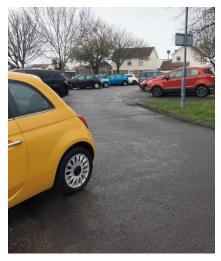


Government of Jersey

PLAT DOUET SCHOOL

School Issues and Opportunities Report











JUNE 2023 CONFIDENTIAL



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CONFIDENTIAL

PROJECT NO. 70070620

DATE: JUNE 2023

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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 Plat Douet School in St Saviour Parish.
- 1.1.3. Identifying issues and opportunities will be advanced through an evidence-led approach, comprising the following two methods:
 - A school travel questionnaire to collect information on existing travel patterns alongside parent/carer/pupil views on current travel issues and feedback on possible solutions; and
 - Discussions with the school Head Teacher combined with a site visit to witness issues first-hand and conduct an audit of school access arrangements. This includes examining potential improvements to sustainable transport routes and 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 both highway infrastructure improvements and wider travel behaviour change initiatives. Information is also presented on how these recommendations might be prioritised for any future investment programme by GoJ.

1.2 REPORT STRUCTURE

- 1.2.1. The remainder of this report is structured as 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 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. Plat Douet School is a primary school located in the parish of St Saviour. The school's main entrance is located on Plat Douet Road, to the west of the school, which is one-way, and has a single yellow line parking restriction. The school has a one-way semi-circle drop off point that also provides access to the staff car park which has 25 spaces. Pupils are dropped off and collected at varying points around the site: at the central doors and either side of the school building, depending on year group.
- 2.1.2. **Figure 2-1** illustrates the vehicular and pedestrian access points to the school as described above, including the direction of vehicular routes and where parking and pick up areas are located.
- 2.1.3. Waitrose has a service goods entrance on Plat Douet Road 30 metres north of the school.
- 2.1.4. Plat Douet has a local catchment area, with the majority of pupils in the St Saviour area and spread across central St Helier. The school and nursery have approximately 450 students ranging between 3 and 11 years of age and approximately 70 education staff members. Its curriculum covers a wide range of subjects.
- 2.1.5. Morning arrival times are between 08:30 and 08:45, with parents able to drop off their children at the access points to the side and central areas of the school where the gates are monitored by staff members.
- 2.1.6. Afternoon pick up times vary for different year groups: nursery and reception pupils are picked up after 14:45; and the times for the other years begin at 15:00. Around 200 pupils, mainly years 5 and 6, stay for after school clubs until 16:00 and around 250 would go directly home.

Site Visit

- 2.1.7. A site visit was held on Thursday 23rd March 2022 during the school morning arrival time and on Friday 24th March 2022 during the school afternoon departure times. The weather during the morning site visit was dry and cold, whereas the afternoon site visit had occasional heavy rain showers. The site visits primarily focused on Plat Douet Road west of the school and where pick up and drop off occurs on school grounds.
- 2.1.8. During the morning site visit, a limited degree of congestion was observed around the perimeter of the school, with parents dropping off pupils by foot and by private car. Many vehicles queued along Plat Douet Road to drop off pupils and also utilised the one-way semi-circle drop off point within the staff car park as shown in Image 1. The afternoon visit had more congestion along Plat Douet Road with vehicles queuing along the one-way semi-circle drop off point causing a blockage for other vehicles wanting to go straight ahead past the school as shown in Image 2.
- 2.1.9. It was observed during the afternoon site visit that one parent arrived at the school by bicycle. Light goods and heavy goods vehicles were observed traveling to the Waitrose Depot during the morning drop off and afternoon pick up times.
- 2.1.10. The various travel options which pupils and staff can use to access the school are described herein.

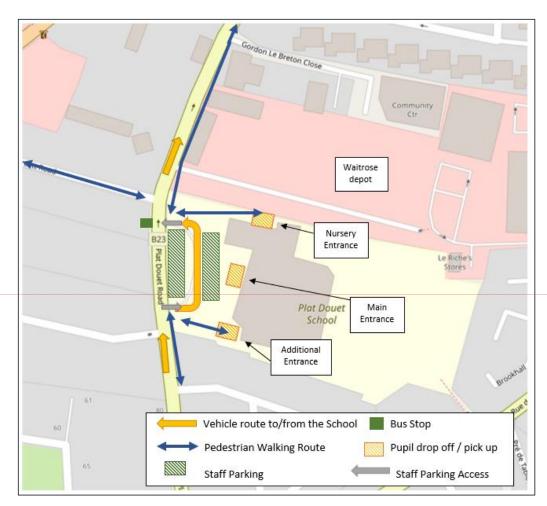


Image 1 and 2: Drop off/pick up area along Plat Douet Road





Figure 2-1: School Access Points

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Access on Foot

- 2.1.11. Plat Douet Road has an adequate footway along the eastern side of the road along parts and narrows further north. Norcott Road connects Plat Douet Road with the A3 Bagot Road and has a narrow footpath and is not a through road for vehicles.
- 2.1.12. Image 3 shows the adequate footpath outside the main school entrance on Plat Douet Road and Image 4 shows the narrow footway further north on Plat Douet Road. Image 5 shows Norcott Road with modal filter approximately half way along the road and Image 6 shows the junction of Plat Douet Road and the A3 Bagot Road.

Potential catchment for journeys on foot

- 2.1.13. 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.
- 2.1.14. In accordance with the above methodology, **Figure 2-2** includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that residential areas south-east St Helier, residential areas between the A3 and the A5 and Le Sueg are within a 20-minute walking distance from the school.
- 2.1.15. Through the use of anonymous pupil postcode data¹, it can be identified from **Figure 2-2** and **Figure 2-3** that 39% of Plat Douet School pupils are within a 10-minute walking distance from/to the school and additional 36% can walk to/from the school within a 10 to 20-minute walking trip.

