Government of Jersey

ST. JOHN'S PRIMARY SCHOOL

School Issues and Opportunities Report

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CONFIDENTIAL

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 on the Island. The purpose is to help inform future transport investment plans and initiatives that will promote more active and sustainable school travel patterns, support air quality and net zero carbon objectives, and help alleviate localised traffic congestion.

1.1.2. This report focusses on St. John's School, the parish school of St. John's.

1.1.3. Travel issues and opportunities contained within this report have been identified through an evidence-led approach, comprising the following two methods:

- A school travel questionnaire issued to parents and school staff, to collect information on existing travel patterns alongside views on current travel issues and feedback on possible solutions; and
- Discussions with the school Deputy 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 STUCTURE

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

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

2 EXISTING CONDITIONS

2.1 EXISTING CONDITIONS

2.1.1. St John's is a primary school located on the south of St John's Village, in St John's Parish to the north of the Island, approximately 8km to the northeast of St Helier.

2.1.2. St John's Primary School has an island-wide catchment area. The school has approximately 195 students ranging between 3 and 11 years of age based on the school's 2021 enrollment. The school has approximately 24 full time education staff members.

2.1.3. The school operating hours are between 08:30 and 15:00, with morning arrival times being between 08:15 and 08:45 and afternoon departure times more concentrated at 15:00.

2.1.4. St John's Primary School can be accessed from La Rue des Buttes where a pedestrian and a vehicular access points are located. The vehicular entrance to St John's School from La Rue des Buttes is dedicated only to members of staff who park their cars on the playground. These accesses are used for children being dropped-off or picked-up by car, those walking/cycling from/to the south of the school or on La Rue Gombrette and La Rue des Buttes, and staff driving and parking on site.

2.1.5. There is another segregated access off La Rue de la Mare Ballam for those walking and cycling from/to St John's Village or other locations to the north of / along La Rue de la Mare Ballam.

2.1.6. There are also public car parking spaces to the front of the school entrance on La Rue des Buttes. These spaces are limited for a maximum duration of 5 hours and are not used by school staff or parents dropping off or picking up their children at school. Additionally, parking is not permitted on-street in proximity to the school grounds between 8:30 and 9:00, and between 14:45 and 15:15.

2.1.7. Figure 2-1 illustrates the pedestrian and vehicular access points for St John's Primary School, with the images thereafter illustrating the areas adjacent to the school.

Site visit

2.1.8. A site visit was undertaken during the morning pick-up period on Tuesday 16th November 2021. The weather during the site visit was mild, cloudy and dry.

2.1.9. Parents were observed dynamically dropping their children off with help of a member of staff on the entrance at La Rue des Buttes, with a temporary one-way system in operation which enables vehicles to arrive at La Rue des Buttes only from the south or via La Rue Gombrette, with no access from La Rue de la Mare Ballam. A maximum of six vehicles were observed queuing during a very short period of time, to thereafter join La Rue de la Mare Ballam.

2.1.10. Additionally, all pupils who were observed arriving at school by walking during the site visit used the segregated pedestrian access which borders St John's Parish Hall after crossing La Rue de la Mare Ballam with help from the crossing patrol. The crossing patrol is a regular arrangement for St John's school as no controlled or zebra pedestrian crossings are in place along the A9 and A10 roads in proximity to the school.

Figure 2-1: St John's Access

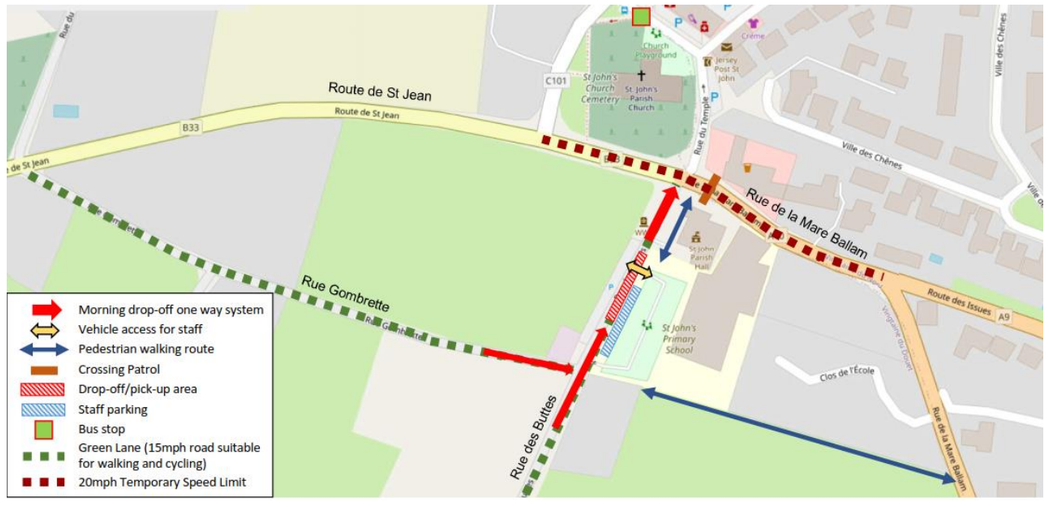


Image 1: La Rue Gombrette (Green Lane)

Image 2: Dynamic Drop Off (1-way system)

Access on Foot

2.1.11. La Rue des Buttes, which provides the main point of access to the school, is a Green Lane with a 15mph posted speed limit that can be accessed on foot from either La Rue de la Mare Ballam or La Rue Gombrette. La Rue des Buttes does not have pedestrian provision, however the low levels and speeds of traffic during school drop off and pick up times make it easy and safe for children and parents to walk on the section of road adjacent to the school, also helped by school staff during those times.

2.1.12. Similarly, information provided by the school suggests that the 15mph posted speed limit of La Rue Gombrette and the Green Lane designation of the road make it attractive as a walking route from/to the west of the school, although no dedicated pedestrian facilities or lighting are provided.

2.1.13. Footways along La Rue de la Mare Ballam to the north of the school are narrow or non-existing, with no pedestrian connection along La Route de Saint-Jean (to the west) and La Rue des Issues (to the east).

2.1.14. Pupils who live to the north of the school, mostly in St John's Village, walk to St John's school and have to cross La Rue de la Mare Ballam. La Rue de la Mare Ballam is subject to a temporary speed limit of 20mph during school drop off and pick up times and, as there are no formal crossing facilities, a crossing patrol is present to help pupils safely cross the road. From there, and to prevent walking along La Rue des Buttes where vehicular drop off and pick up takes place, children are directed around St John's Parish Hall along a segregated path with direct connection to the school.

2.1.15. Additionally, to the main points of access, there is a Public Right of Way connecting the A10 La Rue de la Mare Ballam to the south-eastern corner of the school approximately 130m to the southeast of the priority junction between La Rue de la Mare Ballam and La Rue des Issues, providing direct entrance to St John's School from south-eastern directions. This can also be seen in Figure 2-1.

Potential catchment for journeys on foot

2.1.16. An isochronal map for walking is shown in Figure 2-2. This has been created, using a geographic information system (GIS) tool, to indicate accessibility to St John's Primary 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.

2.1.17. In accordance with the above methodology, Figure 2-2 includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that all residential areas within St John's are within a 10-minute of St John's Primary School, and Le Grand Mourier, Tombette, Mont Mado and Les Landes are within a 20-minute walking distance from the school.

2.1.18. Through the use of anonymous pupil postcode data for St John's Primary School, it can be identified from Figure 2-2 and Figure 2-3 that 25% of pupils live within a 10-minute walking distance from/to the school and a further 22% can walk to/from the school within a 10 to 20-minute trip.

