Government of Jersey

BEL ROYAL PRIMARY SCHOOL

School Issues and Opportunities Report

BEL ROYAL PRIMARY SCHOOL

School Issues and Opportunities Report

CONFIDENTIAL

PROJECT NO. 70070620

DATE: JUNE 2023

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1 INTRODUCTION

1.1 BACKGROUND

1.1.1. The Government of Jersey (GoJ) School Travel Planning Project aims to identify issues and opportunities associated with travel and transport at selected schools. The purpose is to help inform future transport investment plans and initiatives that will promote more active and sustainable school travel patterns, support air quality and net zero carbon objectives, and help alleviate localised traffic congestion.

1.1.2. This report focusses on Bel Royal School in St Lawrence Parish.

1.1.3. Identifying issues and opportunities will be through an evidence-led approach, comprising the following two methods:

- A school travel questionnaire to collect information on existing travel patterns alongside views on current travel issues and feedback on possible solutions; and
- Discussions with the school Head Teacher combined with a site visit to witness issues first-hand and conduct an audit of school access arrangements. This includes examining potential improvements to sustainable transport routes and connection within the local area.

1.1.4. The outcomes from this approach are summarised in this report.

1.1.5. Thereafter a series of outline recommendations have been determined for further consideration. These are grouped by specific themes and cover infrastructure improvements; service provision and travel behaviour change initiatives. Information is also presented on indicative costs and delivery timeframes for these recommendations, to inform a selection and prioritisation process by GoJ.

1.2 REPORT STRUCTURE

1.2.1. The remainder of this report is structured as follow:

- Section 2: Existing Conditions – provides an overview of the school and existing conditions related to travel and transport.
- Section 3: Travel Survey Results – summarises key elements from the travel survey results, presenting current travel patterns, feedback from parents and the propensity for change.
- Section 4: Baseline carbon assessment of current school travel patterns.
- Section 5: School Travel Issues and Opportunities – outlines the issues and opportunities apparent from the site audit and travel survey presented **Sections 2** and **3**.
- Section 6: School Travel and Transport Objectives – provides an overview of the aim and objectives of this report.
- Section 7: Proposed Highway Improvements – suggests ways to improve the highway network within the vicinity of the school.
- Section 8: Proposed Additional Measures – proposes additional measures to highway improvements for the school.
- Section 9: Prioritisation of Measures – details the previously proposed measures and their levels of priority for delivery.
- Section 10: Conclusion and Next Steps – details a process for delivery of recommendations identified.

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2 EXISTING SCHOOL AND TRANSPORT CONDITIONS

2.1 EXISTING CONDITIONS

2.1.1. Bel Royal School is a primary school located in the parish of St Lawrence. The school has one access point via La Rue de Haut, north of La Vallee de Saint-Pierre. La Rue de Haut is two-way, with the school site on the east of it which has a one-way slip road for drop off and pick up.

2.1.2. **Figure 2-1** illustrates the vehicular and pedestrian access point to Bel Royal School as described above, including the direction of vehicular routes and where parking and pick up areas are located.

2.1.3. Bel Royal School has a local catchment area; however, a small proportion of pupils travel from further parishes. The school has 212 students ranging between 3 and 11 years of age and 44 full time education staff members. Its curriculum covers a wide range of subjects.

2.1.4. Morning arrival times are between 08:30 and 08:45, with parents able to drop off their children at designated gates/doors which are monitored by staff members.

2.1.5. Afternoon pick up times are staggered between the different year groups: nursery pupils are picked up between 14:30 and 14:45; Reception between 14:45-15:00; years 1,2 and 3 from 15:00-15:15; and all other years between 15:15 and 15:30.

Site Visit

2.1.6. A site visit was held on Wednesday 22nd March 2023 during the school morning arrival times. The site visit primarily focused on the school access road, La Rue De Haut, and La Vallee de Saint-Pierre, a parish road. Bel Royal is shown in **Image 1**.

2.1.7. During the site visit (i.e., morning arrival times), parents turn into the Bel Royal site and stop at the drop off point outside the main entrance. Teachers meet them at their cars and collect pupils, helping them to the entrance. This method of drop off was efficient as parents did not have to park or leave their cars and did not stay on the school site for long periods of time. However, it was observed that the number of vehicles waiting to turn into the queue did build up, along with other traffic, causing long queues down La Rue de Haut, as shown in **Image 2**.

2.1.8. The various travel options which pupils and staff can use to access Bel Royal School are described herein.

Figure 2-1: School Access Points
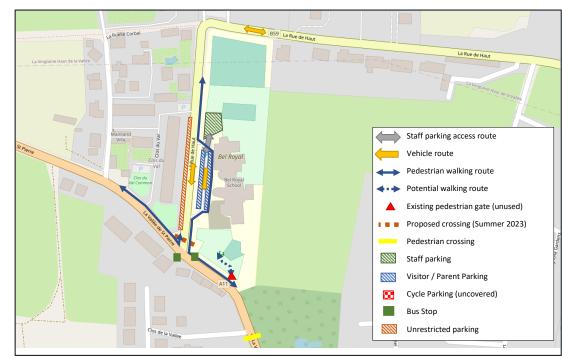
Image 1: Drop off / Pick up area at Bel Royal Primary School   Image 2: La Rue de Haut queues

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Access on Foot

2.1.9.   Bel Royal School's main entrance is located on La Rue de Haut. There is a footway on the eastern side of La Rue de Haut. There is no pedestrian provision on the western side of La Rue du Haut.

2.1.10.   Due to the narrow carriageway and parking on the western side of La Rue du Haut, there is insufficient width for two-way traffic along the section close to the school. At peak times, northbound school traffic queues on La Rue du Haut to access the school site, resulting in southbound vehicles mounting the eastern footway to pass queuing northbound traffic.

2.1.11.   There is a second gated pedestrian route to the school from La Vallee de Saint-Pierre. This route is currently not used to access the school. There is a footway on the northern side of La Vallee de Saint-Pierre. Approximately 125m south of the junction between La Rue du Haut and La Vallee de Saint-Pierre, there is a pedestrian crossing, with connects with a footway on the southern side of La Vallee de Saint-Pierre.

2.1.12.   There is no crossing on La Rue de Haut to connect with the northern footway on La Vallee de Saint-Pierre on the western side of the junction with La Rue du Haut. However, there are existing plans to install a zebra crossing across La Rue du Haut at the junction with La Vallee de Saint-Pierre in the summer of 2023.

2.1.13.   **Image 3** shows a vehicle mounting the pavement and **Image 4** shows the location of the proposed zebra crossing.

Potential catchment for journeys on foot

2.1.14.   An isochronal map for walking is shown in **Figure 2-2**. This has been created, using a geographic information system (GIS) to indicate accessibility to Bel Royal School on foot from the surrounding area. The tool calculates approximate journey times (assuming a walking speed of 5km/h) and assumes journeys follow the highway network. It should be noted that the GIS tool does not account for local topography, nor the relative attractiveness of walking routes, and therefore the walking catchment shown is indicative only.

2.1.15.   In accordance with the above methodology, **Figure 2-2** includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that Beaumont, Clifton and La Vallette areas are within a 20-minute walking distance, which includes residential areas close to the school.

2.1.16.   Using anonymous pupil postcode data[1], it can be identified from **Figure 2-2** and **Figure 2-3** that 38% of Bel Royal School pupils are within a 10-minute walking distance from/to the school and additional 23% can walk to/from the school within a 10 to 20-minute walking trip.

