Government of Jersey

JERSEY COLLEGE FOR GIRLS

School Issues and Opportunities Report

Government of Jersey

JERSEY COLLEGE FOR GIRLS

School Issues and Opportunities Report

CONFIDENTIAL

PROJECT NO. 700070620

DATE: DECEMBER 2021

CONTENTS

TABLES

FIGURES

1 INTRODUCTION

1.1 INTRODUCTION

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 on the Island. 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 Jersey College for Girls (JCG) in St Saviour Parish.

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

- A school travel questionnaire, issued to parents and school staff, to collect information on existing travel patterns alongside 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 conduct an audit of school access arrangements. This includes examining potential improvements to sustainable transport routes and connection within the local area.

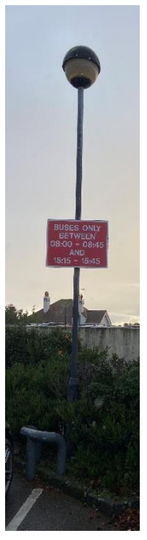
1.1.4 The outcomes from this approach are summarised in this report.

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

1.2 REPORT STRUCTURE

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

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



2 EXISTING CONDITIONS

2.1 EXISTING CONDITIONS

2.1.1 JCG is a Secondary School in the northern area of St Saviour's Parish, just to the north of St Helier Parish. The school is bounded by Claremont Road to the east and the A6 Mont Millais to the west.

2.1.2 Figure 2-1 illustrates the vehicular and pedestrian accesses to JCG.

2.1.3 JCG has an island-wide catchment area, with approximately 732 students ranging between 11 and 18 years of age. JCG has approximately 101 full time education staff members and its curriculum covers a wide range of subjects.

2.1.4 The school operating hours are between 08:25am and 15:25, with morning arrival times being between 08:00 and 08:45. Afternoon departure time is 15:15, however, many parents arrive early at 14:45 in preparation ro collect their child.

2.1.5 The main entrances to JCG are off A6 Mont Millais. There is one access opposite Langford Sports Centre, with vehicular access and limited parking spaces for staff and visitors. The main car park and school bus accesses are approximately 140m to the north of the reception entrance. There is a right-turn pocket provided to enter the car park. The exit from the car park is approximately 80m to the north of the entrance.

2.1.6 In addition to the school bus parking in the car park, there are public bus stops in both directions on Mont Millais. On the southbound side, the bus stop connects with an internal walkway through the JCG site.

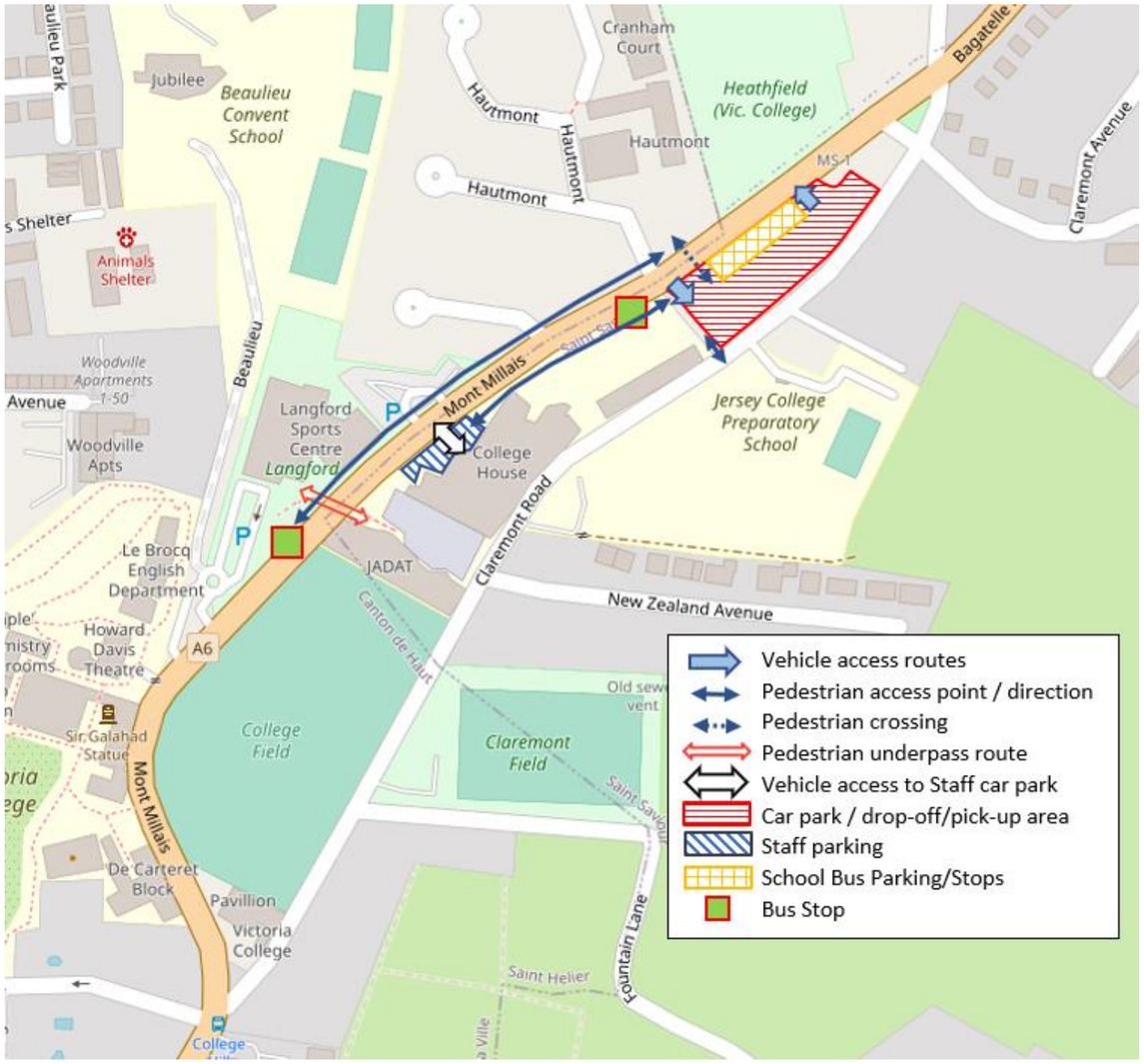
Site Visit

2.1.7 A site visit was held on Wednesday 17th November 2021 during both the morning and afternoon arrival and departure times. The site visits covered all points of access to the school, though primarily focused on Mont Millais and JCG Coach Park.

2.1.8 During the site visits, congestion was observed along Mont Millais, with queues of vehicles entering and exiting JCG coach and car park. The queues along Mont Millais were significant following JCG car park reaching capacity during afternoon pick up times. From communications with the school representative, JCG car park is also used informally by other schools and after-school clubs within the vicinity of JCG.

2.1.9 The various travel options which pupils and staff can use to access JCG are described herein.

Figure 2-1: School Access Arrangements



Access on Foot

2.1.10 There are three main pedestrian routes into JCG: via the underpass from the Langford Sports Centre lower car park, an at-grade crossing on Mont Millais, and from Claremont Road.

2.1.11 The underpass route between Langford Sports Centre lower car park and JCG provides a safe route without the need to cross Mont Millais at peak times. However, the route is not step-free, therefore making it inaccessible for those who may have mobility issues, those pushing pedal cycles or parents with children in push chairs. The route joins the southern end of the JCG site.

2.1.12 The at-grade route on Mont Millais requires pupils and parents to walk on the narrow footway on the western side. There is no footway on the eastern side of the carriageway. There is an uncontrolled crossing between the western footway and JCG car park.

2.1.13 There are no footways on Claremont Road (Image 1), meaning that pedestrians accessing JCG from this side have to walk on the carriageway, although there is a school crossing patrol to facilitate crossing Claremont Road.

2.1.14 Image 2 shows step access to JCG, which leads under the entrance to JCG car park.

Potential catchment for journeys on foot

2.1.15 An isochronal map for walking is shown in Figure 2-2. This has been created using a geographic information system (GIS) tool to indicate walking journey time between JCG and 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.

2.1.16 In accordance with the above methodology, Figure 2-2 includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that Georgetown, south of Five Oaks, Le Dicq and north east of St Helier town centre are within a 20-minute walking distance, which includes residential areas close to the school. Wellington Road and south Bagatelle Road and north Mont Millais are all within a 10-minute walking distance from JCG.

2.1.17 Through the use of anonymous pupil postcode data for JCG, it can be identified from Figure 2-2 and Figure 2-3 that 2% of JCG pupils live within a 10-minute walking distance from/to JCG and additional 6% can walk to/from the school within a 10 to 20-minute walking trip.

2.1.18 Areas further afield are likely to be considered too far to walk for many, and may be more conducive to cycling, public and shared transport for the remaining 92% of pupils who live outside the 20-minute walking catchment area from JCG. The future focus on promoting walking, including developing improved route connections to JCG from the surrounding area, might best be targeted within the areas indicated as well as existing patterns to help identify specific walking desire lines and potential route connections.

