

**Bath and North East Somerset
Sustainable Modes of Travel to School Strategy
(SMoTSS)**

(E2004 Approval of a Sustainable Modes of Travel to School Strategy)

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Section 1: Introduction

1.1 Sustainable Modes of Travel to School Strategy (SMoTSS)

The Education and Inspections Act (2006), amended with effect from 1 April 2007, require local authorities to publish a Sustainable Modes of Travel to School Strategy (SMoTSS) on their website by 31 August each year (a summary must also be made available).

The act defines 'sustainable modes of travel' as those which the authority considers may improve either or both of the following:

- (a) The physical well-being of those who use them;
- (b) The environmental well-being of the whole or a part of their area.

The guidance published in November 2007 by the government gives a clear indication of what should be included by a local authority (LA) in a sustainable school travel strategy:

- An assessment of the travel and transport needs of children and young people
- An audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to and from, or between schools / institutions
- A strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are better catered for
- The promotion of sustainable travel and transport modes on the journey to and from, and between schools and other institutions

The guidance also recommend that the strategy should link to existing policies and plans that B&NES will have developed or are developing e.g. The Children's and Young People's Plan, the Joint Local Transport Plan (JLTP), and its School transport policy etc.

As part of the development of the Sustainable Modes of Travel to School Strategy a review of existing policies and strategies has been undertaken.

Bath and North East Somerset Council welcome the opportunity to develop and maintain a Sustainable Modes of Travel to School Strategy, the overarching goal of which is the modal shift away from car use for the journey to and from school. This is a new area of work and elements of the strategy will evolve over the coming years.

1.2 Purpose of this document

Bath and North East Somerset Council are dedicated to assisting school pupils, their parents/ carers and school staff to travel sustainably throughout the authority area. This is done through a wide range of methods, from engineering works (eg advisory 20mph and crossing build out at Moorlands Infants and Hayesfield School) and improved facilities (Norton Radstock Greenway cycletrack provision, or the Two Tunnels project currently in development), to education programmes (cycle and pedestrian training) and incentive schemes (National and International Walk to School events in May and October, Bike It status, National Bike week events). The Council recognises that there is more that can be done to ensure better integration of activity across the services that impact on school travel, and to respond effectively to new legislation. This document demonstrates how this is being done, and sets out how the authority plans to improve upon this in the future.

In the light of recent legislation that offers parental preference regarding school admissions, the forthcoming reform of education for 14 – 19 year olds, as well as new school developments, falling rolls in schools across the authority, and subsequent school reorganization, how pupils travel to school is being carefully monitored by the Council. School travel by car is a significant contributor to greenhouse gas emissions, and strategies to lessen the “carbon footprint” of the B&NES authority area are becoming increasingly important. Where the school journey includes areas of traffic congestion, reducing the number of cars driven to school could significantly reduce congestion and pollution levels. Promoting sustainable modes of travel will also help tackle the growing childhood obesity epidemic, and should not be limited to the journey to school but should support increasing independent mobility for children and young people across the full spectrum of their activities.

Travel to school monitoring presently involves the analysis of pupil census data that includes postcode details of pupils and of their schools, and entails analysis of travel plan surveys conducted by schools that include an indication of their pupils’ travel preferences. As the Sustainable Modes of Travel to School Strategy evolves, it will have implications on:

- the way that services are delivered;
- healthy outcomes for children and young people such as improved health, and safety;
- reducing congestion and air pollution;
- the travel culture across our communities promoting greater sustainability in the future;
- increase the safety of the journey to school.

In addition to this document, the Council is publishing a summary on-line and a hard copy is available on request. The Council is also providing schools with GIS plots of the journey to school travel patterns of their intake.

1.3 B&NES Vision, Aims and Objectives of the Strategy

This strategy has been developed in line with the authority's overarching vision to 'Make Bath and North East Somerset an even better place to live, work and visit'.

In order to achieve this vision of B&NES as a distinctive place with vibrant communities where everyone fulfils their potential, eight priority areas for improvement were identified, of which the SMoTSS contributes towards six:

8 Priorities	Supported by SMoTSS
Affordable housing	x
Better lives for young people	✓
Addressing the effects of Climate Change	✓
Independence for older people	x
Building communities where people feel safe and secure	✓
Improving school buildings	✓
Sustainable Growth	✓
Improving transport and the public realm	✓

The authority is prioritising its efforts to encourage walking, then cycling, then commercial transport, and then dedicated school transport for those pupils who qualify for assistance under the Council's Home to School Transport Policy. In this the first year of SMoTSS completion the emphasis of the strategy is on walking and cycling.

There are five main aims which permeate through the work of the strategy:

- To reduce the use of the car for journeys to, from and between educational establishments;
- To improve accessibility to, from and between educational establishments;
- To improve child road safety;
- To improve child health;
- To improve the quality of the local environment.

In order to achieve these aims, the authority has formed six specific objectives

1. To improve walking and cycling routes to, from and between educational establishments;
2. To promote the use of the sustainable transport infrastructure;
3. To inform children and parents/ guardians of the travel options available to them (including pupils with special educational needs and disabilities);
4. To engage all schools and colleges in the Travel Plan process;
5. To encourage partnership working and strengthen links to other plans, policies and initiatives;
6. To continue SMoTSS development and assess its effectiveness.

Based on the JLTP our target is a 0% increase in the number of children travelling to school by car by the year 2011, based on the 2007/08 data. That means for the total number of children for whom data is supplied, the number of children travelling by car, van or taxi, should remain at or below 33.7%.

1.4 Existing strategies and policies of the authority

Another measure of success will be how the Sustainable Modes of Travel to School Strategy will influence and be incorporated in existing strategies and policies of the Council, including:

Children and Young People's Plan 2006/9 – In the existing plan, Chapter Three: Analysis of needs and the Five Outcomes – Diet & Physical Activity, the development and implementation of School Travel Plans is recognized as something that the authority does well. Policies for action include undertaking a Health Impact Assessment on school transport policy and better integration of active transport and physical activity promotion.

The Local Area Agreement – is a three-year performance management arrangement between the central Government and Bath and North East Somerset Council that sets out outcomes and indicators across “Blocks” of “Themes”. The two most relevant for the children's services are: “Children and Young People” and “Healthier Communities & Older People”. Within these two, there are a series of performance indicators, including “stretch” targets. The Local Area Agreement requirement regarding Obesity (Sub Outcome 18.2) is to half the rise in childhood obesity at 11 years – by increasing the percentage of children walking or cycling to school.

Local Area Partnerships Strategy 2007 – since April 2008, ‘children's trust arrangements’ have been established, working through four locality areas known as ‘Local Area Partnerships’ based on existing school clusters, as the framework for developing the collaboration and coordination required from all partners to achieve the delivery of integrated children's services across Bath and North East Somerset.

School Organisation Plan 2003-2008 – although no longer a statutory duty, the Council will continue to update these plans. The Council has carried out a review of secondary schools in preparation for entry into the *Building Schools for the Future* programme, at which time funding will be secured from national government to enable the authority to make changes to secondary school provision. School place planning considers the implications of any school expansion, contraction or closure on transport to and from schools and detailed analysis will be undertaken if statutory notices are published. There are currently no statutory notices in preparation for school changes in 2009/10.

A review of primary schools begun in 2003 is coming to its close, with a final report due in the second half of 2009. Several adjustments including school closures and opening new schools have taken place since the review began and no further significant changes to primary school provision are anticipated in the near future. Any further reviews of school provision will take into account the Sustainable Modes of Travel to School Strategy.

Extended schools and Extended Services Strategy - provision of Extended Services will have a significant impact on transport to, between and from schools. Some schools have extended their opening hours on a permanent basis, notably secondary schools, with some offering a paid late bus facility. Primary schools offer a range of after school activities, signpost local childcare provision or have evidenced through consultation that school based extended hours are needed in the local area. Schools are required to develop services in consultation with pupils and their families and work in partnership with local providers, and this may increase the opportunity for sustainable travel options.

Joint Local Transport Plan (JLTP) (current round through to 2010/11) and future Joint Local Transport Plan for 2011/12 onwards - this is developed in association with Bristol City Council, North Somerset Council and South Gloucestershire Council. A key target in the current JLTP is to ensure there is no increase in the number of children driven to school by car from a baseline of 33.7% in 2007. According to census data for 2008 and 2009 the authority is maintaining this although there is a slight trend of increasing car use in the journeys to secondary schools. Details can be below.

Figure 1.1 B&NES Travel to School by Car (inc vans & taxis)

Percentages of all pupils for whom data has been supplied

	2007	2008	2009
Primary	42.8%	37.4%	36.0%
Secondary	17.2%	19.1%	17.9%
SEN	68.4%	36.1%	37.3%
Primary & Secondary	32.9%	28.7%	26.7%
Primary, Secondary & SEN	33.7%	28.8%	26.9%

SEN = Special Education Needs

Joint Rights of Way Improvement Plan (JRoWIP) – Consultation and experience suggests that the needs of everyday walkers and cyclists to be addressed are:

- Devising effective links with local facilities such as shops and key destinations, including shorter routes to schools.
- Identifying improvement to enable travel for all by foot/ on bike to education
- The authority will also review signs, improve signage and information provided through website and online mapping technology.

The JRoWIP is linked to themes within the JLTP including chapter 3 (providing information), chapter 5 (congestion) and 6 (accessibility).

School Admissions and transport concessions – there are approximately 3000 school children eligible for free home to school transport, this is 12% of the total pupil population within B&NES maintained schools. The Admissions booklet for 2010/11 will include a reminder to parents to consider sustainable travel when choosing the school for their children.

14-19 Strategy and Action Plan - already clusters of educational providers are coming together to form consortia to offer a range of curricula subjects, vocational diplomas and young apprenticeships. Inevitably there will be significant travel implications for some pupils, and it may take some time for these to become apparent and for the Sustainable Modes of Travel to School Strategy to take effect. A large number of students travel significant distances to the City of Bath College and Norton Radstock College, the two Further Education colleges in the authority area, and many B&NES students travel into Bristol and elsewhere.

Healthy Schools - A Local Area Agreement stretch target for 97% of schools attaining Healthy Schools standard – over 42 elements of the four themes: Healthy Eating; Physical Activity, PSHE curriculum, and Emotional well-being. Presently 62% of schools i.e. 49 of them, have attained the standard, and 75 schools in all are participating in the scheme. In the last two years, a condition of Healthy Schools under the physical activity theme is for the school to have, or be developing, an approved School Travel Plan.