Image 3: Vehicle mounting pavement

Image 4: Proposed zebra crossing location

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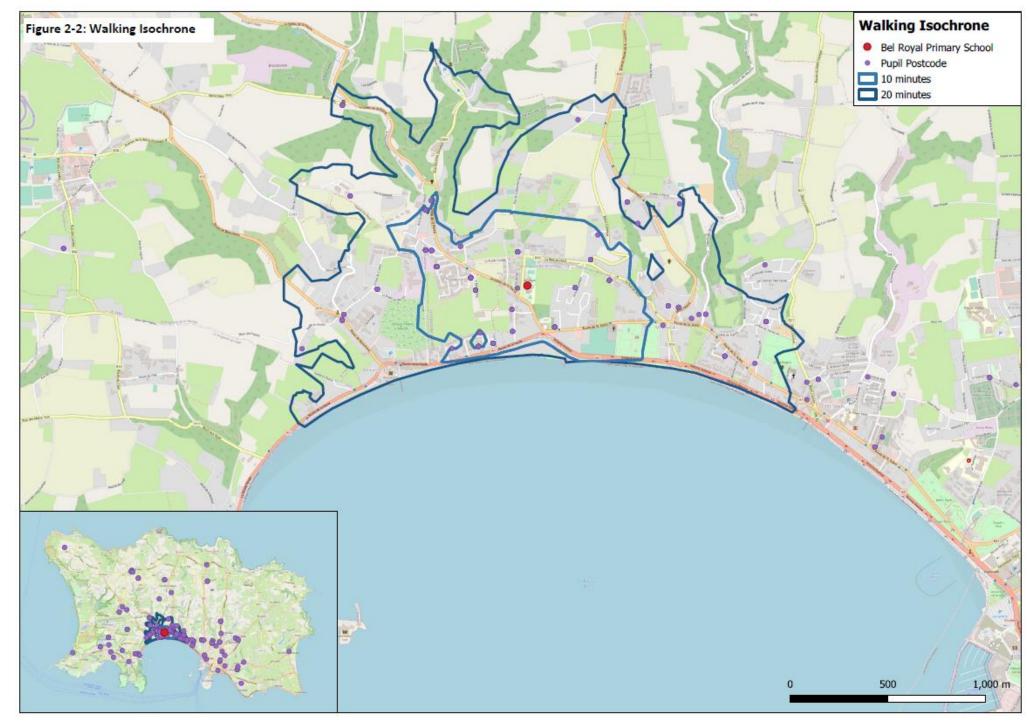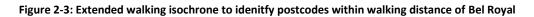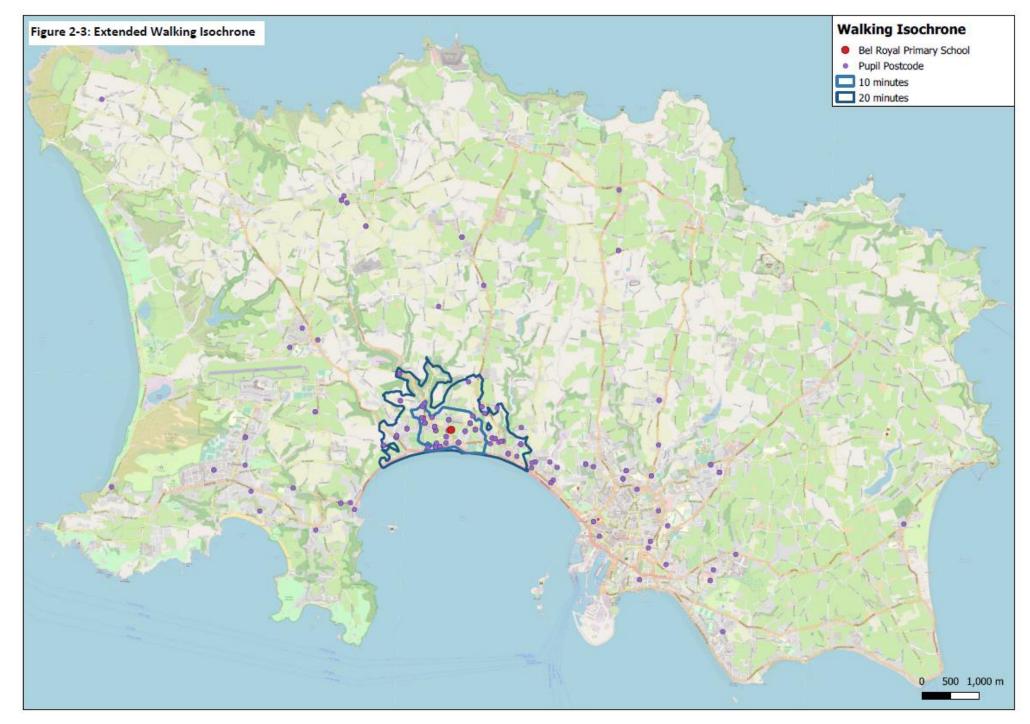
Commented [TS1]: Exact location marked on Ed's map.

Figure 2-2: Walking Isochrone

Figure 2-2: Walking Isochrone

Walking Isochrone
- ● Bel Royal Primary School
- ● Pupil Postcode
- ☐ 10 minutes
- ☐ 20 minutes

0   500   1,000 m

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Figure 2-3: Extended walking isochrone to idenitfy postcodes within walking distance of Bel Royal

Figure 2-3: Extended Walking Isochrone

Walking Isochrone
- ● Bel Royal Primary School
- ● Pupil Postcode
- ☐ 10 minutes
- ☐ 20 minutes

0   500   1,000 m

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Access by Pedal Cycle 🚴

2.1.17. There is no dedicated cycling infrastructure along La Rue de Haut or on La Vallee de Sint-Pierre. The narrow carriageway and volume of traffic are not considered to be conducive to encouraging pupils to cycle to school. There is very little cycle parking located on the grounds on Bel Royal School. A single cycle stand available is located behind the school.

2.1.18. Further from the school, there are existing off-carriageway cycle routes along the seafront. These provide safe, direct routes between the areas of St Helier, Bel Royal, Beaumont and St Aubin. The seafront route is approximately 500m from Bel Royal school.

Potential catchment for cycling journeys

2.1.19. An isochronal map for cycling journeys to Bel Royal School is shown in **Figure 2-4**. Journey times have been calculated by assuming a cycling speed of 18km/h and the tool assumes cycle journeys follow the highway network. It should be noted that the GIS tool does not account for the topography of Jersey and therefore realistic cycle distances may vary slightly from the map.

2.1.20. Using anonymous pupils' postcode data, it can be identified from **Figure 2-4** that 70% of Bel Royal School pupils live within a 10-minute cycling distance to/from school, and additional 27% can cycle to/from the school within a 10 to 20-minute cycle ride.

2.1.21. The remaining pupils located outside the cycling catchment area are likely to be too far to be cycle and may be more conducive to public and shared transport.

Bus Services 🚌

2.1.22. The nearest bus stop to Bel Royal School is Bel Royal Station Bus Stop which is located approximately 70m from the entrance to the school on La Vallee de Saint-Pierre. The bus stop is served by route 8 and 28, which run to the north-west of the island and the War Tunnels respectively.

2.1.23. Additionally, there is another bus stop, the Bel Royal Terrace stop, which is located at the junction at the end of La Vallee de Saint-Pierre. This stop is serviced by more bus routes and is a 4 minute walk from the school. This bus stop is serviced by bus routes 12A and 15, which depart from Saint Helier bus station and arrive at Bel Royal Terrace at 08:28 and 08:15 respectively.

2.1.24. The current student fares (15 or under) for the school bus services vary between £1.03 and £1.30. These are detailed below.

- Cash Student Fare = £1.30
- Contactless Student Fare = £1.08
- AvanchiCard Student Fare = £1.03

2.1.25. The AvanchiCard is available to children ages 5 to 15 years old and students in full-time education and used to travel on any school bus services. The AvanchiCard can be topped up at any time online or at Liberation Station via card or cash.

Image 5: Bus Stop location on La Vallee de Saint-Pierre

Private Vehicle 🚗
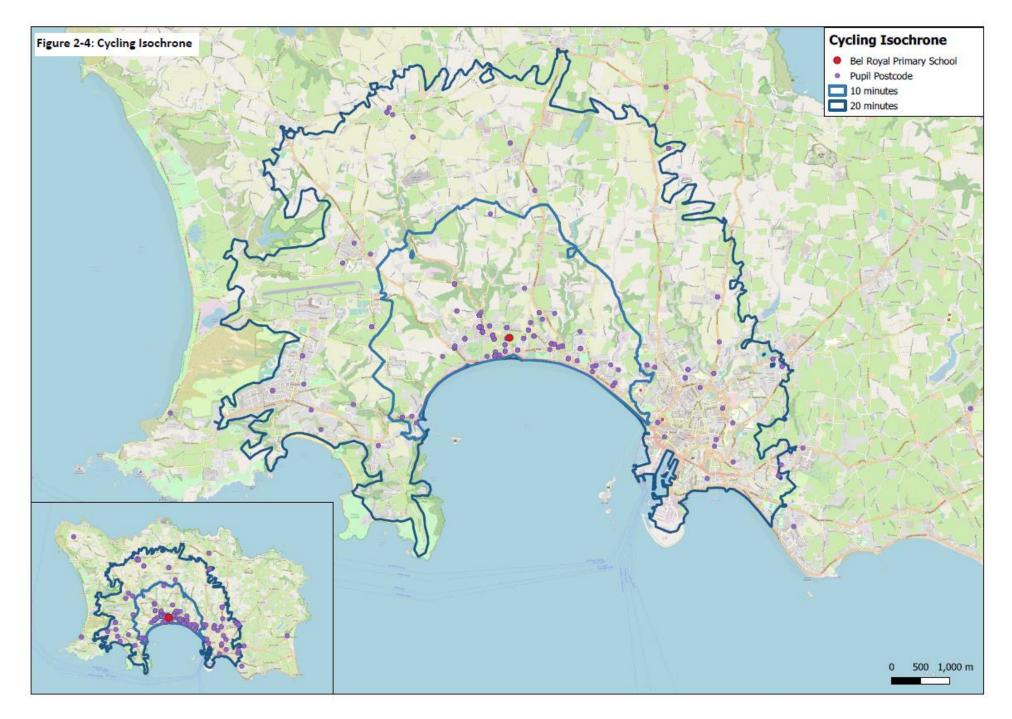
2.1.26. Vehicular access to Bel Royal is provided from La Rue de Haut, which leads to staff car parking and a drop off /pick up area previously shown in **Images 1** and **2**.