Image 3: Plat Douet Road close to school



Image 4: Plat Douet Road further north



Image 5: Norcott Road

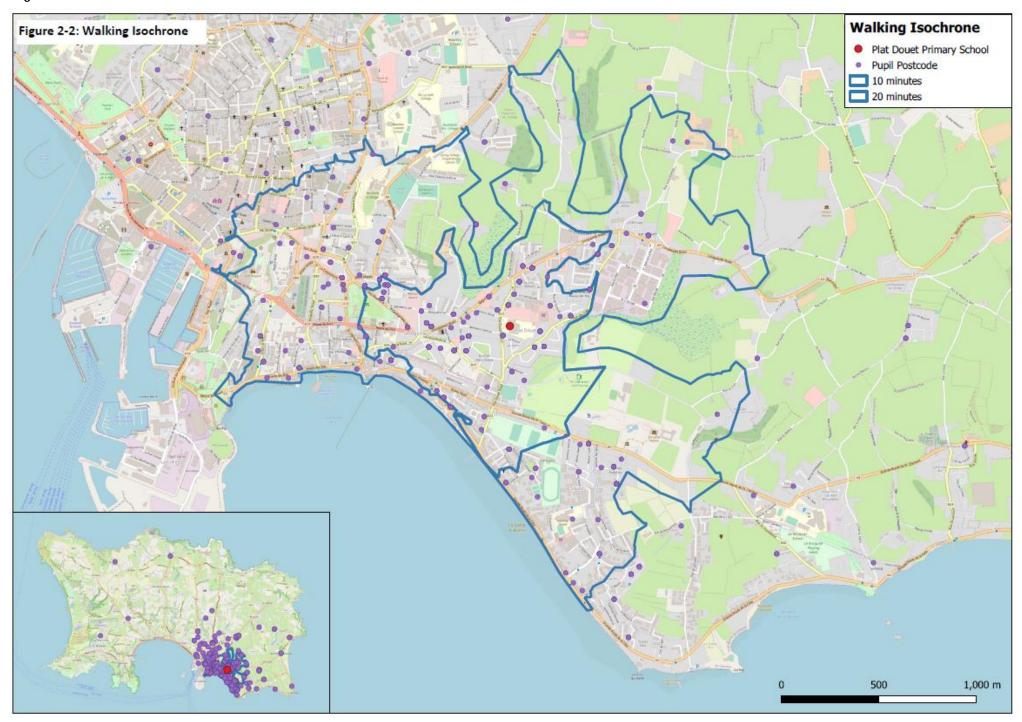


Image 6: A3 Bagot Road



¹ Based on 2020/2021 data

Figure 2-2: Walking Isochrone



Walking Isochrone Figure 2-3: Extended Walking Isochrone Plat Douet Primary School
Pupil Postcode
10 minutes
20 minutes 0 500 1,000 m

Figure 2-3: Extended walking isochrone to idenitfy postcodes within walking distance of Plat Douet

Access by Pedal Cycle 6



2.1.16. There is no cycling infrastructure along Plat Douet Road or on nearby roads. No student cycling to school is allowed due to safety concerns.

Potential catchment for cycling journeys

- 2.1.17. An isochronal map for cycling journeys to the school is shown in Figure 2-4. Journey times have been calculated by assuming a cycling speed of 18km/h and the tool assumes cycle journeys follow the highway network. It should be noted that the GIS tool does not account for the topography of Jersey and therefore realistic cycle distances may vary slightly from the map.
- 2.1.18. Using anonymous pupils' postcode data, it can be identified from Figure 2-4 that 94% of the school pupils live within a 10-minute cycling distance to/from school, and additional 5% can cycle to/from the school within a 10 to 20-minute cycle ride.

Bus Services ----

- 2.1.1. The nearest bus stop to Plat Douet School is Plat Douet School Stop on Plat Douet Road which is located approximately 35 meters from the School Entrance and is shown in Image 7.
- 2.1.2. The Plat Douet School Stop is served by service 2 and is an hourly service.
- Buses depart Grouville Station at 07:48 and 08:08 and arrives at Plat Douet School at 07:59 and 08:19. During the afternoon, this service departs from Albin Lane Stop (200m from the School Entrance) at 15:29 arriving at Liberation Station at 15:39.
- 2.1.4. 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
- 2.1.5. 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.
- 2.1.6. The StudentAvanchicard is also available to those in full-time education which offers a discount.

Image 7: Bus Stop on Plat Douet Road



Private Vehicle



2.1.7. Vehicular access to Plat Douet School is provided only via Plat Douet Road which is a one-way road with speed humps, has a 20mph speed limit and has restricted parking along certain sections. Image 8 and Image 9 shows the Staff Car Park.