Obesity strategy - the Primary Care Trust has combined with the local authority and the Schools Sports Partnership to develop a quarterly reviewed population strategy to tackle obesity, called “Shaping Up”. It is anticipated that Sustainable Modes of Travel to School Strategy will impact significantly on how active transport and environmental issues are perceived in the strategy, and contribute to halving the rise in childhood obesity at 11 years.

Play Strategy (2006/12) and Play Policy - play is very much part of the ‘varied menu of activities’ extended services offer. The Council has a much admired Play strategy and won a £2.5m 3 year Play Pathfinder grant in 2008. It will be key that any changes brought about by the Sustainable Modes of Travel to School Strategy will promote children’s independent mobility and access to informal play.

The Regional Spatial Strategy 2006-2026 – contains housing targets for the west of the England area up until 2026 as well as the planning policies needed to respond to the challenge of climate change. Housing targets are for 15,500 new houses in the authority area, more than a third larger than that originally proposed and this will have a significant impact on education provision, with key expansions likely to take place in Keynsham, to the south east of Bristol, and as urban extensions to the City of Bath itself.

One pertinent aspect now included in the Regional Spatial Strategy and linking to Planning Policy Guidance 13 on Transport is an emphasis on restraining car use by limiting parking provision. This is a vital tool to support soft measures in changing travel behaviour regarding the journey to school.

Section 2: An assessment of the travel and transport needs of children and young people in Bath and North East Somerset

2.1 The B&NES authority area and data collection

Approximately half of the 170,000 residents of Bath and North East Somerset live in the city of Bath. There are just under 12,000 primary aged pupils, around 12,500 secondary-aged students attending LA maintained schools in the authority area. Just over 300 students attend Special Education Needs schools within the authority. Education provision is rated very highly, and residents in neighbouring Bristol, South Gloucestershire, North Somerset, Somerset and Wiltshire frequently choose to send their children to schools in the authority area. Bath itself boasts two universities and a further education college that attract students from across the south west region and beyond. The natural beauty and surroundings have attracted 9 independent schools to establish in the authority area as well.

For overall location map see appendix 1

Figure 2.1

	Number of schools	Pupils on roll
Primary schools	62	11,827
Secondary schools	13	12,493
Special Schools	3	338
Post 16 FE Colleges	2	
City of Bath College		2,000 FT & 6,000 PT
Norton Radstock College		681 FT & 4,357 PT

FT=Full Time
PT= Part Time

Figure 2.1 summarises the schools under the jurisdiction of the local authority:

The topography of the area, contributes to its outstanding beauty, but also provides physical obstacles to walking and cycling. Much of the authority is rural, with families living in villages often not substantial enough to support their own school, contributing to the number of children that have to be offered free transport to attend their local school.

Before 2007, B&NES council carried out 'Hands Up' surveys of pupils to collect mode of transport to and from school, and preferred mode of transport. From 2007 the annual pupil census includes a question about how pupils usually travel to school. Schools without a travel plan have a choice about whether they collect this information, for schools with a travel plan it is a requirement. The data is more reliable as the percentage of pupils for whom the data is collected increases.

Independent Schools are not required to complete census data, and the data that is currently collected from them is done so through the School Travel Plan and its associated survey. Once 100% of schools have travel plans the authority can concentrate on improving the level and regularity of data collected through travel plans.

Preferred mode of travel

Government guidance for SMoTSS requires the authority to consider the ways in which children would like to travel to school, described as their preferred mode of travel to school. However, this should be used with caution. Children may offer inappropriate suggestions (eg horse) as they may have a misunderstanding of what is feasible – they may live too far to walk to school, or they may choose to be “chauffeured” very short distances. Gathering data on preferred mode is an essential element of the School Travel Planning process and is a vital means of giving young people a say in their transport future, so the authority will encourage schools to collect such data on a 3 yearly basis.

School Travel Plans show a significant proportion of pupils with a preference to walk or cycle above what is currently being achieved. Many primary schools record a 30-40% of their children preferring to cycle despite around only 2% currently doing so. Parental preference recorded in travel plans shows higher preference for walking over cycling, particularly in primary schools. Parental preference for sustainable modes of travel is significantly higher in all schools than what is currently being achieved. It is difficult to draw distinct statistics from these results as the mode of collection and method of presenting figures varies in each School Travel Plan.

School Travel Plans as a source of reliable data

Schools within Bath and North East Somerset are at the forefront of developing School Travel Plans, and some completed them over five years ago, before standards were introduced as to the quality of data and how it should be collected. Many (72 out of 88 schools) schools have completed School Travel Plans but many of their plans include “aspirational” targets and there is limited consistency in repeat surveys of preferred mode of travel, and monitoring of school travel initiatives.

The intention of the authority will be to encourage schools to maintain consistent surveying and reporting of preferred mode of travel, along with other useful information that is collected in the School Travel Plan. Parental preferred mode of travel, (collected in the travel plan) can highlight locations where a Safer Routes to School initiative coincides with a group of parents with a preference to walk or cycle. In these locations Safer Routes to School resources have a higher probability of translating into a modal shift towards sustainable travel means.

For the purpose of this strategy, pupil census data will be the key dataset and it will be used to stimulate thought, encourage ownership and generate supporting information such as pupil preference and actual routes used via the School Travel Plan process. The authority has set up a rigorous School Travel Plan monitoring regime as schools modify and update their plans, the information they provide will inform future reviews of this strategy. This process is subject to ongoing funding of the School Travel Advisor. This has yet to be confirmed from Government beyond March 2011.

2.2 Statutory entitlement to free home to school transport

The authority provides free home to school transport for children who have a statutory entitlement under the provisions of the Education Act 1996, or who qualify by virtue of the authority's discretionary transport policy that considers individual circumstances. Currently free transport is provided to school children under the age of 8 who live more than 2 miles (3.2 kms) from their nearest appropriate school, and to school children 8 and over living more than 3 miles (4.8 kms) from their nearest appropriate school. There are approximately 3000 school children that are eligible for free home to school transport. Where there are spare seats on a bus service provided for pupils eligible for free transport, these seats are offered to non-eligible pupils as fare paying passengers. There are currently 180 pupils travelling as fare paying passengers.

The Education Inspections Act 2006, that introduced the Sustainable Modes of Travel to School Strategy, has also altered the statutory duties for free home to school transport. Children aged 8 to 11 from low income backgrounds will now be entitled to free transport to their nearest appropriate primary school if they live more than 2 but less than 3 miles away. Children aged 11 to 16 from low income families will now be entitled to free transport to any of their three nearest secondary schools, provided they are between 2 and 6 miles from home. Children from low income families attending denominational schools on the grounds of religious belief will be entitled to free transport to their nearest denominational school between 2 and 15 miles from home.

School transport budgets are always under scrutiny, and in the light of the reform of the 14 - 19 agenda; the commitment to increase compulsory education to 18; more personalised learning options; the extension of school hours and services, and the programme of school new builds, all will introduce new challenges to the provision of school transport.

2.3 Hazardous routes to school

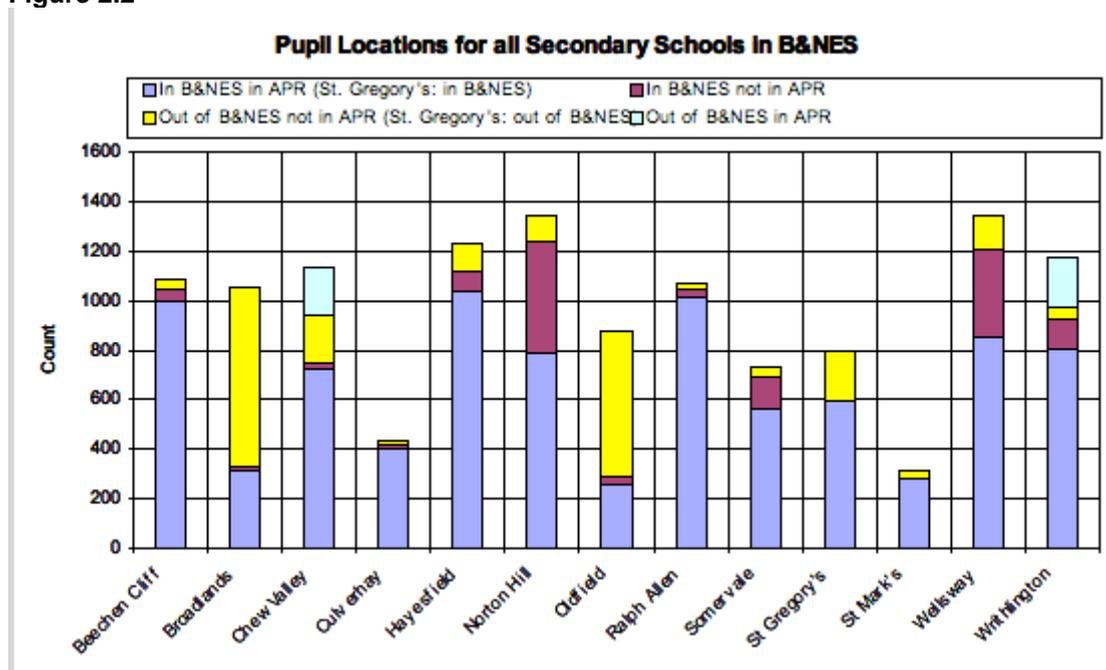
The authority provides school transport for pupils whose route to school is deemed too hazardous. The authority will be prioritising interventions at schools where there is a significant number of pupils classified as on a hazardous route, within the walking threshold.

Currently there are 700 pupils from the authority area in receipt of transport due to a hazardous route, of these only 53 are within the primary walking threshold of 800m.

2.4 Travelling to B&NES schools from outside the authority area

A number of children and young people who reside in Bristol and South Gloucestershire attend schools and colleges in Bath and North East Somerset. The Yellow bars in the chart below shows the proportion of pupils attending schools from a neighbouring authority, beyond a school's Area of Prime Responsibility.

Figure 2.2



Chew Valley, St. Gregory's (RC) and Writhlington secondary schools all have significant numbers of pupils from outside of the Authority due to their Areas of Prime Responsibility (APR) that extend beyond the Bath and North East Somerset boundary.

It is illegal for a Local Authority to determine APR's purely on its own boundaries and therefore areas from neighbouring authorities can be included in an APR for a school in another authority.