2.1.27. Whilst most of the staff at Bel Royal can park in the staff car park on site, there is insufficient capacity to accommodate all members of staff, with some staff having to park offsite.

2.1.28. There is on-street parking on the western side of La Rue de Haut. There are no parking restrictions on this section, meaning it is often occupied by other vehicles throughout the day and not available for staff.

2.1.29. There is currently a 20mph speed limit on La Rue de Haut, however, there is a 30mph speed limit on La Vallee de Saint-Pierre, where there is currently no formal crossing for school pupils.

2.1.30. There is anecdotal evidence of speeding issues on both roads, including areas where forward visibility may be restricted by changes in alignment, walls/vegetation or parked vehicles or the carriageway width is reduced.

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Figure 2-4: Cycling Isochrone

Figure 2-4: Cycling Isochrone

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3 TRAVEL SURVEY RESULTS

3.1 PREAMBLE

3.1.1. A school travel survey was issued at the school in March 2023 to collect information on existing travel patterns and to understand existing issues, opportunities and the potential for change. The survey also provided an opportunity for parents/carers to relay their thoughts on possible solutions to improve school travel to and from the school. Staff were also issued a school travel survey to express their travel and transport patterns and concerns.

3.1.2. There was a total of 86 responses to the parent survey, which equates to a 41% response rate based on the current pupil numbers at the school (212). A total of 28 staff responded to the survey, representing a 64% response rate based on the current staff numbers of the school (44).
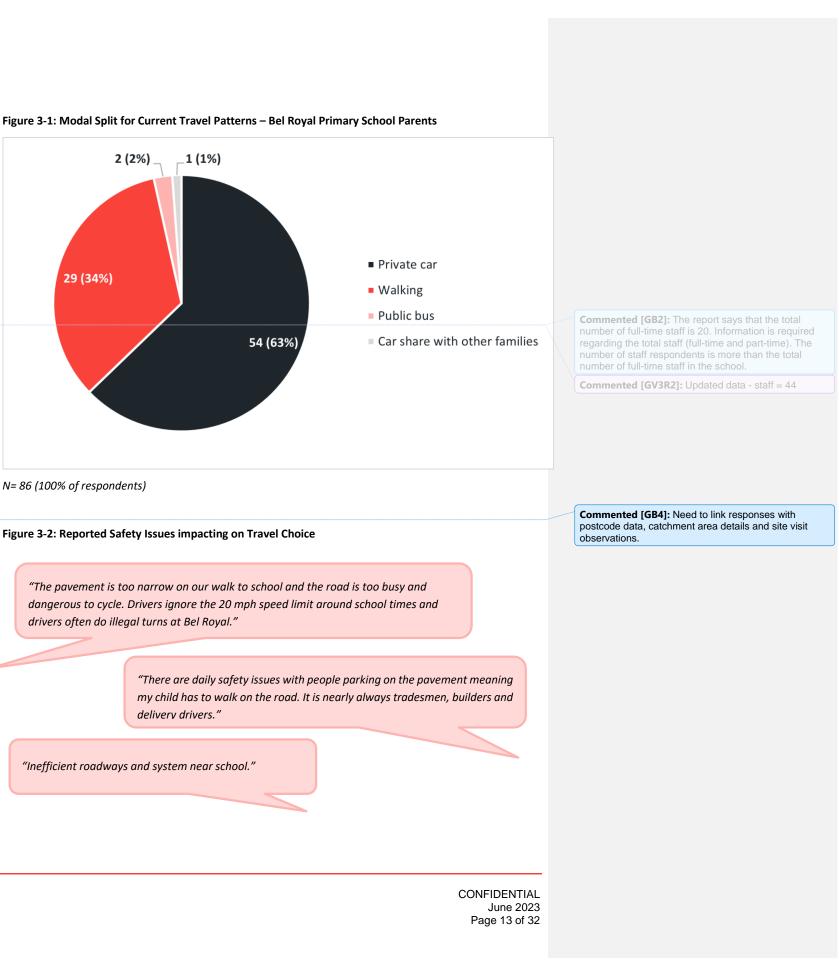
3.2 CURRENT TRAVEL PATTERNS – PUPILS
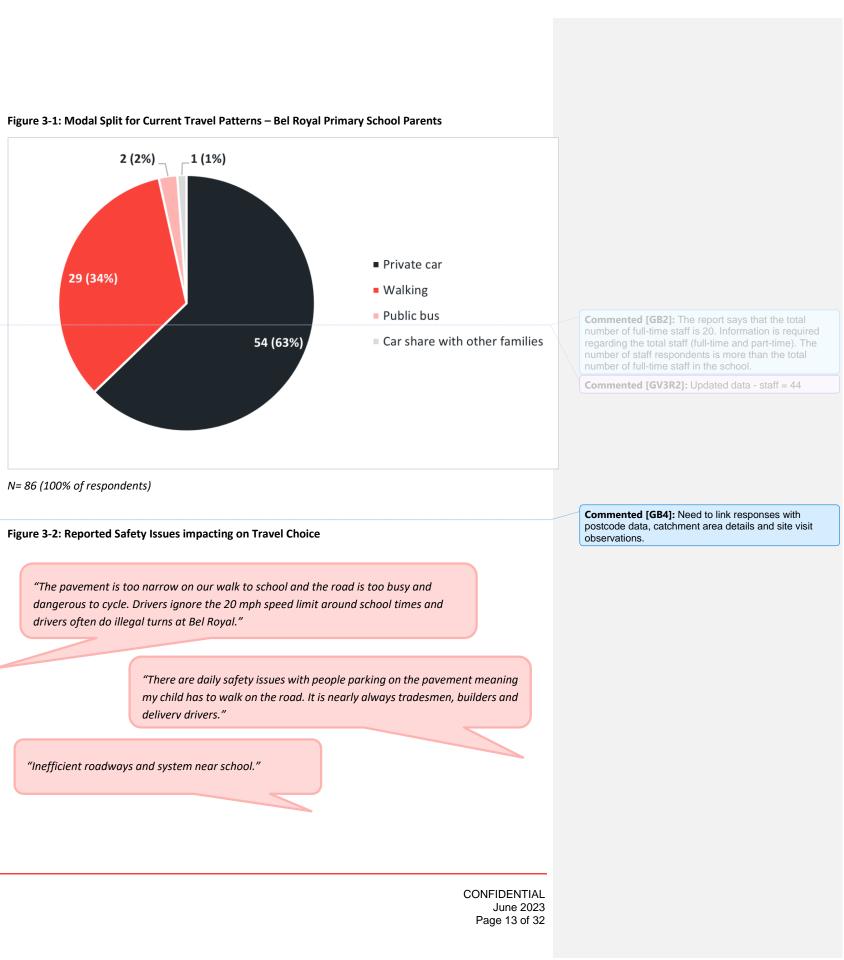
Mode Split from Current Travel Pattern
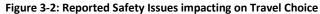
3.2.1. **Figure 3-1** illustrates the modal split for journeys to/from the school based on the responses from the parent/carer survey.

3.2.2. Private car has been reported as the main mode of travel to/from the school by 54 of the total 86 respondents (63%). Walking has been reported to be used as a main mode of travel for the majority of the remaining respondents (29, 34%).

3.2.3. Despite the low response rate, the walking modal share above aligns with the proportion of pupils who live within the school walking catchment area detailed in Section 2 and with the site visit observations. Contrarily, cycling has been reported as the chosen mode to travel to/from the school by only one respondent even though 97% of pupils live within cycling distance of the school (illustrated in Figure 2-4). This may give an indication of the representativity of the sample and/or the challenges faced when cycling to/from Bel Royal Primary School.

Reasons for Modal Choice

3.2.4. Journey distance was reported by most of the respondents (34%) as the main reason for their current travel mode. This aligns with the reported level of walking, although it also provides an indication that distance is not the reason why pupils do not cycle to/from Bel Royal Primary School.

3.2.5. This was followed by 22% of the respondents reporting onward journeys for the parent/carer as their reason for current mode of travel. Subsequent responses are split between journey time (14%), journey safety (11%), no alternative modes available (6%), environmental concerns (5% each), other reasons (4%), disability, visual impairment or mobility impairment (2%) and journey cost (1%).

Figure 3-1: Modal Split for Current Travel Patterns – Bel Royal Primary School Parents

N= 86 (100% of respondents)

Commented [GB2]: The report says that the total number of full-time staff is 20. Information is required regarding the total staff (full-time and part-time). The number of staff respondents is more than the total number of full-time staff in the school.