Figure 2-2: Walking Isochrone

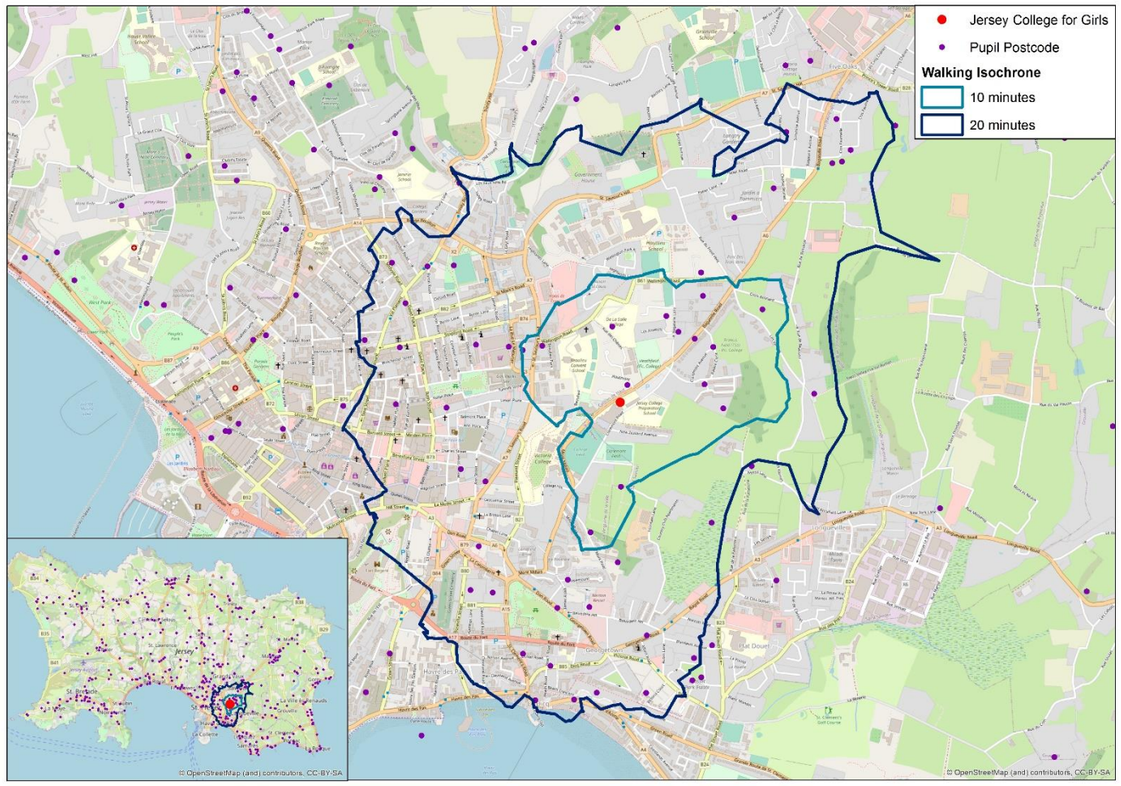
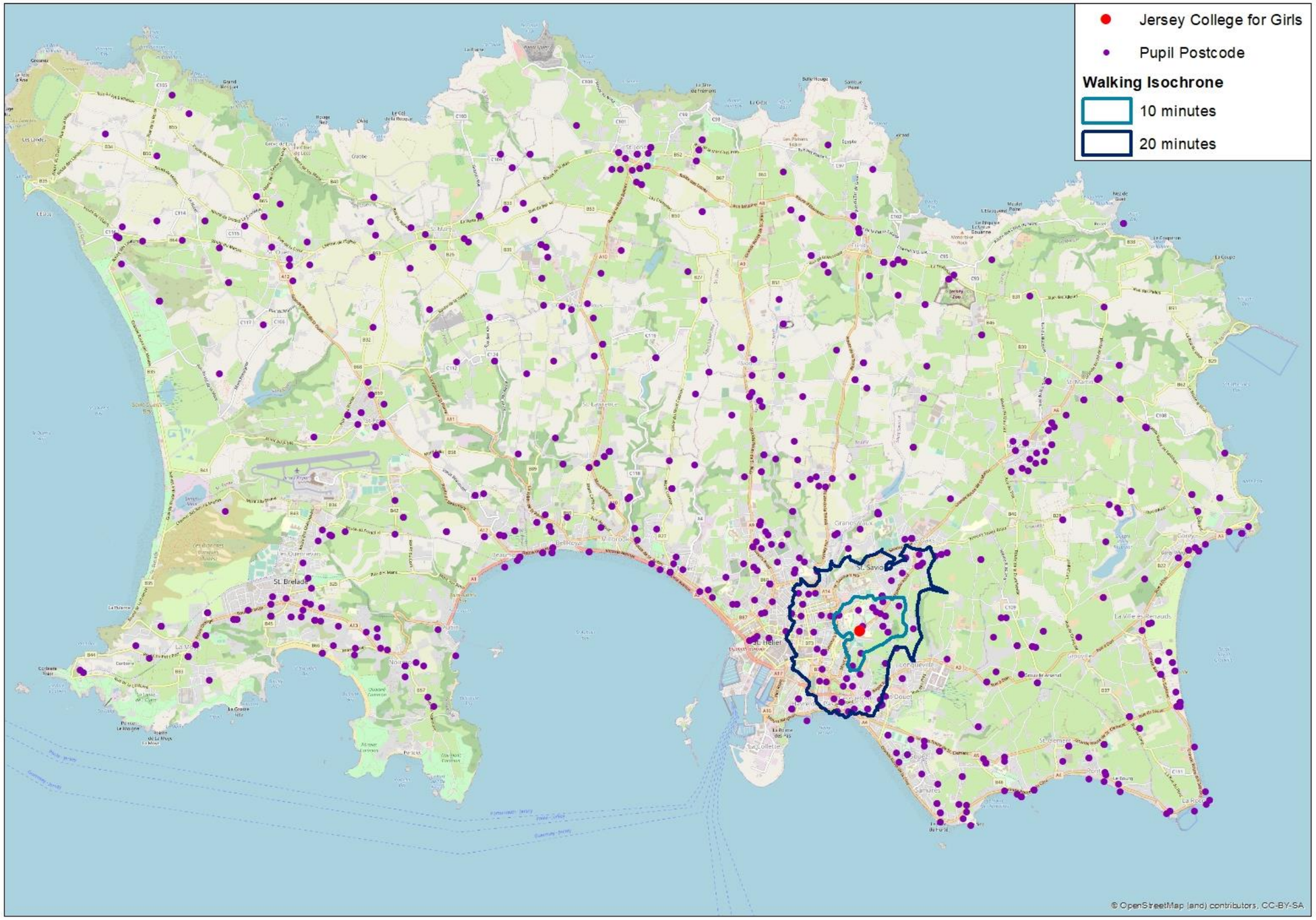


Image 1: Claremont Road

Image 2: Steps to JCG going under car park

Figure 2-3: JCG pupil home postcode locations in the context of 10 and 20 minute walking isochrones



Access by Cycle

2.1.19 There is presently no dedicated cycling infrastructure along the A6 Mont Millais, Bagatelle Road and Claremont Road. The volume of traffic at morning and afternoon peak times, narrow carriageway widths, and absence of cycling infrastructure will likely discourage pupils from cycling to and from school.

2.1.20 Additionally, there is a lack of cycle parking at JCG for pupils, although from the site visit it was discovered some staff do cycle. There is cycle parking available at Langford Car Park which could be used by pupils at JCG, where they can then walk via the underpass to JCG grounds.

Potential catchment for cycling journeys

2.1.21 An isochronal map for cycling journeys to JCG 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.

2.1.22 As shown in Figure 2-4, the school can be accessed within a 20-minute cycle from the majority of the south east of the island, which includes the parishes of St. Helier, St. Saviour, St Lawrence, St. Clement, St. Martin, Trinity and Grouville. Settlements including Samares, Bel Royal, Sion and Maufant are all accessible within a 20-minute cycle journey.

2.1.23 Parishes outside a 20-minute cycle distance are St. Ouen, St. Brelade, St. Peter, St. John and St. Mary.

2.1.24 South St Saviour, St Helier town centre and west St Clement are accessible within a 10-minute cycle journey. This includes Longueville, Grands Vaux, Le Squez and Five Oaks.

2.1.25 Through the use of anonymous pupils' postcode data, it can be identified from Figure 2-4 and Figure 2-5 that 110 JCG pupils (15%) live within a 10-minute cycling distance to/from the school, and additional 121 (17%) can cycle to/from JCG within a 10 to 20-minute cycle ride.

2.1.26 Locations outside of the catchment area or where traffic and the possibility for implementing cycling facilities do not make the cycling journey attractive are likely to be considered less likely to be cycled to and from, and may be more conducive to public and shared transport. Subsequent analysis could further determine the main desire line for journeys to the school and determine which routes should become the focus for targeted investment in cycling facilities to support active travel.

Private Vehicles

2.1.27 As indicated earlier, vehicular access to JCG School is from Mont Millais. There are three vehicle access points: one opposite Langford Sports Centre that serves a small amount of visitor and staff parking, close to reception, and the access and egress points of the main car park approximately 140m to the north of the reception entrance.

2.1.28 There are three main areas within JCG car park: the coach park (dedicated for use by school buses between 08:00 – 08:30 and 15:00 – 15:45), the upper-level car park, and the lower car park. Many parents use the bus car park at all times apart from when it is being managed by school staff. The lower car park is mainly used by staff, but also by parents for drop-off and pick-up purposes.

2.1.29 Student parking is not permitted, however there are dedicated motorcycle parking spaces provided for Year 11 students and it was reported during the site visit that students from nearby colleges park in JCG car park.