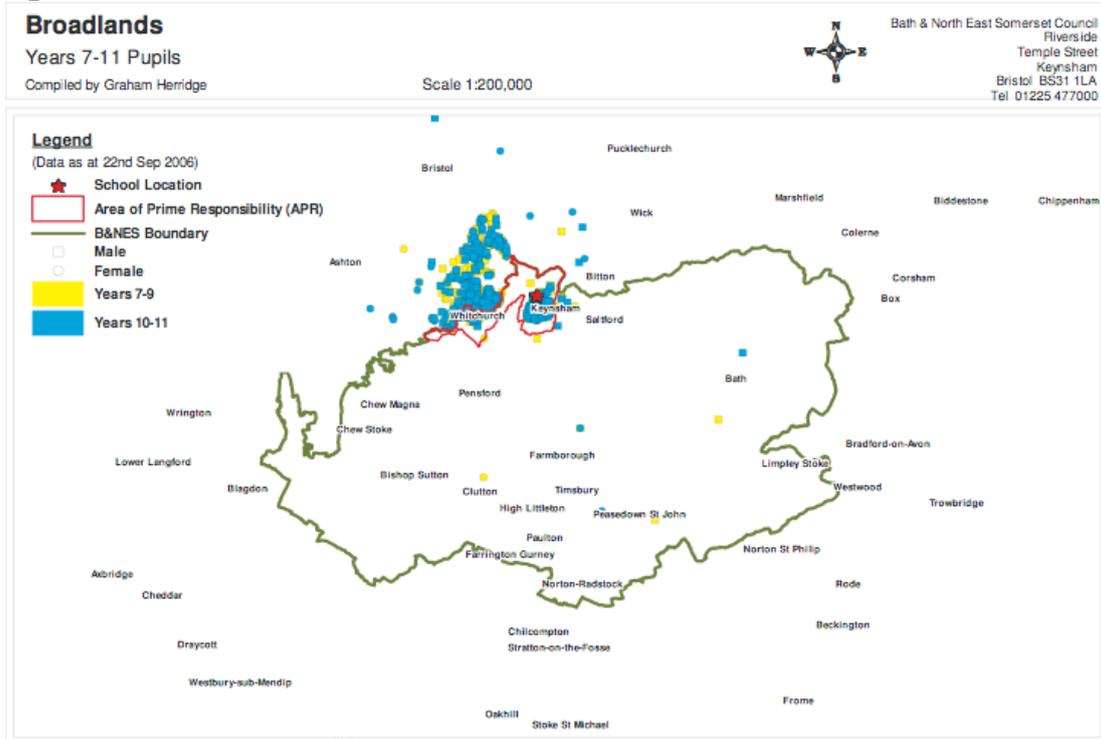
Parts of Writhlington's APR are in Somerset and parts of Chew Valley's APR are in North Somerset. St Gregory's is a Catholic College and subsequently serves Catholic children from a wider area than B&NES.

Although pupils from neighbouring authorities may not be in the APR for a B&NES school they can still express a preference. However when a school is oversubscribed they will have lower priority under the admissions criteria. For schools such as Broadlands and Oldfield which are not oversubscribed from within their APR, parents will often gain a place from outside the authority even though their home address is not in the APR.

Sustainable Modes of Travel to School Strategy

Bath & North East Somerset Council

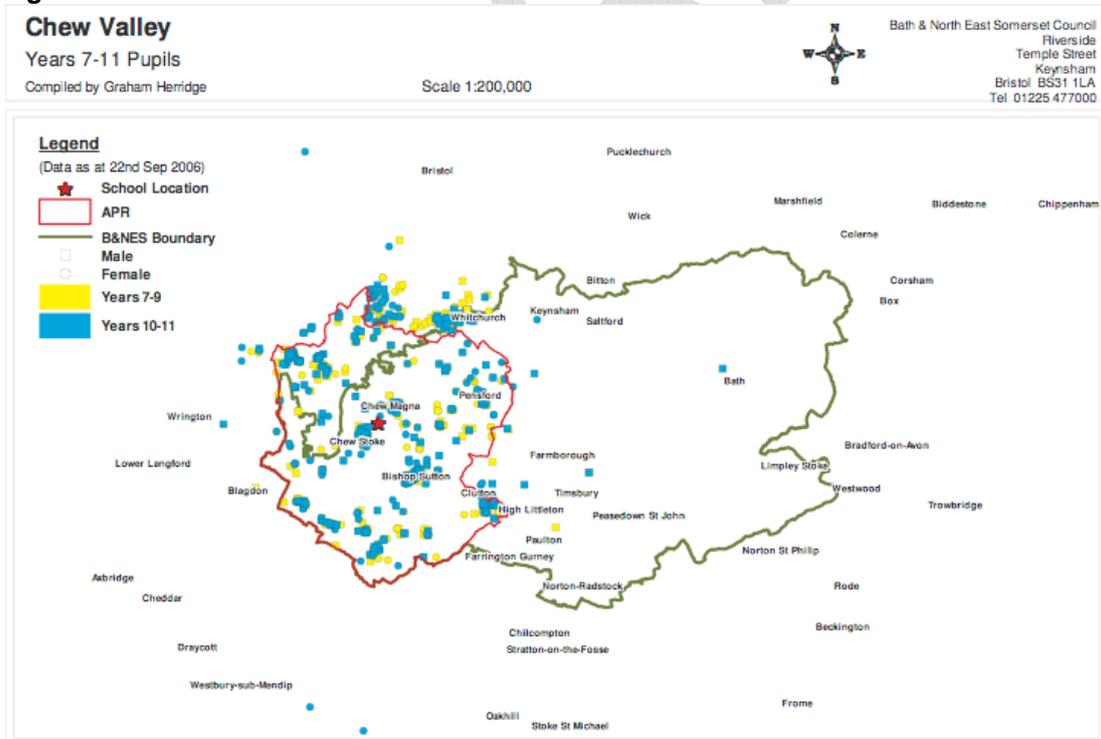
Figure 2.3



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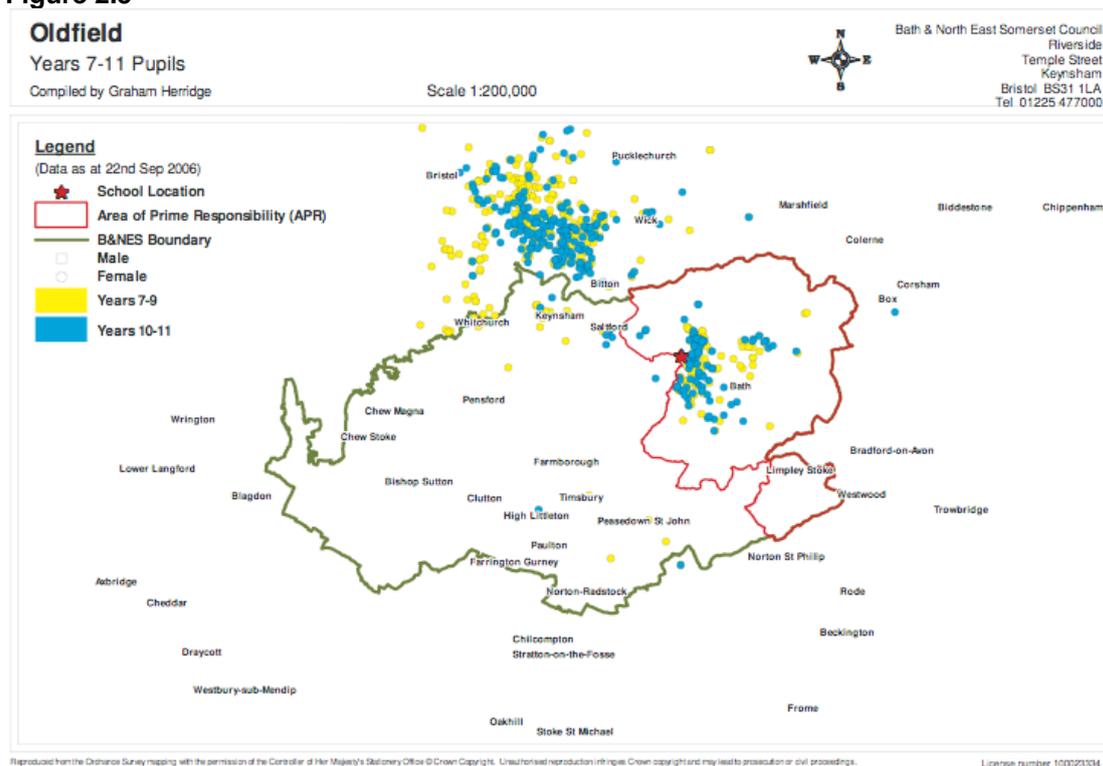
The majority of pupils at Broadlands school live beyond the Area of Prime Responsibility in the neighbouring Bristol City Council authority area.

Figure 2.4



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Figure 2.5



Maps similar to the ones produced above can be publicly viewed for each Secondary school – these examples are taken from the appendix (Note 10) of the Overview & Scrutiny Review of Secondary Education Provision that can be accessed from:

http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07a_ReportLinks.htm

2.5 Special Education Needs (SEN)

Although the Sustainable Modes of Travel to School Strategy will encourage greater levels of independent travel, it is not realistic to expect significant shifts in the travel patterns of SEN children – inevitably a significant proportion of the home to school transport budget will be allocated to these pupils.

Life skills, that include important elements of independent travel, for example reading bus timetables and road safety, are taught to 11 – 14 year olds at two of the three Special schools in the authority area. Independent travel is not appropriate for some pupils, and the geographical location of Fosse Way school also precludes independent travel for a significant number of pupils.