Image 8: Staff Car Park



Image 9: Staff Car Park Exit

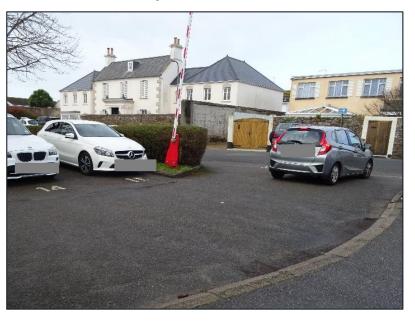
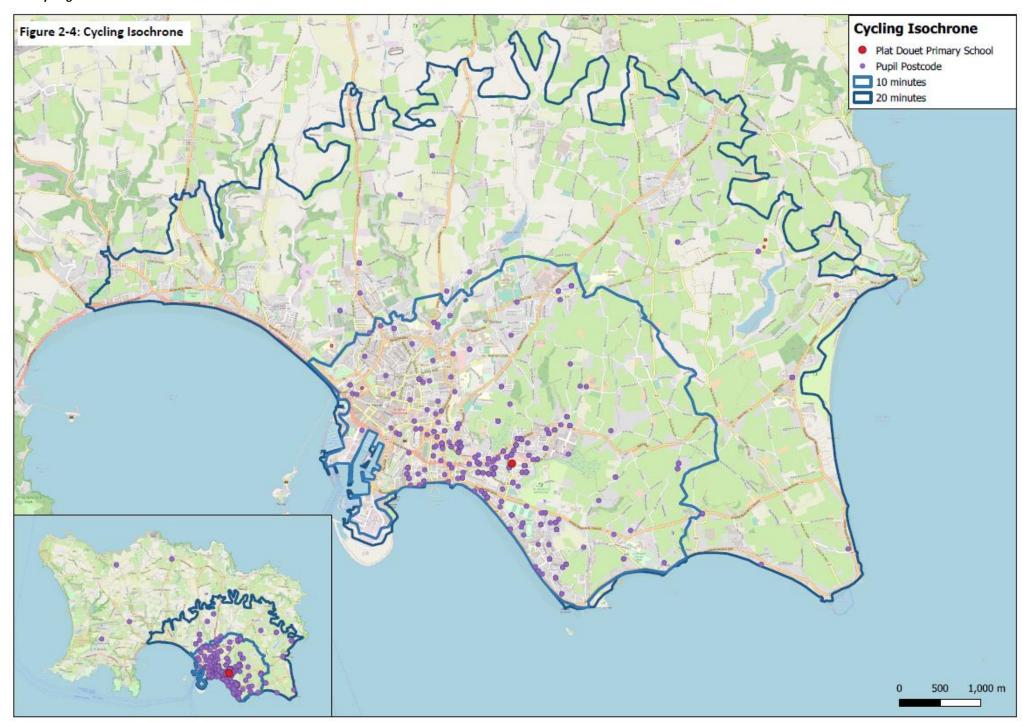


Figure 2-4: Cycling Isochrone



3 TRAVEL SURVEY RESULTS

3.1 PREAMBLE

- 3.1.1 A school travel survey was issued at the school in March 2023 to collect information on existing travel patterns and to understand existing issues, opportunities and the potential for change. The survey also provided an opportunity for parents/carers to relay their thoughts on possible solutions to improve school travel to and from the school. Staff were also issued a school travel survey to express their travel and transport patterns and concerns.
- 3.1.2 There was a total of 157 responses to the parent/carer survey, which equates to a 35% response rate based on the current pupil numbers at the school (450). A total of 40 staff responded to the survey, representing a 57% response rate based on the current staff numbers of the school (70).

3.2 CURRENT TRAVEL PATTERNS – PUPILS

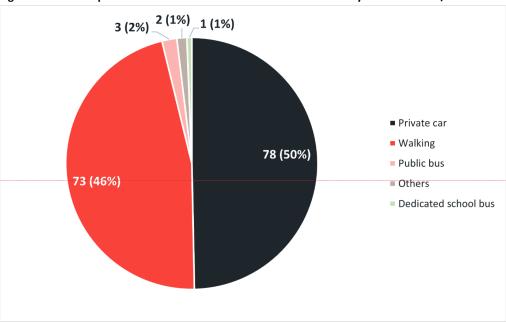
Mode Split from Current Travel Pattern

- 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. Private car has been reported as the main mode of travel to/from Plat Douet Primary School by 78 of the total 157 respondents (50%). Walking has been reported to be used as a main mode of travel for the majority of the remaining respondents (73, 46%).
- 3.2.3. The walking modal share above is lower than the proportion of pupils who live within the school walking catchment area detailed in **Section 2** and with the site visit observations. Cycling was not reported as the chosen mode to travel to/from the school by any respondent even though 99% of pupils live within cycling distance of the school (illustrated in **Figure 2-4**). However, this is likely due to the school's policy not to allow children to cycle to school.

Reasons for Modal Choice

- 3.2.4. Journey distance was reported most of the respondents (38%) as the main reason for their current travel mode.
- 3.2.5. This was followed by each of 17% of the respondents reporting journey time and onward journeys for parent/carer as their reason for current mode of travel. Subsequent responses are split between other reasons (7%), no alternative modes available and journey safety (6% each), journey cost and environmental concerns (4% each) and disability, visual impairment or mobility impairment (1% each).

Figure 3-1: Modal Split for Current Travel Patterns – Plat Douet Primary School Parents/Carers



N= 157 (100% of respondents)

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

"Walking is impossible because of the traffic between Plat Douet school and Havre de Pas Green Street. I can't let a 8 year old walk to school in this conditions"

"I have written to the parish about getting a crossing or traffic lights at the dangerous junction at Longueville Manor and nothing can be done to improve pedestrian or cyclists safety"

"Not enough parking for people who drive, cars end up all over the place"

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Travel Concerns

- 3.2.6. When asked about transport issues that impact pupil's journeys to and from the school, 143 respondents (91%) reported no travel issues are experienced, out of which each of 69 respondents stated to walk and travel in private car to school, three stated to use the public bus, one stated to use the public bus and one stated to use other modes of transport.
- 3.2.7. Of the 14 respondents who reported they experience issues with travel to/from the school, nine reported high traffic volumes near school as the main issue they experience.
- 3.2.8. Insufficient parking was reported an issue by six respondents which was followed by missing or inadequate cycleways and illegal parking (each with four respondents raising the issue) and walking safety, cycling safety and high traffic speeds near school (each with three respondents raising the issue). Other issues reported included missing or inadequate footways and other reasons.

