Government of Jersey

SAMARÈS SCHOOL

School Issues and Opportunities Report


JUNE 2023

CONFIDENTIAL

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PROJECT NO. 70070620

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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 and road safety concerns.

1.1.2. This report focusses on Samarès 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 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 infrastructure improvements; service provision and travel behaviour change initiatives. Information is also presented on indicative costs and delivery timeframes for these recommendations, to inform a selection and prioritisation process by GoJ.

1.2 REPORT STRUCTURE

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

- Section 2: Existing Conditions – provides an overview of the school and existing conditions related to travel and transport.
- Section 3: Travel Survey Results – summarises key elements from the travel survey results, presenting current travel patterns, feedback from parents and the propensity for change.
- Section 4: Baseline 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 Measures – proposes wider measures for the school.
- Section 8: Prioritisation of Measures – details the previously proposed measures and their levels of priority for delivery.
- Section 9: Conclusion and Next Steps – details a process for delivery of recommendations identified.

2 EXISTING SCHOOL AND TRANSPORT CONDITIONS

2.1 EXISTING CONDITIONS

2.1.1. Samarès School is a primary school located in the parish of St Clement. The school's main entrance is located on School Road. Staff parking is available in front of the school via School Road and at the back of the school via Le Squez Road. Parents picking up pupils at the end of the day would access the playground at the back of the school via A4 La Grande Route de la Cote, Rue du Maupertuis, and Le Squez Road.

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. Samarès has a local catchment area. The school has 262 students ranging between 3 and 11 years of age and 58 education staff members. Its curriculum covers a wide range of subjects.

2.1.4. Morning arrival times are between 08:30 and 08:45, with parents able to drop off their children at the school playground. Gates to school grounds are monitored by staff members.

2.1.5. Afternoon pick up times vary for different year groups: nursery pupils are picked up after 14:30; the remainder years begin at 15:00.

Site Visit

2.1.6. A site visit was held on Thursday 23rd March 2023 during the school afternoon departure times. The site visit primarily focused on School Road and the school playground where pick up occurs on school grounds.

2.1.7. During the site visit an efficient pick-up system is implemented with vehicles accessing the school playground and parking in four rows, with vehicles travelling in a one-way direction and exiting the playground onto Le Squez Road. This is shown in **Image 1**.

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

Figure 2-1: School Access Points

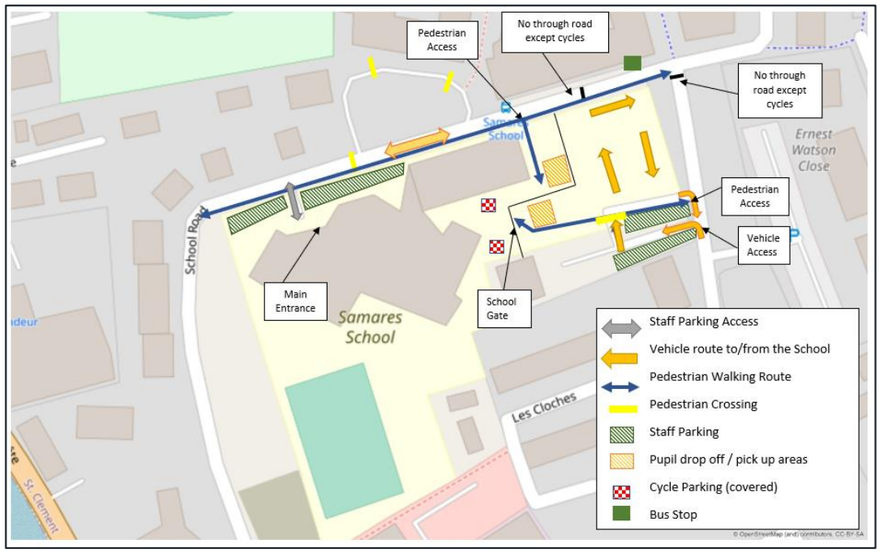


Image 1: Pick up area School Playground pedestrian access and vehicle arrivals

Access on Foot

2.1.9. Footways are present on both sides of School Road. Children are dropped off and collected at the back of the school by the playground. There is a pedestrian access of School Road which leads to the school gate where staff members are present at morning drop off and afternoon pick up seen in **Image 2**.

2.1.10. An additional pedestrian access is provided from Le Squez Road which goes through the school playground.

2.1.11. **Image 3** shows a zebra crossing on School Road and **Image 4** shows the pedestrian access through the school playground.

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 residential areas between Bagot and Le Hocq are within a 20-minute walking distance. La Squez and Le Marais de Samarès are within a 10-minute walking distance from the school.

Using anonymous pupil postcode data[1], it can be identified from **Figure 2-2** and **Figure 2-3** that 54% of Samarès School pupils are within a 10-minute walking distance from/to the school and additional 19% can walk to/from the school within a 10 to 20-minute walking trip.

