

Government of Jersey

D'AUVERGNE SCHOOL

School Issues and Opportunities Report



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CONFIDENTIAL

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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 d’Auvergne School in St Helier Parish.
- 1.1.3. Identifying issues and opportunities will be advanced through an evidence-led approach, comprising the following two methods:
- A school travel questionnaire to collect information on existing travel patterns alongside parent/carer/pupil views on current travel issues and feedback on possible solutions; and
 - Discussions with the Year 6 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 connections 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 both highway infrastructure improvements and wider travel behaviour change initiatives. Information is also presented on how these recommendations might be prioritised for any future investment programme by GoJ.

1.2 REPORT STRUCTURE

- 1.2.1. The remainder of this report is structured as follows:
- 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/carers and the propensity for change.
 - Section 4: Baseline Travel Carbon Assessment - details current school travel pattern carbon outputs.
 - Section 5: School Travel and Transport 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 and Access Improvements - suggests ways to improve the highway network within the vicinity of the school.
 - Section 8: Proposed Wider 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 the recommendations identified.



2 EXISTING SCHOOL AND TRANSPORT CONDITIONS

2.1 EXISTING CONDITIONS

- 2.1.1. D’Auvergne School is a primary school located in the parish of St Helier. The school has a local catchment area; however, a small proportion of pupils travel from further parishes. The school has a 45-place nursery, approximately 500 students ranging between 5- and 11-years of age, and around 70 full-time education staff members.
- 2.1.2. The school has one access road situated off La Pouquelaye. The private access road (known as d’Auvergne) is initially two-way, but forms into a one-way system to allow for drop-off/pick-up half way along the road near to the playgrounds and main entrance. **Figure 2-1** illustrates the vehicular and pedestrian access point to the school as described, including the direction of vehicular routes and where parking and pick up areas are located.
- 2.1.3. Morning arrival times are between 08:15-08:30, with parents able to drop off their children at designated gates/doors monitored by staff members. Afternoon pick up times vary for different year groups: nursery pupils are picked up between 14:45-15:00; reception and all other years leave at 15:00. Parents start arriving at 14:15 for afternoon pick up. Before school breakfast club starts at 07:30 and after school clubs operate until 17:00.
- 2.1.4. The School Caretaker provides a school crossing patrol for 30-minutes in the morning and 15-minutes in the afternoon on La Pouquelaye (just north of the d’Auvergne access road).

Site Visit

- 2.1.5. A site visit was held on 20 March 2023 during the school afternoon departure times. The site visit primarily focused on the private school access road, (d’Auvergne) and La Pouquelaye, a parish road. The one-way system of d’Auvergne is shown in **Image 1**.
- 2.1.6. During the site visit, parking along the one-way loop around the main car park was observed, sometimes forming two to three queues as shown in **Image 2**.
- 2.1.7. The various travel options which pupils and staff can use to access the school are described herein.

Figure 2-1: School Access

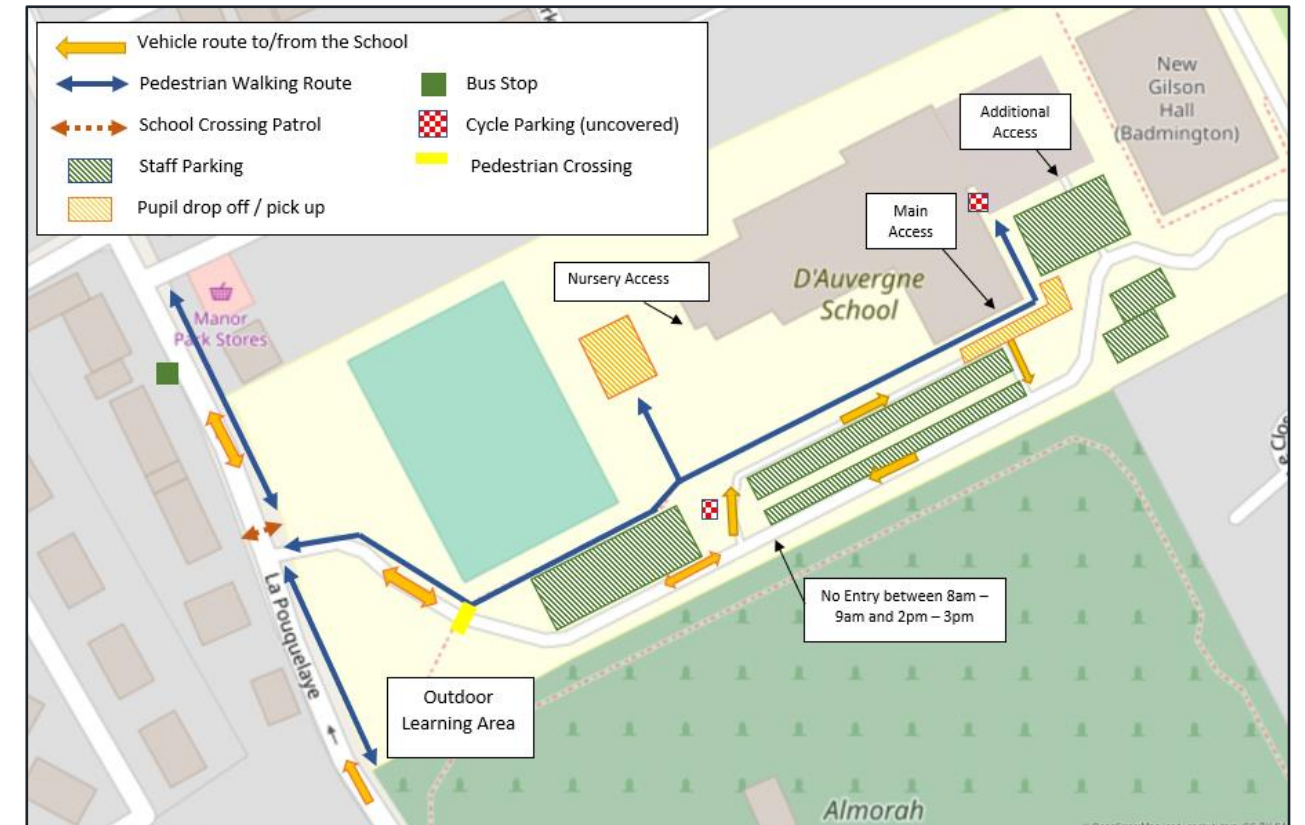


Image 1: Pick-up/Drop-off location



Image 2: Congestion in afternoon



Access by Foot

- 2.1.8. The private access road (d'Auvergne) has an adequate footway on one side which continues to the main school entrance. Speed cushions are present along the road, which has a 20-mph speed limit, with a pedestrian crossing leading to an outdoor learning area.
- 2.1.9. La Pouquelaye, south of the d'Auvergne access road, has narrow footways, mainly on the western side, as shown in **Image 3**. La Pouquelaye, north of the d'Auvergne access road, has footways present on both the western and eastern sides shown in **Image 4**.

Potential catchment for journeys on foot

- 2.1.10. 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 the 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.
- 2.1.11. In accordance with the above methodology, **Figure 2-2** includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that residential areas west of the A7 in St Helier are within a 20-minute walking distance, and residential areas within Le Mont á L'Abbé are within a 10-minute walking distance from the school.
- 2.1.12. Using anonymous pupil postcode data¹, it can be identified from **Figure 2-2** and **Figure 2-3** that 35% of school pupils are within a 10-minute walking distance from/to the school and an additional 31% can walk to/from the school between 10-minutes to 20-minutes. This is likely due to the residential nature of the area surrounding the school.