Journey Times

- 3.2.9. Information of journey times was also collected from the survey.
- 3.2.10. It was reported that 117 (75%) respondents have a journey time of less than 15 minutes, 34 (22%) respondents have a journey time of between 16 and 30 minutes and six (4%) of the respondents have a journey time between 31 and 45 minutes.

3.3 FUTURE TRAVEL PATTERNS

- 3.3.1. When asked whether they would consider using an alternative mode of travel to/from the school, a majority of 97 respondents (62%) stated they would not and, whilst the remaining 60 respondents (38%) stating they would.
- 3.3.2. Amongst the 97 respondents who would not consider changing their current travel mode, 51 (32% of total respondents) currently walk to and from the school and 44 (28% of total respondents) travel by private car, with the remaining two respondents using other modes of transport.
- 3.3.3. Amongst the remaining 60 parents who would consider changing travel mode, 34 (22% of total respondents) currently travel by private cars to the school and 22 (14% of the total respondents) currently walk, with remaining respondents willing to change travel mode currently travelling in public bus and dedicated school.
- 3.4. Overall, the most considered travel mode for the future was walking, with 34 respondents (29%) choosing each this option. This was followed by 30 respondents (26%) considering travel by dedicated school bus, 18 respondents (16%) considering cycling, 15 respondents (13%) considering travel by private car, 11 respondents (9%) considering car share with other families and eight respondents (7%) considering travel by public bus. Among the 34 respondents who have chosen walking as a potential future mode, 23 presently use private car for their travel, each of one respondent uses the dedicated school bus and the public bus and the remaining nine respondents walk (but still chose walking as potential future mode). Results are summarised in Figure 3-3.
- 3.3.5. Following from the positive considerations to switch to more active and sustainable travel modes, the survey asked what measures would encourage respondents to allow their child to walk/cycle more to the school. Of the 157 respondents, 70 provided an indication of the type of measures which would encourage them to allow pupils to walk or cycle to school (in addition to those who already walk). Overall, safer walking routes

to school was mentioned by 20% of the parents as an effective encouraging measure and safer cycling routes by 15% of the parents, followed by cycle proficiency training (e.g. bikeability) and more or better cycle parking at school (11% each), slower traffic speeds in the vicinity of the school (10%), more or better information on safe walking and cycling (8%), other reasons (4%) and incentives (3%).

- 3.3.6. In detail, of the 34 respondents willing to shift their current mode of travel to walking in the future, 16 suggested safer walking routes as a measure to encourage walking to school. The popularity of these measures is illustrated in **Figure 3-4**.
- 3.7. Regarding cycling, of the 18 respondents considering this as a potential future mode of travel to/from school, eight currently travel by car, eight by walking and the remaining two by public bus. Safer cycling routes was the most popular measure to encourage cycling with 16 of the 18 respondents stating this. More or better cycle parking and cycle proficiency training (e.g. bikeability) were the next most-stated measure for considering cycling in the future, with 10 of the 18 respondents stating each of these. Additionally, slower speeds in the vicinity of the school, more or better information on safe walking and cycling and incentives would also encourage an uptake in cycle as a mode of travel to/from the school.
- .3.8. Similarly, measures to encourage bus as a mode of travel to school was asked. More direct 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 regular bus services (with 12% of the respondents stating this), safer walking routes between the bus stop and school (with 11% of the respondents stating this) and improved bus waiting facilities at or near the school (with 10% of the respondents stating this). Shorter distance between bus stop and school, cheaper fares and improved information on bus services were also chosen options as shown in Figure 3-5.

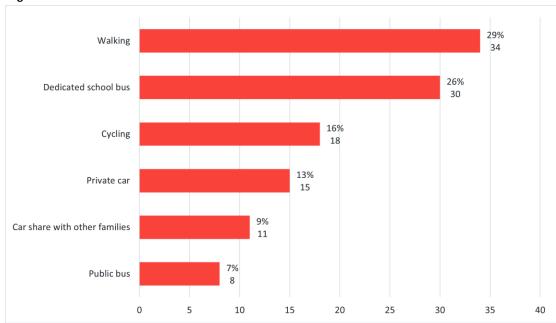
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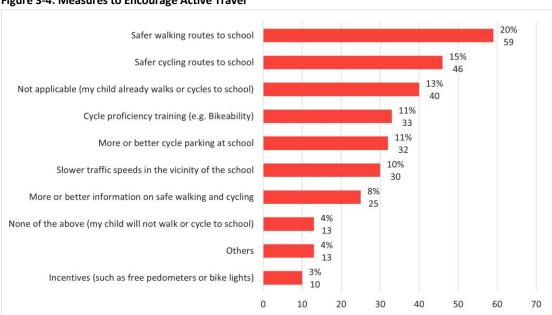
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Figure 3-3: Modes Considered for Future Travel



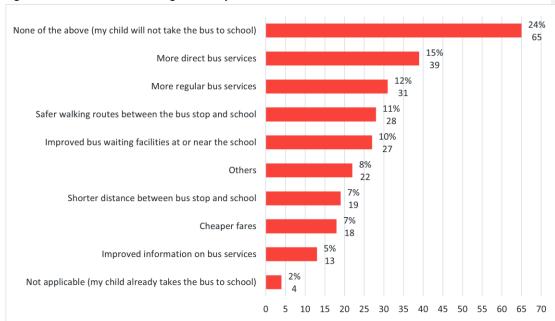
N= 116 responses, 60 respondents (38% of total 157 respondents)

Figure 3-4: Measures to Encourage Active Travel



N= 301 responses, 134 respondents (85% of total 157 respondents)

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



N= 266 responses, 157 respondents (100% of total 157 respondents)