Figure 2-4: Cycling Isochrone

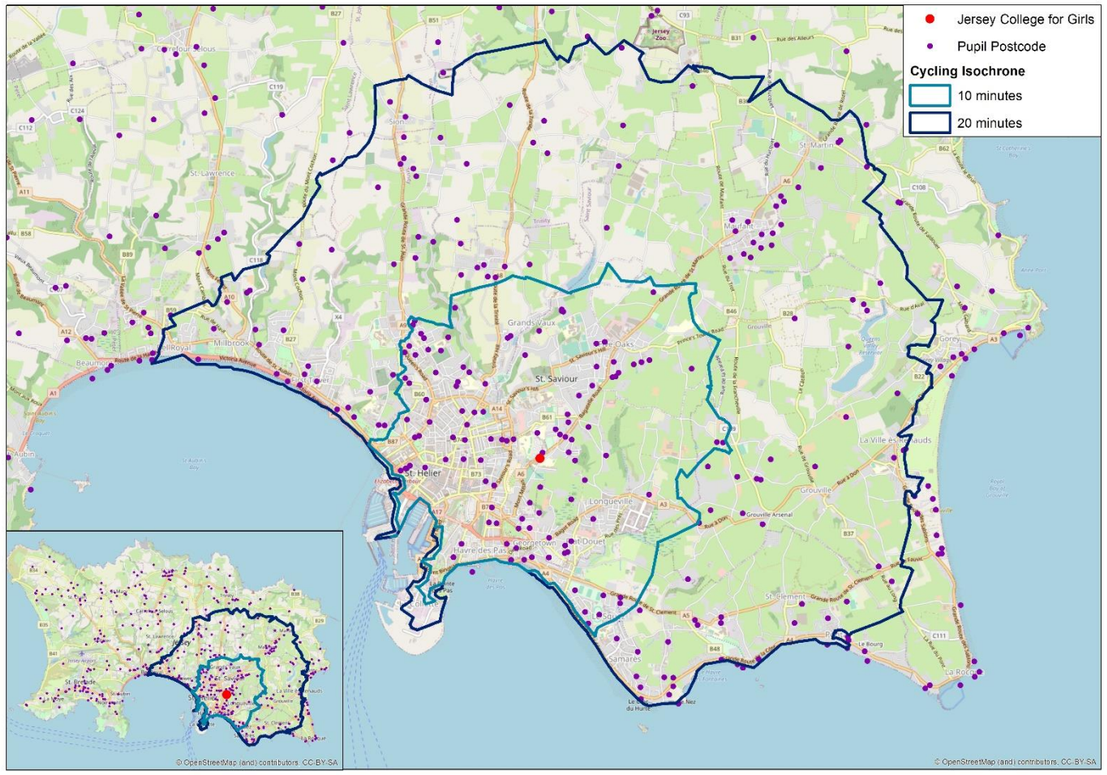


Image 3 and 4: JCG car park and signs

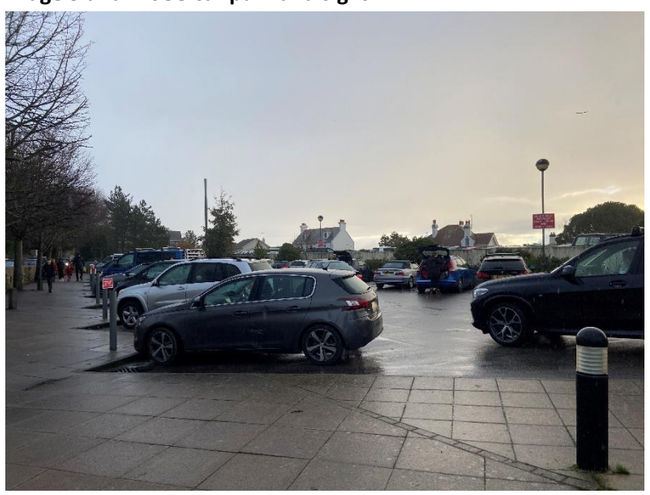
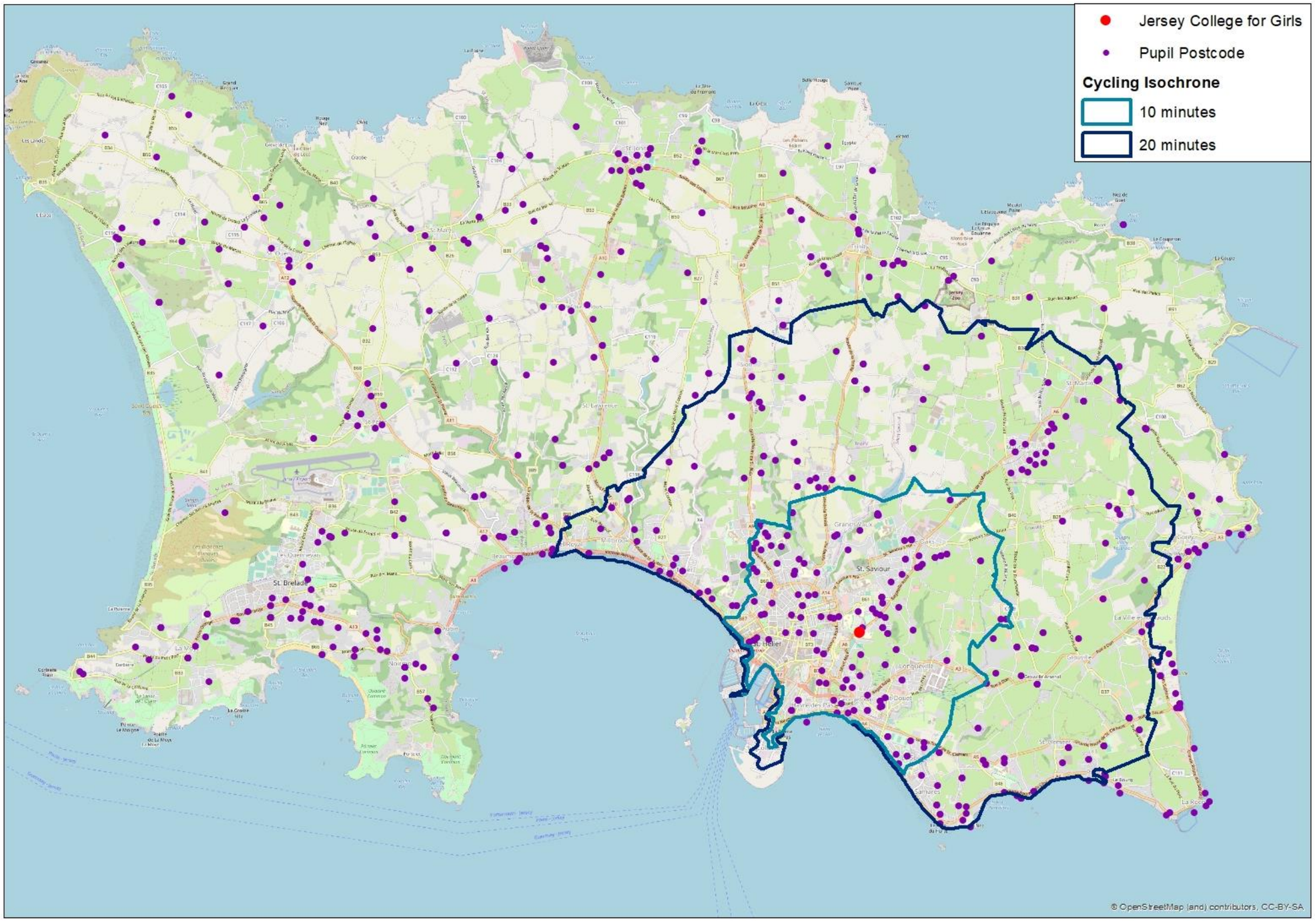


Figure 2-5: JCG pupil home postcode locations in the context of 10 and 20 minute cycling isochrones



Bus Services

2.1.30 Bus services that connect with JCG either stop at the bus stops on Mont Millais or in the coach park within the main car park.

2.1.31 The JCG Coach Park is dedicated for use by school buses between 08:00 and 08:45 during morning drop-off period and between 15:15 – 15:45 for the pick-up period. Outside of these times, cars are permitted to use the coach park. Management is required during the school bus period.

2.1.32 Public bus services serve northbound and southbound bus stops on Mont Millais. The pedestrian route to JCG from the northbound bus stop is on a narrow footway, crossing via the uncontrolled crossing on Mont Millais. The southbound bus stop is accessed via the internal walking routes within JCG.

2.1.33 Public and school bus services are operated by Liberty Bus. The public services remain the same in both the AM and PM peaks, but there are different AM and PM school bus services. The bus services are outlined in Table 2-1 and Table 2-2.

2.1.34 The current student fares for the school bus services vary between 85p and £1.20. These are detailed below.

- Cash Student Fare = £1.20
- Contactless Student Fare = £1.00
- AvanchiCard Student Fare = 85p

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

Image 5: JCG Coach Park with cars parked everywhere

Image 6: JCG Coach Park Sign

Table 2-1: AM School and Public Bus Services

AM Service / Route	School/Public Service	Departure Time	Arrival at JCG Coach Park
3: Liberation Station – Jersey Zoo	Public	06:35, 07:00, 07:32, 07:52, 08:02	7-8 minutes later
770: Daisy Cottage – Beaulieu School	School	06:55	07:57
771: Greve de Lecq – Beaulieu School	School	07:10	07:58
772: L'Etacq – Beaulieu School	School	07:00	07:55
773: El Tico S to Beaulieu School	School	06:57	08:01
774: The Poplars to Beaulieu School	School	07:01	08:02
775: Portelet Bay to Beaulieu School	School	07:10	08:05
777: Les Augerez N to Beaulieu School	School	07:15	07:56
778: Carrefour Selous E to Beaulieu School	School	07:35	08:01
780: West View Hotel N to Beaulieu School	School	07:00	07:46
781: Les Fontaines to Beaulieu School	School	07:15	08:03
880: Le Couvent to Beaulieu School	School	07:08	08:00
885: La Hogue Bie E to Beaulieu School	School	07:30	08:02
887: Verona Stores S to Beaulieu School	School	07:38	08:10
888: Clos Bertram S to Beaulieu School	School	07:30	07:59
889: Le Hocq Slipway W to Beaulieu School	School	07:42	08:10

Source: Libertybus.je (13/12/2021)

Table 2-2: Afternoon School Bus Services

PM Service / Route	School/Public Service	Departure from JCG Coach Park	Arrival at Final Destination
3: JCG – Liberation Station	Public	15:26	15:37
901: J.C.G Coach Park to The Royal W	School	15:45	16:24
902: Hautlieu School – J.C.G Coach Park – Jardin de Devant	School	15:45	16:04
903: J.C.G Coach Park - Close Bertram N	School	15:45	16:20
991: J.C.G Coach Park - Beauvoir	School	15:45	16:37
992: J.C.G Coach Park – L'Etacq	School	15:45	16:35
993: J.C.G Coach Park – Champ Donne	School	15:45	16:40
994: J.C.G Coach Park – Rose Farm E	School	15:45	16:30
995: J.C.G Coach Park – St Peters House	School	15:45	16:30
996: J.C.G Coach Park – Les Fontaines	School	15:45	16:27
997: J.C.G Coach Park – Devil's Hole	School	15:45	16:30
998: J.C.G Coach Park – Le Couvent	School	15:45	16:23

Source: Libertybus.je (13/12/2021)

3 TRAVEL SURVEY RESULTS

3.1 PREAMBLE

3.1.1 A school travel survey was issued to parents of JCG to collect information on existing travel patterns and potential for change, also allowing them to express any travel and transport concerns they have. The survey also provided an opportunity for parents to relay their thoughts on possible solutions to improve travel to JCG. Staff of JCG were also issued a school travel survey to express their travel and transport patterns and concerns.