2.6 How children travel to school

Data has been gathered for the Local Area Agreement National Indicator on Mode of Travel to School. – see below

Figure 2.6 NI 198 Mode of Travel to School

Summary data for all children in B&NES maintained schools 2008/9

Numbers

	car (inc vans and taxis)	car share	public bus (including unknown bus type)	Train	Dedicated School Bus	walking	cycling	other	Unknown (Not supplied, Missing)	Total number of children for whom data is supplied	Total number of pupils
Primary	3991	362	60	1	231	6305	97	48	732	11095	11827
Secondary	2087	295	2037	23	3109	3210	175	735	822	11671	12493
SEN	126	0	0	0	194	1	0	17	0	338	338
Primary & Secondary	6078	657	2097	24	3340	9515	272	783	1554	22766	24320
Primary, Secondary & SEN	6204	657	2097	24	3534	9516	272	800	1554	23104	24658

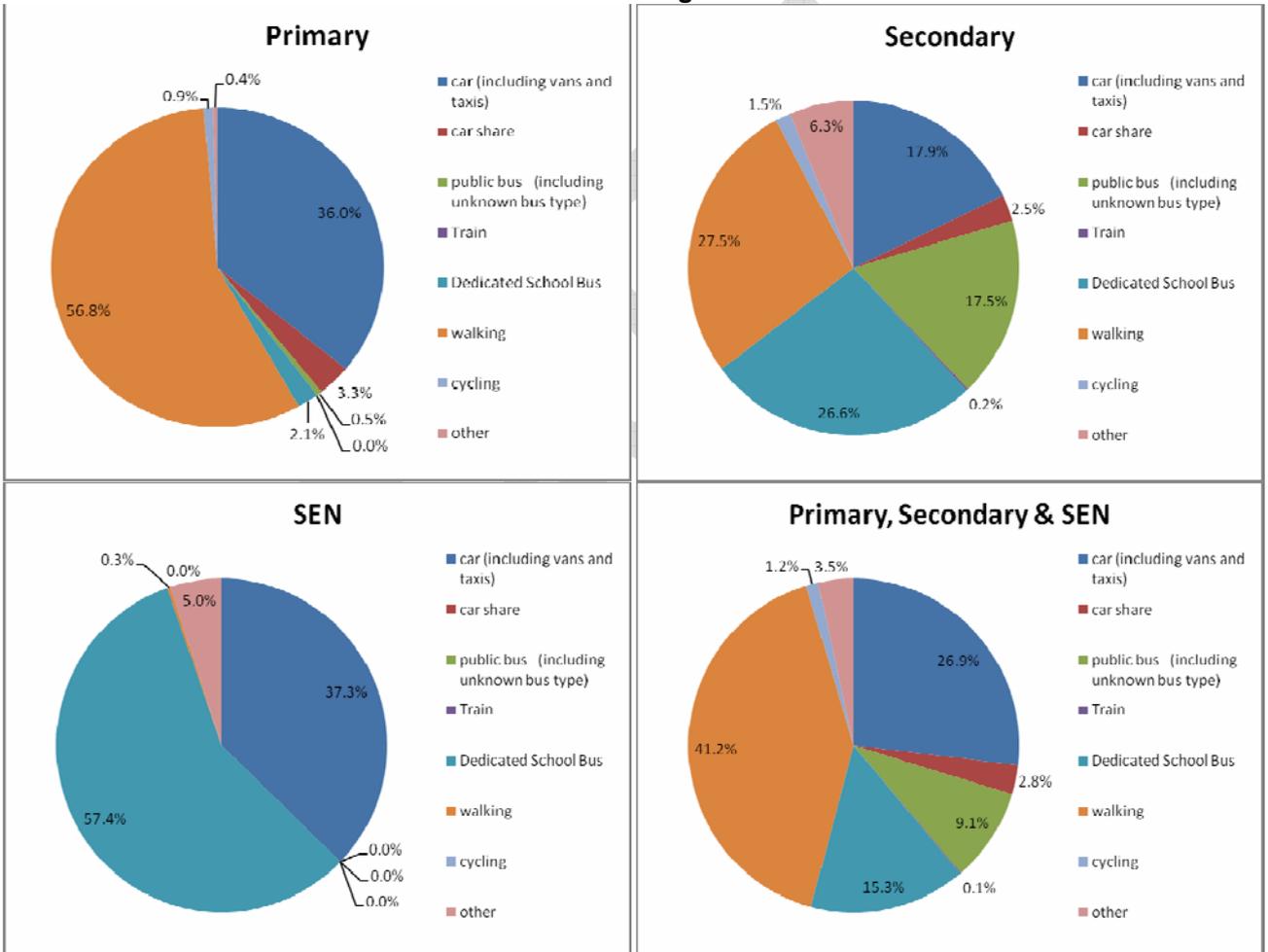
Percentages (of all pupils for whom data has been supplied)

	car (inc vans and taxis)	car share	public bus (including unknown bus type)	Train	Dedicated School Bus	walking	cycling	other
Primary	36.0%	3.3%	0.5%	0.0%	2.1%	56.8%	0.9%	0.4%
Secondary	17.9%	2.5%	17.5%	0.2%	26.6%	27.5%	1.5%	6.3%
SEN	37.3%	0.0%	0.0%	0.0%	57.4%	0.3%	0.0%	5.0%
Primary & Secondary	26.7%	2.9%	9.2%	0.1%	14.7%	41.8%	1.2%	3.4%
Primary, Secondary & SEN	26.9%	2.8%	9.1%	0.1%	15.3%	41.2%	1.2%	3.5%

Mode of travel data provides information as to how children travel to and from school. A measure of the 'usual' mode of travel, it does not provide information where a child uses more than one mode of transport within a day, or throughout the year.

Walking is already the most popular method of transport for children in the authority, however car is the second most popular method, and there is only a small proportion of children who cycle.

Figure 2.7 NI 198 Mode of



Travel to School pie charts

The accuracy of the pupil census data is limited by the number of pupil mode of travel entries that are unknown.

With 93.7% of returned census forms including mode of travel this number is low, however there are a small number of schools where less than 50% of the school population have supplied travel to school data in the pupil census (see Figure 2.8). As it is only schools that have completed Travel Plans which are required to provide mode of travel data, 100% completion of travel plans by March 2010 will improve the level of data collection.

In order that the statistics have high reliability, the authority will continue encouraging parents to complete the mode of travel section within the Pupil Census.

Figure 2.8 Schools with a high percentage of mode of travel unknown (2008/9)

School Name	School Travel Plan	Pupil Total	Unknown	% Unknown
Combe Down Primary School	No	405	294	72.6%
East Harptree C of E VC Primary	Yes	65	43	66.2%
St John's C of E Primary School (Keynsham)	Yes	214	214	100.0%
Wellsway School	No	1318	688	52.2%

NB: Combe Down Primary School produced a travel plan before DCSF provided a template and Quality Assurance (QA) checklist which all travel plans must meet in order to be allocated a grant. Combe Down Primary School and Wellsway School are on target to have a QA approved travel plan in place by February 2010.

East Harptree and St John's Primary Schools both completed their first travel plan in 2008/9, so it is expected that the level of data collected in the pupil census will increase for 2009/10.

The authority sees no cause for concern over the level of data collected at these four schools in 2008/9, overall the level of data collected is encouraging.

2.7 Walking and cycling thresholds

Based on pupil census data collected for the whole South West region, walking and cycling thresholds are the distances within which 85% of children live who walk or cycle to school.

- Primary walking threshold is 0.8 km and 1.6 km for cycling
- Secondary walking threshold is 2 km and 3.2 km for cycling

Thresholds are descriptive of current travel patterns, they are not limitations of what is possible and many children already walk and cycle from greater distances. This strategy recognises and supports the existing statutory walking distances (see section 2.2).

Thresholds are a good indicator of where modal shift away from car is more achievable. Geographical Information System (GIS) data collected in the pupil census can provide a useful indication of the school travel patterns of children residing in the authority area.

This information can be used to produce postcode plots; maps which show the home location and mode of transport to school for each pupil attending a given school.

These maps can be used in targeting walking buses or park and stride initiatives based on areas where there is prevalent car use within the current walking threshold.

The authority is developing a set of these maps to provide each school with a visual demonstration of the current travel patterns of their pupils. Due to the sensitive nature of pupil postcode data these maps will not be available to the public.

In the House of Commons Transport Committee Report on School Travel in March 09, the efficacy of School Travel Plans was questioned for the proposed target of a 1% reduction in travel to school by car. The Government's response to the report defended this figure stating that it was set against a trend of rising car use within schools without a travel plan. The discussion on target percentage modal shift highlights the importance of targeting areas where the possible percentage of modal shift from cars to sustainable travel modes is highest.

The authority is currently piloting some methods of further analysis of GIS data collected in the pupil census. By highlighting schools and areas where there is high proportion of pupils living within the walking threshold who are travelling to school by car, there is greater opportunity for achieving larger numbers of modal shift.

The intention is that targeting in this manner will not be restrictive. The authority is committed to continuing its work with all schools in achieving and maintaining a high level of sustainable travel to school.

The House of Commons Transport Committee Report, and subsequent response from the Government can be accessed at:

<http://www.publications.parliament.uk/pa/cm200809/cmselect/cmtran/351/351.pdf>

<http://www.publications.parliament.uk/pa/cm200809/cmselect/cmtran/561/561.pdf>

2.8 Post 16 education

Unless set by a planning condition, further education colleges are not required to submit a travel plan, and in as much there has been little survey or monitoring of student travel undertaken by the two post-16 Further Education colleges – City of Bath College and Norton Radstock College.

Both Colleges are open to including travel to college questions in their annual student surveys. For City of Bath College this will become standard from September 2009 onwards, and Norton Radstock College is exploring methods to trial this for 2009. Students attending sixth form at secondary schools are surveyed as part of the school's STP.

14 – 19 curriculum reform and the offer of diplomas and apprenticeships has engendered the formation of consortia of education providers, whose students may require to travel some distance to different locations as from their regular school or college. Accessibility planning for travel to learn may reveal anomalies, such that the costs of student travel (and the time it takes to travel to attend) may outweigh the cost of offering a particular course at a specific location. Educational providers must be encouraged to develop courses that can be delivered closer to where the students are, rather than assuming that they can access the courses only at one location.

The West of England Partnership, a sub-regional grouping of authorities, has invested in software to analyse and interpret accessibility issues across the sub-region. As reported in the JLTP 2008 Review, the intention had been to set a target for access to further education based around colleges offering a sustained range of courses. This has not proved practicable, largely because of the annual fluctuations in the location and type of courses, the difficulty of making significant improvements in public transport without financial contributions obtained through planning permission agreements and the problems of achieving a critical mass of potential bus users needed to support improved public transport.

To improve on the authority's Sustainable Modes of Travel to School Strategy it will be necessary to encourage the FE colleges to undertake travel surveys of their students, and to share this with the authority, as well as continuing sub-regional accessibility planning analysis.

2.9 Targeting areas of deprivation

By linking free school meal entitlement data to postcodes, we will be able to target interventions to improve the education and life chances of those living in areas of deprivation.

Bus patronage in the authority area bucks national trends. As reported in the JLTP review in 2008, travel by bus has increased, although generally, travel to school by school or public transport is the least favoured by school age children, and for many in the authority area, the cost of travel on public services is still a deterrent. Perception of the quality of school or public transport is another obstacle, less easy to overcome.

Section 3: An audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to and from, or between schools / institutions

3.1 Walking and cycling

Walking

School keep clear zigzags have been installed outside a number of schools, and at the time of each new academic year, considerable publicity is made about them. The authority has been experiencing parking problems at a number of schools and is currently undertaking a programme of review of these markings and other parking restrictions, and the enforcement of school keep clear zones.