3.4 STAFF SURVEY

- 3.4.1. A total of 40 staff responded to the survey, representing a 57% response rate based on the current staff numbers of the school (70).
- 3.4.2. Most staff respondents reported using private car as their main mode to school (32 of 40, 80%), although 26 of these arrive at the school before school drop-off and leave following pick-up times. Therefore, their vehicles do not contribute to any peak traffic congestion issues assessed within this report.
- 3.4.3. Walking has been reported as main mode of travel to/from school by only six members of staff (15% of respondents). Additionally, one other member of staff reported in the survey that he/she cycles to/from school and one other member uses other mode of transport.
- 3.4.4. When asked about travel issues experienced when travelling to and from the school, 22 staff respondents (79%, most of which currently drive) reported to have no concerns. All members of staff who reported experiencing any travel issues referred to high traffic volumes near school, insufficient parking, cycling safety, missing or inadequate cycleways, missing or inadequate footpaths, and public bus fares. The six respondents who walk to/from the school reported they experience no travel issues.
- 3.4.5. Open comments on travel were received from 12 members of staff, of which 12 currently travels by private vehicle, one walks and one cycles. Some of the comments are as follows:

"The amount of parking for our school is dramatically less than required. It causes staff and pupil lateness constantly as multiple trips 'round the block' are needed to find a space".

"If I travel to school before 7.30 the traffic is minimal. If I travel to school for 8am the time it takes can usually double. Five oaks roundabout becomes busy."

"Not enough parking for the amount of staff at

3.5 SUMMARY

- 3.5.1. The travel survey has highlighted the current high propensity for pupils to walk to school. This largely reflects the high proportion of pupils who are within a 10 and 20-minute walking catchment of the school. Private car is the most used travel mode to travel to/from the school, with 47% 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 walking and dedicated bus services, with many respondents reporting a willingness to consider alternative options should specific issues be overcome, and if the alternatives presented are viable and convenient.
- 3.5.3. Delivering improved cycling infrastructure, cycle training, and improved pedestrian infrastructure may boost levels of active travel. Additionally, a wide range of measures to encourage the use of the bus has been evenly chosen by respondents, with the three more popular being more direct bus services, more regular bus services and safer walking routes between the bus stop and school, followed closely by improved bus waiting facilities at or near the school, shorter distance between bus stop and school, cheaper fares and improved information on bus services.
- 3.5.4. Overall investment in promoting more sustainable travel options will also be necessary to raise awareness and ensure parents are better informed about the full range of travel options available and the benefits they may present.

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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/battery electric vehicle/unknown/car share), bus (school bus/public bus), taxi, cycling and walking. Mode share of 0.64% of trips identified as "others" were mentioned as one way by car, and one way by bus. Emissions for these trips have been determined by splitting the percentage mode share of "others" and aggregating the emission with car (unknown) and public bus respectively.
- 4.1.5 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: Mode wise Total Annual Emissions (kg CO₂e) Travelling to School

		-	
Vehicle Type	Number of Pupils (Based on postcode data)	Emissions (kg CO₂e Per Pupil Trip)	Total Annual Emissions (kg CO₂e)
Car (Petrol)	111	55.25	6,148.68
Car (Diesel)	77	55.37	4,254.04
Car (BEV)	13	16.66	220.38
Car (Unknown)	7	55.32	365.42
Bus (School Bus)	3	31.28	83.27
Bus (Public)	12	31.28	373.16
Walking	193	0.00	0.00
	Total	245.15	11,444.95

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	BEV Car	Car (Unknown)	Dedicated school bus	Public bus	Total		
Grouville	336	233	12	20	5	20	626		
St. Brelade	122	85	4	7	2	7	227		
St. Clement	1339	926	48	80	18	81	2492		
St. Helier	2116	1464	76	126	29	128	3939		
St. John	118	82	4	7	2	7	220		
St. Mary	145	100	5	9	2	9	270		
St. Peter	104	72	4	6	1	6	193		
St. Saviour	1759	1217	63	105	24	107	3274		
Trinity	109	75	4	6	1	7	203		
Total	6,149	4,254	220	365	83	373	11,445		

4.1.6 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.

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5 PLAT DOUET SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1:

It was observed from the site visit that Plat Douet Road became very busy with parents/carer parking along the road and through the school site.

Why is this an issue?

- 5.1.1. The road is one-way and cars parking on both sides of Plat Douet Road directly outside the school and further north, reduces visibility if parents/carers/pupils need to cross the road (Image 10). The parking restrictions in the vicinity of the school are regularly parked on. High traffic volumes near the school were reported as the main issue they experience. Illegal parking was also raised as an issue.
- 5.1.2. Poorly or illegally parked vehicles also restrict access to through traffic and for Waitrose deliveries using the service yard adjacent to the school as also shown in Image 11.

What are the opportunities?

5.1.3. Review and explore opportunities for parking in alternative locations offsite e.g. Waitrose or in the proposed development site adjacent to the school. Improved pedestrian routes from the south and east may encourage the use of offsite parking facilities.

Image 10: Restricted visibility at the Plat Douet Road junction for vehicles and pedestrians.

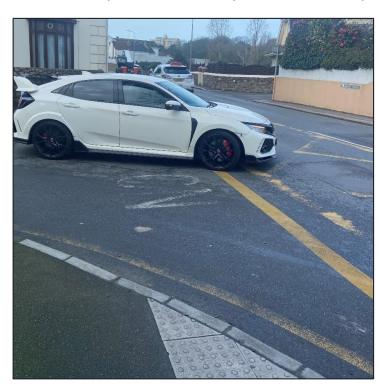


Image 11: Parking along Plat Douet Road reducing visibility when crossing and making it difficult for deliveries to pass through.



Issue 2:

Poor connectivity for pupils coming from the south and east of the school, increasing vehicle demand on Plat Douet Road and use of the narrow footways around the school.

Why is this an issue?