3.1.2 There was a total of 39 responses to the parent survey, which equates to a 5% response rate based on the current pupil numbers at the school (732). A total of 32 staff responded to the survey, which equates to 32% response rate based on the current staff numbers of the school (101).

3.1.3 This section presents the findings from the parents and staff surveys independently in consideration of the level of 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 JCG's site manager 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 Patterns

3.2.1 Figure 3-1 illustrates the modal split for journeys to/from JCG based on the responses from the parents/pupil survey.

3.2.2 Private car has been reported as main mode of travel to JCG by 14 out of 39 respondents (36%), which is the most common travel mode used by respondents. The use of both dedicated and public school bus services has also been reported to be as used as much as private car to travel to/from JCG, with 14 respondents (36%) choosing these.

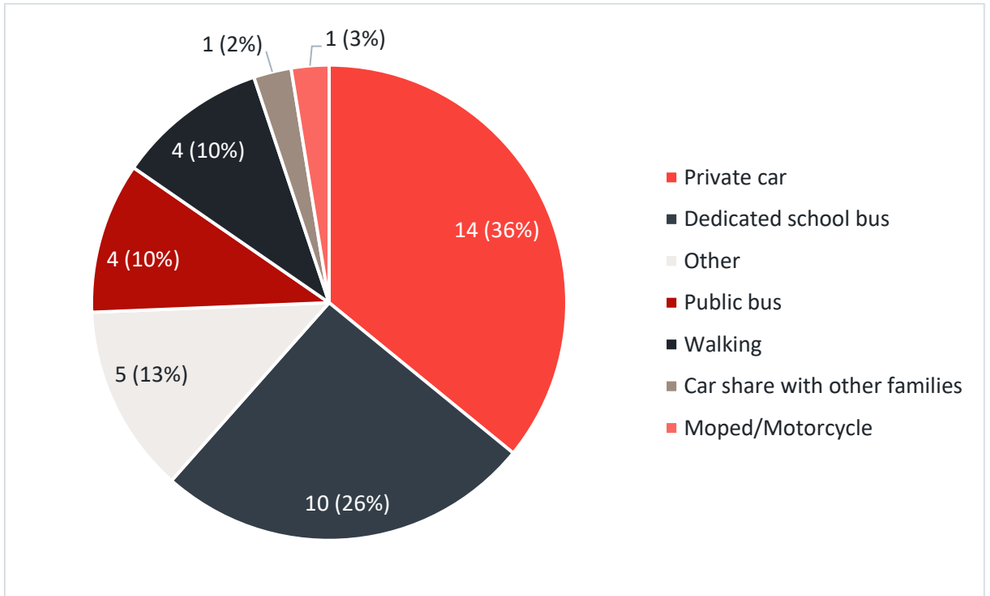
3.2.3 Despite the low level of respondents, the walking modal share to/from JCG (4, 10%) aligns with the proportion of pupils who live within the school walking catchment area as described in Section 2. Contrarily, cycling has not been reported as the chosen mode to travel to/from JCG by any respondents against the 32% of pupils who live within cycling distance from the school (as illustrated in Figure 2-5). This may give an indication of the representativity of the sample and/or the challenges to cycle from/to JCG, although it should be noted that only 11 respondents (28%) quoted journey distance to be their main reason for modal choice as further analysed below.

Reason for Modal Choice

3.2.4 Journey distance has been reported by 11 respondents (28%) as the main reason for their current travel mode. This was followed by 7 respondents (18%) quoting onward journey of parents / carers as the main reason for their current mode of travel.

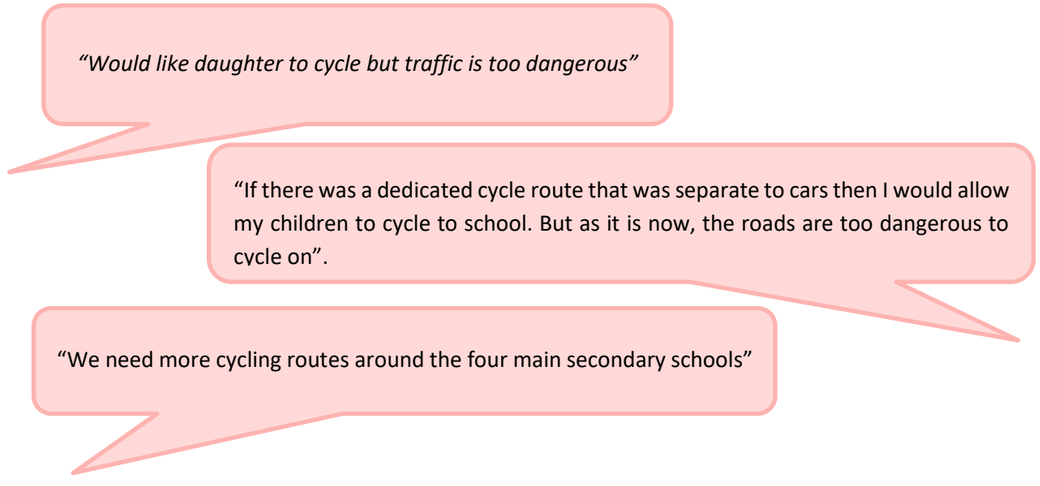
3.2.5 Subsequent responses are evenly split in referring to other elements such as environmental concerns (3), journey safety (3 respondents who gave additional detail as reflected in Figure 3-2), journey time (3), or no alternative modes being available (2).

Figure 3-1: Current Travel Patterns – JCG Parents / Pupils



N= 39 (100% of respondents)

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



N= 44 responses,17 respondents (44% of total 39 respondents)

3.2.6 There were also 10 additional respondents quoting “other reasons” for current travel mode choice, 5 of them currently travel by bus and most referring to convenience (e.g. alignment with parent trip to work).

Travel Concerns

3.2.7 When asked about transport issues that impact pupils' journey to and from JCG, 22 respondents reported to experience no travel issues (56%).

3.2.8 Of the remaining 17 respondents, 13 (33% of total respondents) reported high traffic as the main issue they experience.

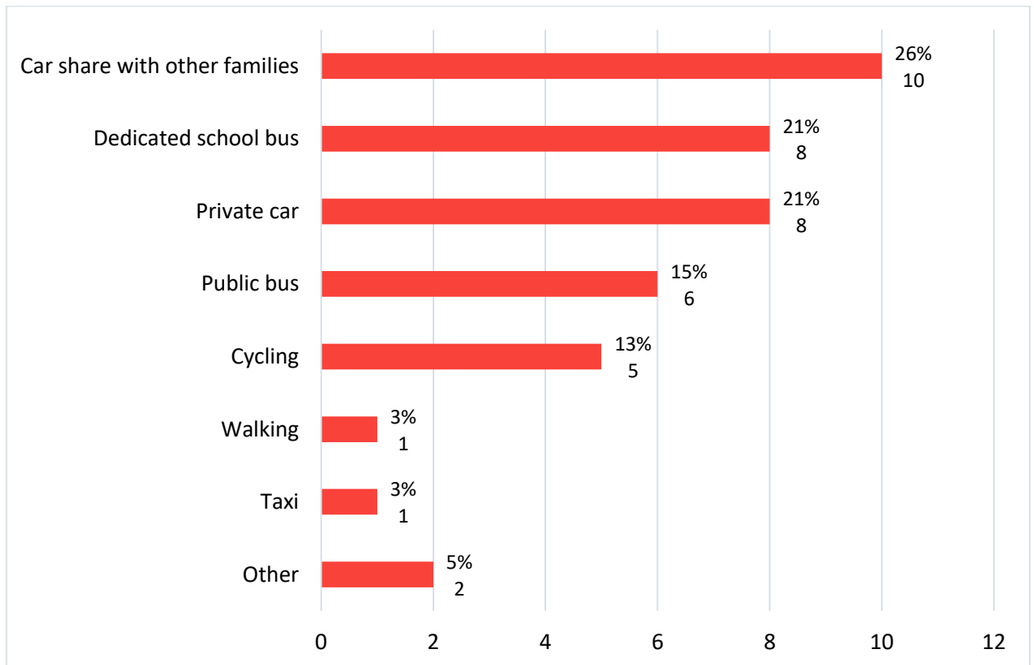
3.2.9 This was followed by 8 respondents (20%) referring to cycle infrastructure and safety. Other matters such as walking infrastructure and safety, uncontrolled parking, high traffic speeds or school bus capacity were raised by 3 respondents respectively (8% each).

Journey Times

3.2.10 Information of journey times was also collected in survey.

3.2.11 It was reported that five respondents have a journey time of less than 15 minutes, and 11 between 15 and 30 minutes (28%). Additionally, 13 (33%) have journey times between 30 and 45 minutes, and 4 (10%) reported a journey time to school longer than 1h.

Figure 3-3: Modes Considered for Future Travel



N= 41 responses,17 respondents (44% of total 39 respondents)

3.3 FUTURE TRAVEL PATTERNS - PUPILS

3.3.1 When asked whether they would consider using an alternative mode of travel to/from JCG, a majority of 22 respondents (56%) stated they would not, whilst the remaining 17 (44%) confirmed they would. Alongside this reported willingness to change travel mode or not, it should be noted that 36 respondents (92%) feel they have sufficient travel information to make their travel choice.

3.3.2 Amongst the 22 parents who would not consider changing their current travel model, nine (23%) currently travel by private car or motorcycle to / from the school, and the remaining 13 already travel by sustainable modes.

3.3.3 Amongst the 17 parents who would consider changing travel mode, six currently travel by private car or motorcycle to the school, and these would consider only a dedicated bus service as an alternative.

