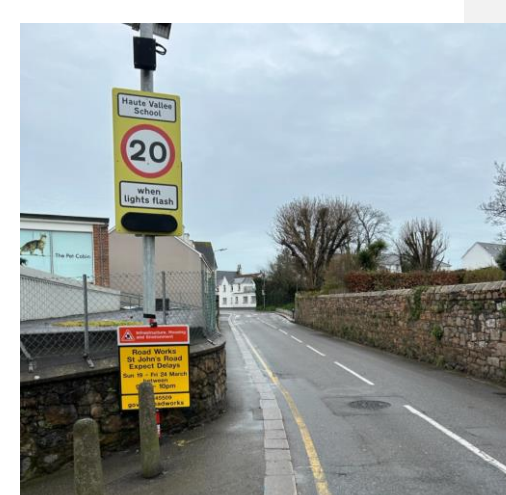


HAUTE VALLÉE SCHOOL

School Issues and Opportunities Report





Government of Jersey

HAUTE VALLÉE SCHOOL

School Issues and Opportunities Report

CONFIDENTIAL

PROJECT NO. 70070620

DATE: JUNE 2023

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 any localised traffic congestion and safety concerns.
- 1.1.2. This report focusses on Haute Vallée School in St Helier Parish.
- 1.1.3. Identifying issues and opportunities will be through an evidence-led approach, comprising the following two methods:
- A school travel questionnaire, to collect information on existing travel patterns, views on current travel issues, and feedback on possible solutions; and
 - Discussions with the school Site Manager, combined with a site visit to witness issues first-hand and to 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. Thereafter, a series of outline recommendations have been determined for further consideration. These are grouped by specific themes and cover infrastructure improvements, service provision, and travel behaviour change initiatives. Information is also presented on indicative costs and delivery timeframes for these recommendations, to inform a selection and prioritisation process by the 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, 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 Measures – proposes wider measures for the school.
 - Section 8: Prioritisation of Measures – details the previously proposed measures and their levels of priority for delivery.
 - Section 9: Conclusion and Next Steps – details a process for delivery of recommendations identified.



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2 EXISTING SCHOOL AND TRANSPORT CONDITIONS

2.1 EXISTING CONDITIONS

- 2.1.1. Haute Vallée School is a secondary school located in the parish of St Helier. The school’s main access is via La Clos de la Ville.
- 2.1.2. **Figure 2-1** illustrates the vehicular and pedestrian access points to the school, including the direction of vehicular routes and where parking and pick up areas are located.
- 2.1.3. The school has a wide catchment area. The school has 561 students ranging between 11 and 16 years of age and 106 full time education staff members.
- 2.1.4. Morning arrival times are between 08:00 and 08:15, with school registration at 08:30. Afternoon pick up times for all years begins at 14:50.

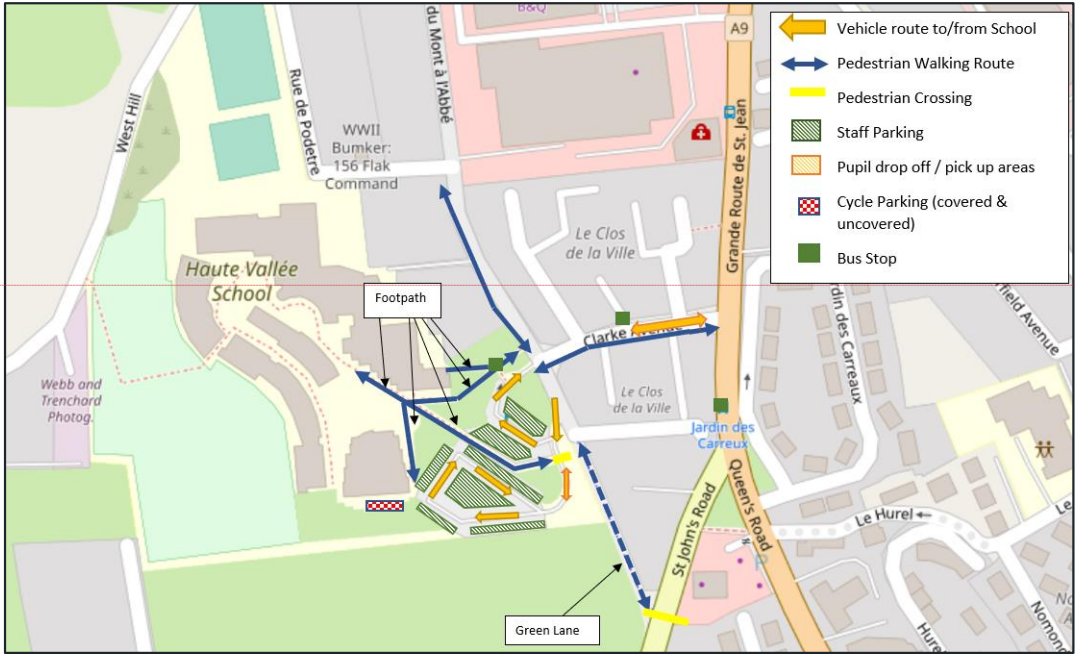
Site Visit

- 2.1.5. A site visit was held on 20 March 2023 during the school afternoon departure times. The site visit primarily focused on Le Clos de la Ville, Clarke Avenue, and La Grande du Mont a Abbe.
- 2.1.6. During the site visit, some congestion was observed at the school access point. Vehicles utilise the staff car park by using the one-way system as shown in **Image 1**. It was observed that queues extended along Clarke Avenue and onto the A9.
- 2.1.7. The various travel options which pupils and staff can use to access the school are described herein.

Image 1: Access to Staff Car Park



Figure 2-1: School Access Points



Commented [HV2]: @Gouge, Vicky has this been confirmed yet?/

Access on Foot

- 2.1.8. There are two main locations for pedestrians to access the school: via Clarke Avenue, crossing La Grande du Mont a Abbe and accessing a footpath within the school grounds; and via Green Lane which meets a zebra crossing which leads to a footpath within the school grounds as shown in **Image 2**.

Image 2: Zebra Crossing Leading to Green Lane



2.1.9. It was stated by the Site Manager that nearly half of all school arrivals/departures utilise Green Lane, connecting St John’s Road to the school’s access. This lane has modal filters at both ends and is approximately 100m long. **Image 3** presents Green Lane (viewpoint from St John’s Road).