2.1.19. Areas further afield of the 20-minute walking area are likely to be considered too far to walk for many, and may be more conducive to cycling, public and shared transport for the 53% of pupils who live out of the walking catchment area. The future focus on promoting walking, including developing improved route connections to the school from the surrounding area, might best be targeted within the areas indicated as well as existing patterns to help identify specific walking desire lines and potential route connections.

Image 3: Crossing Patrol

Image 4: Pedestrian connection from Town Hall

Figure 2-2: Walking Isochrone

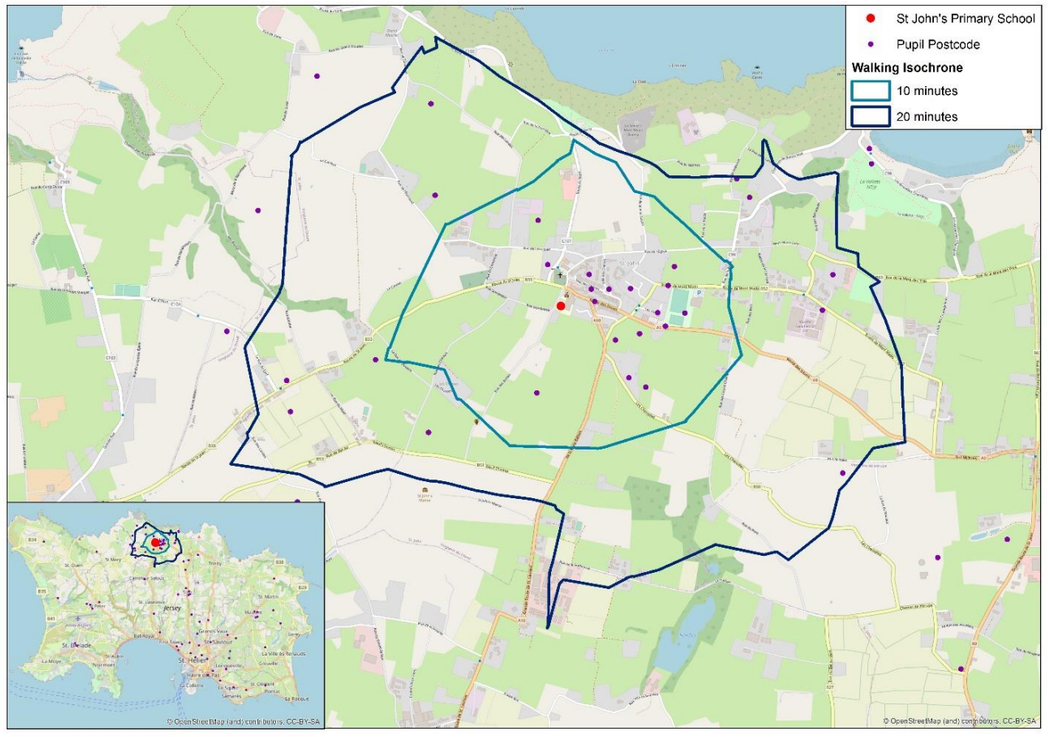
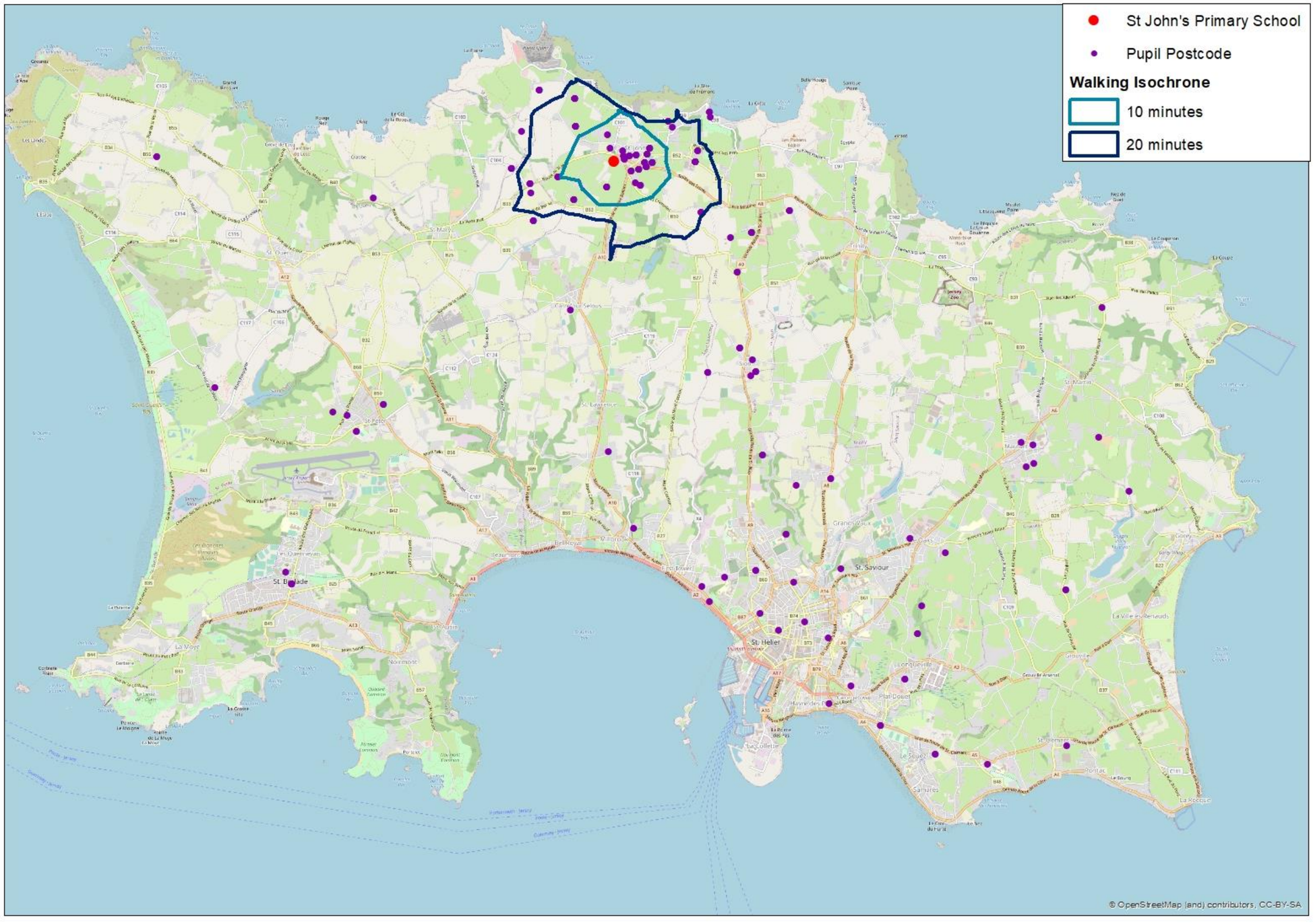


Figure 2-3: Extended walking isochrone to idenitfy postcodes within walking distance to St John's Primary School



Access by Cycle

2.1.20. There is no cycling infrastructure located within the immediate vicinity of the school entrance. The strategic nature of the nearby roads suggests that cycling is less likely to be a viable choice to travel to/from school other than along the Green Lanes comprised of La Rue de Buttes and La Rue Gombrette (connections to/from the south and west although to main roads with no cycling infrastructure), and the PRoW from the A10 La Rue de la Mare Ballam (connection from/to southeast although with no cycling infrastructure present on the A10).