Image 3: La Pouquelaye south of d'Auvergne



Image 4: La Pouquelaye north of d'Auvergne



¹ Based on 2020/2021 data

Figure 2-2: Walking Isochrone

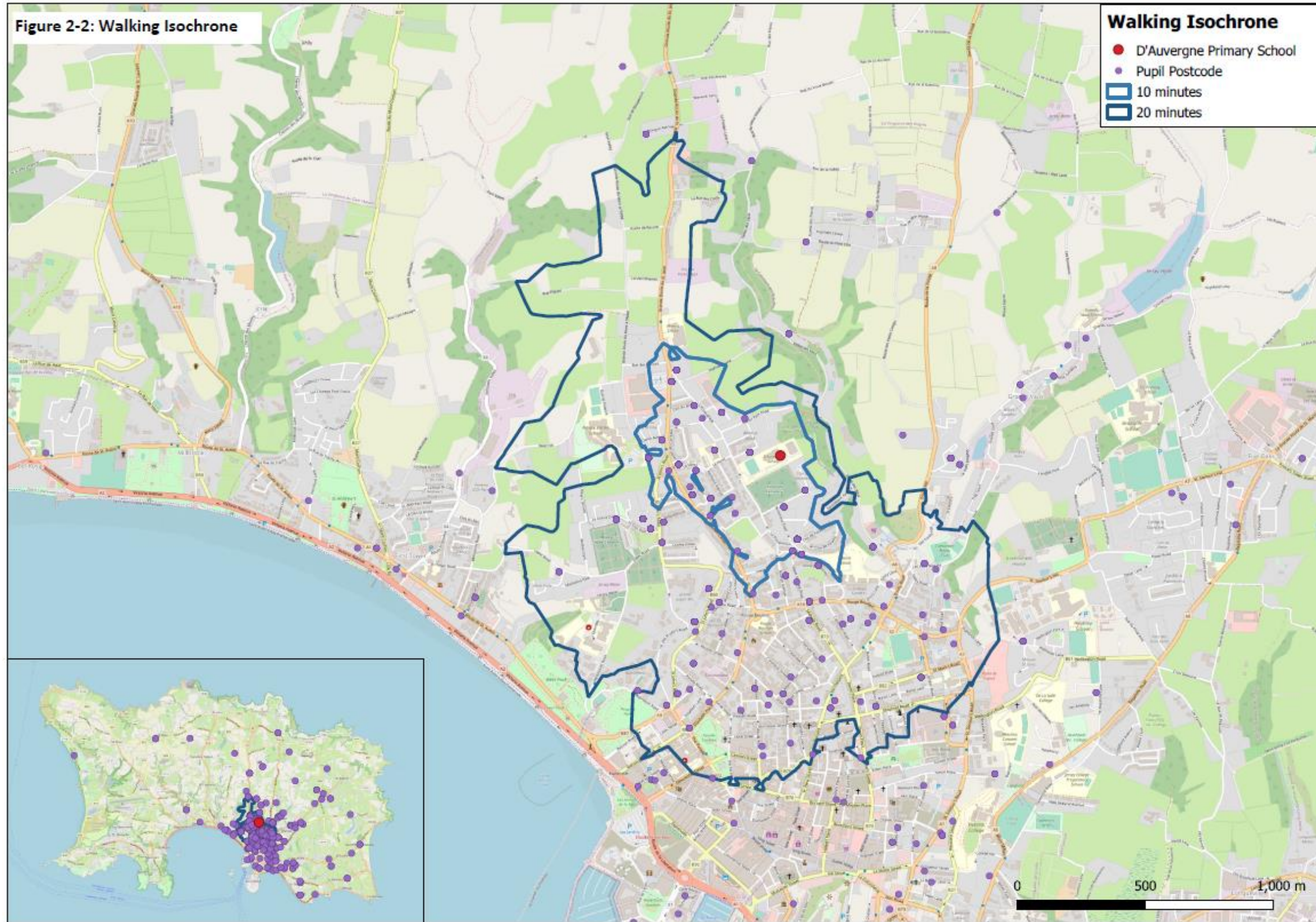
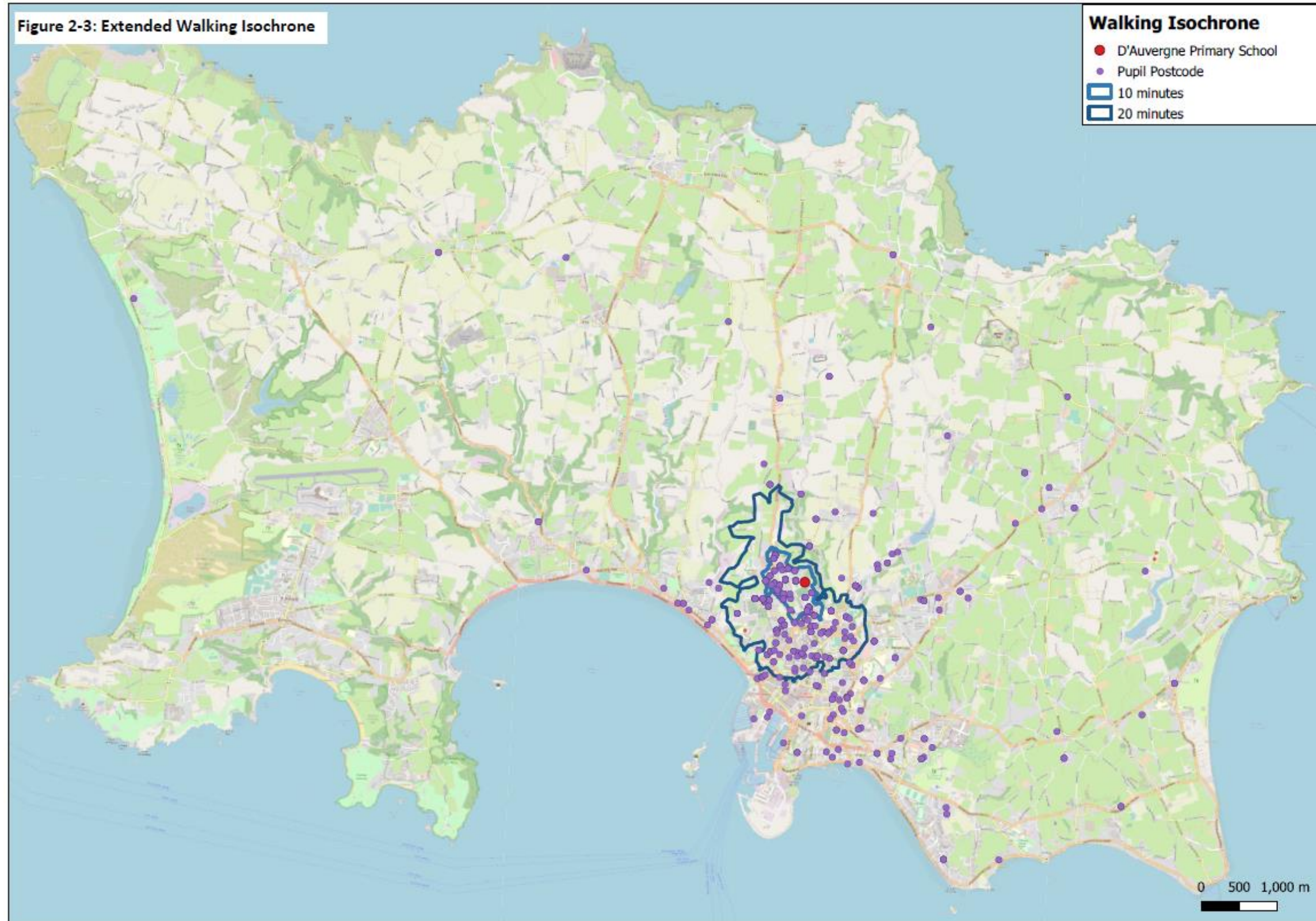


Figure 2-3: Extended walking isochrone identifying postcodes within walking distance of d'Auvergne



Access by Cycle

2.1.13. There is no cycling infrastructure along the private access road (d'Auvergne) nor along La Pouquelaye. There is cycle parking located on the school grounds which can be seen in **Image 5**. This is located near the school playground.

Potential catchment for cycling journeys

2.1.14. An isochronal map for cycling journeys to the 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.

2.1.15. Using anonymous pupils' postcode data, it can be identified from **Figure 2-4** that 88% of pupils live within a 10-minute cycling distance to/from school, and additional 9% can cycle to/from the school within a 10 to 20-minute cycle ride.

