

Behavioural Barriers

Chart 3.3 Behavioural barriers to STP and STI implementation

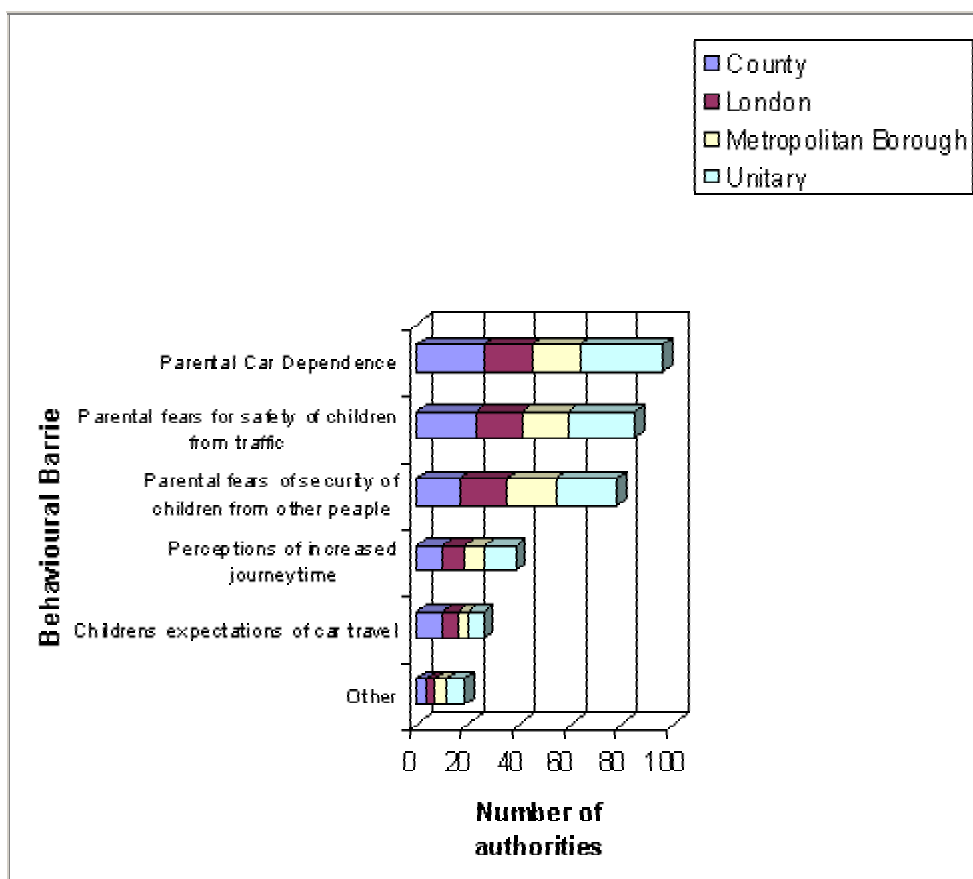


Chart 3.3 shows that the behavioural barrier mentioned most frequently was parental car dependence followed by parental fears for safety of children from traffic and the security of children from other people. These were by far the three main concerns and these have not changed since the 1999 and 1998 surveys. Parental car dependence is believed to include the habitual use of the car by parents in addition to times when there is little alternative to the private car.

Perceptions of increased journey time was another reason cited by 40% of authorities and was a similar result to the 1999 survey. However, there was a slight increase in the number of authorities stating that childrens expectations of car travel was a barrier from 23% in 1999 to 26% in this survey.

Other behavioural barriers mentioned are listed below. These were mentioned once by one authority.

- Children carrying heavy books
- Complex journey patterns
- Convenience for parents to continue their journey to work.
- Dislike of public transport alternatives offered.
- Habit
- Idleness
- Laziness
- Local authority resources
- need to fit with other activities e.g. journey to work
- Parental choice of schools gives more dependency on travel as parents can choose where they wish to send a child and as a result it may not be the local school.
- Parental parking behaviour at school gates

- Parents being able to choose schools out of their catchment area.
- Peer group pressure, between children, between parents and between parents and staff
- Peer pressure (secondary age children)
- Perceived distance
- Rural parents really are car dependent (its not just that they think they are)
- Selfish behaviour of parents
- Some schools have raised the issue of cycling to school in traffic.

Practical Barriers

The main practical barriers to the implementation of STPs and STIs were cited as lack of time in schools (mentioned by 87 (87%) of authorities) followed by lack of time of local authority staff (72 or 72%). The lack of time in schools appears to be a greater barrier now than in the 1999 survey where only 75% of non-English shire district or Welsh authorities stated that it was a barrier. It is not clear from the survey why this should be so. This should be helped by the recruitment of 56 school travel plan co-ordinators plus 16 joint workplace/school travel plan co-ordinators as a result of the bursaries in some authorities, increased involvement of schools and the assistance offered by the ETSU Site Specific Advice Programme.

Fewer authorities now consider a lack of financial resources to be a problem, reducing from 65% in 1999 to approximately 46% now.

Lack of awareness of STPs and STIs by authorities is not now a problem, with only five (5%) mentioning that this was a barrier. However, 31 (31%) authorities stated that there was still a lack of awareness in schools, which should now in many cases be addressed by the recruitment of school travel plan co-ordinators as a result of DTLR bursaries.

Table 3.16. Practical barriers to STP development

Practical Barriers to STP Development	No of authorities mentioning barriers	% of total number of mentions
Lack of time (schools)	87	20%
Lack of time (local authority staff)	72	17%
Lack of interest from schools	48	12%
Lack of financial resources	46	11%
Lack of facilities at schools (e.g. cycle storage or lockers)	46	11%
Lack of awareness (schools)	31	7%
Inadequate bus service	31	7%
Reduction in statutory school transport provision	21	5%
Objections from local residents	19	4%
Other	15	4%
Lack of interest on the part of the local authority in general	5	1%

Lack of awareness (local authority staff)	5	1%
Total No of Mentions	426	100%

Other practical barriers mentioned by authorities (quoted directly from the questionnaire returns) included:-

- 'Initiative overload' - schools feel there are too many initiatives on the go at the same time to take on yet another one.
- Cost of public transport
- Depends on individual school
- Expectations of too much happening in the short term
- Freedom of parental choice of school
- Lack of interest from parents
- Lack of parental awareness
- Lack of revenue finance (i.e. staff) - no lack of capital funding
- Lack of staff resources and poorly paid staff
- Local management of schools. "Council is no longer aware or responsible for individual schools"
- Parental choice in choosing schools "out of catchment areas" - use of cars to get children to schools situated too far away to walk or cycle.
- School Travel Plans are not part of OFSTED inspections
- Schools have higher priorities
- Travel is not in the curriculum and many of our schools have no footpaths for a 5-mile radius.

(Most of these issues were only mentioned once.)

From the frequency of the issues mentioned, it would appear that behavioural barriers are considered to be slightly more of a problem than practical barriers. However, to confirm this, authorities were asked to state which type of barrier causes them the greatest problems. The table below indicates the results when authorities were asked to indicate which type of barrier caused them the greatest difficulty. Nearly half the authorities believed both barriers caused equal problems and of the remainder, twice as many believed behavioural barriers outweighed practical ones.

Table 3.17 Barriers that cause the greatest problems as cited by authority

	County	London	Metropolitan Borough	Unitary	Total
Behavioural	8 (32%)	5 (25%)	9 (43%)	12 (35%)	34%
Practical	5 (20%)	3 (15%)	3 (14%)	7 (21%)	18%
Both Equally	12 (48%)	12 (60%)	7 (33%)	15 (44%)	46%
Neither	0	0	2 (10%)	0	2%

These results are very similar to the 1999 survey given that in 1999 34% of authorities believed that behavioural barriers were the greatest barrier whilst 20% of respondents considered the greatest barriers to be practical.

3.3.4 Departments and organisations involved

The planning and implementation of STPs and STIs cannot be easily achieved without the highway authority working closely with a number of other departments and organisations connected with schools, transport, health and security. The survey found that 95 (95%) authorities were working through their road safety departments. This indicates that STPs and STIs are still very road safety orientated, and this conclusion is enforced by the number of questionnaires that were distributed to the road safety department within the local authorities. Some 90 (90%) authorities were working closely with schools.

With regard to links with education departments, 68 (68%) authorities stated that they were working with education officers on STP and STIs. Of these, 24 were counties, 13 London Boroughs, 15 Metropolitan Boroughs and 26 Unitaries.

Only 55 (55%) authorities mentioned working with the local health authority which indicates that there is scope for increasing the links between highway, health and education authorities in promoting STPs.

3.3.5 Funding

The questionnaire asked authorities to indicate how much they spent on both STPs and STIs in the 2000/2001 financial year and how much they had budgeted for in the current year 2001/2002. In addition, the authorities were also questioned on the source of funding.

With regard to annual financial spend in 2000/2001 approximately one quarter of authority officers who completed the questionnaires stated that they did not know how much was spent on STPs (23%) and one fifth on STIs (19%).

Table 3.18. Spend on STPs & STIs in 2000/2001 Financial Year (1999 survey results in brackets)

Amount of Spend	STPs (% of authorities)	STIs (% of authorities)
500K and over	1% (0)	7% (1%)
100 - 499K	8% (7%)	28% (4%)
50-99K	5% (4%)	16% (12%)
Under 50K	18% (17%)	15% (31%)
0	23% (32%)	4% (12%)
Dont know	23% (40%)	19% (40%)
No answer	22%	11%
Total	100%	100%

The findings in Table 3.18 above indicates that spending on STIs is greater than spending on STPs, presumably reflecting the higher costs of engineering measures and safe routes to school schemes.

With regard to STP spending the following can be said:-

- Eight (8%) authorities spent between £100,000 and £499,000 on STPs.

- Of those that did spend, approximately 18% stated that the amount was under £50,000 on STPs compared to 17% in the 1999 survey.
- Surrey County Council was again the highest spending authority stating that they spent £850,000, an increase from £300,000 in 1998/9.
- 23% of authorities stated that they did not spend any money specifically on STPs in 2000/2001 compared to 32% in the 1999 survey.

With regard to spending specifically on STIs, 28 (28%) authorities indicated that they spent between £100,000 and £499,000 and seven authorities spent over £500,000, the highest being Leicestershire County Council (£791,000).

With regard to budgets for the 2001/2002 financial year the table below indicates the pattern of proposed spend.

Table 3.19 Money to be spent on STPs and STIs in 2001/2

Amount of Planned Spend	STPs (% of authorities)	STIs (% of authorities)
500K and over	3%	8%
100 - 499K	13%	35%
50-99K	13%	9%
Under 50K	20%	2%
0	5%	3%
Dont know	25%	27%
No answer	21%	17%
Total	100%	100%

Although as found and indicated earlier in this report, awareness and activity in STPs is increasing, the bulk of the budgets, especially in the higher spending authorities is still allocated under the term STIs. However, the majority of those authorities planning to spend under £50,000 have allocated this to STPs.

23 authorities have indicated that they are planning to spend different amounts on STPs and STIs.

Three authorities (all counties) have indicated that they are planning to spend over £500,000 on STPs in this financial year, the highest being Worcestershire (£1.5 million) followed by Surrey (£1 million) and Cumbria (between £600,000 and £700,000).

Compared to the 1999 survey, the amounts planned to be spent on both STPs and STIs have increased. This is to be expected given that the amount of funding for developing these types of initiatives has increased substantially. However, it should be noted that these are only planned expenditure and it has yet to be determined what the actual spend for 2001/2002 will be.

The sources for funding for STPs and STIs are shown in Table 3.20 below.

Table 3.20. Sources of funding successfully applied for. (authorities were allowed multiple answers)

Type	County	London	Metropolitan Borough	Unitary	Total
LTP Funding	18	14	12	23	67
Transport Budget	16	10	10	19	57
Road Safety Budget	15	12	11	18	56
Developer Contributions	9	2	1	8	20
Sponsorship/Partnerships	7	3	5	4	20
Health Action Zones	1	2	3	3	9
Education Budget	3	0	0	4	7
European Funding	3	0	0	2	6
Planning Budget	1	0	1	1	4
Education Action Zone	0	0	3	0	3
Cycle Challenge	1	0	1	0	2
Health Improvement Zones	0	1	1	0	2
Millennium Fund	1	0	0	0	1
Other	4	3	3	7	18

LTP funding (formerly TPP funding) is the most common source of funding for STPs and STIs as was found in the 1998 and 1999 surveys. This is followed closely by transport budgets and road safety budgets. These three budgets were separated on the questionnaire, however they are closely related.

In general, the main sources of funding and the number of authorities successful in their applications have remained very similar to that found in the 1999 survey. There also appear to be little significant differences in funding sources by type of authority other than County Councils and Unitaries appear to be much more successful at gaining developer contributions than London Boroughs and Metropolitan Councils.

In the 1999 survey, no authority had been successful in applying for Education Action Zone Funding for this area of work. However, three authorities had been successful this year.

When surveyed, relatively few authorities revealed that they were unsuccessful in their funding applications. The sources of funding where there were more unsuccessful applications than successful ones were Education Action Zones, Health Improvement Zone and the Millennium Fund. The survey did not indicate why this was the case. Four authorities said on the questionnaire that they were unsuccessful in their bid for STP Co-ordinator Bursaries.

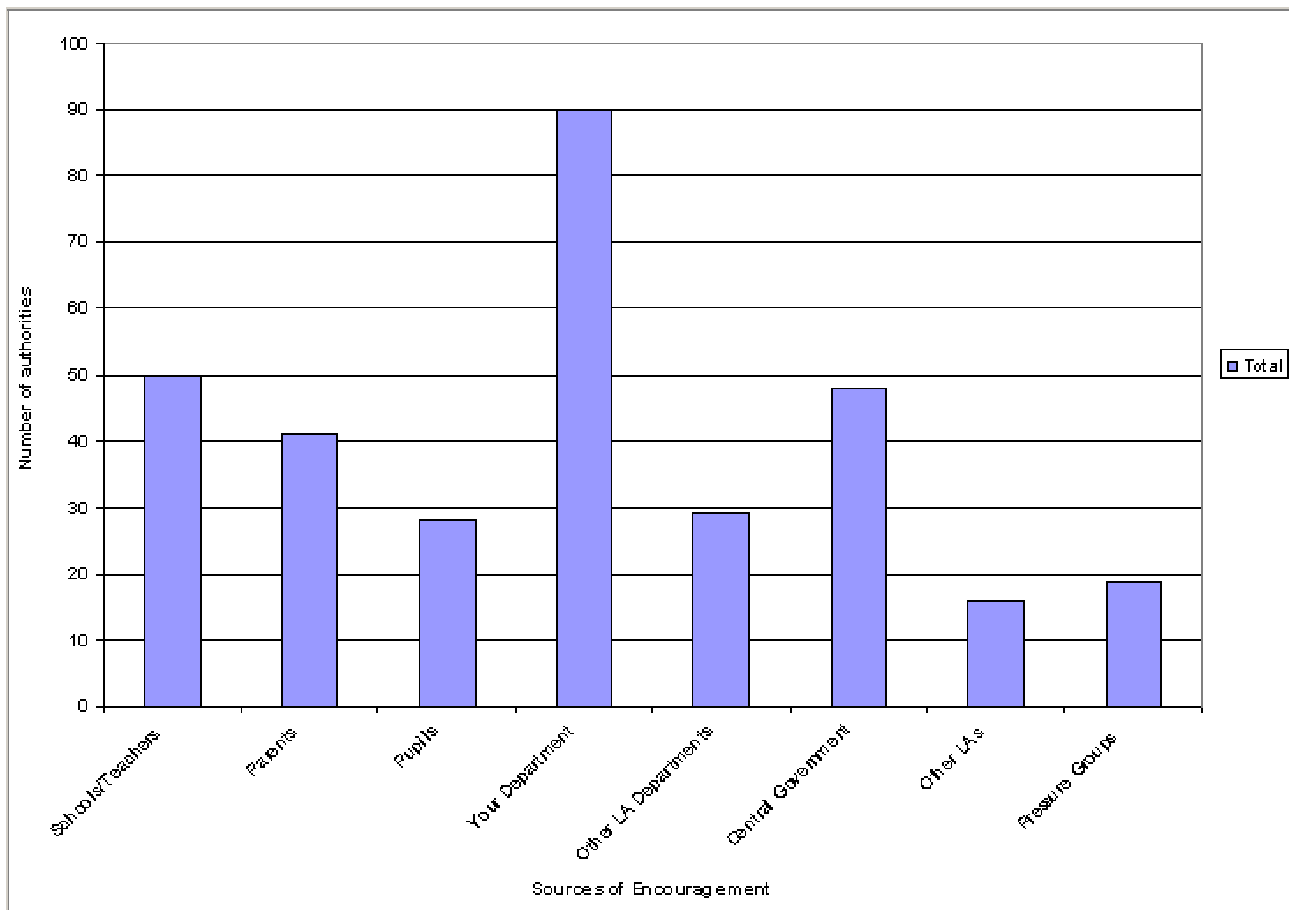
Other sources of successful funding applications are shown below:-

- DTLR bursary for Travel Plan Co-ordinator
- Health improvement budget
- LA 21 involvement
- Local sponsorship from private companies
- Lottery Healthy Living Centre bid submitted. SRB Funding successful lottery NOF funding successful, but schemes still at very early stage.
- Safe & Sound
- Single regeneration budget
- Sustrans
- Travel Wise promotions.

3.3.6 Encouragement and Information

The authorities were asked to indicate what the main sources of encouragement were for STPs and STIs. The results are shown in Chart 3.4 below.

Chart 3.4. Sources of encouragement for STP development



The main sources of encouragement came from within the authorities own department that is responsible for STP and STIs with approximately 90% indicating this. Schools/Teachers and Central Government were the next main sources of encouragement with approximately half of the authorities mentioning this. The relatively high number of authorities identifying Central Government as a source of encouragement may arise from the documents that have been issued, ETSU seminars, STAG work, the Site Specific Advice Programme and financial support in the way of bursaries for STP Co-ordinators.

A point to note is the relatively low level of encouragement given by other local authorities. There is therefore an opportunity for good practice to be spread between authorities by means such as the Centres of Excellence, local authority school travel groups and Mini-STAGs.

Nineteen authorities mentioned pressure groups as a source of encouragement. These are shown below.

- Sustrans
- TravelWise (although arguably not really a pressure group)
- Camden Cycling Campaign, Pedestrians Association
- Councillors
- Elected members.
- Groundwork Hackney
- Local community response through development of local transport plans.
- local residents
- Transport 2000 Representatives.

Some of these groups are national organisations, such as Sustrans, Transport 2000 and Pedestrians Association and have been active in advising on or producing publications on school travel issues for a number of years.

Leading on from this enquiry, the survey asked the authorities which publications and/or information packs the schools in their area are using. This is an additional area covered by the 2001 survey so no previous data is available by which to compare. Table 3.21 below indicates the number of authorities in which one or more schools are using each publication.

Table 3.21. Number of authorities in which one or more schools are using each publication

Type	County	London	Metropolitan Borough	Unitary	Total
School Travel Resource Pack (DETR, 2000)	19	11	13	28	71
A Safer Journey to School (Transport 2000, published by DfEE, 1999)	20	9	11	25	65
School Travel Strategies & Plans (DETR 1999)	12	7	14	21	54
Sustrans SRS Literature	15	6	7	16	44
Pedestrians Association Literature	6	5	4	12	27
Research Reports from STAG	6	1	4	8	19
ETSU School Travel Seminars	3	1	0	5	9
Other	4	3	6	6	19

The DTLR School Travel Resource Pack is the most widespread with 71 (71%) authorities stating that one or more of their schools are using a copy. A Safer Journey to School is also a popular source of guidance with 65 (65%) authorities stating that one or more of their schools are using it.

The least used of the categorised information sources is the ETSU School Travel Seminars which ran from autumn 1999 to April 2000. According to the ETSU, of the 851 delegates that attended the

School Travel Seminars 18% were teachers, 8% were school governors, pupils or parents, 60% were local authority staff and the remaining 14% were police, public transport operators and others^[6]. The low numbers of school representatives attending the seminars confirms the results shown in Table 3.21.

With regard to the number of schools using guides^[7], Hampshire County Council stated that 450 of its schools had been sent the DTLR School Travel Resource Pack, School Strategies and Plans (DTLR 1999) and Transport 2000s A Safer Route to School. In the City of Bradford (Metropolitan Borough) 185 schools had received these three publications as had 120 schools in the City of Stoke on Trent. In addition, of these seven authorities that stated that STPs had been implemented in 10 or more schools, five had sent out the DTLR School Travel Resource Park to schools which again provides evidence that the literature is considered useful by authorities and schools.

Other forms of guidance being used by authorities are show in Table 3.22.

Table 3.22. Additional sources of publicity used by Authorities

	Other Guidance
Hertfordshire	Internally produced packs on Travel Plans, walking bus and SRTS, also intend a green teaching pack.
North Yorkshire County Council	Our summarised version of this advice (not sure how many were received and especially how many were used).
Shropshire County Council	Travelwise pack sent to 169 schools
Surrey County Council	Our own
Wiltshire County Council	www.youngtransnet.org.uk. Travelwise Packs
London Borough of Bromley	School Travel Plan was prepared by consultant
London Borough of Haringey	Local literature
London Borough of Richmond Upon Thames	Richmond Model School Travel Plan
City of Bradford MDC	In-house newsletter refers to STIs and encourages other schools to follow suit.
Knowsley MBC	Merseyside Road Safety Group 'SRTS' teacher resource.
Manchester City Council	Manchester City Council "Moving On" Education Pack.
St Helen's Council	Merseyside "Safer Routes to School - Your School Travel Plan" Teachers Resource. "Walk to School" literature and teachers packs.
Stockport MBC	There are so many resources available, not all of which are good quality. We are therefore drawing up our own resources/implementation guide, due for launch in June 2001.
Walsall MBC	LARSOA Safer Routes to School Toolkit
Wolverhampton City Council	Roadwatch - newsletter/magazine produced & distributed to schools each term

Bath & NE Somerset	STAR Project. B&NES & 'evolve environment centre
Bracknell Forest Borough Council	Hertfordshire Walking Bus Information.
Milton Keynes Council	Milton Keynes safer Journeys Strategy
Swindon Borough Council	Swindon Borough Council Produced Resource Pack

It can be seen from the evidence shown in Table 3.22 that many authorities have developed their own guidance documents and have sent these to schools in their area. The use of interactive web sites such as www.youngtransnet.org.uk should also be noted as technology based materials have the potential to become more widespread.

3.3.7 Monitoring and Targets

Authorities were asked firstly if they are monitoring the impacts of STPs and STIs and of those that were, what methods they used.

Table 3.23. No of authorities monitoring STPs and STIs

	County	London	Met Boroughs	Unitary	Total
No	1	4	0	3	8
Not yet, but will do	14	8	6	18	46
Yes	11	2	7	11	31
No answer					17

31 (31%) authorities stated that they do monitor the impacts of school travel plans and initiatives and 46 (46%) stating that they do not monitor them yet but plan to in the future. Although it could be argued that there is little point in monitoring STPs until they have been in place for a while, it is important that the monitoring process starts before the STP is started to ensure that accurate data is collected for the before situation.

Although 31 authorities answered yes to the question on whether they are monitoring, over 36 indicated the methods they were using. This could be due to a misunderstanding of the question and some authorities clearly indicated the monitoring methods that they are planning to use rather than use at present.

Table 3.24 Types of Monitoring methods used for STPs.

Type	County	London	Metropolitan Borough	Unitary	Total
Questionnaires to pupils	13	1	10	12	36
Questionnaires to schools/teaching staff	11	1	4	8	24
Questionnaires to parents	10	2	4	8	24

Meetings with schools	9	1	8	6	24
Monitoring accidents	11	0	3	7	21
Counting Traffic	7	1	6	6	20
Counting pedestrians/cyclists	7	0	4	4	15
Measuring pollution levels	0	0	0	4	4
Monitoring fitness levels of pupils	2	0	0	0	2
Other	4	0	0	3	7

The responses cited very little difference between the monitoring methods used for STPs and STIs. Questionnaires to pupils were the most common with 36 authorities using this method and monitoring the fitness levels of pupils is used the least.

Of the other monitoring methods used, hands-up surveys were the next most popular, being mentioned four times. Others were only mentioned once.

Authorities were asked if they knew whether STPs had actually had an effect on the numbers of children travelling to school by car within the last year. 46 (46%) of the authorities said that it was too soon to tell and another 51 (51%) did not answer the question. Only five authorities stated that STPs had resulted in a reduction in children travelling to school by car or the remaining constant. These five authorities and the decrease in car journeys to school in the last year that they have stated are:-

- Hertfordshire
30%
- Derby City Council
20%
- Manchester City Council
11%
- North Tyneside Council
10%.
- Cambridgeshire County Council
Believed that it has but no figures quoted

3.3.8 Examples of STP/STI Activity.

At the end of the questionnaire, authorities were asked to provide details of schools with STP and STI activity. From this information it was found that nine schools indicated that their STP resulted in a decrease in car use, five of which were primary, three secondary and one private. Of the nine schools, five were located in a medium sized town, two in a large town or city and one in a small town. The schools were also regionally spread, two in Hertfordshire, two in Dorset, and one from Manchester, London, West Sussex, Northamptonshire and South Yorkshire. Therefore there is no clear indication that STP take-up is more prevalent in a particular type of school, region or size of town.

Table 3.25 Examples given of schools with STP/STI activity by type of activity and level of school

Level of School	All levels	Middle	Primary	Secondary - no sixth form	Secondary with sixth form
Walking Initiatives	2	1	55	5	13
Cycling Initiatives	1	0	32	11	15
PT initiatives	1	0	16	4	14
Engineering measures	2	0	46	10	15
Educational Initiatives	1	0	33	8	9

With regard to initiatives in types of school, it can be seen from Table 3.24 that most of the initiatives cited were predominant in primary schools which is a result of Safer Routes to School projects being targeted toward younger children. Engineering measures are still more widely used than educational initiatives.

Table 3.26 indicates the examples given of schools with particular types of STI by the size of settlement that the school is located in.

Table 3.26 Examples given of schools with STP/STI activity by type of activity and location

Location	Large Town/City Central (pop over 250k)	Large town/City Suburban (pop over 250K)	Medium sized town (pop 25K to 250k)	Rural	Small town/large village (pop 3K to 24.5k)
Walking Initiatives	13	9	27	5	22
Cycling Initiatives	11	10	20	0	18
PT initiatives	9	3	10	2	11
Engineering measures	12	9	23	5	24
Educational Initiatives	7	8	19	3	14

Again there is no clear evidence that one type of initiative is favoured above others dependent on type of location.

Initiatives to promote walking initiatives are more popular in primary schools than those to promote cycling, however, cycling initiatives are more widely used in secondary schools. Public transport initiatives are the least widely seen.

3.4 INVOLVEMENT OF PASSENGER TRANSPORT EXECUTIVES (PTEs)

The six PTEs were sent questionnaires for information purposes to keep them informed of the research and that the authorities in their area were providing details of STPs. Two of the PTEs, NEXUS (North East Passenger Transport Executive) and SYPTE (South Yorkshire Passenger

Transport Executive) returned information indicating that they were involved in activity in their areas. To avoid any duplication between the highway authority data and that provided by the PTE, we have treated the information separately.

Both NEXUS and SYPTE indicated that they are currently active in STP and STIs with SYPTE allocating the equivalent of 3.5 full time equivalent posts (FTE) split between seven staff and NEXUS one FTE split between three staff.

With regard to funding SYPTE have allocated £50,000 for School Travel Plan Development in the 2001/2002 financial year increasing from £48,000 spent in 2000/1. The budgets from which this money is drawn is the transport budget, planning budget, sponsorships and partnerships and European funding although it was not made clear how much comes from each. The sponsorship came from the bus service operators (BOSSY) and South Yorkshire Police. NEXUS did not indicate whether any budgets had been allocated other than the money they have received from the DTLR School Travel Plan Bursaries.

With regard to the take-up of School Travel Plans in the areas covered by the PTEs, SYPTE indicated that 38 secondary schools had implemented them. As SYPTE indicated that they are working closely with the local authorities in their area, these schools may also have been mentioned on questionnaires returned by those local authorities. Nexus did not indicate how many schools in there are had implemented or planned STPs.