Commented [GV3R2]: Updated data - staff = 44

Commented [GB4]: Need to link responses with postcode data, catchment area details and site visit observations.

Figure 3-2: Reported Safety Issues impacting on Travel Choice

"The pavement is too narrow on our walk to school and the road is too busy and dangerous to cycle. Drivers ignore the 20 mph speed limit around school times and drivers often do illegal turns at Bel Royal."

"There are daily safety issues with people parking on the pavement meaning my child has to walk on the road. It is nearly always tradesmen, builders and delivery drivers."

"Inefficient roadways and system near school."

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Travel Concerns

3.2.6.   When asked about transport issues that impact pupil's journeys to and from the school, 56 respondents (65%) reported no travel issues are experienced, out of which 33 stated to travel to school by private car, 21 stated to walk, one stated to share car share and one stated to use the public bus.

3.2.7.   Of the 30 respondents who reported they experience issues with travel to/from the school, 24 reported high traffic volumes near school as the main issue they experience.

3.2.8.   Missing or inadequate footpath and insufficient parking were reported as an issue by 14 respondents each which was followed by walking safety (with 13 respondents raising the issue), illegal parking (with nine respondents raising the issue) and high traffic speeds near school (with seven respondents raising the issue). Other issues minorly reported included cycling safety, missing or inadequate cycleways and public bus fares.

Journey Times

3.2.9.   It was reported that 70 (81%) respondents have a journey time of less than 15 min, and 13 respondents (15%) have a journey between 16 and 30 minutes. Additionally, 2% of respondents have a journey time between 31 and 45 minutes, and the remaining 1 respondent has a journey time between 46 and 60 minutes.

3.3   FUTURE TRAVEL PATTERNS - PUPILS

3.3.1.   When asked whether they would consider using an alternative mode of travel to/from the school, a majority of 47 respondents (55%) stated they would not and, whilst the remaining 39 respondents (45%) stating they would.

3.3.2.   Amongst the 47 respondents who would not consider changing their current travel mode, 27 (31% of total respondents) currently travel to and from school by private car, with the remaining 19 respondents walking (22% of the total respondents) and one car sharing with other families.

3.3.3.   Amongst the remaining 39 parents who would consider changing travel mode, 27 (31% of total respondents) currently travel by private cars to the school, 10 (12% of total respondents) walk and the remaining two respondents use the public bus.

3.3.4.   Overall, the most considered travel mode for the future were walking and cycling, with each of 19 respondents (23%) choosing these options. Among the 19 respondents who have chosen walking as a potential future mode, 89% use private car for their travel (the rest already walk but still chose walking as potential future mode). There were each of 13 respondents (16%) who considered private car and dedicated school bus, and nine respondents (11%) who considered each of car sharing with other families and public bus. Results are summarised in **Figure 3-3**.

3.3.5.   Following from the positive considerations to switch to more active and sustainable travel modes, the survey asked what measures would encourage respondents to allow their child to walk/cycle more to the school. Of the 86 respondents, 50 provided an indication of the type of measures which would encourage them to allow pupils to walk or cycle to school (in addition to those who already walk). Overall, safer walking routes to school was mentioned by 19% of the parents as an effective encouraging measure and safer cycling routes by 16% of the parents, followed by cycle proficiency training (11%), other reasons (8%), more or better cycle parking at school and incentives (7% each) and slower traffic speeds in the vicinity of the school and more or better information on safe walking and cycling (6% each).

3.3.6.   In detail, of the 19 respondents willing to shift their current mode of travel to walking in the future, 10 suggested safer walking routes as a measure to encourage walking to school. The popularity of these measures is illustrated in **Figure 3-4**.

3.3.7.   Regarding cycling, of the 19 respondents considering this as a potential future mode of travel to/from school, 11 currently travel by private car, six by walking and two by public bus. Safer cycling routes was the most popular measure to encourage cycling with 10 of the 19 respondents stating this. Cycle proficiency training (e.g. bikeability) was the next most-stated measure for considering cycling in the future, with 7 of the 19 respondents stating this. Additionally, more or better cycle parking at school and incentives would also encourage an uptake in cycle as a mode of travel to/from the school.

3.3.8.   Similarly, measures to encourage bus as a mode of travel to school was asked. Safer walking routes between the bus stop and school was the most popular measure, with 13% of the respondents stating this would encourage an uptake in bus use. This was closely followed by more direct bus services (with 12% of the respondents stating this reason), more regular bus services (with 9% of the respondent stating this reason) and improved bus waiting facilities at or near the school (with 7% of the respondent stating this reason). Cheaper fares, shorter distance between bus stop and school and improved information on bus services were also chosen options as shown in **Figure 3-5**.

Figure 3-3: Modes Considered for Future Travel

N= 82 responses, 39 respondents (45% of total 86 respondents)

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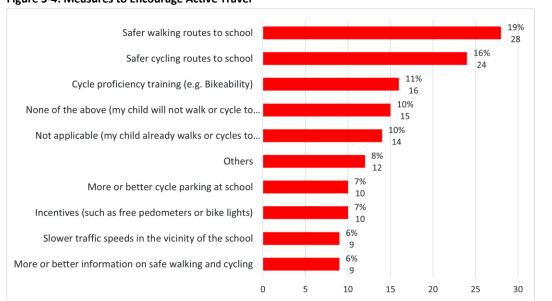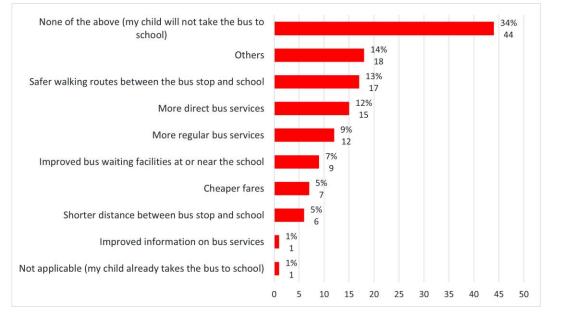
Figure 3-4: Measures to Encourage Active Travel

Measure	%	Count
Safer walking routes to school	19%	28
Safer cycling routes to school	16%	24
Cycle proficiency training (e.g. Bikeability)	11%	16
None of the above (my child will not walk or cycle to…	10%	15
Not applicable (my child already walks or cycles to…	10%	14
Others	8%	12
More or better cycle parking at school	7%	10
Incentives (such as free pedometers or bike lights)	7%	10
Slower traffic speeds in the vicinity of the school	6%	9
More or better information on safe walking and cycling	6%	9

N= 147 responses, 77 respondents (90% of total 86 respondents)

Figure 3-5: Measures to encourage travel by bus to school

Measure	%	Count
None of the above (my child will not take the bus to school)	34%	44
Others	14%	18
Safer walking routes between the bus stop and school	13%	17
More direct bus services	12%	15
More regular bus services	9%	12
Improved bus waiting facilities at or near the school	7%	9
Cheaper fares	5%	7
Shorter distance between bus stop and school	5%	6
Improved information on bus services	1%	1
Not applicable (my child already takes the bus to school)	1%	1

N= 130 responses, 86 respondents (100% of total 86 respondents)

3.4 STAFF SURVEY

3.4.1. Most staff respondents reported using private car as their main mode to Bel Royal (25 of 28, 89%), although 22 of these arrive at the school before school drop-off and leave following pick-up times. Therefore, their vehicles do not contribute to any peak traffic congestion issues assessed within this report.

3.4.2. Walking and cycling have been reported as main mode of travel to/from the school by only one member of staff each (4% of respondents). Additionally, one other member of staff reported in the survey that he/she takes the public bus to/from the school.

3.4.3. When asked about travel issues experienced when travelling to and from the school, 19 staff respondents (68%, most of which currently drive) reported to have no concerns. All members of staff who reported experiencing any travel issues referred to high traffic volumes, missing or inadequate footways, walking safety, cycling safety, missing or inadequate cycleways, illegal parking, insufficient parking, high traffic speeds near school, public bus capacity and public bus fares. The one respondent who walks to/from the school reported they experience travel issues, which included walking safety, missing or inadequate footways, illegal parking and high traffic volumes near school.

3.4.4. Open comments on travel were received from nine members of staff, of which seven travel by private vehicle, one walks and one cycles to/from school. Some of the comments are as follows:

"The road is very dangerous around Bel Royal School. When weather permits, I cycle along the avenue cycle track and try to cross safely to get to school - however this is very precarious and unsafe. Traffic around Bel Royal motors is dangerous as cars speed along there and very rarely allow me to cross. There are no traffic calming measure there and due to the width of the road if a bus or work vehicle park, overtaking vehicles cause a risk. There is no safe cycle track leading to our school".