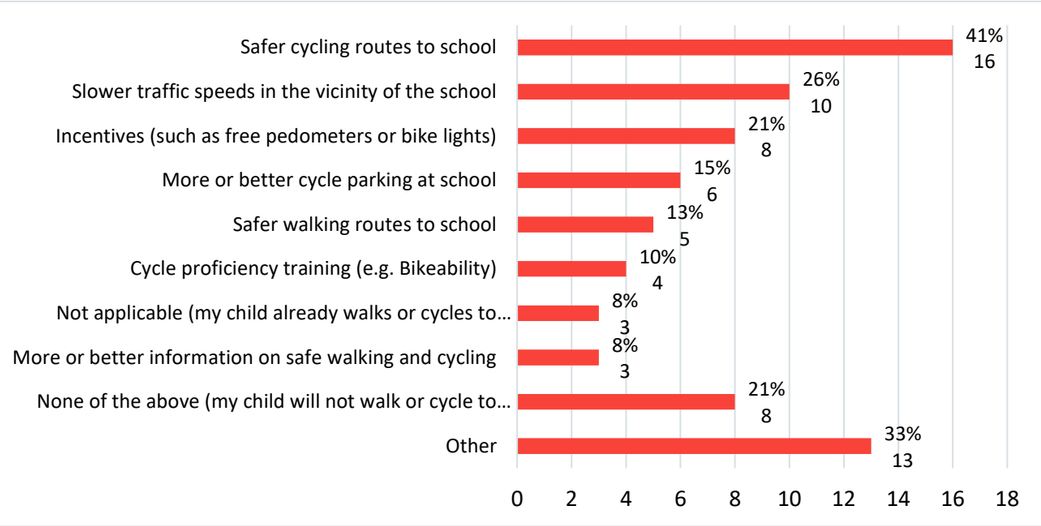
3.3.4 Overall, the most considered travel mode for the future was car sharing with other families (10, 26% of total respondents), followed by eight respondents (21%) considering dedicated school bus. Additional eight respondents (21%) stated they would choose to travel by private car in the future, of which four already do so, and the remaining four currently travel by bus (three) and car share (one). Furthermore, six and five respondents said they would consider the use of public bus or cycling respectively, with a minority (two) reporting a willingness to use public bus and walking as an option for travelling to and from JCG. Results are summarised in Figure 3-3.

3.3.5 Despite the apparent low level of willingness to shift towards walking and cycling, 28 parents (72%) provided an indication of the type measures which would encourage them to allow pupils to cycle or walk to school (in addition to those who already walk or cycle). Safer cycling routes to school was chosen by 16 respondents (41%), followed by slower traffic speeds in the vicinity of the school (10 respondents, 26%). Additional 13 responses referred to “other measures” of which six were related to weather conditions and living closer to school: they would have been better applied within the ‘none’ category; the remaining seven mostly refer to safer cycling infrastructure and facilities. Responses are illustrated in Figure 3-4.

3.3.6 Similarly, 23 respondents (59%) provided an indication as to which measures would encourage them to allow their children to use the bus as a mode of travel to school (in addition to those who already take the bus). Of these, 10 respondents (28%) mentioned more direct bus services and 9 (23%) mentioned more regular bus services as measure to encourage travel by bus to school in future. Cheaper fares was chosen by a minority (6, 15%) followed by improved information on bus services, safer access routes between bus stop and school, and shorter distance between bus stop and school. This is shown in Figure 3-5.

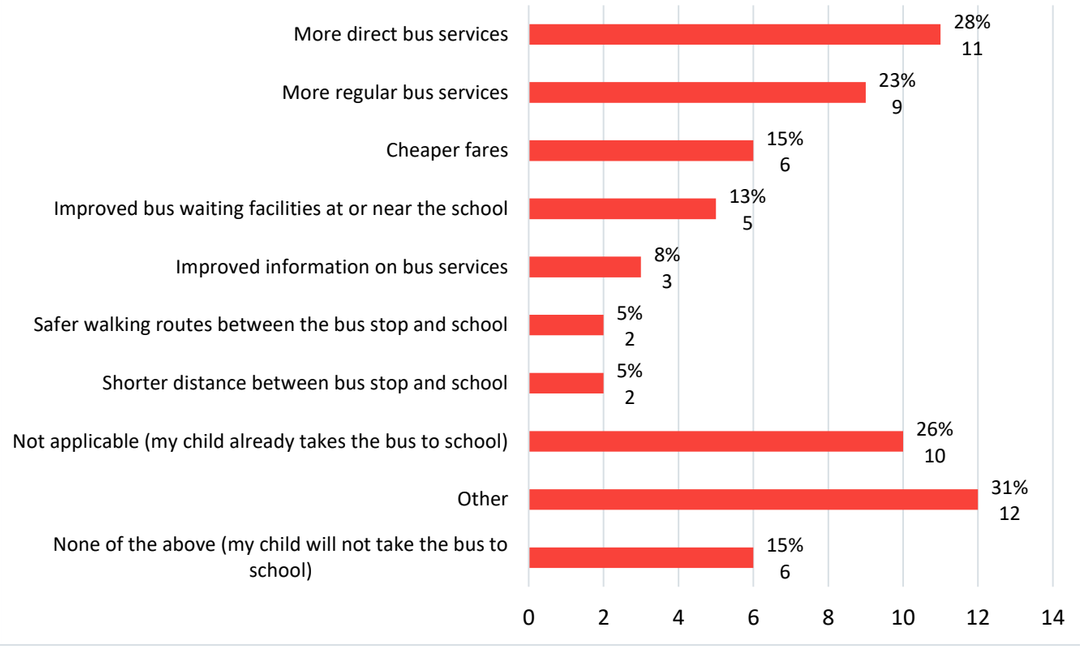
3.3.7 Moreover, 16 respondents (41%) confirmed they would be supportive of initiatives like School Streets or temporary restrictions to motor traffic during drop-off/pick-up times being implemented outside the school in future, or the provision of new pedestrian crossings.

Figure 3-4: Measures to Encourage Active Travel



N= 39 (100% of respondents)

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



N= 39 (100% of respondents)

3.4 STAFF SURVEY

3.4.1 Most staff respondents reported to drive to/from JCG (24 of 32, 75%), although 19 of these do arrive and leave JCG before and after school drop-off and pick-up times respectively, therefore not contributing to any peak traffic congestion issues assessed within this report.

3.4.2 Active travel modes (walking and cycling) have been reported as main mode of travel to/from JCG by six members of staff (19%) of which three cycle (9%). This aligns with information received during the site visit where we were confirmed there was a reasonable cycling uptake within members of staff.

3.4.3 When asked about travel issues experienced when travelling to and from school, 18 staff respondents (56%, most 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 around the school specifically, and congestion considerations they need to make to arrive at school at an appropriate time. Those who reported to have concerns and walk referred to missing or inadequate pedestrian infrastructure.

3.4.4 None of the staff members who cycle reported any concerns when cycling to/from JCG, but comments have been made welcoming additional cycle routes. Open comments on travel were received from 10 members of staff, some of which raised the desire of more cycling infrastructure. Some comments are presented below:

- *"No safe route from town for cycles. Facilities at school after cycle to work".*
- *"Would love to be able to cycle more regularly but dropping off my younger children to school first, there is no safe cycle route for us to use".*
- *"Electric shuttle buses from town bus station to school so that parents can drop students there and they are shuttled to school".*
- *"I would buy an electric car if there were any government subsidy / tax relief".*
- *"I have heard that some of our students will not travel on the bus due to bullying from students of other schools; why can't we pay someone to circulate on the buses".*

3.5 SUMMARY

3.5.1 The results of the travel survey have highlighted the current high propensity for pupils and staff to travel by private cars to JCG. Regarding pupils, this largely reflects the high proportion of pupils who live beyond a reasonable walking or cycling catchment of the school and the reported lack of cycling infrastructure.

3.5.2 However, there is also a clear propensity to change travel patterns in some instances, with many parents responding with a willingness to consider alternative options should specific issues be overcome. This includes the improvement or implementation of new dedicated cycling infrastructure and the provision of more direct and regular bus services.

3.5.3 The above may boost levels of shared and sustainable travel from/to JCG, this way shifting travel mode away from private cars and addressing concerns shared by parents and members of staff regarding the high level of traffic around the school. Additionally, there seems to be a willingness amongst some parents to share car journeys where a workable arrangement is possible, which can also decrease traffic levels.

3.5.4 Additionally, investment in promoting any new adopted 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 CALCULATION METHODOLOGY

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 JCG, specifically looking at the emissions generated from car use to/from the school.

4.1.2 To estimate the total carbon emissions produced by vehicles travelling to and from JCG, UK Government greenhouse gas conversion factors for company reporting (the most relevant comparable source) were applied for each mode.

4.1.3 Data from the travel surveys has been used to estimate 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.

4.1.4 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.

4.1.5 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 petrol/diesel/plug in hybrid / battery and unknown private cars, motorbike, bus, taxi, cycle and walk.