Image 3: Greenway Link



- 2.1.1. Clarke Avenue has footways on both sides of the road, although multiple side roads are present. This is shown in **Image 4**. Le Grande Route du Mont a L’Abbe has a marked footway on the western side of the road and this is shown in **Image 5**.
- 2.1.2. St John’s Road has narrow footways on both sides for the majority of the length of the road, although crossing the road to continue using a footway is occasionally required. A pedestrian crossing is also present on St John’s Road, close to the southern end of the Green Lane, shown in **Image 6**.
- 2.1.3. The A9 has narrow footways near the school. Queen’s Road (A9) connects to St John’s Road with a short foot and cycle path approximately 50m north of Green Lane which has modal filters at both ends. There is a signalised crossing on Queen’s Road close to this path.

Potential Catchment for Journeys on Foot

- 2.1.4. 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.
- 2.1.5. Using anonymous pupil postcode data¹, it can be identified from **Figure 2-2** and **Figure 2-3** that 15% of pupils are within a 10-minute walking distance from/to the school and an additional 41% can walk to/from the school between 10-minutes to 20-minutes.

Image 4: Clarke Avenue



Image 5: Le Grande Route du Mont a L’Abbe



Image 6: Crossing - St John’s Road



¹ Based on 2020/2021 data

Figure 2-2: Walking Isochrone - Postcodes in Walking Distance of Haute Vallée School

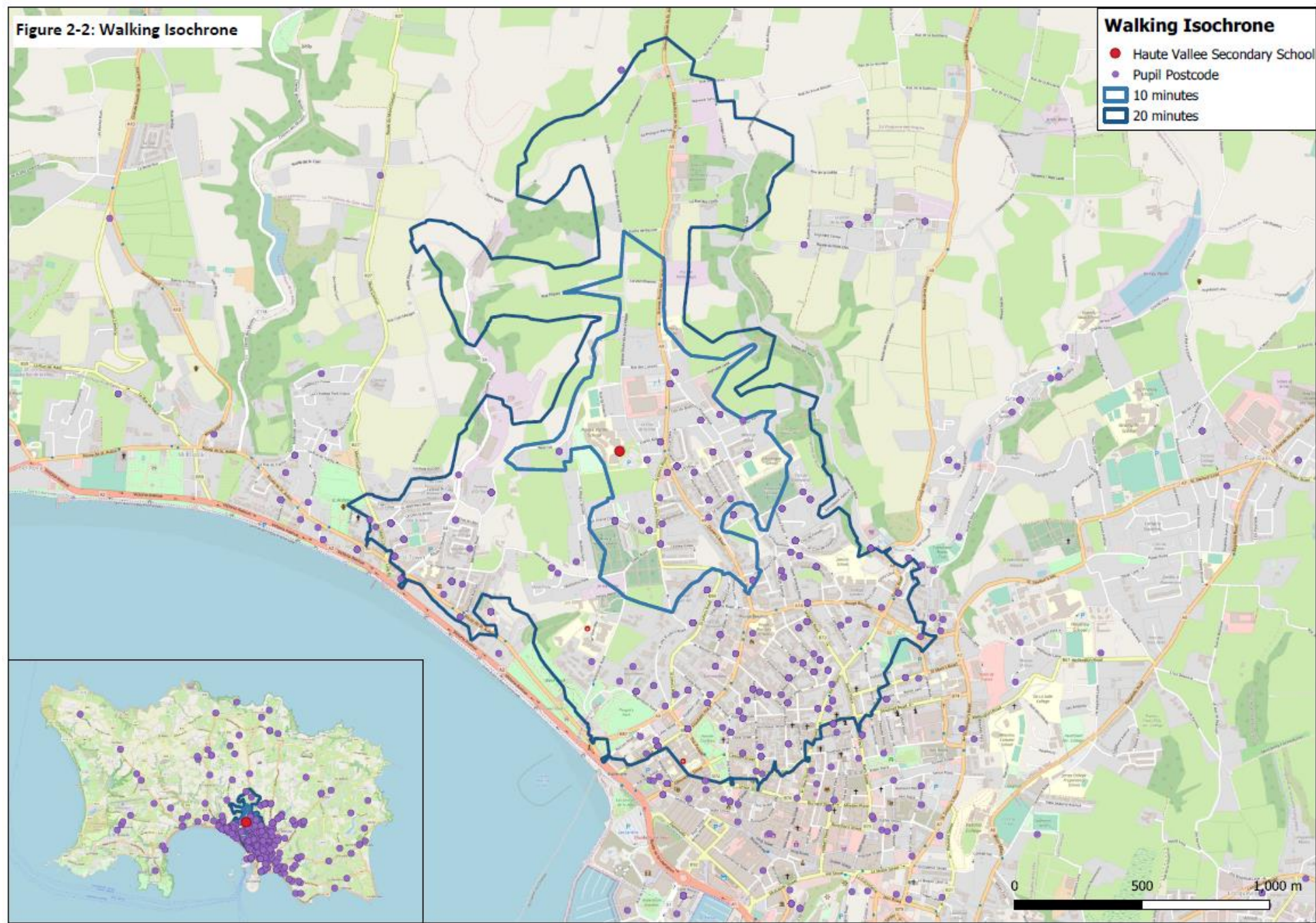
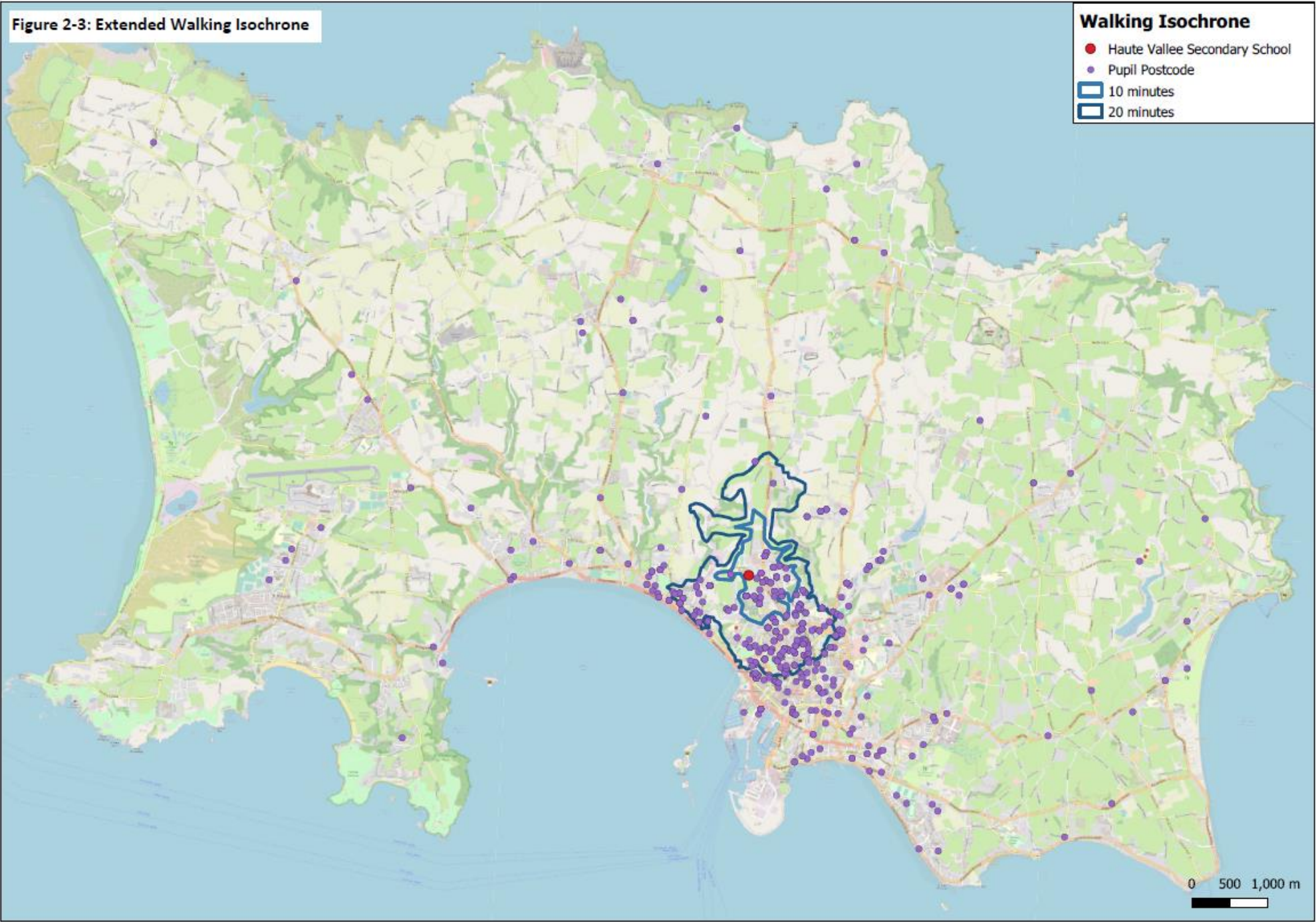