Bus Services

2.1.16. The nearest bus stop to the school is Manor Park Road stop on La Pouquelaye, located approximately 35 m from the end of the d'Auvergne. The stop is served by an hourly service (19 - Le Pouquelaye route). Buses depart Liberation Station at 07:20 and 08:00 and arrive at Manor Park Road at 07:30 and 08:10. During the afternoon, this service departs at 15:55, arriving at Liberation Station at 16:15.

2.1.17. Currently, student fares for bus services vary between £1.03 and £1.30, as detailed:

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

2.1.18. 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.

Private Vehicle

2.1.19. All staff at the school can park in the staff car park on site.

2.1.20. La Pouquelaye is one-way from the A14 (Rouge Bouillon) going north on an incline until it reaches d'Auvergne, then becomes two-way. Temporary build outs are along La Pouquelaye on alternating sides, beginning from the junction of Lower King's Cliff until Richmond Road, where the road narrows and becomes steeper until meeting d'Auvergne where it levels off. **Image 6** shows the build outs along La Pouquelaye.

2.1.21. Pouquelaye (north of d'Auvergne) has a 30-mph speed limit and there is no formal crossing for school pupils, although a crossing patrol is provided in the morning and afternoon just north of d'Auvergne. **Image 7** shows the d'Auvergne / La Pouquelaye T-Junction.

Image 5: Bicycle and Scooter Storage opposite d'Auvergne School Playground



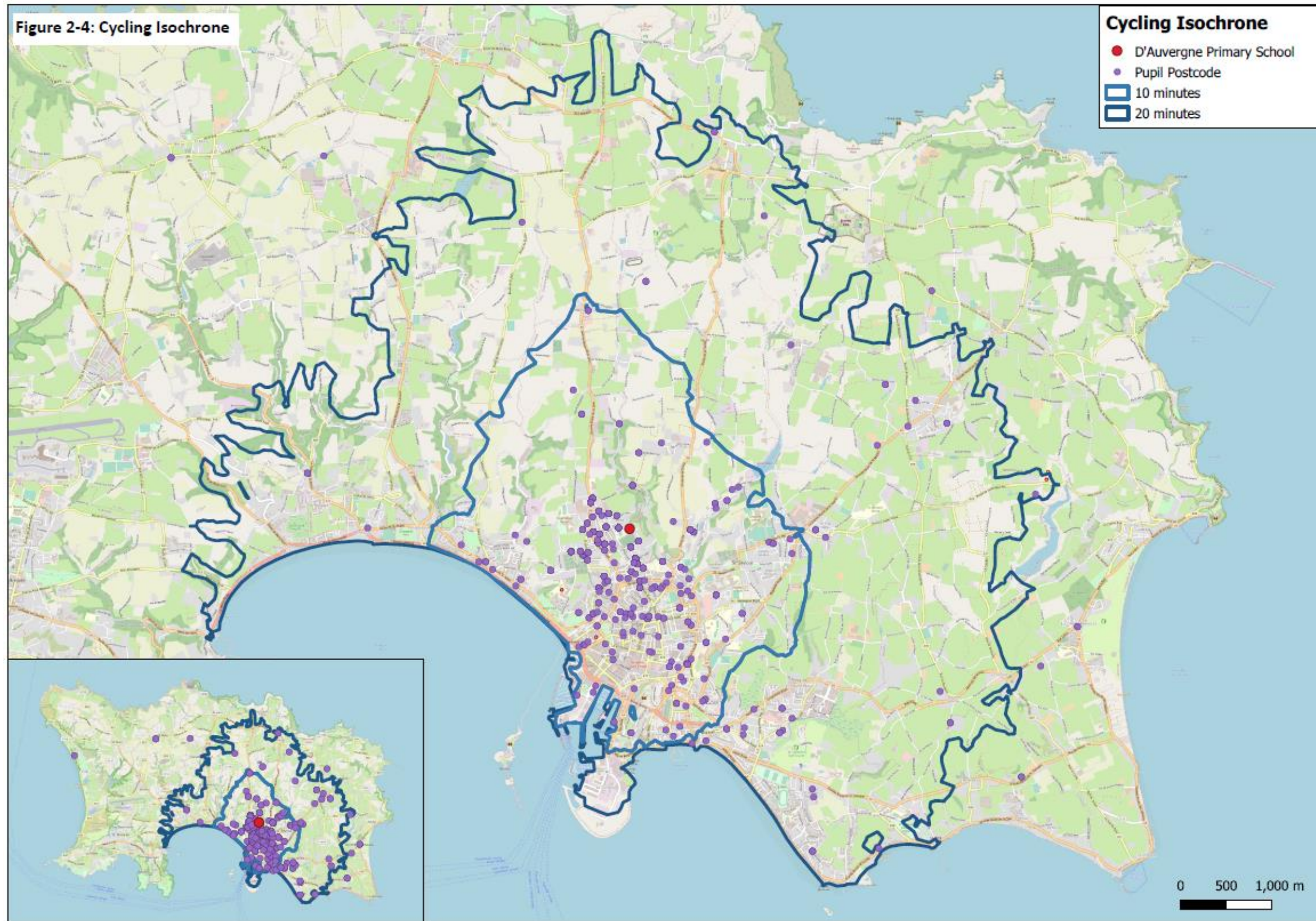
Image 6: Build outs along La Pouquelaye



Image 7: d'Auvergne / La Pouquelaye T-Junction



Figure 2-4: Cycling Isochrone



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 28 responses to the parent survey, which equated to a 6% response rate based on current pupil numbers (486). A total of 37 staff responded to the survey, representing a 54% response rate based on current staff numbers (69).
- 3.1.3. This section presents the findings from the parent/carer and staff surveys, alongside on-site observations and discussions with the Head of Year 6, to inform the measures set out in **Section 7** and **Section 8** of this report.

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. Walking was reported as the main mode of travel to/from the school by 17 respondents (61%). Use of a private car was the second most popular mode (32%).
- 3.2.3. Despite the low survey response rate, the walking mode share aligns with the proportion of pupils who live within the school walking catchment area (isochrones detailed in **Section 2**).