Image 2: Pedestrian Access from School Road

Image 3: Pedestrian crossing on School Road

Image 4: Pedestrian access through school playground

[1] Based on 2020/2021 data

Figure 2-2: Walking Isochrone

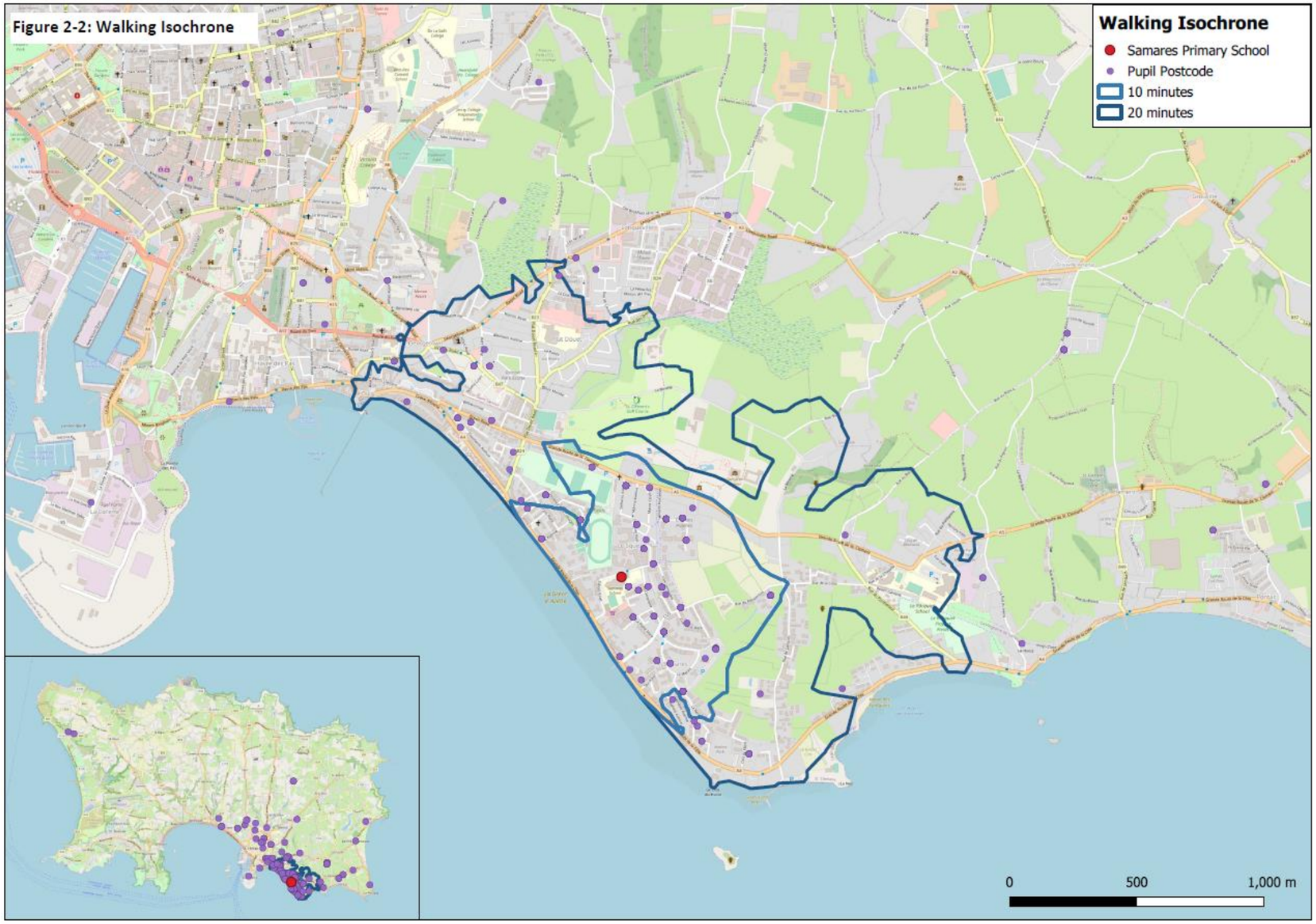
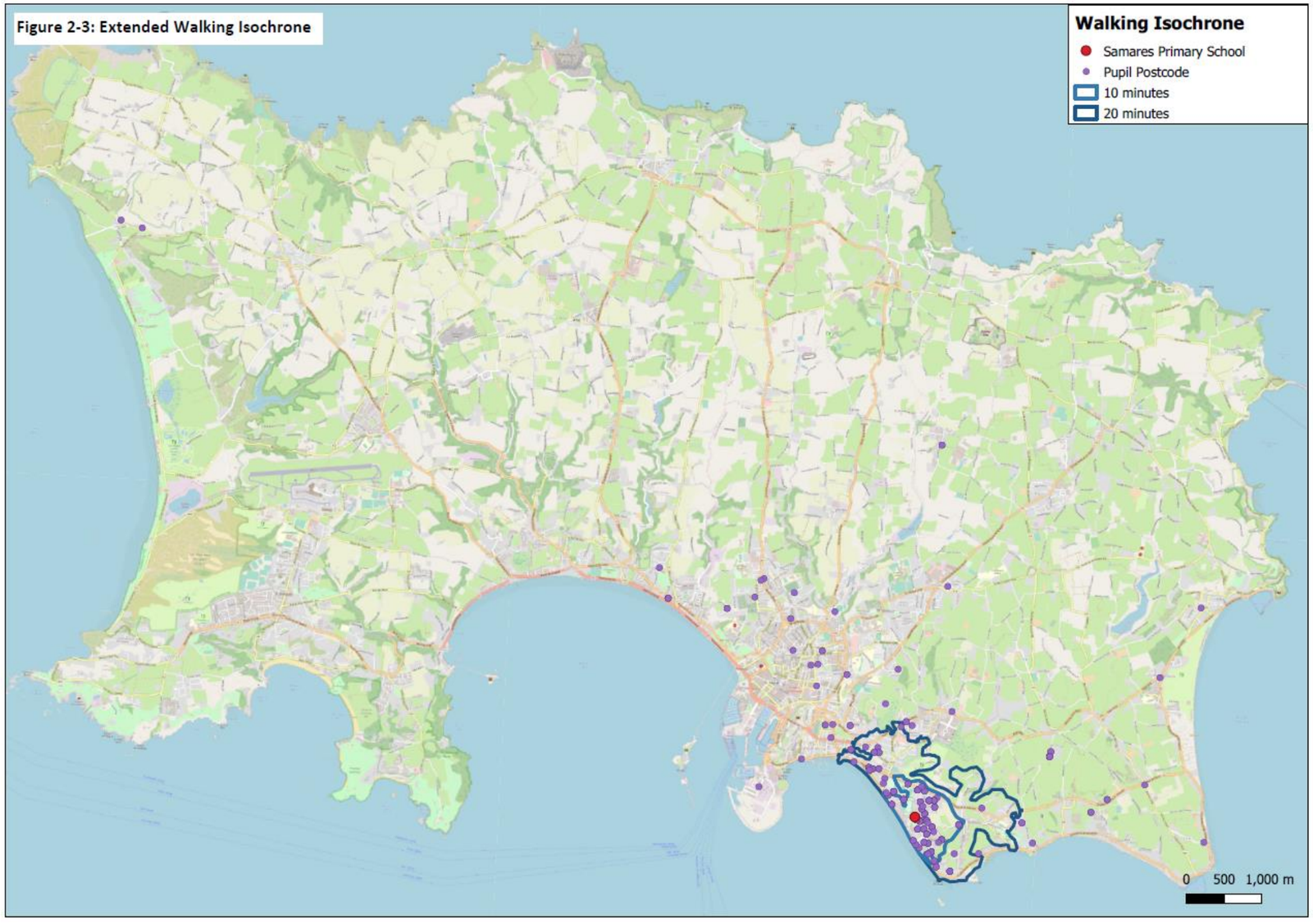