"Buses need to run more frequently in mornings, both early for staff and around school opening times for pupils and parents. There needs to be a bus route around the catchment area for both primary and secondary schools. As children/ parents are unable to get to their catchment school."

"The roads around this school are an accident waiting to happen. No safe crossings on a busy road. The line of parked cars on the public road opposite the school means trucks and cars regularly mount the pavement to make the road two way. This is so dangerous, and I have witnessed and reported this to the school and parish for 2 years, yet nothing has been done. I have seen pedestrians have to move, young kids not know what to do and a person in a mobility scooter nearly hit. Get rid of parking before someone gets hurt!"

"Pavements could be made safer. At the moment they are too narrow."

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3.5   SUMMARY

3.5.1.   The travel survey has highlighted the current high propensity for pupils to walk to school. Private car is the most used travel mode to travel to/from the school, with 54% of those who drive reporting the main reason for driving to be onward journeys for parent/carer.

3.5.2.   There is an apparent propensity to change travel patterns, mainly towards walking and cycling, with many respondents reporting a willingness to consider alternative options should specific issues be overcome, and if the alternatives presented are viable and convenient.

3.5.3.   Delivering improved cycling infrastructure, cycle training, and improved pedestrian infrastructure may boost levels of active travel. Additionally, a wide range of measures to encourage the use of the bus has been evenly chosen by respondents, with the three more popular being safer walking routes between the bus stop and school, more direct bus services and more regular bus services, followed by improved bus waiting facilities at or near the school, cheaper fares, shorter distance between bus stop and school and improved information on bus services.

3.5.4.   Overall investment in promoting more sustainable travel options will also be necessary to raise awareness and ensure parents are better informed about the full range of travel options available and the benefits they may present.

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4 BASELINE TRAVEL CARBON ASSESSMENT

4.1.1. A baseline travel carbon assessment has been conducted to estimate the current levels of carbon emissions generated by the travel patterns of the pupils attending the school, specifically looking at the emissions generated from car use to/from the school.

4.1 CARBON METHODOLOGY

4.1.2 To estimate the total carbon emissions produced by vehicles travelling to and from Bel Royal Primary School, UK Government greenhouse gas conversion factors for company reporting (the most relevant comparable source) were applied for each mode. Data from the travel surveys has been used to determine how pupils travel to/from their home parish to school. Use of postcode data has enabled the survey responses to be factored up to enable a carbon assessment for the school to be carried out.

4.1.3 The annual number of trips has been assumed to be 320, based on 160 school days per year and a two-way trip each time. The total annual mileage per pupil was calculated by multiplying the annual number trips by the distance between the centre point of their home parish and the school.

4.1.4 The travel mode proportions for each parish that were obtained through the travel survey were applied to the annual trip number, to identify annual mileage by mode. The modes identified were car (petrol/diesel/plug-in hybrid/battery electric vehicle/car share) and bus (school bus/public bus), taxi, cycling and walking.

The UK Government conversion factors were then applied to the annual mileage to determine the annual emissions by vehicle type and parish. The emissions have been calculated in kgCO$_2$e. These are shown in **Table 4-1** and **Table 4-2**.

Table 4-1: Total Annual Emissions (kg CO$_2$e) by Mode Travelling to Bel Royal Primary School

Vehicle Type	Number of Pupils (Based on postcode data)	Emissions (kg CO$_2$e Per Pupil)	Total Annual Emissions (kg CO$_2$e)
Car (Petrol)	91	92.88	8,423.99
Car (Diesel)	33	93.06	3,030.20
Car (BEV)	2	28.00	64.97
Car Share	2	92.98	215.72
Bus (Public)	5	52.57	244.99
Total		**359.50**	**11,979.86**

Table 4-2: Breakdown of Emissions per Parish based on Survey and Postcode Data

	Emissions per mode per Parish (kg CO$_2$e)								
	Petrol Car	Diesel Car	BEV Car	Car share	Public bus	Taxi	Cycling	Walking	Total
Grouville	199	72	2	5	6	0	0	0	283
St. Brelade	1164	419	9	30	34	0	0	0	1656
St. Clement	145	52	1	4	4	0	0	0	207
St. Helier	2372	853	18	61	69	0	0	0	3373
St. John	211	76	2	5	6	0	0	0	300
St. Lawrence	1362	490	11	35	40	0	0	0	1937
St. Mary	735	264	6	19	21	0	0	0	1045
St. Ouen	206	74	2	5	6	0	0	0	294
St. Peter	817	294	6	21	24	0	0	0	1162
St. Saviour	1087	391	8	28	32	0	0	0	1547
Trinity	126	45	1	3	4	0	0	0	179
Total	**8424**	**3030**	**65**	**216**	**245**	**0**	**0**	**0**	**11980**

4.1.5 This data presents a baseline estimate of current carbon emissions associated with how pupils are currently travelling to school. The calculations applied can form the basis for estimating changes in carbon emissions over time as travel planning measures are introduced and future monitoring surveys are undertaken.

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5   BEL ROYAL SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1   ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1:

Lack of safe pedestrian crossings across La Rue de Haut and between La Rue de Haut and La Vall de Saint-Pierre.

Why is this an issue?

5.1.1.   Bel Royal Primary School is located on the eastern side of La Rue de Haute, approximately 60m from La Vall de Saint-Pierre. There are footways on the eastern side of La Rue de Haute and on the northern side of La Vall de Saint-Pierre. On the western side of La Rue du Haute, there is an open drain and culvert.

5.1.2.   There are no existing controlled crossing facilities across La Rue de Haut and between La Rue de Haut and La Vall de Saint-Pierre (**Image 6**). Given the high footwall of parents and pupils travelling to/from the school, and the high turning flows at the junction, there is a risk of collisions between vehicles and pedestrians. Pedestrians may also cross or wait to cross close to the open drain on the western side of La Rue de Haut.

5.1.3.   Difficulty crossing increases the likelihood of collisions between vehicles and pedestrians and may also act as a barrier to people walking or cycling to school.

What are the opportunities?

5.1.4.   The provision of pedestrian crossings and new footways around the junction are provided to help pedestrians cross the road safely and provide more accessible and user-friendly routes to school.

5.1.5.   It is noted that there are schemes proposed at this location to provide crossings and new footways to improve pedestrian accessibility.

Issue 2:

Reduced awareness of the school and vehicles travelling at higher speeds through area.

Why is this an issue?

5.1.6.   Bel Royal Primary School is located on La Rue de Haut, approximately 60m from the junction with La Vall de Saint-Pierre. La Vall de Saint-Pierre is one of the primary routes on the island, feeding traffic from the north and northwest of the island into St Helier. Therefore traffic flows are high and speeds may be at or close to the existing 30mph speed limit. There is a 20mph speed limit on La Rue de Haut, there is no School Safety Zone in this area.

5.1.7.   Higher speeds and reduced awareness of the school, and likelihood of parents/pupils crossing could increase the likelihood of collisions between vehicles and pedestrians. High speeds could also be a barrier to active travel choices.

What are the opportunities?

5.1.8.   Increased awareness of the school by providing signage and appropriate speed limits on La Rue de Haut and La Vall de Saint-Pierre could encourage lower speeds and remove barriers to active travel choices.

Image 6: La Rue de Haute, looking towards La Vall de Saint-Pierre

Issue 3:

Insufficient carriageway width for two-way traffic leading to vehicles driving on the footway to pass queuing traffic on La Rue du Haut.

Why is this an issue?

5.1.9.   During the site visit and supported during discussions with school representatives, southbound vehicles were observed driving on the footway in order to pass northbound traffic. Vehicles park on the western side of La Rue du Haut, reducing the available carriageway for two-way traffic.

5.1.10.   There are no parking restrictions on the western side of La Rue du Haut. School representatives indicated that the parking was not local residents but commuters parking and walking/cycling into St Helier.

5.1.11.   Parked vehicles reducing the carriageway width, making it difficult to maintain two-way traffic and causing vehicles to drive on the footway in order to pass provide a less safe environment for pedestrians walking on the footway and may discourage active travel choices in the area. (**Image 7 and 8**)

What are the opportunities?

5.1.12.   Measures to prevent or manage parking on La Rue du Haut or provide adequate space for two-way traffic and safe pedestrian routes may result in some of the barriers to active travel choices being removed.

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Image 7: Queuing traffic on La Rue de Haute during school drop-off time

Image 10: A vehicle driving on the footway to pass traffic on La Rue de Haute

Limited connectivity to existing pedestrian / cycle routes towards St Helier

Why is this an issue?

5.1.13.   Bel Royal Primary School is located approximately 500m away from the seafront, where there are pedestrian and cycle routes east towards St Helier and west towards St. Aubin. Between the school and the pedestrian/cycle routes, there are limited crossing facilities and suitable direct routes.

