Government of Jersey

FIRST TOWER SCHOOL

School Issues and Opportunities Report

MAY 2023

CONFIDENTIAL

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PROJECT NO. 700070620

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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 First Tower 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 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 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 STUCTURE

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/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. First Tower School is a primary school located in the parish of St Helier. The school's main entrance is on Tower Road, which is one-way for motor vehicles. A staff and visitor only car park and vehicle entrance are accessible from La Route de St Aubin.

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

2.1.3. First Tower has a local catchment area; however, a small proportion of pupils travel from further parishes. The school has approximately 367 students ranging between 3 and 11 years of age and approximately 50 education staff members. Its curriculum covers a wide range of subjects.

2.1.4. Morning arrival time for pupils is between 07:30 and 08:45, with parents/carers able to drop off pupils at the main entrance gates. A breakfast club is available, starting at 07:30 and the gates are open and monitored by staff members between 08:30 and 08:45. Afternoon pick up times are 14:45 for nursery collection and 15:00 for the rest of the school. After school clubs are open until 18:00.

2.1.5. A school crossing patrol operates on La Route es Nouaux, near the junction with Tower Road, between 08:30-09:00 and 14:45-15:15. During high winds due to the manual handling issues with the lollipops the Crossing Patrol is not in operation and parents/carers and pupils are directed to use the signalised crossing, where La Route es Nouaux meets St Aubin's Road, in these circumstances.

Site Visit

2.1.6. A site visit was held on Tuesday 21st March 2023 during the school morning arrival times. The site visit primarily focused on Tower Road (**Image 1**) where drop off occurs with vehicles stopping on the road.

2.1.7. During the site visit, a limited degree of congestion was observed along Tower Road as vehicles queued behind any vehicle stopping and dropped off pupils. Many pupils arrived on foot, originating from La Route es Nouaux and walking onto Tower Road. The area shown in **Image 2** is where pupils congregate before the gates open at 08:30.

2.1.8. The various travel options which pupils and staff can use to access the school are described herein.

Figure 2-1: School Access

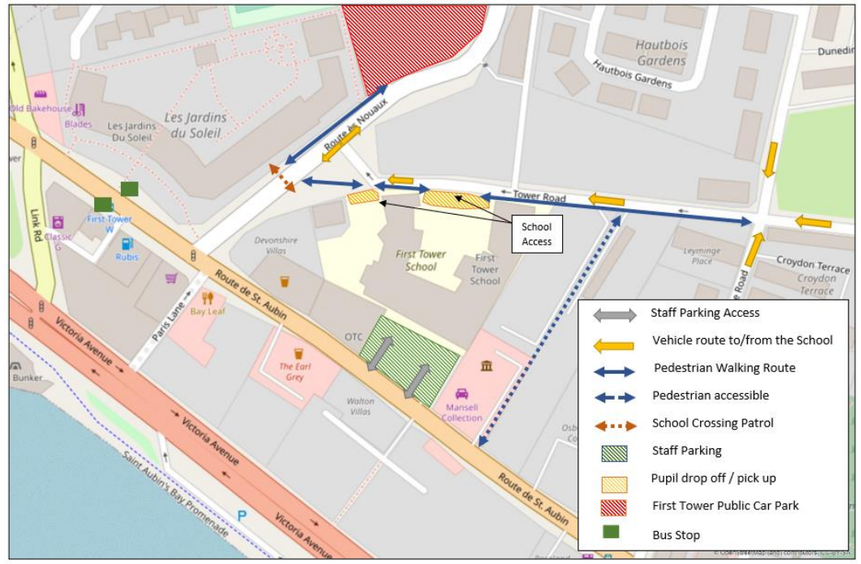


Image 1: Tower Road opposite school

Image 2: Pupil drop off area

Access by Foot

2.1.9. Footways are present on Tower Road for access to the school's main entrance. Tower Road adjoins La Route es Nouaux where footways are present on both sides. Guard railings are present along the northern side of La Route es Nouaux between the exit of the First Tower Car Park and Tower Road. Footprint markings are present on the footway guiding pedestrians from the First Tower Car Park to an uncontrolled crossing which continues as a short footpath that meets Tower Road.

2.1.10. **Image 3** shows the uncontrolled crossing point on La Route es Nouaux and **Image 4** shows this footpath between Tower Road and La Route es Nouaux.

Potential catchment for journeys on foot

2.1.11. 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.

2.1.12. 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 A9 in St Helier are within a 20-minute walking distance, and residential areas within Millbrook, Ville ès Nouaux, and Bellozanne are all within a 10-minute walking distance from the school.

2.1.13. Using anonymous pupil postcode data[1], it can be identified from **Figure 2-2** and **Figure 2-3** that 43% of the school pupils are within a 10-minute walking distance from/to the school and additional 20% can walk to/from the school within a 10 to 20-minute walking trip.