Only SYPTE indicated that it was actively monitoring the impacts of STPs and STIs, using a range of methods including counting pedestrians and cyclists near schools, monitoring accidents on school journeys and the sending of questionnaires to pupils and parents. NEXUS indicated that it had sent questionnaires to parents to monitor STIs. SYPTE indicated that they had set targets for implementation of STPs in secondary schools, 40 schools by 2002, 50 by 2003 and 72 by 2005.

It is understandable that both PTEs provided information via the questionnaire with a slant on the public transport aspects of school travel. SYPTE provided additional information about the SAFEMark projects taking place in South Yorkshire that helps promote the use of school bus transport to/from schools. SAFE stands for Supporting A Friendly Environment on all types of public transport. SAFE partners in South Yorkshire include most bus operators, Northern Spirit, the Police, Stagecoach, Supertram and SYPTE. The SAFEMark awards are for schools and their students. To qualify, a school has to draw up and put into practice policies that make student transport better for all. These include working with pupils, using home to school transport and transport in general as a basis for school activities ^[8]

It is clear that the PTEs have an important role to play in supporting STP development by enabling school bus provision to be a successful element of an STP through liaison with operators and funding sources.

[5] "Reducing road danger was quoted separately from road safety by the authority.

[6] Source:- Christoph Marx, ETSU. Figures calculated from numbers of feedback forms received.

[7] From the information provided on the questionnaire it was difficult to determine the extent to which schools were using the publications. Authorities may have quoted numbers of schools to which they sent the information without knowledge of how the information is being applied.

[8] SAFEMark Newsletter. Winter 2000, Issue 1.

4. Review of Local Transport Plans and Local Implementation plans

4.1 INTRODUCTION

A total of 118 local transport plans (LTPs) and Local Implementation Plans (LIPs) (formerly known as Interim Transport Plans in London) across England were examined against the assessment framework in the DTLR Guidance on Full Transport Plans in Annex D. The criteria provided on establishing an integrated strategy for reducing car use and improving childrens safety on the journey to school can be found in Appendix B of this report. The review of LTPs examined the local authorities school transport strategies and plans against the criteria for both minimum requirements and characteristics of a Good LTP.

The number of LTPs/LIPs reviewed by type of plan is shown below:-

	County	Unitary	London	Joint Package	Total
Total	34	42	33	9	118

The Metropolitan Borough Councils have submitted joint LTPs to cover their areas.

4.2 OBJECTIVES OF THE REVIEW

The objectives of the review was to determine the coverage of school travel strategies and plans in LTPs/LIPs The review included among other factors, an examination of level of STP and STI activity, consultation, policy integration, established strategies and measures, baseline data, partnerships and targets and monitoring.

4.3 RESEARCH METHODOLOGY

The researchers used a Microsoft Access database in order to collect the relevant information from the LTPs/LIPs. This database was created from a framework to assess all local authorities equally. Specific aspects of school travel strategies and issues were drawn out from each LTP for subsequent analysis. To test this framework a pilot study was conducted using a random selection of LTPs/LIPs.

4.3.1 Pilot Study

As a pilot study to determine the suitability of the framework for LTP reviews, 10 plans were randomly chosen and assessed. A review of the results was then carried out to ensure that data extracted was consistent with the objectives of the study. As a result of this pilot study, a few minor changes were made to the database. For example, a space was provided to enter the time period associated with financial information and a facility was added to indicate whether STIs were mentioned on the contents page. With these changes made, all LTPs/LIPs were reviewed against the framework which was essentially the same as that used in the study in 2000.

4.3.2 Difficulties experienced

The main difficulty experienced in this part of the study, was to incorporate all relevant information provided in each LTP into the set review framework. Each LTP varied in the information provided on school travel strategies, which caused difficulty in drawing out information to give a true

reflection of the local authorities current position on this topic. Another problem was the differential terminology used by the local authorities to denote the actions they are taking/planning to take. Particularly apparent was the irregular use of the terms partnerships, consultation and joint working. A judgement on the type and level of interaction with other parties on their school travel work had to be made on many occasions.

4.4 RESULTS

These results have been detailed by authority type and by region with descriptions and analysis.

Assessment of current pattern of travel to school with baseline data

The DTLR guidelines state that as a minimum requirement the LTP should show evidence of an assessment by the local authority of current travel to school patterns with the collection of baseline data.

Table 4.1 indicates a generally high level of planning for STPs, with a smaller percentage for each region having adopted STPs and some that mention STPs only. The high levels of planning for STPs suggest significant future activity. London demonstrates a generally low level of activity or planning of STPs, which reinforces the results found throughout this investigation. The Eastern region demonstrates a high level of planning/adoption compared with other regions whereas the North West has a large proportion of authorities at the planning stage.

Table 4.1 Regional analysis of LTPs/LIPs in terms of assessment of current travel to school

Region	Total No. of LTPs/LIPs in each region	Percentage of LTPs/LIPs in each region			
		Evidence of STPs adopted in number of schools	Evidence of STPs in planning process	Mention of STPs, no evidence of activity	No mention
London	33	12%	18%	18%	52%
South East	19	16%	47%	37%	0
South West	14	0	57%	36%	7%
East Midlands	9	22%	33%	33%	11%
West Midlands	8	13%	63%	25%	0
Yorkshire & Humberside	8	13%	38%	38%	13%
Eastern	11	27%	45%	18%	9%
North East	7	14%	43%	14%	29%
North West	9	22%	67%	11%	0

Average		14%	41%	25%	19%
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Table 4.2 shows a comparison between the actual numbers of LTPs/LIPs showing the various levels of activity in this and the previous analysis undertaken in 1999.

The number of LTPs/LIPs showing clear evidence that schools have adopted STPs has increased from nine to 17 since the previous review, while the number of LTPs/LIPs reporting STPs in the planning process has grown from 45 to 48.

Table 4.2 Regional analysis of LTPs/LIPs in terms of assessment of current travel to school compared with the previous study results.

Region	Number of LTPs/LIPs in each region							
	Evidence of STPs adopted in number of schools		Evidence of STPs in planning process		Mention of STPs, no evidence of activity		No mention	
Year	1999	2001	1999	2001	1999	2001	1999	2001
London	4	4	5	6	17	6	8	17
South East	2	3	8	9	6	7	1	0
South West	0	0	8	8	5	5	1	1
East Midlands	2	2	5	3	1	3	1	1
West Midlands	0	1	3	5	3	2	1	0
Yorkshire & Humberside	1	1	3	3	4	3	0	1
Eastern	0	3	5	5	2	2	4	1
North East	0	1	1	3	6	1	0	2
North West	0	2	7	6	1	1	1	0
Totals	9	17	45	48	45	30	17	23

Whilst STPs were not mentioned at all in 23 LTPs/LIPs, Safer Routes to School or similar schemes have been at least mentioned in the LTPs/LIPs (although only 49 included specific proposals), applied to tackle a variety of school travel issues. An increase in this type of activity indicates a basis upon which these authorities could then develop school travel plans in the future. In addition, it is anticipated from comments made in some of the LTPs that although there are authorities who mention STPs but do not describe any activity, they will do so in future provide annual updates.

The comparatively low level of assessed activity in the London boroughs reinforces the findings in the HImP review and previous reviews of STI and STP activity by the University of Westminster. Generally, the majority of regions have shown some improvement.

Table 4.3 shows the same assessment by authority type, indicating a high level of uptake and planning for County Councils and a lower level of STP activity in London.

Table 4.3 Authority type analysis of LTPs/LIPs in terms of assessment of current travel to school

Type of Authority	Percentage of LTPs/LIPs by type			
	Evidence of STPs adopted in number of schools	Evidence of STPs in planning process	Mention of STPs, no evidence of activity	No mention
County Council	15%	56%	24%	6%
Unitary	9%	47%	42%	9%
London	12%	18%	18%	52%
Joint LTP	40%	30%	30%	0

School Travel Initiatives

Of the LTPs/LIPs examined for school travel information, all mentioned school travel initiative(s) in one way or another. The most commonly applied initiative mentioned was Safer Routes to School (SRTS) or a scheme similar in practice but with a slightly different name mentioned and budgeted in 89 LTPs/LIPs. In the last review 90 plans had set a budget for SRTS. The reduction is probably due to the incorporation of SRTS under School Travel Plans.

The stage at which local authorities had progressed with this particular initiative varied greatly from initial planning and piloting to the establishment of SRTS in schools. This school travel initiative is certainly the most active of all those in operation/to be put in operation. Of the individual measures mentioned, these have been classified as cycling, walking, bus provision and traffic management initiatives.

- School travel cycling initiatives were mentioned in 75 LTPs/LIPs, an increase from 43 in the last review
- Walking initiatives were mentioned in 69 LTPs/LIPs, an increase from 45.
- Bus provision was mentioned in 46 LTPs/LIPs, an increase from 17
- Traffic Management initiatives were mentioned in 65 LTPs/LIPs, an increase from 52.

These initiatives have called upon the active participation of interested parties such as school staff, local residents, parents and pupils and have led to the encouragement of survey work of school travel habits to uncover current trends as a baseline for future targets. The success, promotion and related contacts these initiatives have produced, particularly SRTS, has provided a firm foundation to the future promotion of school travel plans in all authorities.

Baseline Data

Sixty Seven (57%) of LTPs/LIPs show evidence of collection of baseline data. This is a 22% increase on the previous review. Examples of the types of data collected include:

- modal split for journey to school
- child casualty
- trip distance to school
- increase in peak traffic due to school run.

Fifty one (43%) LTPs/LIPs provide details of the percentage of school children being driven to school. These range from 13-75%.

4.4.2 Process for setting targets for modal shift, and links to road safety targets and plans for monitoring

This is a minimum requirement laid down by the DTLR in their guidance for Local Transport Plans. It is also essential for the development of future STPs that targets and a monitoring framework are set.

In order to aid assessment, TRL divided this descriptor into three areas:

- Targets for modal shift
- Road safety targets
- Plans for monitoring.

Targets for modal shift

As shown in Table 4.4, 75 out of the 118 LTPs/LIPs (64%) had linked school travel activities with modal shift targets (a 28% increase from the previous survey) although only three of these, Redcar and Cleveland, South Gloucestershire and West Midlands, specifically mention the targets adopted by STAG of a return to the mid 1980s level of walking cycling and bus use by the year 2010 (i.e. 80% of primary and 90% of secondary children using these modes). A further six LTPs/LIPs had set targets using wording that was similar to a "return to the mid 1980s level of walking cycling and bus use by the year 2010" but were not quite as specific. The targets stated in many LTPs/LIPs may equate to STAGs aim when the target reductions in car use or increases in walking, cycling and public transport are considered against current modal split figures.

The number of LTPs/LIPs indicating targets on modal split are shown in Table 4.4.

Table 4.4 No. of LTPs/LIPs showing targets on modal split

Type of Authority	Number of LTPs/LIPs setting targets on modal split	% of total
County Council	26	22%
Unitary	24	20%
London	16	14%
Joint LTP	9	8%
No modal split targets mentioned (all types)	43	36%
Total	118	100%

In the previous review, only 42 LTPs/LIPs had linked school travel activities with modal shift targets. The increase of 28% in the number making the link in 2001 reflects LTP guidance, and STAG aims and shows recognition of the need to develop strategies that persuade pupils and their parents to use modes other than car for school-related journeys. As shown, County Councils are

most active and those in the south and the east of the country appear to be ahead at setting modal split targets.

31 LTPs/LIPs specifically refer to reducing the number of children travelling by car and, of the rest only 21 describe targets related to increasing walking/cycling/public transport use and casualty reduction.

Buckinghamshire County Council is a good example of uses of specific targets. The targets stated in their LTP are "to increase walking by 10% in the first year and by 7.5% for each of the next four years of the SRtS project; increase cycling to secondary schools by 10% in the first year; 15% by year three and 25% by year five and; decrease the number of primary school children travelling by car by 15% in the first year and 20% by year five". Many of the school travel targets cited are derived from a particular strategy such as Safer Routes to School. Most of the authorities that do not mention a modal target do state that targets will be set once baseline surveys have been carried out.

Road safety targets

53 of the 118 authorities (45%) had linked school travel plans with road safety targets, as Table 4.5 indicates. Some LTPs did mention the particular areas near to schools involved.

Table 4.5 No. of LTPs/LIPs showing targets on road safety

Type of Authority	Number of LTPs/LIPs making links to road safety targets	% of total
County Council	19	16%
Unitary	18	15%
London	11	9%
Joint LTP	5	4%
No links to road safety targets mentioned	65	56%
Total	118	100%

This represents an increase of 19% in the number of authorities making links to road safety targets since the previous review.

Of the 34 LTPs/LIPs describing the casualty reduction target, 25 (74%) are using the target set out in the Governments Road Safety Strategy to reduce deaths and serious injuries by children by 50% by 2010.

Overall it can be argued that the level of activity for setting targets was highly variable and the particular targets set differed from one authority to another. This re-affirms that road safety strategies have a considerable influence on the development of STPs.

Plans for Monitoring

38 out of the 118 LTPs/LIPs (32%) clearly identified a monitoring system. Of these, 15 were County Councils, 16 were Unitary, four were a Joint LTPs and three were London Boroughs. In the previous unpublished review, only 17% of the LTPs/LIPs had a monitoring system.

The levels of monitoring are still relatively low and therefore future schemes that have been described could be difficult to progress and assess.

4.4.3 Proposed measures for identified schools or groups of schools with costs and a programme of implementation

Another minimum requirement of LTPs, this descriptor has been broken down into three areas:

- Measures for schools
- Estimated costs of measures
- Target dates

Some 49 LTPs/LIPs stated specific proposed measures. Safer Routes to School was specifically mentioned in 48 LTPs/LIPs where it was linked to identified schools or groups of schools. Other measures included specific traffic management schemes such as cycle and pedestrian routes and the creation of 20mph zones, walking buses, school bus initiatives. Although LTPs/LIPs outlined school travel measures, few specifically detailed all measures they were planning to carry out with a set budget and programme of implementation.

4.4.4 Links with proposed wider measures on traffic management, walking, cycling and bus use.

49 (42%) LTPs/LIPs were found to have linked school travel with all the measures cited in the descriptor, which is a 29% increase over the previous unpublished review. Only 25 (21%) had not described any linkage with any measures in the descriptor.

Cycling, walking and traffic management measures were cited more frequently than public transport or school bus use to school travel strategies. These findings are supported by the HImPs review as the focus is predominantly on walking, cycling and traffic management with public transport being referred to on a much lesser extent. This is accounted for largely by the physical (healthy) aspect of walking and cycling and the safety issues involved in traffic management.

4.4.5 Evidence of joint working between transport and education officers, evidence of consultation with schools, police, health authorities, bus operators

Joint working is defined as people driving forward an initiative together on an ongoing basis from different areas of the local authority. This differed from partnerships found in another descriptor whose definition was; where bodies from another organisation fed into the process which is more likely from external sources such as parents. As already mentioned, there was difficulty in deciphering this difference from many of the LTPs/LIPs, but every intention was made to distinguish the correct type of interaction to provide accurate results. A total of 58 LTPs/LIPs (49%) gave evidence of joint working taking place with one or many of the consultees mentioned. As found in the previous unpublished survey in 1999, County Councils are the most active in this way and as mentioned in this previous study, could be explained by organisational requirements of County Councils in that they need to work with District Councils to progress initiatives county wide.

Consultation

A total of 94 (80%) LTPs/LIPs showed evidence of consultation in relation to school travel.

The number of authorities, which had carried out consultation with all groups, was 31 (26%). The following table (Table 4.6) describes numbers of LTPs/LIPs showing evidence of consultation with the various groups.

Table 4.6 No. of LTPs/LIPs showing evidence of consultation with various groups

Group	Number of LTPs/LIPs (% of total LTPs/LIPs)
Schools	87 (74%)
Education officers	60 (51%)
Health authorities	58 (49%)
Police	56 (48%)
Bus operators	40 (34%)

This is a substantial improvement for all consultees compared with the previous unpublished survey. For example, 25 LTPs/LIPs showed evidence of consultation with health authorities in 1999 - this has increased to 58. This result is similar to the HImPs review with 57 of them mentioning STIs or STPs and corroborates the fact that this level of consultation or intersectoral collaboration is actually taking place. The evidence from the LTPs/LIPs shows that consultation with the education officers within the local authority is fairly widespread with 51% of LTPs showing evidence of this.

Phased strategy, with developing targets, linked to other relevant targets and plans for monitoring, evaluation and review

This good characteristic descriptor was broken down into a number of sectors that were then each evaluated and collectively assessed to be given an overall score. These sectors included other relevant targets, specific targets, existence of a monitoring framework and the setting of timescales. The overall assessment by authority type is shown in Table 4.7.

Table 4.7 Summary of the number of LTPs/LIPs with phased strategy that includes targets and monitoring

		Total
High	Targets set, monitoring system in place	15 (13%)
Medium	Targets set, monitoring system not in place	36 (30%)
Low	No use of targets	67 (57%)
Total		118 (100%)

15 (13%) of the LTPs/LIPs have targets set and a monitoring system in place. This is a 3% increase in comparison to the previous review. 10 more LTPs show evidence that targets have been set but do not have a monitoring system in place.

4.4.7 Clear integration with other policies in the plan

The other policies in the plan include: -

- Identification of continuous walking and cycling routes to schools with links to existing cycle and pedestrian networks.
- Plans for local and school bus provision, with consideration of walking sections of the journey.
- Plans for traffic management, parking and speeding restrictions on routes to schools.

The assessment of the LTPs/LIPs against this descriptor was divided into four sectors: -

- Cycling facilities
- Walking facilities
- Bus provision and partnerships
- Traffic management, parking and speeding policies

Table 4.10 shows the number of authorities with varying levels of integration of school travel strategy with the other policies described.

Table 4.10 No. of LTPs/LIPs providing evidence of integration of their STP strategy with cycling, walking, bus provision, traffic management and speeding

	Integration with Cycling	Integration with Walking	Integration with Bus provision	Integration with Traffic management, parking & speeding
High	30	30	27	30
Medium	45	39	21	36
Low	21	25	22	27
Very Low	22	24	46	25

The level of integration is generally good for each policy. Cycling is the most integrated with school travel strategies whereas bus provision is the least integrated. There may be a predominance of walking measures at primary schools and cycling measures at secondary schools. Compared to the review of the Provisional LTPs there is a marked increase in the number of authorities showing evidence of STPs being fully integrated with other policies and measures.

4.4.8 Effective joint working and co-ordination of campaigns

TRLs assessment criteria framework divided this part into two. Firstly, joint campaigns were assessed as high, medium, low and very low and then areas of joint output were noted.

The category definitions are shown below: -

High	- Joint working firmly established
Medium	- Joint working planned
Low	- Reference to joint working but no evidence
Very Low	- No mention

Evidence of joint working in the LTPs/LIPs is generally low. Six LTPs/LIPs (5%) were assessed as high on this issue but more so as a result of the establishment of contacts mentioned than evidence of joint output. 13 were rated as medium and 22 as low. This total of 41 is an improvement over the previous LTP review which indicated that only 20 plans showed evidence of establishing joint working.

4.4.9 Clear evidence of effective partnerships with parents, residents, schools, police, health authorities, local businesses and voluntary/community transport groups

Eighty of the 118 LTPs/LIPs (68%) showed some evidence of partnerships. In comparison, in the 1999 STP review, only 53 LTPs/LIPs had developed the partnership approach in planning school transport.

These relationships were most frequently cited with schools - both teachers and pupils, the Police and Health Authorities. Partnerships have also been formed with Sustrans, other local authorities, departmental services (i.e. leisure and planning) and LA21 groups. Several LTPs/LIPs showed evidence that authorities had established steering and/or working groups which focused either on general school travel plan development or specific school travel initiatives such as Safer Routes to School.

4.4.10 The degree to which LTPs/LIPs have shown innovation in the coverage of School Travel Strategies and Plans in Local Transport Plans

There has been no overall change in the number of LTPs/LIPs that show innovation in relation to school travel.

Examples of innovation found are:

- Car-sharing schemes for parents
- Websites for school travel to exchange information
- Headstart (travel awareness campaign) CD
- Challenge bid to gain funding for STIs and STPs
- Pupils making a video to show problems around schools
- Using Community Co-ordinators to encourage non-private car travel within the community.
- A Road Safety Traffic Club, which involves sending young children road safety books.
- An Action Group developed to raise funds for (for example) an all-weather walking surface.
- Fluorescent vests presented to the first fifty children who commit to change their travel habits from being driven to school to walking.
- Promoting a national pilot to develop map manipulation software to allow the collection of map based information via the schools Intranet.
- A schools without cars project designed to encourage cultural change and included a voluntary exclusion zone around the school.

Innovation ranges from actual schemes to develop school travel strategies to methods of interaction between interested parties. A Challenge style approach towards encouragement of school travel initiatives is common within the local authorities.

Many LTPs/LIPs indicated the use of School Travel Plans Resource Pack in their strategies.

4.4.11 Potential ideas for Good Practice Guidelines for School Travel Strategies and Plans drawn from the review of LTPs

The following are considered to be examples of good practice elements of STPs quoted directly from the LTPs/LIPs:

- Reward systems - such as a £5,000 prize for the school shown to make the most impact on the number of trips to and from school made by private car.
- Targeted cluster schemes for groups of schools - to combine initiatives, which maximises benefit gained and are an effective use of resources.
- Inclusion a separate school travel document (such as Buckinghamshire County Council) promoting a particular or number of strategies.
- Parents targeted educationally through newsletters and pamphlets and training as walking bus volunteers.
- Action working groups set up.
- Best Value review of school transport to be undertaken.
- Meetings by SRTS officers from similar local authorities set up to exchange experience and best practice.
- Use of RAC awards to encourage school travel strategies
- Used Healthy Schools programme
- Code of good practice guidelines prepared
- Bidding system for involvement in STPs
- School travel database in schools allowing travel pattern analysis and car sharing
- Database held by local authorities to indicate level of STP activity authority wide.

4.4.12 Overall assessment of the LTPs/LIPs in terms of its coverage of School Strategies and Plans in respect of the DTLR Guidance

Main strengths and weaknesses

An assessment of the main strengths and weaknesses of each Local Transport Plan was made and are described in general below: -

Strengths

- Widespread STI activity which should form a sound basis for future development of STPs.
- Consultation was recognised as essential to progressing school travel strategies.
- Growth in integration of school travel strategies with cycling, walking, bus and traffic management policies indicates a cohesive approach to planning within the LTPs.

Weaknesses

- Generally, specific STP development at individual schools has not been reported. An explanation for this is that many authorities regard the LTPs as strategic documents and therefore have not included specific detail.
- Several LTPs described *plans* for the future but did not describe actual current activity.
- Only three LTPs/LIPs specifically stated the target supported by STAG of returning to the mid 1980s modal split figures by 2010.

4.4.13 Gap Analysis of the LTP Coverage of Current Activity on School Travel Plans

- Data collection methods could be detailed more and established into a targeting and monitoring framework.
- In discussion, the focus could be shifted a great deal from the notion of STIs towards STPs (with STIs as part of them) and strategies.

4.5 EXAMPLES OF 'GOOD LTPs' FROM THE LTP REVIEW ON SCHOOL TRAVEL PLANS.

The following are some examples of the authorities that demonstrated good practice in describing school travel strategies in their local transport plans. Examples from each of the LTPs listed below are shown in Appendix C.

4.5.1 Worcestershire County Council

There is an extensive programme of STP development and targets for modal change are specified for all sustainable modes. Also shown in the LTP are a phased strategy, effective partnerships, innovation and numerous pilot studies in progress.

4.5.2 Hertfordshire County Council

Hertfordshires LTP details an overall strategy for school travel which is to integrate and secure best value, encourage alternative modes to the car through promotion of the LEARN project, to develop the Safer Routes to School initiative and to ensure that schools develop school travel plans. Their target is to have 10% of schools with STPs by 2005. In the questionnaire survey Hertfordshire indicated that they had achieved a 30% reduction in journeys to school last year.

4.5.3 Greater Manchester

All districts in Greater Manchester have commenced school travel strategies with a forum established to co-ordinate a more common approach. There is a phased strategy with plans for monitoring, and existing Safer Routes to School links have been built upon. A detailed description of one school STP is provided.

4.5.4 Hampshire County Council

This LTP exhibits the following characteristics of a good LTP such as; phased strategy with targets; clear integration with other policies; effective joint working and co-ordination; evidence of partnerships and; links with the independent school sector. The plan identifies schools that have adopted STPs and indicates plans to extend STPs to other schools.

4.5.5 Southend-on-Sea

STPs have been developed for five schools and there are plans in place for extending this to other schools. A phased strategy with monitoring is evident and there is clear evidence of partnerships. There is also clear emphasis on joint working towards common objectives and the strategies link to traffic management, cycling and walking.

4.5.6 Buckinghamshire County Council

Buckinghamshire County Councils LTP contains an extensive section on school travel initiatives. A detailed school travel strategy is provided with a programme of STIs and SRTS initiatives. The LTP mentions the appointment of a Safer Routes to School Officer. Targets have been set for 80% of schools to have prepared and implemented an STP by 2010 and for each school with an SRTS project to increase walking by 10% in the first year and by 7.5% for each of the next 4 years. However, Buckinghamshire does not use the term School Travel Plan to the same extent as the other authorities listed above.

4.6 SCHOOL TRANSPORT STRATEGIES AND PLANS: CONCLUSIONS AND RECOMMENDATIONS

These are the main conclusions and recommendations formulated from the analysis of LTPs for school travel plans and strategies.

- Collection of baseline data: - The improvement has been variable although overall there has been a 22% increase in the number of authorities showing evidence of collecting baseline data on STPs since the last review.
- Targets for modal shift: - There has been a 28% increase in LTPs/LIPs describing targets for modal shift. The wording used in the LTPs/LIPs varied and only three LTPs/LIPs mentioned specifically the modal split target adopted by STAG of returning to the mid 1980s modal split, although more effectively adopted it.
- Road Safety Targets:- Of the 34 LTPs/LIPs describing the casualty reduction target, 25 (74%) are using the target set out in the Governments Safety Strategy (referred to by STAG) to reduce deaths and serious injuries by children by 50% by 2010.
- Monitoring:- There has been an increase from 17% to 32% in the number of authorities showing evidence of monitoring. However there are still a number of authorities who are not showing clear evidence of monitoring the take-up of STPs or STIs.
- Links with wider measures: - There has been a 29% increase in the number of authorities showing clear evidence in their LTPs of links with wider measures.
- Consultation: - There has been a substantial improvement in the number of authorities showing evidence of consultation with groups referred to in the Guidance, with only 24 authorities having not carried out any consultation.
- Development of phased strategy: - there has been a slight improvement in the number of LTPs showing a phased strategy for STP/STI implementation. 3% more authorities with 15 LTPs/LIPs showing a strategy with targets and a monitoring system in place and 10% more showed a strategy with targets but no clear monitoring system in place.
- Integration with other policies: - there has been a definite improvement in this area particularly with cycling, walking and traffic management with 30 LTPs/LIPs showing a high level of integration with other policies compared to 10 in the 2000 review.
- Partnerships: - over 80 authorities showed some evidence of partnerships compared to 53 on the last review. Partnerships were mainly with schools, police and health authorities.
- Innovation: - there was little change in the number of LTPs showing innovative ideas. The types of innovation that were evident included:-
 - Car sharing for parents
 - School travel web sites
 - School challenge bids for funding
 - Pupils making videos to show problems.
- Examples of Good Practice: - these included awards given to schools to encourage STP take-up and involvement and geographically clustering schools in order to target all schools in an area.
- The most active areas have been Safe Routes to School, Safer Journeys to School, Walking Bus, School Bus attendants.
- The least active area has been the development of full School Travel Plans and clear evidence of a decrease in car journeys to school because we are still too early in the process. There has still not

been enough time for the STPs to bed in and effect change. This process may take up to 3 years as research on GTPs by Rye (1999) has shown.

- There has been a general improvement in STP activity since the previous review in 1999.