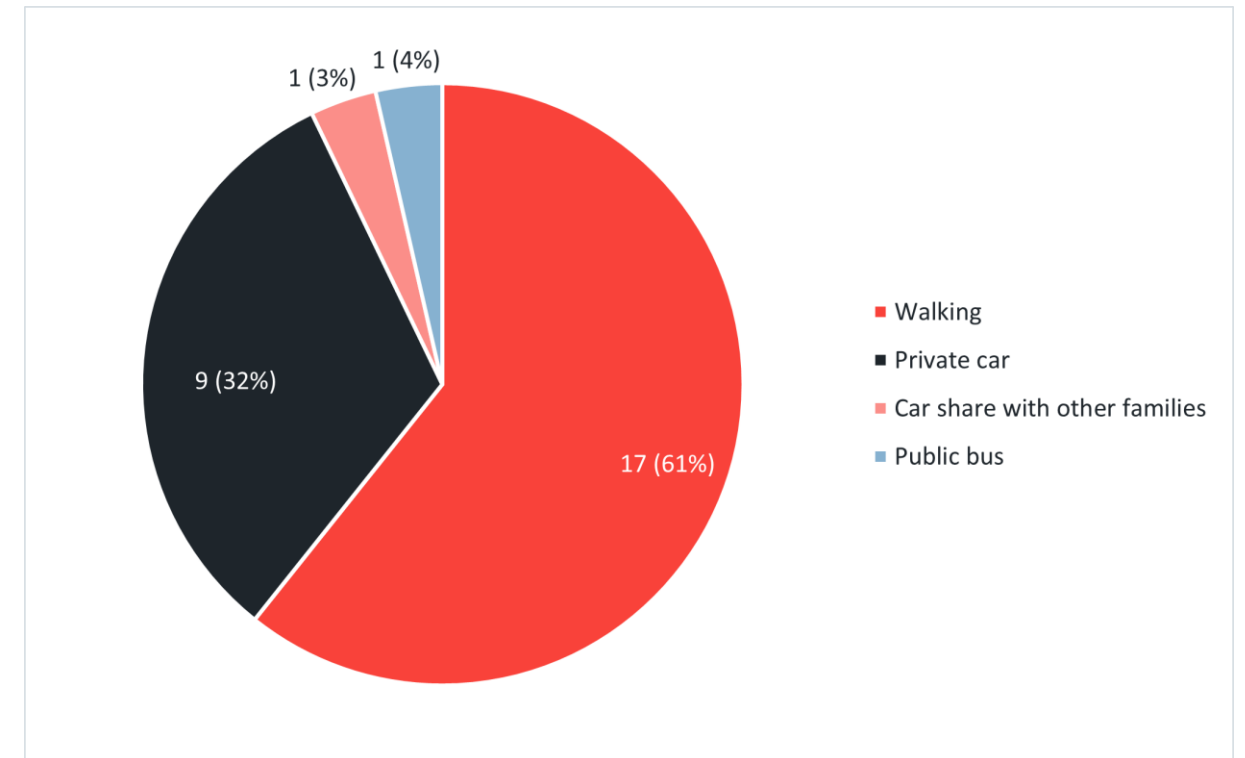
Reason for Modal Choice

- 3.2.4. Journey distance was reported by most respondents (35%) as the main reason for their current travel mode. This aligns with the reported level of walking. This was followed by 15% of respondents reporting journey time as their reason for current mode of travel. Subsequent responses were split between onward journeys for parent/carer (13%), environmental concerns (11%), journey cost (9%), other reasons (7%), journey safety (4%), no alternate modes available (4%) and disability, visual impairment or mobility impairment (2%).

Travel Concerns

- 3.2.5. When asked about transport issues that impact pupil's journeys to and from the school, 23 respondents (82%) reported no travel issues experienced, out of which 15 stated they walk to/from school and eight stated they travel via private vehicle.
- 3.2.6. Of the five respondents who reported they experience issues, two reported of insufficient parking, high traffic volumes near school and other reasons, as the main issues they experience.
- 3.2.7. Walking safety, illegal parking, public bus fares and public bus capacity were reported as issues by one respondent.

Figure 3 1: Modal Split for Current Travel Patterns – D’Auvergne School Parents/Carers



N= 28 (100% of respondents)

Figure 3 2: Reported Safety Issues impacting on Travel Choice

“Would love if you can help sort out the speed reduction (from 30mph to 20mph) that was approved for La Pouquelaye in October 2021 and hasn’t yet been implemented”

“Stop people from parking and driving down Normond Avenue. It is a private road and drivers speed down the roads with no care for pedestrians”

“Road closures that affect the bus route”

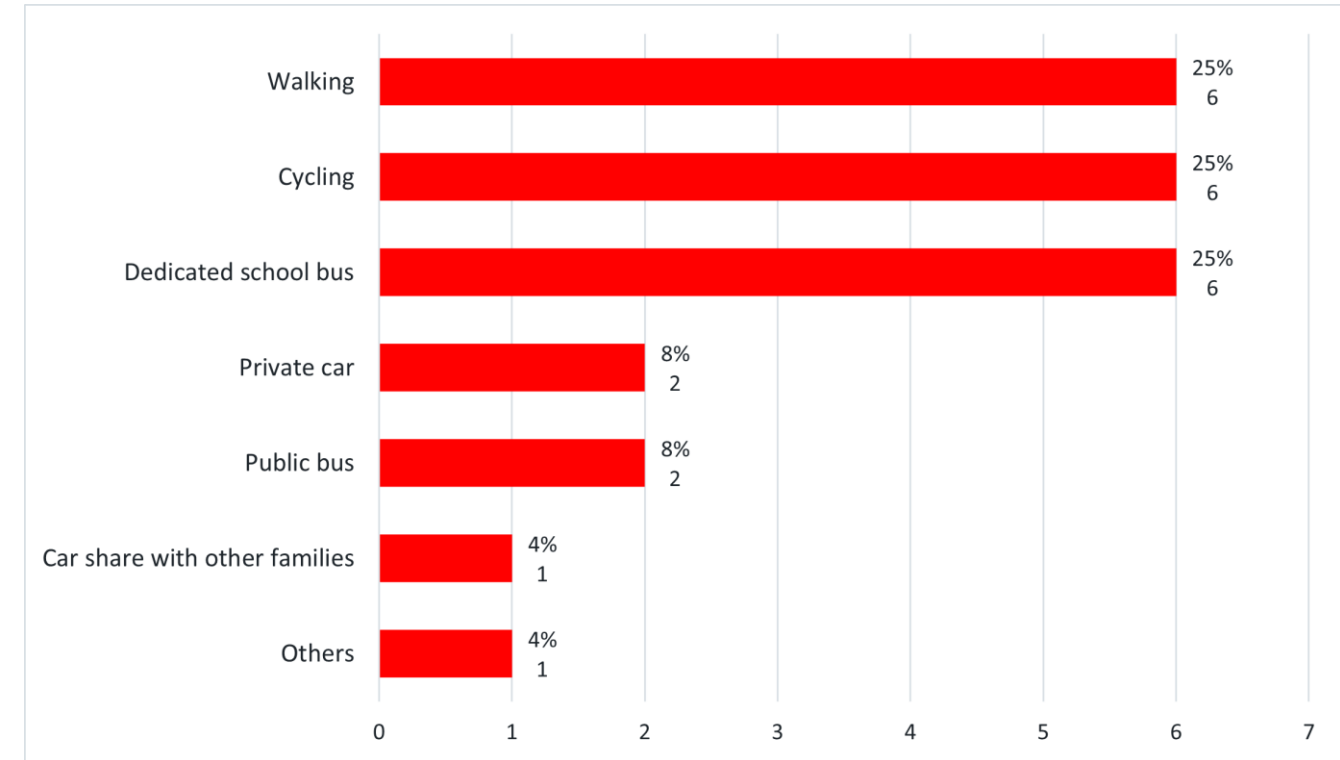
Journey Times

- 3.2.8. It was reported that 19 (68%) respondents had a journey time of less than 15-minutes, and nine respondents (32%) had a journey between 16-minutes and 30-minutes.