2.1.21. In alignment with the above, few pupils were observed arriving by cycling to St John's school during the site visit, mostly from La Rue de Gombrette and La Rue de Buttes (Green Lanes), although demand was also observed arriving from the residential area of St John's Village to the north of La Rue de la Mare Ballam where they dismounted to cross the road and thereafter access the school by walking.

2.1.22. Cycle parking facilities for both pupils and staff are provided within the school premises: 6 of them being covered and secure by the main entrance to the school building, and 4 additional uncovered spaces by the staff car parking area on the playground. Additionally, three cycle racks are provided on the public highway by St John's Hall and one *EVie* cycle was parked on the facilities during the site visit.

Potential catchment for cycling journeys

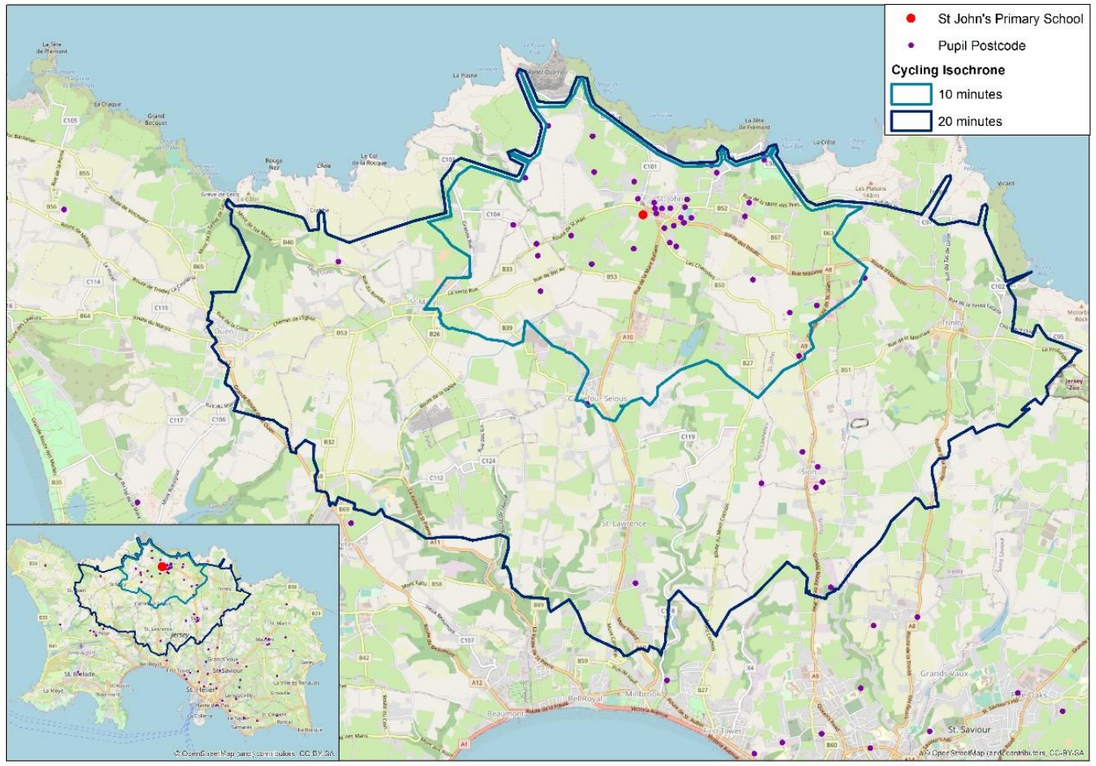
2.1.16 An isochronal map for cycling journeys to and from St John's school is shown in Figure 2-4. Journey times are indicated based on a standard cycling speed of 18km/h, and assuming that cycle journeys follow the highway network. It should be noted that the GIS tool does not account for the topography of Jersey and therefore realistic cycle distances may vary slightly from the map.

2.1.17 Using anonymous pupils' postcode data, it can be identified that 57% of St John's Primary School pupils live within a 10-minute cycling distance to/from the school, and an additional 12% can cycle to/from the school within a 10 to 20-minute ride.

2.1.18 In accordance with the above, St John's school can be accessed within a 10-minute cycle from areas such as Carrefour, St Cyr, Les Hautes Croix and Le Petit Mourier. Areas of St Lawrence, St Mary's, St Ouen and Trinity are within a 20-minute cycle journey.

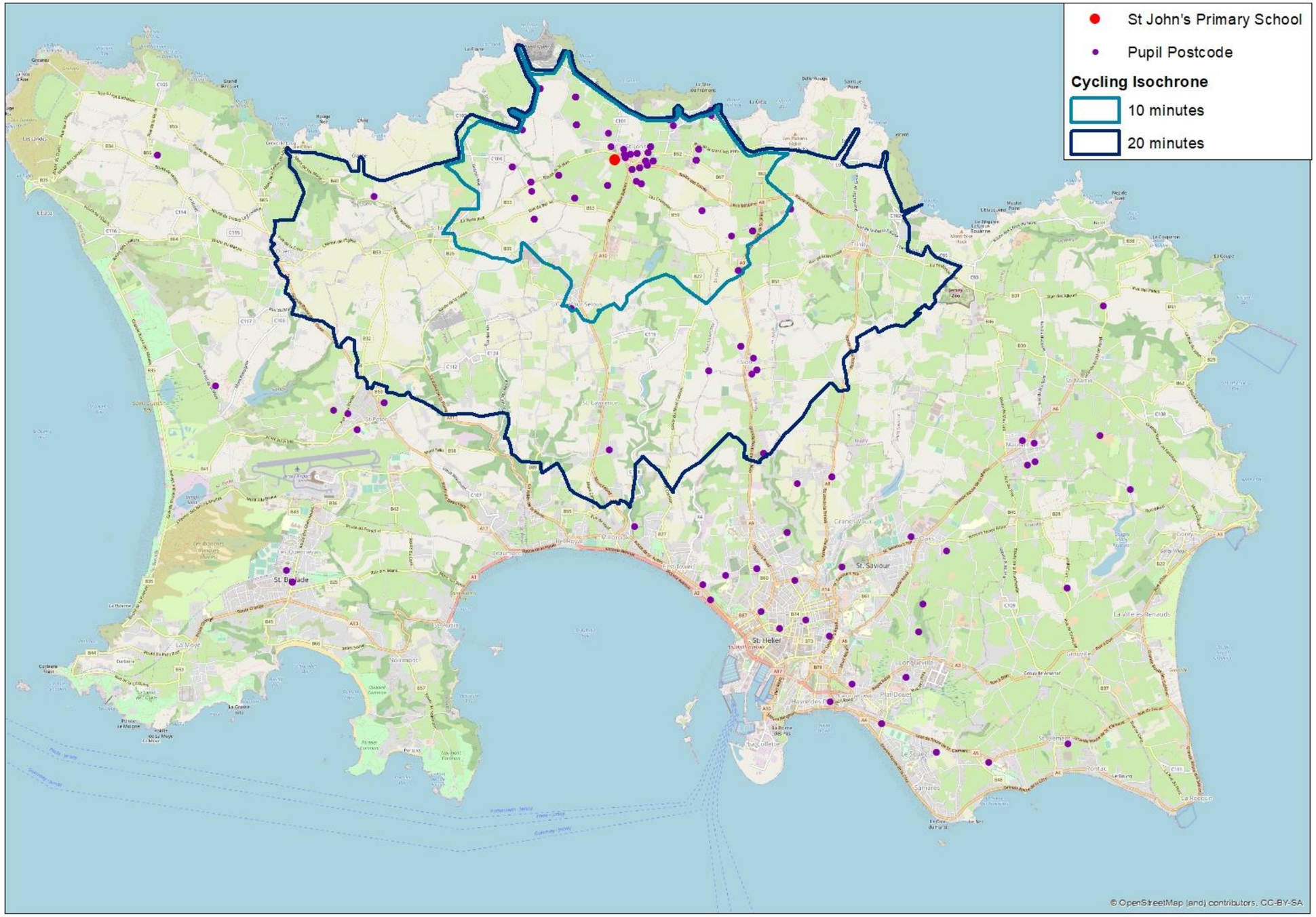
2.1.19 Areas outside the 20-minute cycle distance are more conducive to public and shared transport. This is also applicable to locations from where routes to school present high levels of traffic and/or the possibility for implementing cycling facilities is limited, as this would not make the cycling journey attractive for parents and primary school children. Subsequent analysis could further determine the main desire line for journeys to the school and help understand which routes should become the focus for targeted investment in cycling facilities to support active travel.