Figure 2-3: Extended walking isochrone to idenitfy postcodes within walking distance of Haute Vallée School



Access by Pedal Cycle 

- 2.1.6. There is no cycling infrastructure along the main roads surrounding the school, however, Green Lane connecting St John’s Road to the school’s entrance/exit can be utilised by cyclists.
- 2.1.7. There is covered and uncovered cycle parking located on the school grounds, which can be seen in **Image 7**; this is located to the west of the car park.

Image 7: Bicycle Storage on Haute Vallée School Grounds



Potential Catchment for Cycling Journeys

- 2.1.8. 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.
- 2.1.9. Using anonymous pupils’ postcode data, it can be identified from **Figure 2-4** that 85% of pupils live within a 10-minute cycling distance to/from school, and additional 11% are within a 10 to 20-minute cycle ride to/from the school.

Bus Services 

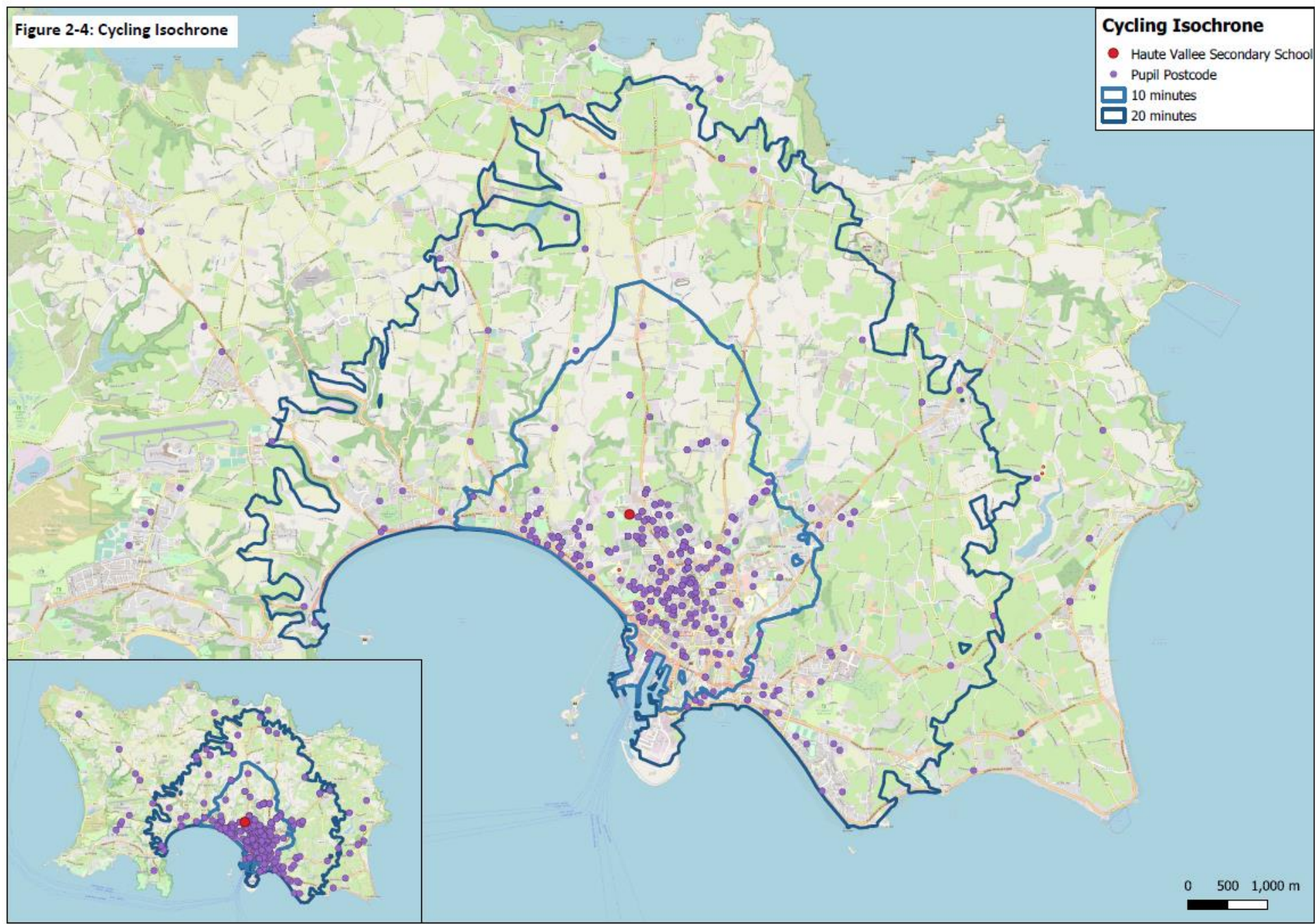
- 2.1.10. The nearest bus stop to the school is the Haute Vallée School stop, located within the school grounds. This stop is served by service 19, which departs at 15:05 and arrives at Liberation Station at 15:20.
- 2.1.11. Additional bus stops on Clarke Avenue and Queens Road are approximately 20 m and 150 m from the school; these are both served by service 19. Chestnut Farm/Jardin des Carreaux has the additional service 5. Buses depart Liberation Station at 07:20 and 08:00 and arrives at Clarke Avenue at 07:37 and 08:19.
- 2.1.12. A number of dedicated school buses are provided for pupils attending Haute Vallée. These are service 57, arriving at the school at 07:53, and service 880, arriving at the school at 07:28.
- 2.1.13. Current student fares for the school 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
- 2.1.14. The Avanchi18 pass is a discounted unlimited bus travel pass available to children aged 18 years old and under. The Avanchi18 pass costs £20 per annum and can be used on all public buses at any time.
- 2.1.15. The StudentAvanchicard is also available to those in full-time education which offers a discount.