Figure 2-3: Extended walking isochrone to idenitfy postcodes within walking distance of Samarès



Access by Pedal Cycle

2.1.14. There is no cycling infrastructure along School Road, Le Squez Road or Rue de Maupertuis. School Road, Le Squez Road and Rue de Maupertuis are quiet roads with a 20mph speed limit.

2.1.15. There is covered cycle parking located on the grounds on Samarès School which can be seen in **Image 5**. This is located within the school gate.

2.1.16. School Road is partly no entry to vehicles other than buses and cycles. **Image 6** shows no entry signs to vehicles along School Road.

Potential catchment for cycling journeys

2.1.17. An isochronal map for cycling journeys to Samarès 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 88% of Samarès School pupils live within a 10-minute cycling distance to/from school, and additional 12% can cycle to/from the school within a 10 to 20-minute cycle ride.

Image 5: Bicycle and scooter storage on school grounds

Image 6: No Entry except buses and cycles on School Road

Bus Services

2.1.1. The nearest bus stop to the school is Samarès School Stop on School Road which is located approximately 50 meters from the school entrance previously shown in **Image 6**.

2.1.2. The Samarès School Stop is served by service 16 and is a half hourly service.

2.1.3. Buses depart Liberation Station at 07:20, 07:50 and 08:20 and arrives at Samarès School at 07:36, 08:05 and 08:35. During the afternoon, this service departs at 15:05 and 15:35 arriving at Liberation Station at 16:00 and 16:30.

2.1.4. Dedicated school buses drop off and pick up at Samarès Avenue / Manor Close, approximately 500 metres north of the school, and at Samarès Manor E approximately 550 metres north east of the school. These are No887 (morning only); No31; No 32; No 33; No36 (afternoon only); No37; and No38.

2.1.5. Morning drop off times are between 07:57 – 08:17 and afternoon pick up times are between 15:16 – 15:22.

2.1.6. The current student fares for the school bus services vary between £1.03 and £1.03. These are detailed below.

- Cash Student Fare = £1.30
- Contactless Student Fare = £1.08
- AvanchiCard Student Fare = £1.03

2.1.7. 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.

2.1.8. The StudentAvanchicard is also available to those in full-time education which offers a discount.

Private Vehicle

2.1.9. Vehicular access to the school is provided via School Road for Staff Car Parking in front of the school and via Le Squez Road which leads to more Staff Car Parking and access to the playground which provides an area to drop off / pick up area previously shown in **Image 1**.

2.1.10. The roads surrounding the school have a 20mph speed limit with speed humps along School Road and Le Squez Road. School Road and Le Squez Road are owned by the Parish of St Clement.