School safety zones, 20 mph speed restrictions and traffic calming are all mechanisms that have been used by the authority to slow traffic and make drivers more aware of schools and school opening times. For example, since 2003, 13 schools have benefited from the introduction of 20 mph speed restrictions.

Through the annual monitoring of School Travel Plans, schools provide the authority with information regarding obstacles to walking and other pedestrian issues, such as unsafe crossing points or inadequate footway widths.

Some rural village schools are located on roads that are so narrow, that providing an adequate footway on both sides of the road is not possible. In some villages the footway tapers out after only a few metres from the school, and the authority has devised “virtual footways” either by applying a different coloured strip or erecting bollards, to deter drivers and to offer some temporary provision for school pupils on foot.

SCP – School Crossing Patrols

Known areas where walking infrastructure provision is limited have been identified and where possible remedial action is undertaken, for example the installation of refuges and controlled crossings. Linked to data on road traffic accidents, traffic flows at peak times, and local environmental factors such as lighting and the width of the carriageway, the authority provides school crossing patrols (SCP). However issues around recruitment, mean that some crossing points although identified as requiring a crossing patrol officer (SCP), are not manned. There are currently 40 sites (across 31 schools) identified as needing a school crossing patrol – subject to CRB clearance, all except 2 of which will be manned. There are 7 relief SCPs, one of which is a mobile relief; recruited in December 2008 they provide cover to schools that have long term vacancies. The mobile SCP work itinerary is set on a quarterly basis that provides both consistency and continuity to all concerned. This is reviewed daily and changes whenever vacancies are filled and circumstances change. They also provide support and back-up monitoring to the patrols when problems arise.

Walking Buses/ Park and Stride

About 10% of primary schools have developed walking buses, and some have benefited from central government funding. Some schools have adopted the park & stride initiative, whereby parents are encouraged to park away from the school and walk their children to the school entrance. None of these initiatives are proven to have contributed to a modal shift in journeys to school. Many of them began before the pupil census collection of mode of travel began, making it impossible to accurately compare levels of walking before and after the introduction of the initiative. For those schools who have maintained a walking bus or park and stride, they have reported them as being a great success, and a valuable tool in encouraging a sustainable school journey, and for socialising of parents and pupils.

Pedestrian training

Since November 2008 the authority has started offering pedestrian training programme based on the “Kerbcraft” scheme to year 2 and 3 pupils throughout the authority area. The new pedestrian training, called “Street Sense” involves two interactive lessons and a number of on road, road safety lessons for children. It is being made available to all primary schools in the authority

The new *Street Sense* pedestrian training is aimed at young children so they become more aware of the potential hazards of crossing a road and where to cross safely. One of the first schools to finish their training is St. John’s Primary School, Keynsham where the initiative was showcased in January 2009.

Street Sense takes place in Primary Schools over a five week period and uses innovative methods to get its messages across. One of the key aims of the training is to assess the knowledge of young people before and after the training.

- **Week 1** consists of an interactive quiz known as Qwizdom with each child participating in a road safety quiz based on things like the Green Cross Code.
- **Week 2** consists of road training. The module is known as ‘safe places to cross the road’.
- **Week 3** consists of crossing by parked cars and at junctions.
- **Week 4** consists of a final on-road training week including a walk, taking in as many crossings as possible.
- **Week 5** the final week, is another Qwizdom session re-capping all that the children have learnt.

Cycling

For local journeys to and from schools in residential areas of Bath, it may be possible to travel on mainly quieter residential roads. However, some schools are located on or near heavily trafficked roads and so it is not as easy to make the journey using quieter roads.

There is a mainly off road, flat west to east strategic route which goes through the city centre and is relatively quiet for students travelling across Bath west and east. However, for students having to travel across Bath to their schools north and south, the journeys may not be easy as there are barriers including roads with high traffic flows, one way systems and a lack of river crossing points. Currently there are scheme proposals to try and remove some of the barriers.

Another proposed scheme is the Two Tunnels off road route which will assist students travelling by bicycle to schools in the Oldfield Park area and will also provide improved links across the busy A4.

Midsomer Norton and Radstock are compact towns, less troubled by traffic congestion than Bath and the potential for cycle use is correspondingly higher. A strategic route has been created known as the Norton Radstock Greenway, which is proving popular as a leisure route, and the authority is working towards creating cycle links from schools to the greenway.

Keynsham is fairly well served for flat cycle-friendly routes. The main East West axis of the high street has high volumes of traffic but this keeps speeds low. On the west side of Town Queen's Road and Charlton Road provide the most important links to the centre, both are acceptable as safe cycle routes. Traffic free journeys to Saltford are possible on the shared use footway. There is a limited review of Keynsham underway linked to the proposed housing development on Charlton Road.

As a rural area the Chew Valley area is not very well served with cycle facilities. However, the Council are currently working on a proposal for an off road shared use route around Chew Valley Lake. One of the initial sections being pursued is on the east side and this will link Bishop Sutton and Chew Stoke and Chew Magna with a substantial length of off road shared use path.

An authority wide cycle route map that includes school locations is published and distributed to schools.

Bike It

A Sustrans Bike It officer is in post who works on a sub-regional basis that includes part of Bristol and South Gloucestershire as well as in the authority areas. This officer has succeeded in substantially increasing cycling at two schools: Saltford Primary school and Broadlands school in Keynsham.

Starting in 2008/09 B&NES has a dedicated Bike It officer, responsible wholly for schools within the authority. There are 12 schools that they will be working with to promote cycling both as a mode of transport to school, and as a leisure and sporting activity. Beechen Cliff School, which began the Bike It project in 2007/08 is continuing their development with a Sustrans officer based in Bristol.

Cycle training

More than 700 pupils in 51 schools received cycle training in 2007/8 and demand for cycle training is on the increase. For 2008/09 B&NES offers National Standards Level 2 training for all children aged between 9 and 10 years of age. The NSL2 training is provided for free to all children to raise inclusivity, previously training cost £20 per child with children who receive free school meals receiving fully subsidised cycle training. For 2008/09 B&NES trained 946 children to NSL2.

The coordinator for pedestrian and cycle training has completed the registration for *Bikeability*. This allows B&NES to come online with many other authorities and have access to grants from central government for cycle training and award packages for children who successfully pass NSL2 training.

At present the authority is conducting a pilot at Beechen Cliff School for National Standards Level 3 Training. This is aimed at secondary school children and adults who want to commute to school or place of work.

3.2 Public & School transport

The cost of public transport is frequently cited as the reason why parents choose to drive their children to school rather than allow them to travel on public bus or train services. It is currently one of the least favoured modes amongst young people. First Bus, the major local bus operator introduced a weekly child season ticket in the Bath City area in August 2008 but does not offer any other child season tickets in the area.

Using powers in the Transport Act 2000, B&NES are in the process of introducing a ticket scheme in the Bath urban area under which all bus operators will be required to issue and accept a limited range of multi-operator tickets - initially adult, student & child day & weekly tickets. Scholars who have to travel on more than one operator's service will be able to buy these tickets. The aim is for these tickets to be launched by November, probably branded as BathRider.

A comprehensive bus service map is produced by the authority and distributed to every household. Traveline provides an on-line journey planner and telephone enquiry service giving bus timetable information for all operators.

There are some socially necessary services that the authority procures under the Transport Act 1985, but none of these are specifically for travel to and from school. A Community Transport group provides transport from Peasedown, Shoscombe, Wellow and Combe Hay to Hayesfield and Beechen Cliff Schools in Bath.

Presently, about 3000 school children are eligible for free home to school transport, by bus or contracted taxi services. Any spare seats on such services are sold to other students.

Extended Services and 14-19 Agenda

Imminent changes in school operation and planning policies will require further revision of school travel. From 2010, all primary and secondary schools in Britain will need to provide what are called Extended services that include:

- Childcare from 8am to 6pm
- Variety of pre and post school activities
- Community Services
- Access to specialist support services

Under the 14-19 agenda, young people will be encouraged to continue studying up to the age of 18 through the provision of specialised diploma courses at a variety of education establishments, including training providers, adult education centres, colleges, schools and academies. From 2013, all young people aged between 14 and 19 should have access to such services and the support to undertake them. Such diversity in course provision and location must essentially be underpinned by a comprehensive transport strategy that deals with this increased movement of students.

3.3 Road safety

The authority has a very good record for road safety and the prevention of road traffic accidents during school journeys and across the school day. Fatalities and serious injuries are low. Cycling and pedestrian casualties are carefully monitored and the authority is awaiting the results of the national consultation on new safety targets

<http://www.dft.gov.uk/pgr/roadsafety/roadsafetyconsultation/>

Some points of interest for children aged 4-16 between 2006 and 2008 –

- Fewer than 10% of all casualties and 9% of KSI's across the authority are children.
- Less than 10% of child casualties happen during school run times
- Over the last 3 years, there has been a downward trend for both pedestrian and cyclist casualties involving children.

For those few accidents that do occur on the journey to and from school the authority uses a location based approach to casualty data – identifying and remedying the serious casualty locations, to generate a corresponding reduction in casualties. Independent Travel Training is provided to support those with disabilities working in each of the three special schools within the authority area.

Started in September 2008, the authority is providing an enhanced pedestrian training scheme offered to all children new to primary school. The 2010 target set in the walking strategy is to provide pedestrian training to 25% of all primary aged school children. This enhanced pedestrian training complements an increasing offer of cycle confidence and proficiency training.

The authority will continue to tackle the misconception that the journey to school is a time when children are put at unnecessary risk.

With the majority of the serious accident clusters resolved the authority now focuses on 'Route Management Schemes' to tackle the more dispersed nature of collisions and to meet casualty reduction targets. Clearly in a time of limited budgets the authority has to concentrate on schemes likely to return the greatest casualty reduction benefits.

3.4 School Travel Plans

School Travel Plans (STP) are a package of measures to facilitate safer and more sustainable travel to and from the school. The process is entirely voluntary but schools that complete plans will be rewarded with a capital grant from central government to improve their facilities. Travel plans also help to identify issues and obstacles to sustainable travel, with which the authority can prioritise their safer routes to school budget to provide appropriate highway infrastructure interventions or supporting sustainable travel education, promotion or training.

