

Government of Jersey

LE ROCQUIER SCHOOL

School Issues and Opportunities Report





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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 localised traffic congestion.
- 1.1.2. This report focusses on Le Rocquier School in St Clement Parish.
- 1.1.3. Identifying issues and opportunities will be through an evidence-led approach, comprising the following two methods:
 - A school travel questionnaire to collect information on existing travel patterns alongside parent/carer/pupil views on current travel issues and feedback on possible solutions; and
 - Discussions with the school Business 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 connections within the local area.
- 1.1.4. The outcomes from this approach are summarised in this report.
- 1.1.5. Thereafter a series of outline recommendations have been determined for further consideration. These are grouped by specific themes and cover both highway infrastructure improvements and wider travel behaviour change initiatives. Information is also presented on how these recommendations might be prioritised for any future investment 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/carers and the propensity for change.
 - Section 4: Baseline Travel Carbon Assessment – details current school travel pattern carbon outputs.
 - Section 5: School Travel and Transport Issues and Opportunities – outlines the issues and opportunities apparent from the site audit and travel survey presented **Sections 2 and 3**.
 - Section 6: School Travel and Transport Objectives – provides an overview of the aim and objectives of this report.
 - Section 7: Proposed Highway and Access Improvements – suggests ways to improve the highway network within the vicinity of the school.
 - Section 8: Proposed Wider Measures – proposes additional measures to highway improvements for the school.
 - Section 9: Prioritisation of Measures – details the previously proposed measures and their levels of priority for delivery.
 - Section 10: Conclusion and Next Steps – details a process for delivery of recommendations identified.



2 EXISTING SCHOOL AND TRANSPORT CONDITIONS

2.1 EXISTING CONDITIONS

- 2.1.1. Le Rocquier School is a secondary school located in the parish of St Clements. The school’s main access point is off the A5 La Grande Route de St Clement north west of the school site. Vehicles enter the school site via a one-way route which provides access to a student drop zone and leads to the staff and visitor car park. Vehicles exit the site back onto the A5 La Grande Route de St Clement for onward journeys east and west.
- 2.1.2. **Figure 2-1** illustrates the vehicular and pedestrian access points to Le Rocquier School as described above, including the direction of vehicular routes and where parking and pick up areas are located.
- 2.1.3. Le Rocquier’s catchment is mainly located within the south east of the island. The school has 720 students ranging between 11 and 16 years of age and 120 full time education staff members. Its curriculum covers a wide range of subjects.
- 2.1.4. Morning arrival times are between 08:00 and 08:45, with parents/carers able to drop off their children at the drop off area north of the staff car park. Afternoon pick up time is from 15:05.

Site Visit

- 2.1.5. A site visit was held on Wednesday 22nd March 2023 during the school afternoon departure time. The site visit primarily focused on the access road seen in **Image 1** and La Grande Route de St Clement.
- 2.1.6. During the site visit, several vehicles waited along the Drop Off / Pick Up Area seen in **Image 1** and within the Staff Car Park. Prior to students departing Le Rocquier School, many vehicles associated with pupils at St Clement’s Primary School were observed utilising Le Rocquier School Staff Car Park.
- 2.1.7. The bus stop along La Grande Route de St Clement was also utilised by parents in their vehicles collecting their children.
- 2.1.8. The various travel options which students and staff can use to access Le Rocquier School are described herein.

Figure 2-1: School Access Points

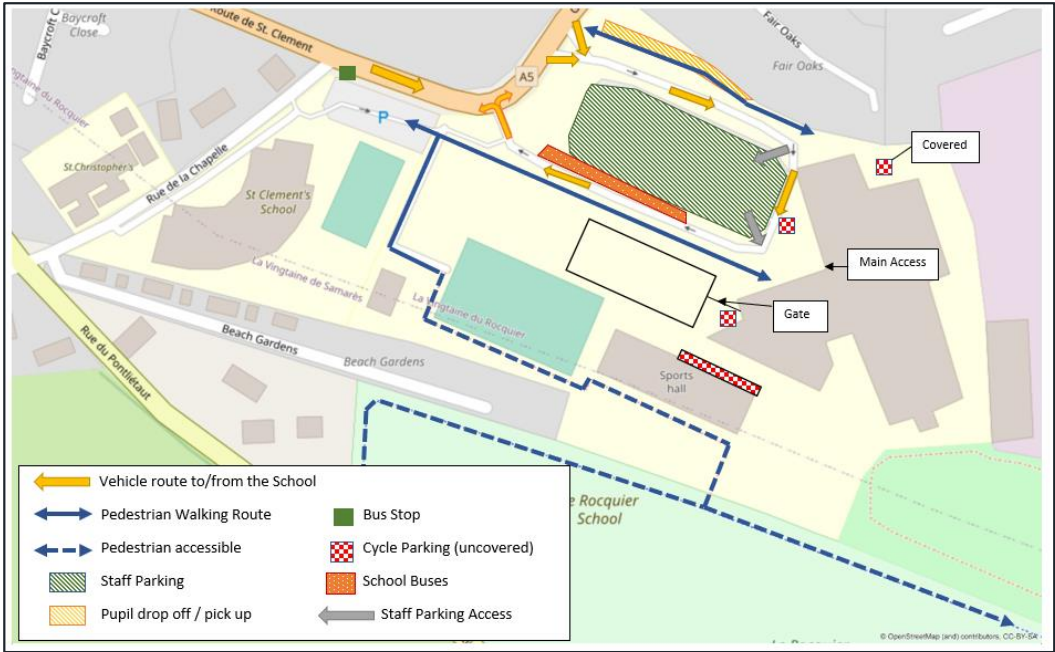


Image 1 : School Access Road and Drop off / Pick Up Area



Access on Foot 🚶

- 2.1.9. The A5 La Grande Route de St Clement has very narrow footpaths along the southern side. An uncontrolled crossing with tactile paving and an island is present to cross the school’s access road. An uncontrolled crossing with tactile paving is also present across the one-way vehicle exit and across St Clement’s School Staff Car Park exit.
- 2.1.10. A footway is present along the school access road on one side adjacent to the drop off / pick up area seen previously in **Image 1**. **Image 2** shows the wide footway adjacent to the school bus stops which leads to the school entrance.
- 2.1.11. A shared use path is located off Rue du Pontlietaut, south of the school, which continues around Le Rocquier sports field and enters Le Rocquier school grounds and continues around Le Rocquier Sports Hall and Playground and onto St Clement’s School Playground. **Image 3** shows this path adjacent to Le Rocquier School Playground.

Image 2: Wide footway adjacent to school bus stops



Potential catchment for journeys on foot

- 2.1.12. 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.
- 2.1.13. In accordance with the above methodology, **Figure 2-2** includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that Le Squez, Le Mare, Samarès and Le Hocq are within a 20-minute walking distance, which includes residential areas close to the school.
- 2.1.14. Using anonymous pupil postcode data¹, it can be identified from **Figure 2-2** and **Figure 2-3** that 3% of students are within a 10-minute walking distance from/to the school and additional 26% can walk to/from the school within a 10 to 20-minute walking trip.