Overall, there is widespread evidence of STI activity, especially Safe Routes to School. It could be argued that the combination of a time lag between the introduction of the STP concept, development work in the field which has not yet materialised into the LTP and the significant amount of attention given to individual initiatives has resulted in less attention being given to actual specific STP work in many authorities. There has been a definite improvement since the last review however.

It is encouraging to note that there has been an increase in the number of LTPs showing evidence of integrating other policies such as walking, cycling and traffic management with school travel. However, the use of the term School Travel Plan is not yet widely used, although with the appointment of specific School Travel Plan Co-ordinators following many councils successful bursary bids, this situation should change over the coming year and STP activity should greatly increase.

5. Review of Health Improvement Programmes (2000 - 2003)

5.1 HIMPS IN HEALTH POLICY

The main policy vehicle for work on health promotion in England or health development as it is now sometimes termed, up until very recently was the Health Improvement Programme (HImP), produced by every Health Authority. In many areas HImPs will have been superseded by new planning mechanisms but they were the current documents when conducting this research. The first HImPs were produced in 1999 and covered the period 1999-2000. A second tranche, covering 2000/2001 - 2002/2003, (a total of 99), were submitted by health authorities to their respective regional NHS Offices in March 2000.

A HImP is a three year plan which identifies work undertaken and achievements to date, sets out the keys areas of concern for the future, and identifies suitable targets. While HImPs vary substantially, most tend to contextualise their work within national government policy, notably *The NHS Plan* and *Our Healthier Nation*. Reducing inequalities is a major concern for HImP work. This reflects the strength of government emphasis on this issue at the national level. Local priorities are also highlighted within each HImP.

Health authorities take the strategic lead, but HImPs are partnership ventures with local authorities and a wide range of other local agencies and communities. Through the Health Act 1999 there is a duty of partnership between health authorities and local authorities, among others. HImPs reflect the geographical areas contained within their respective health authorities and the areas covered are often different, generally being larger than the size of their main highway authority areas. For example, there are 16 health authorities in London and 33 local highway authorities in London (London Boroughs).

Most HImP documents mention transport issues somewhere, but this too varies enormously, from a 16 page section in Cambridgeshires, to just mentioning the terms transport or accident prevention in quite a few others. HImPs will also address in general terms the work of local Health Action Zones, if they have them. There are only 26 in England and these are situated in deprived areas, have a seven year lifespan and have been running for up to three years.

Partly as a result of their recent introduction to health planning there has been little analysis at the national level of the range of issues addressed in HImPs. The Health Development Agency did undertake a review of the first years (1999-2000). This identified that wider determinants of health such as transport issues were addressed by some HImPs. Overall, however, it was stated that there were tensions between national and local priorities and between clinical and social/environmental priorities. The review concluded that HImPs:

need to place greater emphasis on reducing inequalities and tackling the wider determinants of health. (HDA, 2000)(p2)

5.2 HEALTH IMPROVEMENT PROGRAMME ASSESSMENT FRAMEWORK

Health Improvement Programme (HImP) documents vary considerably in structure and in size. There are, however, some generic topics referred to by nearly all of the HImPs, such as accidents, and coronary heart disease, as these have been identified as two of four key areas in the Governments White Paper *Saving Lives: Our healthier nation*. Exploratory searches suggest that some HImP documents contain detailed references to school travel issues while others do not

mention the subject at all. Most HImPs also contain Local Action Plans which set out targets for various health improvements. Some of these refer to transport initiatives.

In order to undertake a manual systematic assessment of HImPs for their STP/STI content the assessment framework entailed:

- Searches through all Accidents chapters/sections
- Searches through all coronary heart disease chapters/section
- Searches through all Wider determinants of health chapters/sections (or similarly titled)
- Searches under headings of Sustainability, Transport, Environment (where they appear)
- Searches through all Local Action Plan sections referring to either Accidents, Coronary Heart Disease, Wider determinants of health, Sustainability, Transport, or Environment.
- Searches through all Appendices and Annexes relating to the above.

The assessment framework sought to identify what reference was made to school travel so that the difference between STPs and the more generic STIs could be identified. The review involved manual searches through HImP documents for 2000/01-2002-03 relating to 91 health authorities (8 were not available: North West Anglia; Liverpool; Lincolnshire; Rotherham, West Sussex; Ealing, Hammersmith and Hounslow; Bexley and Greenwich; Lambeth, Southwark and Lewisham). A summary document only was available for four health authorities (Wirral, Solihull, Wolverhampton, and Cornwall and Isles of Scilly). It is important to note that most of the available HImP documents were the versions submitted to respective NHS Regional Offices by March 2000. As a result, some of the preparatory research will have been undertaken in 1999. A few HImPs downloaded from websites had been updated since March 2000.

5.3 FINDINGS

Of the 91 HImPs reviewed, 57 (63%) were found to mention school travel initiatives (STIs) or school travel plans (STPs). For the purposes of the report, School Travel Initiatives are categorised as Safe Routes to School, Safer Routes to School, Safer Journeys and variations on this title, such as Safer Ways to School. Of the two, STIs were far more commonly cited (55 HImPs, as opposed to eight HImPs referring to STPs). A few HImPs referred to both types. The relatively high number of references to STI reflects the dominance of the concept of safe(r) routes for a number of years and that the HImPs were produced in early 2000, a time when the idea of STPs was still relatively new within local government, let alone in health authorities. Breaking down these headings, Safe Routes was more common than Safer Routes with 27 and 18 HImPs using these terms respectively. A further 10 HImPs identified Safer Journey initiatives or similar, and a few identified targets for the number of schools involved or for changes in modal split. Two HImPs referred to targets only (Suffolk and Barnet). Table 5.1 provides an overview of the headings used to describe STIs and STP work.

Table 5.1 Headings used in HImPs to describe STI and STP work

Heading given to school travel work*	Number of HImPs
Safe Routes to school	27
Safer Routes to School	18
Safer Journeys to school (or similar)	10

School Travel Plans	8
Targets only	2

* Some HImPs refer to more than one type of STI or to STPs as well as STIs

The range of detail varies markedly from HImP to HImP. The majority of references to STIs or STPs do little more than list that work in this area is being undertaken or planned, led by the highway authority. The single most likely location for reference to school travel issues was in chapters or sections addressing accidents. Other headings were for coronary heart disease, and the environment. The references and statements concerning STIs and STPs are set out in Appendix F and are summarised in Table 5.2 below.

Table 5.2 Chapter and section headings where references to school travel issues were located (grouped by issue).

Chapter Headings	No. of HImPs
Partnership Priorities/agenda	2
Joint work	1
Improving health (and tackling inequalities and wider determinants of health/wider health agenda)	10
Accident prevention/Injury/saving lives	14
Environment (and transport/social issues)	3
Health Improvement Programmes (for positive health)	6
Coronary Heart Disease	1
Promoting a sustainable approach to transport	1
Enabling healthy communities	1
Action to tackle national (and local) priorities	5
Transport and health	1
Health Action Plan/Targets	9
Actions on the influences on health	1
Creating healthy environments	1
Strategic programme to reduce social exclusion	1
Childrens services	1

The single largest sub-heading within the above chapter of section headings were those focused around accidents. A fuller picture of what sub-headings were most commonly found to contain references to school travel issues can be found in the full list in Appendix F.

5.4 DISCUSSION

Although no previous study of HImPs and STIs and STPs has been undertaken with which to compare data and change over time (such as with the first HImPs for 1999-2000) a significant number of HImPs do, at the least, acknowledge a range of school travel initiatives. As noted in Section 5.3, in terms of detailed information the majority of references to STI or STP work are limited to brief statements and some simply are listed as areas for future action. While there are some clear statements demonstrating collaborative work (e.g. Worcestershire, Camden, Leeds, Barnsley) for the majority there is little firm evidence through the HImP references that the health authority is actively involved. Rather, health authorities may simply be reporting information passed to them from the highway authority or only re-stating information cited in LTPs.

Many of the references to STI or STP work also indicate that a programme or initiative has started recently, often as a pilot, or is about to begin rather than being the continuation of a well established programme. A few HImPs refer to continued support for STI or STP work lead by the highway authority, for example, Cambridgeshire, Somerset, and Wirral. This suggests that the issue of school travel is relatively new territory for health promotion and health policy officials beyond an accident reduction focus.

The dominance of Accidents (and Road Safety to a lesser extent) as the main chapter and sub-headings in which references to STIs and STPs appear reflects the fact that Accidents is a key area within the Governments White Paper *Saving Lives: Our healthier nation* and therefore an important policy driver. Likewise, references to STIs and STPs were also located under the heading of Coronary Heart Disease, another key area within the White Paper, although far less frequently than references contained under an Accidents heading. The environment and healthy environments, were the next most common headings and where references occurred under these they were likely to indicate that the HImP was in general seeking to address wider determinants of health (i.e. including the promotion of health as well as prevention measures).

In terms of regional differences in the coverage of STIs and STPs, there were no discernible variations in coverage of STPs or STIs by regions. A caveat is that of the 14 HImPs reviewed from the London region just seven identified STIs or STPs. On a population basis it might have been expected that more of the HImPs would refer to initiatives, presuming that their respective boroughs were active on these issues. However, previous research for DTLR has reported that by Government Office Region the level of activity within the London Boroughs was lowest in England [\[9\]](#). The London HImPs may, therefore, be reflecting this. An overview of the regional distribution of STIs and STP by Regional NHS boundaries is provided in Table 5.3.

Table 5.3 Regional variations in STI and STP distribution (with percentage for each category type by total number of HImPs reviewed for each NHS region)

NHS Region	Safe Routes	Safer Routes	Safer Journey	STP	Targets only
Eastern	0 (0%)	4 (50%)	2 (25%)	0 (0%)	1 (12.5%)
North West	2 (13%)	4 (26%)	2 (13%)	1 (6.5%)	0 (0%)
Northern and Yorkshire	4 (31%)	3 (23%)	1 (8%)	1 (8%)	0 (0%)
Trent	2	3	1	1	0

	(22%)	(33%)	(11%)	(11%)	(0%)
West Midlands	4 (31%)	0 (0%)	2 (15%)	2 (15%)	0 (0%)
South East	7 (54%)	3 (23%)	0 (0%)	1 (8%)	0 (0%)
London	4 (31%)	1 (8%)	1 (8%)	2 (15%)	1 (8%)
South West	4 (50%)	0 (0%)	1 (12.5%)	0 (0%)	0 (0%)

Overall, among those HImPs not mentioning STPs or STIs there were more with a predominantly rural geographic coverage (e.g. North Cumbria, Northumberland, East Riding and Kingston upon Hull, East Lancashire, Herefordshire, Shropshire, Oxfordshire, South and West Devon).

Six HImPs made reference to Local Transport Plans (LTPs) directly in the context of STIs or STPs. These were: Cambridgeshire; Cheshire; North Yorkshire, Sheffield; Somerset; Gloucestershire. Some HImPs, however, provided information about LTPs in one section while mentioning STIs or STPs in another. For example, for the London Borough of Hillingdon, in Chapter 4: Priorities for 2000/01 and beyond there is a section heading Transport within which Interim Transport Plans are discussed. The section refers to a Table in the Appendix which also makes reference to the Interim Transport Plan. A reference to STPs and STI in the Appendix is, however, identified with a physical activity strategy and not the Interim Transport Plan. This does, however, suggest that the health authority has identified that LTPs are the key transport sector plans in which issues such as STIs and STPs are to be located. Assessing the number of HImPs which refer to LTPs and STIs and STPs in this indirect way reveals that a further 22 can be identified. These are:

- Bedfordshire and Luton
- East and North Hertfordshire
- Suffolk
- Norfolk
- Wigan and Bolton
- Manchester
- Wakefield
- Gateshead
- Nottingham
- North Derbyshire
- Leicestershire and Rutland
- Walsall
- Coventry
- Worcestershire
- Portsmouth and South East Hampshire
- East Sussex and Brighton and Hove
- East Kent
- Buckinghamshire and Milton Keynes
- Isle of Wight
- Hillingdon
- Dorset
- Avon

In addition, four other HImPs which identify STIs or STPs appear also to be referring to an LTP but use slightly varied terms. These are:

West Hertfordshire - Local Transport Strategy
Stockport - TPP bids (predecessor of LTPs)
Croydon - Sustainable Transport Strategy
Barnet - 1998 Transport Strategy.

The main weaknesses found in the review of the HImPs are likely to be that the research findings may not fully reflect some of the links being made between health authorities and local highway authorities, and this omission may be a result of decisions by health authorities to focus their HImPs towards specific priority areas, or simply because there was limited space. For example, research for the Health Development Agency found that 48 health authorities out of 66 responding to a survey on cross-sector funding on transport and health stated that their health authority had a formal structure for contact with the local authority highway department. Conversely, however, it is known that some highway authorities active on school travel issues have not been identified in the HImPs. This may suggest that in some cases there is a lack of health authority input to STI and STP work.

There was little reference to targets and target setting contained in the HImP documents. It is not possible, however, to glean from this whether targets have or have not been set by the health authority or whether they may simply be supporting targets set by the local highway authority and have not necessarily been included in the text in the HImP document.

There is a degree of confusion as to what the difference is between Safe(r) Routes to Schools and School Travel Plans. For example, South Tyneside stated that Safe Routes to Schools had simply been renamed School Travel Plans. Others use the terms interchangeably without acknowledging differences. As identified in the Findings, this may reflect a period of change during in 1999/2000 during which the concept of School Travel Plans was introduced, and that the information about this development was targeted primarily at highway authorities. There would almost inevitably be a time delay before the term School Travel Plan was understood by those working in disciplines such as health promotion.

Reflecting the confusion about terms used to describe work on school travel issues there was an absolute lack of references to the available literature on school travel. This is despite the national health policy focus on the need for evidenced based policies and practice, i.e. based on what works to improve health. This does suggest that information on STI and STPs may need to be marketed to health promotion and public health professionals. Careful consideration of the most effective means of reaching these groups would need to be made. Tentatively, this might be best achieved through distillation of information distributed by known agencies such as the Health Development Agency, Faculty of Public Health Medicine or possibly the British Medical Association as all of these have been active on transport and health issues in recent years. A marketing campaign involving the sending existing guides to health authorities could also be undertaken.

[\[9\]](#) University of Westminster (1998). Research into levels of activity relating to school travel initiatives. Research Report for DTLR.

6. Interviews With Schools to Determine STP Activity and use of Guidance and Information

6.1 INTRODUCTION

From information gained from the questionnaires completed by local highway authorities, ten schools were selected to be interviewed by telephone using a structured interview guide. Five of these schools had been identified as having some evidence of activity in the implementation of school travel plans and initiatives whilst the remaining schools appeared to demonstrate little evidence in this area.

The original intention was to interview five schools with established STPs that showed evidence of resulting in modal shift change away from car use and five schools without STPs. Over the 10 schools there was to be a variation in type of school and location in terms of rural/urban and geographical region. Difficulties in obtaining this mix were experienced due to the overall low number of schools being identified with a modal those that were tended not to geographically widespread. Some difficulties were experienced in obtaining the agreement of schools to be interviewed and that, mainly due to staff time.

As a result the final selection of schools interviewed were six that indicated that they had a comprehensive travel plan in place and four that were not so far advanced, geographically spread and with differing types of school.

The aim of the interviews was to determine their awareness and potential uptake of school travel plans and initiatives and the effect of the guidance publications and advice provided by DTLR, local authorities and others.

6.2 THE SCHOOLS

The selected schools fell into three types and location categories (see Table 6.1) and the number of pupils in attendance ranged from 90 to 1300. In general terms it was the secondary schools that had the larger numbers of pupils, the primary schools were found to have totals of 499 and below. We have not identified the name of each school and have therefore allocated each school a number. School 1 through to 6 showed evidence of a comprehensive STP and school 7 through to 10 were less advanced.

The schools were asked what percentage of their pupils were entitled to free school meals thus giving some indication of the socio-economic make-up of the area in which the school is situated (See Table 6.3). This is considered to be an indicator of deprivation.

Table 6.1 demonstrates that for those schools chosen for interview, the majority of schools give an indication that reasonably small proportions of their pupils are from deprived areas. One primary school has a significant proportion entitled to free school meals suggesting a higher level of deprivation here, as does one of the secondary comprehensive schools.

Having conducted the telephone interviews it was found that six of the ten schools showed some evidence of implementing a School Travel Plan. Those six are listed first.

Table 6.1: School type, age range of pupils, entitlement to free school meals and location.

School	Age of Pupils	Evidence of STP (Yes/No)	% Entitled to Free Meals	City Suburb	Large Town	Small Town	Rural
School 1 (Northamptonshire)	3 to 7 years	Yes	18%			✓	
School 2 (Dorset)	4 to 11 years	Yes	8%			✓	
School 3 (Sunderland)	3 to 11 years	Yes	11%			✓	
School 4 (Hampshire)	11 to 16 years	Yes	12.9%			✓	
School 5 (North Somerset)	11 to 16 years	Yes	20%			✓	
School 6 (Dorset)	11 to 16 years	Yes	8%		✓		
School 7 (Redcar/Cleveland)	3 to 11 years	Planned	43%				✓
School 8 (Doncaster)	11 to 16 years	Planned	5%		✓		
School 9 (Brighton/Hove)	11 to 16 years	No	23%	✓			
School 10 (Lancashire)	11 to 16 years	No (but SRTS initiatives)	12%			✓	

Due the similarity in age of the pupils at the infant and nursery school and the primary schools, they will hence be treated as one category for analysis.

6.3 DISCUSSION

A number of initiatives that could be undertaken to reduce the number of car journeys made to and from school were outlined to the interviewees. They were asked to respond in terms of whether they had or had not undertaken such an initiative or whether they planned to do so in the future. The initiatives undertaken at each school are shown in Table 6.2.

Table 6.2 Initiatives undertaken at each school

School	Evidence of STP (Yes/No)	Safe Routes to School	Walking Initiatives	Classroom Initiatives	Cycle initiatives	Increasing bus use
School 1 (Northamptonshire)	Yes		Walking Bus planned			

School 2 (Dorset)	Yes	Yes				
School 3 (Sunderland)	Yes	Yes (OFSTED Recommendation)				
School 4 (Hampshire)	Yes	Yes			Cycle routes. Lighting, parking	
School 5 (North Somerset)	Yes	Yes				
School 6 (Dorset)	Yes	Yes				
School 7 (Redcar/Cleveland)	Planned					
School 8 (Doncaster)	Planned					To use buses to full capacity
School 9 (Brighton/Hove)	No	Yes		Environmental projects		
School 10 (Lancashire)	No					Yes

Six schools in all stated that they had implemented a school travel plan, three primary schools and three secondary schools. A further two were planning to implement a school travel plan.

The classroom initiatives consisted of activities relating to what the children thought about their specific schools situation. Most claimed to have coupled this with health and environmental issues for the children.

None of the primary schools had any plans to progress with initiatives to increase bus use. There was a general consensus that this would be more suitably applicable to secondary schools, it was felt that too few primary school children used the bus for it to become a viable option, mostly due to the specific catchment characteristics of the schools questioned.

Just one school planned to increase bus use (School 10). One other school (School 8) aimed to re-organise existing bus use patterns.

6.4 ADVICE AND INFORMATION

Information on both School Travel Plans and Initiatives had been received by all the primary schools and all but one of the secondary schools.

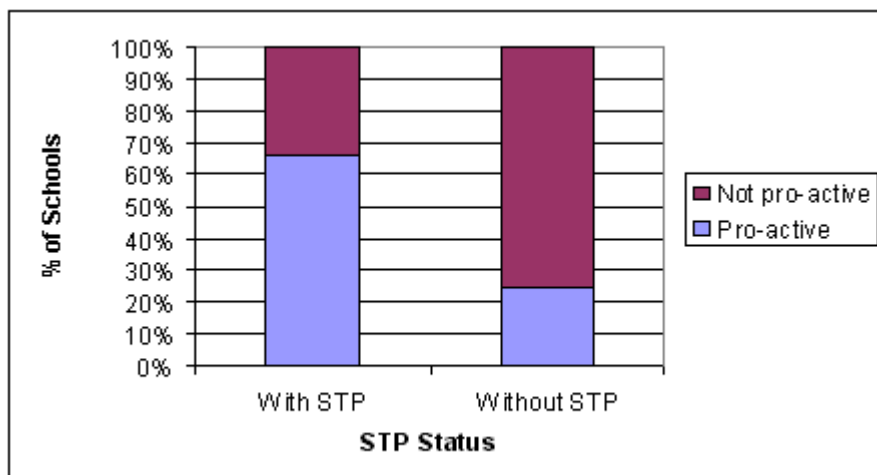
It was found that the majority of information and advice had been gained from the school's local authority. In addition schools had received information from the following sources:-

- Road Safety Officer
- Local Education Authority

- National documentation
- Information that had arrived through post from varying sources
- Local Road Safety Group (not council run)

Chart 6.1 denotes the percentage of schools, with and without School Travel Plans, that were pro-active in asking for advice and information on travel plans or initiatives.

Chart 6.1: Was the school pro-active in asking for advice or information?



As a key finding, it was found that those schools that had not been pro-active in asking for information had less evidence of activity at their schools, they had little concept of what school travel plans entailed and what advice was available. There was a general impression of apathy in comparison to those schools that had been pro-active were very keen to talk about what they had undertaken and saw the process as one of ongoing improvement. As the chart shows there are correspondingly high levels of pro-activity and supporting School Travel Plans.

The key areas upon which schools wanted advice were as follows: (those schools that had not been pro-active in asking for information volunteered issues that they would potentially like information upon).

- Dealing with school drive congestion
- How to encourage walking
- Dealing with parking problems
- Road safety awareness
- How to access funding
- How to link initiatives with healthy and environmental schemes
- Improving accessibility whilst keeping safety paramount
- How to deal with consultation with the wider community to reduce potential antagonism
- Information on the geography of the surrounding area
- Advice on form filling / how to write the plan coherently
- Advice on how to promote initiatives through posters and the media
- Information on existing bus routes
- Names - people with a joint agenda (at the bus company for example)
- Encouraging shared transport
- Implementing infrastructure to encourage cycling

Two schools were STP pilot schools (School 4 and School 6) and therefore gave an indication that they would like advice to be ongoing so that they could modify their initial plans.

6.5 TYPE OF INFORMATION PROVISION

Information provided to schools on School Travel Plans and Initiatives is listed below in full but has been abbreviated in the following tables and charts.

- School Travel Resource Pack (DTLR 2000)
- A Safer Journey to School (Transport 2000, 1999)
- School Travel Strategies and Plans, A Best Practice Guide for Local Authorities (DTLR 1999)
- Increasing Bus Use for Journeys to School (DTLR 2001)
- DTLR Road Safety Literature
- The Government's Environment and Energy Helpline (0800 585 794)
- Local Authority School Travel Plan Guide
- Local Authority School Travel Web Site
- Sustrans Safer Routes to Schools Literature
- Pedestrians Association Literature
- Cycling Touring Club
- Seminars and Conferences
- Other

For (Other), schools listed the following information sources:

School 7. Living With Traffic (BP Road Safety Resource
BRAKE - Road Safety Week (02 - 06 April, 2001)

School 6. Transport Consultant

School 8. Safe Initiative (joint initiative between South Yorkshire PTE and local bus companies)

It is important to note that in many cases the amount of information or guidance used is not indicative of whether or not the schools have received the documentation. Several schools confessed to the fact that packs may have come through the post but were shelved without being looked at.

Table 6.3: Information Received by Schools with and without a School Travel Plan

School	1	2	3	4	5	6	7	8	9	10
STP Implemented	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
School Travel Resource Pack		✓	✓	✓	✓	✓	✓		✓	
A Safer Journey to School	✓	✓	✓	✓	✓	✓			✓	
School Travel Strategies and Plans		✓	✓	✓	✓				✓	
Increasing Bus Use		✓	✓							
DTLR Road Safety Literature	✓			✓	✓	✓				

Environment & Energy Helpline									✓
LA STP Guides	✓		✓	✓	✓	✓			
LA School Travel Websites									
Sustrans Literature			✓		✓	✓			
Pedestrians Association Literature									
CTC Literature				✓					
Seminars & Conferences									
Other							✓		

Table 6.3 shows that those schools without a school travel plan have received or used much less information than those schools that have implemented a travel plan. Most schools had received the DTLR School Travel Resource Pack and 'A Safer Journey to School'. None of the schools interviewed had received information from the helpline, web sites, Pedestrians Association or from seminars and conferences.

The schools were asked to grade the publications in terms of how useful they had found them. Tables 6.4 & 6.5 demonstrate how schools rated the information received.

Table 6.4: The Number of Schools (With STP) Rating Each Source of Information in Terms of Its Usefulness - See Figure 6.2. (Note:- one school was unable to provide a rating.)

Usefulness	Very Useful	Quite Useful	Little Use	No use at all
School Travel Resource Pack	1	4	0	0
A Safer Journey to School	2	2	1	0
School Travel Strategies and Plans	0	2	0	0
Increasing Bus Use	0	2	0	0
DTLR Road Safety Literature	0	4	0	0
Environment & Energy Helpline	0	0	0	0
LA STP Guides	2	2	0	0
LA School Travel Websites	0	0	0	0
Sustrans Literature	0	3	0	0
Pedestrians Association Literature	0	0	0	0
CTC Literature	0	1	0	0
Seminars & Conferences	0	0	0	0
Other	1	1	0	0

Of the schools interviewed with STPs, all five that answered found the DTLR School Travel Resource Pack either 'very useful' or 'quite useful'.

Two schools rated 'A Safer Journey to School' and Local Authority School Travel Plan Guides as 'very useful'. DTLR Road Safety and Sustrans Literature was also widely acknowledged as being quite useful.

For those schools without a Travel Plan, only one school was able to comment on how useful they had found selected information sources. Notably it was School 9 that was planning to implement a School Travel Plan in the future. Other schools without a STP admitted to not having looked at the guides whether they had received them or not.

Although the sample size was small, it would appear that those schools that have implemented a school travel plan have received, used and benefited (found very or quite useful) from the guidance they have received, in contrast to those schools planning or without an STP.

It was apparent that only the schools with STPs were really able to pass comment on the information sources. Schools without STPs had received less information. This may have been due in part to their apathy and that they had not investigated where to source the information, suggesting that school travel is less of a priority in these schools.

6.6 RECEIPT AND USEFULNESS OF ADVICE

Six of those schools interviewed had received help from their Local Authority Travel Plan Co-ordinator, five of which had STPs and one which was planning an STP. Three of those schools rated the help as very useful (School 7, School 3 and School 5). It was these schools that were receiving visits more than four times a year. The two schools that saw the help as quite useful had seen their Co-ordinator less and one school had only had letter contact. As a general rule higher ratings of advice had been achieved when the Travel Plan Co-ordinator had visited the site in person frequently. It was also those schools that had had noticeable contact with their co-ordinator that had School Transport Plans in place.

Seven of the schools had received advice from the Local Authority Road Safety Officer, four of which felt that the help they had received was very useful whilst the remainder saw it as quite useful. Again, those schools that had seen their Road Safety Officer more than four times in the last year rated the advice highly. One school had frequent contact with their Officer but only rated the information as quite useful because it had been undertaken over the phone.

School 4's STP was self-initiated, no help had been received from either a Travel Plan Co-ordinator or Road Safety Officer. Similarly one school that had received some help had very few initiatives in place.

Two schools had received help from a Transport Consultant nominated by their Local Education Authority and both rated the advice as very useful despite one school only having seen the consultant once. Both had gained help from the consultant as well as help of other Local Authority representatives (as mentioned above).

School 9 had had frequent contact with a local bus company and rates the help as very useful, interestingly though this school has no plans to introduce initiatives to increase bus use.

School 1 had received frequent visits from the local police force to deal with road safety issues, their help is rated as very useful.

Overall it was found that the more contact a school has with an authority, the more useful they find that advice to be and the greater the likelihood of the school seeing results and working hard towards some kind of initiative. Constant encouragement gives better results.

The schools were asked whether the information had helped them to overcome the difficulties that they were initially experiencing. 90% gave a positive response. The school that gave a negative response was one that had carried out a study purely to generate figures.

Difficulties

If the advice or information that the school had received had not overcome the difficulties that a particular school was experiencing, the interviewees were asked what other forms of advice might have helped them further. No schools felt that there was anything that they could add to this.