Image 3: Uncontrolled crossing point on La Route es Nouaux

Image 4: Footpath from Tower Road to La Route es Nouaux

[1] Based on 2020/2021 data

Figure 2-2: Walking Isochrone

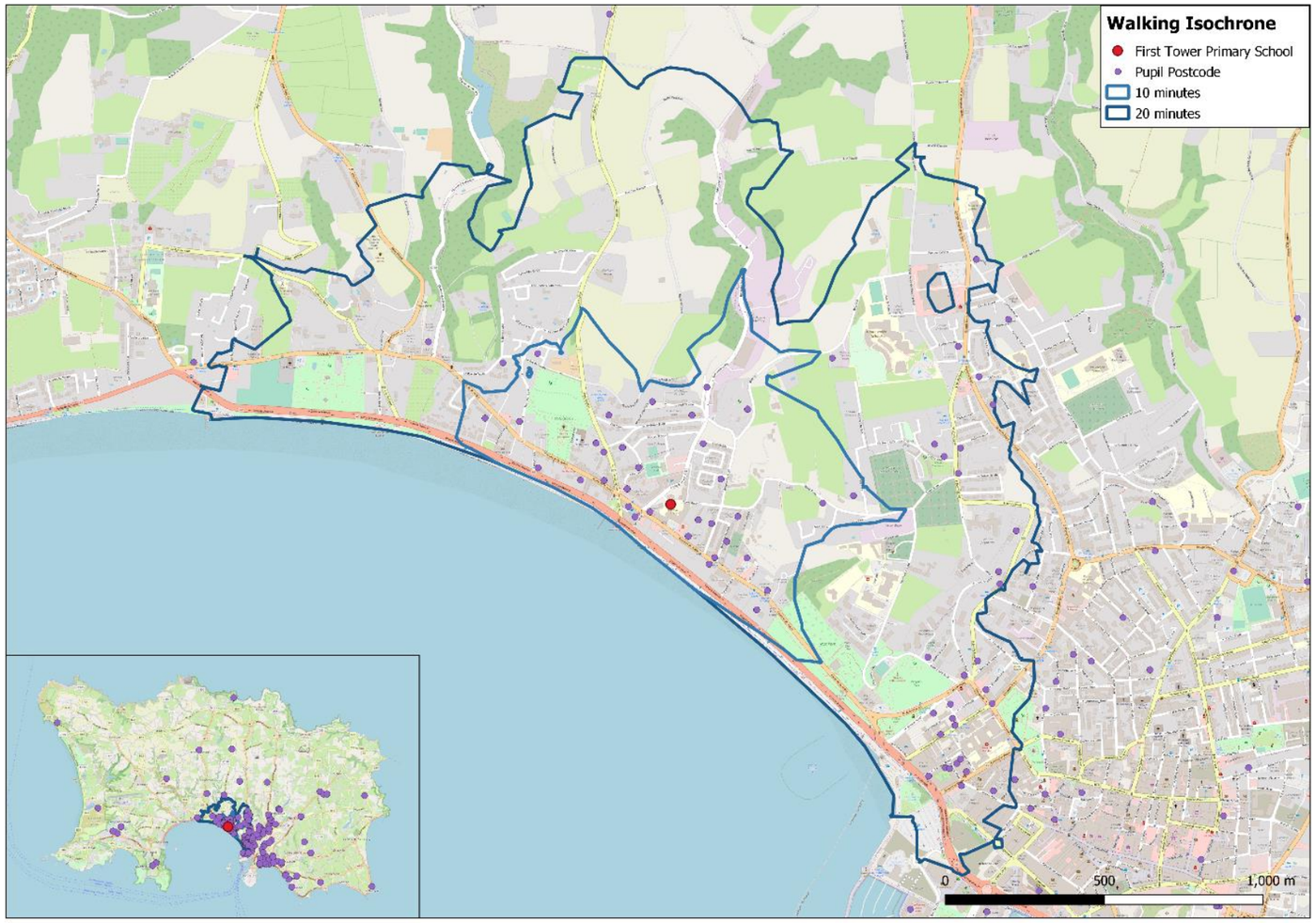
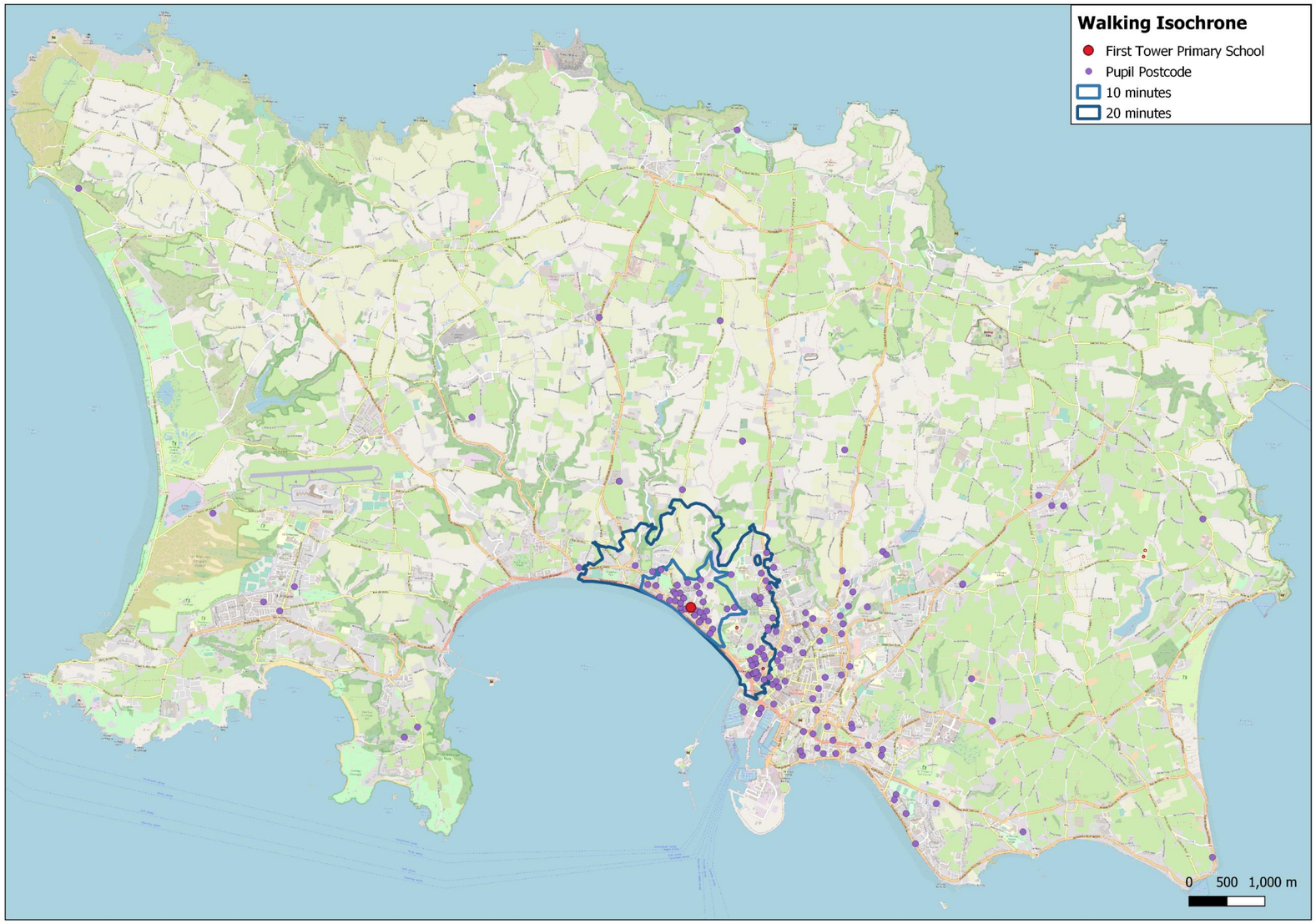


Figure 2-3: Extended walking isochrone identifying postcodes within walking distance of First Tower



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Access by Cycle

2.1.14. There is no cycling infrastructure along Tower Road or La Route es Nouaux. Victoria Avenue approximately 150m to the south has a segregated cycle way.