5.1.14.   More direct, easy access routes and crossings between the school and the seafront may encourage parents/pupils to walk to/from school, or park in the seafront car parks and walk from there.

5.1.15.   The proposed extension to Coronation Park may provide an opportunity to provide a new route off-carriageway pedestrian/cycle route between St Aubin's Road and Victoria Avenue, with new/improved crossing facilities connecting with the seafront routes.

What are the opportunities?

5.1.16.   New crossings and routes between the school and existing seafront routes may encourage parents/carers/ pupils to use active travel modes when travelling to/from the school. Parents may also consider parking in the seafront car parks and walking to/from the school rather than sitting in peak traffic when travelling to the school itself.

5.1.17.   Safety and connectivity improvements may reduce or remove barriers to active travel, encourage mode shift and reduce vehicle demand on La Rue du Haut.

5.2   RELIANCE ON SINGLE OCCUPANT CAR TRAVEL

Issue 5:

Pupils travelling into the Bel Royal area from further afield relying on the car as a means of travel

Why is this an issue?

5.2.1.   Based on the postcode and survey data, a significant number of pupils travel to the school by car. This results in an increased pressure on the local highway network causing congestion and delay as well as road safety concerns previously identified.

What are the opportunities?

5.2.2.   There are a number of opportunities that could be considered to help reduce the reliance on single occupant car travel and the resultant impact on the local road network around the school, this could include:

- Parking hubs within proximity to the school with good pedestrian/cycle connections to school;
- New / improved pedestrian crossings / routes away from busy junctions and routes;
- Changes to the parking restrictions / charges around school pick-up/drop-off times to encourage parents to park and walk;
- New / improved bus and school bus services between St Helier and Bel Royal; and
- Limited cycle parking at the school.

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5.3   LIMITED USE OF SHARED TRANSPORT

Issue 6:

Low proportion of pupils reporting to travel by shared transport i.e. school bus/car sharing.

Why is this an issue?

5.3.1.   From the survey results, there are low levels of shared transport to/from the school, with car sharing and bus only having four respondents each (6% of total 72 respondents). This may be due to the existing service patterns and routes that serve La Vall de Saint-Pierre.

5.3.2.   Limited connectivity and crossings to St Aubin's Road and La Route de la Haule may also discourage bus use for travelling to/from school.

What are the opportunities?

5.3.3.   There are multiple opportunities to increase uptake of shared travel such as revising bus routes and bus timetables. Improved connectivity to nearby roads open up opportunities to use other bus services to travel to/from the school.

5.3.4.   Car sharing could be encouraged by creating a database of parents living nearby and putting them in contact.

5.4   SUMMARY

5.4.1.   This section has outlined the school travel and transport issues and opportunities that have been identified from the information gathered from the site audit and the travel survey results.

5.4.2.   The following sections will look more closely at the measures that can be put in place to tackle the issues. **Section 6** will outline the objectives of this report, before stating how potential solutions have been developed. This will be followed by proposing highway and access improvements in **Section 7** and wider measures in **Section 8**.

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6 SCHOOL TRAVEL AND TRANSPORT OBJECTIVES

6.1 TRAVEL AND TRANSPORT OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Bel Royal and has provided an indication of specific issues to address and opportunities to overcome them. However, before developing potential solutions, it is helpful to determine an overarching aim for promoting and facilitating more sustainable school travel patterns at the school. This will drive the overall rationale for investment and is proposed as follows:

'To invest in measures that remove the road safety barriers to active and sustainable travel choices at Bel Royal, whilst promoting healthier and more environmentally friendly outcomes through initiatives that contribute to Jersey's net zero carbon targets.'

6.1.2. This aim will be supported by the following specific objectives outlined in **Table 6-1**.

6.1.3. Achieving these objectives will help deliver safer, more sustainable, and healthier travel patterns at Bel Royal, helping to reduce the demand for car-based access at the school access during peak times. This will also contribute towards supporting wider public health and Government of Jersey environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.
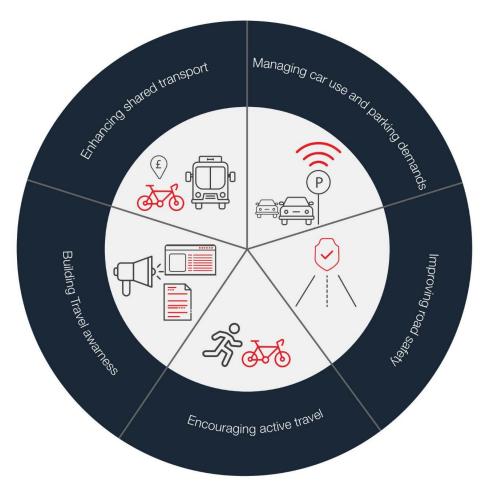
Table 6-1: School Travel and Transport Objectives

Objective Reference	Objective
O1	• Improve road safety and minimise potential conflict between motor vehicles and other road users
O2	• Manage the overall demand for single occupancy car trips to and from the school site
O3	• Manage parking demands and optimise the allocation and management of available car parking
O4	• Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
O5	• Enhance the quality and availability of travel information and advice for pupils, parents, carers and staff
O6	• Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

6.2 DEVELOPING POTENTIAL SOLUTIONS

6.2.1. Based on the desktop research, site audits and travel survey results, a wide range of measures and initiatives have been identified to deliver sustainable transport solutions and outcomes at Bel Royal School. The measures will not have the potential to wholly reduce existing reported issues, but each will capitalise on the opportunities identified and contribute directly or indirectly to helping improve the travel and access situation in and around the school.

6.2.2. Proposed measures are drawn from established industry best practice and with a focus on identifying measures appropriate in this context.

6.2.3. Measures are grouped by theme as shown in **Figure 6.1**.

Figure 6-1: Measures grouped by theme

6.2.4. Proposed measures are presented in the following two chapters, firstly with an overview of physical highway and access improvements in the vicinity of the school, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.

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7   HIGHWAYS AND ACCESS IMPROVEMENT

7.1.1   A number of highway interventions have been identified in response to the site observations, feedback through the travel survey and the resultant issues and opportunities identified. These are summarised below.

Table 7-1: Recommended Highway and Access Improvement Measures

Ref	Measures	Description	Supporting Objective	Justification
H1	School Safety Zone, including 20mph speed limit	Introduction of a School Safety Zone with a 20mph speed limit on La Rue du Haut and La Vall. de Saint-Pierre, with new signage and wig-wag lights.	O1, O4	Increase awareness of the school and to encourage lower speeds through the area. Lower speeds may encourage more people to walk to/from school and help provide safer crossings.
H2	Zebra crossing and footway at the junction between La Rue du Haut and La Vall. de Saint-Pierre.	Improved connectivity with the existing footways on La Vall. de Saint-Pierre, and a safer crossing at on La Rue du Haut.	O1, O4, O6	Improved connectivity, a new footway and safer crossing may encourage people to walk to/from the school. Scheme proposed, to be delivered Summer 2023.
H3	Parking restriction on La Rue du Haut	Introduction of parking restrictions on La Rue du Haut to prevent parking where the carriageway is narrow. Times of operation and duration of parking to be confirmed.	O1, O2, O3, O4	Parking restrictions to remove or restrict the volume of parked vehicles on La Rue du Haut during school drop-off and pick-up times would maintain greater carriageway space for two-way traffic and reduce the likelihood of vehicles driving on the footway.
H4	New/improved crossings on routes towards Coronation Park and the seafront	New or improved pedestrian crossing facilities on routes towards Coronation Park and the seafront car parks.	O1, O4, O6	Providing safer crossings on routes further afield may encourage parents to park and walk to/from school, rather than add to the congestion on La Rue du Haut and La Vall. de Saint-Pierre.
H5	New access route via existing unused gate	Reopening the existing gate onto La Vall. de Saint-Pierre to provide an alternative route into the school site	O1, O4, O6	A second access route onto La Vall. de Saint-Pierre via the existing unused gate would enable parents/pupils coming from the south to avoid the narrow footways and congestion in the vicinity of La Rue du Haut and the junction with La Vall. de Saint-Pierre.