The interviews revealed that the main difficulties in implementing School Travel Plans or Initiatives were as follows:

- Lack of time staff - not seen as a major priority
- Finding the time to get the information across to students
- Lack of funding
- Inability to dictate catchment area
- Trying to encourage parents out of their cars
- Councillors (conflict of interests)
- Parents parking - only see school issues through the eyes of their child (selfishness)
- Lack of support from governors
- Lack of support from local bus companies
- Too many initiatives in general for schools to deal with
- Local Authority does not appreciate the extent of the problem

The most frequent difficulty was the attitudes of parents. It was generally felt that they gave little support, as long as they could drop their own children off and pick them up at set times there was little for them to worry about.

Some schools felt that due to some of the issues raised above, more could have been / be done but instead they have had to concentrate on specific issues and deal with them as and when the problem became a necessity or matter of urgency.

Modal Shift

None of the schools interviewed were able to offer any figures in support of reducing the number of car journeys made to school, all felt that it was perhaps too early to tell. Several made comments to the effect that initiatives were relatively short lived, such as Walk to School week, and that it did not take long for the novelty to wear off.

6.7 CONCLUSIONS

The schools with a School Travel Plan were confident in talking about what it entailed, its benefits and how it would take the school into the future to everyone's advantage. Those schools with few

initiatives appeared to be very vague about what was being undertaken and who was responsible. Representatives from these schools found it difficult to answer many of the questions.

The following literature was considered to be useful or quite useful by schools with STPs.

- DTLR School Travel Resource Pack
- DTLR Road Safety Literature
- 'A Safer Journey to School' (Transport 2000, 1999)
- Local Authority School Travel Plan Guides
- Sustrans Safer Routes to Schools Literature.

Those schools that had access to more information from varied sources had generally developed more comprehensive School Travel Plans. Their ability to rate the information was felt as indicative of their commitment to such strategies within their respective schools. It can therefore be concluded that receipt and use of this information, especially the 'DTLR School Travel Resource Pack', 'A Safer Journey to School', 'School Strategies and Plans, A Best Practice Guide for Local Authorities' and local authority school travel plan guides, has been beneficial to the schools in the development of their travel plans.

Schools without School Travel Plans had received less information from limited sources and had not used it to the same extent as those schools with STPs. They were not confident in their ability to rank the information in terms of its usefulness.

Schools receiving frequent contact with advice from Local Authority Travel Plan Co-ordinators and Road Safety Officers valued that information more and had more substantial and confident plans as a result. This validates the further provision of School Travel Plan Officers and site specific advice as these initiatives extend the contact into schools. Where advice and information had been used it was generally viewed as being beneficial.

Schools are extremely case-specific; there can be no set rule for one school alone. Each school has its own particular make-up of problems to sort through and it will ultimately be specific measures that will remedy them. This further emphasises the role of site specific advice for schools and the need for site specific advisors to maintain close links with Local Health Authorities and Local Education Authorities.

len		25%	Y	Y	Y	Y	Y	Y	Y	Y	Yes	
ire	Secondary with sixth form		y	y	y	y	y	y	y	y	Planned	
th	Primary		Y	Y	Y	Y	Y	Y	Y	Y	Planned	
	Secondary with sixth form		Y	Y	Y	Y	Y	Y	Y	Y		
	Primary		Y	Y	Y	Y	Y	Y	Y	Y		
	Primary		Y	y	y	y	y	y	y	y	Planned	
	Primary		Y	Y	Y	Y	Y	Y	Y	Y	Planned	
n	Secondary with sixth form		Y	Y	Y	Y	Y	Y	Y	Y	Planned	
	Primary	2%	y				y	y	y	y	Planned	
	Primary	3%	y	y					y	y	Planned	
	Primary		y		y		y	y	y		Planned	
	Secondary		y		y	y	y	y	y		Planned	
	Secondary		y	y		y	y	y	y	y	Yes	
n	Primary		y	y	y	y	y	y	y	y	Planned	

Table 7.1.Schools with potential for future monitoring of STP development.

All of the above schools have been identified from the survey questionnaires as operating a number of measures as part of their school travel plan. Three of these schools are currently monitoring their travel plan with the majority of the others stating that monitoring is planned.

From this list, information provided during the telephone interviews and the schools' written travel plans the following two schools have been chosen to put forward as case studies for future monitoring.

Details of two schools

The two case studies shown below have been chosen on the following basis.

- They represent a primary and a secondary school
- They each have provided TRL with a written School Travel Plan.
- They each have physical and behavioural strategies covering a range of in initiatives.
- Involvement of school management, pupils, teachers, parents and governors

Each school was identified by their local authority on the postal questionnaire as having effective or promising STPs, and each school has been interviewed by telephone in order to determine the information and advice it has received.

Crestwood Community School (Hampshire) (Mixed Comprehensive)

Location	Eastliegh, Hampshire
Type of School	Community Secondary
No of Pupils	620
Age Range	11 - 16
School Travel Plan Document	Yes
STP Started	2001
Main Reason for starting STP	Sustainability
Walking Initiatives	Widening footways
Cycling Initiatives	Secure Cycle Storage Units
PT initiatives	None detailed
Engineering measures	Widening footways Footway/Cycleway lighting
Educational Initiatives	Planned to promote advantages of walking and cycling
STP involves School Policy measures	Develop project through the School Council
STP involves pupils	To develop the project with the children
STP involves parents	Parents views have been outlined in the STP and parents were consulted on the STP
Is the STP monitored	Monitoring is planned by survey on an annual basis
Targets	To increase walking and cycling from the current 76% to 90% in 2005

The Travel Plan identifies results from a questionnaire circulated to all students which found that 69% walked to school, 7% cycled, 20% were driven and 4% travelled by bus.

Crestwood Community School is also located within 350m of Shakespeare Infant and Junior Schools.

Advice and information received

Crestwood School first learned about STPs from Eastleigh Borough Council. They have also received the following information.

- School Travel Resource Pack (DTLR 2000)
- A Safer Journey to School (Transport 2000, 1999)
- School Travel Strategies and Plans, A best Practice Guide for Local Authorities (DTLR 1999)
- DTLR Road Safety Literature
- Information from the Local Authority
- Information from Cycling Touring Club

All of these they rated quite useful.

Sherborne Abbey Primary School

Location	Sherborne, Dorset
Type of School	Primary
No of Pupils	283
Age Range	4 - 11
School Travel Plan Document	Yes
STP Started	2000
Main Reason for starting STP	Sustainability & health and safety
Walking Initiatives	Trial Pedestrian Training Scheme Shelter for waiting parents near school gate
Cycling Initiatives	Increase cycle training numbers Extend cycle permit scheme
PT initiatives	None detailed
Engineering measures	Shelter for waiting parents
Educational Initiatives	Incorporate travel to school guidance in prospectus
STP involves School Policy measures	STP is approved by governors, parents and school council
STP involves pupils	Survey of pupils to ask them how they would like to travel.

STP involves parents	Parents Organisation asked to approve STP
Is the STP monitored	Monitoring is planned by survey on an annual basis
Targets	<ul style="list-style-type: none"> • To reduce the number of pupils travelling all the way to school by car from 31% to 20% by December 2004. • To increase the % of pupils cycling to school from 4% to 10% by December 2002. • Increase the % walking at least part of their journeys from 60% to 70% by December 2002.

In addition to the information provided above, Sherborne Abbey School's Travel Plan identifies an owner or lead person for each initiative and a target date for implementation. In addition to the initiatives mentioned, a car sharing scheme is also in operation and the school is involved in Walk to School Week.

Advice and information received

Sherborne Abbey School first learned about STPs from the Road Safety Officer at Dorset County Council. They have also received the following information.

- School Travel Resource Pack (DTLR 2000)
- A Safer Journey to School (Transport 2000, 1999)
- School Travel Strategies and Plans, A best Practice Guide for Local Authorities (DTLR 1999)
- Increasing Bus Use for Journeys to School (DTLR 2001)
- DTLR Road Safety Literature

The School has also received advice from the local authority road safety officer on more than 4 occasions in the last year.

One authority (Dorset) has encouraged schools to adopt STPs by allowing the school to write the STP in the format of the School Development Plan. The schools are therefore able to integrate the STP into the School Development Plan. According to the officer at Dorset County Council, this method has resulted in a much more positive response from schools.

TRL would recommend that visits are made to the schools to confirm their suitability for future monitoring.

8. Overall Conclusions

8.1 CHANGES SINCE SUMMER 1999 IN LEVELS OF ACTIVITY RELATING TO SCHOOL TRAVEL PLANS AND INITIATIVES

From the information gained from the postal questionnaires, the take-up rate of STPs has increased from 38% in 1999 (Counties, Metropolitan Boroughs, London Boroughs and English Unitaries) to 50% of authorities with at least one school that has implemented an STP. 62% (as in 1999) of County Councils have at least one school that has implemented an STP. London Boroughs show the greatest improvement from 21% in 1999 to 48%.

The percentage of authorities with STPs & STIs implemented or started or firmly planned in one or more schools is shown below.

Table 8.1 Changes in the levels of STP and STI Activity (% of authorities with STPs/STIs in at least one school).

	1999	2001	Change
STPs Implemented or started	38%	50%	+12%
STPs Firmly Planned	22%	22%	0
STIs Implemented or started	75%	79%	+4%
STIs Firmly Planned	11%	11%	0

There is still a higher level of activity in STIs than in STPs mainly due to the continuation of STI initiatives started before guidance on STPs was issued. Overall 79% (79)^[10] authorities stated that STIs had been implemented at one or more of their schools compared to 75% (100) in 1999. 11% had 'firmly planned' STIs, 6% had 'actively considered' STIs and 4% did not answer. None of the authorities had rejected or not considered the implementation of STIs. Of the returned questionnaires 85% of London Boroughs stated STIs had been implemented (10% 'firmly planned' or 'actively considered' and 5% did not answer), an increase from 61% in the 1999 survey.

The survey was conducted between March and April 2001, just after School Travel Plan Co-ordinator bursaries were announced by DTLR in February 2001 but before recruitment had taken place. In the 1999 survey it was found that only one authority (Buckinghamshire County Council) had a member of staff who spent 100% of their time on STPs and STIs.

The 2001 survey indicated that this has increased to 17 (17%) authorities of which nine are County Councils. The majority of these 17 authorities had School Travel Plan Co-ordinators in place, using funding provided by DTLR bursaries. It is expected that this number will rise substantially over the next few months due to further recruitment of STP Co-ordinators.

The total of schools with STPs implemented or started in 2001 was 376 compared to 432 (excluding Welsh Unitaries and English Shire District Councils) in 1999. On the face of it the number of schools where STPs have been implemented or started appears to have decreased by 56 in comparison with the 1999 survey, with significant increases in the Metropolitan Boroughs (from 45 to 121) and in London (from 15 to 35), implying reductions elsewhere.

However, any comparison between the two years needs to be treated with a great deal of caution since a number of authorities who responded to the 1999 survey did not respond to the 2001 survey, including some authorities reporting high levels of activity in 1999. These authorities (excluding Welsh Unitaries and English Shire District Councils) recorded 93 schools as having implemented or started an STP in 1999 which have not been picked up in 2001 because of these authorities' non-response. On the other hand, some authorities responded in 2001 and not in 1999.

There is a second reason for caution. In reviewing the 2001 questionnaire returns, we found that some authorities in 2001 reported fewer STPs than in 1999. Of these, seven authorities showed a significant drop in implemented STPs compared to 2001. This difference totalled 201 STPs. The difference between these returns in 1999 and 2001 more than accounts for the recorded fall in implemented STPs.

Based on conversations with a few of these authorities, it would seem that they themselves have become stricter in their definition of STPs compared to STIs so that they are less likely in 2001 to define a School Travel Initiative as an STP than they were in 1999. STPs are only considered to be in place if the school has a written document and action-monitoring plan. As a result the 1999 survey figures may have been over-reporting the amount of actual STP activity due to the changed definitions that some authorities have used. A reduction in staff resources was also reported by two of the seven authorities, meaning that no progress has been made with the plans started in 1999.

It was clear from the questionnaire survey, local transport plan review and health improvement programme review that safe routes to schools is still the predominant school travel initiative. Safe routes to schools initiatives are slowly being incorporated into school travel plans as authorities and schools begin to consider modal shift away from the car as an important issue in addition to safety.

8.2 THE EXTENT TO WHICH CHANGES CAN BE ATTRIBUTED TO DTLR/STAG (SCHOOL TRAVEL ADVISORY GROUP) PROMOTIONAL ACTIVITIES

The issue of guidance documents and publicity material under the auspices of DTLR/STAG, has helped to promote activity in school travel plans and initiatives. The "DTLR School Travel Resource Pack" and "A Safer Journey to School" (Transport 2000, published by DfEE, 1999) were the most popularly used guides by schools which was supported by the questionnaire survey and the telephone interviews with schools. Further evidence of the literature being of use is in the seven authorities that stated that STPs had been implemented in 10 or more schools, five had sent out the DTLR School Travel Resource Pack to schools.

It should also be noted that from the data gathered through the telephone interviews, the schools that have implemented a school travel plan have received, used and benefited (found very or quite useful) from the guidance they have received.

Therefore, from this information it can be deduced that the DTLR/STAG guidance literature is helping local authorities and schools to develop school travel plans.

8.3 LINKAGES MADE WITH HEALTH AND EDUCATION INITIATIVES

With regard to links with the health sector, 57 (63%) of the HImPs do, at the least, acknowledge a range of school travel initiatives. In terms of detailed information the majority of references to STI or STP work are limited to brief statements and some simply are listed as areas for future action. While there are some clear statements demonstrating collaborative work (e.g. Worcestershire,

Camden, Leeds, Barnsley) for the majority there is little firm evidence through the HImP references that the health authority is actively involved. Rather, health authorities may simply be reporting information passed to them from the highway authority or only re-stating information cited in LTPs.

The main link with STIs and STPs in HimPs is through the latter's focus on accidents, a key area identified within the Health White Paper "Saving Lives: Our Healthier Nation". Although referred to less often, it is encouraging that STIs and STPs were also recognised for their health promotion function, being cited in HImP sections on the prevention of coronary heart disease.

There is little evidence of monitoring of health promotion initiatives or air quality around schools, yet 78 highway authorities cited health as a main objective in the development of STI or STPs.

With regard to links with education initiatives the survey found that over half the highway authorities stated that they were working with education department which is encouraging. This finding was supported by findings from the review of LTPs/LIPs. Again it is expected that this figure will increase with the recruitment of School Travel Plan Co-ordinators with the time and resource to forge working relationships with education and health departments.

School Travel Plans are not generally considered in OFSTED inspections however one school interviewed by TRL John F Kennedy Primary, Sunderland) indicated that OFSTED did include the STP in its assessment.

8.4 COVERAGE OF SCHOOL TRAVEL STRATEGIES AND PLANS IN LOCAL TRANSPORT PLANS (LTPS) AND LOCAL IMPLEMENTATION PLANS (LIPS) INCLUDING TARGETS ENDORSED BY DTLR/STAG.

The number of LTPs/LIPs showing clear evidence that schools have adopted STPs has increased from nine to 17 since the previous unpublished review of provisional LTPs, while the number of LTPs/LIPs reporting STPs in the planning process has grown from 45 to 48. This is less than shown by the results of the questionnaire survey as the LTPs/LIPs tended to concentrate on school travel strategy rather than providing details of individual STPs.

Virtually all LTPs/LIPs mentioned school travel initiative(s) in one way or another although only 49 specifically linked initiatives to individual or groups of schools. The initiatives discussed helped to evaluate a 'current position' of the LTPs/LIPs in relation to school travel strategies. The most commonly applied initiative mentioned was 'Safer Routes to School' (SRTS) or a scheme similar in practice but with a slightly different name. The stage at which authorities had progressed with this particular initiative varied greatly from initial planning and piloting to the establishment of SRTS in all school areas. This school travel initiative is certainly the most active of all those in operation/to be put in operation. The 'walking bus' was also found to be a popular initiative enacted in some schools.

There has been a slight improvement in the number of LTPs/LIPs showing a phased strategy for STP/STI implementation with a monitoring system and targets in place however still over half of the LTPs/LIPs did not show clear evidence of a comprehensive strategy.

Out of the 118 LTPs/LIPs 75 (64%) had linked school travel activities with modal shift targets (a 28% increase from the previous survey) although only three of these, Redcar and Cleveland, South Gloucestershire and West Midlands, specifically mention the targets adopted by STAG of a return

to the mid 1980's level of walking cycling and bus use by the year 2010. A further six LTPs/LIPs had set targets using wording that was similar to a "return to the mid 1980's level of walking cycling and bus use by the year 2010" but were not quite as specific. The targets stated in many LTPs/LIPs may have the result of reaching STAG's aim when the target reductions in car use or increases in walking, cycling and public transport are considered against current modal split figures. Of the 34 LTPs/LIPs describing the casualty reduction target, 25 (74%) are using the target set out in the Government's Road Safety Strategy to reduce deaths and serious injuries amongst children by 50% by 2010.

Within the text, the majority of local authorities do mention in some way future targets which range from a general statement to reduce car use to specific dates and percentage decrease in car use and a corresponding increase in more sustainable modes.

8.5 FINAL CONCLUSIONS

The questionnaire survey and the LTP/LIP review both revealed increases in STP and STI activity amongst authorities and in the schools covered by those authorities in comparison to the previous research. Over half of authorities are now setting modal shift targets in relation to school travel within their LTPs/LIPs. Although only three LTPs/LIPs used the exact wording identified by STAG as a modal shift target. Many of the targets stated may lead to the same end result.

There is evidence that schools that are using the DTLR/STAG school travel promotional material have developed travel plans whereas school not using the material are less advanced with their school travel strategies. In addition, the DTLR School Travel Resource Pack appeared to be the most favoured guide as these were sent to schools by more authorities than other promotional material.

The main barriers to the development of STPs and STIs are lack of time in schools (a practical barrier) and parental car dependence (a behavioural barrier). The first may be partly addressed by greater support and encouragement from local authorities which they may now be able to provide with the appointment of staff following the DTLR bursary awards. Parental car dependence may take longer to address and the development of a school travel plan widening travel choices is a mechanism by which to do this.

Finally it can be concluded that there is a great deal of activity within authorities in attempting to tackle the issues surrounding school travel although the type of action and the terminology used may differ. This activity should increase over the next three years with the appointment of 56 School Travel Plan Co-ordinators (plus 16 joint school/workplace co-ordinators), expanded Site Specific Advice Programme and the amount of funding that is being made available through Local Transport Plans.

References

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University of Westminster (1998). Levels of activity relating the Safer Routes to School type projects and green transport plans. University of Westminster report for DTLR.

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Acknowledgements

TRL would like to thank all the officers at the local highway authorities who assisted in completing the questionnaires. We would also like to thank the schools who participated in the telephone interview surveys.

[\[10\]](#) As there were 102 responses to the 2001 survey the percentages stated (when rounded up) equate to the actual number of responses. The response rate in 1999 was 134.

ANTHEA NICHOLSON
CLT2 TRAVEL AWARENESS
CHARGING AND LOCAL TRANSPORT DIVISION

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16TH MARCH 2001

Dear colleague,

SCHOOL TRAVEL PLANS AND INITIATIVES

I am writing to ask if you can kindly spare the time to complete the attached questionnaire about levels of activity relating to school travel plans and initiatives in your area. We have commissioned the Transport Research Laboratory to undertake this study which will update a survey undertaken for us in July 1999.

The survey has been requested by the School Travel Advisory Group (STAG) which was established in 1998 by Ministers from this department, the Department for Education and Employment and the Department of Health, with the twin aims of reducing car use and improving safety on the journey to school. The survey results will help to gauge the impact of guidance on best practice and a programme of other promotional activity, including free regional seminars, that has been overseen by STAG. The survey results will help to inform policy and identify areas requiring more assistance and advice.

We will provide everyone who responds to the questionnaire with a copy of the executive summary of the findings of this study when it is completed in the summer.

We are hoping for a high response to this survey and I should be very grateful for your co-operation. Please return your completed questionnaire to Richard Gillingham at TRL (contact details attached).

Yours sincerely

ANTHEA NICHOLSON



INVESTOR IN PEOPLE

Appendix A Postal Survey Questionnaire

We recently telephoned you to ask for your co-operation in a survey we are undertaking for the Department of the Environment, Transport and the Regions (DTLR).

You kindly agreed to complete a questionnaire about initiatives related to reducing car use for school journeys. Even if you are not yet implementing formal 'School Travel Plans' we would still like to receive a response from you in order to make the database as complete as possible.

In 1998 and 1999 the University of Westminster sent out a similar questionnaire to local authorities. Some of the questions have been amended since the previous questionnaire.

Please use the last page marked 'Additional Comments and Information' at the end of the questionnaire for any extra information you may wish to add.

Definitions

Many different terms are used to describe initiatives related to reducing car use for school journeys.

We are using the term '**School Travel Plan**' or **STP** to refer to comprehensive plans that set out a package of measures. These may include:

- Walking, cycling and public transport initiatives;
- Engineering, educational, travel awareness and school policy measures; and
- Involvement of parents and pupils

We are using the term '**School Travel Initiative**' or **STI** for individual measures that on their own do not amount to a School Travel Plan. For example, a Safe Routes to School programme is an STI. It may form part of an STP if packaged with other measures.

Data Protection Act and Confidentiality

Your responses to this questionnaire will be stored in a database. It is important that we can identify your local authority. However, if you do not wish your name to be identified please tick the box below. A hard copy of your entry in the database file will be made available on request.

Do NOT want my name identified

Return of Questionnaires

If you are returning your questionnaire by post:

Please send it to TRL:

Richard Gillingham

TRL,

Old Wokingham Road,

Crowthorne, Berks RG45 6AU

If you are returning your questionnaire by fax:

Please fax to 01344 770643

If you are returning your questionnaire by email:

Please send it to rgillingham@trl.co.uk

It would be helpful if you could return the completed questionnaire by 4th April 2001

Help-Line

If you have any queries please telephone: Richard Gillingham on 01344 770764

Please complete the questionnaire by checking appropriate boxes or writing in an answer. User Additional Comments and Information page for any response you wish to clarify.

Q1 Please write in the name of your local authority, your department, name, position and contact details.

Local Authority		Department	
Name		Position	
Tel		Fax	
Email			

Q2 In your local authority are you the main person responsible for STPs and STIs? (See definitions of STPs and STIs on page 2)

1 Yes	<input type="checkbox"/>	1 Go to Q3
2 No	<input type="checkbox"/>	2 Please give contact details for the person responsible below

Name		Position	
Tel		Fax	
Email			

Q3 How much time does the responsible officer spend working on STPs and STIs?

1 All 100%	1	3 Between 10% and 49%	3
2 Between 50% and 100%	2	4 Less than 10%	4

Q4 How many staff in total are working on STPs and STIs at the moment?

Please enter the number, if none write "0"

Q5 How many full-time posts is the total amount of time they spend on STPs and STPs equivalent to?

Please enter the number (e.g. 1, 0.5, 2.5 etc) If none write "0"

Q6 Which category best describes your authority's development of a) School Travel Plans or b) School Travel Initiatives? (Include pilots where appropriate)

Please tick one box per column	a) School Travel Plans	b) School Travel Initiatives
1 Implemented or started at one or more school	1	1
2 Firmly planned at one or more schools*	2	2
3 Actively considered but not firmly planned +	3	3
4 Considered but rejected	4	4
5 Not considered at all	5	5
6 Not applicable as coordinated by another body (please describe)	6	6

* NB By "firmly planned" we mean that a committee report has been prepared or an inter-departmental/inter-authority meeting has been held specifically to discuss this issue.

+ For example, meetings held with schools or targets set

Q7 In many local authorities various School Travel Initiatives (STIs) are being introduced. Please indicate which your authority has a) implemented or started and b) firmly planned but not yet implemented. (Please see Question 6 for the definition of "firmly planned")

Please tick boxes in both columns for all that apply	a) Implemented (or started)	b) Firmly planned
X None	X	X
1 Traffic Management near schools (e.g. calming, junctions)	1	1

2 Pedestrian and cycle routes to schools	2	2
3 Walking bus	3	3
4 Secure cycle parking	4	4
5 Additional pedestrian crossings/patrols	5	5
6 Work with local bus operators to improve routes and frequencies	6	6
7 Work with local bus operators to provide special fares for school journeys	7	7
8 Car-pooling/sharing for the school run	8	8
9 National curriculum work and other classroom activities	9	9
10 Education measures in Road Safety Officers programme (eg cycle training)	10	10
11 Leaflets aimed at parents and other members of community	11	11
12 Participation in national campaigns like walk to school	12	12
13 Other (Please describe)	13	13

Q8 In your view what are the main behavioural barriers to the implementation of STPs and STIs?
(Tick all applicable)

X None	X
1 Parental car dependence	1
2 Parental fears for safety of children from traffic	2
3 Parental fears for security of children from other people	3
4 Childrens expectations of car travel	4
5 Perceptions of increased journey time	5
6 Other (Please describe)	6

Q9 In your view what are the main practical barriers to the implementation of STPs and STIs?
(Tick all applicable)

X None	X
1 Lack of time (local authority staff)	1
2 Lack of time (schools)	2
3 Lack of financial resources	3
4 Lack of interest on the part of the local authority in general	4

5 Lack of interest from schools	5
6 Lack of facilities at schools (eg cycle storage or lockers)	6
7 Inadequate bus service	7
8 Reduction in statutory school transport provision	8
9 Lack of awareness (schools)	9
10 Lack of awareness (local authority staff)	10
11 Objections from local residents	11
12 Other (Please describe)	12

Q10 Which type of barrier (ie behaviour or practical) creates the greatest problem for your local authority?

1 Behavioural	1	3 Both equally	3
2 Practical	2	4 Neither	4

Q11 At how many schools in the local authority are have School Travel Plans (STPs) a) been implemented or started and b) firmly planned (see Q6 for definition of firmly planned). Please enter the totals for a) and b) below and, if possible, record the types of school. MB LA includes: Foundation/Grant maintained, Voluntary aided and Community schools but excludes Special Schools, which have their own category. Also exclude sixth form colleges. (**If none write "0" in Total boxes**)

	a) Implemented (or started)				b) Firmly planned			
	Total	Private	LA	Special	Total	Private	LA	Special
Primary								
Middle								
Secondary no sixth form								
Secondary with sixth form								
Unable to classify								

If you have STPs that have been implemented or are in the development stage please record detailed information about up to 3 of these schools, showing the most effective or promising STPs, in the panels at the end of the questionnaire.

Q12 How many schools have participated in School Travel Initiatives (STIs), which have been a) implemented or started and b) firmly planned? (See Q6 for the definition of firmly planned)

Please enter the totals for a) and b) below

a) Implemented or started

b) Firmly planned

If none write "0" If do not know, write "dk"	If none write "0" If do not know, write "dk"
--	--

IF NIL RETURN IN BOTH Q11 AND Q12, PARTS A) AND B) PLEASE GO TO QUESTION 25

Q13 When did you first implement or start a) School Travel Plans and b) School Travel Initiatives?