Image 3: Shared use path



¹ Based on 2020/2021 data

Figure 2-2: Walking Isochrone

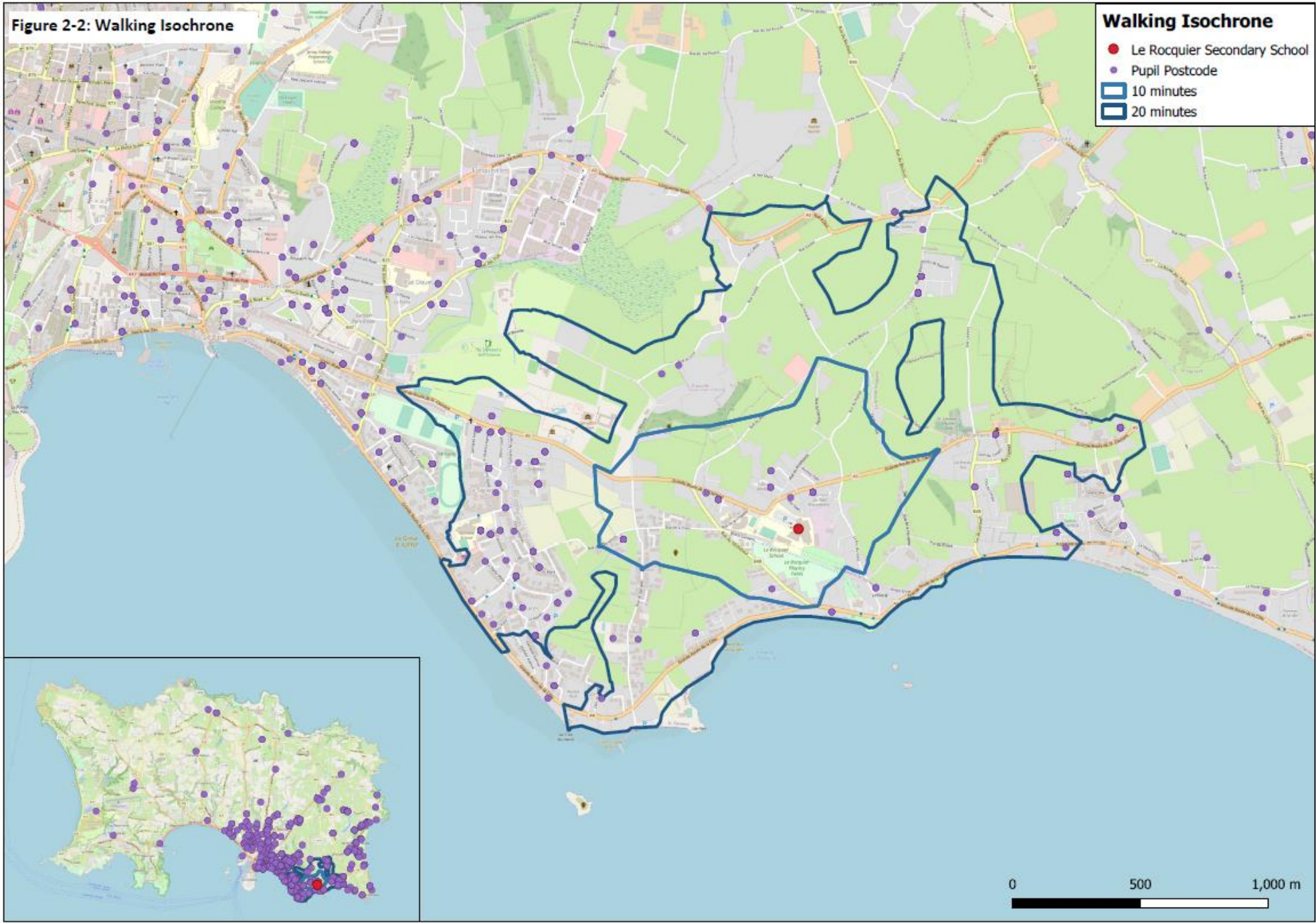
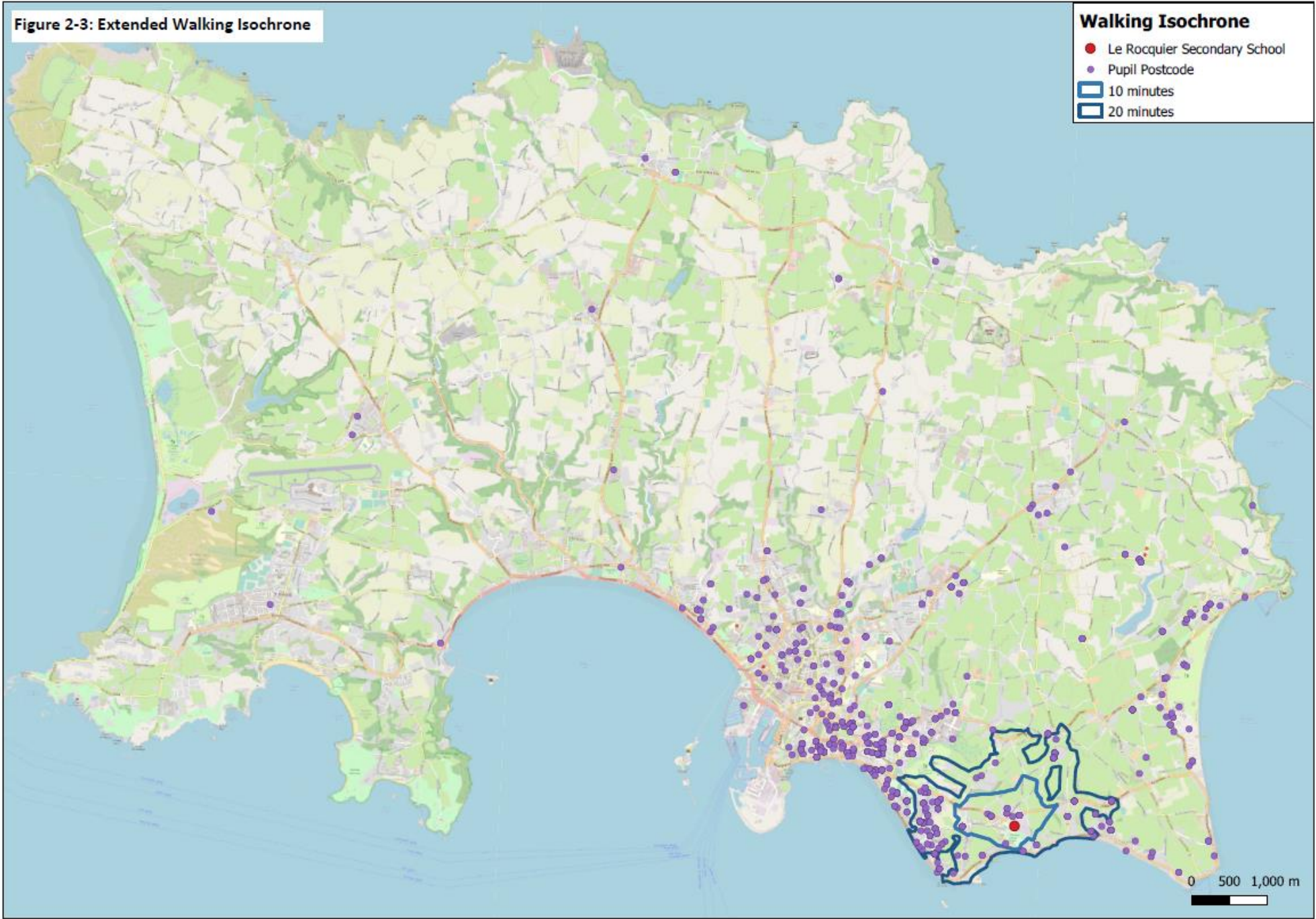


Figure 2-3: Extended walking isochrone



Access by Pedal Cycle 

- 2.1.15. There is no cycling infrastructure along La Grande Route de St Clement or on any of the surrounding roads. The roads off La Grande Route de St Clement such as La Rue de la Chapelle, Rue de la Croix and Rue de Maupertuis are quiet and are subject to 20mph, which came into effect on 22nd March 2023².
- 2.1.16. There is cycle parking located on the grounds on Le Rocquier which can be seen in **Image 4** and **5**. They are located in front of the school entrance and within the school grounds inside the school gate.
- 2.1.17. Cycling is prohibited on the St Clement’s staff car park exit road nearby.