- 5.1.4. There is a narrow pedestrian route to the school from Rue des Prés, this includes a gate and chicane feature to discourage cyclists using the route to the school. The narrowness of the route and nearby footways are not conducive to walking to/from school.
- 5.1.5. There are arrangements to park in Waitrose and walk to school, however this uses the narrow route and footway.

What are the opportunities?

- 5.1.6. Explore opportunities to improve accessibility to the school from the south and east via changes and improvements to the existing route. Alternative routes could be provided to improve connectivity from Waitrose.
- 5.1.7. Improved crossings at junctions and other key routes to the school will also help remove the barriers to walking to/from school.

Issue 3:

Limited crossing facilities at key junctions.

Why is this an issue?

- 5.1.8. The parent/staff survey supported by observations as part of the site visit has highlighted that there are a number of junctions where there are limited crossing facilities, making it difficult to cross, particularly at peak times when traffic flows are higher.
- 5.1.9. Locations include the junction at Longueville Manor, the Plat Douet Road / Bagot Road and Rue des Prés junctions and the Norcott Road / Bagot Road junction.

What are the opportunities?

5.1.10. Improved connectivity through providing safe road crossings may help to reduce the safety concerns with walking to school, encourage more to walk and reduce the reliance on car travel and associated issues outside the school.

5.2 ACTIVE TRAVEL TO/FROM SCHOOL

Issue 4

Existing pedestrian routes perceived as unsafe.

Why is this an issue?

5.2.1. The survey data indicates that over half of all pupils travel to school by private car, but some would consider walking if there were safer walking routes. Slower traffic speeds in the vicinity of the school and more or better information on safe walking was reported to be measures to encourage walking.

What are the opportunities?

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

5.3 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL FOR STAFF

Issue 5:

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

Why is this an issue?

5.3.1. Based on the survey data, a high number of staff (80%) travel to the school by private car. Parking by staff, outside of the staff car park, onto the surrounding roads could be contributing to Plat Douet Road being very car-dominated. Discussions with the Head Teacher suggested electric bikes for staff could prove popular.

What are the opportunities?

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

5.4 LIMITED USE OF SHARED TRANSPORT

Issue 6:

Low proportion of pupils reporting to travel by shared transport i.e. school bus.

Why is this an issue?

5.4.1. From the survey results, there are low levels of shared transport to/from school, with public bus only having three respondents and one respondent reporting using a dedicated school bus. This may be because there is only one public bus service that stops at Plat Douet School Stop with frequencies which don't align well with school start and finish times.

What are the opportunities?

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

5.5 SUMMARY

- 5.5.1. 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.
- 5.5.2. The following sections will look more closely at the measures that can be put in place to tackle the issues.
 Section 6 will outline the objectives of this report, before stating how potential solutions have been developed. This will be followed by proposing highway and access improvements in Section 7 and wider measures in Section 8.

6 SCHOOL TRAVEL AND TRANSPORT OBJECTIVES

6.1 TRAVEL AND TRANSPORT OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Plat Douet School and has provided an indication of specific issues to address and opportunities to overcome them. However, before developing potential solutions, it is helpful to determine an overarching aim for promoting and facilitating more sustainable school travel patterns at the school. This will drive the overall rationale for investment and is proposed as follows:

'To invest in measures that remove the road safety barriers to active and sustainable travel choices at Plat Douet, 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 Plat Douet School, helping to reduce the demand for car-based access at the school access during peak times. This will also contribute towards supporting wider public health and States of Jersey environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.

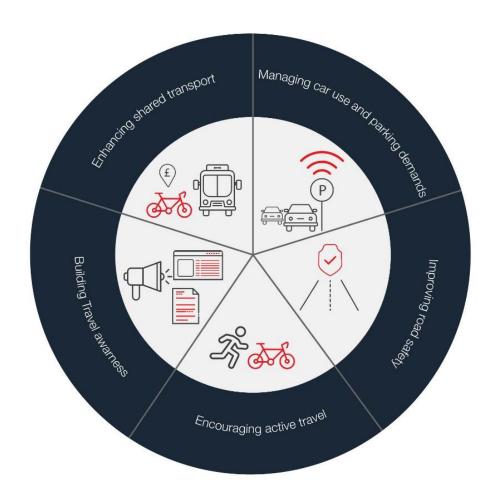
Table 6-1: School Travel and Transport Objectives

Objective Reference	Objective
01	Improve road safety and minimise potential conflict between motor vehicles and other road users
O2	Manage the overall demand for single occupancy car trips to and from the school site
О3	Manage parking demands and optimise the allocation and management of available car parking
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
06	 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 Plat Douet 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.