3.3 FUTURE TRAVEL PATTERNS – PUPILS

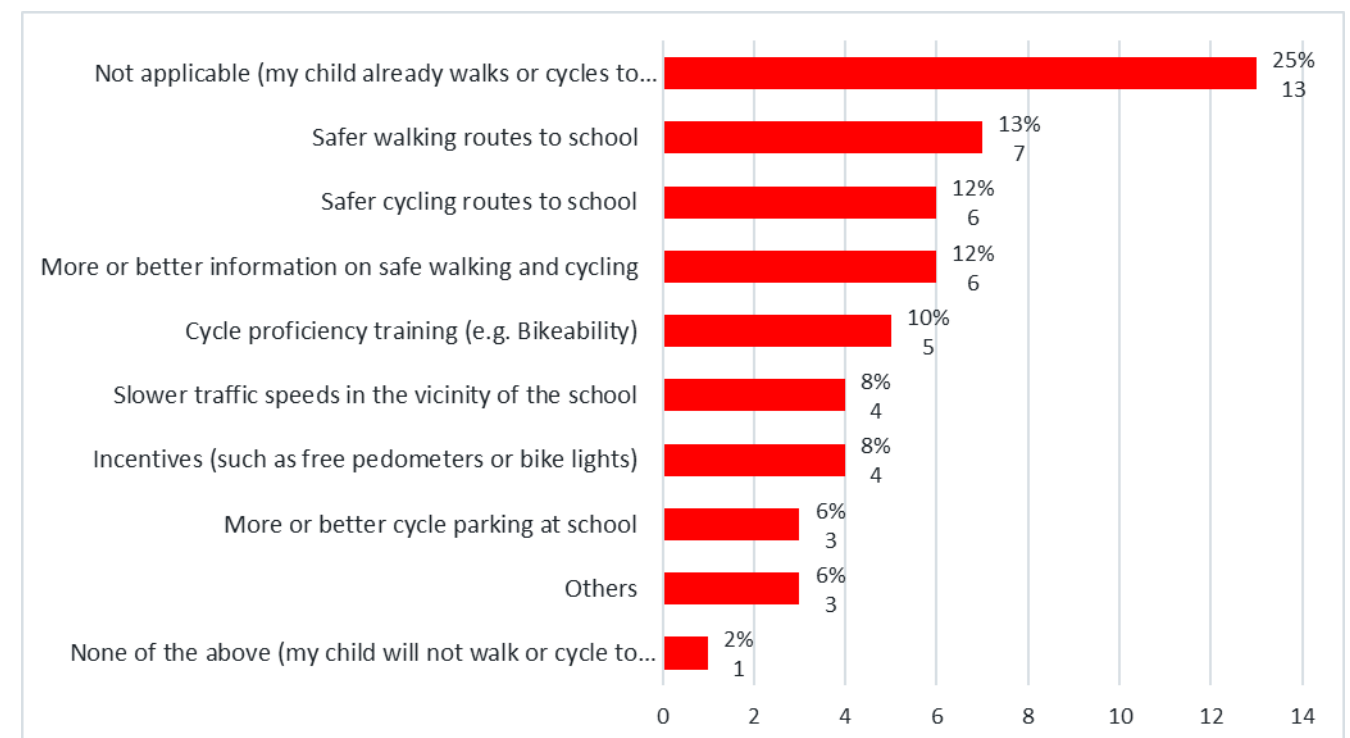
- 3.3.1. When asked whether they would consider using an alternative mode of travel to/from the school, 17 respondents (61%) stated they would not, whilst 11 respondents (39%) stated they would.
- 3.3.2. Amongst the 17 respondents who would not consider changing, 14 (50% of total respondents) walk to/from school, two respondents travelled to school via private vehicle and the remaining one respondent car shared with other families. Amongst the 11 respondents who would consider changing travel mode, seven (25% of total respondents) travelled by private vehicle, three (11% of total respondents) walked and one respondent used public buses.
- 3.3.3. Overall, the most considered travel mode for the future were walking, cycling and dedicated school bus, with each of six respondents (25%) choosing these options. Among the six respondents who have chosen walking as a potential future mode, five use private car for their travel and one uses the public bus. There were each of two respondents (8%) who considered private car and public bus, and one respondent considering other modes. Results are summarised in Figure 3-3.
- 3.3.4. Following positive considerations to switch to more active and sustainable travel modes, the survey asked what measures would encourage respondents to allow pupils to walk/cycle more to the school. Of the 28 respondents, nine provided an indication (in addition to those who already walked). Overall, safer walking routes to school was mentioned by 13% of respondents; safer cycling routes (12%); more or better information on safe walking and cycling (12%); cycle proficiency training (10%), slower traffic speeds in the vicinity of the school (8%); incentives (8%); more or better information on safe walking and cycling (6%); and, other reasons (6%) (Figure 3-4).
- 3.3.5. Of the six respondents willing to shift their current mode of travel to walking in the future, three suggested safer walking routes as a measure to encourage walking to school. Regarding cycling, of the six respondents considering this as a potential future mode, five currently travel by private car and one by public bus. Safer cycling routes was the most popular measure to encourage cycling with all six respondents stating this. Cycle proficiency training (e.g., Bikeability) was the second most-stated measure for considering cycling in the future, with four of the six respondents stating this. Additionally, more or better cycle parking at school and incentives would also encourage an uptake in cycling to/from the School.
- 3.3.6. Similarly, measures to increase bus use saw that 17% of respondents stated more direct services were the would be an encouraging measure. This was followed by more regular bus services (15%), improved bus waiting facilities at or near the school (13%), and cheaper fares (13%). Safer walking routes between the bus stop and school, improved information on bus services and a shorter distance between bus stop and school were also options, as shown in Figure 3-5.

Figure 3-1: Modes Considered for Future Travel



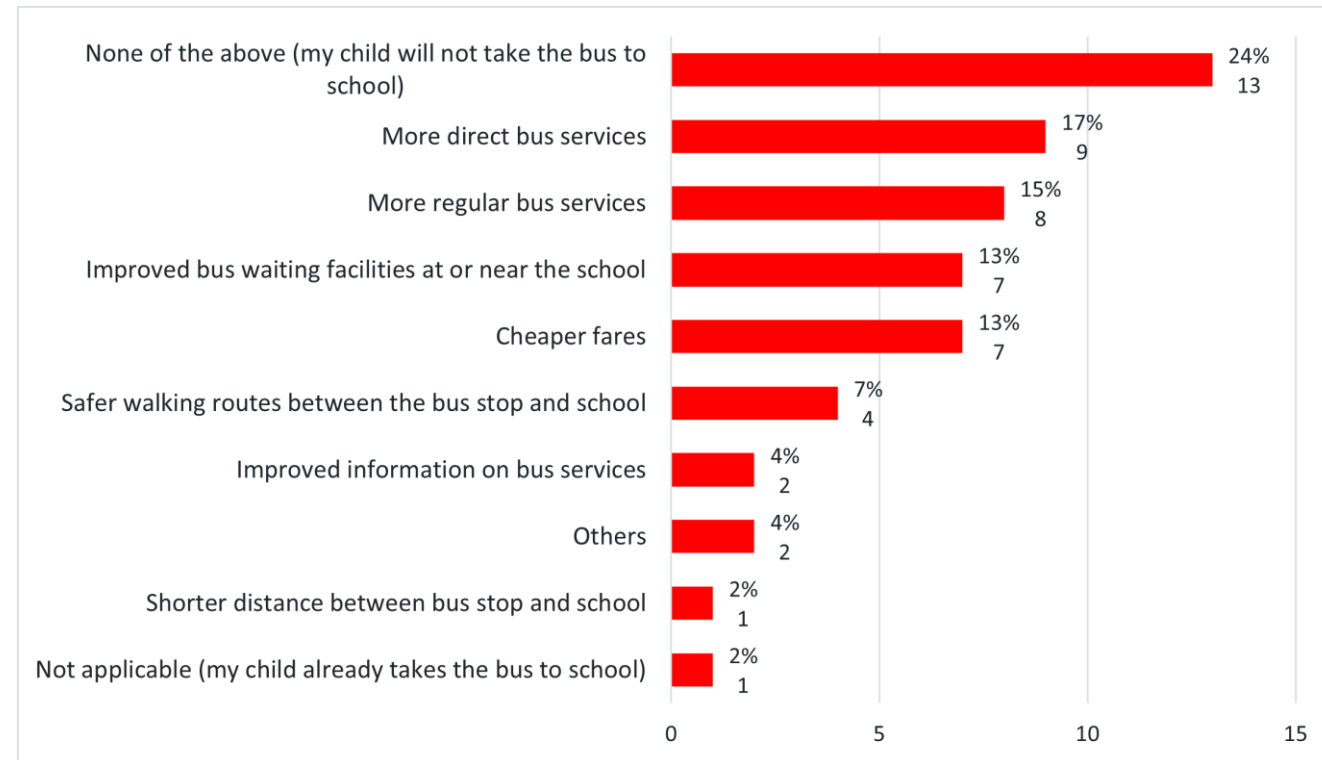
N= 24 responses, 11 respondents (39% of total 28 respondents)