Figure 2-4: Cycling Isochrone



Images 5 and 6: School Cycle parking facilities

Figure 2-5: Extended cycling isochrone to idenitfy postcodes within walking distance to St John's Primary School



Bus Services

2.1.20 The nearest bus stop to St John's Primary School is St John's Church. This stop is located 160m to the north of the school entrance (within a 2-minute walk) and served by:

- Route 5 which connects to St Helier Bus Station within an approximate 30-minute trip via Les Hautes Croix, Sion and Le Becquet Vincent; and
- Route 7 which also connects to St Helier Bus Station within an approximately 40-minute trip but via Priory Inn, St Mary's Village, Six Rues, La Ville Emphrie and Millbrook.

2.1.23. Route 5 serves St John's Church bus stop in an hourly frequency, this meaning that pupils using this service would arrive at either 07:26 or 08:46 in the morning and depart at either 14:25 or 15:25 after school. Similarly, Route 7 arrivals in the morning are at either 07:45 or 09:03, and departures at 14:50 or 15:50. These frequencies do not align with school entry and exit times.

2.1.24. It should also be noted that there are no dedicated school bus services that serve St John's Primary School.

Private Vehicle

2.1.25. Vehicular access to St. John's School is provided from La Rue des Buttes, just off La Rue de la Mare Ballam, where there are a small number of spaces located on site for staff parking in the playground although no vehicular movements are made during school times when children may be using the facilities.

2.1.26. There are also some public car parking spaces opposite the school entrance on La Rue des Buttes. The use of these spaces is restricted to a maximum duration of 5h and these have been confirmed not to be used by staff members or parents during drop off and pick up times.

2.1.27. La Rue des Buttes and La Rue Gombrette are Green Lanes with a posted speed limit of 15mph connecting to adjacent rural residential areas. Both Green Lanes also connect with the A10 La Rue de la Mare Ballam (south connection) and the A9 La Rue des Issues (east) and La Route de Saint-Jean (west), all the A roads being 2-lane single carriageway strategic roads.

Image 7: La Rue des Buttes One-way System

Image 8: Part-time 20mph Speed Limit

3 TRAVEL SURVEY RESULTS

3.1 PREAMBLE

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

3.1.2 There was a total of 68 responses to the parent survey, which equates to a 35% response rate based on the current pupil numbers at the school (195). A total of 17 staff responded to the survey, which equates to 71% response rate based on the current staff numbers of the school (24).

3.1.3 This section presents the findings from the parents' and staff survey independently in consideration of the level of obtained responses, identifying the current and potential future travel patterns as well as travel concerns. The information collected from the surveys have been incorporated and used alongside on-site observations and discussions with the deputy head teacher of St John's Primary School to inform the measures set out in Section 7 and Section 8 of this report.

3.2 CURRENT TRAVEL PATTERNS - PUPILS

Mode Split from Current Travel Pattern

3.2.1 Figure 3-1 illustrates the modal split for journeys to/from St John's Primary 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 St John's Primary School by 48 of the total 68 respondents (71%). Walking has been reported to be used as the main mode of travel for many of the remaining responses (15, 22%).

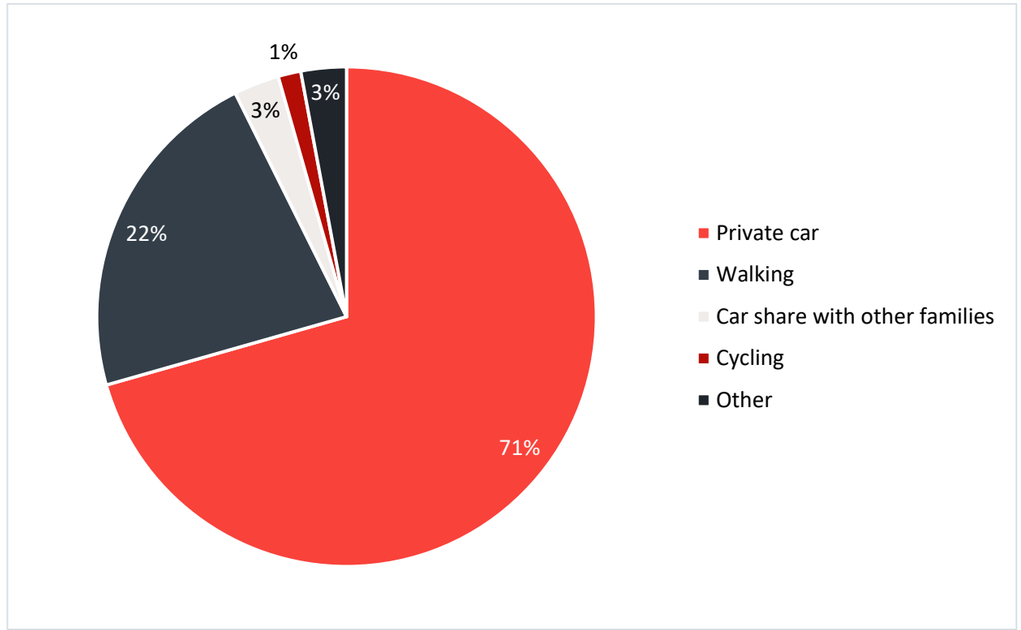
3.2.3 The reported walking modal share aligns with the proportion of pupils who live within the school walking catchment area as detailed in Section 2. Contrarily, cycling has only been reported as the chosen mode to travel to St John's Primary School by 1 respondent, which is not reflective of the proportion of pupils who live within a cycling distance from the school (69%, illustrated in Figure 2-5). This may give an indication of the representativity of the sample and/or the challenges faced when cycling to/from St John's Primary School.

Reason for Modal Choice

3.2.4 Journey distance was reported by many respondents (28, 41%) as the main reason for their current travel mode. This was followed by 13 respondents (19%) reporting the onward journey for the parent/carer is the main reason for their current mode of travel. Subsequent responses reported that no alternative modes being available and journey safety were their main reasons for modal choice (both reported by 7 respondents, 10%).

3.2.5 Additionally, respondents who reported other reasons (8, 12%) noted the age of the pupils and bus times as reasons for choosing their main travel mode.

Figure 3-1: Modal Split for Current Travel Patterns – St. John's Primary School Parents



N= 68 (100% of respondents)

Figure 3-2: Reported Issues Impacting Travel Choice

"Often, at pick-up time there is nowhere to park. I then have to circle round until spaces become available"

"Going to school in the morning there is a one way system in place which pushes all school traffic down La Rue Gombrette. As we walk along this narrow green lane we often need to stand in bushes/field to let traffic pass. At times the cars are going well above the 15 mile per hr limit. It's a very challenging walk with reception aged children and younger siblings."