2.1.15. There is currently no cycle parking located at the school.

Potential catchment for cycling journeys

2.1.16. 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.

2.1.17. Using anonymous pupils' postcode data, it can be identified from Figure 2-4 that 84% of pupils live within a 10-minute cycling distance to/from school, and additional 12% can cycle to/from the school within a 10 to 20-minute cycle ride.

Bus Services

2.1.18. The nearest bus stop to the school is First Tower Stop on La Route de St Aubin. This is located approximately 130 meters from the school entrance.

2.1.19. The First Tower Stop is used by services 7, 8, 9, 12A, and 15, providing connections with the west of Jersey and Liberation Station.

2.1.20. Buses depart Liberation Station between 07:30 and 08:35 and arrive at the First Tower stop between 07:37 and 08:46 depending on the service. The journey takes between 5-7 minutes. During the afternoon, this service departs regularly between 15:08 – 15:50 and arrives at Liberation Station between 15:19 – 16:05.

2.1.21. 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

2.1.22. 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

2.1.23. A vehicular drop-off area is present on Tower Road shown in Image 2. La Route es Nouaux, from St Aubin's Road and between the exit and entrance of the First Tower Car Park, is subject to a 20mph speed limit when flashing lights are in operation during school arrival and departure times. Tower Road has traffic calming in the form of speed bumps between Bellozanne Road and La Route es Nouaux.

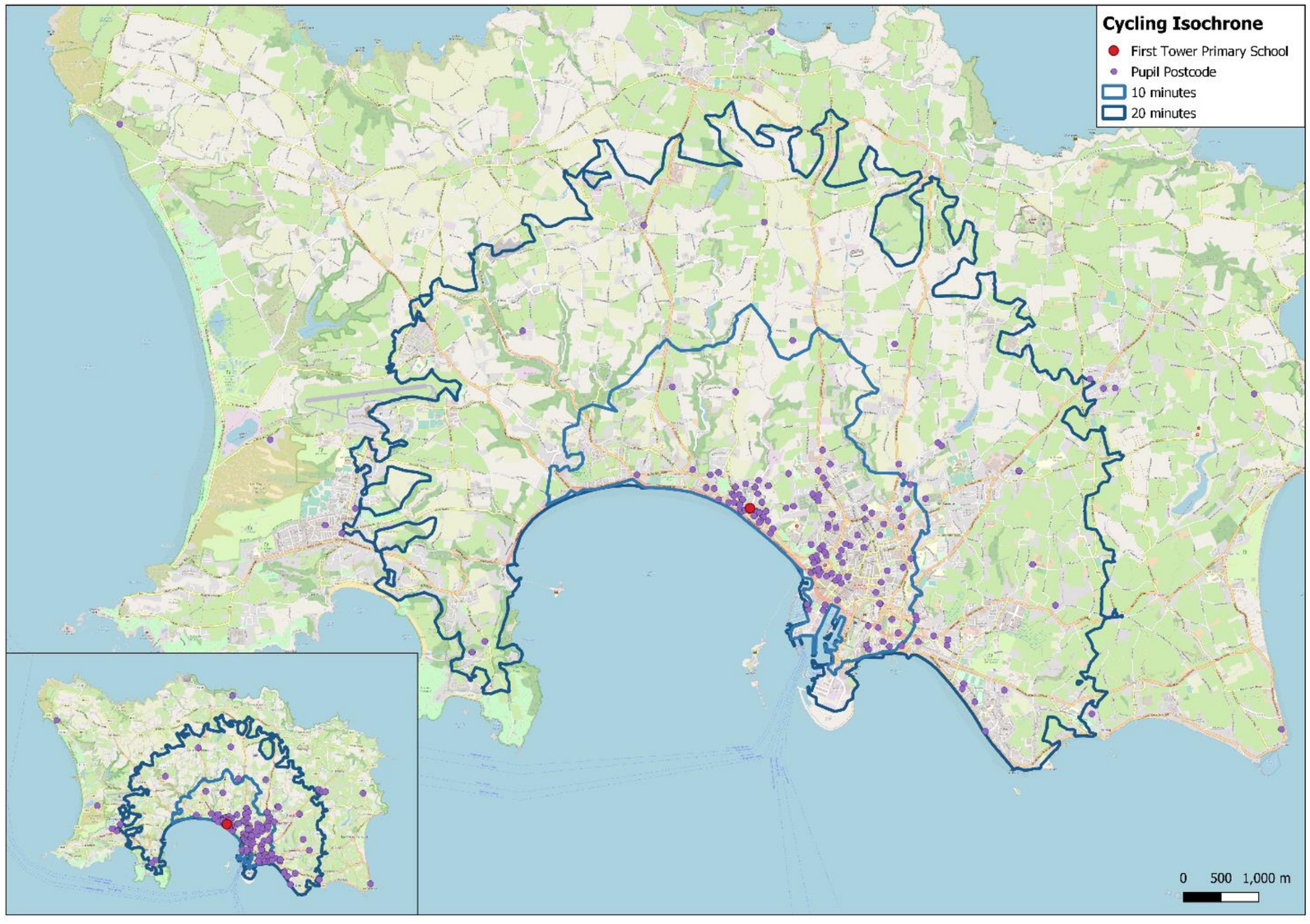
2.1.24. School staff can park in the staff car park on site (see Image 6), via St Aubin's Road. First Tower Car Park is a public car park on La Route es Nouaux where parents/carers are encouraged to park for pick up and drop offs. A parking permit is provided for parents/carers to avoid parking charges at the beginning and end of the day for 15 minutes.