The travel plan is a package of measures to create a living document that includes a site audit, consultation with the whole school community – pupils, parents, governors, staff and in many areas includes local residents, and investigates:

- the current way children travel to and from school
- the way that parents and children would prefer to travel to and from school, and what would enable them to do this
- current issues with the transport infrastructure around the school
- the safer and more sustainable alternatives available
- opportunities to improve sustainable alternatives in order to make them more attractive and to encourage mode shift.

Schools in the authority area were in the vanguard of developing School Travel Plans. Envolve, a non-governmental organisation based in Bath, in the late 1990s developed the STAR curriculum pack that schools could use to engage their pupils and parents in issues around the school journey and safer routes to school. Several schools in the authority area had begun to devise travel plans as early as 2001.

Uptake of travel plan development has also been accelerated by linking the completion of a School Travel Plan to entry criteria for National Healthy School status and also the requirement that any school applying for planning permission for significant on-site development has to have a travel plan. Subsequently, the vast majority of schools have completed travel plans. Only 14 schools within the authority have not yet been completed a School Travel Plan (including 5 private schools). All 14 schools have begun the process for producing a travel plan so the authority is hopeful in achieving 100% by 2010.

Early travel plans did not have to meet such strict criteria as set out for current schools by the government's school project board. For a period, schools conducted hands-up surveys, and the authority was able to provide them year-on-year analysis. However, since the pupil census has been adopted this has now been dropped. It has proven difficult to encourage schools to continue monitoring the journey to schools and updating travel plans. In the future, the authority will need to ensure that schools put greater emphasis on the importance of better data gathering. There will be a continuing need to maintain better collection and analysis of pupil census data, unless a standardised collection of data through an on-line process is adopted by schools authority-wide. At present, the level of accurate data relating to mode of travel from the pupil census is poor.

The authority has been able to make a new appointment of a Road Safety officer with specific focus on Safer Routes to School and School Travel Plans. They have set up a 3 year review for each school's travel plan, in addition to the annual monitoring and performance review. Information from the Census data will be fed back to provide each school with an annual 'health check' of its progress against authority-wide travel plan targets.

Schools need to see travel planning as an integral part of providing a safe, healthy and progressive school environment so to raise parental and child awareness of the benefits of sustainable travel options. The production and revision of Schools Travel Plans should enable schools to effectively cut their car use, at the same time as providing information and data from which the authority will be able to generate a comprehensive picture of real travel habits, patterns and issues, vital to inform future decision making, initiatives and targets across the authority and sub-region partners and agencies

The new Sustainable Modes of Travel to School Strategy will extend and complement the work already started by the School Travel Plans, giving the authority a stronger basis from which to offer support and services to those schools aiming to reduce their travel impacts.

3.5 Infrastructure improvements

Government funding for the delivery of works identified by schools through their travel plans (for on-site measure in support of sustainable travel), comes from both the Joint Local Transport Plan (JLTP) Integrated Transport Block allocation paid to the Council and the Travel To School Initiative paid directly to the schools (not those in the private sector) that have completed accredited travel plans.

The JLTP sets out a comprehensive strategy and capital investment programme for improving the highway and transport network and the authority has its own 'revenue' funds to run transport services such as subsidised bus routes and school transport services.

A proportion of the overall JLTP funding is used to deliver a programme of minor infrastructure improvements that are identified through working with school communities on travel plans and Children's Services, such as safe pedestrian access.

Schemes currently considered for JLTP funding are prioritised according to the extent to which the scheme proposals will help deliver the objectives and targets set out in the JLTP.

3.6 School admissions

A new Admissions Code of Practice became effective from February 2007, which advocates the habitual practise of walking or cycling to school. It states that for primary schools admission policies should, where possible, encourage children to walk or cycle safely to school. For other schools it promotes the use of admission arrangements that support sustainable and healthy travel.

On choosing a school, parents are encouraged to consider the distance their child might need to travel and how they might get to school by sustainable means. Admissions criteria ensure that priority is given to local children over children who live further away.

In 2010, school admissions booklets will include wording about sustainable travel (see appendix 5)

Section 4: Promoting sustainable travel and transport to and from school

Schools are encouraged to take part in a number of national initiatives promoting sustainable travel to school, such as Walk to School, Road Safety and Green transport weeks. Most primary schools send their Year 6 pupils to the permanent Life Skills Centre in Bristol that serves all four unitary authorities in the sub-region.

The National Healthy Schools programme is very successful in the authority's School Travel Plan strategy as an essential element of the physical activity section. School Travel Plans are also linked to the authority's obesity strategy through encouraging healthy exercise.

- *Bike-ability and Pedestrian training* are promoted all year round by the Road Safety section
- *Bike it* the authority has a dedicated a Bike It officer with specific projects to encourage cycling at selected schools
- *Child Safety Week* is a week of activities, usually held during June, to promote and raise awareness of accident prevention initiatives aimed at the under-five age group. This is usually promoted through the shared Health Promotion section at the authority and the primary care trust.
- *Jam Busting June* month long promotion run across the authority and neighbouring Bristol, North Somerset and South Gloucestershire to encourage the use of sustainable transport
- *World Car Free Day / European Mobility Week (22 September)*
- *National Walk to School Week (18-22 May)* Pedestrian charity Living Streets' promotion of walking to school through week long activities.
- *National Bike week (13-19 June)*
- *International Walk to School Month (October)* Living Streets month promotion of walking to school.

These and other means of promoting the SMOtSS are included in the Action Plan (section 5) under objectives 2 and 3.

Section 5: A Sustainable Modes of Travel to School Strategy to develop infrastructure to support travel needs of pupils

5.1 Introduction, aims and objectives of the strategy

Informed by the pupil travel needs assessment (section 2) and the transport infrastructure audit (section 3) this section outlines the key actions to be taken to deliver the Strategy.

There are five main aims which permeate through the work of the strategy:

- To reduce the use of the car for journeys to, from and between educational establishments;
- To improve accessibility to, from and between educational establishments;
- To improve child road safety;
- To improve child health;
- To improve the quality of the local environment.

In order to achieve these aims, there are six specific objectives (statements of intent):

1. To improve walking and cycling routes to, from and between educational establishments;
2. To promote the use of the sustainable transport infrastructure;
3. To inform children and parents/ guardians of the travel options available to them (including pupils with special educational needs and disabilities);
4. To engage all schools and colleges in the Travel Plan process;
5. To encourage partnership working and strengthen links to other plans, policies and initiatives;
6. To continue SMOtSS development and continuously assess its effectiveness.

Figure 4.1 presents the aims and objectives as a matrix to demonstrate the relationship between them. A tick shows that an objective will help to meet a particular aim. A cross shows that there is not a direct relationship between them.

Figure 4.1 Aims and Objectives Matrix

<p>Aims</p> <p>Objectives</p>	<p>To improve accessibility to, from and between educational establishments</p>	<p>To improve the quality of the local environment</p>	<p>To improve child road safety</p>	<p>To improve child health</p>	<p>To improve the quality of the local environment</p>
<p>1) To improve walking and cycling routes to, from and between educational establishments</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>2) To promote the use of the sustainable transport infrastructure</p>	<p>✓</p>	<p>x</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3) To inform children and parents/guardians of the travel options available to them (including pupils with special educational needs and disabilities)</p>	<p>✓</p>	<p>x</p>	<p>x</p>	<p>✓</p>	<p>✓</p>
<p>4) To engage all schools and colleges in the Travel Plan process</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>5) To encourage partnership working and strengthen links to other plans, policies and initiatives</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>6) To continue SMoTSS development and assess its effectiveness</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

5.2 Action Plan for the Sustainable Modes of Travel to School Strategy (SMoTSS)

A detailed action plan has been produced to show how the authority intends to achieve the outcomes in this strategy. Included within it are:

- The actions needed to achieve the objectives;
- Whether these actions are existing, or newly identified through a 'gap' analysis. This process involves reviewing and assessing all existing initiatives collectively to see if they fulfil the identified objectives, and where gaps are still evident, defining new actions to fill the gaps. Gaps which have been identified as needing attention in the next review of the SMoTSS are discussed later in this section;
- The targets used to measure success for each action, and the timescales that are being worked to;
- The source of funding for each action;
- Team/ department responsible for delivering each action;
- Any additional comments about the action

The first objective deals with the physical implementation of highway or onsite works and facilities to improve the sustainable transport infrastructure. These will be primarily delivered through engineering measures such as the construction of road humps and speed cushions, chicanes, pedestrian crossings, traffic islands, new cycleways and paths, etc. The majority of this is funded from the capital budget for Safer Routes to School, this year (2009/10) set at £500,000.

Objectives 2 and 3 focus on "soft measures" which promote the sustainable transport infrastructure, educating and informing people so that they are better able to use it. The intention is that by creating awareness and changing people's perception of sustainable transport, their choice will be influenced rather than by compulsion or price restrictions.

The final three objectives are to ensure good communication links are maintained between the stakeholders of sustainable school travel, and that there is sufficient and accurate information gathered to inform the development of the SMoTSS. Stakeholders of sustainable school travel include parents, children, schools, people residing close to schools and various departments within the B&NES authority (see 5.3 Sphere of influence).