Potential catchment for cycling journeys

- 2.1.18. An isochronal map for cycling journeys to Le Rocquier 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.
- 2.1.19. Using anonymous pupils’ postcode data, it can be identified from **Figure 2-4** that 69% of Le Rocquier School pupils live within a 10-minute cycling distance to/from school, and additional 28% can cycle to/from the school within a 10 to 20-minute cycle ride.

Image 4: Bicycle Storage in Front of School Entrance

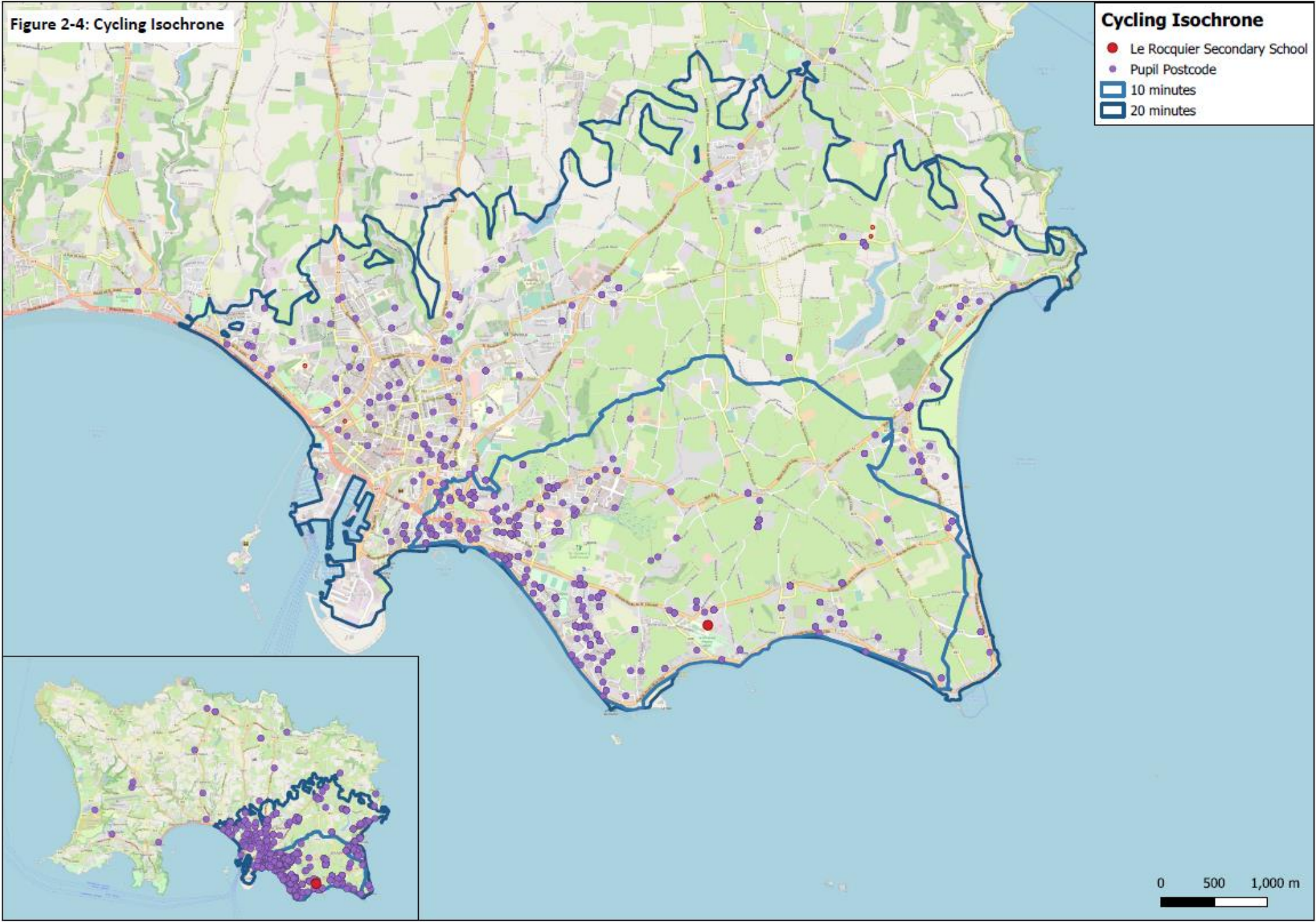


Image 5: Bicycle Storage Within School Grounds



² <https://www.itv.com/news/channel/2023-03-22/new-20mph-speed-restrictions-in-place-across-parish-roads-in-jersey>

Figure 2-4: Cycling Isochrone



Bus Services 

- 2.1.20. Bus set down and pick up areas are within the school grounds as shown in **Image 6**. Several dedicated school buses transport students: No31 which mainly serves the parishes of St. Clement and Grouville; No32 which serves the parishes of St. Clement and part of St. Saviour; No33 which serves the parishes of St. Martin, St. Saviour, and St. Clement; and No36 (pm only), No37 and No38 which serves the parishes of St. Helier, part of St. Saviour and St Clement.
- 2.1.21. Morning drop off times are between 08:07 and 08:20 and afternoon departure time is 15:15. No887 also provides a morning drop off time at 07:49 at the St Clements School W bus stop.
- 2.1.22. The nearest public bus stop to Le Rocquier School is St Clements School W Stop on La Grande Route de St Clement which is located approximately 200 meters from the school entrance.
- 2.1.23. The St Clements School W Stop is served by service 1A and is an hourly service.
- 2.1.24. Buses depart Liberation Station at 08:00 and arrives at St Clements School W at 08:11. Buses depart Grouville Station Stop between 07:05 – 08:05 and arrives at St Clement’s School W between 07:13 – 08:13. During the afternoon, this service departs between 15:52 arriving at Liberation Station at 16:08.
- 2.1.25. The current student fares for the school bus services vary between £1.03 and £1.30. These are detailed below.
 - Cash Student Fare = £1.30
 - Contactless Student Fare = £1.08
 - AvanchiCard Student Fare = £1.03
- 2.1.26. 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.
- 2.1.27. The StudentAvanchicard is also available to those in full-time education which offers a discount.

Image 6: Bus stops on school grounds



Private Vehicle 

- 2.1.28. Vehicular access to Le Rocquier is provided from La Grande Route de St Clement, which leads to a drop off/pick up area previously shown in **Image 1** and a staff and visitor car parking shown in **Image 7**.
- 2.1.29. A zebra crossing is provided between the main entrance and the car park as shown in **Image 8**.

Image 7: Staff / Visitor Car Park



Image 8: Zebra crossing adjacent to Staff Car Park



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 188 responses to the parent survey, which equates to a 26% response rate based on the current student numbers at the school (720), however, this response rate may be higher if a parent/carer has more than one child attending the school. A total of 29 staff responded to the survey, representing a 24% response rate based on the current staff numbers of the school (120).

3.2 CURRENT TRAVEL PATTERNS – PUPILS

Mode Split from Current Travel Pattern

3.2.1 **Figure 3-1** illustrates the modal split for journeys to/from the school based on the responses from the parent survey.

3.2.2 Dedicated school bus has been reported as the main mode of travel to/from school by 61 of the total 188 respondents (32%). Private car is the second highest modal choice (50, 27%) and walking has been reported to be a main mode of travel by 36 of the total 188 respondents (19%). Public bus use was reported as the main mode by 27 of the total 188 respondents (14%).