Figure 3-2: Measures to Encourage Active Travel



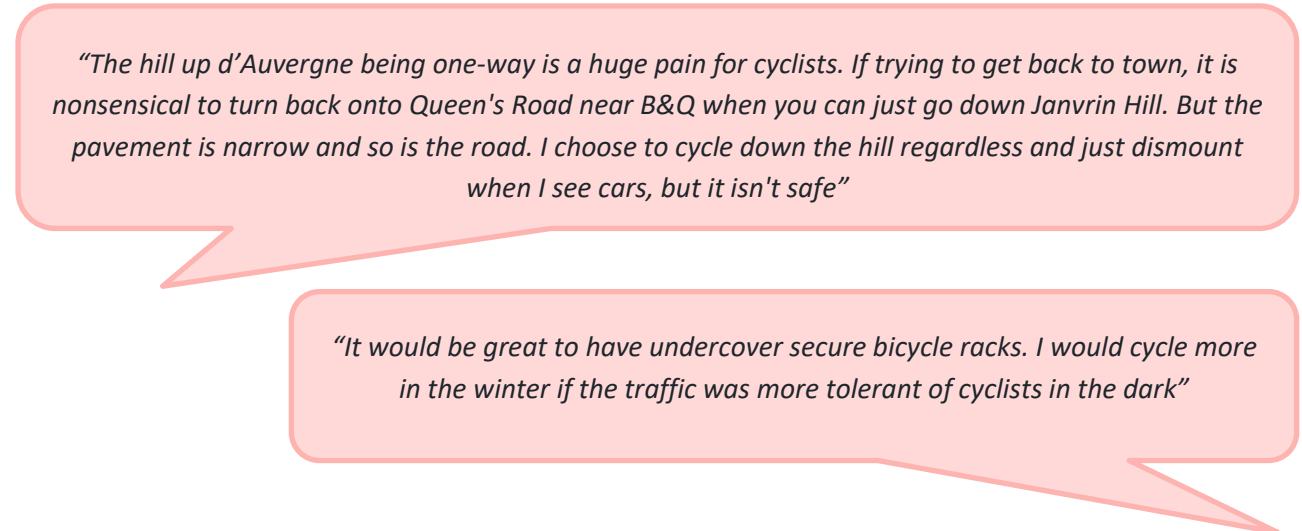
N= 52 responses, 25 respondents (90% of total 28 respondents)

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



N= 54 responses, 28 respondents (100% of total 28 respondents)

Figure 3-4: Staff Travel Comments



3.4 STAFF SURVEY

- 3.4.1. A total of 37 staff responded to the survey, representing a 54% response rate based on current staff numbers (69).
- 3.4.2. Most respondents reported using private car as their main mode to the school (26 of 37, 70%), although 25 of these arrive 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.
- 3.4.3. Walking was reported as the main mode of travel to/from the school by nine members of staff (24% of respondents). Additionally, two members of staff reported that they cycle to/from work.
- 3.4.4. When asked about travel issues experienced when travelling to/from the school, 33 staff respondents (89%, most of which currently drive) reported to have no concerns. All members of staff who reported experiencing travel issues referred to cycling safety, missing or inadequate cycleways, high traffic volumes near school and insufficient parking. The nine respondents who walk to/from the school reported they experience no travel issues.
- 3.4.5. Open comments on travel were received from five members of staff (**Figure 3-6**), of which three travelled by private vehicle, one walked and one cycled to/from school.

3.5 SUMMARY

- 3.5.1. The travel survey has highlighted the current high propensity for pupils to walk to school. This largely reflects the high proportion of pupils who are within a 10-minute to 20-minute walking catchment of the school. Private car is the second most used travel mode to travel to/from the school (32%), with 55% 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, cycling and dedicated bus services, 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 most popular being more direct bus services, more regular bus services and improved waiting facilities at or near the school and cheaper fares, followed by safer walking routes between the bus stop and school, improved information on bus services and shorter distance between bus stop and school.
- 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.

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

4.1.1. To estimate the total carbon emissions produced by vehicles travelling to and from the 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.

4.1.2. 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.

4.1.3. 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/unknown) and bus (dedicated school bus/public bus), taxi, cycling and walking.

4.1.4. 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 kgCO₂e. These are shown in **Table 4-1** and **Table 4-2**.

Table 4-1: Total Annual Emissions (kg CO₂e) by Mode Travelling to School

Vehicle Type	Number of Pupils (Based on postcode data)	Emissions (kg CO ₂ e Per Pupil Trip)	Total Annual Emissions (kg CO ₂ e)
Car (Petrol)	96	60.01	5,759.49
Car (Diesel)	50	60.13	3,022.97
Car (Plug-in Hybrid)	0	0	0
Car (BEV)	0	0	0
Car Share	16	60.8	988.44
Bus (Public)	16	33.97	558.88
Total		214.19	10,329.78

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

Parish	Emissions per mode per parish (kg CO ₂ e)						Total
	Petrol Car	Diesel Car	Plug-in Hybrid Car	BEV Car	Car Share	Public Bus	
Grouville	213	112	0	0	37	21	382
St Brelade	481	252	0	0	83	47	863
St Clement	3294	1729	0	0	565	320	5907
St Helier	56	29	0	0	10	5	100
St John	156	82	0	0	27	15	280
St Lawrence	132	69	0	0	23	13	236
St Martin	209	109	0	0	36	20	374
St Ouen	109	57	0	0	19	11	196
St Peter	875	459	0	0	150	85	1569
St Saviour	237	124	0	0	41	23	424
Trinity	213	112	0	0	37	21	382
Total	5,975	3,134	0	0	1,028	581	10,713

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.

5 D'AUVERGNE SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1:

Reduced awareness of the school, vehicles travelling at higher speeds and through traffic mixing with school traffic.

Why is this an issue?

- 5.1.1. The speed limit on La Pouquelaye is currently 30mph. At the southern end of La Poyquelaye, there are a number of signs including school warning signs, a one-way sign, a bus prohibition sign and direction signs for Janvrin and d'Auvergne schools. La Pouquelaye is also a steep uphill gradient. There are no School Safety Zones in areas of d'Auvergne and Janvrin Schools. Close to the school, there is limited awareness of the school access (**Image 8**).
- 5.1.2. Traffic flows may be at or close to the existing 30mph speed limit, particularly as vehicles will be more power/acceleration due to the gradient. 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.
- 5.1.3. The road also has a few bends and the build outs, (**Image 6**) which do not slow vehicles down and due to the road being one-way, drivers have more confidence at higher speeds as no other vehicles are likely to be coming from the other direction.
- 5.1.4. Due to the narrow road conditions and volumes of vehicles adjacent to the school, the promotion of walking /cycling to young children on these roads may be challenging whilst sharing the space with other vehicles.
- 5.1.5. Pedestrians, particularly those walking with pushchairs or young children, are particularly vulnerable and at risk of being hit by passing vehicles.

What are the opportunities?

- 5.1.6. Increase awareness of the school by providing signage and appropriate speed limits on La Pouquelaye in the vicinity of d'Auvergne to increase awareness of the school, encourage lower speeds and remove barriers to active travel choices.
- 5.1.7. Additional signage to discourage through traffic and to expect delays at peak times could be provided.

Image 8: La Pouquelaye approach to the school **Image 9: Narrow footway on La Pouquelaye**



Issue 2:

Lack of safe pedestrian crossings around the school, specifically on La Pouquelaye.

Why is this an issue?

- 5.1.8. d'Auvergne Primary School is located off La Pouquelaye a steep hill at parts originating from the A14 at the southern end and terminating at the A9 at the northern end. There are residential areas to the north and west of the school where a cluster of pupils live, as well as connections with the wider area. There are no existing controlled crossings to facilitate pedestrians crossing the key routes through the area and around the school.
- 5.1.9. A school crossing patrol operates from a driveway immediately north of the school access, allowing children to cross directly to the footway on the north side of the school entrance, where there is a dropped kerb that forms part of the road access to the school. Northbound traffic stopped in advance of the school access junction. Operating from this location allows the crossing patrol person to control traffic in all three directions (north and south on La Pouquelaye and exiting the school access) as well as assisting children across the road.
- 5.1.10. Le Hurel is approximately 100m north west of d'Auvergne and has a modal filter at the western end which allows cyclists and pedestrians to connect to A9 Queens Road.

What are the opportunities?

- 5.1.11. The provision of a pedestrian crossings near to the school access would help pedestrians cross the road safely and provide more accessible and user-friendly routes to school. A draft feasibility study has been undertaken (dated 22nd November 2022) which details four options for a pedestrian crossing on La Pouquelaye.

Issue 3:

Pedestrians and cyclists using the footway or having to walk in the carriageway.

Why is this an issue?