"No parking, build-up of traffic"

"There is no public bus that runs that would get us to school on time it's either 1 hour early or 5/15 mins late"

Travel Concerns

3.2.6 When asked about transport issues that impact pupil's journeys to and from St John's Primary School, 47 respondents (69%) reported no travel issues are experienced, of which 34 stated they travel to school by private car with the majority of the remaining respondents currently walking.

3.2.7 Of the 21 respondents who reported they experience issues when travelling to/from the school, 9 respondents reported insufficient parking as the main issue they experience. High traffic volumes near the school was reported as an issue by 7 respondents (10% of total respondents) which was followed equally by missing or inadequate footways and crossings, and walking safety (both had 6 respondents raising the issues).

3.2.8 Other issues reported included high traffic speeds, illegal parking, cycle safety and missing or inadequate cycleways. Some of the reported concerns are noted in Figure 3-2.

Journey Times

3.2.9 Information on journey times was also collected from the survey. It was reported that 47 respondents (69%) have a journey time of less than 15 minutes, and 14 respondents (21%) have a journey time between 16 and 30 minutes. Additionally, 7% of respondents have a journey time between 31 and 45 minutes, with the remaining 2% having journey times exceeding 45 minutes.

3.3 FUTURE TRAVEL PATTERNS - PUPILS

3.3.1 When asked whether they would consider using an alternative mode of transport for travelling to/from St. John's Primary School, a majority of 37 respondents (54%) stated they would not, whilst the remain 31 respondents (46%) stated they would.

3.3.2 Amongst the 37 respondents who would not consider changing their current travel mode, 25 (37% of total respondents) currently travel by private car, with the remaining respondents walking to/from the school.

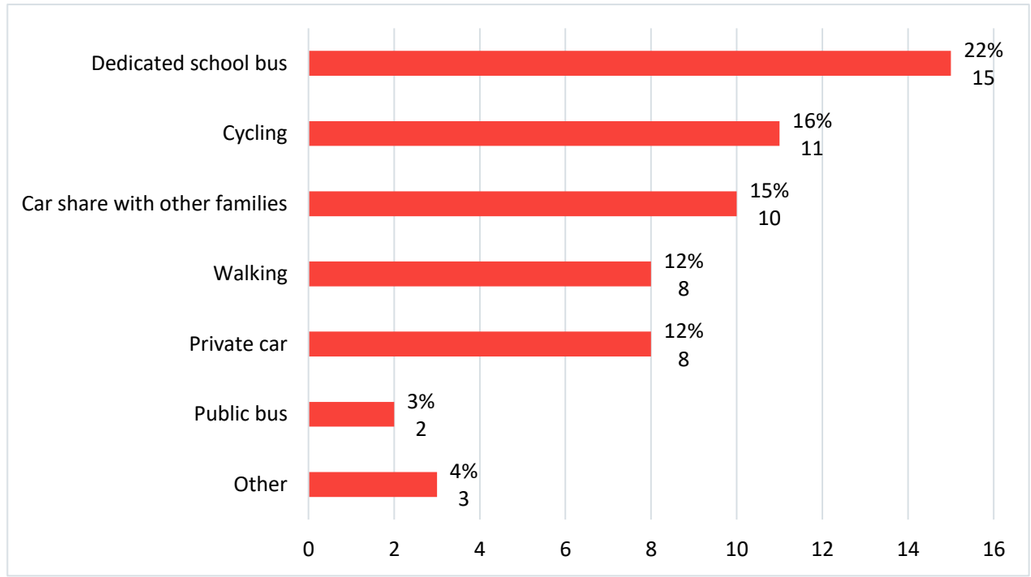
3.3.3 Amongst parents who would consider changing travel mode, 29 (43% of total respondents) currently travel by private cars to St John's Primary School, with the remaining respondents willing to change from walking, cycling or car sharing to a different mode.

3.3.4 Overall, the most considered travel mode was a dedicated school bus, with 15 respondents (22%) choosing this option, contrarily to initial information received which suggested low demand for buses. This was followed by 11 respondents (16%) considering cycling and 10 respondents (15%) considering car sharing with other families of which 7 currently use private car for their travel. There were 8 respondents (12%) who considered both walking and private car. Results are summarised in Figure 3-3.

3.3.5 Thereafter, the survey asked what measures would encourage respondents to walk/cycle more to the school. All of the 68 respondents provided an indication of the type of measures which would encourage them to allow their child to use more active modes of travel to school (including those who had previously said they weren't willing to change travel modes). Overall, safer cycling routes was mentioned by 24 parents (35%), followed by safer walking routes by 21 parents (31%), and cycle proficiency training (e.g. Bikeability) (24%).

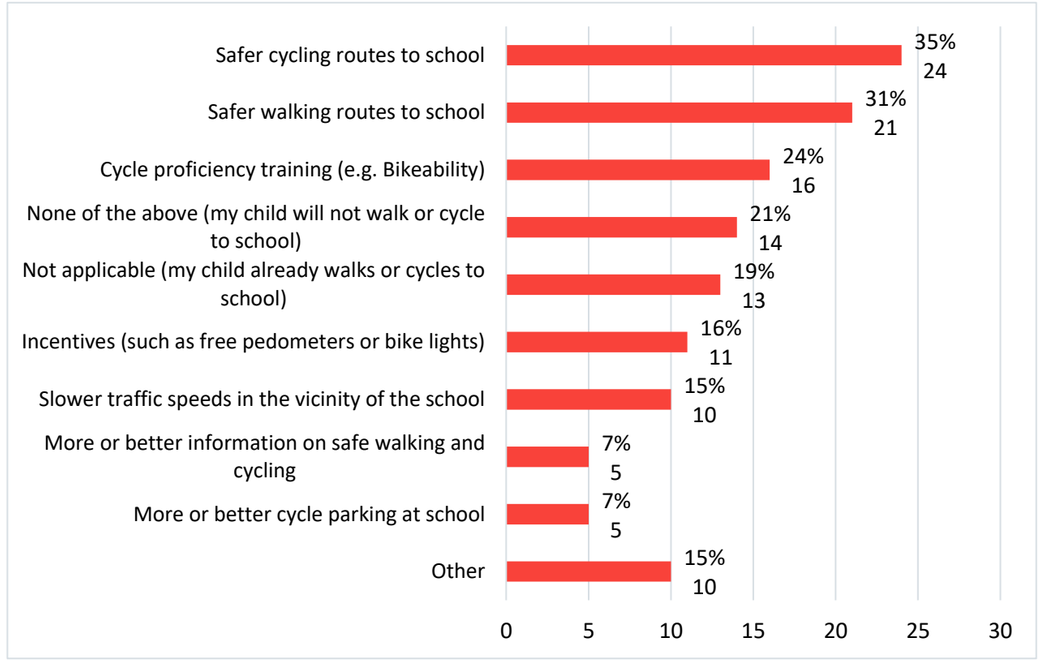
3.3.6 In detail, of the 11 respondents willing to shift their current mode of travel to cycling in the future, 7 suggested safer cycling routes as a measure to encourage cycling to school. Additionally, 5 of the 11 respondents suggested they would be interested in cycle proficiency training. The popularity of these measures is illustrated in Figure 3-4.