2.1.11. School Road is partly no entry to vehicles other than buses and cycles as shown in **Image 6**.

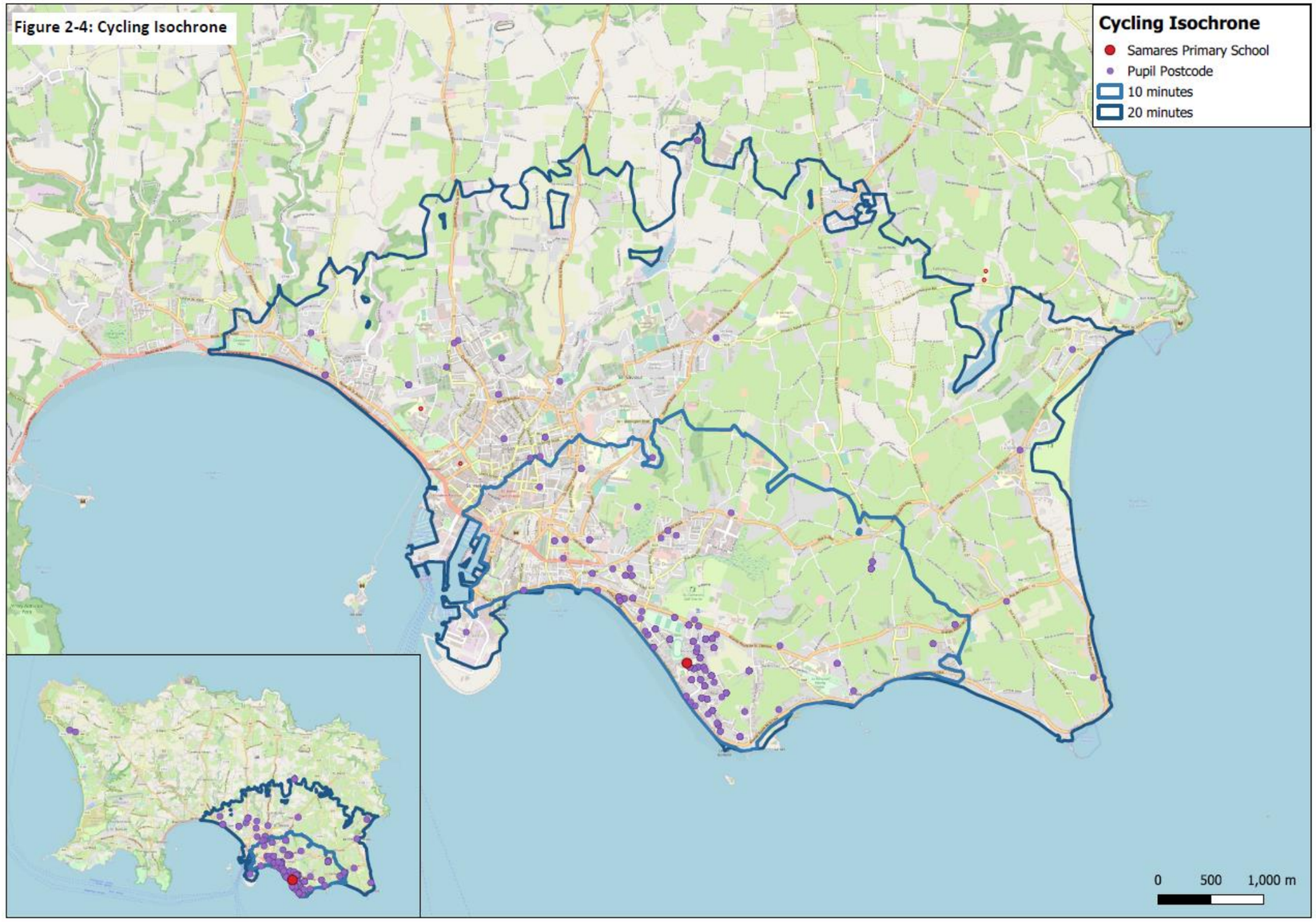
2.1.12. The entry to the School Car Park/playground at the back of the school on Le Squez Road is on a slope and a concrete lamppost close by which could affect visibility. There is also a speed hump in close proximity.

2.1.13. **Image 7** shows the entry to the School Car Park/playground on Le Squez Road. **Image 8** shows the northern end of Le Squez Road as a no through road except for cycles.

Image 7: School Car Park / Playground entry

Image 8: No through road at northern end of Le Squez Road

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 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 26 responses to the parent survey, which equates to a 10% response rate based on the current pupil numbers at the school (268). A total of 30 staff responded to the survey, representing a 52% response rate based on the current staff numbers of the school (58).

3.2 CURRENT TRAVEL PATTERNS – PUPILS

Mode Split from Current Travel Pattern

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

3.2.2. Private car has been reported as the main mode of travel to/from the school by 12 of the total 26 respondents (46%). Walking has been reported to be used as a main mode of travel for the majority of the remaining respondents (10, 38%).

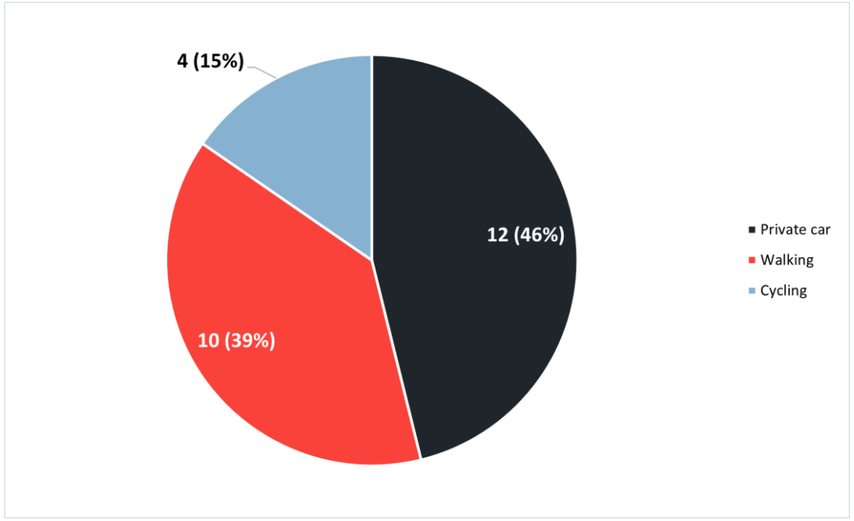
3.2.3. Despite the low response rate, the walking modal share above generally aligns with the proportion of pupils who live within the school walking catchment area detailed in **Section 2** and with the site visit observations. Cycling has been reported as the chosen mode to travel to/from school by four respondents even though 100% 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 (33%) 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 school.

3.2.5. This was followed by 20% of the respondents reporting onward journeys for the parent/carer as their reason for current mode of travel. Subsequent responses are split between journey time (18%), journey safety (8%), journey cost and other reasons (6% each) and environmental concerns and no alternative modes available (4% each).

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



N= 26 (100% of respondents)

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

"Unfortunately, most days we have to walk onto the road which is very dangerous as some cars are speeding this is due to dog owners not picking up their dog mess as it's all over a long stretch of pavements either side."

"The car park tends to get a bit chaotic. Parents walking through the car park or children running out, both not looking. People parking however they like and with all of this it can become quite dangerous."

"Parking available but problematic"

Commented [GV1]: Onwards - need checking and amending

Commented [GB2]: 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, all of the 26 respondents reported no travel issues are experienced, out of which 12 stated to use private car to school, 10 stated to walk and the remaining four cycle.