2.1.25. Further southeast of the school, there is a signalised junction between La Route es Nouaux and St Aubin's Road shown in **Image 7**. There is currently a 30mph speed limit on Tower Road, La Route es Nouaux and St Aubin's Road.

Image 6: Staff Car Park

Image 7: La Route es Nouaux / St Aubin's Road Signalised Junction

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 94 responses to the parent/carer survey, which equates to a 26% response rate based on the current pupil numbers at the school (367), however, this response rate may be higher if a parent/carer has more than one child attending the school. A total of 24 staff responded to the survey, representing a 48% response rate based on the current staff numbers of the school (50).

3.1.3. This section presents the findings from the surveys independently in consideration of the level obtained responses, identifying current and potential future travel patterns as well as travel concerns. The information collected from the surveys has been incorporated and used alongside on-site observations and discussions with the headteacher the school 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. Private car was reported as the main mode of travel to/from the school by 46 of the total 94 respondents (49%). Walking was reported to be used as a main mode of travel for most of the remaining respondents (37, 39%).

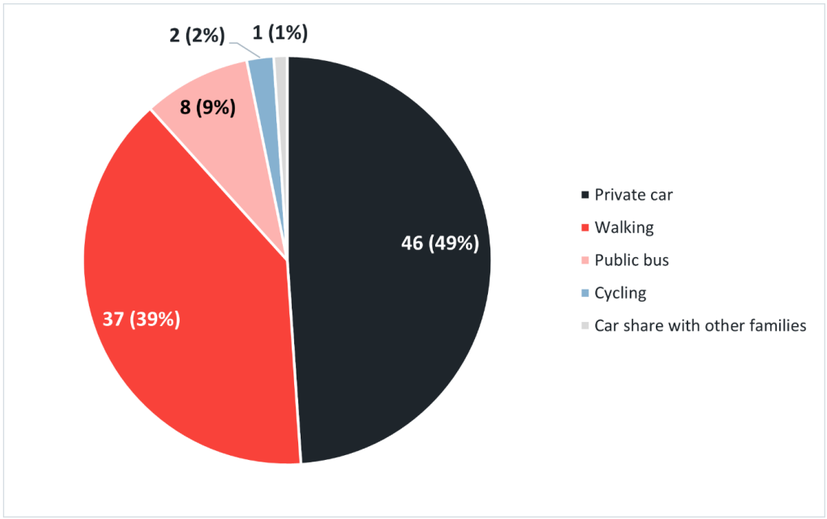
3.2.3. The walking modal share above is lower than the proportion of pupils who live within the school walking catchment area detailed in **Section 2** and with the site visit observations. Cycling has been reported as the chosen mode to travel to/from the school by only one respondent even though 96% of pupils live within cycling distance of the school (illustrated in **Figure 2-4**).

Reason for Modal Choice

3.2.4. Journey distance was reported by most respondents (39%) as the main reason for their current travel mode.

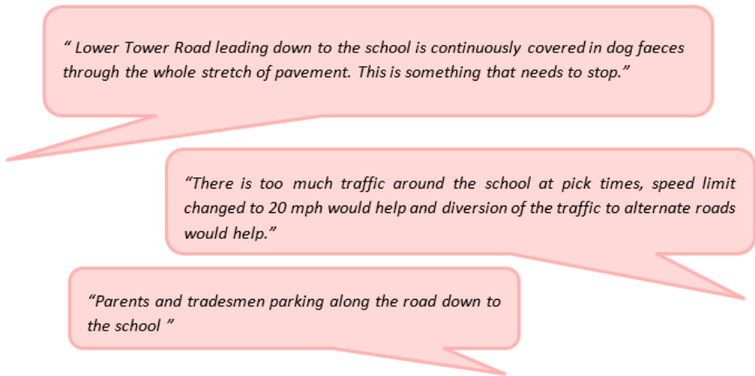
3.2.5. This was followed by 18% of respondents reporting journey time as their main reason for current mode of travel. Further reasons reported for choice of travel mode include linking to the onward journey for parent/carer (14%), no alternative mode available (8%), journey safety (7%), journey cost and environmental concerns (4% each).

Figure 3-1: Modal Split for Current Travel Patterns – First Tower School Parents/Carers



N= 94 (100% of respondents)

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



Travel Concerns

3.2.6. When asked about transport issues that impact pupil's journeys to and from the school, 87 respondents (93%) reported no travel issues are experienced

3.2.7. Of the seven respondents who reported they experience issues with travel to/from the school, four reported walking safety as the main issue they experience.

3.2.8. Illegal/inappropriate parking and high traffic volumes near the school were specifically cited, with missing or inadequate footways and high traffic speeds near school also mentioned.

Journey Times

3.2.9. Information of journey times was also collected from the survey with two thirds of respondents having a journey time to the school of less than 15 minutes and one quarter with a journey time between 16 and 30 minutes. Additionally, 3% of respondents have a journey time between 31 and 45 minutes, and the remaining one respondent has a journey time greater than 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, approximately half of all respondents confirmed they'd consider other options.

3.3.2. Amongst respondents who would not consider changing their current travel mode, 31 (33% of total respondents) currently walk to and from the school, 14 respondents travelling by private car (15% of the total respondents), two cycle to and from school, two use the public bus and the remaining one respondent shares a car with other families.

3.3.3. Amongst the remaining 44 parents/carers who would consider changing travel mode, 32 (34% of total respondents) currently travel by private cars to the school, with remaining respondents willing to change travel mode currently walking and cycling (six each).

3.3.4. Overall, the most considered travel mode for the future were dedicated school bus, with 25 respondents (30%) choosing this option. This was followed by 17 respondents (20%) considering walking, 13 respondents (16%) considering travel by public bus, 12 respondents (14%) considering cycling, 11 respondents (13%) considering travel by private car and the remaining five respondents considering car share with other families. Among the 17 respondents who have chosen walking as a potential future mode, 12 use private car for their travel, two use the public bus and three walk (but still chose walking as potential future mode). Results are summarised in Figure 3-3.