(Please give year and if possible month, write N/A for not applicable)

a) School Travel Plans

b) School Travel Initiatives

Year		Month		Year		Month

Q14 In the 2000/2001 financial year, how much did you spend on a) School Travel Plans and b) School Travel Initiatives?

a) School Travel Plans

b) School Travel Initiatives

If none write "0" If do not know, write "dk"	If none write "0" If do not know, write "dk"
--	--

Q15 What do you anticipate spending on a) School Travel Plans and b) School Travel Initiatives in the current financial year (2001/02)?

a) School Travel Plans

b) School Travel Initiatives

If none write "0" If do not know, write "dk"	If none write "0" If do not know, write "dk"
--	--

Q16 What are the sources of funding for School Travel Plans and Initiatives? Please indicate sources your authority applied for in 2000/2001, a) where the application was successful, and b) where the application was not successful. **(Tick all applicable)**

	a) Successful	b) Unsuccessful
1 Education budget	1	1
2 Transport budget	2	2
3 Road Safety budget	3	3
4 Planning budget	4	4
5 Cycle challenge	5	5

6 Millennium fund		6		6
7 TPP funding		7		7
8 Sponsorship/Partnerships		8		8
9 Developer Contributions		9		9
10 European funding		10		10
11 Health Action Zone		11		11
12 Health Improvement Zone		12		12
13 Education Action Zone		13		13
14 Other (Please describe)		14		14

Q17 Which of the following local authority departments and other organisations are working with you on School Travel Plans and Initiatives? **(Tick all applicable)**

1 Education		1	8 Health Authority		8
2 Planning		2	9 Police		9
3 Transport		3	10 Voluntary and Community Groups		10
4 Road Safety		4	11 Other local authorities		11
5 Public Transport Operators		5	12 Other (Please describe)		12
6 Schools		6			
7 Businesses		7			

Q18 If your local authority has been successful in obtaining sponsorship or funding from external agencies, please list the sponsors below. Please indicate whether their support was financial, support in kind or both by ticking the relevant boxes on the right. **(Tick one box per line)**

Name of Sponsor		Funding		Support in Kind		Both	
			1		2		3
			1		2		3
			1		2		3

Q19a What are the main sources of encouragement for School Travel Plans and School Travel Initiatives? **(Tick all applicable)**

1 Schools/teachers		1
2 Parents		2
3 Pupils		3

4 Your department		4
5 Other departments of your local authority		5
6 Central Government		6
7 Other local authorities		7
8 Pressure groups (Please describe)		8

Q19b Which publications and/or information packs are you aware that school in your authority are using? **Please indicate how many schools have received each publication/information pack by entering the appropriate number in the following boxes.**

1 DTLR School Travel Resources Pack		1
2 School Travel Strategies and Plans (DTLR 1999)		2
3 A Safer Route to School (Transport 2000, 1999)		3
4 ETSU School Travel Seminars		4
5 Sustrans SRS literature		5
6 Pedestrians Association Literature		6
7 Research reports from STAG		7
8 Other (Please describe)		8

Q20 What are the main objectives of STPs and STIs and which is the most important for your local authority?

	Tick all applicable		Tick the most important	
1 Road safety/ reducing accidents		1		1
2 Overcoming personal safety concerns		2		2
3 Reducing traffic congestion		3		3
4 Air quality improvement/targets		4		4
5 Health		5		5
6 Sustainability/ reducing reliance on car		6		6
7 Other (Please describe)		7		7

Q21 Are you monitoring the impacts of School Travel Plans and Initiatives? (e.g. numbers driven to school, parental or pupil attitudes, journeys on other modes)

	a) School Travel	b) School Travel Initiatives
--	------------------	------------------------------

	Plans		
1 No (Go to Q25)		1	1
2 Not yet, but will do (Go to Q25)		2	2
3 Yes		3	3

If yes, please give details for the school you have included in the panels at the end of the questionnaire.

Q22 How are you monitoring a) School Travel Plans and b) School Travel Initiatives? (Tick all applicable in both columns)

Please tick one box per column	a) School Travel Plans	b) School Travel Initiatives
1 Counting traffic around schools	1	1
2 Counting pedestrians/cyclists near schools	2	2
3 Measuring pollution levels around schools	3	3
4 Monitoring accidents on school journeys	4	4
5 Monitoring fitness levels of pupils	5	5
6 Questionnaires to schools/teaching staff	6	6
7 Questionnaires to pupils	7	7
8 Questionnaires to parents	8	8
9 Holding regular meetings with schools	9	9
10 Other (Please describe)		

Q23 Have School Travel Plans and Initiatives actually had an effect on the numbers of children travelling to school by car?

	a) School Travel Plans	b) School Travel Initiatives
1 Too soon to tell (Go to Q25)	1	1
2 No (Go to Q25)	2	2
3 Yes, number has remained constant (Go to Q25)	3	3
4 Yes, number has decreased	4	4

Q24 If yes, by what % have car escort journeys decreased in the last year at participating schools? (Please give a general percentage, details about specific schools can be provided in the panels at the end of the questionnaire)

%

Q25 Have you set any targets for the implementation of School Travel Plans?

1 yes	1	2 No (Go to Q27)	2
-------	---	------------------	---

Q26 If yes, please record any targets you have for the percentage of schools for each of the periods below. Please express the target as a percentage for each type of school. If you cannot provide a breakdown by type of school just use the box for overall %.

Other target year(Please specify)

	2002	2005	
Primary			
Middle			
Secondary no sixth form			
Secondary with sixth form			
Overall %			

Q27 In order that we can assess the targets shown above, it would be helpful if you could record the numbers of schools in the local authority area by level and type. If you do not have the information to hand you might be able to obtain it from the LEA.

NB Local Authority includes: Foundation/Grant maintained, Voluntary aided and Community schools but excludes Special School, which has its own category. Also exclude sixth form colleges.

	Total	Private	Local Authority	Special
Primary				
Middle				
Secondary no sixth form				
Secondary with sixth form				
Unable to classify				
Total				

If you wish to record any other relevant information there is room to do so in the additional comments section at the end of this questionnaire.

Thank you for completing the main part of the questionnaire

If you are the lead authority and there are schools with full School Travel Plans in your local authority area please complete the details for up to 3 schools where the STPs are being implemented or are in the process of development. Please select the 3 most effective and promising STPs.

If STPs have been implemented or are in the process of development at more than 3 schools please list the names of the remaining schools at the end of the questionnaire or provide a separate list.

If you would like to make further comments about your progress with STPs and STIs there is room to do so at the end of this questionnaire.

Name of School 1:		Date STP started:	
-------------------	--	-------------------	--

1. What is the main reason or stimulus for implementation a School Travel Plan there (Tick one box)

Road safety/reducing accidents		1	Health		5
Overcoming personal safety concerns		2	Sustainability		6
Reducing traffic congestion		3	Planning permission		7
Air quality improvement/targets		4	Other (Please describe)		8

2. Level of School (**Please tick one box**)

Primary		1	Secondary no sixth form		3
Middle		2	Secondary with sixth form		4

3. Type of School (**Please tick one box**)

Private		1	Special School		3
Local Authority		3			

4. Location (**Please tick one box**)

Large town/City Central (pop over 250k)		1	Small town/large village (pop 3k to 24.5k)		4
Large town/City Suburban (pop over 250k)		2	Rural		5
Medium sized town (pop 25k to 250k)		3			

5. What measures does the STP involve? (**Tick all applicable**)

Walking Initiatives		1	Engineering measures		4	Involvement of pupils		7
---------------------	--	---	----------------------	--	---	-----------------------	--	---

Cycling Initiatives	2	Educational Initiatives	5	Involvement of parents	8
Public Transport Initiatives	3	School Policy measures	6	Other (Please specify)	9

6. Is the STP monitored?

7. If Yes, please record the %

Yes	1	Decreased in car journeys	%
Planned	2	Increase in public transport use	%
No	3	Increase in cycling	%
		Increase in walking	%
		Increase in school bus use	%

Please provide brief details about the STP at this school, including details of any innovative monitoring strategies (if applicable) and effectiveness.

Name of School 2:	Date STP started:
-------------------	-------------------

1. What is the main reason or stimulus for implementation a School Travel Plan there (Tick one box)

Road safety/reducing accidents	1	Health	5
Overcoming personal safety concerns	2	Sustainability	6
Reducing traffic congestion	3	Planning permission	7
Air quality improvement/targets	4	Other (Please describe)	8

2. Level of School (**Please tick one box**)

Primary	1	Secondary no sixth form	3
Middle	2	Secondary with sixth form	4

3. Type of School (**Please tick one box**)

Private	1	Special School	3
Local Authority	3		

4. Location (**Please tick one box**)

Large town/City Central (pop over 250k)	1	Small town/large village (pop 3k to 24.5k)	4
---	---	--	---

Large town/City Suburban (pop over 250k)	2	Rural	5
Medium sized town (pop 25k to 250k)	3		

5. What measures does the STP involve? **(Tick all applicable)**

Walking Initiatives	1	Engineering measures	4	Involvement of pupils	7
Cycling Initiatives	2	Educational Initiatives	5	Involvement of parents	8
Public Transport Initiatives	3	School Policy measures	6	Other (Please specify)	9

6. Is the STP monitored?

7. If Yes, please record the %

Yes	1	Decreased in car journeys	%
Planned	2	Increase in public transport use	%
No	3	Increase in cycling	%
		Increase in walking	%
		Increase in school bus use	%

Please provide brief details about the STP at this school, including details of any innovative monitoring strategies (if applicable) and effectiveness.

Name of School 3:		Date STP started:	
-------------------	--	-------------------	--

1. What is the main reason or stimulus for implementation a School Travel Plan there (Tick one box)

Road safety/reducing accidents	1	Health	5
Overcoming personal safety concerns	2	Sustainability	6
Reducing traffic congestion	3	Planning permission	7
Air quality improvement/targets	4	Other (Please describe)	8

2. Level of School **(Please tick one box)**

Primary	1	Secondary no sixth form	3
Middle	2	Secondary with sixth form	4

3. Type of School **(Please tick one box)**

Private	1	Special School	3
Local Authority	3		

4. Location **(Please tick one box)**

Large town/City Central (pop over 250k)	1	Small town/large village (pop 3k to 24.5k)	4
Large town/City Suburban (pop over 250k)	2	Rural	5
Medium sized town (pop 25k to 250k)	3		

5. What measures does the STP involve? **(Tick all applicable)**

Walking Initiatives	1	Engineering measures	4	Involvement of pupils	7
Cycling Initiatives	2	Educational Initiatives	5	Involvement of parents	8
Public Transport Initiatives	3	School Policy measures	6	Other (Please specify)	9

6. Is the STP monitored?

7. If Yes, please record the %

Yes	1	Decreased in car journeys	%
Planned	2	Increase in public transport use	%
No	3	Increase in cycling	%
		Increase in walking	%
		Increase in school bus use	%

Please provide brief details about the STP at this school, including details of any innovative monitoring strategies (if applicable) and effectiveness.

Additional Comments and Information

Thank you very much for completing this questionnaire.

Please return the completed questionnaire by post to the address below, by fax to 01344-770643 or by e-mail to rgillingham@trl.co.uk. If you have any supplementary material about specific STPs, we would be grateful if you could send it back with the questionnaire.

Richard Gillingham, TRL, Old Wokingham Road, Crowthorne, Berkshire, RG45 6AU

Appendix B

Annex D Criteria for assessing quality of Local Transport Plans.

From Guidance on Full Local Transport Plans
(DTLR, 2000).

15. Establish an integrated strategy for reducing car use and improving children's safety on the journey to school	
Minimum Requirements	<ul style="list-style-type: none"> • Assessment of current pattern of travel to school with baseline data • Process for setting local targets on modal shift, and links to road safety targets; plans for monitoring • Proposed measures for identified schools or groups of schools, with costs and programme of implementation • Links with proposed wider measures on traffic management, walking and cycling, bus use; links with school transport provision • Evidence of joint working between transport and education officers; evidence of consultation with schools, police, health authorities, bus operators
Characteristics of a Good LTP	<ul style="list-style-type: none"> • Phased strategy, with targets in place and evidence of suitable monitoring arrangements • Clear integration with other policies in the plan, including: • identification of continuous walking and cycling routes to schools with links to existing cycle and pedestrian networks • plans for local and school bus provision, with consideration of walking sections of journey • plans for traffic management, parking and speeding restrictions on routes to schools • Effective joint working and co-ordination of road safety education, health education, environmental education and awareness campaigns with plans for physical measures • Clear evidence of effective partnership with parents, residents, schools, police, health authorities, bus operators, local business and voluntary/community transport groups • Links with independent school sector

Appendix C

Examples of school travel sections in selected Local Transport Plans

An example School Travel Section from Worcestershire County Council's Local Transport Plan

- Controlled car parking outside schools;
- Improved conditions of roads and paths; and
- Car sharing rotas for essential car journeys;

In deploying these measures the strategy utilises a necessary range of skills:

- Engineering design will provide safer road crossings, improved walk and cycle routes and priority measures for public transport;
- Education will develop cycle training, road awareness, and an understanding of sustainable transport and its contribution to the local environment;
- Land Use Planning will ensure developments are designed with due regard to the needs of school travel, and promote safe direct walking and cycle routes where appropriate; and
- Public transport provision will ensure service delivery meets children's needs, at an appropriate cost.

The strategy builds upon the enthusiasm from schools, their pupils, teachers and parents, in developing measures that are appropriate to the local environment, and show 'best value' by addressing school 'pyramids' and area wide assessments.

The STP Strategy interfaces with the cycling, walking and public transport strategies, to ensure objectives are consistent. The strategy aims to create safe, convenient, affordable and sustainable routes, benefiting not only the school journey, but also providing a network of connected routes for the benefit of the whole community. Due regard for interchange between modes, and appropriate planning of such facilities, will assist in developing the concept of seamless journeys. The provision of information on the availability of such routes, as well as fare prices and timetables for public transport will assist the public in their travel choice decisions.

The inter-relationship between the related strategies is illustrated in **Figure 6.1**.

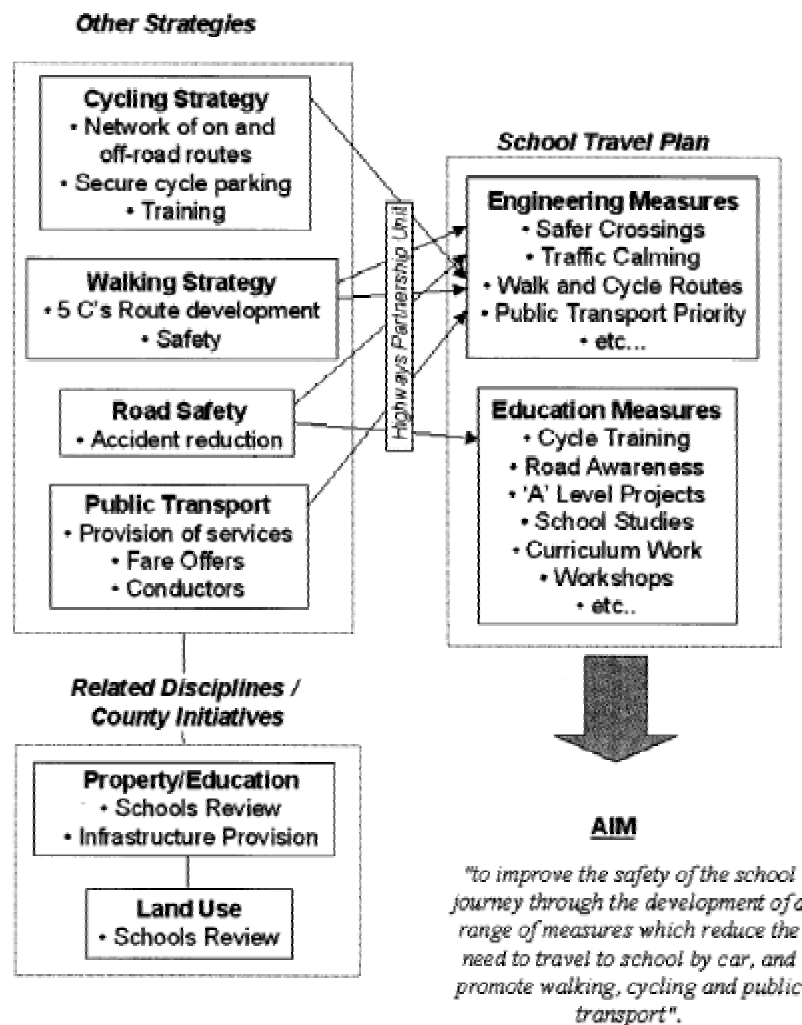
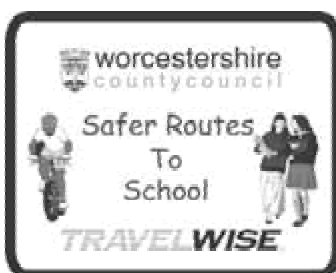


Figure 6.1: Example of Over-arching Strategy: School Travel Plan

Worcestershire County Council have adopted a three pronged approach to it's 'School Travel Plans' projects, under the branding 'Safer Routes to School.'



Strategic Assessment

A strategic assessment has been undertaken which prioritises 'School Travel Plan' initiatives within the County over the coming years based on the potential to achieve modal shift. This assessment takes account of:

- the number of pupils that travel by car to each school;

- the number of pupils that live within 1 mile of the school; and
- the number of child pedestrian / cycle accidents within 1 mile of the school.

The results of the assessment are shown in Table 6.1. The assessment provides a rationale for deciding which schools will be selected for developing detailed STP initiatives over the coming years. Schools undertaking STP's as identified through the strategic assessment are referred to as 'strategic assessment schools'.

Table 6.1: Strategic Assessment

School Name And Address	Number Of Pupils	Bike	Bus	School Bus	Train	Walk	Taxi	Total No. By Car	Rank Of Total No. By Car	Pupils Living < 1 Mile From School	Rank Of Pupils Living < 1 Mile	Casualties < 1 mile	Rank Of Casualties	Total Rank	Overall Ranking	State
North Bromsgrove High	852															C
Worcester, Bishop Perowne High	922															C
Worcester, Nunnery Wood High	1299															C
Malvern, The Chase High	1702															C
Worcester, The Elgar High	762															C
Redditch, Arrow Vale High	954															C
Redditch, Bridley Moor High	1026															C
Malvern, The Dyson Perrins C.E. High	792															C
Redditch, The Abbey High	533															C
Redditch, The Leys High	459															C
Worcester, Christopher Whitehead High	1041	44	106	2	1	740	0	117	36	641	90	44	100	226	100	
Droitwich Spa High	1425	18	36	123	3	680	1	232	71	710	100	13	30	201	89	
(Bromsgrove) South Bromsgrove High	1158	7	75	236	0	652	0	166	51	666	94	24	55	200	88	
Kidderminster, King Charles I High	943	11	41	3	1	649	1	205	63	553	78	24	55	196	87	
Hollywood, The Woodrush High	981	20	182	84	0	338	2	325	100	516	73	10	23	196	87	
Evesham High	822	13	23	209	0	403	2	117	36	428	60	27	61	157	69	
Stourport-on-Severn High	918	24	95	50	0	470	7	173	53	411	58	19	43	154	68	
Worcester, Blessed Edward Oldcorne R.C. High (Gm)	1027	33	190	252	0	309	2	238	73	20	3	26	59	135	60	
Evesham, Prince Henry'S High (Gm)	1150	6	67	577	8	233	8	224	69	193	27	15	34	130	58	
Waseley Hills High	693	19	136	10	0	325	0	195	60	383	54	4	9	123	54	P C
Kidderminster Harry Cheshire High	478	26	14	6	3	321	1	59	18	285	40	24	55	113	50	P C
Bewdley High	690	7	53	106	0	348	6	144	44	304	43	10	23	110	49	

School Name And Address	Number Of Pupils	Bike	Bus	School Bus	Train	Walk	Taxi	Total No. By Car	Rank Of Total No. By Car	Pupils Living < 1 Mile From School	Rank Of Pupils Living < 1 Mile	Casualties < 1 mile	Rank Of Casualties	Total Rank	Overall Ranking	State
Haybridge High	737	3	17	126	178	246	0	159	49	281	40	7	16	105	46	
Redditch, St Augustine's R.C. High (Gm)	794	16	273	117	1	193	2	178	55	149	21	12	27	103	46	
Pershore High	1015	22	15	497	1	188	6	115	35	228	32	4	9	76	34	
Wolverley High	746	18	0	461	0	67	0	189	58	58	8	3	7	73	32	
Hagley R.C. High	1015	0	2	810	64	13	0	125	38	130	18	7	16	72	32	
Hanley Castle High	818	9	43	524	2	10	11	199	61	19	3	0	0	64	28	
Tenbury High	379	4	0	96	0	170	5	102	31	165	23	3	7	61	27	
Martley, The Chantry High	681	0	1	564	0	22	0	75	23	39	5	0	0	28	12	

Key:

Casualties < 1 mile = Child (0-16yrs) pedestrian and cyclist casualties within 1 mile of the school

State C = Complete

P C = Part Complete

Strategic Assessment Schools

During 1999/2000, studies have been undertaken at the top three high school pyramids from the strategic assessment (covering all First/Middle and Primary feeder schools), namely:

- Bishop Perowne C.E. High / Elgar High (Worcester)
- Nunnery Wood High (Worcester)
- The Chase High / Dyson Perrins C.E. High (Malvern)

These studies follow the same guidelines as those developed for the pilot studies reported in the 1999 Provisional LTP. These are referred to as strategic assessment schools.

The projects are reported in detail in a separate report (School Travel Plans, July 2000), with measures totalling a year 1 bid of £1,100,000.

These schools have undergone extensive local consultation, including questionnaire surveys with most pupils. A particularly valuable means of establishing commitment has been to involve head-teachers in the definition of local schemes. This ensures that the schools adopt the STP strategy.

The measures proposed take account of local opinion, as well as technical input from the Highways Partnership Unit and other County Council staff across a range of different disciplines (typically, road safety, accident investigations, public transport, walking and cycling). The Police are involved in auditing schemes. The STP programme is a truly integrated sustainable transport project, and Worcestershire County Council expect to see exceptional results from the monitoring programme. The Health Authority also endorse the STP programme, and are assisting in the monitoring programme.

Challenge Bids

The County recognise that some schools may not wish to wait their turn in the strategic assessment, and are prepared to invest their own time and resources in establishing STP initiatives. These schools are invited to undertake a Challenge bid whereby they work within the framework developed for the strategic assessment schools (although most of the work is undertaken by the school). To date, some 47 schools have taken up 'The Challenge'. Some of these have also been involved in developing the STP further, through the strategic assessment schools (if for example, they developed their own initiative, and subsequently their high school pyramid has been identified as a priority school from the strategic assessment table). To date, 8 of these challenge schools have developed their STP to sufficient detail to include a series of costed proposals to promote sustainable travel. These proposals are detailed in a separate report (School Travel Plans, July 2000). The total bid for these challenge schools will be over £1/2 million. Funding will be necessary to support pro-active schools, as schemes progress, throughout the 5-year plan period.

Publicity

Worcestershire County Council (WCC) have continued to promote the STP initiative at all levels, through:

- School assemblies;
- School workshops;
- Technical articles to disseminate findings and best practice;
- Conferences, both local and national, including presentations by both WCC and North Bromsgrove High School (including the head-teacher, parents and pupils) at the DfEE/DTLR seminars on school travel plans;
- Education programmes and
- Local community group meetings, PTA forums, informal 'coffee mornings' etc.

Private School / Colleges

The development of STP's will encompass private schools over the 5 year plan period. This will be through the Challenge Bids, combined with the approach prescribed for Employers Transport Plans (see Chapter 7). The County will continue to be pro-active in identifying further schools to actively participate.

As reported later in Chapter 7, Worcester College is undertaking its own assessment, which accords with the ideals of the STP Strategy, whilst maintaining a commercial focus through the branding of 'Employers Transport Plans'.

Progress to Date

Last year, some 15 pilot studies were progressed covering Bromsgrove, Wyre Forest, Wychavon and Worcester. Funding from last years Provisional LTP is being used to implement measures on the ground at these schools.

These measures are making a significant impact on the way in which pupils travel to school.

The enthusiasm and commitment of the Challenge Schools, which have established many local sustainable transport initiatives, significantly enhance the work of the strategic assessment projects. Particular successful schemes include:

- Dedicated footways/cycleways at North Bromsgrove, linking the STP strategy with the National Cycle Route, and Worcestershire cycle strategy.
- Traffic calming and raised crossings in Catshill. Subsequently, the school are re-organising their internal grounds, to enable a dedicated entry/exit for pedestrians, resulting in reduced conflict with vehicular access.
- Assemblies / Roadshows have proven particularly successful in ensuring the STP initiative meets user needs.
- 'A' level projects. North Bromsgrove High School students have worked with the Integrated Transport Team in establishing monitoring projects to establish the effectiveness of the STP measures.
- National Curriculum studies. WCC have developed walking and cycling resource packs for teachers that interface with the national literacy and numeracy strategies. These documents are currently being trialed throughout the County. They provide the opportunity for teachers to promote STP principles, through their day-to-day teaching.
- The first Walking Bus scheme for the County has been established at Honeybourne. This proved to be immediately successful. This followed extensive consultation and route audits, including representatives from the school, road safety officers, and the Police. Following the success of these schemes, WCC have developed a good practice guide for Walking Bus schemes throughout the County.
- A park and walk initiative has been established in the rural school of Tardebigge, utilising empty public house car parks, and the re-establishment of a canal-side footpath.
- A cycle initiative in Powick encouraged some 70 pupils at the CE Primary School to cycle to school on a regular basis. This was instigated by enthusiastic parents, supported by Worcestershire County Council through the implementation of secure cycle parking.
- The development of 'reduce speed' signs, designed through school art competitions, to accompany the 20 mph zones in Worcester.
- The integration of public transport school services, with conventional public transport to aid efficiency, and make best use of 'empty seats'.

Safer Routes in Action at North Bromsgrove

"Working with the Integrated Transport Team on the School Travel Plan initiative has proved most rewarding for myself, as well as the vast number of pupils that have taken part. It gives our school a great opportunity to discuss real life projects, and have an impact on the local environment and community."

Mr. K Peck, Headteacher, North Bromsgrove High School

Future Programme

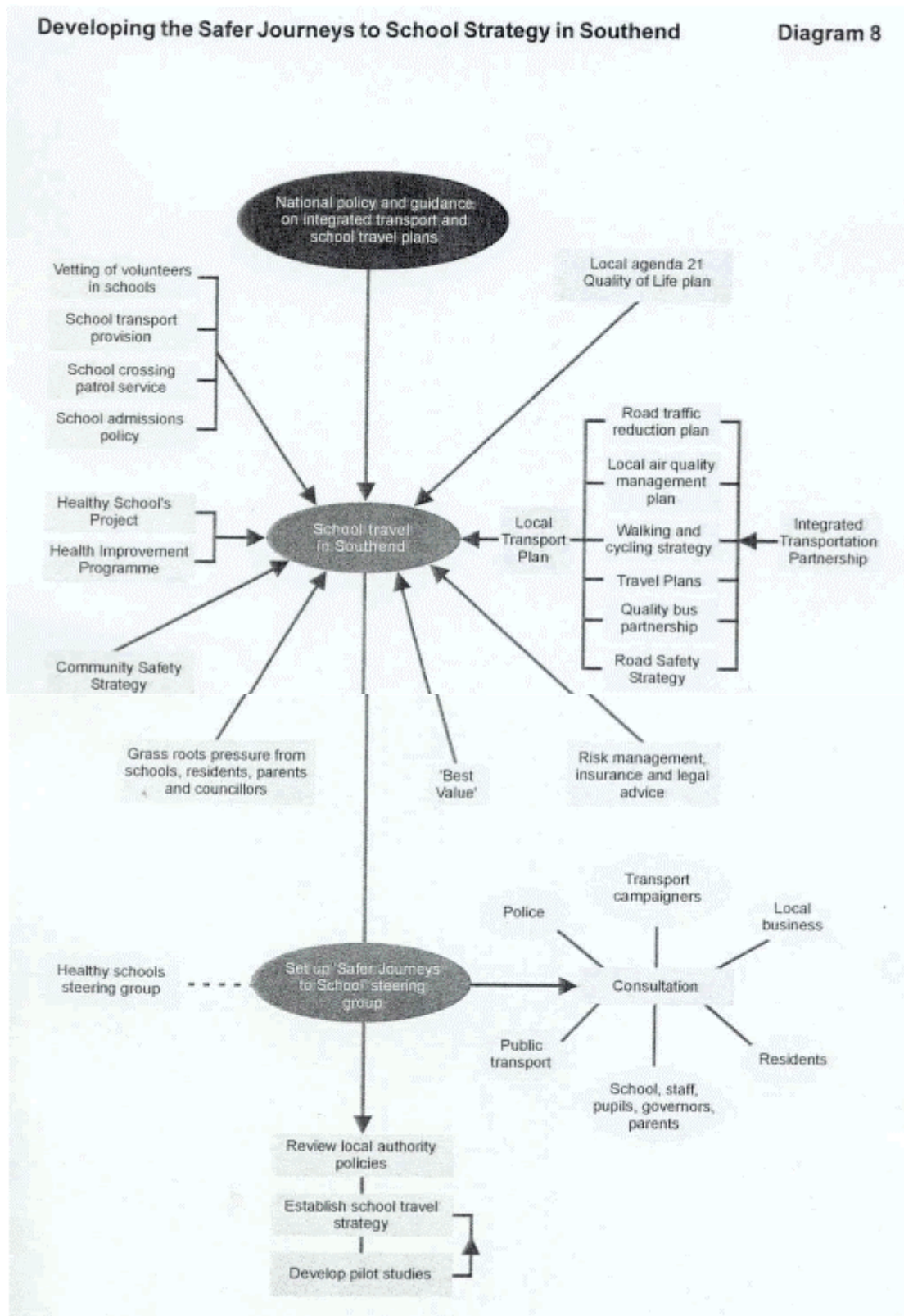
In addition to the strategic assessment schools, and those undertaking the Challenge, a further 3 High School pyramids have been assessed in Redditch. The results of this assessment are reported separately (Redditch Safer Routes to School Report, March 2000). This was undertaken in response to a re-organisation of the provision of education facilities throughout Redditch, which culminated in the closure of 6 schools, and the expansion of 7 schools.