Figure 3-3 Modes Considered for Future Travel



N= 57 responses,31 respondents (46% of total 68 respondents)

Figure 3-3: Measures to Encourage Active Travel

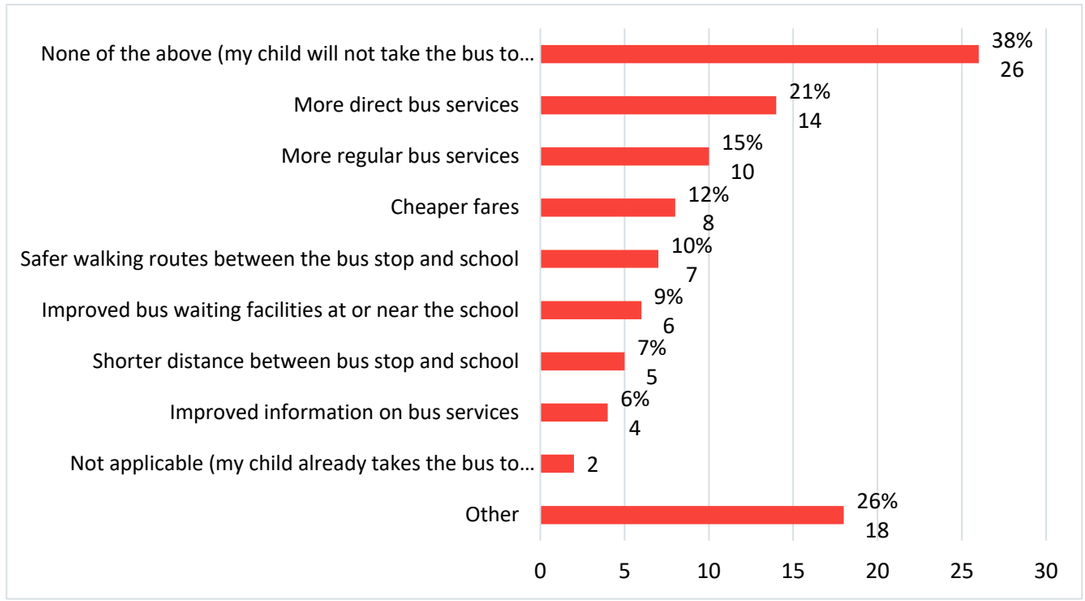


N= 129 responses, 68 respondents (100% of total 68 respondents)

3.3.7 Similarly, measures to encourage bus as a mode of travel to school was asked. The majority of respondents (26, 38%) reported that none of the measures would encourage the future use of a bus. Of the 26 respondents who stated no measure would encourage a switch to bus travel in the future, 19 currently travel by private car, with the remaining walking to/from the school.

3.3.8 Providing more direct bus services was the most popular measure that would encourage an uptake in future bus travel, with 14 respondents (21% of total respondents) stating this. This was followed by more regular bus services stated by 10 respondents (15%) and cheaper fares (reported by 8 respondents, 12%). Other measures to encourage uptake in bus travel included safer walking routes between the bus stop and the school, improved information on bus services and improved bus waiting facilities at or near the school. The popularity of these measures is illustrated in Figure 3-5.

Figure 3-4: Measures to encourage travel by bus to school



N= 100 responses, 68 respondents (100% of total 68 respondents)

3.4 STAFF SURVEY

3.4.1. A total of 17 staff responded to the survey, which equates to 71% response rate based on the current staff numbers of the school (24).

3.4.2. Most staff respondents reported using private car at their main mode to St John's Primary School (14, 82% of total respondents), although all of them arrive at St John's Primary School before school drop-off and 13 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 have been reported as main mode of travel to/from St John's Primary School by only two members of staff (12% of respondents). Additionally, only one member of staff reported in the survey that they cycle to/from St John's Primary School.

3.4.4. When asked about travel issues experienced when travelling to/from the school, 14 staff respondents reported to have no concerns (75%, most of which currently drive). All members of staff who reported experiencing any travel issues referred to walking/cycling safety, missing or inadequate footways and cycle ways, insufficient parking and high traffic volumes near the school. One respondent who walks to/from the school reported to experience no travel issues.

3.4.5. Open comments on travel were received from 5 members of staff, all of whom currently travel by private vehicle. The comments are as follows:

- "We need a proper car park at St John's"
- "Use of public busses to travel to some secondary schools is interesting. Boarding at 7am at St. John to arrive at secondary school for 8:30am?"
- "Traffic calming measures in St. Mary's Village regularly cause near-misses and hazards to cyclists. e.g. not stopping to look at raised crossing near church. Cars crowding when overtaking before raised crossing near garage."
- "Walking down the green lane is the quickest and safest route however on days when it has been raining hard the lane becomes flooded and is impassable. No pavement on main road, for approx. 100 metres, which means having to walk almost in the middle of the road to avoid the flooding at the side of the road. On wet days driving to school would be safer!"
- "The exit from the school on to the main road is very difficult due to the way that the road curves and the speed of vehicles on this stretch. The exit becomes particularly difficult if you are on a bike."

3.5 SUMMARY

3.5.1. The travel survey has highlighted the current high propensity for pupils to be driven to St. John's Primary School, which reflects the proportion of pupils who are beyond a 10/20-minute walking catchment of the school and the reported concerns of walking and cycling provision along the main roads connecting to school. Nevertheless, walking is the second most used travel mode to travel to/from the school, mainly driven by the cluster of pupils living to the north of the school (St John's Village).

3.5.2. Despite the above, there seems to be clear propensity to change travel patterns, with many parents responding with a willingness to consider alternative options, mainly should safer cycling and walking routes to school be implemented, and if dedicated bus services are provided.

3.5.3. Providing convenient, dedicated bus services and delivering improved footways, crossings and cycle infrastructure may boost levels of shared and active travel. Additionally, there is a relevant degree of willingness amongst some parents to share car journeys where a workable arrangement is possible.

3.5.4. Overall investment in promoting more sustainable travel options will also be necessary to raise awareness and ensure parents are better informed about the full range of travel options available and the benefits they may present.

4 BASELINE TRAVEL CARBON ASSESSMENT

4.1 CARBON METHODOLOGY

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

4.1.2 To estimate the total carbon emissions produced by vehicles travelling to and from St John's Primary 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 petrol/diesel/plug in hybrid / battery and unknown private cars, motorbike, bus, taxi, cycle and walk.

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: Total Annual Emissions (kg CO2e) by Mode Travelling to St John's Primary School

Car Type	Number of Pupils (Based on postcode data)	Emissions (kg CO2e Per Pupil Trip)	Total Annual Emissions (kg CO2e)
Car (Petrol)	65	167.09	10,934.73
Car (Diesel)	52	161.46	8,453.10
Car (Plug-In Hybrid)	8	92.92	729.73
Car (Battery Electric)	0	0.00	0.00
Car (Average)	8	127.35	1,000.10
Local Bus	3	70.13	183.57
Taxi	0	0.00	0.00
Cycle	3	0.00	0.00
Walk	39	0.00	0.00

Table 4-2: Breakdown of emissions per parish based on survey and postcode data

	Emissions per mode per parish (kg CO2e)									
	Petrol Car	Diesel Car	Plug in Hybrid Car	BEV Car	Average Car	Local Bus	Taxi	Cycle	Walk	Total
Grouville	416	321	28	0	38	7	0	0	0	810
St Brelade	1,073	829	72	0	98	18	0	0	0	2,089
St Clement	1,584	1,225	106	0	145	27	0	0	0	3,086
St Helier	2,007	1,551	134	0	184	34	0	0	0	3,909
St John	770	595	51	0	70	13	0	0	0	1,499
St Lawrence	139	107	9	0	13	2	0	0	0	270
St Martin	842	651	56	0	77	14	0	0	0	1,639
St Mary	594	459	40	0	54	10	0	0	0	1,157
St Ouen	396	306	26	0	36	7	0	0	0	772
St Peter	614	475	41	0	56	10	0	0	0	1,196
St Saviour	2,106	1,628	141	0	193	35	0	0	0	4,102
Trinity	396	306	26	0	36	7	0	0	0	772
Total	**10,935**	**8,453**	**730**	**0**	**1,000**	**184**	**0**	**0**	**0**	**21,301**

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 ST JOHN'S SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 SAFETY OF SCHOOL ACTIVE TRAVEL ACCESS ARRANGEMENTS

Issue 1

Narrow footways and lack of safe pedestrian routes discouraging parents/pupils walking and cycling to/from St John's School

Why is this an issue?