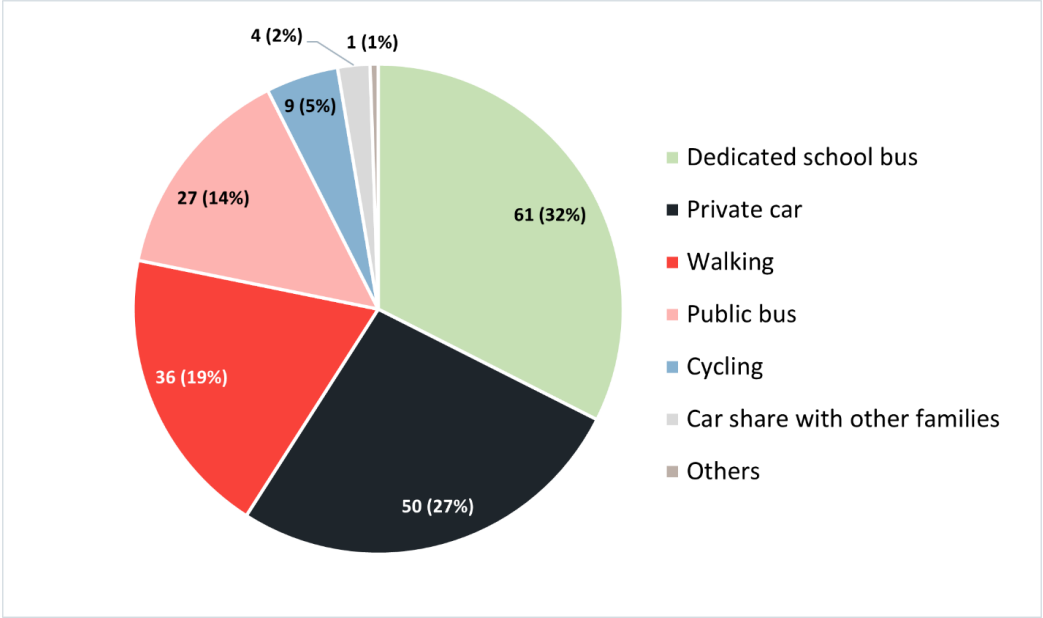
3.2.3 The walking modal share is lower than the proportion of pupils who live within the school walking catchment area detailed in **Section 2**. Cycling has been reported as the chosen mode to travel to/from school by nine respondents even though 97% of pupils live within cycling distance of the school (illustrated in **Figure 2-4**).

Reasons for Modal Choice

3.2.4 Journey distance was reported by most of the respondents (31%) as the main reason for their current travel mode. This aligns with the reported level of walking, although it also provides an indication that distance is not the reason why pupils do not cycle to/from Le Rocquier Primary School.

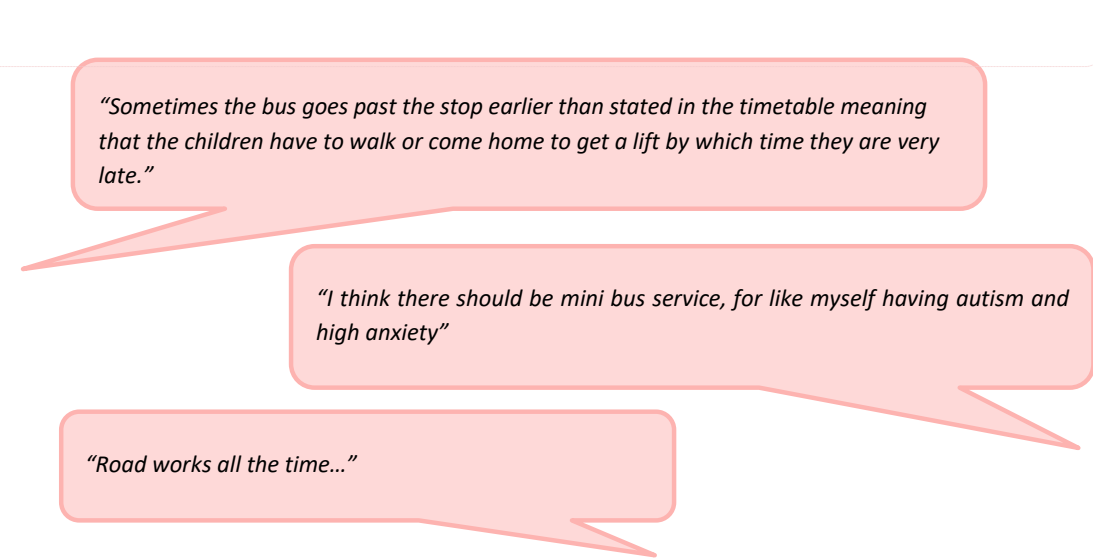
3.2.5 This was followed by 17% of the respondents reporting journey time as their reason for current mode of travel. Subsequent responses are split between journey safety (14%), journey cost (10%), onward journey for parent/carer and environmental concerns (7% each), no alternative modes available and other reasons (6% each) and disability, visual impairment or mobility impairment and other reasons (1%).

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



N= 188 (100% of respondents)

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



Commented [GB1]: Need to link responses with postcode data, catchment area details and site visit observations.

- Travel Concerns**
- 3.2.6

When asked about transport issues that impact pupil’s journeys to and from school, 163 respondents (87%) reported no travel issues are experienced, out of which 52 (28% of total respondents) stated to use the dedicated school bus, 43 stated to use private car (23% of the total respondents), 33 stated to walk (18% of total respondents), 22 (11% of total respondents) stated to use the public bus, eight stated to cycle, four stated to car share with other families and one stated to travel by other modes.
- 3.2.7

Of the 25 respondents who reported they experience issues with travel to/from the school, 14 reported high traffic volumes near the school as the main issue they experience.
- 3.2.8

School bus capacity was reported an issue by 10 respondents (5% of total respondents) which was followed by cycling safety, missing or inadequate footways and missing or inadequate cycles ways (each with eight respondents raising the issues). Other issues reported included walking safety, school bus fares, poor behaviour on school bus, high traffic speeds near the school, public bus fares, public bus capacity and insufficient parking.
- Journey Times**
- 3.2.9

Information of journey times was also collected from the survey with 97 (52%) respondents having a journey time of less than 15 minutes and 77 respondents (41%) having a journey time of between 16 and 30 minutes. Additionally, 11 (6%) respondents have a journey time between 31 and 45 minutes, one respondent has a journey time between 46 and 60 minutes and the remaining two respondents have a journey time of more than 60 minutes.

3.3 FUTURE TRAVEL PATTERNS

- 3.3.1.

When asked whether they would consider using an alternative mode of travel to/from school, 93 respondents (49%) stated they would not and, whilst the remaining 95 respondents (51%) stating they would.
- 3.3.2.

Amongst the 93 respondents who would not consider changing their current travel mode, 30 (16% of total respondents) currently use the school bus to travel to/from school, 24 (13% of total respondents) walk, 17 (9% of total respondents) use the public bus and 16 (9% of total respondents) use the private car, with the remaining four respondents cycling, one car sharing with other families and one using other modes.
- 3.3.3.

Amongst the remaining 95 students who would consider changing travel mode, 34 (18% of total respondents) currently travel by private cars to the school and 31 (16% of total respondents) currently use the school bus, with the remaining respondents willing to change travel mode currently walking (12), using the public bus (10), cycling (five) and sharing car with other families (three).
- 3.3.4.