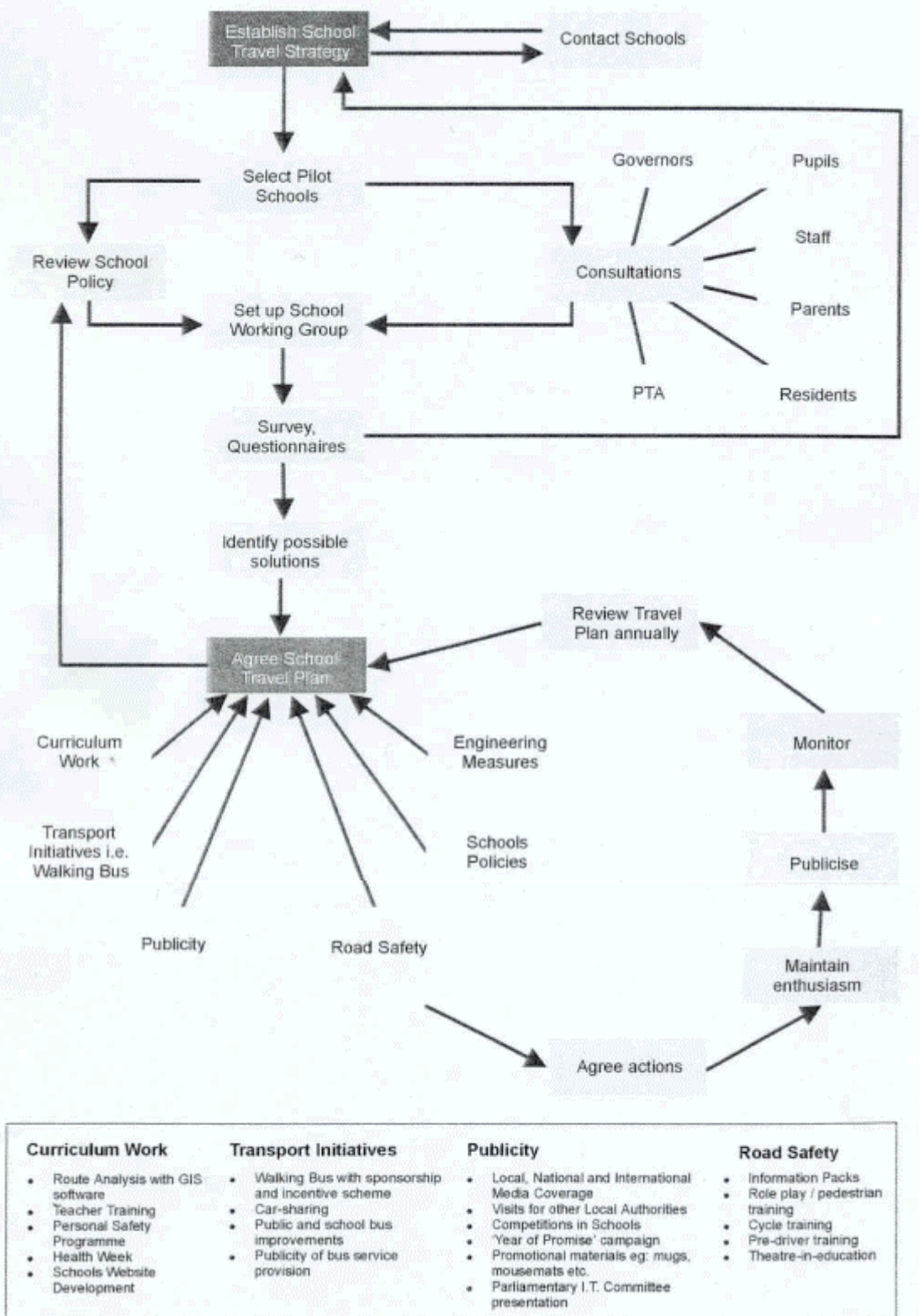
The Redditch study provides a further example of partnership working within the County, driven by both Education and Environmental Services. Additionally, the results of the assessment have been integrated with the architectural designs of the new schools, incorporating sustainable transport facilities (e.g. cycle storage, lockers, covered internal ways) within the school grounds. Future school reviews will take account of transport implications in the decision making process in the assessment of alternative options.

The school re-organisation is due to begin in the Autumn 2001. Funds from education sources are being sought to supplement the bid made through the LTP to achieve a 3 year programme of works linked to SRtS and the schools review.

Beyond this time frame, work will continue on addressing the remaining schools in the strategic assessment table. The strategic assessment will continue to evolve each year, in order to ensure changing catchment areas are incorporated into the assessment process. As future school reviews are agreed, the strategic assessment will be updated. It is important to recognise the enormous enthusiasm being shown by the schools within the County, and the need to embrace the enthusiasm. It is envisaged that 3 High School pyramids should be addressed in each year. The priority bid seeks funding to meet this target.

An example School Travel Section from Southend on Sea Unitary Council's Local Transport Plan





An example School Travel Section from Hampshire County Council's Local Transport Plan

3.8 Schools

Educating people about transport issues is essential if alternatives to car use are to be encouraged. This is the purpose of the County Council's Headstart Community Involvement Programme (see section 4.2) which aim to influence how people travel and creates a wider understanding of the impact that every individual can make in reducing the harmful effects of transport. The Headstart approach has been used successfully at schools throughout the county (see section 4.2) both for children and their parents

The education sector itself is a major influence on travel patterns and behaviour. Large numbers of children and young people are conveyed to schools and colleges every day and access to education facilities is also important to other sections of the community such as those involved in training or re-training schemes or activities such as evening classes. The transport habits instilled in children may stay with them throughout their lifetime so it is of particular importance that alternatives to car use are supported at the earliest opportunity. Children who walk or cycle to school are likely to have health benefits in later life compared with children who are taken to school by car and maintain a relatively sedentary lifestyle.

Approach

Modal split

Journeys to education facilities represent significant numbers of journeys, often up to 20% of road traffic at peak times being associated with journeys to school. Nationally the number of children taken to school by car has almost doubled over the last ten years and school trips account for 18% of peak period traffic. Figures 3.8.1, 3.8.2 and 3.8.3 provide comparative data for the modal share of journeys to school in Hampshire and for specific schools where the County Council has been involved with developing school transport plans and related initiatives.

Modal Share of Journeys to Primary School

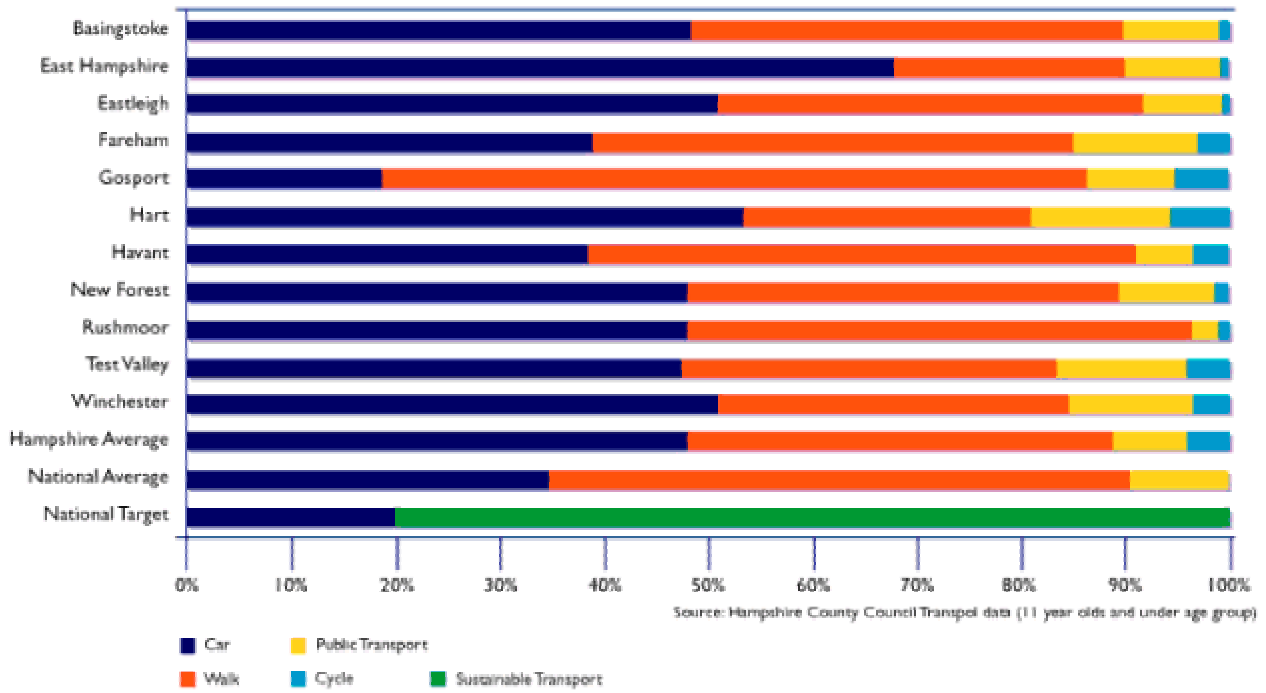


Figure 3.8.1
Modal share of journeys to primary school by district (%)

Modal Share of Journeys to Secondary School

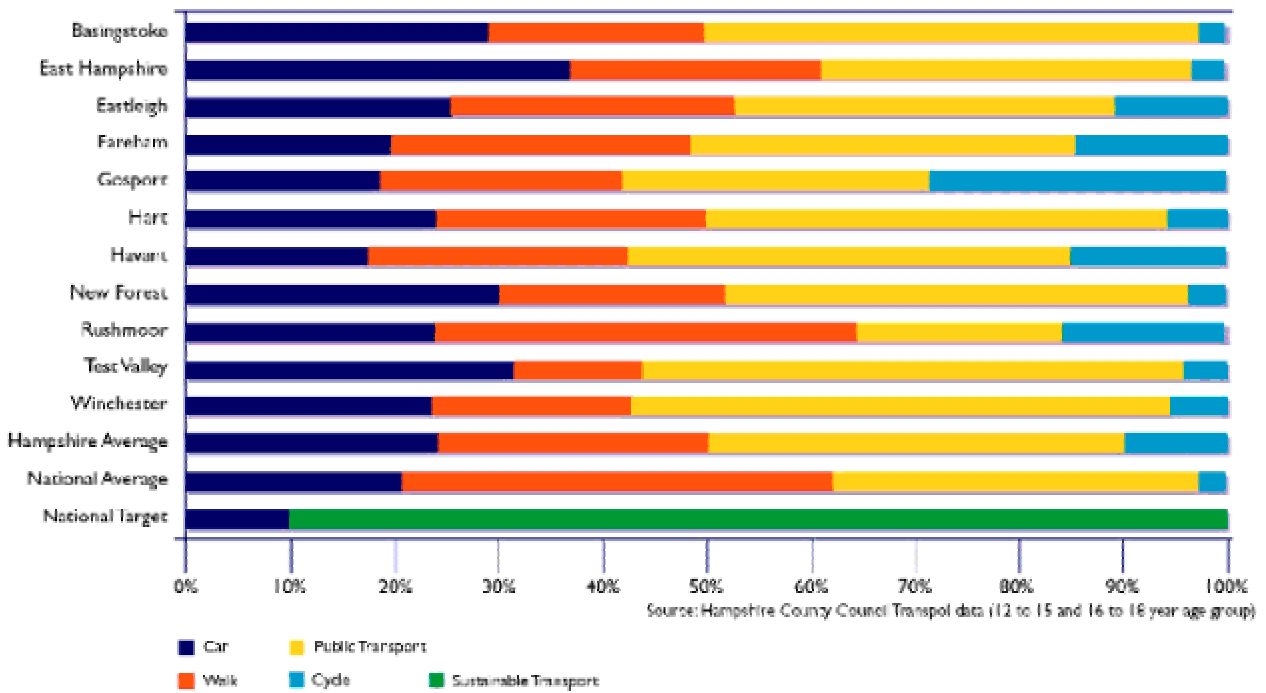


Figure 3.8.2
Modal share of journeys to secondary school by district (%)

Modal Share of Journeys to Selected Primary Schools

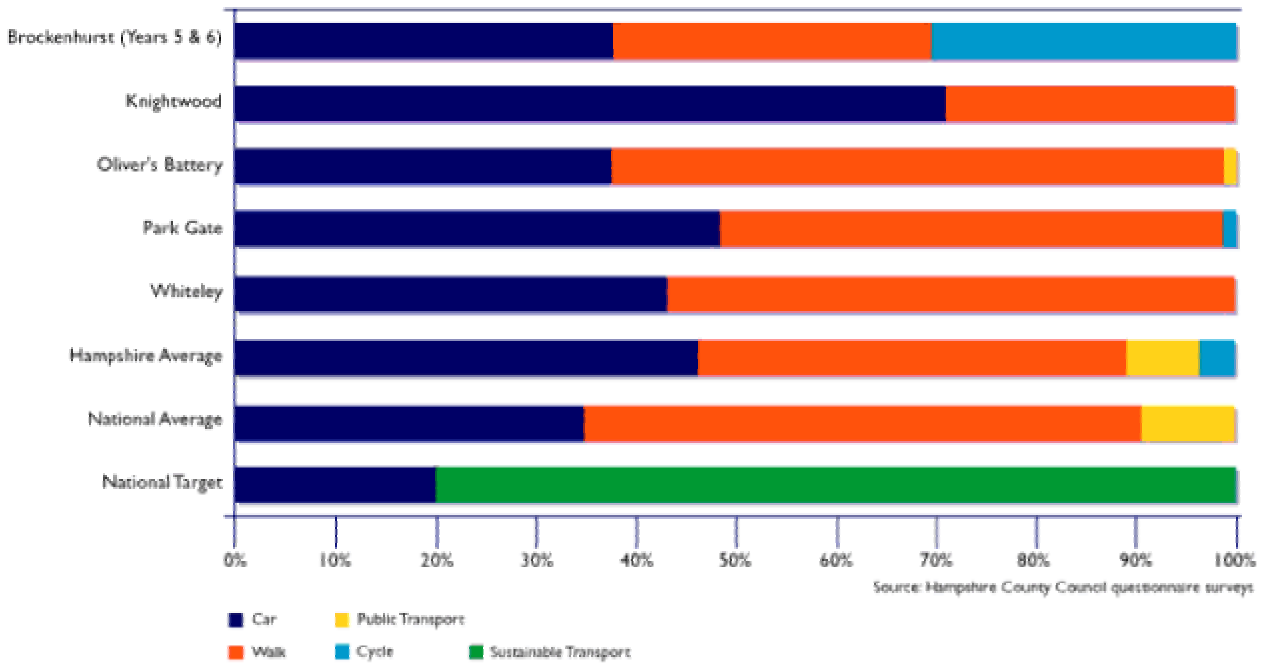


Table 3.8.3
Modal share of journeys to selected primary schools in Hampshire (%)

Modal Share of Journeys to Selected Secondary Schools

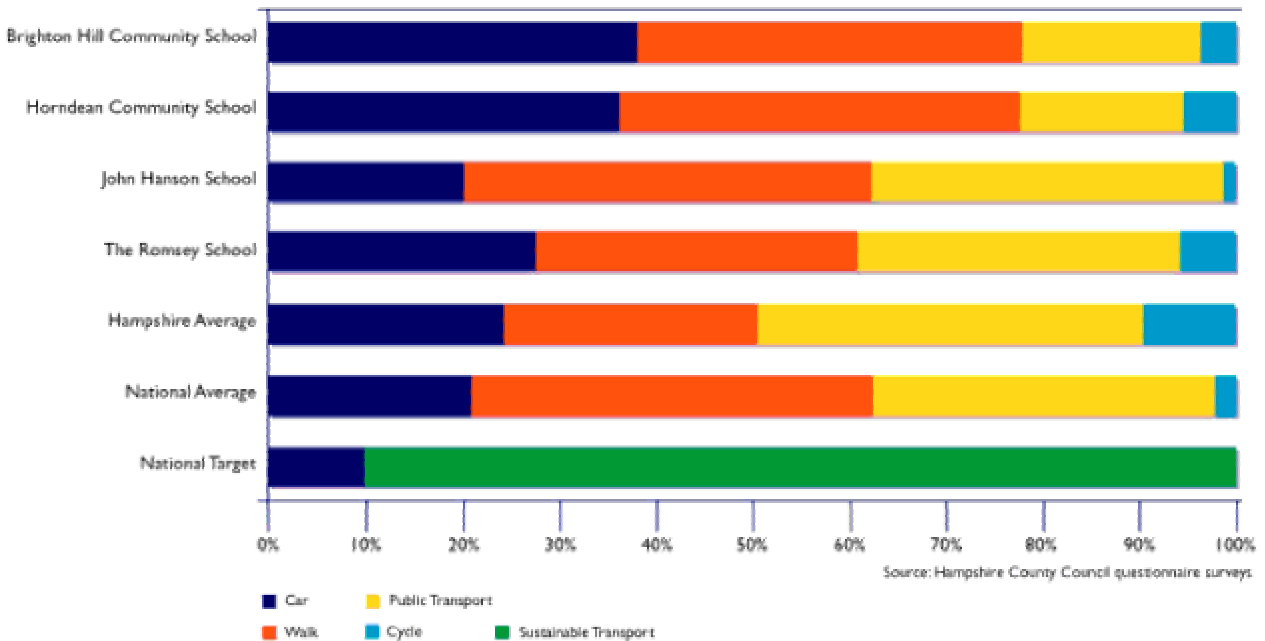


Table 3.8.4
Modal share of journeys to selected secondary schools in Hampshire (%)

Currently, around 36% of primary school children (5 to 10 year olds) and 21% of secondary school children (11 to 16 year olds) nationally are taken to school by car (Source: DTLR) and around 55%

and 43% walk respectively. In Hampshire, around 47% of primary school children and 25% of secondary school children are taken to school by car. Respectively, around 42% and 25% walk to school.

The data clearly demonstrates how the car has become a more dominant mode of travel for journeys to and from school in many parts of the County, particularly for primary school children. Overall, a greater proportion of journeys to school in Hampshire are undertaken by car when compared to the national average.

Across the county, the modal split for the journey to school varies quite considerably. For example, in the Gosport area where there is relatively low levels of car ownership, a high proportion of journeys are undertaken by sustainable transport modes to the extent that the national target for journeys to primary schools has already been met. This contrasts with the more affluent districts in the north and east of the County, where a relatively high proportion of journeys to school are undertaken by car.

Parental choice of school has had a significant impact in Hampshire, with popular schools attracting children from a wide area. The pattern of movements to and from school is therefore now more diverse and adds to the challenge of reducing car use for the school journey. The County Council has maintained its policy of providing transport for entitled children who live more than the relevant distance from their nearest school (3 miles for secondary schools and 1.5 or 2 miles for primary schools). This means that there are two main groups of children, where the County Council is targeting a reduction in car usage:

- Children who live within the statutory entitlement distance from their nearest school and are not entitled to free transport.
- Children whose parents have chosen an alternative school.

For **primary schools** in particular, there is considerable scope for more children to walk. This will reduce traffic congestion and pollution, improve road safety for those vulnerable road users and encourage a healthy lifestyle from an early age. Initiatives such as the "walking bus" are being adopted more widely and allow children to be accompanied to school without their parents driving them. Opportunities for cycling among primary school children may be limited at present by a lack of off-road cycle routes, but can be encouraged for Year 5 and 6 pupils, who can continue cycling at secondary school having benefited from cycling proficiency training. For example at Brockenhurst Primary School, nearly a third of Year 5 and 6 pupils cycle to school. **Secondary school** pupils are also encouraged to walk, cycle or use public transport.

Bus use can be increased where there is an existing school bus which is under-utilised, or where incremental change to the routes or times of an existing service can accommodate school movements. Where a new service is required, there are two issues, availability and cost. Owing to difficulties in recruiting drivers at a time of economic prosperity, few bus companies are willing to take on additional peak-time requirements, so the supply of additional vehicles is very limited. The County Council has acted on behalf of a number of schools wishing to increase their bus service provision. However, commercial considerations are important given that revenue tends to be low for children travelling short distances at half fare, whilst the cost of a bus is high. The County Council has been unable to provide revenue support to new ventures, as its own £4.0 million budget is fully committed and under pressure from rising tender prices and commercial de-registrations.

The bus therefore has relatively limited potential to reduce car usage for the school run unless market conditions and budget constraints change. This is reflected in the main focus of school transport plans and the design of new schools, which primarily seek to target walking and cycling as a means of reducing car usage.

Where parents have chosen to send their children to another school, not their local school, transport becomes their responsibility. As alternative schools tend to be further away, particularly in the case of secondary schools, car use is commonplace and there is less scope for walking and cycling. Reducing car dependency therefore becomes more difficult, being more reliant on the bus. Some secondary schools arrange contract coaches for children from outside their catchment area. These arrangements have proven popular, but seldom cover their costs, so are reliant upon the schools being willing to provide support from their own budgets. Increasing this provision therefore depends on the willingness of each school to commit funds from its own budget, as the County Council does not wish to subsidise these arrangements, as this may be seen to favour one school over another.

The County Council is committed to reducing the heavy dependence on the car for the journey to school, but also needs to be mindful that the availability and cost of additional bus services may limit the role of the bus in achieving success. The best approach to seeking to increase local bus provision to schools is through the School Transport Plan process, by reviewing the local home to school transport and local bus service provision as an integral part of the process, to maximise the benefits to all parties through integrated planning.

The number of students using cars to **travel to college** is of particular concern. Parking problems occur, particularly if colleges are located in residential areas in addition to congestion and environmental problems. In Winchester the problems are being addressed through the Winchester Commuter Forum which, in partnership with a number of large organisations, is seeking to encourage greater use of public transport, cycling and walking. Peter Symonds College, King Alfred's College Sparsholt College, and Winchester School of Art (University of Southampton) are working together to consider how to meet student travel needs in a sustainable way. Similar approaches are being taken elsewhere, for example at Brockenhurst College (New Forest Transport Strategy).

Home to school transport

The County Council conveys nearly 15,000 entitled children to mainstream and special schools each day at an annual cost of over £15.5 million (including escorts). This is achieved through the use of buses, contract vehicles and taxis and well as through the provision of bus, ferry and rail season tickets. There is close co-operation between the Education and County Surveyor's Departments and schools to ensure that home to school transport provision is targeted to maximise the benefits (see section 5.7). The County Council is currently looking at a range of innovative measures to improve home to school transport provision.

Road safety

The County Council is heavily involved in the education, training, publicity and encouragement of safer journeys to school to reduce the number of child casualties on the county's roads.

Children of primary school age are learning to experience the road environment and often are not adequately prepared for the hazards which they will encounter as pedestrians and, in later years, as cyclists. The increasing transport of children to school by car may well be reducing children's

opportunities to gain adequate road safety skills which would serve them well in later years. A number of County Council initiatives address this problem:

The Challenge of Traffic is a comprehensive, practical, child pedestrian training programme which parents and carers can use with children, in both their home and local road environment.

Road Safety and Traffic Education - Guidelines for Schools in Hampshire is issued to all Hampshire schools.

The road safety-led resource package *A Chance to Change* is available for use in primary schools and supports the Headstart programme by raising awareness and influencing parents and children's attitudes to transport choice.

Be Safe - Be Seen will continue to be promoted to encourage improved visibility for vulnerable road users during the autumn and winter months.

There is continuing concern that there are few **realistic road safety awareness learning opportunities for the age range of 12 to 14 years**. Teaching packs entitled Safer Cycling and Journeys to School are available for teachers of Year 7 entrants to secondary schools.

The County Council fully supports the Government in its commitment to tackle child safety casualty problems and their relationship with children's and families' travel behaviour - particularly on the journey to and from school. The County Council now offers a **Travel Safe Programme** to address this.

The County Council's *Challenge of Traffic* **child pedestrian training** package highlights that basic road safety skills can only be taught on the street. Parents also often perceive that accidents only happen on busy roads, and that their child can cross local roads safely, long before they are really able and capable of assessing the speed of traffic. The majority of serious child pedestrian accidents involving vehicles happen, however, on residential roads carrying only light traffic and, surprisingly often, in the road where a child lives. The principle of the training is that it relies on direct parent/carer or volunteer involvement in guiding children through their practical training and assessing the skills and knowledge gained against defined tasks.

Increased use of pedal cycles by older children is a major underlying factor in higher casualty numbers among teenagers than younger children. Annually, around 5,000 to 6,000 children complete cycle training courses under the *Hampshire Cycling Scheme*.

The County Council and its partner authorities in Hampshire will continue to support national DTLR **publicity and promotion campaigns** targeted at children including Be Seen, cycle helmets and school entrances (see section 5.6).

The Hampshire Schools Partnership (Safer Routes to School) Programme

The County Council is introducing a significant new initiative with the Hampshire Schools Partnership programme integrating safety education with school transport plans and engineering measures. The programme is starting with £300,000 from the 2000/01 extra Supplementary Credit Approval allocation from the budget will rise to over £1 million per year from 2001/02. It is described in full in section 5.6.

New Schools

A number of new schools are being constructed in Hampshire. These are being designed with transport issues in mind as a result of close working between the many departments of the County Council involved. Consideration is given at the design stage of issues such as cycle routes and secure cycle parking, pedestrian routes and bus access priority is given to non-car modes. No parent parking is provided at new schools. The location of new schools is particularly important, particularly with the current catchment arrangements and parental preference which may detract from measures to support walking and cycling.

New schools in Hampshire are required to adopt a school transport plan to support walking, cycling and public transport use. For example, Whiteley School (South East Hampshire Transport Strategy) is well placed to encourage cycling with a number of segregated cycle routes in this large area of development. Knightwood School (Southampton Area Transport Strategy) is being designed to minimise the number of children being driven to school with pedestrian and cycle links to the adjoining residential areas. The relocation of John Hanson School in Andover is considering how bus access can be provided within easy walking distance of the school buildings and how walking and cycling can be encouraged in preference to car use. At Binfields (Basingstoke Environmental Strategy for Transport), a new primary school is being built with an emphasis on walking and cycling routes.

School Transport Plans

The principle of school transport plans was pioneered in Hampshire at Horndean Community School (see section 9.8) and has been a feature of all new school proposals. Plans have been designed for a number of schools throughout the county to support infrastructure measures coupled with transport awareness initiatives as part of the Headstart Community Involvement Programme (see section 4.2).

Curriculum material

It is important that children and their parents are drawn into the transport debate when initiatives are being introduced to reduce the impact of car journeys to school. The County Council has been working with Sustrans, through its Safe Routes to Schools Project, to encourage teachers to adopt curriculum material to associate transport initiatives evident in the school grounds and the surrounding neighbourhood with transport issues in the classroom. Resources such as the Sustrans *Teachers Resource Pack* have supported schools who wish to develop activities within the National Curriculum to create a greater level of understanding of transport issues and their importance for children.