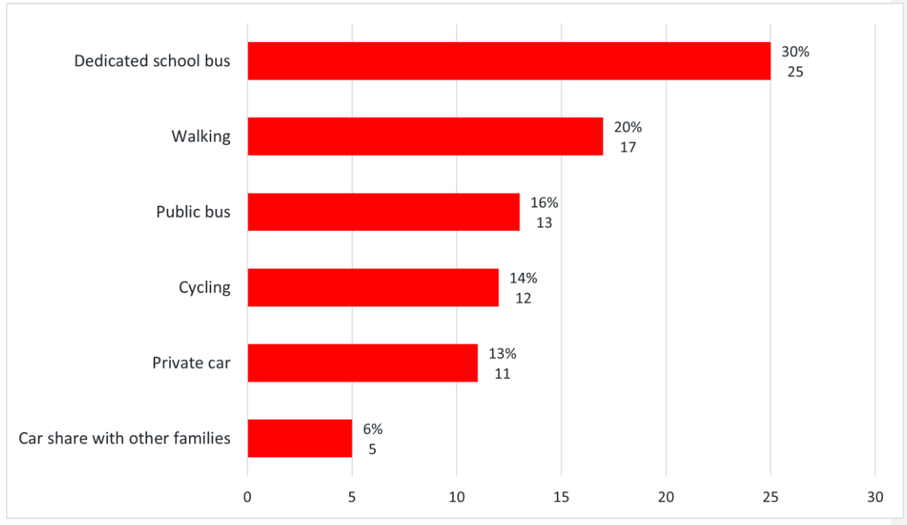
3.3.5. Following from the positive considerations to switch to more active and sustainable travel modes, the survey asked what measures would encourage respondents to allow their child to walk/cycle more to the school. Of the 94 respondents, 39 provided an indication of the type of measures which would 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 16% of the parents/carers as an effective encouraging measure and slower traffic speeds in the vicinity of the school by 13% of the parents/carers, followed by safer cycling routes to school (12%), more or better cycle parking at school (10%) and cycle proficiency training (e.g. bikeability) and more or better information on walking and cycling (9% each).

3.3.6. In detail, of the 17 respondents willing to shift their current mode of travel to walking in the future, five 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 12 respondents considering this as a potential future mode of travel to/from school, eight currently travel by car and the remaining four by walking. Safer cycling routes and slower traffic speeds in the vicinity of the school were the most popular measures to encourage cycling with seven respondents stating this. More or better cycle parking at school, cycle proficiency training (e.g. bikeability) and more or better information on safe cycling and walking were the next most-stated measure for considering cycling in the future, with six of the 12 respondents stating these. Additionally, incentives would also encourage an uptake in cycle as a mode of travel to/from school.

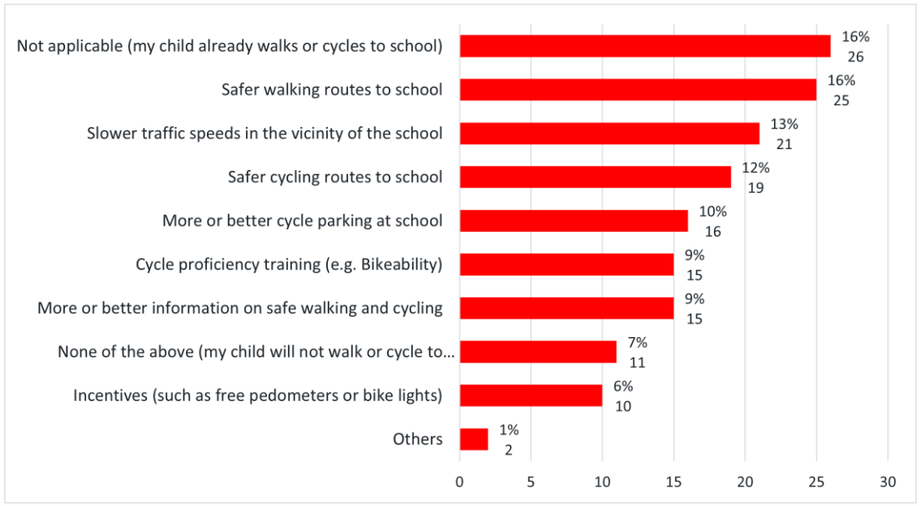
3.3.8. Similarly, measures to encourage bus as a mode of travel to school was asked. Safer walking routes between the bus stop and school was the most popular measure, with 15% of the respondents stating this would encourage an uptake in bus use. This was closely followed by more direct bus services and cheaper fares (with 13% of the respondents stating each of these reasons) and improved bus waiting facilities at or near the school and more regular bus services (with 11% of the respondents stating each of these reasons). Shorter distance between the 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



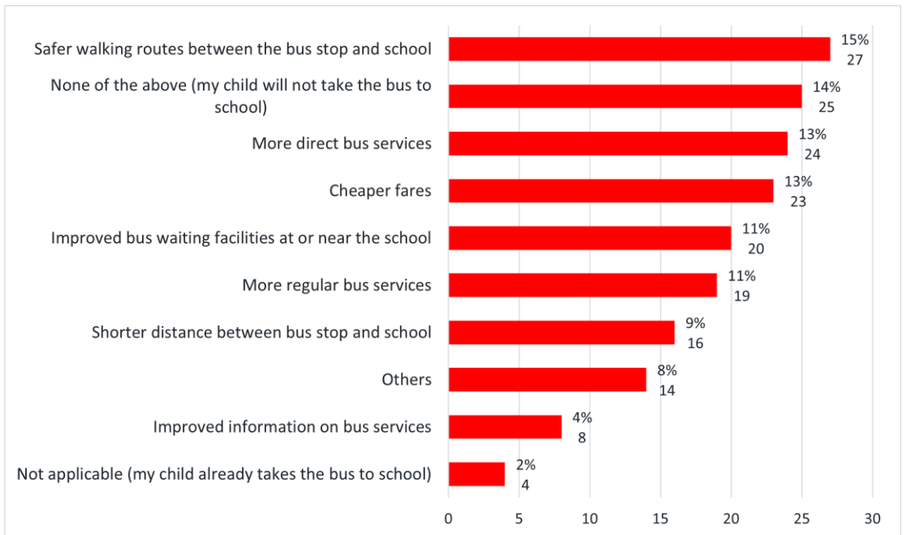
N= 83 responses, 44 respondents (47% of total 94 respondents)

Figure 3-4: Measures to Encourage Active Travel



N= 160 responses, 74 respondents (79% of total 94 respondents)

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



N= 180 responses, 94 respondents (100% of total 94 respondents)

3.4 STAFF SURVEY

3.4.1. A total of 24 staff responded to the survey, representing a 48% response rate based on the current staff numbers of the school (50).