Private Vehicle 

- 2.1.16. Vehicular access is via Clarke Avenue and Le Clos de la Ville, which leads to staff car parking and the drop off /pick up area previously shown in **Image 1**. There is currently a 15-mph speed limit on both Clarke Avenue and Le Grande Route du Mont a L’Abbe, while there is a 30-mph speed limit on the A9. There is no waiting allowed along the Le Grande Route du Mont a L’Abbe. Clarke Avenue has speed cushions and Le Grande Route du Mont a L’Abbe has speed cushions and has priority for vehicles heading south as shown previously in **Images 4 and 5**.

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Figure 2-4: Cycling Isochrone - Postcodes in Cycling Distance of Haute Vallée School



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 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 68 responses to the parent/carer survey, which equated to a 12% response rate based on the current pupil numbers (561). A total of 60 staff responded to the survey, representing a 57% response rate based on current staff numbers (106).

3.2 CURRENT TRAVEL PATTERNS

Mode Split - 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. Walking was reported at the main mode of travel by 32 of the total 68 respondents (47%). Use of a private vehicle was reported as the second most popular mode (27, 40%).
- 3.2.2 Despite the low survey response rate, the walking mode share aligns with the proportion of pupils who live within the school walking catchment area. Comparatively, dedicated school bus was the least reported mode at 2%.

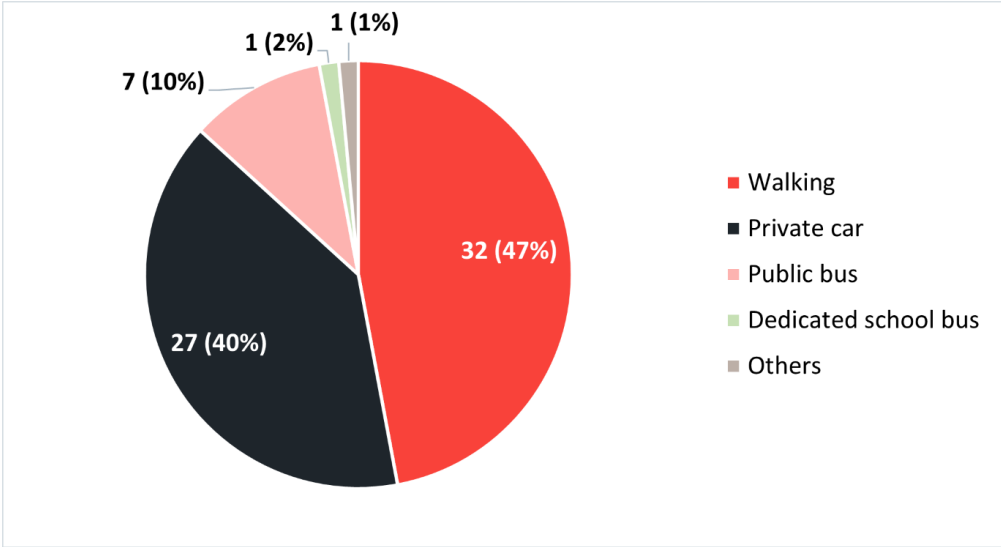
Reasons for Mode Choice

- 3.2.3 Journey distance was reported by most respondents (37%) as the main reason for their current travel mode.
- 3.2.4 This was followed by 12% of respondents reporting journey time as their reason. Subsequent responses were split between: journey safety (11%); no alternative modes available (11%); onward journey for parent/carer (10%); journey cost (8%); Other reasons (6%), environmental concerns (3% each); and, disability, visual impairment or mobility impairment (1%).