Relevant Policies

Involving the education sector in transport policies was supported strongly in the 1998 Transport White Paper which highlighted the problems associated with car journeys to school for individuals and the community. This is substantiated by draft *Planning Policy Guidance: Transport* (PPG13) while the Education Act 1980 requires local authorities to make provision for home to school transport for entitled children. The overall policy of supporting a shift from car use to walking, cycling and public transport is a fundamental element of the structure plan. The Government's School Transport Advisory Group (STAG) has provided advice in *School travel strategies and plans* and the Department for Education and Employment published the Transport 2000 guide *A safer journey to school*.

Stakeholders

A wide range of stakeholders is involved including schools themselves, both in the public sector through the Education Authority and the independent sector. For individual schools, staff and governors have a key role to play in promoting sustainable transport initiatives. Children and their parents have a major role in terms of understanding the need to reduce car use and supporting initiatives to encourage walking and cycling in particular. Health authorities are recognising the importance of encouraging healthier lifestyles and reducing child road casualties. Local bus operators can work with schools and local authorities to promote bus use and improve the quality and image of school buses and stage services used by children.

The County Council is considering the best way to take forward school transport issues on a corporate basis. A number of departments are involved in school transport initiatives and work with consultants and others such as Sustrans and Transport 2000.

Hampshire Schools that have been involved in developing school transport plans include the following:

- **Andover**
John Hanson Community School
- **Basingstoke**
Brighton Hill Community School; Harriett Costello School; Binfields Primary School (to be constructed)
- **Central Hampshire**
Liss Junior and Infant Schools
- **New Forest**
Brockenhurst CE Primary School
- **North East Hampshire**
Robert Mays School, Odiham; Court Moor School, Fleet.
- **Southampton Area**
Crestwood Community School, Eastleigh; Shakespear Infant and Shakespear Junior Schools, Eastleigh; The Romsey School; Knightwood Primary School, Chandlers Ford.
- **South East Hampshire** Park Gate County Primary School, Fareham; Henry Cort Community School, Fareham; Horndean Community and Horndean Junior Schools; Cams Hill School, Fareham; Whiteley Primary School, Fareham
- **Winchester**
Weeke Primary School; Winnall Primary School; Oliver's Battery Primary School.

Independent schools have been contacted about joining the County Programme but discussions are as yet, still in the early stages.

Targets

Targets have been set with schools for reducing the number of car journeys and where school transport plans have been developed, these have been considered in the context of the area transport strategies. This has ensured that the initiatives adopted by individual schools accord with the wider strategies in terms of the measures adopted, monitoring and community involvement. Hampshire has over 500 schools and clearly the resource implications are significant if every school is to become more fully involved in transport issues. However, experience to date has provided the County Council with a strong base from which related initiatives will emerge, for example a greater emphasis on the health aspects of encouraging walking and cycling.

Some schools have adopted targets although this may be difficult in the case of new schools where there is little or no existing base data for comparison. Examples of targets in Hampshire include:

- 70% walking and cycling by 2001 and 2004 (Whiteley Primary School).
- 70% walking (Oliver's Battery County Primary School).
- 50% reduction in car journeys associated with the school (Knightwood Primary School).
- 20% fewer car journeys associated with school after three years (Horndean Community School).
- 20% fewer car journeys associated with school after three years (The Romsey School).

Additional targets will be determined as further school transport plans are developed which reflect the particular circumstances of each school. The Government's School Transport Advisory Group suggests that by 2010, the levels of walking, cycling and bus use should be similar to those of the mid 1980s. The scope for each will vary between areas but at the national level would mean 80% of primary pupils and 90% of secondary pupils cycling, walking or using the bus. These targets may be compared with the current Hampshire figures of 51% of primary pupils and 68% of secondary pupils travelling to school on foot, by cycle and by bus. While the rural nature of large areas of Hampshire constrains the potential for encouraging safe walking and cycling to school to some extent, considerable benefits can be achieved with an appropriate level of resources being applied to school travel initiatives.

Programme of Measures

The major investment will be through the Schools Partnership (Safer Routes to School) Programme, (see section 5.6) as well as measures proposed in the five year programmes for each of the area transport strategies (see chapter 6). Each of the area transport strategies is identifying the level of interest in transport initiatives among local schools and prioritising accordingly. Substantial resources for school transport plans/safe routes to schools are included in the strategy investment programmes. In addition, funding for safe routes to schools will be set aside within the Hampshire funding allocation protocol (see section 8.2) in recognition of its major role in promoting safety and sustainable transport. A new team is to be set up specifically to promote and develop School Transport Plans and the Safer Routes to Schools Programme. As with other aspects of this Local Transport Plan, Hampshire County Council believes the key to success is to build partnerships with the local community (and in this case the schools) to provide local solutions which support wider and long term objectives. School safety zones will be considered where there are accident problems in the vicinity of schools, supported by 20mph speed limits. Further initiatives will be pursued through Quality Partnerships to improve bus services to schools in terms of fares, vehicles and services.

An example School Travel Section from Hertfordshire County Council's Local Transport Plan

This strategy helps to deliver the following objectives:

To improve safety for all by giving the highest priority to minimising the number of collisions and injuries occurring as a result of the transport system

To provide a transport system, which provides access to employment, shopping, education, leisure and health facilities for all, especially those without a car and those with impaired mobility

To minimise any adverse effect of the transport system on the built and natural environment and thereby improve personal health.

Hertfordshire's school population of 155,000 spread amongst 635 establishments (including 75 private schools) creates a major transport requirement across the county. Studies have shown that in Hertfordshire during school term time the level of congestion and traffic is 10 - 12% higher than at other times. The trends in recent years for more children to be driven to school have increased the pressures on the transport network.

A recent countywide travel survey (Autumn 1999) showed that 42% of children walk to school and 37% travel by car. The average distance for the journey to school was 1.2 miles, and 66% of children were accompanied by an adult. The survey also revealed differences between urban and rural school journeys; in rural areas the percentage who walk is less (35%) and the average distance is greater (5.3 miles).

School transport encompasses all modes; walking, cycling, buses, trains, cars and taxis. It is therefore important that the strategy covers all these modes.

The overall strategy for school travel is:

- (a) To integrate and secure best value.
- (b) To encourage other modes through promotion of 'LEARN' facilities and services through wider applications.
- (c) To enhance the Herts SaverCard for scholars/students.
- (d) To develop the Safer Routes to School initiative for wider application.
- (e) To encourage schools to develop School Travel Plans, incorporating targets for modal shift.

LEARN

LEARN (Local Educational Access Route Network) is a continuation of the successful package for delivering pilot Safer Routes to School projects developed under the old TPP system. It will deliver a network of safer and more sustainable transport links to all schools in Hertfordshire by working closely with parents, pupils, teachers and local residents. The schemes to be delivered at individual schools will be based on the models developed in the first two years of the LEARN programme.

The objectives of LEARN are to:

- reduce the number of child casualties;
- promote sustainable transport;
- enable schools to develop their own local solutions, including individual school travel plans;
- reduce school-related car journeys.

The LEARN initiative will be continued as a major countywide theme in this Local Transport Plan. The LEARN package will deliver a complementary mix of revenue and capital schemes. In addressing their individual problems, schools will be encouraged to devise no/low cost solutions wherever possible. In cases where capital investment is required, the County Council will ensure maximum value for money by implementing schemes which will benefit as many schools as possible.

Safer Routes to School projects have four elements; Educational Initiatives, School Travel Plans, Practical Activities (such as the walking bus and exhibitions and competitions) and Physical Improvements.

A Safer Routes to School pilot project was initiated 1996 at two schools in St Albans. The project's aim has been to make routes to school safer for pupils and parents, as well as reducing car journeys and increasing pupils' fitness levels. The lessons learnt from this pilot project are now being implemented at other schools in the county. There are currently 33 schools actively undertaking Safer Routes to School projects

(a) Green Transport Education

The purpose of the Green Transport Education project is to encourage young people to use alternative modes of transport in all journeys they make by providing them with a greater understanding of the environmental and safety issues concerning transport. The project consists of the development of two curriculum related teaching packs for Key Stages 1/2 and 3/4, containing a variety of resources on the environmental effects of different modes of transport. Alongside this a Theatre-In-Education programme has been developed for Key Stage 3 students. Theatre-In-Education has already proved to be a successful medium for delivering road safety messages in Hertfordshire.

(b) School Travel Plans

School travel plans have been developed in two ways:

- (i) For primary schools the document 'Traffic Problems At Primary Schools - Developing A School Transport Plans' has been developed to help schools who have identified traffic problems outside their premises but are unsure of how they can go about solving them.
- (ii) The 'Preparation of a School Transport Plan - Issues To Be Considered' document is designed to help schools already working with other agencies under the Safer Routes To School project to produce a detailed transport plan. The plans produced through this process will assist schools in reducing car travel and promote sustainable modes of transport.

A key feature of the School Travel Plan will be local targets to change modal split.

(c) Safer Routes to School Pack

To support its facilitative role the County Council has produced a Safer Routes to School starter pack. The pack is available free of charge to schools in Hertfordshire (including independent schools) and over 260 schools have requested a pack so far. The pack gives the schools the information they need to launch their own safer routes to school project. The pack includes a video; the two curriculum related teaching packs and information on the four elements of a safer routes to school project as well as information on how to access operational services. Take up of the pack and implementation of initiatives from it are criteria within the ranking list.

(d) TravelWise

TravelWise was established in Hertfordshire in 1993 and has not only been adopted by over 100 local authorities, but was launched as a National Association in 1998. It is key theme throughout the County Council and has achieved considerable success in its awareness raising role. (see section 5.26 Travel Awareness for further details) One of the key elements within the annual programme is the Walk to School initiative. Started in 1994, the initiative asks primary schools to

encourage parents and pupils to walk to school rather than use the car. The response to the initiative has been considerable, with over 190 schools participating annually, addressing some 45,000 pupils and parents.

Initiatives such as the Walking Bus programme for primary schools are already in operation across the county, and in recognition of this Hertfordshire's Walking Bus programme has won the Prince Michael Award for Road Safety.

(e) Road Safety Education

The Road Safety Unit covers all aspects of road safety awareness and training across the county. Of particular relevance to LEARN is the Education Development Team. This team develops and implements programmes, resources and training for groups of professionals who also have an interest in road accident and casualty reduction, including:

- teachers and governors;
- police and probation officers;
- health promotion officers, health visitors and midwives;
- nursery and playgroup leaders;
- health and safety managers in Hertfordshire companies;
- driver training agencies.

This team also develops the programme of publicity campaigns and local events to support national, regional and local road casualty reduction initiatives. These include joint promotions with the Hertfordshire Accident Prevention Group - the 'Health Alliance' project which includes County Council departments, district council environmental officers, the Health Promotion Unit and health authorities.

(f) Safety Engineering

The County Council, in conjunction with its district council agents and partners, implements a safety engineering programme (see Section 5.11). The individual schemes are tailored to the particular accident problem, but include measures such as traffic calming, 20 mph zones, pedestrian facilities and speed cameras. Accident record data within the vicinity of a school is one of the criteria of the ranking list from which schools are chosen. By taking accidents as an integral part of Safer Routes to School and the LEARN package also contributes to the achievement of road safety targets.

(g) Passenger Transport

The County Council's considerable experience in providing transport by bus, coach and train for pupils continues to grow. In addition to undertaking its regular activities in arranging transport to school, the County Council has also been pioneering a number of notable passenger transport projects including:

- the continued implementation of the SaverCard scheme which provides half fare travel for 16-18 year olds;
- the Herts Smart Scheme which uses an electronic card to carry out transactions. The information stored by the cards enables operators and the County Council to plan better services.
- providing specifically tailored transport within the Safer Routes to School project.

There is a need to ensure that pupils can safely and easily access bus services and measures to tackle this have been employed at a number of schools. These include:

- establishing a pupil Bus User Group to help identify issues that need addressing;
- provision of bus turning heads in or adjacent to school grounds;
- establishing a pilot project under the Community Safety Partnership to raise awareness of the problems of bus shelter vandalism.

The County Council has statutory duties in respect of Home to School Transport under the Education Act 1944 (as amended), to provide free transport for certain categories of students/pupils. It also has a duty under the Transport Act 1988 (Section 88) to secure best value for money from their expenditure on passenger transport taken as a whole (including school transport). The County has followed this approach for a number of years, so that the local bus and school contract bus/coach requirements are fully integrated. Over 20% of middle and secondary school pupils are transported to school every day by passenger transport assisting the County Council in meeting its TravelWise aims. School transport services are integrated with the Government's allocation of Rural Boost and the County Council's successful LEARN Package. Studies have shown that consistent application of such measures and greater use of passenger transport can reduce accidents and congestion costs justifying further investment in such facilities. However, wider application across Hertfordshire would require considerable sums of money which would have to come from the County Council's revenue budgets. The County Council already spends significant funds on school transport, which is revenue based, approximately £14m pa including Special Schools transport for those with special requirements to meet an all inclusive society.

(h) Walking and Cycling Strategies

Pedestrian and cycle network strategies have been developed within the area plans and urban plans. These are generally aimed to provide high quality walking and cycling links to the main trip attractors within an area, including schools. The LEARN package enables the routes focused around schools to be brought forward and implemented in conjunction with cycle storage facilities at schools and cycle training for pupils.

Models for LEARN

Following a series of successful pilot projects the County Council has now developed three basic models which is being tailored for use throughout Hertfordshire:

(a) Secondary/Primary Feeder Model

This model addresses a secondary school and its main feeder primary schools. This model ensures that the benefits obtained in the primary schools can be maintained once the pupils transfer to secondary school. The physical proximity of the school also allows the maximum return to be gained from new infrastructure projects.

(b) Cluster Model

The cluster model is where three or more primary schools are located within the same area. This allows resources to be used effectively, and may allow schools which would otherwise be a low

priority because of their small size to be included in the main programme. The benefits of the cluster model approach are:

- achieving best value out of the investment made, because several schools will use the same infrastructure, bus services etc.;
- providing a consistent approach for all school children in the area;
- developing the ability for schools to learn from each other and to support one another, which will also help to deliver best value;
- co-ordinating the travel patterns to the associated secondary schools can be planned;
- providing a greater scope to interest other agencies (e.g. health authorities, parish councils) because of the size of the project.

(c) Rural Model

The rural model looks at schools in small settlements where there is only one school. Despite the concentration of schools within larger towns, there are still 69 settlements in Hertfordshire which fall into this rural school category.

The main factors to be looked at will be the links to secondary schools and the opportunity to involve the whole local community, including the parish council.

DELIVERING LEARN

The County Council will continue to initiate projects at the highest priority schools and where there is the need to integrate with other county council transport initiatives in the area. This will help with further research and development. A ranking system has been developed to assist in school selection.

All schools in the county are on the ranking system (including independent schools). The main factors used are severity of injuries in the vicinity of the school, the number of those related to school journeys, passenger transport availability, the number of schools within a one mile radius, and the willingness of the school to participate in the project. The ranking system will help to identify and prioritise schools which will benefit from the Safer Routes to Schools project.

The ranking list is used to enable the high priority schools to be identified, and these can then be looked at in more detail to ensure suitability before making a final selection based on in depth characteristics about each school. Data includes details on school crossing patrols, deprivation, road safety problems, hazardous sites, existing cycle networks, passenger transport provision and census data.

An aim of the LEARN package is to reach out and engage as many schools as possible, as soon as possible. There is much that can be achieved by the schools with assistance from the operational services of the local authorities and constabulary, before capital investment in infrastructure is required (if at all).

The Safer Routes to School starter pack which the county council has produced will enable more schools to set up a Safer Routes to School project. Schools which have demonstrated their own commitment to the LEARN Package will then rise within the ranking list for investment in the associated infrastructure improvements. This approach will not only engage more schools, but it also releases the resources to deliver the proposed increased investment programme.

Pilot Projects

The County Council continues to work with partners developing pilot projects. Current initiatives include:

- Hertfordshire schools assisting with the DfEE car sharing data base pilot (particularly useful to rural schools and independent schools with large catchment areas);
- Development of a Safer Routes to School Web-site;
- Development of a 'safe house' scheme to help mitigate the effects of real and perceived 'stranger danger';
- Partnership with the University of London to investigate the health benefits of the Walking Bus Scheme.

Table 5.12(1) includes the LTP capital bid only.

Table 5.12(1) LEARN Programme

Programme (£'000)	01/02	02/03	03/04	04/05	05/06
LEARN	935	935	935	935	935
TOTAL	935	935	935	935	935
Bid (excl. Majors)	935	935	935	935	935
Bid (Majors)	-	-	-	-	-
Other Investment Programmes	-	-	-	-	-

In addition to the investment in Safer Routes to School highlighted specifically in the table above, there are initiatives integrated within the South West Hertfordshire Area Plan and the Urban Plans.

Monitoring

A key element of a Safer Routes to School project is the School Travel Plan. In order for the Safer Routes to School project to be a long term initiative within a school the school needs to produce its own School Travel Plan. The plan will contain targets for modal shift and these will be reviewed on a yearly basis by the schools. The schools will carry out their own monitoring exercises and this information will then be collated by the County Council to give a countywide picture.

The table 5.12(3) gives the key performance indicators. In addition to these progress will also be gauged by the following:

- Number of walking buses;
- Number of schools participating in Walk to School Week.

Table 5.12(2) Total Safer Routes To School Programme

Programme (£'000)	01/02	02/03	03/04	04/05	05/06
LEARN	935	935	935	935	935
Lea Valley	250	250	250	250	250
Mid Hertfordshire	150	150	150	150	150
West Hertfordshire	150	150	150	150	150

Eastern Hertfordshire	160	160	160	160	160
Total	1645	1645	1645	1645	1645

Table 5.12(3) Performance Indicators

Indicator	Current (year)	Target (year)
Percentage of pupils who travel to school using sustainable modes	62%(1999)	65%(2005)
Percentage of schools with school travel plans	0.8%(1999)	10%(2005)

Appendix D

Examples of School Travel Plans

Example of a School Travel Plan from Crestwood Primary School

CRESTWOOD SCHOOL TRAVEL PLAN

The School's Role and the Work Undertaken by Students

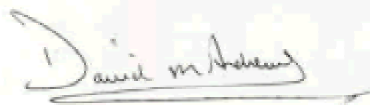
Crestwood School along with Shakespeare Junior and Infant Schools are working with Eastleigh Borough Council in trying to co-operate with government and local government initiatives regarding School Travel Plans. Recently, it has been stated that if children were to find alternative means of getting to school other than parents dropping them off in their cars then peak hour traffic would be cut by approximately one fifth within our borough and around the country. Consequently, Crestwood has been involved in trying to address this issue and as you can see by this report we have been successful in gaining the views of our students. As a result of the data collected by the student questionnaire four particular issues have been highlighted and are illustrated in more detail later in this report. The issues identified are (i) a need for secure cycle storage, (ii) cutting back trees and bushes, (iii) widening footpaths and (iv) footway and cycleway lighting which is so necessary in the winter evenings.

Four of our students in Year 9 were responsible for putting together the data and they went to Eastleigh Borough Civic Offices to work on the council's geographic information system (GIS) and produced the map outlined later in this report.

The students work forms the basis for this School Travel Plan.

It is our intention as a school to continue to develop this important link and include some of the community issues as part of our curriculum when we look at the local areas and the problems of road traffic within the immediate school catchment area.

Should any parent wish to discuss their views with us or comment on this plan please do not hesitate to do so either by contacting me directly at school or by writing a letter.



David Andrews
Deputy Headteacher

"I whole heartily support the Crestwood School Travel Plan. It is extremely important that children learn how to use our roads properly for their own safety. With secure cycle storage and more open footpaths, Parents will feel more confident in allowing their children to make their own way to school."

Yours truly



Pam Holden Brown.
School Governor.

Introduction

More children are now being driven to school than in the past. This can impact on road safety, Children's fitness and their capability to cope with traffic in addition to adding to traffic congestion and delays. A School Travel Plan aims to address these issues by providing conditions that will encourage children to walk, cycle or catch a bus to school, and encourage parents to allow their children to walk or cycle to school.

Crestwood Community School currently has 600 students, serves a relatively local catchment area and benefits from having a range of pedestrian and cycle facilities within the vicinity of the school. Shakespeare Infant and Junior schools with an additional 650 children are located within 350m of the Community School.

The School, through curriculum work and liaison with officers at the Borough Council, has developed this School Travel Plan.



Councillor David Airey
Executive Councillor Transport and Infrastructure



CRESTWOOD SCHOOL TRAVEL PLAN

This plan highlights:

- > The role of the school and work undertaken by students;
- > Government policy and funding;
- > Results of student surveys;
- > Routes to school;
- > Issues, concerns and proposed improvements;
- > Reaction from parents;
- > Proposed future work, targets and monitoring.

All survey work and analysis has been undertaken by students through curriculum work. Students were also able to spend time working at the Civic Offices plotting the routes to school on the Borough Council's Geographic Information System (GIS).

The routes that children take to school have been plotted on a G.I.S map showing roads and footpaths around Crestwood School. The map is shown on pages 4 and 5.

Government Policy / Funding

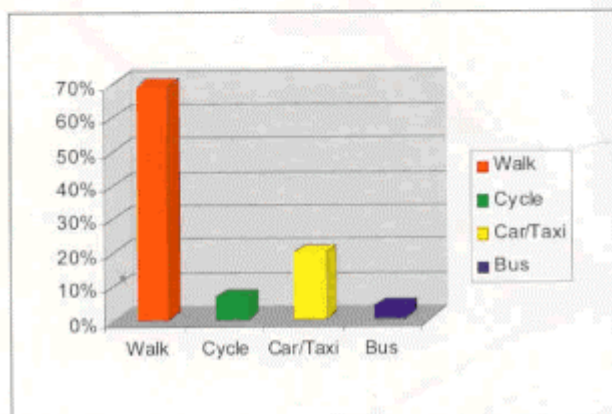
Current transport policy aims to reduce car use and hence improve safety, reduce congestion and improve air quality. It is recognised that if the alternatives to the car are to be used more frequently then improvements must be provided. The journey to school and work are particular targets and funds will be allocated to providing safe and convenient alternatives to the car.

Whilst funding can not be guaranteed, schools in the Borough have been working with Eastleigh Borough Council to ensure that issues and solutions are identified and a well justified case for allocating funds to improvements in the vicinity of schools in the Borough is developed.

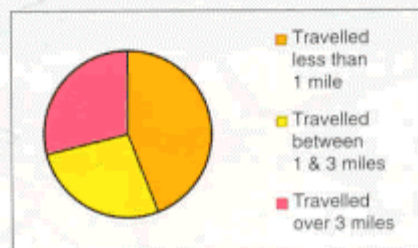
Results of Student Surveys

A questionnaire was circulated to all students, of which 380 (63%) were returned.

- 69% of students walked to school;
- 7% cycled to school;
- 20% were driven to school, including 4% by taxi;
- 4% caught the bus to school.



For those travelling to school by car:-
44% travelled less than one mile;
27% travelled between 1 and 3 miles;
29% travelled over 3 miles.

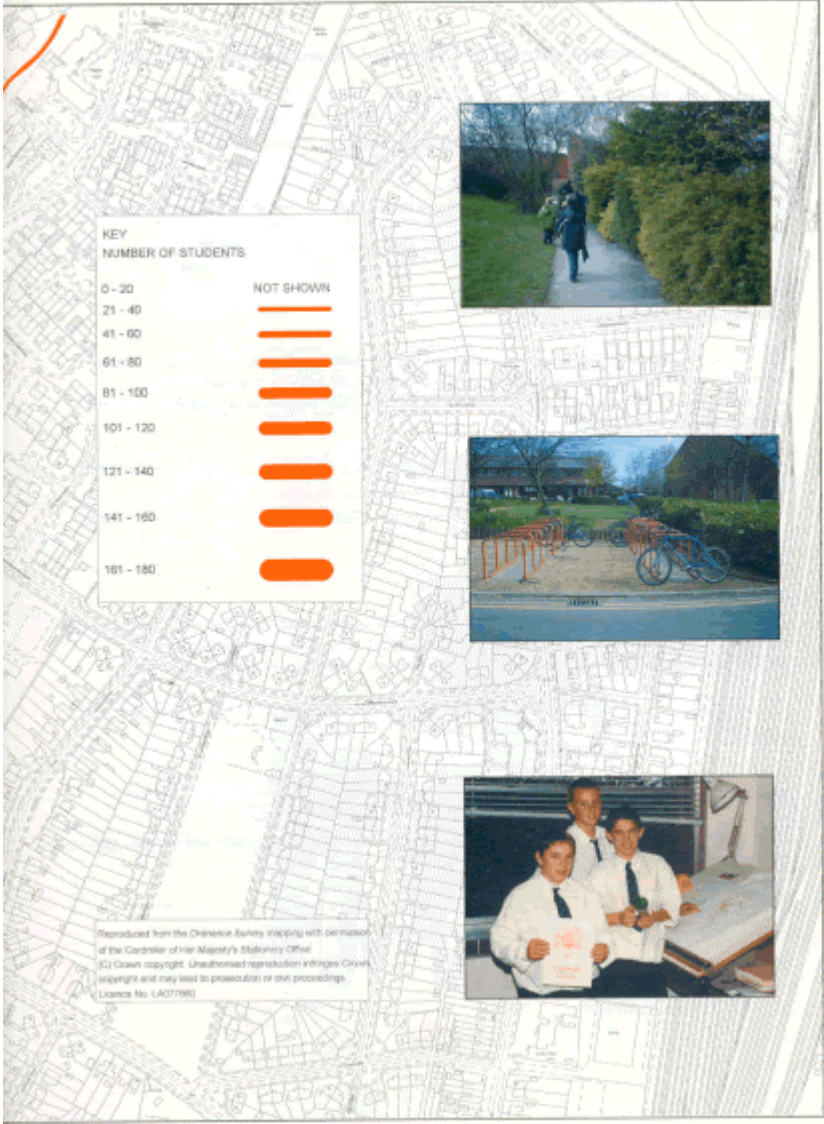


18% of respondents indicated that they would cycle to school if secure cycle storage was available.

Routes to School

The routes taken to school by those walking are indicated overleaf. Whilst it is appreciated that safety and convenience are an issue over the entire journey from home to school, it is apparent that there are a number of routes in the vicinity of the school that are extremely well used by pedestrians and cyclists for which current capacity is clearly insufficient.





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Issues, Concerns and Proposed Improvements

Secure Cycle Storage

Currently 16 cycle parking spaces are allocated within the school, these are neither covered nor particularly secure.

The surveys indicate a desire to cycle to school and the deterrent of lack of secure cycle provision.

**It is proposed that secure and covered cycle parking provision should be provided for 48 cycles.*

Cutting Back Trees and Bushes

The surveys highlighted that overgrown trees and bushes reducing the effective width of already narrow footways and footpaths were a serious inconvenience and hence a deterrent to walking. This is a problem which also affects a high number of parents with buggies accessing the shops and primary schools in the vicinity.

**It is proposed that a regular maintenance schedule be developed to ensure that public hedges and trees are managed effectively. In addition local residents will be approached to ensure that they undertake their legal responsibilities in respect of preventing vegetation from overgrowing footways.*

Widening Footways

Surveys indicate that the width of footways in the vicinity of the school are inadequate. Over 150 students of the Community School access the school on a 1.80m footway. Students share the facility with other pedestrians, many with buggies, accessing the shops and primary schools.

**It is proposed that additional footways, or widened existing footways, be provided in the most frequently used areas.*

Footway / Cycleway Lighting

Lack of lighting on footways and cycleways was considered to impact on safety and security and hence deter walking and cycling.

**It is proposed that an audit be undertaken to highlight any deficiencies or potential improvements to existing lighting and that a programme of improvement be pursued.*

Parents Views

Parents of year 7 students offered their views on a draft of this plan at a recent parents evening. Parents views may be summarised as follows :

- unanimous support for the principle of *encouraging* more students to walk or cycle to school;
- unanimous support for the measures proposed - improved cycle storage, widened footpaths / footways, cutting back vegetation to avoid restriction of footways, improved lighting on footways and cycleways;
- ranking of proposals established the following priority -
 - improve lighting on footways and cycleways;
 - cut back trees and bushes to maintain footway width;
 - increase / improve cycle parking provision;
 - widen existing footways.
- over 90% of respondents suggested that the improvements proposed would encourage them to allow their child to start (or continue) to walk or cycle to school.