5.1.1. Footways along the A9 and other key routes around St John's school are typically narrow or not provided due to available space. A school crossing patrol is provided to manage pedestrians crossing La Rue de la Mare Ballam. No formal crossing facility is provided.

5.1.2. The narrow or lack of footways that connect with the residential areas to the north and west discourage some from walking to/from school.

What are the opportunities?

5.1.3. Provision of a controlled crossing on La Rue de la Mare Ballam would enable safe road crossings at all times.

5.1.4. Another measures to improve safety on the network could include extending the part time 20mph further the east and the provision of additional footways and signed alternative routes that avoid the narrow sections of the A9.

5.1.5. Safety of vulnerable users on section to the southeast of the school on the A9 La Rue de la Mare Ballam could also be improved now that the approved planning application on land adjacent to the school has agreed to improve the PRoW connecting to the south-eastern corner of the school boundary.

5.2 CAR PARKING MANAGEMENT

Issue 2

School staff having to park on the playground due to a shortage of space.

Why is this an issue?

5.2.1. Due to a shortage of available space, staff parking is provided on the school playground as the existing parking opposite the school is for public use and has a 5-hour time limit. The use of the school playground reduces the available space for children to play, and also mixes vulnerable users with vehicles and requires management should staff need to enter/leave when the playground is in use.

What are the opportunities?

5.2.2. There is a field opposite the school with a potential forthcoming planning application: provision of dedicated school staff parking in this area would enable to the playground to be solely used for pupils and reduces the interactions and potential issues around pupils and staff access. Additionally, improvements to traditional provision (e.g. providing EV charging points) could be implemented if new relocated parking facilities are eventually explored.

Image 9: School crossing patrol assisting parents and pupils to cross safely

Image 10: St John's Car Park (playground)

5.3 ACTIVE TRAVEL TO/FROM SCHOOL

Issue 3

Insufficient cycle parking capacity at the school.

Why is this an issue?

5.3.1. Discussions with the Deputy Head Teacher identified that the capacity of the existing cycle parking is reached during the summer months. This could discourage children from cycling or scooting to school.

What are the opportunities?

5.3.2. The provision of additional covered, secure cycle parking on playground or other areas would help encourage children to cycle or scoot to/from school.

Image 11: Cycle parking at St John's

5.4 LIMITED USE OF SHARED TRANSPORT

Issue 4

Low level of shared transport options for St John's pupils, these including bus and car sharing.

Why is this an issue?

5.4.1. Analysis of the existing bus services in the area has evidenced that the current bus service times do not align with school start and finish times. The above means that St John's school pupils do not have the opportunity to choose bus as their main mode of transport to / from school.

What are the opportunities?

5.4.2. Survey results indicate that there is a general willingness to travelling by bus to/from St John's School should a dedicated service be provided.

5.4.3. Additionally, car sharing arrangements could be facilitated from locations out of the walking and cycling catchment areas or from where walking and cycling infrastructure is not provided and a reasonable number of pupils live - as demonstrated in the postcode analysis - so that the number of cars around the school is reduced at school drop-off and pick-up times.

5.5 SUMMARY

5.5.1. This section has outlined the school travel and transport issues and their opportunities that have been identified from the information gathered from a site audit and the travel survey results (Section 2 and Section 3).

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 St John's 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 St John's This will drive the overall rationale for investment and is proposed as follows:

'To invest in measures that deliver more sustainable travel to school patterns at St Johns, promoting safer, healthier and more environmentally friendly outcomes through initiatives that contribute to Jersey's net zero carbon targets.'

6.1.2. This aim will be supported by the 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 St John's, helping to reduce the demand for car-based access at the school access during peak times. This will also contribute towards supporting wider public health and States of Jersey environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.

Table 6-1: School Travel and Transport Objectives

Objective Reference	Objective
O1	• Manage the overall demand for single occupancy car trips to and from the school site
O2	• Manage parking demands and optimise the allocation and management of available car parking
O3	• Improve road safety and minimise potential conflict between motor vehicles and other road users
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 and staff
O6	• Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

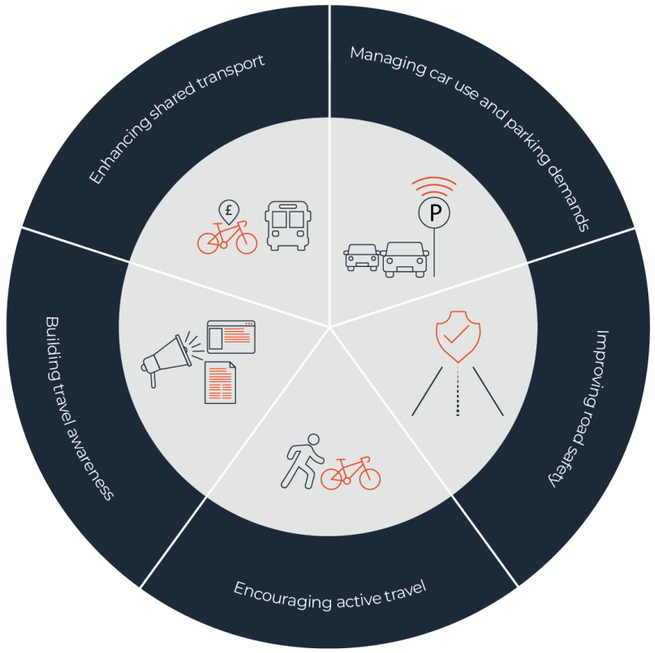
6.2 DEVELOPING POTENTIAL SOLUTIONS

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 St John's. The measures will not have the potential to wholly reduce existing reported issues, but each will capitalise on the opportunities identified and contribute directly or indirectly to helping improve the travel and access situation in and around the school.