Travel Concerns

- 3.2.5 When asked about transport issues that impact pupil journeys to and from the school, 54 respondents (79%) reported that they do not experience travel issues, out of which 30 walked to school, 20 travelled by private car, three travelled by public bus and one by dedicated school bus.
- 3.2.6 Of the 14 respondents who reported they experience issues, 10 stated high traffic volumes near the school as the main issue they experience, in alignment with conclusions from the site visit.
- 3.1.3 Walking safety, missing or inadequate footways and crossings, high traffic speeds near school, and poor behaviour on the school bus were each selected by three respondents (8%). Other issues reported included cycle safety, school/public bus fares and capacity, missing or inadequate cycleways, and insufficient parking - each selected by two respondents.

Figure 3-1: Modal Split for Current Travel Patterns - Haute Vallée School Parent/Carers



n = 68 (100% of respondents)

Figure 3-2: Reported Safety Issues Impacting Travel Choice

“Roads aren't cyclist friendly: no cycle path or cycle path safety is poor (too many car drivers unfriendly and aggressive towards cyclists)”

“High traffic volumes during school pick-up and drop-off hours due to the lack of school buses coupled with standard work traffic to St Helier”

“Require a safe crossing from the stairway leading off Jardin des Carreaux onto Queens Road as the existing one is via the traffic lights further down the hill”

Journey Times

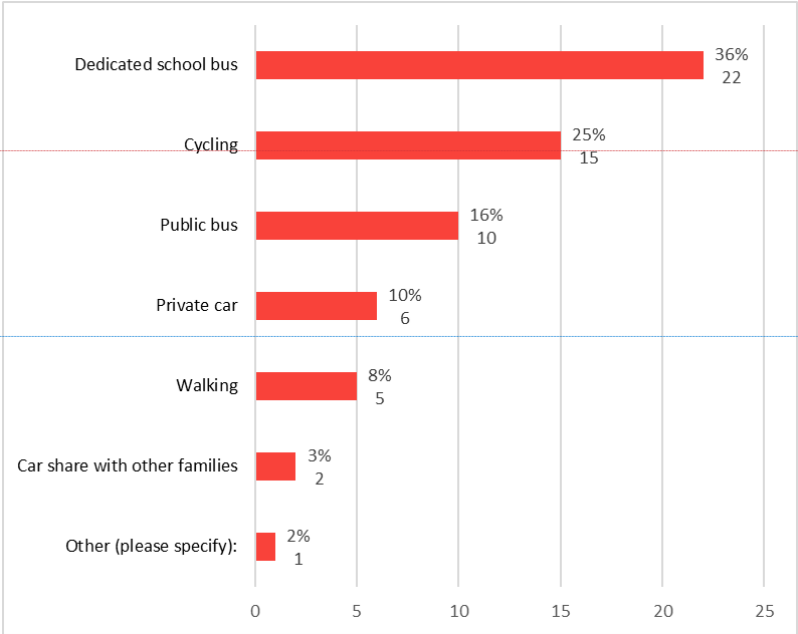
- 3.2.7. It was reported that 38 (56%) respondents had a journey time to/from school of less than 15-minutes; 26 respondents (38%) had a journey time between 16-minutes and 30-minutes. Additionally, 4% of respondents had a journey time between 31-minutes and 45-minutes; the remaining 1% had a journey time between 46-minutes and 60-minutes.

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3.3 FUTURE TRAVEL PATTERNS – PUPILS

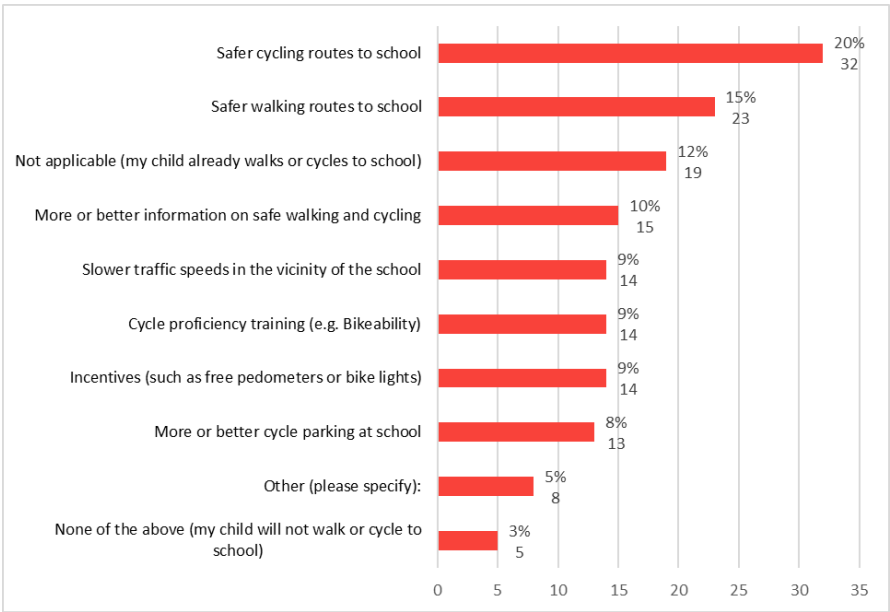
- 3.3.1. When asked whether they would consider using an alternative mode of travel to/from the school, 35 respondents (51%) stated they would not, whilst the remaining 33 respondents would (49%).
- 3.3.2. Amongst the 35 respondents who would not consider changing their current travel mode, 25 (37% of total respondents) walked, five respondents travelled by private car (7% of the total respondents), four respondents by public bus and one respondent by dedicated school bus. Amongst parents/carers who would consider changing travel mode, 22 (32% of total respondents) currently travel by private car, with the remaining respondents currently walking (10%) or using public buses (4%).
- 3.3.3. The mode that most would consider shifting to from their present mode of choice was a dedicated school bus, with 22 respondents (36%) choosing this option. This was followed by 15 respondents (25%) considering cycling, and 10 respondents (16%) who would consider public bus. Among the five respondents who choose walking as a potential future mode, one presently use a private vehicle (Figure 3-3).
- 3.3.4. The survey asked what measures would encourage respondents to allow pupils to walk/cycle to school more. Overall, safer cycling routes to school was mentioned by 20% of the parents as an effective encouraging measure and safer walking routes by 15%, followed by more or better information on safe cycling and walking (10%). Cycle proficiency training and slower traffic speeds in the vicinity of the school were stated by 9% each. The popularity of these measures is illustrated in Figure 3-4.
- 3.3.5. Of the 15 respondents willing to shift their current mode of travel to walking, two suggested safer walking routes as a measure to encourage walking to school. Regarding cycling, of the 15 respondents considering this as a potential future mode of travel to/from school, 8 currently travel by car, four walk and two travel by public bus. Safer cycling routes was the most popular measure to encourage cycling with 12 out of the 13 stating this. Slower traffic speeds in the vicinity of the school, cycle proficiency training (e.g., Bikeability) and more or better information on safe walking and cycling were stated by seven of the 13 respondents considering cycling in the future.
- 3.3.6. Similarly, for buses, more direct bus services were the most popular measure, with 19% of the respondents stating this would encourage an uptake in bus use. This was closely followed by more regular bus services (18%), improved information on services (10%), improved waiting facilities at or near the school (9%) and cheaper fares (9%) were identified. Safer walking routes between the bus stop and school and shorter distances between these were also options, as shown in Figure 3-5.