5.2 Action Plan for the Sustainable Modes of Travel to School Strategy (SMoTSS)

Objective	Actions	New or Existing	Responsibility	Timescale & Targets	Cost/ funding arrangements	Comments
1) To improve walking and cycling routes to, from and between educational establishments	Produce annual Safer Routes to School works programme	Existing	Traffic & Safety/ Safer Routes to School/ Engineering Consultancy	Shortlist to be produced in October for 2010/11. Implementation of schemes ongoing through the year	Safer Routes to School	Scheme list for 2009/10 in appendix 3
	Implement the Joint Rights of Way Improvement Plan (JRoWIP)	Existing	Public Rights of Way	Ongoing	Public Rights of Way	
	Delivery of highway and rights of way maintenance programme to ensure pedestrian/ cycle routes to, from and between school are fit for purpose	Existing	Public Rights of Way/ Highway Maintenance/ Safer Routes to School	Ongoing	Public Rights of Way/ Highway Maintenance	Safer Routes to School team to pass on any issues from STPs
	Review incoming planning applications for new or amended schools/ colleges to ensure pedestrians/ cyclists are considered as a design priority	Existing	Development Control/ Safer Routes to School	As applicable	Development Control/ Safer Routes to School	All planning applications for educational buildings are checked for STP

Objective	Actions	New or Existing	Responsibility	Timescale & Targets	Cost/ funding arrangements	Comments
2) To promote the use of the sustainable transport infrastructure	Annual provision of activity materials for Walk to School week/ month for schools maintaining an STP, who choose to be involved	Existing	Safer Routes to School/ Schools	Annual provision of materials in Walk to School Week in May and Walk to School Month in October	Safer Routes to School (materials from Living Streets)	Consult schools about expanding this to offer similar activities throughout the year
	Encourage and support the implementation of walking buses	Existing and New	Safer Routes to School/ Schools	As required. Support pre-existing	N/A	
	Encourage and support the implementation of park and stride schemes	Existing and New	Safer Routes to School/ Schools	As required. Support pre-existing	N/A	
	Implement Bike It programme	Existing and New	Road Safety/ Safer Routes to School	12 new schools in 2009, ongoing support and initiatives	Road Safety/ Sustrans	
	Offer Bikeability cycle training scheme to schools	Existing	Cycle & pedestrian training coordinator	Throughout school term	Cycle & pedestrian training budget	
	Offer Street Sense pedestrian training to schools	Existing	Cycle & pedestrian training coordinator	Throughout school term	Cycle & pedestrian training budget	
	Offer independent bicycle training	New	Cycle & pedestrian training coordinator	Trialling this initiative in Summer 2009	N/A	
	Produce postcode plotter maps for schools to identify where they can encourage change to sustainable travel	New	Safer Routes to School/ GIS	Trialling maps in September/ October 2009	Safer Routes to School	Primary and secondary walking thresholds will be identified on maps

Objective	Actions	New or Existing	Responsibility	Timescale & Targets	Cost/ funding arrangements	Comments
3) To inform children and parents/ guardians of the travel options available to them	Provide the full SMoTSS and a summary leaflet online with a link for parents applying to schools. Available in hard copy upon request.	New	Safer Routes to School/ Communications	September 2009 and annually	Safer Routes to School	Provision for feedback to be included so stakeholders can provide their input
	Investigate feasibility of a School Travel Plan/ Safer Routes to School database.	New	Safer Routes to School	Conclusion by February 2010	N/A	Feasibility study would include identifying cost and possible funding of creating a database
	Provide updates on changes to bus service online	Existing	Public Transport	Ongoing	Public Transport	

Objective	Actions	New or Existing	Responsibility	Timescale & Targets	Cost/ funding arrangements	Comments
4) To engage all schools and colleges in the Travel Plan process	Contact schools without a travel plan and work with them in developing one (including independent schools)	Existing	School Travel Advisors/ Schools	Final STPs to be completed and delivered to LA by February 2010	Safer Routes to School	All 14 schools contacted, 12 schools have begun their STP
	Audit the sustainable transport facilities and initiatives available at each school	Existing	Safer Routes to School	Annual monitoring form to be returned by June 2010	N/A	Phone calls reminder to schools in February 2010
	Contact all schools with a travel plan at least annually to offer support, provide latest news, and check that plans are being monitored and kept up-to-date	Existing	Safer Routes to School/ School Travel Advisors	E-mail contact schools by October 2009, reminder phone calls in February 2010	N/A	Combine with annual audit for phone calls to all schools
	Promote benefits of School Travel Plan in Healthy Schools Newsletter	Existing	Safer Routes to School/ Healthy Schools	Minimum one STP article in 2009/10 school year	N/A	
	Ensure new and extending schools and colleges develop travel plans as part of the planning application	Existing	Development Control/ Safer Routes to School	As applicable	Development Control/ Safer Routes to School	All planning applications for educational buildings are checked for STP
	Ensure the implications of extended services and the 14-19 agenda are included into school travel plans	Existing	Safer Routes to School/ School Travel Advisors	As STPs are developed or updated	Safer Routes to School/ School Travel Advisors	

Objective	Actions	New or Existing	Responsibility	Timescale & Targets	Cost/ funding arrangements	Comments
5) To encourage partnership working and strengthen links to other plans, policies and initiatives	Discuss future policy direction, planned works and progress to date during the SMoTSS steering group meeting	Existing	Safer Routes to School	Annual meeting, with communication between members ongoing	N/A	
	Report progress of SMoTSS, Safer Routes to School and STP to the Corporate Transport Services Group (CTSG) meetings	Existing	Safer Routes to School	Annual report or as required	N/A	
	Attend Healthy Schools partnership meetings, providing input on QuAG for Healthy Schools and Healthy Schools Plus	Existing	Safer Routes to School	As required	N/A	
	Attend regional STA meetings, keeping links with other STA teams in the South West	Existing	Safer Routes to School	Quarterly meetings and ongoing communication between regional teams	N/A	
	Make links with eco schools	New	Safer Routes to School	Arrange first meeting before January 2010	N/A	

Objective	Actions	New or Existing	Responsibility	Timescale & Targets	Cost/ funding arrangements	Comments
6) To continue SMOtSS development and assess its effectiveness	Analyse Census and STP survey data each year to determine travel trends and ensure this is fed into the strategy development	Existing	Safer Routes to School/ GIS	Annually by May	Safer Routes to School	Further analysis including distance from school to be trialled for 2010 SMOtSS
	Report strategy process to CTSG Meeting and feed any comments back into SMOtSS	Existing	Safer Routes to School	Annually or as required	N/A	
	Approach schools council and youth council with intention of informing them of main summary and ongoing progress of SMOtSS	New	Safer Routes to School	To have an agreed format for updating and consulting with both schools and youth council for 2010 review of SMOtSS	N/A	
	SMOtSS document and parental summary published online, and available in hard copy format on request. Make copies available for schools, libraries, council offices, where required.	New	Safer Routes to School	To be available online from September 2009	Safer Routes to School	

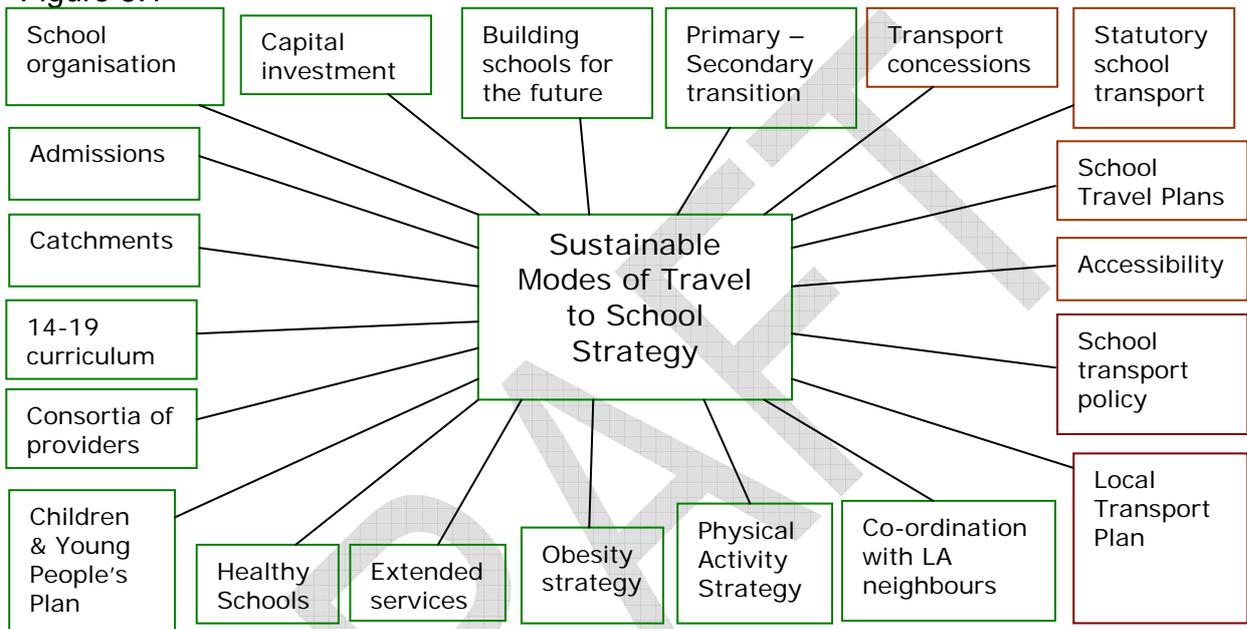
Objective	Actions	New or Existing	Responsibility	Timescale & Targets	Cost/ funding arrangements	Comments
6) To continue SMOtSS development and assess its effectiveness	Provide link to Safer Routes to School team online where users may give feedback on SMOtSS	New	Safer Routes to School	September 2009	N/A	Email address is also on front page of this strategy
	Develop a 'health and eco check' style report of the pattern of travel for each school in the authority	New	Safer Routes to School/ GIS	Develop the report by May 2011, consult with schools by June 2011	Safer Routes to School	The report will accompany/ incorporate the existing postcode maps

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5.3 Steering Group and sphere of influence

The Sustainable Modes of Travel to School Strategy can have considerable influence across many areas of the authority's responsibility. Key local authority policies will be interlinked with the Sustainable Modes of Travel to School Strategy: the **Children and Young People's Plan**, the **Local Transport Plan**, the **Accessibility Plan**, **School Organisation Plan** and the authority's **school transport policies**. However, the Strategy can have wider influence as it can contribute to a range of policies. Figure 5.1 demonstrates the current sphere of influence:

Figure 5.1



To ensure joined up thinking between various teams within the LA, a steering group will help to guide the progress and development of the SMoTSS. The group will meet once a year to be updated on the progress of SMoTSS, discuss future policy development and highlight any further links that can be made.

The SMoTSS steering group will include a senior officer from the following teams:

- Transport Policy
- Children's Plan development
- Traffic & Safety (includes Road Safety)
- Public Transport
- School Transport
- Local Transport Plan
- Safe Routes to School (includes School Travel Planning)
- Schools Admissions
- GIS
- Communications
- 14 – 19 Agenda

5.4 Identified gaps in the strategy

As the SMoTSS evolves, the authority will focus on identifying and addressing any gaps in the strategy in line with government guidance.

In addition to the new actions set out in the action plan, there are gaps in the current strategy which the authority recognises and intends to address with planned actions at the next review of the SMoTSS. This section explores these gaps, as well as discussing some areas of work which lend to the SMoTSS, but are not currently identified on the action plan.

Links with neighbouring authorities

The JLTP already sets out effective working between the four neighbouring authorities of Bath and North East Somerset Council, Bristol City Council, North Somerset Council and South Gloucestershire Council. The Safer Routes to School team would benefit from greater links and integration with neighbouring teams to ensure similar messages and initiatives are being delivered where children may be crossing authority borders to attend school

Passenger transport services

The authority recognises there are ongoing issues of school transport to secondary schools, particularly surrounding travel by public service bus, as addressed by the Overview and Scrutiny transport to secondary school review. The panel for this review recommended that these issues need to be raised in the council's priority of funding.