- 5.1.12. There is a narrow footway on one side of La Pouquelaye. As outlined earlier, La Pouquelaye is a one-way route with a steep uphill gradient. Due to the narrow footways and high pedestrian demand with two schools in close proximity, pedestrians have difficulty passing each other, or walk in the carriageway in order to pass. (**Image 9**)
- 5.1.13. Due to the steep hill cyclists may walk up the hill on the footway in order to keep the carriageway clear. Being a one-way route, some cyclists walk their cycle back down the hill on the footway or in the carriageway, reducing the available space for other users. At quiet times, cyclists may choose to cycle in the carriageway down the hill, against the direction of flow.
- 5.1.14. The narrow footway and high pedestrian demand increase the likelihood of pedestrians walking in the carriageway or conflicts between vehicles, pedestrians and cyclists. The limited provision may also be a barrier to people walking and cycling to/from the school.

What are the opportunities?

- 5.1.15. Opportunities to improve pedestrian / cycle accessibility and safety could include reducing the speeds on La Pouquelaye and providing a marked cycle route or wider footways. Alternative routes using quieter residential roads may provide suitable routes for cycles.

5.2 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL

Issue 5:

5.2.1. *Pupils travelling into the d'Auvergne School from further afield relying on the car as a means of travel*

Why is this an issue?

5.2.2. Survey data indicated that 32% of respondents to the survey travel by car. There was a low response rate to the survey, anonymous postcode data shows that 66% of pupils live within a 20 minute walk. The proportion of pupils travelling by car may actually be higher. Increased pressure on the local highway network due to car use for short journeys can cause congestion and delay as well as add to the road safety concerns previously identified.

5.2.3. Site observations were that the car park is very busy during school peak times, so it is likely that car usage may be higher than the survey indicates. The congestion and parking are shown in **Images 10** and **11**.

Image 9: Double parking and a full car park (PM Peak) **Image 10: Parents arriving early for school pick-up**



What are the opportunities?

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

- 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 existing bus and school bus service times and routes along La Pouquelaye, the A9 and Rouge Bouillon;
- Car sharing network for parents; and
- Increased cycle parking at the school.

5.3 LIMITED UPTAKE OF ACTIVE TRAVEL CHOICES

Issue 6:

Low proportion of staff and pupils using active travel choices for travel to/from school

Why is this an issue?

5.3.1. From the survey results, no pupils currently cycle to/from school and two members of staff cycle.

5.3.2. Based on future travel choices 25% of pupils would consider cycling as an means to travelling to / from school. Some of the identified barriers include safe routes (this is discussed earlier), other barriers include the availability of information, parking and facilities at school. The current scooter and cycle parking are shown in Images 11 and 12.

What are the opportunities?

5.3.3. Opportunities to increase the use of active mores could include providing safe, secure, and appropriate parking facilities, encouraging the uptake of Bikeability training and providing information and incentives to encourage active travel choices.

Image 11: Staff cycle parking

Image 12: Pupil cycle and scooter parking



5.4 SUMMARY

5.4.1. This section has outlined the school travel and transport issues and their opportunities that have been identified from the information gathered from a site audit and the travel survey results (**Sections 2** and **3**).

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**.

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 d’Auvergne School 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 d’Auvergne, 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 d’Auvergne School 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 States 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	<ul style="list-style-type: none"> Improve road safety and minimise potential conflict between motor vehicles and other road users
O2	<ul style="list-style-type: none"> Manage the overall demand for single occupancy car trips to and from the school site
O3	<ul style="list-style-type: none"> Manage parking demands and optimise the allocation and management of available car parking
O4	<ul style="list-style-type: none"> Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
O5	<ul style="list-style-type: none"> Enhance the quality and availability of travel information and advice for pupils, parents/carers and staff
O6	<ul style="list-style-type: none"> Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

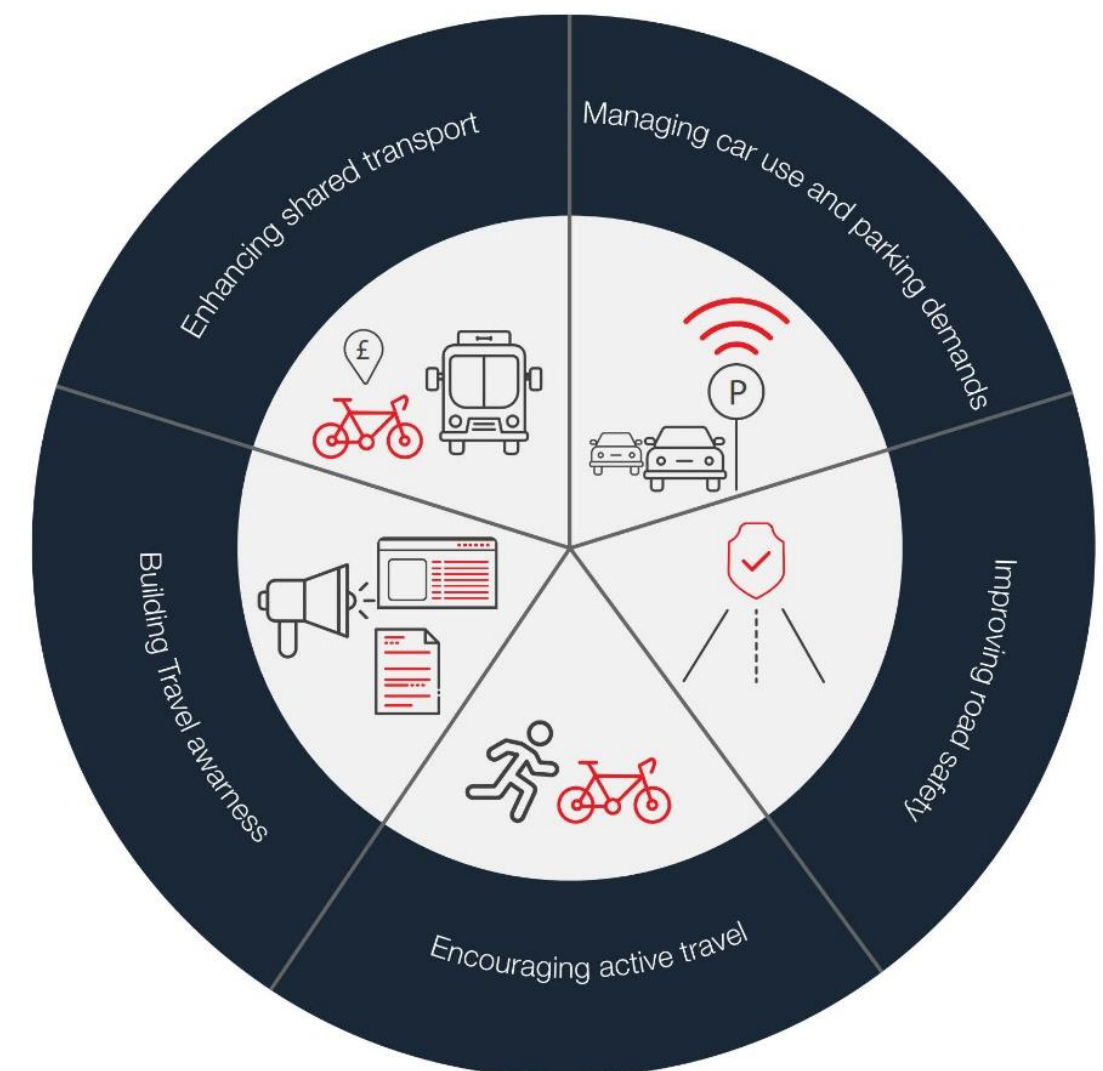
6.2 DEVELOPING POTENTIAL SOLUTIONS

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 d’Auvergne 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.