Figure 3-3: Modes Considered for Future Travel



n = 61 responses from 33 respondents (49% of total 68 respondents)

Figure 3-4: Measures to Encourage Active Travel

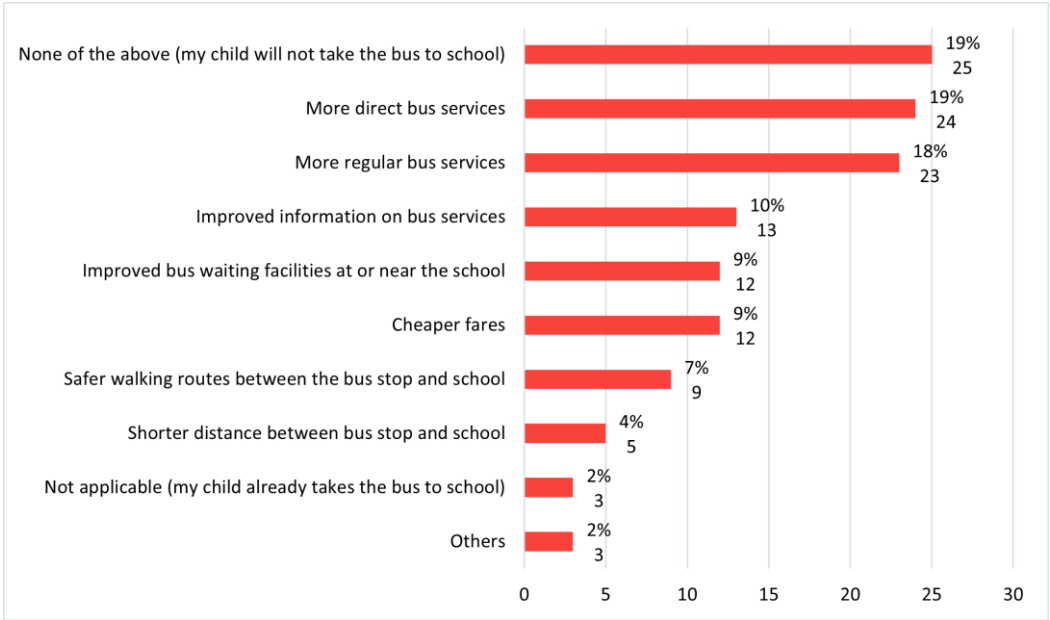


n = 129 responses from 68 respondents (100% of total 68 respondents)

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Figure 3-5: Measures to Encourage Bus Travel



n = 157 responses from 68 respondents (100% of total 68 respondents)

3.4 STAFF SURVEY

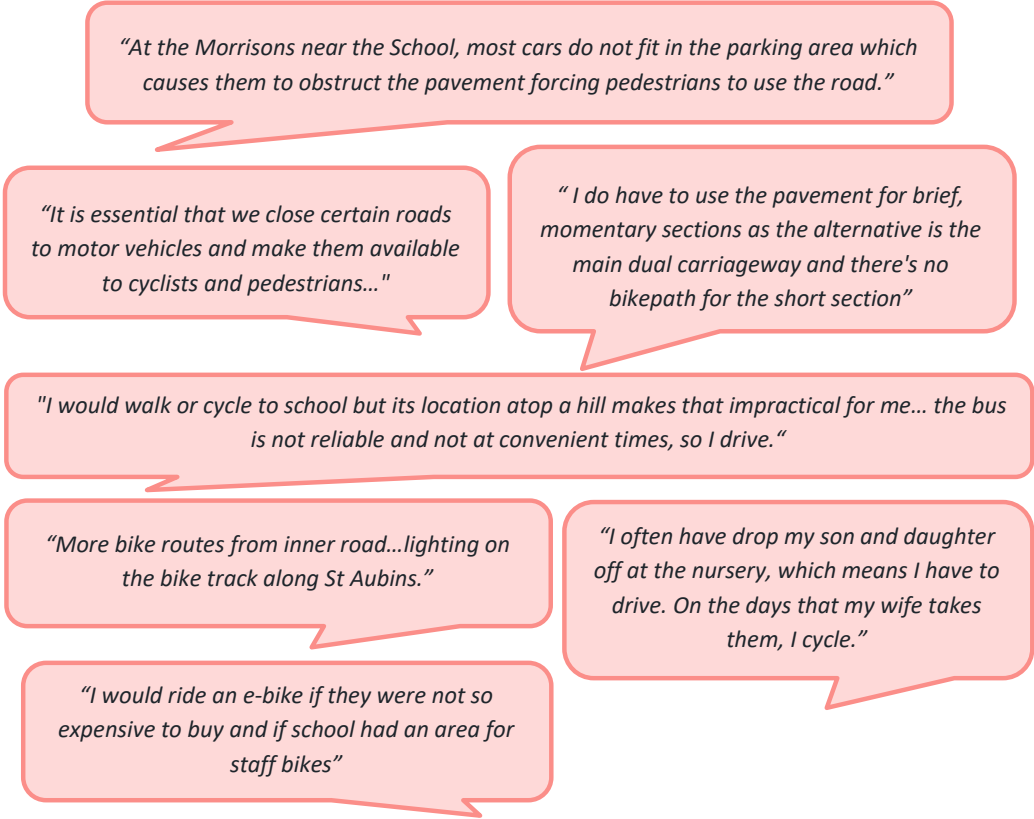
Mode Split - Current Travel Pattern

- 3.4.1. A total of 60 staff responded to the survey, representing a 57% response rate based on current staff numbers (106).
- 3.4.2. Most respondents reported using private car at their main mode to travel to/from the school (53, 88%), although 47 of these arrive at the school before drop-off and leave following pick-up times. Therefore, these vehicles do not contribute to any peak traffic congestion issues assessed within this report. Walking and cycling were reported by only three members of staff for each (5% of respondents).