Following historical issues of disruptive behaviour on bus services provided by the authority; the Home to School Transport and Road Safety team have been exploring methods of educating children and parents on code of conduct for bus travel.

The Home to School Transport team are also working with Safer Routes to School in identifying areas of improvement around schools that would reduce the number of hazardous routes currently identified in the authority area.

FE Colleges

The authority is currently consulting with the two FE colleges in the area about the level of data that they would be able to collect from their students for use in future reviews of SMoTSS. Colleges are not currently part of the requirement from DfT to complete STPs, so for this coming year the authority is focusing its efforts on the remaining 14 schools left to complete their travel plan.

It is a long term goal to encourage and support the colleges in producing an STP, but it is recognised that the transport infrastructure at these locations will have a lot more emphasis on car use, and the approach to encouraging sustainable travel will need to differ from that for primary and secondary schools.

The authority is keen not to overlook this area of transport to education amongst young people, and recognises the importance in targeting the transport choice of students who may otherwise gravitate away from sustainable modes of travel.

This is an area that will have overlap with the 14-19 agenda, which the authority will also be addressing as it develops.

Data collection

It is a long term goal of the authority to provide information to parents and schools via a 'parent and school friendly' summary of the travel audit down to individual school level. This they can use as an annual school travel health check. A travel health check relies upon data collected in the pupil census, so to achieve this goal it is important that all schools have travel plans, and are encouraging 100% of their parents to complete the mode of travel to school section.

Currently independent schools are not required to provide census data. There are a few independent schools who are exploring the possibility of providing more data on pupil postcode to match with mode of transport, if this proves successful postcode plotter maps and travel healthy checks could be provided to them as well.

Consultation with schools

While much of the SMoTSS is based on information collected from schools, there is a lack of consultation with the schools regarding the strategy itself.

The authority would like to engage with the Primary and Secondary Schools council for B&NES, and also to invite the Youth Council to comment on this and future reviews of the SMoTSS. These links will be explored and built into future reviews of the strategy.

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Section 6: Conclusion

The evidence presented here has been chosen to convey the main strategic issues and challenges that the authority faces, but it is only a small extract of a much larger evidence base that continues to be collated and analysed. With walking being the most popular mode of transport for children attending schools maintained by B&NES council and 85% of schools in the authority area having produced an STP, the authority is proud of its current achievements in sustainable transport and travel to school.

With so many schools in the authority area having already devised and now implementing School Travel Plans, the authority is in a strong position to implement the strategy. However, no strategy will be able to overcome the policy conflicts that present themselves. The most difficult of which will be to accommodate parental preference and to encourage parents to choose their local school.

Similarly, the reform of the 14 – 19 curriculum presents many challenges, not least that in offering a range of educational options, there is inevitably going to be increasing amounts of travel between educational providers. This will add considerably to transport costs and will shave time off the core school day and thereby put further pressure on the core curriculum. The authority will endeavour to influence school site design and location such that sustainable travel options will be maximised.

Schools in the authority area have been in the vanguard of sustainable school travel initiatives nationally, and the vast majority of schools have completed their own travel plans. The authority is already doing much in progressing policies that support Sustainable Modes of Travel to School Strategy, and its Joint Local Transport Plan supports an effective Safer Routes to School strategy. Likewise school transport and schools admissions remain as flexible as possible in period of budget restraint and falling rolls.

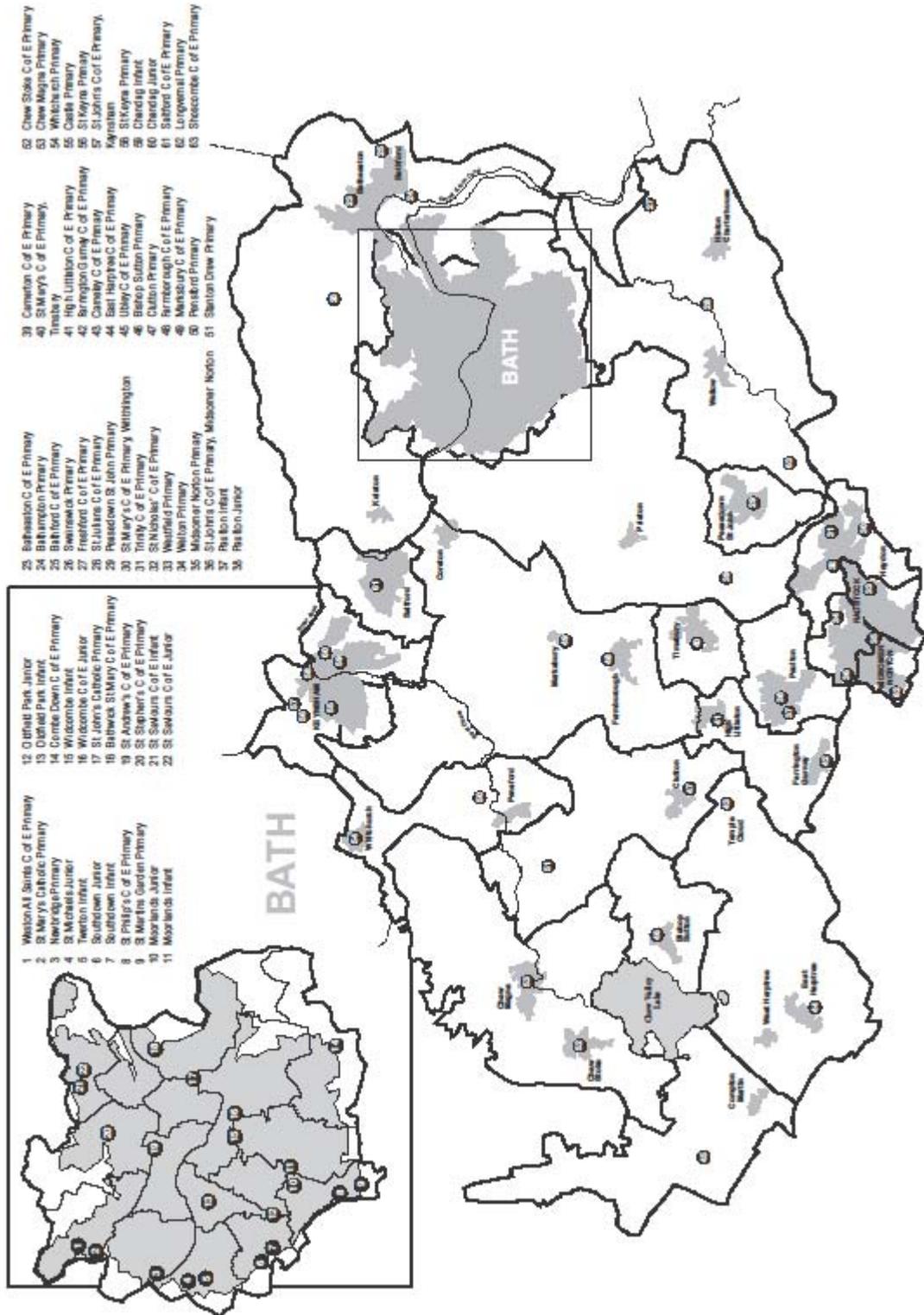
The main focus of the authority's plans for the progression of SMoTSS is to continue physical implementations that encourage sustainable travel, promote the existing sustainable options available, and to further consult and collect information from schools on the ways in which they would like to see the SMoTSS aims and objectives achieved.

Appendices:

1. School Location Maps: Primary School location map for the B&NES authority area
2. School Location Maps: Secondary School location map for the B&NES authority area
3. Safer Routes to School Schemes being delivered in 2009/10
4. Wording to be included within the Schools Admissions Guide
5. Glossary of Acronyms

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Appendix 1: Primary School location map for the B&NES authority area



Appendix 3:
Safer Routes to School Scheme Delivery Programme 2009/10

Schemes being delivered:

- 1) Raised table junction improvements for St Saviours Juniors and Infants.
- 2) Pedestrian crossing for Oldfield School.
- 3) Road and junction improvements on Richmond Road and crossing on Lansdown Road for St Stephens Primary School.
- 4) 20 mph speed limit for Hawthorn Grove for Combe Down Primary School.
- 5) Traffic Calming on Greenway Lane for Beechen Cliff School.
- 6) Pedestrian crossing on A37 for Clutton Primary School.
- 7) Pedestrian crossing on A37 for Farrington Gurney Primary School.
- 8) Junction improvements for St Julians Primary School, Wellow.

Schemes being prepared:

- 1) Pedestrian crossing for Wellsway School, Keynsham.

Appendix 4: Suggested wording to be included within the Schools Admissions Guide

Travelling to school

Bath & North East Somerset Council is fully committed to promoting walking, cycling and, for longer distances, greater use of buses for the school journey. When you are thinking about schools you would like your child to attend, please consider the following:

- Children who walk to school are fitter, have better developed social skills, are more familiar with their surroundings, have better road sense and arrive at school more relaxed and ready to learn.
- Walking, cycling or using public transport offers children greater independence and flexibility – which is especially important at a time of change in the nature of the school day, with greater numbers of pupils staying for extra study, extra curricular activities and sport.
- Walking, cycling or using the bus reduces congestion on the roads.
- Consider the cost of driving your child to school. Current figures put the average cost at £535 per year. Unless the school you choose is less than 800 metres from your home (2km for Secondary) you will probably drive your child to school.

Where walking, cycling or public transport are not feasible, car sharing may be an option. This can save time and money and helps cut traffic congestion and air pollution as well as being sociable for children. Car sharing can also reduce the costs for children whose families do not own a car.

Parents who are interested in learning more about their children's School Travel Plan, or in helping to implement the actions within it, should contact their child's school.

Appendix 5:
Glossary of acronyms:

APR	- Area of Prime Responsibility
C of E	- Church of England
CRB	- Criminal Records Bureau
CTSG	- Corporate Services Transport Group
DfT	-Department of Transport
FE	- Further Education
GIS	- Geographical Information System
JLTP	- Joint Local Transport Plan
JRoWIP	- Joint Rights of Way Improvement Plan
KSI	- Killed or Seriously Injured
LA	- Local Authority
NI	- National Indicator
NSL	- National Standards Level
QA	- Quality Assurance
QuAG	- Quality Assurance Group
SCP	- School Crossing Patrol
SEN	- Special Education Needs
SMoTSS	- Sustainable Modes of Travel to School Strategy
STAR	- School Traffic Accident Reduction
STP	- School Travel Plan
VC	- Voluntary Controlled

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