Journey Times

3.2.7. Information of journey times was also collected from the survey.

3.2.8. It was reported that 24 (92%) respondents have a journey time of less than 15 minutes, one respondent has a journey time between 16 and 30 minutes and the remaining one respondent between 31 and 45 minutes.

3.3 FUTURE TRAVEL PATTERNS - PUPILS

3.3.1. When asked whether they would consider using an alternative mode of travel to/from school, 13 (50%) stated they would not and, whilst the remaining 13 respondents (50%) stating they would.

3.3.2. Amongst the 13 respondents who would not consider changing their current travel mode, six (23% of total respondents) currently travel to/from school by private car, with the remaining five respondents walking (19% of the total respondents) and two respondents cycling.

3.3.3. Amongst the remaining 13 parents who would consider changing travel mode, six (2% of total respondents) currently travel by private cars to the school, with remaining respondents willing to change travel mode currently walking and cycling.

3.3.4. Overall, the most considered travel mode for the future was cycling, with eight respondents (31%) choosing this option. This was followed by seven respondents (27%) considering walking, four respondents (15%) considering dedicated school bus, each of two respondents (8%) considering private car, car share with other families and public bus, with the remaining one respondent considering travel by taxi. Among the seven respondents who have chosen walking as a potential future mode, four of them travel by private car, two by cycling and one by walking (but still chose walking as a potential future mode). Results are summarised in **Figure 3-3**.

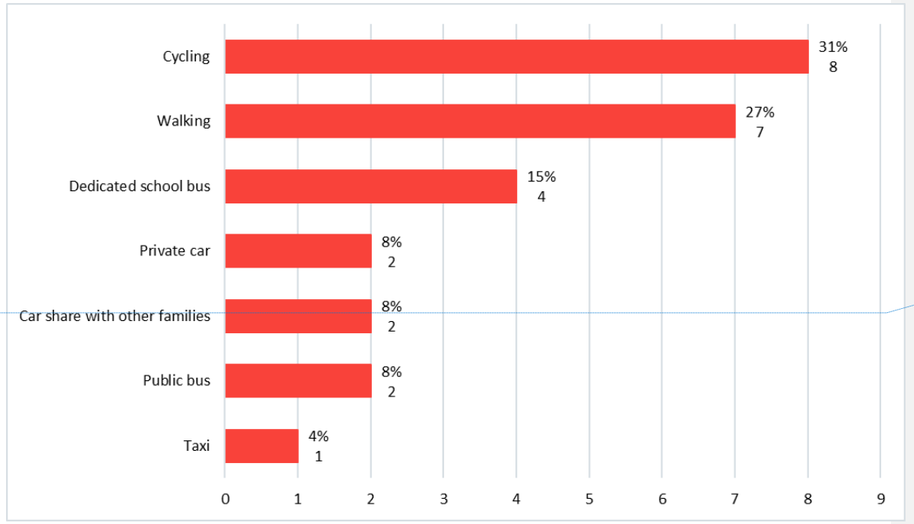
3.3.5. Following from the positive considerations to switch to more active and sustainable travel modes, the survey asked what measures would encourage respondents to allow their child to walk/cycle more to the school. Of the 26 respondents, nine provided an indication of the type of measures which would encourage them to allow pupils to walk or cycle to school (in addition to those who already walk). Overall, safer cycling routes to school was mentioned by 18% of the parents as an effective encouraging measure and safer walking routes by 12% of the parents, followed by cycle proficiency training (e.g. bikeability) (9%), slower traffic speeds in the vicinity of the school (6%) and more or better cycle parking at school, more or better information on safe walking and cycling and incentives (3% each).

3.3.6. In detail, of the seven respondents willing to shift their current mode of travel to walking in the future, two suggested slower speeds in the vicinity of the school 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 eight respondents considering this as a potential future mode of travel to/from school, five currently travel by car and three by walk. Safer cycling routes was the most popular measure to encourage cycling with four of the eight respondents stating this. Slower traffic speeds in the vicinity of the school and cycle proficiency training (e.g. bikeability) were the next most-stated measure for considering cycling in the future, with two of the eight respondents stating these.

3.3.8. Similarly, measures to encourage bus as a mode of travel to school was asked. More regular bus services were the most popular measure, with 13% of the respondents stating this would encourage an uptake in bus use. This was closely followed by safer walking routes between the bus stop and school, cheaper fares and other reasons (with 10% of the respondents stating each of these reasons). Improved bus waiting facilities at or near the school, shorter distance between bus stop and school, more direct bus services and improved information on bus services were also chosen options as shown in **Figure 3-5**.

Figure 3-3: Modes Considered for Future Travel

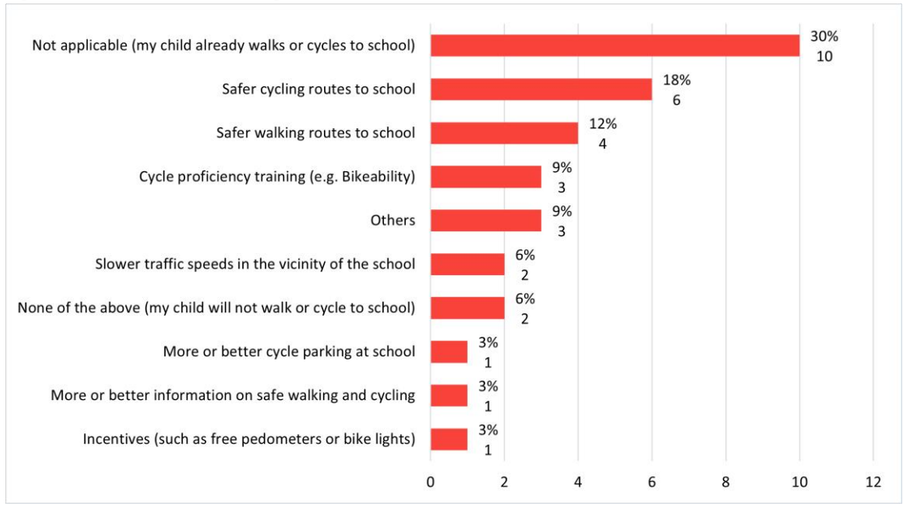


N= 26 responses, 13 respondents (50% of total 26 respondents)

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.