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Parking restrictions implemented

School Safety Zone entry signage

New pedestrian crossing / route (Proposed Summer 23)

Part-time one-way operation (School Drop-off / Pick-up)

School Safety Zone entry signage

New pedestrian route (TBC – likely Summer 24)

School Safety Zone (SSZ) – signage / markings / signals

Secondary access route provided

Possible route to the seafront routes (Links with Coronation Park Extension)

School Safety Zone entry signage

Possible new / improved pedestrian crossings

Park and Stride locations

Google Earth

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New controlled crossing facility with widened central reserve

Eastbound lane remains as a single lane for a short period

Widened northern footway to accommodate shared use footway and new crossing

Example School Safety Zone signage

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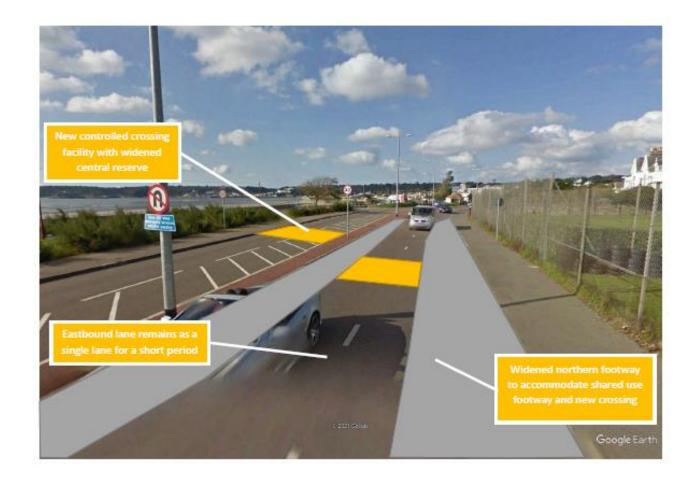
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8 WIDER MEASURES

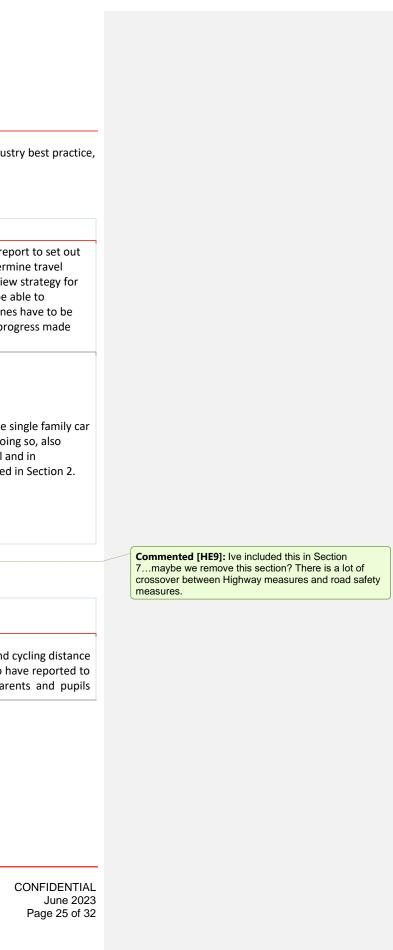8.1.1. In addition to highway and access improvements in the vicinity of the school, there are a wide range of additional measures to consider. Following a review of information from the travel survey, and considering industry best practice, this chapter presents a series of proposed measures grouped by theme and aligned to fulfilling the aim and objectives in **Section 6**. These are summarised in the below tables.

Table 8-1: Bel Royal Primary School Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	School Travel Plan	A School specific Travel Plan that incorporates all measures that are planned to meet sustainable travel objectives and determine targets in relation to travel modal shares desired for the school, as well as introduce a monitoring and review strategy.	All	A School Travel Plan is the following natural step to this report to set out the chosen travel planning measures and be able to determine travel modal share targets and prepare the monitoring and review strategy for the success of the Travel Plan. This way, the school will be able to understand which measures are being effective, which ones have to be reviewed, if new measures are required, and the yearly progress made towards any agreed targets.
W2	School-run car sharing	It is recommended that car-sharing be promoted to parents as informal arrangements that can be agreed, with the school facilitating a potential matching service. A simple questionnaire could be issued to facilitate matching details where very similar journeys are being made by parents which could be shared by agreement. If successful, this may help reduce the overall number of private car journeys otherwise conducting pick up and drop offs around the school access points. Alternatively, facilitating car sharing arrangement using app-based technologies could be beneficial and considered by the school as part of a pilot initially. One example is the Home Run app (https://www.homerun-app.com/) that can provide a software-based solution to connect prospective car-sharers and be managed within a dedicated online space for the school.	O1, O2, O3, O6	Arranging car sharing options is forecasted to help reduce single family car trips and yet enable those who need to drive to school doing so, also relieving congestion on the roads surrounding the school and in consideration of the pupils' postcode clusters as illustrated in Section 2.

Commented [HE9]: Ive included this in Section 7…maybe we remove this section? There is a lot of crossover between Highway measures and road safety measures.

Table 8-2: Bel Royal Primary School Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W3	Walking/scooting and, cycling maps	School-specific maps could be created denoting the most direct, safe and coherent route for active travel connections between the school and surrounding catchment. Maps can be distributed to parents/carers via school newsletters and be updated when required to reflect changes and improvements to local active travel networks.	O2, O4, O5	Considering the high level of pupils living within walking and cycling distance to the school and compared to the low level of pupils who have reported to walk or cycle to school, these measures would help parents and pupils

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Ref.	Measures	Description	Supporting Objective	Justification
W4	Reward-based participation schemes	GoJ should consider funding a scheme that encourages participation and active travel through reward-based incentives have grown in popularity in recent years. Examples include 'Beat The Street' (operated in England by Intelligent Health) whereby 'beat boxes' are located on defined routes within the community and smartcards are issued to participants. Participants then tap boxes with their smartcard to indicate they have walked, or cycled, a specific route and earn points. Points are then aggregated for each school as part of a friendly competitive league, with prizes available for winning schools. The scheme fundamentally encourages walking and cycling activity over a defined period, and incudes the ability to quantify overall health benefits. There are other examples of competitions led by West Sussex County Council in collaboration with Sustrans, where students are invited to take part in a competition to design a sustainable travel banner to "*create a legacy for their projects and give pupils some ownership over the spaces outside their schools*". An example can be seen in Figure 8-1. Alternative, cheaper options include a simplified scheme that could be run through the school. Pupils who walk, scoot or cycle to school could be rewarded with points/credits which are redeemable at certain levels for a small prize, such as books or additional 'golden time'.		consider to walk, scoot or cycle to school with walking/scooting and cycling maps denoting the safest and most direct routes. A reward-based participation scheme can also be a highly effective means of overcoming any inertia in choose walking, scooting or cycling by direct incentivising and rewarding change. For a set period more children at Bel Royal Primary School can be encouraged to trial and experience active travel for some or all of their school journey; reinforcing in many instances that it may present a viable and convenient alternative to being driven to and from school.
W5	Audit and develop key walking routes	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including immediately adjacent streets which would benefit from a walking audit to identify their potential for upgrade and improvement. This could be conducted by a School Community Street Audit using an approach such as the UK Walking Route Audit Tool (WRAT) which is freely available online. This tool will assess the current suitability of walking routes against key criteria including directness, attractiveness, comfort, safety and coherence. The outcomes of the route audit process and be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.	O1, O2, O4	60% of pupils live within walking distance from the school however a significantly lower level of walking has been reported in the survey. This measure could make the biggest difference in walking choice also in consideration of walking routes safety concerns that have been reported, and significantly add up to the current level of pupils who have stated to walk to school.
W6	Improvement of cycling facilities at school	Cycle parking facilities at school are recommended to be reviewed so that spaces are implemented as well as safe and secure storage for cycling equipment (e.g. helmets). Changing facilities are also recommended to be reviewed and implemented if necessary.	O1, O2, O4	This measure is required to support staff who wish to cycle to/from school

Image 11: Banner Design Competition Example (related to Measure W5)

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Table 8-3: Bel Royal Primary School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W7	Sustainable school travel campaigns	Sustainable school travel campaigns can be scheduled for the first week of each term and be used to make emphasis on the benefits of sustainable travel and to inform of all options which are available to travel to and from the school. These campaigns may include specific events during school times or after school, including curriculum-linked sessions facilitated by experts on relevant topics, training sessions on walking and cycling safety, cycle training. All available information and advice should be actively offered to parents and pupils during the campaigns, which can as well be used to get feedback and recommendations from parents as well as to undertake monitoring surveys.	All	Sustainable school travel campaigns are an active way of making all sustainable travel measures for the school pupils and parents publicly available. Also, reinforcing the knowledge of the measures and preparing sustainable travel training events and sessions during fixed weeks of the year will increase the success rate of the measures. These can be advertised also via the regular newsletter which the school issues fortnightly.
W8	Targeted use of social media	Developing a strategy to engage with parents through Facebook, Twitter and Instagram, and disseminate sustainable travel information through these social media is recommended as an easy and effective way of connecting with parents without making a direct approach, also keeping the sustainable travel agenda under their radar in a soft, indirect way. Updates about sustainable travel strategies for the school, progression of agreed measures, training sessions, events, or any other news can be also published through social media, this way raising awareness and increasing participation rates.	All	Bel Royal Primary School Facebook has 385 followers and 35 followers on Twitter (as of 7th June 2023). No Instagram accounts have been found for the school. The creation of a targeted communication strategy through these social sites will increase the visibility of the school sustainable travel strategy, also allowing for continuous encouragement of sustainable travel modes. Additionally, the ease of communication through social media will make it more likely that feedback and ideas for improvement are regularly received from parents and local residents.
W9	Classroom / assembly activities on sustainable travel	Scheduled curriculum-linked sessions on sustainable, safe and healthy travel to school could be incorporated within lesson and assembly plans. This would be an opportunity to share information on travel options for Bel Royal Primary School pupils, and also for them to feedback to their cohort on their own experience, views and ideas.	All	Reinforcing the knowledge of the measures and preparing sustainable travel sessions as part of curriculum-linked activities will increase the success rate of the measures.