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	Zebra crossing outside d'Auvergne school	New zebra crossing outside d'Auvergne school to facilitate pedestrians crossing and increase awareness of the school. Could include Belisha beacons and/or a raised table.	O1, O4	New controlled crossing increases awareness of the crossing, and would help encourage lower speeds. Provide a level crossing for pushchairs and wheelchairs.
H2	Raised table at the d'Auvergne school junction	A raised table at the d'Auvergne school junction, incorporating the existing road hump.	O1, O4	Encourage lower speeds and increase awareness of the junction, school and crossing point.
H3	Speed limit and School Safety Zone on La Pouquelaye	Introduction of a 20mph speed limit and School Safety Zone (SSZ) on La Pouquelaye, with associated signage, markings and lighting.	O1, O4	Increased awareness of the school and the likely presence of parent/pupils at certain times of the day.
H4	Study to investigate the feasibility of changing the buildout locations, remaining carriageway widths and distance between buildouts	Changing the location of the buildouts to be closer and narrowing the carriageway width may encourage lower speeds. The space gained could be used to provide wider pedestrian routes or a marked cycle lane.	O1, O4	Lower speeds, wider footways and more cycle provision could result in increased uptake of active travel choices.
H5	Study to investigate alternative pedestrian routes between the town centre, Rouge Boulliion and La Pouquelaye	A study to investigate new pedestrian routes avoiding the narrow footways on La Pouquelaye. For example, via William Freely Lane, connecting with the recently completed scheme on Midvale Road.	O1, O2, O4	The narrow footways and high vehicle flows at school times discourage walking to school. New routes via low/traffic free routes may help encourage walking to/from school.



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: D’Auvergne Primary School Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan	A School Travel Plan specific to d’Auvergne Primary School is recommended. This School Travel Plan should incorporate 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	<p>It is recommended that car-sharing be promoted to parents/carers 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/carers 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.</p> <p>Alternatively, facilitating car sharing arrangement using app-based technologies could be beneficial and considered by the school as part of a pilot initially.</p> <p>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.</p>	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.

Table 8-2: D’Auvergne 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.		
W4	Reward-based participation schemes	<p>GoJ should consider funding a scheme that encourages participation and active travel through reward-based incentives have grown in popularity in recent years.</p> <p>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 includes 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 “<i>create a legacy for their projects and give pupils some ownership over the spaces outside their schools</i>”. An example can be seen in Figure 8-1.</p> <p>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’.</p>	02, 04, 05	<p>Better information on walking and cycling routes was identified as a measure which would encourage Active Travel and these measures would help parents/carers and pupils consider walking, scooting or cycling to school with walking/scooting and cycling maps denoting the safest and most direct routes.</p> <p>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.</p> <p>For a set period more children at the 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.</p>
W5	Audit and develop key walking routes to school	<p>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.</p> <p>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.</p>	01, 02, 04	<p>67% of pupils live within a 20-minute walk of the school.</p> <p>Regarding potential future modes, of those respondents who stated they would change to walking, 83% currently use a private car.</p> <p>Safer walking routes to school was stated as the best measure to encourage Active Travel in the travel survey.</p>
W6	Audit and develop key cycling routes to school	<p>GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, including St Mark’s Road and Janvrin Road which would benefit from a cycling audit to identify their potential for upgrade and improvement.</p> <p>This could be conducted by a School Community Street Audit using an approach such as the UK Route Selection Tool (RST) which is freely available online. This tool will assess the current suitability of cycling routes against key criteria including directness, safety, gradient, connectivity and comfort. The process will also examine critical junctions on these routes to determine how improvements could be made for cyclists. The outcomes of the route audit process can be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.</p>	01, 02, 04	<p>98% of pupils live within a 10-minute cycle to school.</p> <p>Safer cycling routes was the most popular measure to encourage cycling from survey respondents who would consider cycling as a potential future mode of travel to/from school.</p> <p>This measure would encourage parents/carers to cycle their children to school / allow them to cycle, therefore potentially making a significant difference in modal choices.</p>

Ref.	Measures	Description	Supporting Objective	Justification
W7	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, O4	This measure is required to enable cycling to school and to complete measure W6 (audit and develop cycling routes to school).
W8	Cycle training (Bikeability)	<p>Jersey Sport offers Learn to Ride and Level 1 cycle training to all Year 5 children during the term time. In addition to this, winter balance bike sessions are offered to all Year 1 children (October to February).</p> <p>In the holidays Jersey Sport offers Balance Bikes (Reception – Year 1); Learn to Ride (Years 1-5); Fun Cycling (Years 1-5); Cycling with Confidence (Years 3-5); Level 1 (Year 4+); Level 2 (Year 5+); Level 1 & 2 combined (Year 5+) and Cycle Maintenance (Year 5+).</p> <p>Adults can also take part in Learn to Ride, Sofa2Saddle and Gaining Momentum programmes.</p>	O2, O4, O5	Cycle training will help confidence for parents/carers and pupils to cycle on roads and has been reported as a measure which would encourage pupils to cycling. Should the review of cycling routes (W6) be also decided to be implemented, this measure could be highly effective.

Figure 8-1: Banner Design Competition Example



Table 8-3: D’Auvergne Primary School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W9	Sustainable school travel campaigns	<p>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.</p> <p>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/carers and pupils during the campaigns, which can as well be used to get feedback and recommendations from parents/carers as well as to undertake monitoring surveys.</p>	All	<p>Sustainable school travel campaigns are an active way of making all sustainable travel measures for pupils and parents/carers publicly available.</p> <p>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.</p> <p>These can be advertised also via the regular weekly online newsletter which the school issues.</p>
W10	Targeted use of social media	<p>Developing a strategy to engage with parents/carers 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/carers without making a direct approach, also keeping the sustainable travel agenda under their radar in a soft, indirect way.</p> <p>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.</p>	All	<p>D’Auvergne Primary School Facebook page has 1000 followers along with 555 followers on their Twitter account. No Instagram account was found for the school.</p> <p>The ease of communication through social media will make it more likely that feedback and ideas for improvement are regularly received from parents/carers and local residents.</p>
W11	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 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.

Table 8-4: D’Auvergne Primary School Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W12	Review of bus stops facilities and routes from stops to school	A review of bus stops facilities, locations, and routes from/to said stops to the school is recommended to be undertaken. This is to determine whether bus stops can be brought closer to the school, whether there are adequate facilities to enable waiting times (e.g. are there shelters to protect from rain?) and how routes from/to the stops can be made safer and more attractive for students if required.	O1, O2, O6	Manor Park Road bus stop is only served by one bus service, with limited frequencies at school entry and exit times. Therefore, pupils are not being given the choice of travelling by bus, forcing those living outside the walking and cycling catchment area or those not being able to walk and cycle to travel to school by car.

9 PRIORITISATION OF MEASURES

- 9.1.1. The previous two chapters 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 Non-Motorised Users (NMUs)
 - Medium (2) – likely to result in a modest 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 based on each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any intervention is 21 points. Interventions scoring 16+ points are considered a high priority for further detailed scheme development and delivery, with interventions less than 16 considered a lower priority.

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	Zebra crossing outside d’Auvergne school	3	2	2	3	3	3	3	19	HIGHER
H2	Raised table at the d’Auvergne school junction	3	2	2	2	2	3	3	17	HIGHER
H3	Speed limit and School Safety Zone on La Pouquelaye	2	1	2	3	3	3	3	17	HIGHER
H4	Study to investigate the feasibility of changing the buildout locations, remaining carriageway widths and distance between buildouts	2	2	2	1	2	3	2	14	LOWER
H5	Study to investigate alternative pedestrian routes between the town centre, Rouge Boulliion and La Pouquelaye	2	2	2	1	2	3	2	14	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	1	2	2	3	3	3	2	16	HIGHER
W2	School-run car sharing	1	3	2	2	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	1	2	2	3	2	2	2	14	LOWER

W6	Audit and develop key cycling routes to school	1	2	2	3	2	2	2	14	LOWER
W7	Improvement of cycling facilities at school	1	1	1	3	2	2	2	12	LOWER
W8	Cycle Training	2	1	1	1	3	3	3	14	LOWER

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
W9	Sustainable school travel campaigns	2	1	1	2	3	2	2	13	LOWER
W10	Targeted use of social media	1	1	1	2	3	2	3	13	LOWER
W11	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
W12	Review of Bus Services to/from School	1	1	1	2	2	2	2	11	LOWER

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 d’Auvergne. 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 d’Auvergne

- 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 Helier 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 the 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.