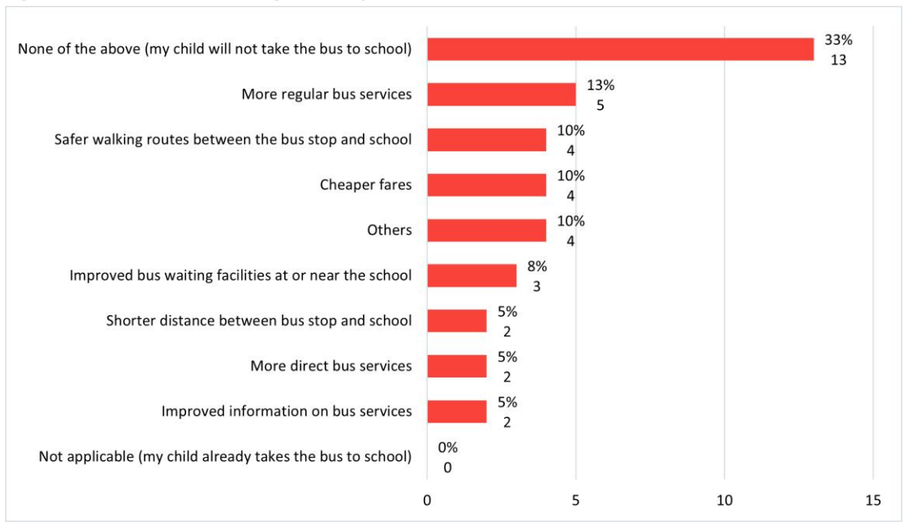
Commented [GB4]: The number of responses for this particular question is more than the number of respondents (respondents providing multiple choices to the question). Hence the statistics pertaining to this particular question have been represented in terms of a percentage of the total responses and not respondents.

Figure 3-4: Measures to Encourage Active Travel



N= 33 responses, 22 respondents (85% of total 26 respondents)

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



N= 39 responses, 26 respondents (100% of total 26 respondents)

3.4 STAFF SURVEY

3.4.1. Most staff respondents reported using private car as their main mode to school (23 of 30, 77%), although all of these arrive at 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.

3.4.2. Walking has been reported as main mode of travel to/from school by only three members of staff (10% of respondents). Additionally, two other members of staff reported in the survey that he/she cycles to/from school and one other member reported to car share with other staff.

3.4.3. When asked about travel issues experienced when travelling to and from the school, 27 staff respondents (90%, most of which currently drive) reported to have no concerns. All members of staff who reported experiencing any travel issues referred to cycling safety, missing or inadequate cycleways, illegal parking and other reasons. The three respondents who walk to/from the school reported they experience no travel issues.

3.4.4. Open comments on travel were received from six members of staff, of which two travel by private car, two cycles, one walk and one uses other mode of transport. The comments are as follows:

"The cars travel far too fast through school road, especially between m and s and the car park outside Samarès nursey, and cars exiting M&S car park a lot of the time don't even stop at the exit/entrance."

"Roads have lots of drain covers and surfaces uneven for cycling plus if you walk from Longueville along by Waitrose the pavements are very uneven and sloped making it uncomfortable to walk, have sprained ankle before because of the camber."

"If there were more frequent buses, I would use public transport."

"I would rather take the bus to work or other environmentally friendly means of travel. However, to do this from where I live in St John would mean that I would have to take 2 buses and wouldn't arrive at school until too late as the buses don't start early enough in the morning."

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 75% of those who drive reporting the main reason for driving to be onward journeys for the parent/carer.

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.

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/battery electric vehicle/unknown/car share), bus (school bus/public bus), taxi, cycling and walking.

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 kgCO_2e. These are shown in **Table 4-1** and **Table 4-2**.

Table 4-1: Total Annual Emissions (kg CO_2e) by Mode Travelling to Samarès Primary School

Vehicle Type	Number of Pupils (Based on postcode data)	Emissions (kg CO_2e Per Pupil)	Total Annual Emissions (kg CO_2e)
Car (Petrol)	43	58.48	2,518.99
Car (Diesel)	43	58.60	2,524.07
Car (Unknown)	17	58.54	1,008.46
	Total	**175.62**	**6,051.51**

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

Emissions per mode per Parish (kg CO_2e)				
	Petrol Car	Diesel Car	Car (Unknown)	Total
Grouville	128	128	51	307
St. Clement	946	948	379	2273
St. Helier	795	796	318	1909
St. Ouen	273	274	109	657
St. Saviour	273	274	109	656
Trinity	104	104	42	249
Total	**2519**	**2524**	**1008**	**6052**

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.

5 SAMARÈS SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL

Issue 1:

The school's travel survey results indicated that 46% of students travelled to school via private car, despite only 20% of stating the reason as being parent/carer onward journey as the reason for this mode choice. The school's private car drop off and pick up system encourages a reliance on using the private car.

Why is this an issue?

5.1.1. A high dependency on private car use for school-related travel results in an increased pressure on the local highway network, causing a car-dominated environment and perceived road safety issues.

What are the opportunities?

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

5.2 LIMITED USE OF SHARED TRANSPORT

Issue 2:

No pupils reporting to travel by shared transport i.e. school bus/car sharing.

Why is this an issue?

5.2.1. From the survey results, there are no respondents reporting to travel by bus or car sharing. This may be because there are limited bus services which may not align with school start and finish times.

What are the opportunities?