4.1.6 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) for Car Types Travelling to JCG

Car Type	Number of Pupils (Survey data factored up)	Emissions Per Pupil	Total Annual Emissions (kg CO2e)
Car (Petrol)	130	363.62	47,251.49
Car (Diesel)	130	351.37	45,659.77
Car (Plug-In Hybrid)	0	0.00	0.00
Car (Battery Electric)	0	0.00	0.00
Car (Average)	111	317.42	35,355.31
Motorbike	19	236.86	4,397.16
Local Bus	260	152.61	39,663.43
Taxi	0	0.00	0.00
Cycle	0	0.00	0.00
Walk	74	0.00	0.00

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	Average Car	Motorbike	Local Bus	Taxi	Cycle	Walk	Total
Grouville	2,941	2,841	0	0	2,200	274	2,468	0	0	0	10,724
St Brelade	7,734	7,473	0	0	5,787	720	6,492	0	0	0	28,206
St Clement	2,430	2,348	0	0	1,818	226	2,040	0	0	0	8,861
St Helier	6,300	6,088	0	0	4,714	586	5,288	0	0	0	22,976
St John	4,041	3,905	0	0	3,024	376	3,392	0	0	0	14,738
St Lawrence	4,568	4,414	0	0	3,418	425	3,834	0	0	0	16,659
St Martin	2,903	2,806	0	0	2,172	270	2,437	0	0	0	10,589
St Mary	2,296	2,219	0	0	1,718	214	1,927	0	0	0	8,374
St Ouen	4,776	4,615	0	0	3,573	444	4,009	0	0	0	17,417
St Peter	3,330	3,218	0	0	2,492	310	2,796	0	0	0	12,146
St Saviour	2,008	1,940	0	0	1,502	187	1,685	0	0	0	7,322
Trinity	3,925	3,793	0	0	2,937	365	3,295	0	0	0	14,315
Total	47,251	45,660	0	0	35,355	4,397	39,663	0	0	0	172,327

4.1.7 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 JCG TRAVEL ISSUES AND OPPORTUNITIES

5.1 SCHOOL ACCESS AND PARKING ARRANGEMENTS

Issue 1

Traffic congestion on the A6 Mont Millais stemming from JCG car park which backs up onto A6 Bagatelle Road

Why is this an issue?

5.1.1 During both site visits, queuing was observed on Mont Millais due to congestion at entering and within JCG car park. This was due to high car park demand (i.e. amount of parents driving JCG pupils to school), vehicles parking in inappropriate locations within the car park, parents dropping off and picking up outside marked bays, and buses being unable park in the bus bays. The resultant congestion inside the car park generated queues to extend back towards and beyond Victoria College and Bagatelle Lane. There were instances when traffic cleared, but then quickly built up again.

5.1.2 Congestion around the car park **exit** was observed to be caused by vehicles having difficulty turning out due to main traffic on Mont Millais blocking back. Conflicting turning movements between vehicles coming from the upper/lower decks added to the congestion through the car park area.

5.1.3 The levels of congestion observed result in poor air quality in the area and are increased by use of the car park by parents/pupils from other nearby schools, as reported by the Site Manager.

What are the opportunities?

5.1.4 The opportunities to help alleviate the issue of congestion on Mont Millais and the JCG car park are:

- Better traffic management of vehicles entering / within / leaving JCG car park; and
- Reduce overall demand of number of vehicles by increasing vehicular occupancy (car sharing).

Issue 2

Pedestrians walking through the car park/coach park in close proximity to manoeuvring vehicles, away from dedicated walking routes or unloading on Mont Millais [see images 11 and 12 overleaf]

Why is this an issue?

5.1.5 During site visits undertaken in September 2021 and November 2021, parents and/or pupils were observed walking through vehicles in the car park and on the ramps between the parking levels. Parents were also observed dropping pupils off in the queuing traffic on Mont Millais, meaning pupils had to walk in the road.

5.1.6 Pedestrians walking on the ramps, in traffic lanes or between vehicles expose to the risk of being hit by manoeuvring vehicles.

What are the opportunities?

5.1.7 The opportunities to improve the pedestrian infrastructure within the car park and the vicinity of JCG are:

- New / improved pedestrian routes between the car park and the school, and within the car park;
- Improved traffic flows and traffic management to discourage drop-offs in traffic; and
- Road and pedestrian safety education and information to parents and pupils.

Image 7: Traffic entering JCG Car Park

Image 8: Congestion in the JCG coach park

Image 9: Queuing traffic on Mont Millais

Image 10: Cars in the coach park when buses arrive

Images 11 and 12: Pedestrians walking through the car park whilst vehicle manoeuvre to park

5.2 LIMITED USE OF ACTIVE TRAVEL

Issue 3

The lack of active travel infrastructure connecting with JCG decreases potential for active travel uptake.

Why is this an issue?

5.2.1 Whilst reasons for single occupant trips typically relate to parents' convenience and the distance that needs to be travelled due to JCG pupils being evenly distributed across the island (see Figure 2-3 and Figure 2-5), the survey has reflected a low level of walking and cycling uptake, with comments made on the desire for more active travel infrastructure connecting to/from JCG. This lack of infrastructure has been confirmed during the site visits.

What are the opportunities?

5.2.2 Opportunities to increase active travel patterns, this way also reducing the reliance on private car travel, are:

- Improved pedestrian and cycle routes to JCG;
- Improved / new pedestrian facilities and crossings along Mont Millais; and
- Improved cycling parking and changing facilities at JCG.

5.3 TRAVEL INFORMATION AND PROMOTION

Issue 4

Promotion of sustainable travel modes and information on travel services to / from the school

Why is this an issue?

5.3.1 Although nearly all of respondents stated they feel they have sufficient information on travel, there is no specific travel information or sustainable travel promotion on JCG's website. Additionally, any forthcoming new measures aligned with GoJ School Travel Planning Programme will need to be promoted so that their uptake is optimised.

What are the opportunities?

5.3.2 Opportunities to improve information and promotion of alternative sustainable travel modes include:

- Termly sustainable travel brochure;
- Curriculum-linked sustainable travel events or lessons;
- Travel to school section on JCG's website; and
- Social media use for promotion and engagement.

5.3.3 Whilst reasons for single occupant trips typically relate to parents' convenience and the distance that needs to be travelled due to JCG pupils being evenly distributed across the island (see Figure 2-3 and Figure 2-5), the survey has reflected a low level of walking and cycling uptake, with comments made on the desire for more active travel infrastructure connecting to/from JCG. This lack of infrastructure has been confirmed during the site visits.

What are the opportunities?

5.3.4 Opportunities to increase active travel patterns, this way also reducing the reliance on private car travel, are:

- Improved pedestrian and cycle routes to JCG;
- Improved / new pedestrian facilities and crossings along Mont Millais; and
- Improved cycling parking and changing facilities at JCG.

5.4 SUMMARY

5.4.1 This section has outlined the school travel issues and the respective opportunities that have been identified from the information gathered from the site visits, the conversations with the Site Manager, and the travel survey results (described in Section 2 and Section 3 of this report).

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

6 SCHOOL TRAVEL OBJECTIVES AND DEVELOPING SOLUTIONS

6.1 SCHOOL TRAVEL OBJECTIVES

6.1.1 Previous chapters of this report have outlined the existing school travel and transport issues at JCG, and have provided an indication of specific issues to be addressed 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 JCG. This will drive the overall rationale for investment and is proposed as follows:

'To invest in measures that deliver more sustainable travel to school patterns at JCG, promoting safer, 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 specific objectives outlined in Table 6-1.

6.1.3 Achieving these objectives will help deliver safer, more sustainable, and healthier travel patterns at JCG, 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	• Manage the overall demand for single occupancy car trips to and from the school site
O2	• Manage parking demands and optimise the allocation and management of available car parking
03	• Improve road safety and minimise potential conflict between motor vehicles and other road users
04	• 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 and staff
O6	• Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

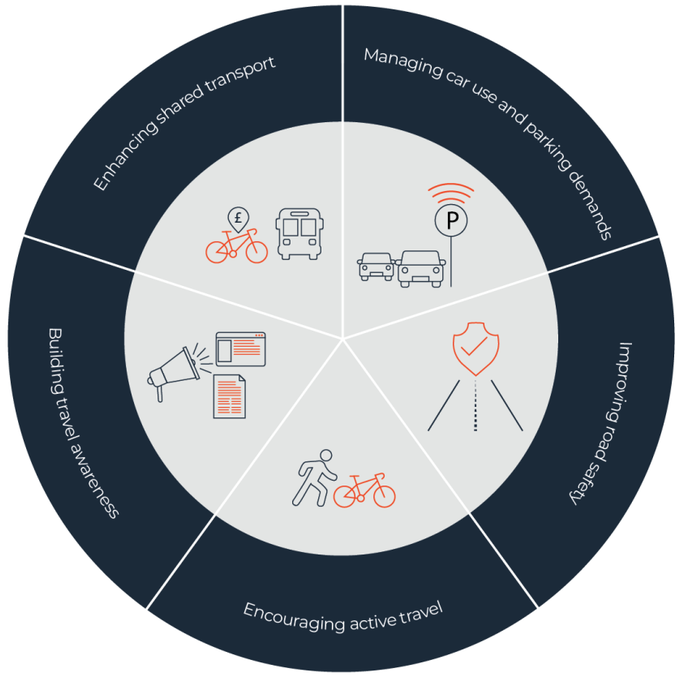
6.2 DEVELOPING POTENTIAL SOLUTIONS

6.2.1 Based on the desktop research, the undertaken site audits and the travel surveys results, a wide range of measures and initiatives have been identified to deliver sustainable transport solutions and outcomes at JCG. 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; and
- Enhancing shared transport.