Overall, the most considered travel mode for the future was cycling, with 56 respondents (27%) choosing this option. This was followed by 42 respondents (20%) considering each of walking and dedicated school bus, 14% of the respondents considering public bus, 12% of the respondents considering private car, 5% of the respondents considering car share with other families and 1% considering each of taxi and other modes. Among the 42 respondents who have chosen walking as a potential future mode, 18 use dedicated school bus to travel to/from school, 13 use private car, four walk (but have still chosen walking as a future potential mode), four cycle, two use the public bus and one shares car with other families. Results are summarised in Figure 3-3.

- 3.3.5.

Following from the positive considerations to switch to more active and sustainable travel modes, the survey asked what measures would encourage respondents to allow their child to walk/cycle more to the school. Overall, safer cycling routes to school was mentioned by 26% of the parents as an effective encouraging measure and safer walking routes by 15% of the parents, followed by cycle proficiency training (e.g. bikeability) (10%), slower traffic speeds in the vicinity of the school (9%), incentives (8%), more or better cycle parking at school (7%) and more or better information on safe cycling and walking (6%).
- 3.3.6.

In detail, of the 42 respondents willing to shift their current mode of travel to walking in the future, 24 suggested safer walking routes as a measure to encourage walking to school. The popularity of these measures is illustrated in Figure 3-4.
- 3.3.7.

Regarding cycling, of the 56 respondents considering this as a potential future mode of travel to/from school, 21 use the school bus, 17 use private car, eight walk, six use the public bus, two car share with other families and two cycle (but have still considered cycling as a potential future mode). Safer cycling routes was the most popular measure to encourage cycling with 44 of the 56 respondents stating this. Incentives were the next most-stated measure for considering cycling in the future, with 22 of the 56 respondents stating this. Additionally, cycle proficiency training (e.g. bikeability), more or better cycle parking at school, slower traffic speeds in the vicinity of the school and more or better information on safe walking and cycling would also encourage an uptake in cycling as a mode of travel to/from school.
- 3.3.8.

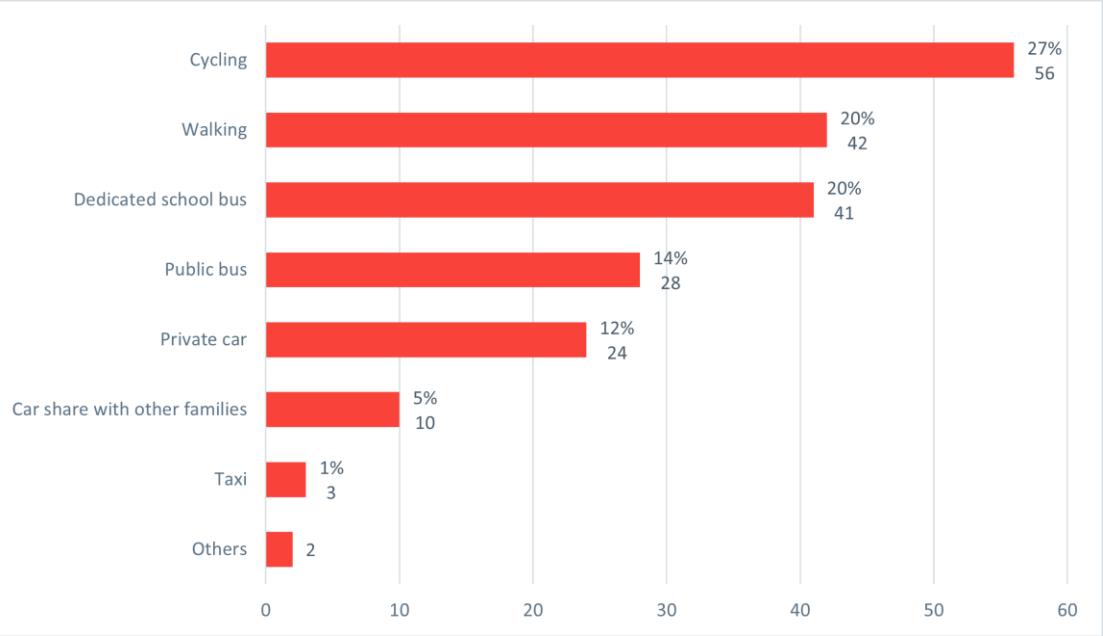
Similarly, measures to encourage bus as a mode of travel to school was asked. More regular bus services was the most popular measure, with 15% of the respondents stating this would encourage an uptake in bus use. This was closely followed by more direct bus services (with 12% of the respondents stating this reason), improved bus waiting facilities at or near the school (with 10% of the respondents stating this reason) and cheaper fares (with 7% of the respondents stating this reason). Safer walking routes between the bus stop and school, improved information on bus services and shorter distance between bus stop and school were also chosen options as shown in Figure 3-5.

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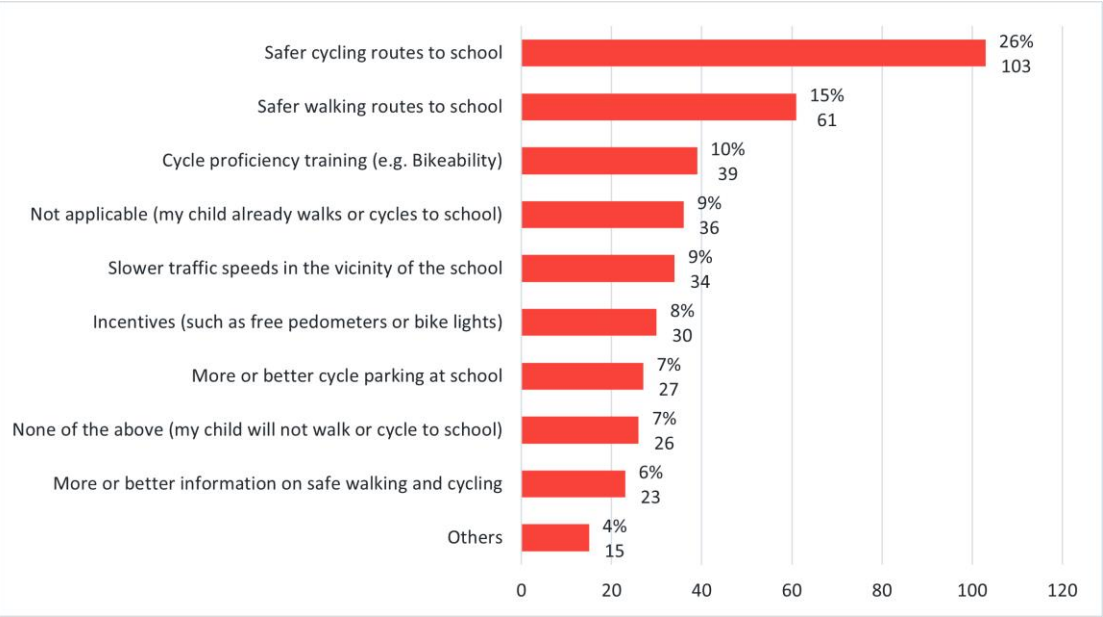
Commented [GB3]: The number of responses for this particular question is more than the number of respondents (respondents providing multiple choices to the question). Hence the statistics pertaining to this particular question have been represented in terms of a percentage of the total responses and not respondents.