Figure 6-1: Measures grouped by theme



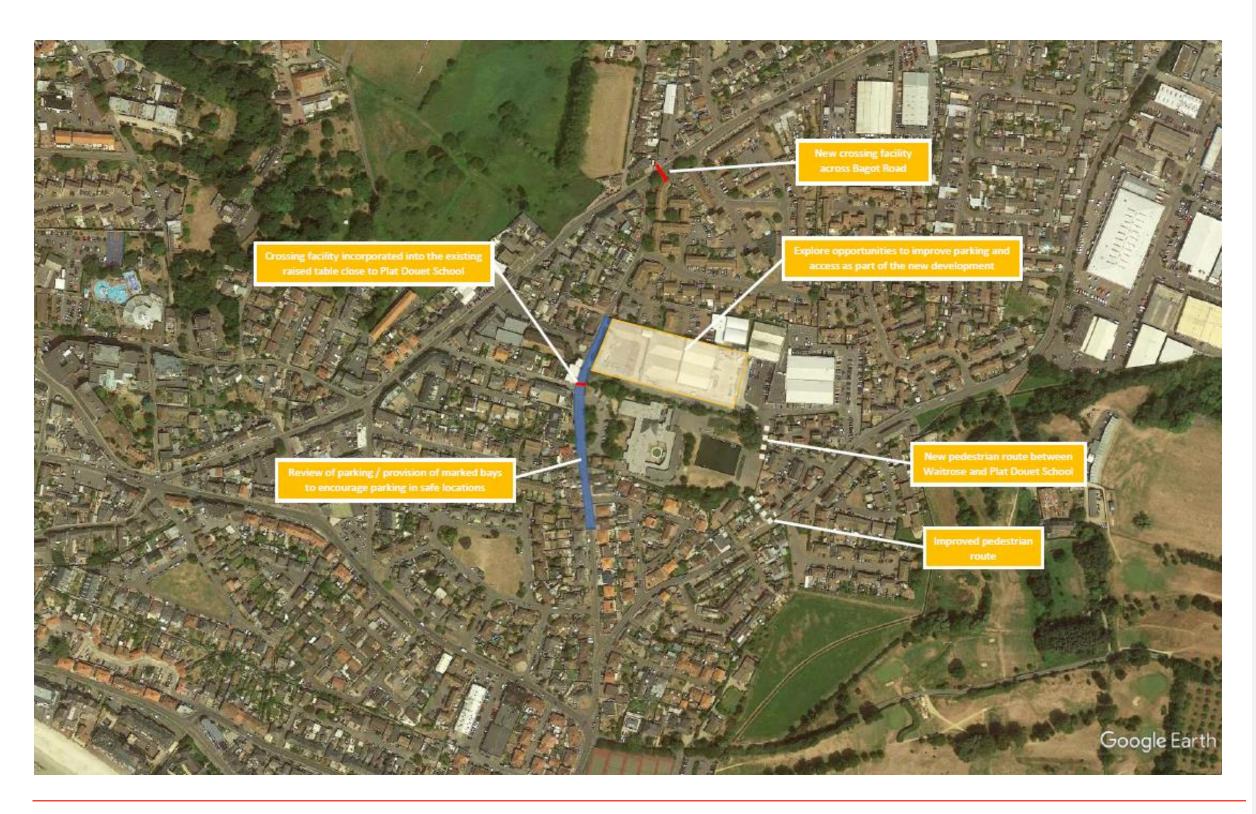
6.2.3. Proposed measures are presented in the following two chapters, firstly with an overview of physical highway and access improvements in the vicinity of the school, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.

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	Controlled crossing on Plat Douet Road	New zebra/Jersey crossing incorporated into the raised table to connect Plat Douet School with Norcott Road	01, 04	Improved crossing facilities provide a safer option for those looking to cross. Improved visibility of approaching traffic and increased awareness of the likelihood of pedestrians crossing. Connects with Norcott Road and onwards to Bagot Road with no through traffic.
H2	Controlled crossing on Bagot Road close to the junction with Plat Douet Road	New signalised crossing on Bagot Road close to the junction with Plat Douet Road	01, 04	Introduces a safe crossing of Bagot Road to improve connectivity between Plat Douet Road and the north/east of the school
Н3	Improved pedestrian route from Route des Prés	Improvements to the accessibility of the pedestrian route into the school from Rue des Prés	O1, O2, O4	Improved pedestrian connectivity to the south/east may encourage pupils coming from those areas to walk and avoid the traffic on Plat Douet Road.
Н4	Improved pedestrian route between Waitrose and Plat Douet School	New direct route between Waitrose car park and Plat Douet School	01	New route to encourage use of Waitrose car park for drop-off/pick-up purposes, reducing demand on Plat Douet Road and providing a safer, more accessible route than the existing route from Rue des Prés.
Н5	New marked parking bays and restrictions	New marked bays to encourage safer parking, may include eschelon parking bays where space permits. Parking restrictions at locations where required.	O1, O3	Provide increased parking capacity or encourage better use and safety of the existing arrangement. Including measures to highlight the likelihood of pedestrians crossing.
Н6	Explore opportunities for increased parking or accessibility improvements within the new development	Explore opportunities for increased parking or accessibility improvements within the new development adjacent to the site.	02, 03	Working with the developer may enable improved access facilities to be provided, better management of traffic through the area and may help reduce demand and relieve some of the safety concerns.



8 WIDER MEASURES

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

Table 8-1: Plat Douet Primary School Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan	A School Travel Plan specific to Plat Douet Primary School is recommended. This School Travel Plan should incorporate all measures that are planned to meet sustainable travel objectives and determine targets in relation to travel modal shares desired for the school, as well as introduce a monitoring and review strategy.	All	A School Travel Plan is the following natural step to this report to set out the chosen travel planning measures and be able to determine travel modal share targets and prepare the monitoring and review strategy for the success of the Travel Plan. This way, the school will be able to understand which measures are being effective, which ones need reviewing, if new measures are required, and the yearly progress made towards any agreed targets.
W2	School-run car sharing	It is recommended that car-sharing be promoted to parents as informal arrangements that can be agreed, with the school facilitating a potential matching service. A simple questionnaire could be issued to facilitate matching details where very similar journeys are being made by parents which could be shared by agreement. If successful, this may help reduce the overall number of private car journeys otherwise conducting pick up and drop offs around the school access points. Alternatively, facilitating car sharing arrangement using app-based technologies could be beneficial and considered by the school as part of a pilot initially. One example is the Home Run app (https://www.homerun-app.com/) that can provide a software-based solution to connect prospective car-sharers and be managed within a dedicated online space for the school.	01, 02, 03, 06	Arranging car sharing options can help reduce the overall volume of car trips, relieving localised congestion on the roads surrounding the school and support reduction in transport emissions.