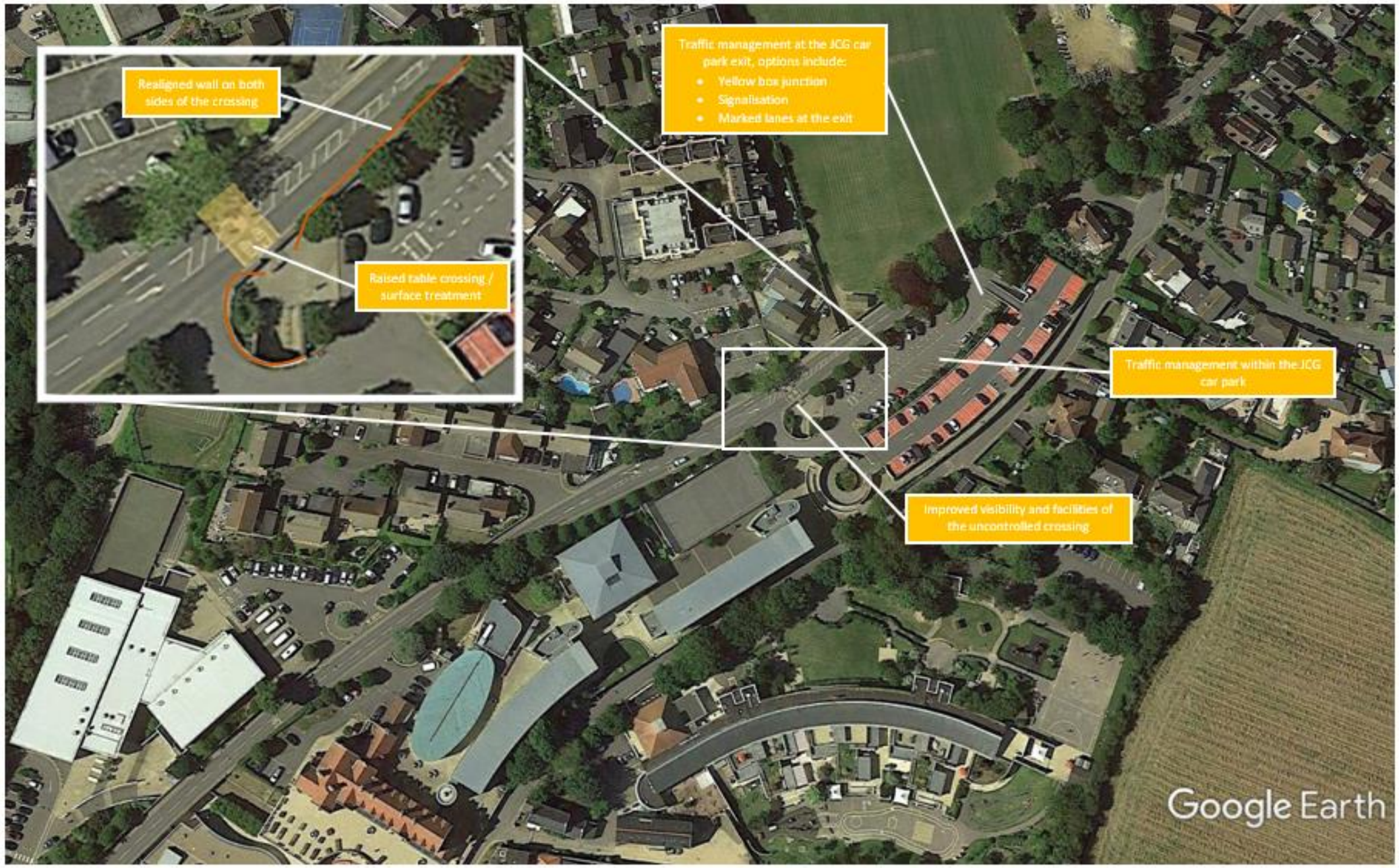
6.2.4 Proposed measures are presented in the following two chapters, firstly with an overview of physical highway and access improvements in the vicinity of JCG, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.

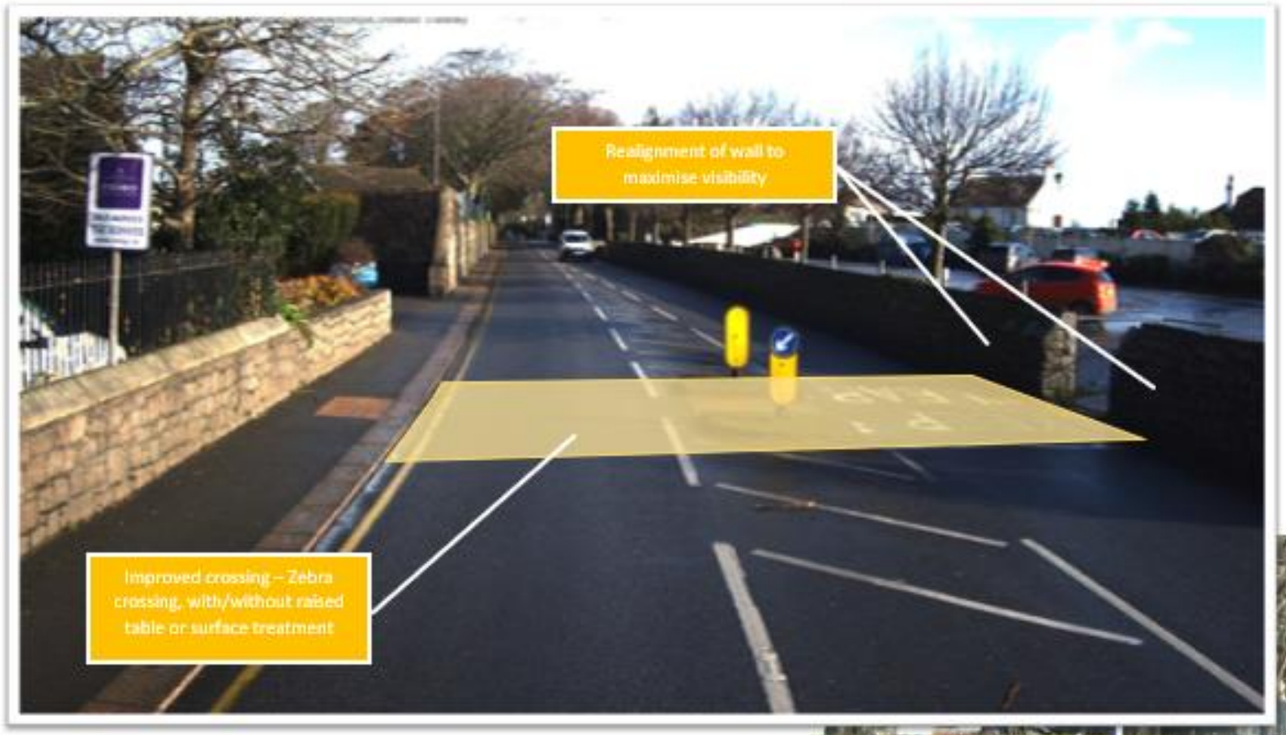
7 HIGHWAYS AND ACCESS IMPROVEMENT

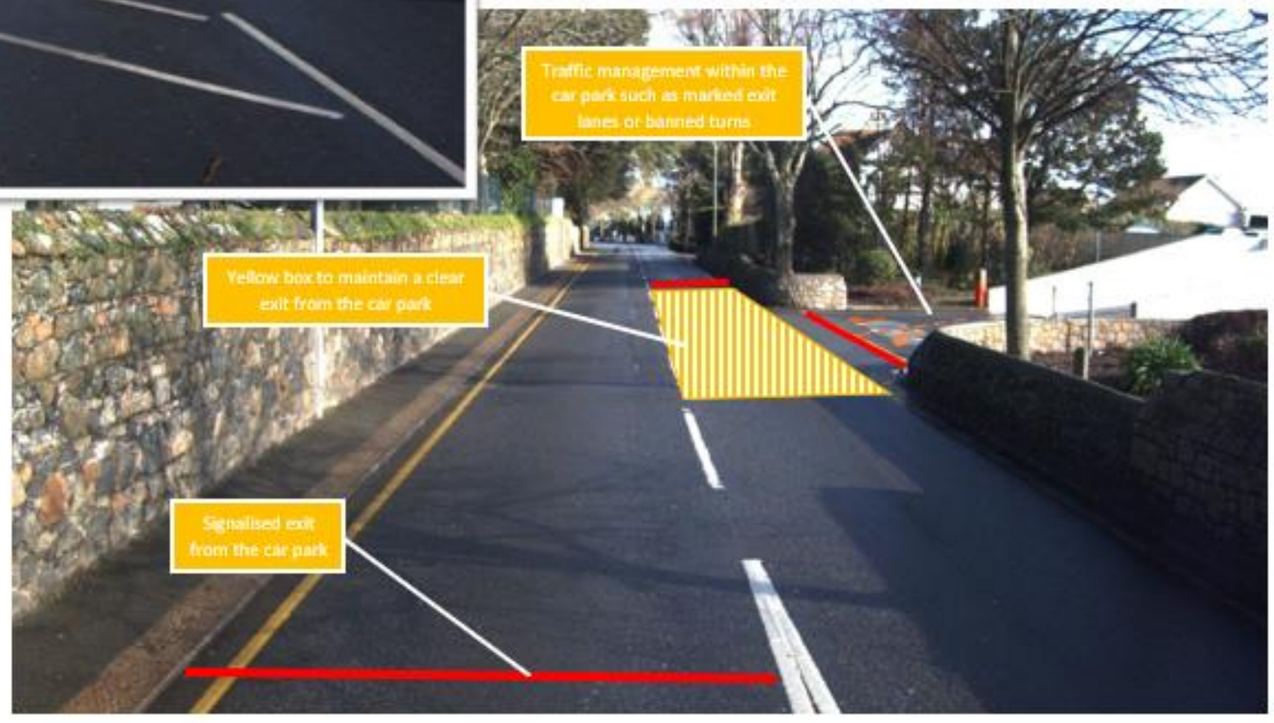
7.1.1 A number of highway interventions have been identified in response to the site observations, feedback through the travel survey and the resultant issues and opportunities identified. These are summarised below.