3.4.2. Most staff respondents (17, 71%) reported using private car as their main travel mode to school, with around one third of staff arriving before and departing after the main pupil arrival and departure period. Walking was reported as the main travel mode by five staff respondents. Additionally, one staff respondent stated they cycle to/from the school and one staff respondent stated they travel by public bus.

3.4.3. When asked about travel issues experienced when travelling to and from the school, 21 staff respondents (88%, 14 of whom currently drive) reported no concerns. All members of staff who reported experiencing any travel issues referred to insufficient parking, high traffic volumes near school, public bus fares and other reasons. Staff respondents walking to/from the school reported they experience no travel issues.

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

- "I would use public transport more if the service was more frequent. I would also consider cycling if I had access to safe storage for bike as well as changing facilities/locker space at school."
- "I don't live on a bus route so to walk to a bus stop would take a good 10 minutes and in that time I could have nearly arrived at school. Also don't feel safe walking to the bus stop as I was once approached by a stranger and had a very unsettling encounter."
- More needs to be done by Government to make more cycle racks outside of town i.e. First Tower and other areas where there are high worker demands. Also, Government is not doing enough as the cost of Electric Vehicles are very costly. there are no grant incentives and the Government is short sighted in relying on solely Electric and not looking into other options of Bio fuels and Hydro."

3.5 SUMMARY

3.5.1. Nearly half of the respondents to the parent/carer travel survey use a private car as their main travel mode to travel to/from the school, with 54% of those who drive reporting the main reason for driving to be journey distance. Walking was the second highest mode share which is a similar percentage to the 10-minute walking catchment.

3.5.2. There is an apparent propensity to change travel patterns, mainly towards dedicated school bus services and walking, 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 cheaper fares, followed closely by improved bus waiting facilities at or near the school, more regular bus services, 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/carers 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 CO2e Per Pupil Trip)	Total Annual Emissions (kg CO2e)
Car (Petrol)	94	74.68	6,992.22
Car (Diesel)	54	74.83	4,046.98
Car (Plug-in Hybrid)	4	40.96	152.27
Car (BEV)	11	22.52	243.54
Car Share	4	74.77	277.98
Car (Unknown)	4	74.77	277.98
Bus (Public)	29	42.27	1,214.53
	Total	**404.80**	**13.205.50**

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

Emissions per mode per parish (kg CO2e)								
Parish	Petrol Car	Diesel Car	Plug-in Hybrid Car	BEV Car	Car (Unknown)	Car Share	Public Bus	Total
Grouville	116	67	3	4	5	5	20	218
St Brelade	588	340	13	20	23	23	102	1,111
St Clement	439	254	10	15	17	17	76	830
St Helier	3,878	2,245	84	135	154	154	674	7,325
St John	191	110	4	7	8	8	33	360
St Lawrence	235	136	5	8	9	9	41	444
St Martin	333	193	7	12	13	13	58	630
St Ouen	147	85	3	5	6	6	26	278
St Peter	57	33	1	2	2	2	10	108
St Saviour	962	557	21	34	38	38	167	1,817
Trinity	44	25	1	2	2	2	8	83
Total	**6,990**	**4,045**	**152**	**244**	**277**	**277**	**1215**	**13,204**

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 FIRST TOWER SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1:

High flows and vehicles stopping on Tower Road or parking on the footways outside of school gates with pupils being dropped off.

Why is this an issue?

5.1.1 Tower Road is a one-way road, with narrow footways on both sides. The carriageway width is also narrow in places. High vehicle flows and vehicles stopping to drop-off at the school entrance could cause conflict with pupils and pedestrians. Some pupils may also be crossing Tower Road in this area.

5.1.2 Parents/carers are provided with a permit for parking in a nearby car park less than 100m away, however it was noted during discussions with the school that it is rarely used.

5.1.3 School representatives indicated that the school crossing patrol on La Route es Nouaux cannot be provided due to the exposed, coastal location during high winds.

What are the opportunities?

5.1.4 Opportunities to improve connectivity between the car park and the school could help encourage parents/carers to use the car park. Formal, controlled crossing facilities would also not be impacted by weather conditions.

5.1.5 Slower or reduced traffic on Tower Road could provide a safer environment for pedestrians and cyclists arriving at the school gates.

Issue 2:

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

Why is this an issue?

5.1.6 Tower Road is close to St Aubins Road and The Avenue, which are busy east-west routes between St Helier and the north/west of the island. The speed limit on Tower Road is currently 30mph. Tower Road is a westbound one-way route, connecting with La Route es Nouaux, a north-south route. There is no School Safety Zone in this area.

5.1.7 Traffic flows and speeds may high in this area. Higher speeds and reduced awareness of the school, and likelihood of parents/carers/pupils crossing could increase the likelihood of collisions between vehicles and pedestrians. High speeds and flows could also be a barrier to active travel choices.

What are the opportunities?

5.1.8 Increase awareness of the school by providing signage and appropriate speed limits on Tower Road and La Route es Nouaux to increase awareness of the school, encourage lower speeds and remove barriers to active travel choices.

5.2 ACTIVE TRAVEL TO/FROM SCHOOL

Issue 3:

Limited connectivity to existing pedestrian / cycle routes towards St Helier.

Why is this an issue?