Figure 3-3: Modes Considered for Future Travel



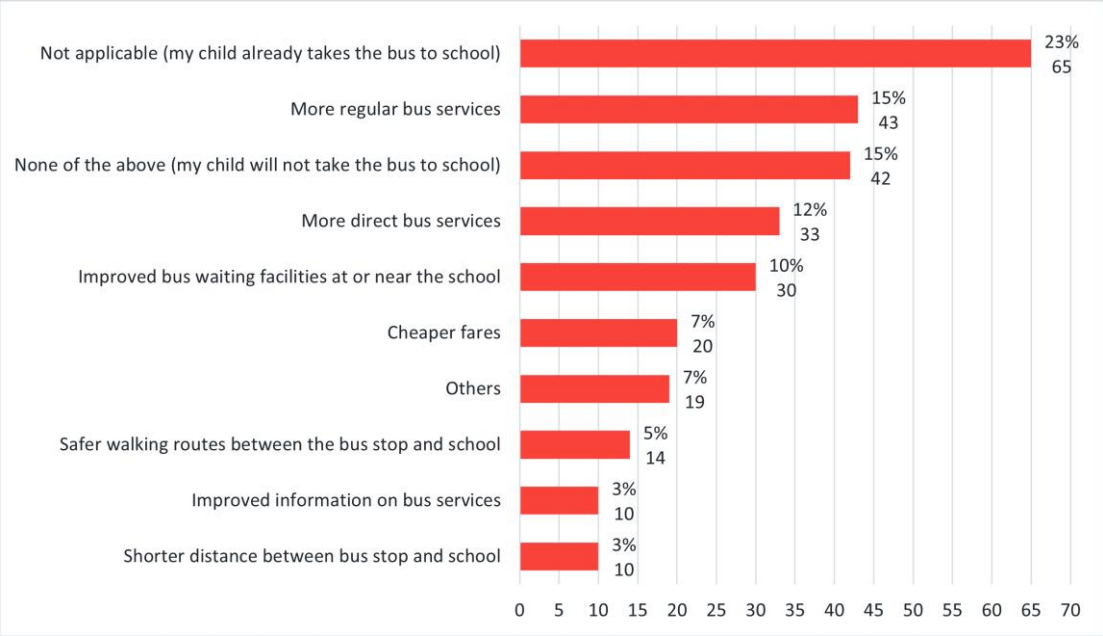
N= 206 responses, 95 respondents (51% of total 188 respondents)

Figure 3-4: Measures to Encourage Active Travel



N= 394 responses, 188 respondents (100% of total 188 respondents)

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



N= 286 responses, 188 respondents (100% of total 188 respondents)

3.4 STAFF SURVEY

- 3.4.1. A total of 29 staff responded to the survey, representing a 24% response rate based on the current staff numbers of the school (120). Most staff respondents reported using private car as their main mode to school (23 of 29, 79%), although 18 of these arrive at before school drop-off and leave following pick-up times. Therefore, their vehicles do not contribute to any peak traffic congestion issues assessed within this report.
- 3.4.2. Walking and cycling have been reported as main mode of travel to/from school by two members of staff (7% of respondents). Additionally, one member of staff reported in the survey that he/she car shares with other staff to/from school and one member of staff reported to use other modes.
- 3.4.3. When asked about travel issues experienced when travelling to and from the school, 24 staff respondents (83%, most of which currently drive) reported to have no concerns. All members of staff who reported experiencing any travel issues referred to walking safety, cycling safety, missing or inadequate footways, missing or inadequate cycleways, illegal parking, insufficient parking, high traffic volumes near school and high traffic speeds near school. Of the two respondents who walk to/from the school, one reported to experience travel issues which included walking safety.
- 3.4.4. Open comments on travel were received from seven members of staff, of which four currently travel by private vehicle, one cycles, one walks and one car shares with other staff. Some of the comments are as follows:

"I would use my bike more if the drivers were more aware of cyclists. There have been so close calls with drivers not paying attention. Because I am a driver myself it does mean I can predict some of the actions. I feel that there needs to be more cycle training for cyclists and perhaps a registration as not all cyclists are road savvy."

"I have been campaigning for a safe route to Le Rocquier from Grouville School for 3 years. The obvious route for cyclists and pedestrians is past Clos de Roncier and then left down Rue Pignon. Unfortunately, it is used as a rat run and when I tried walking to and from school last summer I had to fling myself into the hedge at least twice per journey as cars seemed to think they had right of way and I should get out of their way. Whereas, tractors always stopped, looked me in the eye and let me pass."

"The Meadow adjoining the school has wood chip on certain paths. Others are left untreated. This causes serious issues after heavy rain: mudslip, potential loss of balance and losing traction when walking, especially as some areas are on a slope. A bit more woodchip would really help, please."

3.5 SUMMARY

- 3.5.1. The travel survey has highlighted the current high propensity for pupils to walk to school. This largely reflects the proportion of pupils who are within a 10 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 cycling and walking, with many respondents reporting a willingness to consider alternative options should specific issues be overcome, and if the alternatives presented are viable and convenient.
- 3.5.3. Delivering improved cycling infrastructure, cycle training, and improved pedestrian infrastructure may boost levels of active travel. Additionally, a wide range of measures to encourage the use of the bus has been evenly chosen by respondents, with the three more popular being more regular bus services, more direct bus services and improved bus waiting facilities at or near the school, followed closely by cheaper fares, safer walking routes between the bus stop and school, improved information on bus services and shorter distance between bus stop and school.
- 3.5.4. Overall investment in promoting more sustainable travel options will also be necessary to raise awareness and ensure parents are better informed about the full range of travel options available and the benefits they may present.

Commented [GB5]: Needs to be linked with catchment area details and site visit data

4 BASELINE TRAVEL CARBON ASSESSMENT

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

4.1 CARBON METHODOLOGY

4.1.2 To estimate the total carbon emissions produced by vehicles travelling to and from 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/plug-in hybrid/battery electric vehicle/unknown/car share), bus (school bus/public bus), cycling and walking. Mode share of 0.54% of trips identified as “others” were mentioned as one way by car and one way by bus. Emissions for these trips have been determined separately and aggregated with car (unknown) and public bus 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 Le Rocquier Secondary 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)	104	123.79	12,925.36
Car (Diesel)	64	124.04	7,969.40
Car (Plug-in Hybrid)	4	67.91	271.64
Car (BEV)	16	37.51	600.19
Car (Unknown)	14	123.92	1,744.95
Car Share	16	123.92	1,992.89
Bus (School bus)	245	70.07	17166.79
Public bus	110	70.07	7,736.96
Walking	145	0.00	0.00
Cycling	36	0.00	0.00
Total		935.01	50,408.18

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

Emissions per mode per Parish (kg CO ₂ e)									
	Petrol Car	Diesel Car	Plug in Hybrid Car	BEV Car	Car (Unknown)	Car share	Dedicated school bus	Public bus	Total
Grouville	1432	883	30	66	193	221	1901	857	5583
St Brelade	222	137	5	10	30	34	295	133	867
St Clement	2718	1676	57	126	367	419	3609	1627	10599
St Helier	4212	2597	89	196	569	649	5595	2521	16428
St John	222	137	5	10	30	34	295	133	865
St Lawrence	166	102	3	8	22	26	221	99	648
St Martin	211	130	4	10	29	33	280	126	824
St Peter	153	94	3	7	21	24	203	92	597
St Saviour	3373	2080	71	157	455	520	4480	2019	13156
Trinity	216	133	5	10	29	33	287	129	841
Total	12,925	7,969	272	600	1,745	1,993	17,167	7,737	50,408

4.1.2 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 LE ROCQUIER SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1:

Lack of dedicated footways around the school, specifically on the Rue de la Croix, Rue du Pontlietaut and Rue de Maupertuis. Limited, narrow footways on Rue de Samarès.

Why is this an issue?