Table 7-1: Recommended Highway and Access Improvement Measures

Ref	Measures	Description	Supporting Objective	Justification
H1	Raised table at the uncontrolled crossing on Mont Millais	Raised table at the uncontrolled crossing to highlight the crossing to road users	O3, O4, O6	There is limited visibility between pedestrians on the eastern side of the crossing and approaching southbound vehicles. A raised table will highlight the crossing and encourage lower speeds and increase intervisibility
H2	Zebra crossing and visibility improvements on Mont Millais	Improved visibility at the crossing by realigning the wall / crossing approach. Also, the conversion of the existing uncontrolled crossing to a zebra crossing.	O3, O4, O6	Improved visibility and provision of a controlled crossing would provide a safer route across Mont Millais.
H3	20mph speed limit and advisory signage	Implementation of a permanent 20mph speed limit on Mont Millais. Provision of advisory signage at the entry points at the start and along Mont Millais	O3, O4	May result in reduced speeds along Mont Millais providing a safer environment for those crossing or walking to/from school
H4	Traffic management entering / within / leaving JCG car park	Improved traffic management by lines / signs to encourage fewer conflicting movements, encourage safe parking and discourage people from parking/waiting in inappropriate locations. This could also include yellow box junction, marked lanes at the exit or signalisation.	O2, O3, O4	Fewer conflicting movements, improved road user behaviour and a safer environment will improve the safety of the car park for all users.
H5	Park & Stride - origin/destination-based drop-off / pick-up areas	Designated areas where parents can park for drop-off / pick-up purposes. These could be delivered in collaboration with local schools.	O2, O3, O4	Opportunities to reduce the overall number vehicles looking to access JCG and reducing the resulting conflicting turns at junctions or the need for vehicles to turn right at busy junctions will smooth traffic flow and improve safety


Realigned wall on both sides of the crossing
Raised table crossing / surface treatment
Traffic management at the JCG car park exit, options include:
Yellow box junction
Signalisation
Marked lanes at the exit
Traffic management within the JCG car park
Improved visibility and facilities of the uncontrolled crossing
Google Earth


Realignment of wall to maximise visibility
Improved crossing – Zebra crossing, with/without raised table or surface treatment


Traffic management within the car park such as marked exit lanes or banned turns
Yellow box to maintain a clear exit from the car park
Signalised exit from the car park

8 WIDER MEASURES

8.1.1 Proposed measures for JCG are detailed in the tables below by theme. Evidence from the travel survey and a review of best practice has highlighted a range of wider measures, beyond just physical highway and access improvements that can support more sustainable travel outcomes at JCG. These are summarised in the below tables.

Table 8-1: JCG Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan for JCG	A School Travel Plan specific to JCG 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. JCG will then 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 scheme with Parents	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. Timing the introduction of this scheme would need to consider any COVID and public health restrictions that may preclude such arrangements being encouraged.	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 the operation of JCG car park so that it's better used and managed overall. Reducing the number of single-family car trips to JCG will also help reducing congestion issues along Mont Millais during drop-off and pick-up times.
W3	JCG Car Parking Management Plan	It is recommended that a Car Parking Management Plan is produced so that the operation of the car park and specific issues are confirmed, and a series of recommendations can be proposed to optimise the operation of the car park and its interaction with Mont Millais traffic.	O2, O3	Congestion in and around the JCG car park was observed during the site visit at drop-off and pick-up times as detailed in Section 5.1. Maximising the potential of this car park can help relieving congestion around the area and improving the drop-off / pick-up experience of parents and pupils.

Table 8-2: JCG Recommended Measure: Improving Road Safety

Ref.	Measures	Description	Supporting Objective	Justification
W4	School Safety Zone (SSZ)	GoJ should explore the merits of creating a School Safety Zone (SSZ) which can cover Claremont Road and Mont Millais (around school sections) in consideration of pedestrian infrastructure along these roads. Traffic calming could be achieved by increasing the prominence of the pedestrian environment to encourage more responsible driving from passing traffic. The SSZ should aim to provide an 'identity' for the roads outside the school, meaning that drivers will recognise their meaning and react accordingly. Measures associated with the SSZ could include the creation of a school zone 'gateway', murals or displays, themed bollards outside the school, different colour surface material etc.	O1, O2, O3, O4	A relatively low proportion of JCG pupils actively travel to / from the school. A SSZ (alongside other measures as listed below) could increase the feeling of safety on Mont Millais and Claremont Road, thereby helping a future shift towards active travel. Also, reduced traffic levels in the vicinity of the school and new or improved walking and cycling routes to JCG has been reported to potentially encourage of parents to walk and cycle with pupils to school or enable them to do so. The SSZ may directly complement investment in measures W1, W5, W6, W8, W12 and W14.

Table 8-3: JCG Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W5	Walking/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 and pupils via school newsletters and be updated when required to reflect changes and improvements to local active travel networks.	O1, O4, O5	Considering the low level of active travel currently taking place at JCG, these measures would help parents and pupils consider to walk or cycle to school with walking/scooting and cycling maps denoting the safest and most direct routes. 5.4.1 A reward-based participation scheme can also be a highly effective means of overcoming any inertia in choosing walking or cycling by directly incentivising and rewarding change. For a set period more pupils at JCG 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. 5.4.2 Schemes can be especially effective if several schools participate together, such as those clustered in the vicinity of JCG, to create healthy competition amongst school communities.
W6	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. Alternative, cheaper options include a simplified scheme that could be run through the school. Pupils who travel to school by active modes could be rewarded with points/credits which are redeemable at certain levels for a small prize, such as books.		
W7	Audit and develop key cycling routes to JCG	GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, including Mont Millais, Claremont Road and Bagatelle 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, O3, O4	The need of having cycling routes to school has been a commonly reported topic within the survey responses. Also considering that 32% of JCG pupils live within cycling distance from the school, this measure could make a difference in modal choices and significantly add up to the current low level of pupils who have stated to cycle to JCG.
W8	Improvement of Cycling Facilities at School	Cycle parking facilities at school are recommended to be reviewed so that additional 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 expanded/improved if necessary.	O1, O4	This measure is required to enable cycling to school and to complete measure W9 (audit and develop cycling routes to JCG).
W9	Cycle Training	Bikeability is currently offered on the island by Jersey Sport. Within the 2021/22 academic year, Jersey Sport plan to offer Level 1 to all Year 5 and 6 children island-wide. This programme could be expanded at JCG for all age ranges to ensure pupils benefit from developing skills and confidence to become safe cyclists.	O1, O4, O5	The travel survey indicates a low level of cycling to/from JCG. Alongside this, the most reported travel concern has been the high level of traffic on roads adjacent to the school. Cycle training will add to confidence for those wishing to cycle. Should the review of cycling routes (W7) be also decided to be implemented, this measure could be highly effective.

Table 8-4: JCG Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W10	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, etc. All available information and advice should be actively offered to parents and pupils during the campaigns, which can as well be used to get feedback and recommendations from parents as well as to undertake monitoring surveys.	All	Sustainable school travel campaigns are an active way of making all sustainable travel measures for JCG pupils and parents publicly available. Also, reinforcing the knowledge of the measures and preparing sustainable travel training events and sessions during fixed weeks of the year will increase the success rate of the measures.
W11	Targeted Use of Social Media	Developing a strategy to engage with parents and pupils 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 and pupils 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	JCG Facebook, Twitter and Instagram communities are comprised of 2,869, 1,795 and 747 people respectively who follow these social networks (as of December 2021), the latter shared with Jersey College Preparatory School profiles. Despite the high number of users exposed to JCG social network accounts, the interaction rate of JCG Facebook and Twitter profiles is extremely low (with very few “likes” or comments on the published posts), with the higher level of interaction being observed in the Instagram profile. The targeted use of social media will increase the visibility of JCG sustainable travel strategy, also allowing for continuous encouragement of sustainable travel modes. Additionally, the ease of communication through social media will make it more likely that feedback and ideas for improvement are regularly received from parents and local residents.
W12	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 JCG 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 8-5: JCG Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W13	Bus Fares Review	A review of bus fares could help determine whether these can be made more affordable to students. This does not necessarily need to be applicable to all students and may be based on specific concessions in accordance with a series of criteria to be met.	O1, O6	Cheaper fares has been stated by 16% of parents (6) as a measure which would encourage them to choose bus as travel mode to school.

9 PRIORITISATION OF MEASURES

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

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

1. **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

2. **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

3. **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

4. **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

5. **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

6. **Timeframe**

- Quick Win (3) – readily deliverable within six months
- Medium term (2) – deliverable within 18 months
- Longer term (1) – deliverable in the longer term (over 18 months)

9.1.3 Each scheme, grouped by theme, has been assigned a provisional score (between 1-3) for each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any measure is 18 points. Measures scoring 13+ points are considered a higher priority for further detailed scheme development and delivery, with interventions scoring less than 13 considered a lower priority.

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
H1	Raised Table at Uncontrolled Crossing on Mont Millais	1	1	3	2	2	3	12	LOWER
H2	Zebra Crossing and Visibility Improvements on Mont Millais	2	2	3	2	3	3	15	HIGHER
H3	20mph Speed Limit and Advisory Signage	1	1	2	2	2	2	10	LOWER
H4	Traffic Management Entering / Within / Leaving JCG Car Park	2	2	2	2	3	2	13	HIGHER
H5	Park & Stride: remote drop-off / pick-up areas	2	2	2	2	3	2	13	HIGHER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	Develop a School Travel Plan for JCG	2	2	3	3	3	2	15	HIGHER
W2	School-run Car Sharing scheme with Parents	2	2	2	3	2	2	13	HIGHER
W3	JCG Car Parking Management Plan	1	2	3	3	2	2	13	HIGHER

Table 9-3: Improving Road Safety: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W4	School Safety Zone (SSZ)	2	2	2	2	1	2	11	LOWER

Table 9-4: Encouraging Active Travel: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W5	Walking/Scooting and, Cycling Maps	1	1	3	3	2	3	13	HIGHER
W6	Reward-based Participation Schemes	3	2	1	3	3	2	14	HIGHER
W7	Audit and develop Key Cycling Routes to JCG	3	2	3	2	2	2	14	HIGHER
W8	Improvement of Cycling Facilities at School	1	1	3	3	3	3	14	HIGHER
W9	Cycle Training	1	1	1	3	3	3	12	LOWER

Table 9-5: Building Travel Awareness Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W10	Sustainable School Travel Campaigns	1	1	2	3	2	2	11	LOWER
W11	Targeted Use of Social Media	1	1	2	3	2	3	12	LOWER
W12	Classroom/Assembly Activities on Sustainable Travel	1	1	3	3	3	3	14	HIGHER

Table 9-6: Enhancing Shared Transport: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W13	Bus Fares Review	2	2	1	2	3	1	11	LOWER

10 CONCLUSION AND NEXT STEPS

10.1 CONCLUSION

10.1.1 The report has outlined opportunities and a series of measures to enhance sustainable travel patterns at JCG. 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 JCG

10.1.3 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.

10.1.4 Further engagement and dialogue with JCG 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

10.1.5 Following further engagement with JCG 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.

10.1.6 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

10.1.7 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.