Commented [HE10]: Think these need updating?

Commented [GV11R10]: VG done

Table 8-4: Bel Royal Primary School Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W10	Review of bus services to/from school	A review of bus services to/from the school is recommended to be undertaken. This is to determine whether improving the routes and frequencies to the school would be feasible so that this travel choice is offered to pupils.	O1, O2, O6	The school has limited bus connections, the frequencies don't align readily with school entry and exit times. This may discourage or prevent parents/carers from using the bus for the school run.

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9 PRIORITISATION OF MEASURES

9.1.1. The previous two sections have presented a range of measures designed to fulfil the objectives outlined in **Section 6**, and which reflect the issues and evidence presented earlier in the report. Grouped by theme the measures are not intended to be delivered in isolation and are anticipated to form a package of investment that can be delivered over time. However, not all measures may be supported, or can be funded and delivered, and inevitably a process of stakeholder review and prioritisation should inform the final selection of a preferred package of investment.

9.1.2. To assist Government of Jersey in determining which measures to prioritise, each has been assessed against a set of seven initial key criteria. These are as follows:

1. **Road Safety Impact**
   - High (3) – likely to result in a positive benefit for all user groups or a significant benefit for NMUs
   - Medium (2) – likely to result in a minimal benefit for all user groups and NMUs
   - Low (1) – likely to result in a limited benefit for all user groups
2. **Modal Shift Impact**
   - High (3) – likely to result in a significant measurable increase in sustainable travel
   - Medium (2) – likely to result in a small measurable increase in sustainable travel
   - Low (1) – likely to result in a nominal measurable increase in sustainable travel
3. **Carbon Reduction Impact**
   - High (3) – likely to result in a significant measurable reduction in transport carbon emissions
   - Medium (2) – likely to result in a small measurable reduction in transport carbon emissions
   - Low (1) – likely to result in a nominal measurable reduction in transport carbon emissions
4. **Delivery Cost** (note these reflect the overall delivery costs and are indicative only).
   - Low (3) - < £10,000
   - Medium (2) - £10,000 - £50,000
   - High (1) > £50,000
5. **Technical Deliverability**
   - High (3) – no readily identifiable technical constraints on delivery
   - Medium (2) – requires additional feasibility assessment to determine deliverability
   - Low (1) – obvious/significant issues for deliverability to explore through feasibility assessment
6. **Stakeholder Support**
   - High (3) – likely to have no objections and probable support from stakeholders
   - Medium (2) – may be some objections and will require consultation but not significant delays
   - Low (1) – likely to be significant objections which could delay/prevent the measures
7. **Timeframe**
   - Quick Win (3) – readily deliverable within six months
   - Medium term (2) – deliverable within 18 months
   - Longer term (1) – deliverable in the longer term (over 18 months)

9.1.3. Each scheme, grouped by theme, has been assigned a provisional score (between 1-3) for each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any measure is 21 points. Measures scoring 16+ points are considered a higher priority for further detailed scheme development and delivery, with interventions scoring less than 16 considered a lower priority.

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Table 9-1: Highways and Access Improvements: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
H1	School Safety Zone, including 20mph speed limit	3	2	2	3	3	3	3	19	HIGHER
H2	Zebra crossing and footway at the junction between La Rue du Haut and La Vall. de Saint-Pierre.	3	2	2	2	2	3	3	17	HIGHER
H3	Parking restriction on La Rue du Haut	3	1	2	3	3	2	3	17	HIGHER
H4	New/improved crossings on routes towards Coronation Park and the seafront	3	2	2	2	2	3	2	16	HIGHER
H5	New access route via existing unused gate	2	1	2	2	3	2	3	15	LOWER

Table 9-2: Managing Car Use & Parking Demands: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	Develop a School Travel Plan for the school	1	2	2	3	3	3	2	16	HIGHER
W2	School-run car sharing	1	2	2	3	3	2	3	16	HIGHER

Table 9-3: Encouraging Active Travel: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W3	Walking/scooting and, cycling maps	1	1	1	3	3	2	3	14	LOWER
W4	Reward-based participation schemes	1	2	2	1	3	3	2	14	LOWER
W5	Audit and develop key walking routes to school	2	2	2	3	2	2	2	15	LOWER
W6	Improvement of cycling facilities at school	1	1	1	3	3	1	3	13	LOWER

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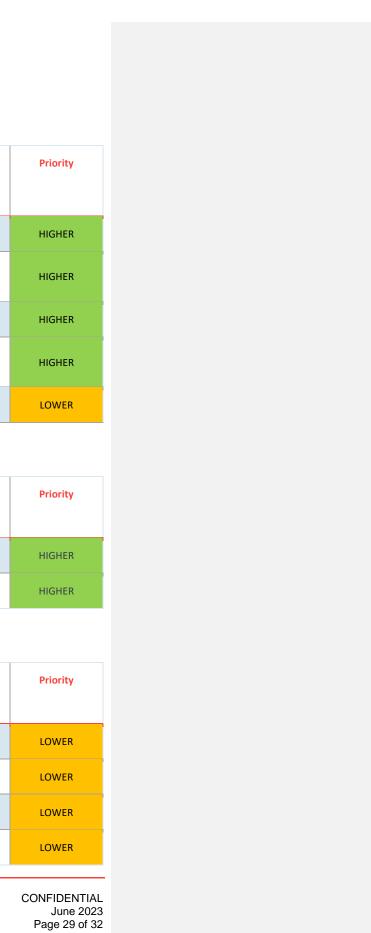CONFIDENTIAL
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Table 9-4: Building Travel Awareness: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W7	Sustainable school travel campaigns	2	1	1	2	3	2	2	13	LOWER
W8	Targeted Use of social media	1	1	1	2	3	2	3	13	LOWER
W9	Classroom/assembly activities on sustainable travel incl. banner design competitions	2	1	1	3	3	3	3	16	HIGHER

Table 9-5: Enhancing Shared Transport: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W10	Review of bus services to/from school	1	2	2	2	2	2	2	13	LOWER

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10   CONCLUSION AND NEXT STEPS

10.1   CONCLUSION

10.1.1.   The report has outlined opportunities and a series of measures to enhance sustainable travel patterns at Bel Royal. These have been determined drawing on evidence from a school travel surveys, site observations and discussions with the school. Taking a themed approach, the measures collectively present options to manage the demand for car-based mobility, encourage an increase in active travel and shared transport, improve road safety travel information and choice for customers, and reduce the impact of emissions from transport on the environment.

10.1.2.   The following steps are proposed to advance the proposals in the report to the stage of an implementation programme.

10.2   NEXT STEPS

Review proposed measures and consult with Bel Royal

10.2.1.   A high-level initial prioritisation of measures provides GoJ with the basis for further discussion between stakeholders over which should be advanced, when and through what delivery mechanism. Some measures may represent relatively quick wins, and many complement existing sustainable mobility programmes and service provision on the island. Other measures may be better advanced over the medium to longer terms, for example in close alignment with future major highway schemes being developed for St Lawrence Parish.

10.2.2.   Further engagement and dialogue with the school on how measures are developed and delivered will foster a collaborative and dynamic approach to deliverability, increasing the likelihood future planned investment will be well-supported within the school community and local area, and add the most value.

Determine shortlist and define measures

10.2.3.   Following further engagement with Bel Royal School and wider stakeholders, including prospective delivery partners, a provisional shortlist of measures should be agreed. It is suggested these remain a combination of measures across each theme for a rounded approach to resolving existing issues and delivering a more comprehensive approach to promoting more sustainable school travel outcomes.

10.2.4.   Certain schemes will of course require additional definition and development; for example, transport impact assessments, developing outline designs and conducting safety audits. Funding sources will need to be identified and provisional budget allocations assigned. It is advised that budgeting is informed through further discussion with prospective delivery partners.

Develop implementation programme

10.2.5.   Resource should thereafter be allocated to determine a rolling implementation programme drawing on the agreed shortlist of measures and funding availability. This should present information on how, when and through whom measures can be implemented, including any dependencies related to wider planned scheme proposals. Alongside an implementation programme an approach to monitoring and evaluating measures should be derived, providing a framework to determine how effective the chosen measures have been in securing the planned outcomes and providing an opportunity for adaptive learning as part of future sustainable mobility programmes in Jersey.

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