Travel Concerns

- 3.4.3. When asked about travel issues experienced when travelling to and from the school, 55 staff respondents (92%, of which currently drive) reported to have no concerns. All members of staff who reported experiencing any travel issues referred to the high level of traffic volumes near school, walking and cycling safety, illegal parking and missing or inadequate footways, crossways and cycleways, etc. and illegal parking. Example comments from a respondent who walks is seen in Figure 3-6.

Figure 3-6: Reported Travel Concerns



3.5 SUMMARY

- 3.5.1. The travel survey highlighted that a high propensity for pupils to walk to school. This largely reflects the high proportion of pupils who are within a 10-minute and 20-minute walking catchment of the school. Private car is the second most used travel mode to travel to/from the school, with 40% of those who drive reporting the main reason for driving to be journey distance.
- 3.5.2. There is an apparent propensity to change travel patterns, mainly towards dedicated bus services and cycling, with many respondents reporting a willingness to consider alternative options should specific issues be overcome, and if the alternatives presented are viable and convenient.
- 3.5.3. Delivering improved cycling and pedestrian infrastructure, more or better information on safe cycling and walking, cycle proficiency training, and slower traffic speeds 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 more popular being more direct and regular bus services, improved information on the services, improved bus waiting facilities and cheaper fares.
- 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 Haute Vallée School, specifically looking at the emissions generated from car use to/from the school.

4.1 CARBON METHODOLOGY

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

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

4.1.4 The travel mode proportions for each parish that were obtained through the travel survey were applied to the annual trip number, to identify annual mileage by mode. The modes identified were car (petrol/diesel/battery electric vehicle/car share/unknown) and bus (dedicated school bus/public bus), taxi, cycling and walking. Mode share of 1.47% of trips identified as “others” which were mentioned as one way by car and one way by walk. Emissions for these trips have been determined separately and aggregated with car (unknown) and walking respectively.

4.1.1. 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)	Total Annual Emissions (kg CO ₂ e)
Car (Petrol)	118	80.49	9,512.68
Car (Diesel)	101	80.65	8,170.85
Car (Unknown)	13	80.58	1,019.86
Bus (School Bus)	8	45.56	384.43
Bus (Public)	59	45.56	2,691.01
Total		332.84	21,778.82

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	Car (Unknown)	Dedicated School Bus	Public Bus	
Grouville	421	361	45	17	119	963
St Brelade	357	307	38	14	101	818
St Clement	520	447	56	21	147	1191
St Helier	5464	4693	586	221	1546	12510
St John	202	174	22	8	57	463
St Lawrence	537	461	58	22	152	1229
St Martin	68	58	7	3	19	155
St Ouen	188	161	20	8	53	430
St Peter	389	334	42	16	110	891
St Saviour	1049	901	112	42	297	2402
Trinity	317	272	34	13	90	725
Total	9513	8171	1020	384	2691	21779

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 HAUTE VALLÉE SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL

Issue 1:

The school’s travel survey results indicated that 40% of students travelled to Haute Vallée School via private car, despite 94% of students having a journey to school time between less than one minute and 30 minutes.

Why is this an issue?

- 5.1.1. A high dependency on private car use for school-related travel results in an increased pressure on the local highway network, causing congestion and delays as well as road safety issues.

What are the opportunities?

- 5.1.2. There is an opportunity to create substantial mode shift within the school community.

5.2 LIMITED USE OF SHARED TRANSPORT

Issue 2:

A reported lack of direct and/or regular bus services serving the Le Mont á L’Abbé area, in which Haute Vallée School sits.

Why is this an issue?

- 5.2.1. Haute Vallée School’s travel survey found that the top two measures cited as incentives that would encourage travel to school by bus was more direct buses (19%) and more regular buses (18%), despite several services operating in the vicinity of Haute Vallée School.

What are the opportunities?

- 5.2.2. There are multiple opportunities to increase uptake of shared travel such as revising bus routes and bus timetables.

5.3 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL FOR STAFF

Issue 3:

Staff travelling to the school from further afield relying on the car as a means of travel.

Why is this an issue?

- 5.3.1. Based on the survey data, a high number of staff (88%) travel to the school by private car. The school’s provision of parking on-site encourages a reliance on using the private car.

What are the opportunities?

- 5.3.2. Electric EvieBikes are available in Jersey. A joint venture with electric EvieBikes could be trialled to establish the appetite for staff commuting by electric bike. A number could be made available to loaned out.

5.4 SUMMARY

- 5.4.1. This section has outlined the school travel and transport issues and opportunities that have been identified from the information gathered from the site audit and the travel survey results.
- 5.4.2. The following sections will look more closely at the measures that can be put in place to tackle the issues. **Section 6** will outline the objectives of this report, before stating how potential solutions have been developed. This will be followed by wider measures in **Section 7**.

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 Haute Vallée 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 Haute Vallée 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 Haute Vallée School, 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 Haute Vallée 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

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 and staff
O6	<ul style="list-style-type: none">Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

6.2.5. .

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 Haute Vallée 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 chapter to achieve more sustainable travel outcomes at the school.