Table 8-2: Plat Douet Primary School Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W3	Walking 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.		Years 5 and 6 pupils are allowed to walk home after 15:00 with parent's
W4	Reward-based participation schemes	GoJ should consider funding a scheme that encourages participation and active travel through reward-based incentives have grown in popularity in recent years. Examples include 'Beat The Street' (operated in England by Intelligent Health) whereby 'beat boxes' are located on defined routes within the community and smartcards are issued to participants. Participants then tap boxes with their smartcard to indicate they have walked, or cycled, a specific route and earn points. Points are then aggregated for each school as part of a friendly competitive league, with prizes available for winning schools. The scheme fundamentally encourages walking and cycling activity over a defined period, and incudes the ability to quantify overall health benefits. There are other examples of competitions led by West Sussex County Council in collaboration with Sustrans, where students are invited to take part in a competition to design a sustainable travel banner to "create a legacy for their projects and give pupils some ownership over the spaces outside their schools". An example can be seen in Figure 8-1. Alternative, cheaper options include a simplified scheme that could be run through the school. Pupils who walk, scoot or cycle to school could be rewarded with points/credits which are redeemable at certain levels for a small prize, such as books or additional 'golden time'.	01, 04, 05	permission. Considering the high level of pupils living within walking 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 to school with walking maps denoting the safest and most direct routes. A reward-based participation scheme can also be a highly effective means of overcoming any inertia in choose walking by direct incentivising and rewarding change. For a set period more children at the school can be encouraged to trial and experience active travel for some or all of their school journey; reinforcing in many instances that it may present a viable and convenient alternative to being driven to and from school.
W 5	Audit and develop key walking routes to school	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including immediately adjacent streets which would benefit from a walking audit to identify their potential for upgrade and improvement. This could be conducted by a School Community Street Audit using an approach such as the UK Walking Route Audit Tool (WRAT) which is freely available online. This tool will assess the current suitability of walking routes against key criteria including directness, attractiveness, comfort, safety and coherence. The outcomes of the route audit process and be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.	O1, O3, O4	75% of 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.

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Commented [GV9]: Policy not to allow cycling to school for pupils - taken cycling out of this chapter.



Figure 8-1: Banner Design Competition Example (related to Measure W4)

Table 8-3: Plat Douet Primary School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W6	Sustainable school travel campaigns	Sustainable school travel campaigns can be scheduled for the first week of each term and be used to make emphasis on the benefits of sustainable travel and to inform of all options which are available to travel to and from the school. These campaigns may include specific events during school times or after school, including curriculum-linked sessions facilitated by experts on relevant topics, training sessions on walking and cycling safety, cycle training. All available information and advice should be actively offered to parents 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 the school pupils and parents/carers publicly available. Also, reinforcing the knowledge of the measures and preparing sustainable travel training events and sessions during fixed weeks of the year will increase the success rate of the measures. The introduction of a regular newsletter could communicate future school travel campaigns.
W7	Targeted use of social media	Developing a strategy to engage with parents 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 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	Plat Douet Primary School Facebook community has 1,100 people who follow this social network (as of 26 th May 2023). The school also has a Twitter page with 169 followers and Instagram page with 203 followers. The creation of a targeted communication strategy through these social media accounts will increase the visibility of school's sustainable travel strategy, also allowing for continuous encouragement of sustainable travel modes. Additionally, the ease of communication through social media will make it more likely that feedback and ideas for improvement are regularly received from parents and local residents.
W8	Classroom / 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.		All	Reinforcing the knowledge of the measures and preparing sustainable travel sessions as part of curriculum-linked activities will increase the success rate of the measures.

Table 8-4: Plat Douet Primary School Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W9	Review of bus services to/from school	A review of bus services to/from the school is recommended to be undertaken. This is to determine whether improving the routes and frequencies to the school would be feasible so that this travel choice is offered to pupils.	01, 03, 06	Plat Douet School bus stop is only served by one bus service, with frequencies which don't align with school entry and exit times. Therefore, pupils are not being given the choice of travelling by bus, forcing those living outside the walking and cycling catchment area or those not being able to walk and cycle to travel to school by car.

9 PRIORITISATION OF MEASURES

- 7.1.1. 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	Controlled crossing on Plat Douet Road	3	2	2	2	2	2	3	16	HIGHER
H2	Controlled crossing on Bagot Road close to the junction with Plat Douet Road	3	2	2	2	2	2	3	16	HIGHER
Н3	Improved pedestrian route from Route des Prés	3	2	2	2	2	2	3	16	HIGHER
H4	Improved pedestrian route between Waitrose and Plat Douet School	3	2	2	2	2	2	3	16	HIGHER
H5	New marked parking bays and restrictions	2	1	1	3	2	2	3	14	LOWER
Н6	Explore opportunities for increased parking or accessibility improvements within the new development	2	2	2	2	2	2	2	14	LOWER

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

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	Develop a School Travel Plan	1	2	2	3	3	3	2	16	HIGHER
W2	School-run car sharing	1	2	2	3	3	2	3	15	HIGHER

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

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W3	Walking maps	1	1	1	3	3	2	3	14	LOWER
W4	Reward-based participation schemes	1	2	2	1	3	3	2	14	LOWER
W5	Audit and develop key walking routes to school	1	1	2	3	2	2	2	13	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
W6	Sustainable school travel campaigns	2	1	1	2	3	2	2	13	LOWER
W7	Targeted use of social media	1	1	1	2	3	2	3	13	LOWER
W8	Classroom/assembly activities on sustainable travel incl. banner design competitions	2	1	1	3	3	3	3	16	HIGHER

Table 9-5: Enhancing Shared Transport: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W9	Review of bus services to/from school	1	2	2	2	2	2	2	13	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 Plat Douet Primary School. 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 Plat Douet

- 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 Saviours' 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.