5.2.1. First Tower Primary School is located approximately 150m 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.

5.2.2. The survey data indicates that over half of all pupils travel to school by private car, but some would consider walking or cycling if there were safer walking and cycling routes and crossings.

What are the opportunities?

5.2.3. New crossings and routes between the school and existing seafront routes may encourage parents/carer and pupils to use active travel modes when travelling to/from the school.

5.2.4. Safety and connectivity improvements may reduce or remove barriers to active travel and encourage mode shift.

Issue 4:

Limited cycle parking and facilities at the school.

Why is this an issue?

5.2.5. On-site observations, discussions with school representatives and the survey data indicate that the limited provision of cycle / scooter parking at the school is a barrier to pupils and staff adopting these active modes. The school is approximately 150m away from the seafront where there are pedestrian and cycle routes east towards St Helier and west towards St. Aubin, which would provide safe, segregated routes.

What are the opportunities?

5.2.6. Providing facilities to enable pupils and staff to cycle/scoot to or from school such as secure stands, storage and showers/changing rooms may encourage mode shift.

5.3 LIMITED STAFF TRANSPORT OPTIONS

Issue 5:

Limited staff parking and low uptake of active/sustainable travel choices by staff

Why is this an issue?

5.3.1. There is limited parking at the school, with 71% of staff that responded to the survey indicating they travel by private car. Enabling staff to switch to active / sustainable travel modes would help reduce the highway demand and provide greater capacity within the existing staff parking for those who may need it.

What are the opportunities?

5.3.2. Incentives to encourage staff to try cycling or the bus, this could include information, promotions, and discounts on bus tickets and e-bike hire.

5.3.3. Behaviour change opportunities would need to be supported by safety and connectivity improvements and facilities at the school as necessary.

5.4 LIMITED USE OF SHARED TRANSPORT

Issue 6:

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

Why is this an issue?

5.4.1. From the survey results, there are low levels of shared transport to/from the school, with a reliance on travel to/from school by private car. This increased highway demand on the local road network and adds to safety concerns, congestion and delay in the vicinity of the school.

5.4.2. The First Tower bus stop is served by five bus routes which are concentrated along Victoria Avenue and St Aubin's Road to/from Liberation Station. This may not align with the school catchment area and where pupils live. Service patterns may also not be conducive to travel to/from you.

What are the opportunities?

5.4.3. Changes to the bus routing and service patterns may encourage parents/carers, pupils and staff to consider using the bus.

5.4.4. Car sharing could be encouraged by the school, with informal arrangements made between parents/carers.

5.5 SUMMARY

5.5.1. 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**).

5.5.2. 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 First Tower 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 First Tower, 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 First Tower 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	• 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 First Tower 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, namely;

- Managing car use and parking demands
- Improving road safety
- Encouraging active travel
- Building travel awareness
- Enhancing shared transport

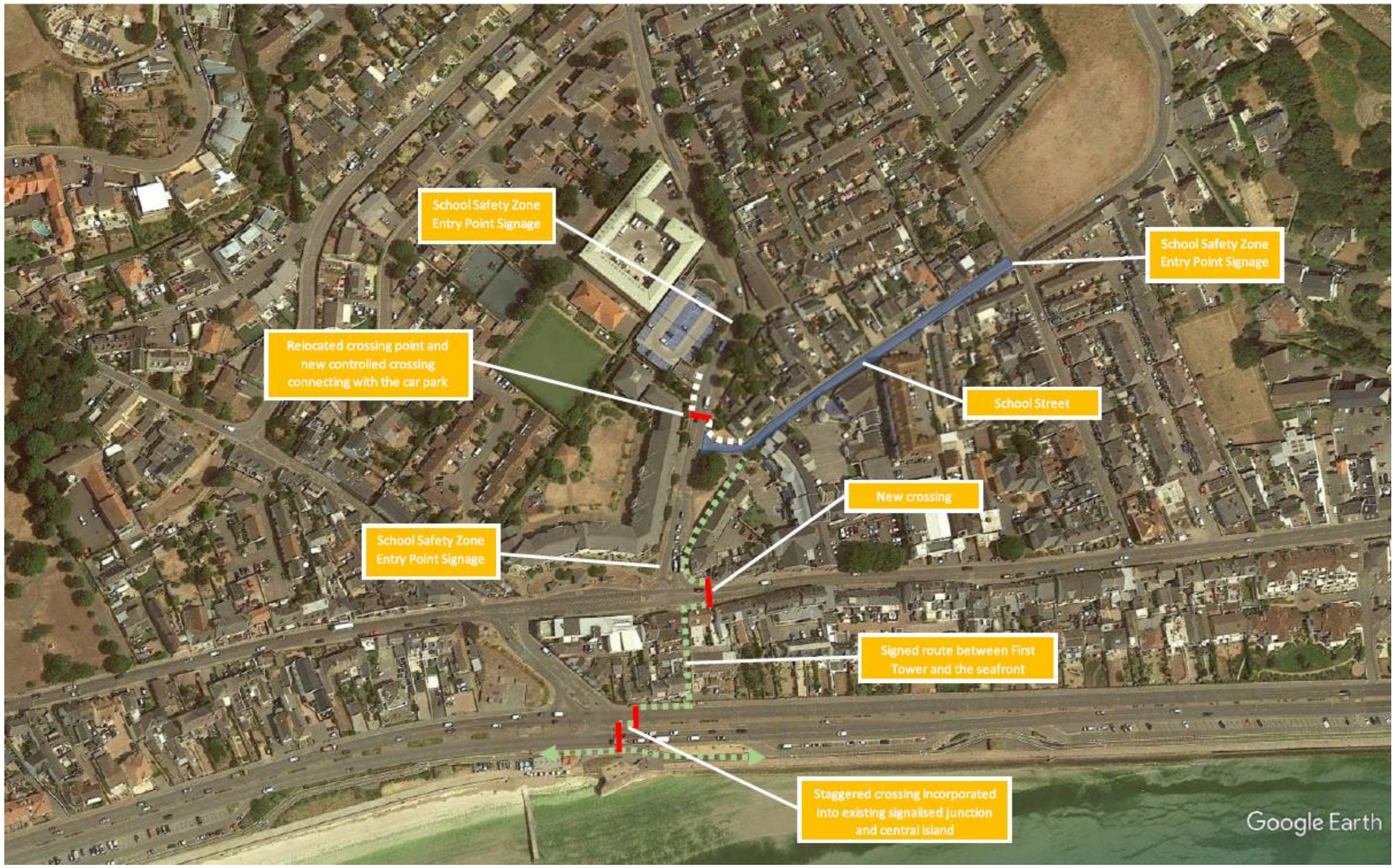
6.2.4. Proposed measures are presented in the following two chapters, firstly with an overview of physical highway and access improvements in the vicinity of the school, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.