Proposed Future Work and Targets

This plan represents the start of the School Travel Plan process. In order for it to succeed parents and students must support the plan resulting in fewer children being driven to school.

The school, through the students, will have an on going commitment to:

- *Promote the advantages of walking and cycling to school;*
- *Develop the project on an annual basis through the School Council;*
- *Develop the project with children at the infant and junior school and involve the parents of these children;*
- *Promote the solutions proposed in this plan to 'Eastleigh' Borough and Hampshire County councillors;*
- *Consider further measures to meet the travel demands of students.*

It is important that a School Travel Plan sets targets and a means of monitoring success. The government has recently set targets to return to the level of walking, cycling and bus use of the mid 1980s. This would effectively mean:

Secondary Schools	90% walking, cycling or using the bus;
Primary Schools	80% walking or cycling.

The survey evidence at Crestwood suggests 76% of students currently walk or cycle. Achieving the government's targets would require a 15% shift in favour of walking and cycling from the current situation.

The local catchment combined with improved facilities for walking and cycling will enable these targets to be pursued at Crestwood and potentially at the Shakespeare Schools.

The target of this plan is to raise the level of students walking and cycling to Crestwood School from 76% in 2000 to 90% in 2005.

Surveys will be undertaken on an annual basis to monitor progress.

Example of a School Travel Plan from Sherborne Abbey Primary School

SHERBORNE ABBEY PRIMARY SCHOOL

SCHOOL TRAVEL PLAN

Incorporated in the School Development Plan

UPDATED TO 7 JULY 2001

WHY A SCHOOL TRAVEL PLAN?

The government has made it clear that all bids for funding by local authorities for road and travel improvements must include plans for reducing the number of car journeys, increasing bus use, cycling and walking. Local authorities need a Local Transport Plan, schools need a Schools Travel Plan (STP). No doubt in the future an OFSTED inspection will include an assessment of our STP.

The STP was first approved by the governors, the parents' body and school council in 2000. Then it became part of the School's Development Plan. It needs to be reviewed each year because of annual changes in each of these three bodies.

AIMS OF THE SHERBORNE ABBEY PRIMARY SCHOOL TRAVEL PLAN (STP)

To create a healthy, safe and happy school environment – not just within the school boundaries but in its immediate vicinity, and to help pupils to reach the educational and physical requirements for secondary school.

'Health' in this context relates to pupil's fitness to cycle to, and the longer walking distances normally associated with, secondary school. No walking or cycling to primary school now means they have insufficient experience of roads and traffic in the immediate (for year 6) future. Better to encourage the experience while being escorted by parents.

The Sherborne Abbey Primary School Travel Plan encourages parents to include at least a little walking, and for the older ones, cycling, in the daily journey, for their children's fitness and health. It will also reduce so many cars in and around the school entrance, improve safety, air quality and stress levels.

It might also prevent some of the country-atmosphere of the school grounds being turned into more car parking.

THE DRAFT PLAN

The draft STP is divided into Main Targets, those which we hope to achieve in the longer term, and Development Tasks, various goals along the way towards achieving the Main Targets.

	MAIN TARGETS	TARGET DATE	PROGRESS
1.	Reduce the number of pupils travelling all the way to school by car from 31% to 20%	December 2004	3% reduction likely. Comparative review due November 01
2.	Increase the % of pupils cycling to school from 4% to 10%	December 2002	Small numerical increase noted. Monitor due Nov 01
3.	Increase the % walking at least part of their journeys from 60% to 70%	December 2002	Increase noted. Monitor due Nov 01

	DEVELOPMENT TASKS	LEAD	COST TO SCHOOL	TARGET DATE	PROGRESS
1.	School governing body to approve STP	Governors		Dec 2000	Approved. Needs to be reviewed annually
2.	Parents Organisation to approve STP	Parents		Dec 2000	as above. Also discussed at New Parents evenings
3.	School Council to approve STP	D/Head		Dec 2000	as above, due to new pupils becoming elected
4.	Incorporate travel to school guidance in prospectus	Head		July 2000	Achieved. To be updated and repeated each year
5.	Continue Healthy Schools Award, which encourages pupils to be active, includes focus on school journeys	Health Education staff		Sep 2000	Award gained, now being re-applied
6.	Survey pupils, how would they like to travel?	Staff		Dec 2000	Done Jun 2000. 54% would prefer to cycle (4% cycle at present), 28% walk (60%), 10% car (31%), 5% bus

					(2%), 4% taxi (3%).
7.	Survey parents who drive, ask what would persuade them to collect/deliver children by other means	Head		Jul 2000	Course work for years 5 and 6
8.	Increase cycle training numbers to include all years 5 & 6 who cycle, whether or not to this school	Parents/ RSO		July 2001	Training to be done Autumn term. Lead instructor recognised, parent volunteers sought. On-road route being audited. Playground being permanently marked out
9.	Extend terms of cycle permit scheme, to embrace training, helmet wearing, cycle and helmet security and parents who escort younger riders	School/ Parents/ RSO		Dec 2002	Focus once more riders being trained. Considering how pupils could 'earn' the permit. Cut-price helmet scheme in operation.
10.	Involve pupils and parents in Walk to School and route planning programmes	Health Education staff		Dec 2001	Course work for pupils. Repeated each year plus incorporated into PHSE. Has potential for data analysis and handling and improving social skills.
11.	Trial Pedestrian Training Scheme	Health Education		July 2002	Could be incorporated on school walking trips in PHSE
12.	Consider provision of place for walking parents to wait in the dry when wet	Governors/ Parents		Dec 2003	Shelter in place, built through capital funding and PTA. Doubles as sports changing room, sun-shelter, covered play-area and waiting area for parents
13.	Survey parents about how the safer routes traffic management features are working for them	School		Dec 2001	Achieved July 2001. High response. 94% said safety on journey improved, 82% that traffic speeds were reduced, 94% said that new school entrance safer than the old one, 95% would recommend the measures to other areas, 93% said it was money well spent.

Website: www.dorset-cc.gov.uk/saferroutes

SAFER ROUTES TO SCHOOL – PARENTAL SURVEY

SHERBORNE ABBEY PRIMARY SCHOOL

SUMMARY

Parents from 108 families completed the survey forms. (50%)

94% said that the traffic calming measures had improved safety on the route

82% said that traffic speeds had been reduced

94% said that the new school entrance is safer than the old one

95% would recommend the measures to people in other areas

93% said that the scheme was money well spent

Of those who live within the area of the traffic calming, 59% felt that more children play out in the area since it was traffic calmed. There are several other issues which might restrict children from playing in the street, and this was not necessarily one of the targets for the scheme.

Of the 8 (7%) who thought it was not money well spent, 3 said it had made the area safer and more pleasant to walk, yet two of those three also said the route was *not* safer and traffic speeds had *not* been reduced! 5 of the 8 said that the new school entrance is safer than at the old school.

DETAIL

HOW PARENTS ANSWERED THE QUESTIONS

(not all parents answered all questions)

QUESTION	YES	NO
1. Road safety improved on the route?	101	7
2. Traffic speeds reduced?	89	19
3. Area outside school safer than at the old school?	101	7
4. Now a safer and more pleasant area to walk?	97	7
5. Do more children now play in the street? (not all residents live in the traffic calmed area)	48	33
6. Would you recommend this traffic calming to other areas?	103	5
7. Money well spent?	100	8

HOW THE 8 WHO SAID IT WAS NOT VALUE FOR MONEY

ANSWERED ALL THE QUESTIONS

(not all parents answered all questions)

1. Road safety improved on the route?	1	7
2. Traffic speeds reduced?	1	7
3. Area outside school safer than at the old school?	5	2
4. Now a safer and more pleasant area to walk?	3	4
5. Do more children now play in the street? (not all residents live in the traffic calmed area)	1	7
6. Would you recommend this traffic calming to other areas?	1	5

Website: www.dorset-cc.gov.uk/saferroutes

Appendix E

Differences between the 2001 and 1999 Postal Survey Questionnaires

Changes made to the 1999 University of Westminster STP questionnaire producing the 2001 TRL STP questionnaire.

Question 14 - The financial year has been changed from 1998/99 to 2000/01.

Question 15 - The financial year has been changed from 1999/00 to 2001/02.

Question 16 - Year has been changed from 1998/99 to 2000/01.

Question 19b - Additional question asking; which publications and/or information packs are you aware that schools in your authority are using?

Question 22 - Additional answer options provided; cross borough modal spilt questionnaire to all schools (hands up survey), plus similar health survey; video survey outside schools and; parking survey outside schools.

Question 23 - Amendments to the optional answers from 'Yes' to 'Yes, number has remained constant' or 'Yes, number has decreased'.

Question 26 - Wording of number changed to percentage and the examples in the 1999 survey have been removed.

'Thank you' box - The wording of 'please select the 3 longest running STPs' has been changed to 'please select the 3 most effective and promising STPs'.

Appendix F

School Travel Initiatives in Health Improvement Programmes (HImPs)

School Travel Initiatives in HImPs

The following statements are direct quotations taken from Health Improvement Programmes (HImPs).

1. West Pennine: Ch. 'Tameside' sub-heading 'Planned Action' ' Safe Routes to School.'
 2. Bury and Rochdale: Ch. Partnership priorities' sub-heading 'Childrens services' lists 'Safe Routes to Schools and traffic calming measures.'
 3. County Durham and Darlington: Ch. 'Joint work' sub-heading 'The natural and build environment' 'A number of areas for joint working have been identified by the Health Authority in partnership with Environmental Services: transport - e.g. access to services, health impact of road improvements, healthier forms of transport, road safety - e.g. safe routes to schools, speed strategy.'
 4. Wakefield: Section 'Improving health and tackling inequalities by addressing the wider public health agenda' sub-heading 'Accidents' 'Develop safe routes to school schemes with the district. Promote Walk to School Week.'
 5. Gateshead: Ch. 'Strategies for improvement' sub-heading 'Accident prevention' 'Establish safe routes to schools for all schools.'
 6. South Tyneside*: Ch. 'Accidents' 'To introduce a Safe routes to school programme into a number of South Tyneside schools - building on a successful pilot scheme in 2 schools, the aim is to extend the scheme to at least 5-6 schools.'
- Sub-heading 'Physical activity' 'Ischemic Heart Disease. Promoting physical activity - increase the uptake of Safe Routes to School - renamed School Travel Plans - rolling programme of activity supported by the Health Action Zone and the local authority.'
7. Sheffield: Ch. 'Managing diseases/saving lives in Sheffield' sub-heading 'Accidents' 'The Local Transport Plan includes traffic reduction policies that aim to reduce levels of danger on the roads. Continue to extend traffic calming schemes in residential areas with high rates of casualties, increase driver awareness of excess speed, develop safe routes to school for children.'
 8. North Derbyshire: Section. Setting the agenda' sub-heading 'Key targets and monitoring: Accidents' 'Children. Safe routes to schools - Derbyshire County Council has launched the 'Transport Choice' pack for schools, including teachers notes and exercises on transport for shopping, school traffic, and road safety. Target - Achieve target on number of schools identifying safe routes to school and set out in Derbyshire Road Safety Plan.'
 9. Walsall: Ch. 'Improving health and tackling inequalities' sub-heading 'Road safety/transport' 'Commence implementation of a five year programme for safe routes to school, with a target to provide safe routes to 10 secondary schools by 2005. This will cover 50% of Walsall secondary schools.'

10.Sandwell: Notes 'TravelWise initiative promoting safe routes to school.'

11.Worcestershire: Ch. 'Wider determinants of health' 'Integration of Safe Routes to Schools programme with the objectives set for the Healthier Schools initiative: fewer short car journeys, reduced accident risk and increased physical activity are prime health outcomes.

The County Council, the NHS and local schools are partners in the Safe Routes to Schools initiative, being at the development stage in nearly 100 LEA schools in the county.

Sub-heading 'Physical activity' 'Our health as adults is determined, among other factors, by the frequency of the exercise we take, a habit best set in childhood - and yet many children are transported to and from school by car over distances of half-a -mile or less. Safe walking routes to school, frequent and high quality public transport provision, and reduction of traffic in towns are all means of positively changing the situation.'

12.Coventry: Ch. 'Environment' sub-heading 'Targets' 'Safe Routes to Schools: progress will be measured through monitoring the number of School Travel Plans developed with Coventry schools.'

13.Northamptonshire: Heading 'Health Improvement Programme 2' sub-heading ' Data and evidence folder - CHD' Notes 'transport policy to support safe environments for walking and cycling paths including safe routes to schools.'

14.Portsmouth and South East Hampshire: Ch. 'Health Improvement Programmes' sub-heading 'CHD objective' develop and extend safe walking routes, cycleways and leisure and sports facilities and encourage and support more non-sport exercise. Promote physical activity in schools, colleges and workplaces and implement safe routes to schools initiatives.'

Sub-heading 'Accidents' 'Develop Safe Routes to School/school travel initiatives as part of a Healthy Schools initiative.'

15.East Sussex, Brighton and Hove*: Ch. 'Action to tackle national priorities' sub-heading 'Accidents' 'Brighton and Hove Accident Prevention Group - continue to support: Safe Routes to School.'

16.East Surrey: Ch. 'Reducing health inequalities' sub-heading 'Transport and mobility' 'In East Surrey local authorities have develop cycle ways and are involved in the Safe Routes to Schools project.'

Ch. Delivering the key priorities' sub-heading 'Accidents' 'Death rates in childhood from pedestrian accidents is a focus for local action. There are a number of local initiatives such as Safe Routes to Schools, pilot projects to reduce speed limits on roads outside schools and road safety training in secondary schools.'

Sub-heading 'CHD targets' Provide safe cycling and walking routes to schools and workplaces (e.g. Surrey County Council's safe routes to schools, Mole Valley and Reigate and Banstead Local Agenda 21 initiatives)'

17.Buckinghamshire and Milton Keynes: Ch. National priorities' sub-heading 'Accidents' 'Promote accident prevention through schools via specific initiatives e.g. safe routes to schools.'

18.Berkshire: Ch. 'Saving lives; key priorities and action planned' sub-heading 'Accidents' 'Safe routes to schools schemes, walking bus initiatives and "safety street" training for child minders and schools.'

19.Isle of Wight: Heading 'Promoting a sustainable approach to transport' 'Safe Routes to School Programme for 2001 fully implemented. (LA-Development).'

20.Hillingdon*: Heading 'Targets, 'local plans, and milestones' sub-heading 'Physical activity strategy' 'Develop multi-agency strategy including input to school travel plans and Safe Routes to School.'

21.Camden and Islington*: Ch. 'Injury' 'We are working with schools, parents, and local councils to develop and evaluate STPs and SRS A qualified teacher with a background in sustainability issues and school travel planning has been appointed to work with schools, parents, and local authorities on the development of STPs (financed by the HImP). The programme is being evaluated in a randomised controlled trial (RCT). To date, ten primary schools have agreed to take part. During the second year of the programme travel plans will be developed for the intervention schools and will be implemented in collaboration with the local authorities.'

* Some HImPs refer to more than one type of STI or to STPs as well as STIs

22.Croydon: Ch. 'Wider health agenda' sub-heading 'Transportation and landuse' 'Health can be improved by open spaces, decreasing pollution, reducing the need to travel, encouraging use of public transport and promoting physical activity. Local initiatives include Tramlink, safe routes to schools schemes, safe community transport, walking and cycling schemes. The Council is developing a Sustainable Transport Strategy.'

23.Brent and Harrow: Section 'Broader determinants of health' sub-heading 'Environment and economy' 'Extend the safe routes to school initiative.'

24.Somerset: Appendix 1 'Somerset's Local Transport Plan was submitted to Government as an interim plan in July 1999. The purpose of the Plan is to promote more effective integration across different forms of transport, and with policies for education, health, wealth creation, environment and land-use planning. Specific proposals include further partnership development between a range of agencies on road safety; further development of 'Safe Routes to School' strategies'

25.Dorset: Section 'Action plan for Poole' 'Accidents' 'Implement safe routes to school initiatives - 35 schools recruited to scheme.'

Section 'Heart Disease' '20 schools in Poole are participating in the Safety Outside Schools scheme and piloting parents parking charter in Bournemouth schools.'

Section 'Public health Action Plan for Bournemouth' 'Accidents' 'Encourage the extension of walk to school programmes - 100 schools to support walk to school programmes.'

Section 'CHD' Encourage the extension of walk to school programmes - 100 schools to support walk to school programmes.'

26. Gloucestershire: Section 'Enabling healthy communities' 'The Local Transport Plan seeks to identify the following areas of action: encourage schools to take part in Safe Routes to Schools campaigns, and including health promotion as an important element.'

27. Avon: Ch. 'National and local priorities in Bristol' sub-heading 'Transport' 'Bristol City Council has a Safe Routes to School strategy which aims to reduce child casualties and improve children's fitness and health, whilst involving parents, school and local communities in providing safer travel to school and less reliance on the car.'

28. Bedfordshire and Luton: Annex 'Under the remit of Green Travel, local authorities and a wider range of public and private organisations are working on Safer Routes to Schools project (called Safety around schools in Luton).

29. West Hertfordshire: Heading 'Accidents' 'Other initiatives include providing schools with Green Transport Education Packs, promoting 'Safer Routes to School, and encouraging parents to sign up to the 'make the commitment' anti speeding campaign.'

30. East and North Hertfordshire: Ch. Developing the Partnership Agenda,

sub-heading 'Accidents' 'County Council - working closely with District and Borough Councils, to identify and implement measures to reduce road casualties by means of engineering, education and training e.g. 'Safer Routes to Schools initiative.'

31. Cambridgeshire: Ch. Health in Cambridgeshire, Sub-heading 'Transport and health' 'The partnership is keen to increase the levels of cycling in the Cambridgeshire Health Authority area, in particular among children and adults. This will support, and strengthen the work of initiatives such as Safer Routes to School (Cambridgeshire and Peterborough), Cycle-Friendly Employers' Scheme; and TravelWise.'

Sub-heading 'Physical activity' 'There is a credible history of physical activity initiatives in Cambridgeshire and Peterborough such as Safer Routes to School in Cambridge and Safer Journeys to School in Peterborough.'

Sub-heading 'Road Safety' 'The Health for Cambridgeshire partnership has contributed towards the LTPs and is committed to joint action to promote safer road use through education, training and publicity measures. These might include projects to reduce child deaths and accidents (e.g. Safer Routes to School (Cambridgeshire and Peterborough) or joint campaigns to reduce speeding on the roads.'

Sub-heading 'What's already happening?' 'Existing education and training initiatives designed to encourage and support cyclists - e.g. TravelWise, Safer Routes to School,'

Sub-heading 'Plans for the future' 'Encourage more cycling in Fenland, possibly through completion of the Fen Cycle Way and/or Safer Routes to School'.

32. Wigan and Bolton: Ch. 'A HImP for Wigan'. Sub-heading 'Healthy Schools' 'The Government's 'Safer Travel to School' will also be utilised to provide Safer Routes to School'

33.St. Helens and Knowsley: Part 3 'Health Action Plan' - St. Helens 'Introduce Safer Routes to Schools initiative following pilot study'. (Indicator of success) 'Number of schools involved. Number of children walking to school.'

34.Cheshire: Ch 'Improving health: healthy communities' 'The County Council's developing Local Transport Plan and other transport initiatives with increasingly support and contribute to public health. Specifically Safer Routes to Schools encourages a partnership approach to make changes in the environment to improve the safety of pedestrians and cyclists. This is part of the County's continuing approach to discourage the use of cars for short unnecessary journeys and to encourage safer walking and cycling journeys to school. Encouraging physical activity will contribute to the prevention of diseases such as cardiovascular diseases and diabetes.'

35.Wirral: Heading 'Accidents' 'We are committed to: extending the Safer Routes to School project'.

36.North Yorkshire: Ch. 'Health Actions' sub-section 'Accidents' 'Improve safety on the roads through environmental changes to reduce road danger, car dependency and to encourage more walking and cycling. Progress to date: Provisional LTPs have been produced which consider schemes to improve safety on the road such as Safer Routes to School. These have been submitted to the DTLR and full plans for the period to 2005 will be agreed in July 2000.'

37.Leeds: Ch. 'Actions on the influences on health' sub-heading 'Transport' 'Work on safer routes to school is being funded through the Health Action Zone.' 'Increasing the number of children walking and cycling to school by 10% in each case.'

38.Tees: Ch 'Priorities for 200-2003' sub-heading 'Additional priorities' 'Accidents' 'Safer routes to school campaigns to promote walking and cycling to school.'

39.Nottingham: Ch. 'Areas for Health Action' sub-heading 'Saving lives and improving health a. avoidable injury' 'Safer Routes to School. School Travel Plans provide safer walking and cycling routes.'

40.South Derbyshire: Ch. 'District framework for the Health Improvement Programme' sub-heading 'Road Safety' 'Road Safety - we want to cut the number of road traffic accidents. We are going to:Improve road user behaviour, by targeted campaigns to improve road safety. Success means we see an increase in the number of safer routes to schools projects.'

41.Leicestershire and Rutland*: Section 'The programme for promoting positive health' sub-heading 'Accidents' 'Accident Prevention Strategy Group and a Road Safety Partnership have developed a 'Safe Routes to School initiative. To improve child accident prevention in Leicester City need to broaden health visitor input to include community development approaches Promote use of cycle helmets, particularly in deprived area. Incorporate safety projects within the Health Promoting Schools initiative e.g. Safer Routes to School (STPs), the walking bus.'

42.West Kent: Ch. Improving health and tackling inequalities' sub-heading 'South West Kent Action Plan' 'Safer Routes to Schools/healthy schools.'

43.East Kent: Heading 'Strategic programme to reduce social exclusion' sub-heading 'Transport' 'Reduce the use of motor cars in order to cut emissions. Kent Road Safety Plan and the Safer Routes to Schools programme address this issue.'

Sub-heading 'Accidents' 'Publicise and promote awareness about safer routes to schools.'

44.North and Mid Hampshire: Section 'Reducing health inequalities' sub-heading 'Transport' 'Develop safer routes to school (Agencies) HCC/district councils.(Target) Number of schools participating.'

45.Bromley: Ch. 'Creating healthy environments' sub-heading ' Key targets' ' Increasing the proportion of journeys to Bromley schools by means other than the car.'

Ch. 'Children's services' sub-heading 'Key plans' 'To promote safer routes to school by providing cycle routes, road safety training and the police advise on personal security.'

Safer Journey (plus other variations)

46.Norfolk: Heading 'Accidents' Norfolk has an active prevention programme of road safety, mainly through the work of Norfolk County Council's Road Safety Unit in association with schools and the police. Campaigns include: pilot project to promote safer and healthier journeys to school.

47.South Essex: Ch. 'Saving lives' sub-heading 'Accident prevention' 'Development of Safer Journey to school across the district (e.g. walking, buses etc)'.

48.Stockport: Ch. 'Sustainability' sub-heading 'Transport' 'To develop healthy routes to schools by end of 2000'.

49.Manchester: Ch. 'Action Plan' 'To complete in ten Manchester schools the Safer Ways to School project. Report and recommendations for "roll out" by March 2001. (Lead Agency and partners) Manchester City Council (Environment and Development, Leisure, Education).'

50.County Durham and Darlington: Ch. 'Health programmes' sub-heading 'Accidents' The Safe Journey to School programme will be supported on a multi-agency basis and during 2000/01 ten new schools will be brought into the scheme.'

51.Barnsley: Appendix 3 'South Yorkshire Coalfield Health Action Zone. School Travel Officer by Barnsley Metropolitan Borough Council. To appoint a school travel officer to work with schools and the local community (financed by Health Action Zone funding).'

52.Warwickshire: Ch. Saving lives: Our healthier nation' sub-heading 'Progress Monitoring' 'Making it easier to cycle - range of initiatives including school journey route improvements. £100k next year 2000-2001 (financed by Warwickshire Highway Authority).'

53.Birmingham: Ch. 'Saving lives' sub-heading 'CHD and Stroke' 'The multi-agency transport and heart health group has been particularly active in overseeing a number of successful transport and health schemes, The success of the 'company TravelWise' in Birmingham has encouraged the NHS Trust and the local authority to encourage their workforce to leave their car at home and use alternative ways of travelling. 'TravelWise for Schools' targets the same message to young people. It has introduced innovative schemes such as the Walking Bus.

54.Enfield and Haringey: Ch. 'National priorities and other key issues' sub-heading 'Children' 'Increase the number of children walking and cycling safely to school.'

55. North and East Devon: Ch. 'Priorities across the district' sub-heading 'Physical activity' 'The development of physical activity in schools including physical education provision and safer and more active journeys to school [is] a key objective in the Education Development Plan.'

School Travel Plans

56. Sefton: Ch. 'Key Actions Planned' 'School Travel Plans are currently being developed by Sefton Council, in partnership with local schools and community groups. The aim of School Travel Plans are to achieve modal shift away from the private car, by encouraging walking and cycling, raising awareness of sustainable transport issues and improving road safety and the environment for vulnerable road users. A School Travel Plan works by looking in detail at childrens' needs on the school journey. Parents, governors, teachers, and children work together to find the right solutions. Solutions can include physical measures to decrease traffic speed, safer crossing places, safer routes, improved cycling facilities, low fare deals for public transport and classroom based work.

- Key Action for Sefton HImP programme 2000/01

3 schools in Sefton to have implemented a School Travel Plan

6 schools in Sefton to be working towards implementing a School Travel Plan.'

57. South Tyneside*: Ch. 'Accidents' Sub-heading 'Physical activity' 'Ischemic Heart Disease. Promoting physical activity - increase the uptake of Safe Routes to School - renamed School Travel Plans - rolling programme of activity supported by the Health Action Zone and the local authority.'

58. Walsall: Ch. 'Improving health and tackling inequalities' sub-heading 'Road safety/transport' 'Continue to develop and support TravelWise initiatives. Schools will be encouraged to sign up to a school TravelWise policy, develop school travel plans and participate in walking bus initiatives and safer cycling courses.'

59. Coventry: Ch. 'Environment' 'Targets' 'Establish a school travel plan for at least one secondary school and associated primary school(s) each year.' Sub-heading 'costed action for the future'. Notes that additional resources are required, specifically to develop school travel projects and install cycle monitoring equipment.'

60. Leicestershire and Rutland*: Section 'The programme for promoting positive health' sub-heading 'Accidents' 'Accident Prevention Strategy Group and a Road Safety Partnership have developed a 'Safe Routes to School initiative. To improve child accident prevention in Leicester City need to broaden health visitor input to include community development approaches Promote use of cycle helmets, particularly in deprived area. Incorporate safety projects within the Health Promoting Schools initiative e.g. Safer Routes to School (STPs), the walking bus.'

61. East Sussex, Brighton and Hove*: Ch. 'Action to tackle national priorities' sub-heading 'Accidents' 'Wealden and Eastbourne Accident Prevention Group - assist the development and implementation of School Travel Plans (including Safe Routes to School)'

'Brighton and Hove Accident Prevention Group - assist the development and implementation of School Travel Plans (including Safe Routes to School)

62.Hillingdon*: Heading 'Targets, 'local plans, and milestones' sub-heading 'Physical activity strategy' 'Develop multi-agency strategy including input to school travel plans and Safe Routes to School.'

Targets only

63.Suffolk: Heading 'Environment and Transport' 'Increase in children travelling to school by sustainable transport - increase by 10% by 2006 -responsible for doing it - County Council'.

64.Barnet: Ch. 'Environmental and social issues' sub-heading 'Transport' A wide variety of environmental issues are taught in the school curriculum. Schools are also encouraged through involvement in the BEARS scheme (Barnet Environmental Action for Real in Schools). This involves adopting an environmental charter and setting themselves targets on one or more modules travel to school.' Target - 'Reduce car school trips by 10% by 2001.'

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Appendix D Examples of STPs from Crestwood Community School and Sherborne Abbey Primary School. (*Adobe Acrobat 898kb*)

Appendix E Differences between the 2001 and 1999 postal survey questionnaires (*Adobe Acrobat 67kb*)

Appendix F School Travel Initiatives in Health Improvement Programmes (HImPs) (*Adobe Acrobat 94kb*)

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