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

5.2.3. Car sharing could be encouraged by creating a database of parents living nearby and putting them in contact.

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 wider measures in **Section 7**.

6 SCHOOL TRAVEL AND TRANSPORT OBJECTIVES

6.1 TRAVEL AND TRANSPORT OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Samarès 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 Samarès. 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 Samarès, 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 Samarès, 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 Government of Jersey environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.

Table 6-1: School Travel and Transport Objectives

Objective Reference	Objective
O1	• Improve road safety and minimise potential conflict between motor vehicles and other road users
O2	• Manage the overall demand for single occupancy car trips to and from the school site
O3	• Manage parking demands and optimise the allocation and management of available car parking
O4	• Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
O5	• Enhance the quality and availability of travel information and advice for pupils, parents, carers and staff
O6	• Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

6.2 DEVELOPING POTENTIAL SOLUTIONS

6.2.1. Based on the desktop research, site audits and travel survey results, a wide range of measures and initiatives have been identified to deliver sustainable transport solutions and outcomes at Samarès School. The measures will not have the potential to wholly reduce existing reported issues, but each will capitalise on the opportunities identified and contribute directly or indirectly to helping improve the travel and access situation in and around the school.

6.2.2. Proposed measures are drawn from established industry best practice and with a focus on identifying measures appropriate in this context.

6.2.3. Measures are grouped by theme as shown in **Figure 6.1**.

Figure 6-1: Measures grouped by theme

6.2.4. Proposed measures are presented in the following chapter to achieve more sustainable travel outcomes at the school.

7 WIDER MEASURES

7.1.1. There are a wide range of measures to consider. Following a review of information from the travel survey, and considering industry best practice, this chapter presents a series of proposed measures grouped by theme and aligned to fulfilling the aim and objectives in **Section 6**. These are summarised in the below tables.

Table 7-1: Samarès Primary School Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Review the existing School Travel Plan for Samarès Primary School	The 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 Travel Plan should be reviewed regularly to understand which measures are being effective, which ones have to be reviewed, if new measures are required, and whether progress is being 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.	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.

Commented [GV6]: We haven't received this

Table 7-2: Samarès Primary School Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W3	Walking/scooting and, cycling maps	School-specific maps could be created denoting the most direct, safe and coherent route for active travel connections between the school and surrounding catchment. Maps can be distributed to parents/carers via school newsletters and be updated when required to reflect changes and improvements to local active travel networks.	O1, O4, O5	Considering the high level of pupils living within walking and cycling distance to the school, these measures would help parents/carers and pupils consider to walk, scoot or cycle to school with walking/scooting and cycling maps denoting the safest and most direct routes. A reward-based participation scheme can also be a highly effective means of overcoming any inertia in choose walking, scooting or cycling by direct incentivising and rewarding change. For a set period more children at the school can be encouraged to trial and experience active travel for some or all of their school journey; reinforcing in many instances that it may present a viable and convenient alternative to being driven to and from school.
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'.		
W5	Audit and develop key walking routes to school	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including immediately adjacent streets which would benefit from a walking audit to identify their potential for upgrade and improvement. This could be conducted by a School Community Street Audit using an approach such as the UK Walking Route Audit Tool (WRAT) which is freely available online. This tool will assess the current suitability of walking routes against key criteria including directness, attractiveness, comfort, safety and coherence. The outcomes of the route audit process and be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.	O1, O3, O4	73% of pupils live within walking distance from the school however a 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.
W6	Audit and develop key cycling routes to school	GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, which would benefit from a cycling audit to identify their potential for upgrade and improvement. This could be conducted by a School Community Street Audit using an approach such as the UK Route Selection Tool (RST) which is freely available online. This tool will assess the current suitability of cycling routes against key criteria including directness, safety, gradient, connectivity and comfort. The process will also examine critical junctions on these routes to determine how improvements could be made for cyclists. The outcomes of the route audit process can be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.	O1, O3, O4	Considering that 100% 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 parents to cycle their children to school / allow them to cycle, therefore potentially making a significant difference in modal choices.

Ref.	Measures	Description	Supporting Objective	Justification
W7	Improvement of cycling facilities at school	Cycle parking facilities at school are recommended to be reviewed so that spaces are implemented as well as safe and secure storage for cycling equipment (e.g. helmets). Changing facilities are also recommended to be reviewed and implemented if necessary.	O1, O4	This measure is required to enable cycling to school and to complete measure W6 (audit and develop cycling routes to school). New nearby developments have planning obligations to provide funding for purchasing new cycle stands – GoJ to action.
W8	Cycle training (Bikeability)	Jersey Sport offers Learn to Ride and Level 1 cycle training to all Year 5 children during the term time. In addition to this, winter balance bike sessions are offered to all Year 1 children (October to February). In the holidays Jersey Sport offers Balance Bikes (Reception – Year 1); Learn to Ride (Years 1-5); Fun Cycling (Years 1-5); Cycling with Confidence (Years 3-5); Level 1 (Year 4+); Level 2 (Year 5+); Level 1 & 2 combined (Year 5+) and Cycle Maintenance (Year 5+). Adults can also take part in Learn to Ride, Sofa2Saddle and Gaining Momentum programmes.	O1, O4, O5	The travel survey indicates a low level of cycling to/from 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 parents and pupils to cycle on roads and has been reported as a measure which would encourage pupils to cycling. Should the review of cycling routes (W6) be also decided to be implemented, this measure could be highly effective.

Figure 7-1 - Banner Design Competition Example (related to Measure W5)

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

Ref.	Measures	Description	Supporting Objective	Justification
W9	Sustainable school travel campaigns	Sustainable school travel campaigns can be scheduled for the first week of each term and be used to make emphasis on the benefits of sustainable travel and to inform of all options which are available to travel to and from the school. These campaigns may include specific events during school times or after school, including curriculum-linked sessions facilitated by experts on relevant topics, training sessions on walking and cycling safety, cycle training. All available information and advice should be actively offered to parents 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 pupils and parents/carers publicly available. Also, reinforcing the knowledge of the measures and preparing sustainable travel training events and sessions during fixed weeks of the year will increase the success rate of the measures. These can be advertised also via the regular newsletter which the school issues weekly.