7 PROPOSED ADDITIONAL MEASURES

7.1.1. 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 7-1: Haute Vallée School Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Review any existing or develop a new School Travel Plan	A School Travel Plan specific to the 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 need reviewing, if new measures are required, and whether progress is being made towards any agreed targets.
W2	Set up a Park and Stride	Park and Stride involves driving part of the way to school, then walking the rest of the way. By eliminating the drive to outside the school entrance, congestion surrounding the school in peak drop off/pick up times will reduce and provide a safer environment for pupils arriving/departing school. The retail park approximately 300m north of the school is located within a 5-minute walk. The walking route has a continuous footway minimal crossings.	O1, O2, O3 O4	This measure provides pupils an opportunity to introduce time at the beginning and end of the school day to incorporate exercise, even though part of the journey is driven.
W3	School-run car sharing	It is recommended that car-sharing be promoted to parents as informal arrangements that can be agreed, with the school facilitating a potential matching service. A simple questionnaire could be issued to facilitate matching details where very similar journeys are being made by parents which could be shared by agreement. If successful, this may help reduce the overall number of private car journeys otherwise conducting pick up and drop offs around the school access points. Alternatively, facilitating car sharing arrangement using app-based technologies could be beneficial and considered by the school as part of a pilot initially. One example is the Home Run app (https://www.homerun-app.com/) that can provide a software-based solution to connect prospective car-sharers and be managed within a dedicated online space for the school.	O1, O2, O3, O6	Arranging car sharing options is forecasted to help reduce single family car trips, relieving localised congestion on the roads surrounding the school and support reduction in transport emissions.

Table 7-2: Haute Vallée School Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W4	Cycle training (Bikeability)	In the holidays, Jersey Sport offers Level 1, Level 2, Level 1 & 2 combined, Level 3 (Year 8+) and Cycle Maintenance. Adults can also take part in Learn to Ride, Sofa2Saddle and Gaining Momentum programmes.	O1, O4, O5	The travel survey indicates a low level of cycling to/from the school. However, cycling was the second most popular mode to change to as a future mode after bus travel (25%). Cycle training will help confidence for pupils to cycle on roads and has been reported as a measure which would encourage pupils to cycling.

Table 7-3: Haute Vallée School Primary School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W5	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 newsletter which issues.</p>
W6	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>Haute Vallée School Facebook page has 2,100 followers and their Twitter page has 688 followers (as of 22 June 2023). No Instagram account has been found for the school.</p> <p>The creation of a targeted communication strategy through these social media channels 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.</p>
W7	Classroom / assembly activities on sustainable travel	<p>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 the school pupils, and also for them to feedback to their cohort on their own experience, views and ideas.</p>	All	<p>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.</p>

Table 7-4: Haute Vallée School Recommended Measure:

Ref.	Measures	Description	Supporting Objective	Justification
W8	Review Suitability of Local Bus Services	<p>A review of bus services to/from the school is recommended to be undertaken. This is to determine whether improving the routes and frequencies to the school would be feasible so that this travel choice is offered to pupils.</p>	O2, O6	<p>Haute Vallée School has a limited frequency of dedicated school buses and public buses.</p>

8 PRIORITISATION OF MEASURES

- 8.1.1. The previous two chapter 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.
- 8.1.2. To assist Government of Jersey in determining which measures to prioritise, each has been assessed against a set of seven initial key criteria. These are as follows:
- 1. Road Safety Impact**
 - High (3) – likely to result in a positive benefit for all user groups or a significant benefit for NMUs
 - Medium (2) – likely to result in a minimal benefit for all user groups and NMUs
 - Low (1) – likely to result in a limited benefit for all user groups
 - 2. Modal Shift Impact**
 - High (3) – likely to result in a significant measurable increase in sustainable travel
 - Medium (2) – likely to result in a small measurable increase in sustainable travel
 - Low (1) – likely to result in a nominal measurable increase in sustainable travel
 - 3. Carbon Reduction Impact**
 - High (3) – likely to result in a significant measurable reduction in transport carbon emissions
 - Medium (2) – likely to result in a small measurable reduction in transport carbon emissions
 - Low (1) – likely to result in a nominal measurable reduction in transport carbon emissions
 - 4. Delivery Cost** (note these reflect the overall delivery costs and are indicative only).
 - Low (3) - < £10,000
 - Medium (2) - £10,000 - £50,000
 - High (1) > £50,000
 - 5. Technical Deliverability**
 - High (3) – no readily identifiable technical constraints on delivery
 - Medium (2) – requires additional feasibility assessment to determine deliverability
 - Low (1) – obvious/significant issues for deliverability to explore through feasibility assessment
 - 6. Stakeholder Support**
 - High (3) – likely to have no objections and probable support from stakeholders
 - Medium (2) – may be some objections and will require consultation but not significant delays
 - Low (1) – likely to be significant objections which could delay/prevent the measures
 - 7. Timeframe**
 - Quick Win (3) – readily deliverable within six months
 - Medium term (2) – deliverable within 18 months
 - Longer term (1) – deliverable in the longer term (over 18 months)
- 8.1.3. Each scheme, grouped by theme, has been assigned a provisional score (between 1-3) for each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any measure is 21 points. Measures scoring 16+ points are considered a higher priority for further detailed scheme development and delivery, with interventions scoring less than 16 considered a lower priority.

Table 8-1: 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	Review / develop a School Travel Plan for Haute Vallée School	1	2	2	3	3	3	2	16	HIGHER
W2	Set up a Park and Stride	1	2	2	3	3	2	3	16	HIGHER
W3	School-run car sharing	1	2	2	3	3	2	3	16	HIGHER

Table 8-2: 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
W4	Cycle training (Bikeability)	2	1	1	1	3	2	3	13	LOWER

Table 8-3: 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
W5	Sustainable School Travel Campaigns	2	1	1	2	3	2	2	11	LOWER
W6	Targeted Use of Social Media	1	1	1	2	3	2	3	12	LOWER
W7	Classroom/assembly activities on sustainable travel	2	1	1	3	3	3	3	16	HIGHER

Table 8-4: 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
W8	Review of Bus Services to/from School	1	2	2	2	2	2	2	13	LOWER

9 CONCLUSION AND NEXT STEPS

9.1 CONCLUSION

- 9.1.1. The report has outlined opportunities and a series of measures to enhance sustainable travel patterns at Haute Vallée. 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.
- 9.1.2. The following steps are proposed to advance the proposals in the report to the stage of an implementation programme.

9.2 NEXT STEPS

Review proposed measures and consult with Haute Vallée

- 9.2.1. 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.
- 9.2.2. Further engagement and dialogue with Haute Vallée 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

- 9.2.3. 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.
- 9.2.4. 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

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

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