- 5.1.1. The school is located at the western side of St Clement Parish. There are residential areas to the east and west of the school where a cluster of students live. There are multiple crossroads with no separated footway provisions. Pedestrians, are particularly vulnerable and at risk of being hit by passing vehicles.
- 5.1.2. There is a shared use route between the school and the Parish Hall. However there is no connectivity across La Grande Route de la Cote, to connect with local services, facilities and other existing pedestrian routes.
- 5.1.3. Lack of separate footway provision and difficulty crossing roads increases the likelihood of collisions between vehicles and pedestrians and may also act as a barrier to people walking or cycling to school.
- 5.1.4. Route continuity and connectivity issues may result in road safety concerns as people walk or cross in less safe locations but are also barriers to others using active travel modes due safety and accessibility issues.

What are the opportunities?

- 5.1.5. The provision of new physical footways where space constraints permit, or clearly marked virtual footways, will help to provide safer routes to/from school. Additional signage will also help increase awareness of pedestrians using these routes.
- 5.1.6. Additional crossings to connect existing routes, services and destinations may also help resolve these issues.

Image 9: Lack of dedicated footway on Rue de la Croix



5.2 ACTIVE TRAVEL TO/FROM SCHOOL

Issue 2:

Lack of safer cycling routes to school.

Why is this an issue?

- 5.2.1. Whilst the modal filter on Rue du Maupertuis has been implemented, (shown in Image 10) students / staff may still be deterred to cycle in the area due to crossroads and other junctions in the vicinity being perceived to be unsafe.
- 5.2.2. Cycling was selected as the mode most likely to change from their current mode with more than half or respondents willing to change mode selecting this option.
- 5.2.3. Lack of safe cycling routes is a barrier to some students using this mode. The school has several locations for bike storage and is willing to increase the number of bike racks available to students. Staff as well as students would benefit.

What are the opportunities?

- 5.2.4. Signage on surrounding roads that cyclists are present.

Image 10: Modal Filter on Rue du Maupertuis



Issue 3:

Adequate facilities at school for cycling.

Why is this an issue?

- 5.2.5. Cycling was identified as a popular method of travel to school, and was selected as the mode most likely to change from their current mode with more than half or respondents willing to change mode selecting this

option. Cycle parking at the school is typically uncovered, with some cycle stands located in areas where there is a high footfall or in very quiet areas that are not overlooked.

5.2.6. The lack of covered parking, and cycle parking located in areas that are secluded or where there are high pedestrian footfall are barriers to increased uptake in cycling due to security and safety concerns. Increased cycle uptake may increase the pressure on the existing facilities. This is shown in **Image 11** and **Image 12**.

5.2.7. Staff cycle parking is located at the rear of the school, there is a limited provision and access is within a gated area of the school and accessed via a full height kerb (See **Image 13**). The location, availability and accessibility of the parking for staff may also be a barrier to increased cycling to/from school.

What are the opportunities?

5.2.8. Opportunities to help remove the barriers to cycling by providing more and improved cycle parking in accessible areas may encourage and support the update of cycling to/from Le Rocquier.

Image 11: Uncovered cycle parking



Image 12: Uncovered cycle parking relatively secluded



Image 13: Staff cycle parking and access



5.3 SUMMARY

- 5.3.1. 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.
- 5.3.2. The following sections will look more closely at the measures that can be put in place to tackle the issues. **Section 6** will outline the objectives of this report, before stating how potential solutions have been developed. This will be followed by proposing highway and access improvements in **Section 7** and wider measures in **Section 8**.

6 SCHOOL TRAVEL AND TRANSPORT OBJECTIVES

6.1 TRAVEL AND TRANSPORT OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Le Rocquier 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 Le Rocquier. 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 Le Rocquier, 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 Le Rocquier, helping to reduce the demand for car-based access at the school access during peak times. This will also contribute towards supporting wider public health and States of Jersey environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.

Table 6-1: School Travel and Transport Objectives

Objective Reference	Objective
O1	<ul style="list-style-type: none">Improve road safety and minimise potential conflict between motor vehicles and other road users
O2	<ul style="list-style-type: none">Manage the overall demand for single occupancy car trips to and from the school site
O3	<ul style="list-style-type: none">Manage parking demands and optimise the allocation and management of available car parking
O4	<ul style="list-style-type: none">Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
O5	<ul style="list-style-type: none">Enhance the quality and availability of travel information and advice for pupils, parents, carers and staff
O6	<ul style="list-style-type: none">Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

6.2 DEVELOPING POTENTIAL SOLUTIONS

- 6.2.1. Based on the desktop research, site audits and travel survey results, a wide range of measures and initiatives have been identified to deliver sustainable transport solutions and outcomes at Le Rocquier School. The measures will not have the potential to wholly reduce existing reported issues, but each will capitalise on the opportunities identified and contribute directly or indirectly to helping improve the travel and access situation in and around the school.
- 6.2.2. Proposed measures are drawn from established industry best practice and with a focus on identifying measures appropriate in this context.
- 6.2.3. Measures are grouped by theme, as shown in **Figure 6.1**.

Figure 6-1: Measures grouped by theme



- 6.2.4. Proposed measures are presented in the following two chapters, firstly with an overview of physical highway and access improvements in the vicinity of Le Rocquier, 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	New pedestrian crossing across La Grande Route de la Cote at the St Clements Parish Hall	New pedestrian crossing across La Grande Route de la Cote at the St Clements Parish Hall.	O1, O2, O4	A shared route has been provided between La Rocquier / St Clements Schools and the Parish Hall. A crossing on La Grande Route de la Cote completes the connection to the footway, coast and La Hocq area
H2	School Safety Zone in the vicinity of St Clements and Le Rocquier schools.	School Safety Zone (SSZ) in the vicinity of St Clements and Le Rocquier schools, with associated signage, markings and lighting.	O1, O2, O3, O4	Increased awareness of the school and the likely presence of parent/carers /pupils at certain times of the day.
H3	Marked / virtual footways on nearby quiet routes	Marked pedestrian routes or virtual footways on quiet routes such as Rue de la Croix, Rue du Pontlietaut and Rue de Maupertuis.	O1, O2, O4	Rue de la Croix, Rue du Pontlietaut and Rue de Maupertuis are all quiet routes with limited/no pedestrian provision. Marked or virtual footways would provide a warning/increased awareness to drivers and a safer environment for pedestrians
H4	School Street on Rue de la Chapelle	School Street on Rue de la Chapelle between La Grande Route de Saint-Clement and Rue du Pontlietaut to provide a safe, traffic-free environment for pupils walking and cycling to/from Le Rocquier school at peak times. Helps to connect with the residential areas and quiet routes to the west.	O1, O4	Provision of a traffic-free route on Rue de la Chapelle at peak times would remove some of the barriers to active travel choices, supported by other measures identified here. Would benefit St Clements and Le Rocquier as it would help provide connectivity to the west.





St Lukes School / Elizabeth Street School Street Trial



Other examples of the School Streets concept

8 WIDER MEASURES

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

Table 8-1: Le Rocquier Secondary School Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan for Le Rocquier Secondary School	A School Travel Plan specific to Le Rocquier Secondary 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 the yearly progress made towards any agreed targets.
W2	School-run car sharing	<p>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.</p> <p>Alternatively, facilitating car sharing arrangement using app-based technologies could be beneficial and considered by the school as part of a pilot initially.</p> <p>One example is the Home Run app (https://www.homerun-app.com/) that can provide a software-based solution to connect prospective car-sharers and be managed within a dedicated online space for the school.</p>	O1, O2, O3, O6	Arranging car sharing options is forecasted to help reduce single family car trips and yet enable those who need to drive to school doing so, also relieving congestion on the roads surrounding the school and in consideration of the pupils’ postcode clusters as illustrated in Section 2.