Ref.	Measures	Description	Supporting Objective	Justification
W10	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	Samarès Primary School Facebook has 591 followers (as of 8th June 23). No Twitter or Instagram accounts have been found for the school. The creation of social media accounts including Twitter and Instagram and the creation of a targeted communication strategy through these will increase the visibility of 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.
W11	Classroom / assembly activities on sustainable travel	Scheduled curriculum-linked sessions on sustainable, safe and healthy travel to school could be incorporated within lesson and assembly plans. This would be an opportunity to share information on travel options for 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 7-4: Samarès Primary School Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W12	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.	O1, O3, O6	Bus stops near to the school is served by limited bus services, 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.

8 PRIORITISATION OF MEASURES

8.1.1. 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.

8.1.2. To assist Government of Jersey in determining which measures to prioritise, each has been assessed against a set of seven initial key criteria. These are as follows:

1. **Road Safety Impact**
- High (3) – likely to result in a positive benefit for all user groups or a significant benefit for NMUs
- Medium (2) – likely to result in a minimal benefit for all user groups and NMUs
- Low (1) – likely to result in a limited benefit for all user groups

2. **Modal Shift Impact**
- High (3) – likely to result in a significant measurable increase in sustainable travel
- Medium (2) – likely to result in a small measurable increase in sustainable travel
- Low (1) – likely to result in a nominal measurable increase in sustainable travel

3. **Carbon Reduction Impact**
- High (3) – likely to result in a significant measurable reduction in transport carbon emissions
- Medium (2) – likely to result in a small measurable reduction in transport carbon emissions
- Low (1) – likely to result in a nominal measurable reduction in transport carbon emissions

4. **Delivery Cost** (note these reflect the overall delivery costs and are indicative only).
- Low (3) - < £10,000
- Medium (2) - £10,000 - £50,000
- High (1) > £50,000

5. **Technical Deliverability**
- High (3) – no readily identifiable technical constraints on delivery
- Medium (2) – requires additional feasibility assessment to determine deliverability
- Low (1) – obvious/significant issues for deliverability to explore through feasibility assessment

6. **Stakeholder Support**
- High (3) – likely to have no objections and probable support from stakeholders
- Medium (2) – may be some objections and will require consultation but not significant delays
- Low (1) – likely to be significant objections which could delay/prevent the measures

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

8.1.3. Each scheme, grouped by theme, has been assigned a provisional score (between 1-3) for each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any measure is 21 points. Measures scoring 16+ points are considered a higher priority for further detailed scheme development and delivery, with interventions scoring less than 16 considered a lower priority.

Table 8-1: Managing Car Use & Parking Demands: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	Review the existing School Travel Plan for the 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 8-2: Encouraging Active Travel: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W3	Walking/scooting and, cycling 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	2	2	3	2	2	2	14	LOWER
W6	Audit and develop key cycling routes to school	1	2	2	3	2	2	2	14	LOWER
W7	Improvement of cycling facilities at school	1	1	1	3	3	1	3	13	LOWER
W8	Cycle training (Bikeability)	2	1	1	1	3	3	3	14	LOWER

Table 8-3: Building Travel Awareness: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W9	Sustainable school travel campaigns	2	1	1	2	3	2	2	13	LOWER
W10	Targeted use of social media	1	1	1	2	3	2	3	13	LOWER
W11	Classroom/assembly activities on sustainable travel incl. banner design competitions	2	1	1	3	3	3	3	16	HIGHER

Table 8-4: Enhancing Shared Transport: Prioritisation of measures (provisional)

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W12	Review of bus services to/from school	1	2	2	2	2	2	2	13	LOWER

9 CONCLUSION AND NEXT STEPS

9.1 CONCLUSION

9.1.1. The report has outlined opportunities and a series of measures to enhance sustainable travel patterns at Samarès. These have been determined drawing on evidence from a school travel surveys, site observations and discussions with the school. Taking a themed approach, the measures collectively present options to manage the demand for car-based mobility, encourage an increase in active travel and shared transport, improve road safety travel information and choice for customers, and reduce the impact of emissions from transport on the environment.

9.1.2. The following steps are proposed to advance the proposals in the report to the stage of an implementation programme.

9.2 NEXT STEPS

Review proposed measures and consult with Samarès

9.2.1. A high-level initial prioritisation of measures provides GoJ with the basis for further discussion between stakeholders over which should be advanced, when and through what delivery mechanism. Some measures may represent relatively quick wins, and many complement existing sustainable mobility programmes and service provision on the island. Other measures may be better advanced over the medium to longer terms, for example in close alignment with future major highway schemes being developed for St Clements Parish.

9.2.2. Further engagement and dialogue with Samarès School on how measures are developed and delivered will foster a collaborative and dynamic approach to deliverability, increasing the likelihood future planned investment will be well-supported within the school community and local area, and add the most value.

Determine shortlist and define measures

9.2.3. Following further engagement with Samarès School and wider stakeholders, including prospective delivery partners, a provisional shortlist of measures should be agreed. It is suggested these remain a combination of measures across each theme for a rounded approach to resolving existing issues and delivering a more comprehensive approach to promoting more sustainable school travel outcomes.

9.2.4. Certain schemes will of course require additional definition and development; for example, transport impact assessments, developing outline designs and conducting safety audits. Funding sources will need to be identified and provisional budget allocations assigned. It is advised that budgeting is informed through further discussion with prospective delivery partners.

Develop implementation programme

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