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	Speed limit and School Safety Zone in the vicinity of First Tower school	Introduction of a 20mph speed limit and School Safety Zone (SSZ) in the vicinity of First Tower school, with associated signage, markings and lighting.	O1, O2, O3, O4	Increased awareness of the school and the likely presence of parent/carers /pupils at certain times of the day.
H2	Zebra crossing on La Route es Nouaux	New zebra or Jersey style crossing on La Route es Nouaux, possibly to the north of Tower Road.	O1, O4	A visible crossing may encourage lower speeds as well as improve pedestrian accessibility and crossing facilities to encourage parents/carers/pupils to use the car park and walk to/from the school.
H3	School Street on Tower Road	School Street on Tower Road between Bellozone Road and La Route es Nouaux to provide a safe, traffic-free environment for pupils walking to school.	O1, O4	The route is likely to be used by parents/carers dropping off pupils or by traffic trying to avoid delays on the wider network. Provision of a traffic-free area at peak times would remove some of the barriers to active travel choices, supported by other measures identified here.
H4	Pedestrian crossings on St Aubins Road and Victoria Avenue and route signage from the seafront.	New and improved crossing facilities on St Aubins Road and Victoria Avenue and walking route signage towards First Tower School. Local arrangements for free parking at school times could be provided.	O1, O4	New/improved crossings and a signed walking route may encourage pupils to walk to/from school, with parking on the seafront. Local arrangements for free parking at school times could be provided.


School Safety Zone Entry Point Signage
School Safety Zone Entry Point Signage
Relocated crossing point and new controlled crossing connecting with the car park
School Street
New crossing
School Safety Zone Entry Point Signage
Signed route between First Tower and the seafront
Staggered crossing incorporated into existing signalised junction and central island
Google Earth

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 **Chapter 6**. These are summarised in the below tables.

Table 8-1: First Tower 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 First Tower 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	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.	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: First Tower 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	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

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'.		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 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.
W5	Audit and develop key walking routes to school	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	63% of pupils live within a 20-minute walk of the school. Regarding potential future modes, of those respondents who stated they would change to walking, 71% currently use a private car. Safer walking routes to school was stated as the best measure to encourage Active Travel in the travel survey.
W6	Audit and develop key cycling routes to school	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. 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.	O1, O2, O4	84% of pupils live within a 10-minute cycle to school. 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. 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.
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	More or better cycle parking at school was selected as a measure to encourage an uptake in cycle as a mode of travel to/from First Tower School within the travel survey. This measure is required to enable cycling to school and to complete measure W6 (audit and develop cycling routes to school).

Ref.	Measures	Description	Supporting Objective	Justification
W8	Cycle training (Bikeability)	Bikeability is currently offered on the island by Jersey Sport. Within the 2021/22 academic year, Jersey Sport plan to offer the Level 1 to all Year 5 and 6 children island-wide. This programme could be expanded to all age ranges to ensure pupils at the school benefit from developing skills and confidence to become safe cyclists to overcome the current lack of infrastructure (should the current situation not be improved).	O2, O4, O5	The travel survey indicates a low level of cycling to/from the school. 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. Cycle proficiency training (e.g. bikeability) was stated by 50% of survey respondents who would consider cycling as a potential future mode of travel to/from school.

Image 8-1: Banner Design Competition Example

Table 8-3: First Tower Primary School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W9	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/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.	All	Sustainable school travel campaigns are an active way of making all sustainable travel measures for pupils and parents/carers 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.
W10	Targeted use of social media	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. 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	First Tower Primary School Facebook page has 766 followers (as of 4th May 2023). No Twitter or Instagram accounts have been found for the school. The creation of social media accounts including Twitter and Instagram and the creation of a targeted communication strategy through these will increase the visibility of the school's 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/carers and local residents.
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: First Tower 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	Safer walking routes from bus stops and improved bus waiting facilities have been stated by parents/carers as encouraging to choose bus as their children's travel mode to school.

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 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 based on each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any intervention is 18 points. Interventions scoring 13+ points are considered a high priority for further detailed scheme development and delivery, with interventions in the 7-12-point range considered a medium priority, and <6 points 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	Speed limit and School Safety Zone in the vicinity of First Tower school	3	2	2	2	2	3	2	16	HIGHER
H2	Zebra crossing on La Route es Nouaux	3	2	2	2	2	2	2	15	HIGHER
H3	School Street on Tower Road	3	2	2	2	2	2	2	15	HIGHER
H4	Pedestrian crossings on St Aubins Road and Victoria Avenue and route signage from the seafront.	3	2	2	2	2	1	2	14	HIGHER

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	3	2	2	3	3	3	2	18	HIGHER
W2	School-run car sharing	3	1	1	2	3	2	2	14	LOWER

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	3	1	1	3	3	2	3	16	HIGHER
W4	Reward-based participation schemes	3	2	2	1	3	3	2	16	HIGHER
W5	Audit and develop key walking routes to school	3	2	2	3	2	2	2	16	HIGHER
W6	Audit and develop key cycling routes to school	3	1	1	3	2	2	2	14	LOWER
W7	Improvement of cycling facilities at school	3	1	1	3	3	1	3	15	LOWER
W8	Cycle Training	3	1	1	1	3	3	3	15	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	3	1	1	2	3	2	2	14	LOWER
W10	Targeted use of social media	2	1	1	2	3	2	3	14	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 stops facilities and routes from stops to school	2	1	1	2	2	2	2	12	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 First Tower. 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 First Tower

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.