Table 8-2: Le Rocquier Secondary School Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W3	Walking and, cycling maps	School-specific maps could be created denoting the most direct, safe and coherent route for active travel connections between the school and surrounding catchment. Maps can be distributed to parents/carers via school newsletters and be updated when required to reflect changes and improvements to local active travel networks.	O1, O4, O5	Considering the high level of pupils living within walking and cycling distance to the school, and compared to the low level of pupils who have reported to walk or cycle to school, these measures would help parents and pupils consider to walk, scoot or cycle to school with walking and cycling maps denoting the safest and most direct routes.
W4	Audit and develop key walking routes to Le Rocquier Secondary School	<p>GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including immediately adjacent streets which would benefit from a walking audit to identify their potential for upgrade and improvement.</p> <p>This could be conducted by a School Community Street Audit using an approach such as the UK Walking Route Audit Tool (WRAT) which is freely available online. This tool will assess the current suitability of walking routes against key criteria including directness, attractiveness, comfort, safety and coherence. The outcomes of the route audit process and be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.</p>	O1, O3, O4	36% of Le Rocquier Secondary School pupils live within walking distance from the school however a significantly lower level of walking has been reported in the survey. This measure could make the biggest difference in walking choice also in consideration of walking routes safety concerns that have been reported, and significantly add up to the current level of pupils who have stated to walk to school.
W5	Audit and develop key cycling routes to Le Rocquier Secondary School	<p>GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, which would benefit from a cycling audit to identify their potential for upgrade and improvement.</p> <p>This could be conducted by a School Community Street Audit using an approach such as the UK Route Selection Tool (RST) which is freely available online. This tool will assess the current suitability of cycling routes against key criteria including directness, safety, gradient, connectivity and comfort. The process will also examine critical junctions on these routes to determine how improvements could be made for cyclists. The outcomes of the route audit process can be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.</p>	O1, O3, O4	Considering that 94% pupils live within cycling distance to school, and that safer cycling infrastructure has been reported as one of the reasons of the low cycling uptake, this measure would encourage more cycling to/from school, therefore potentially making a significant difference in modal choices.
W6	Improvement of cycling facilities at school	Cycle parking facilities at school are recommended to be reviewed so that spaces are implemented as well as safe and secure storage for cycling equipment (e.g. helmets). Changing facilities are also recommended to be reviewed and implemented if necessary.	O1, O4	This measure is required to enable cycling to school and to complete measure W5 (audit and develop cycling routes to school).
W8	Cycle training (Bikeability)	<p>In the holidays, Jersey Sport offers Level 1, Level 2, Level 1 & 2 combined, Level 3 (Year 8+) and Cycle Maintenance.</p> <p>Adults can also take part in Learn to Ride, Sofa2Saddle and Gaining Momentum programmes.</p>	O1, O4, O5	The travel survey indicates a low level of cycling to/from Le Rocquier Secondary School. Alongside this, the most reported travel concern reported has been the high level of traffic on roads adjacent to the school. Cycle training will help confidence for pupils and staff to cycle on roads and has been reported as a measure which would encourage pupils to cycling. Should the review of cycling routes (W7) be also decided to be implemented, this measure could be highly effective.

Table 8-3: Le Rocquier Secondary School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W9	Sustainable school travel campaigns	<p>Sustainable school travel campaigns can be scheduled for the first week of each term and be used to make emphasis on the benefits of sustainable travel and to inform of all options which are available to travel to and from the school.</p> <p>These campaigns may include specific events during school times or after school, including curriculum-linked sessions facilitated by experts on relevant topics, training sessions on walking and cycling safety, cycle training. All available information and advice should be actively offered to parents 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.</p>	All	<p>Sustainable school travel campaigns are an active way of making all sustainable travel measures for pupils and parents 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 Le Rocquier Secondary School issues fortnightly.</p>
W10	Targeted use of social media	<p>Developing a strategy to engage with parents through Facebook and Twitter and disseminate sustainable travel information through these social media is recommended as an easy and effective way of connecting with parents without making a direct approach, also keeping the sustainable travel agenda under their radar in a soft, indirect way.</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>Le Rocquier Secondary School Facebook page has 2500 followers and 914 followers on Twitter (as of 6th June 2023).</p> <p>The ease of communication through social media will make it more likely that feedback and ideas for improvement are regularly received from parents and local residents.</p>
W11	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 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>

9 PRIORITISATION OF MEASURES

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

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

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
H1	New pedestrian crossing across La Grande Route de la Cote at the St Clements Parish Hall	3	2	2	2	2	2	3	16	HIGHER
H2	Speed limit and School Safety Zone in the vicinity of St Clements and Le Rocquier schools.	3	2	2	2	2	3	2	16	HIGHER
H3	Marked/virtual footways on nearby quiet routes	2	2	2	3	2	2	2	15	LOWER
H4	School Street on Rue de la Chapelle	3	2	2	2	3	3	3	18	HIGHER

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

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

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

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W4	Walking and cycling maps	1	1	1	3	3	2	3	14	LOWER
W6	Audit and develop key walking routes to school	1	2	2	3	2	2	2	14	LOWER
W7	Audit and develop key cycling routes to school	1	2	2	3	2	2	2	14	LOWER

W8	Improvement of cycling facilities at school	1	1	1	3	3	1	3	13	HIGHER ³
W9	Cycle training (Bikeability)	2	1	1	1	3	3	3	14	LOWER

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

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W10	Sustainable school travel campaigns	2	1	1	2	3	2	2	13	LOWER
W11	Targeted use of social media	1	1	1	2	3	2	3	13	LOWER
W12	Classroom/assembly activities on sustainable travel	2	1	1	3	3	3	3	16	HIGHER

³ Although not scoring above 16, it was highlighted in discussions with the Business manager, as a measure the school is keen to implement.

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 Le Rocquier. 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 Le Rocquier
- 10.2.1. A high-level initial prioritisation of measures provides GoJ with the basis for further discussion between stakeholders over which should be advanced, when and through what delivery mechanism. Some measures may represent relatively quick wins, and many complement existing sustainable mobility programmes and service provision on the island. Other measures may be better advanced over the medium to longer terms, for example in close alignment with future major highway schemes being developed for St Clement’s Parish.
- 10.2.2. Further engagement and dialogue with the school on how measures are developed and delivered will foster a collaborative and dynamic approach to deliverability, increasing the likelihood future planned investment will be well-supported within the school community and local area, and add the most value.
Determine shortlist and define measures
- 10.2.3. Following further engagement with the school and wider stakeholders, including prospective delivery partners, a provisional shortlist of measures should be agreed. It is suggested these remain a combination of measures across each theme for a rounded approach to resolving existing issues and delivering a more comprehensive approach to promoting more sustainable school travel outcomes.
- 10.2.4. Certain schemes will of course require additional definition and development; for example, transport impact assessments, developing outline designs and conducting safety audits. Funding sources will need to be identified and provisional budget allocations assigned. It is advised that budgeting is informed through further discussion with prospective delivery partners.
Develop implementation programme
- 10.2.5. Resource should thereafter be allocated to determine a rolling implementation programme drawing on the agreed shortlist of measures and funding availability. This should present information on how, when and through whom measures can be implemented, including any dependencies related to wider planned scheme proposals. Alongside an implementation programme an approach to monitoring and evaluating measures should be derived, providing a framework to determine how effective the chosen measures have been in securing the planned outcomes and providing an opportunity for adaptive learning as part of future sustainable mobility programmes in Jersey.

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