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

6.2.3. Measures are grouped by theme, namely;

- Managing car use and parking demands
- Improving road safety
- Encouraging active travel
- Building travel awareness
- Enhancing shared transport



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

7 HIGHWAYS AND ACCESS IMPROVEMENT

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

Table 7-1: Recommended Highway and Access Improvement Measures

Ref	Measures	Description	Supporting Objective	Justification
H1	Controlled crossing on Rue de la Mare Ballam	Provision of a controlled crossing (zebra or Jersey crossing) on Rue de la Mare Ballam close to the Parish Hall. May also include a surface treatment and/or raised table to encourage lower speeds and increase awareness of pedestrians	O1, O3, O4	There is a school crossing patrol provided to facilitate crossing at this location. The provision of a controlled crossing with surface treatment and/or raised table would help increase awareness of pedestrians crossing, encourage lower speeds and make the area more pedestrian friendly, particularly for those with pushchairs and wheelchairs.
H2	20mph limit extension up to La Route du Mont-Mado	Extension of the 20mph speed limit eastwards along La Rue des Issues up to its junction with La Route du Mont-Mado.	O3, O4	La Rue des Issues is narrow between Rue de la Mare Ballam and La Route du Mont-Mado, there being no footway provision. To the east and north of this area, there is a residential area. Pedestrians may walk in the carriageway at this location when travelling to/from the school. Lower speeds along this section would provide a safer environment. Other options to improve connectivity may require a new crossing towards the eastern end of St Johns. Lower vehicle speeds would help provide a safer and more attractive route and crossing.
H3	New footway provision and pedestrian routes between North/East and St Johns School.	New footway provision, crossings, surface treatments and signage to identify pedestrian routes between North/East of St Johns and the school.	O1, O3, O4	There is limited connectivity between the north and east of St Johns and the primary school. There are sections of La Route du Mont-Mado, La Rue de la Mare Ballam and La Rue du Parcq Melbourne where there is no footway provided and the carriageway is narrow. Improved, signed pedestrian routes, including new crossings, footways and surface treatments may encourage parents and children to walk to/from school. The implementation of a school safety zone and an extension to the 20mph speed limit may help facilitate this.
H4	Additional staff parking	Provision of additional parking in the field opposite the school (to be explored with owners and/or alongside potential forthcoming planning application)	O2, O3	There is a shortage of dedicated parking in the vicinity of the school, particularly due to the proximity to the local facilities. The provision of additional parking adjacent to the school, including dedicated staff parking, will encourage safe parking out of the playground and enable greater overall management of parking demand.

8 WIDER MEASURES

8.1.1. In addition to highway and access improvements in the vicinity of St John's, 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 Chapter 5. These are summarised in the below tables.

Table 8-1: St John's School Recommended Measures: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan	A School Travel Plan specific to St John's 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, St John's will be able to understand which measures are being effective, which ones must be reviewed, if new measures are required, and the yearly progress made towards agreed targets.
W2	School Run Car Share Scheme	It is recommended that car-sharing be promoted to manage parking/highway demand. This could include regular lift-shares or adhoc informal arrangements when needed. The school could facilitate a potential matching service through a questionnaire. 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.	O1, O2, O3, O6	Encouraging car sharing to parents and staff could help to manage the issues around highway demand in the area and the pressure on staff parking. Car share arrangements can be regular shares or on an adhoc basis by agreement when needed.

Table 8-2: St John's School Recommended Measures: Improving Road Safety

Ref.	Measures	Description	Supporting Objective	Justification
W3	School Safety Zone (SSZ)	GoJ should explore the merits of creating a School Safety Zone (SSZ) for the roads surrounding the school. Traffic calming could be achieved by increasing the prominence of the pedestrian environment to encourage more responsible driving from passing traffic. The SSZ should aim to provide an 'identity' for the roads outside the school, meaning that drivers will recognise their meaning and react accordingly. Measures associated with the SSZ could include the creation of a school zone 'gateway', murals or displays, themed bollards outside the school, different colour surface material etc.	O1, O2, O3, O4	A SSZ (alongside other measures as listed below) could improve road safety in the vicinity of the school and the main pedestrian routes into the area, helping to achieve a shift to active travel modes. Also, reduced traffic levels in the vicinity of the school and new or improved walking and cycling routes would help encourage parents to walk and cycle their children to school or enable them to do so. The SSZ may directly complement investment in other measures identified.
W4	Footsteps Programme	Buckinghamshire CC in England introduced a programme called 'Footsteps', which is a practical pedestrian training scheme for children aged 4-7 years old, which develops awareness of roads and helps them live safely with traffic. Children are taken into the local area with a volunteer trained tutor to observe the traffic and discuss road safety. There are three stages, green, amber and red. Each stage builds on the last, covering the basic 'Green Cross Code' then adding other aspects of road safety. Footsteps forms part of the wider portfolio of pedestrian training programme New Journey, which also includes First Steps for younger pre-school children and Making Tracks aimed at children moving on from primary to secondary school.	O1, O3, O4	Parents reported issues related to pedestrian safety around the school, these being walking safety and inadequate crossings, the latter being observed during the site visit. By implementing a Footsteps programme, children can be trained so that they develop awareness of vehicles and roads and know how to behave when walking, which could help potential conflict between pupils and vehicles. Also, by feeling safer, some parents and children may consider walking to/from school instead of driving.

Table 8-3: St John's School Recommended Measures: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W5	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. These could be informed by further analysing home postcode locations to ensure routes subject to higher potential demand and with a higher propensity for school trips to be walked or cycled are included. 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	New safe walking routes to/from school have been identified as measures in Section 7 to help encourage parents and pupils to adopt active travel modes when travelling to/from school. In the travel survey, 66% of respondents indicated that safer walking and cycling routes would encourage more active travel choices. Publicising these routes and other alternative quiet routes would provide parents with the information to make active travel choices. When combined with incentives and reward-based participation schemes and competitions would help encourage pupils to use any new routes. Providing information and rewards may help parents to re-assess their travel choice should they discover additional routes which may be shorter or safer, also confirming real travel times via the maps.
W6	Reward-based Participation Schemes	Schemes that encourage participation and active travel through reward-based incentives have grown in popularity in recent years. Examples include 'Beat The Street', operated in England by Intelligent Health whereby 'beat boxes' are located on defined routes within the community and smartcards are issued to participants. Participants then tap boxes with their smartcard to indicate they have walked, or cycled, a specific route and earn points. Points are then aggregated for each school as part of a friendly competitive league, with prizes available for winning schools. The scheme fundamentally encourages walking and cycling activity over a defined period, and incudes the ability to quantify overall health benefits. Alternative, cheaper options include a simplified scheme that could be run through the school. Pupils who 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'.		
W7	Review of Walking Routes	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including the immediately adjacent Green Lanes and also the A9 section connecting to St John's eastern residential roads but has no footway infrastructure, 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	Nearly half of St John's Primary School pupils live within walking distance from school however the reported level of walking is significantly lower. Additionally, safer walking routes to school were identified by 31% of respondents as a measure which would encourage the uptake of active travel choices. The outcomes of this review would feed into H3 and link with W4 and W5.

Ref.	Measures	Description	Supporting Objective	Justification
W8	Review of Cycling Routes	GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, including immediately Green Lanes and adjacent strategic roads, 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 identified cycle 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 and be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.	O1, O3, O4	69% of St John's Primary School pupils live within cycling distance from school however the reported level of cycling is significantly lower. Additionally, safer cycling routes to school were identified by 35% of respondents as a measure which would encourage the uptake of active travel choices. The outcomes of this review would feed into H3 and link with W4.
W9	Improvement of Cycling Facilities at School	Cycle parking facilities at school are recommended to be reviewed so that additional spaces are implemented as well as safe and secure storage for cycling equipment (e.g. helmets)	O1, O4	The Deputy Head Teacher also advised that in the summer months, the existing parking reaches capacity. If there is a greater uptake in active travel, additional facilities will be needed.
W10	Cycle Training (Bikeability)	Bikeability is currently offered on the island by Jersey Sport. Within the 2021/22 academic year, Jersey Sport plan to offer the Level 1 to all Year 5 and 6 children island-wide. This programme could be continued at St John's to ensure pupils benefit from developing skills and confidence to become safe cyclists.	O1, O4, O5	69% of St John's Primary School pupils live within cycling distance from school however the reported level of cycling is significantly lower (1%), although 16% of parents respondents to the survey would consider cycling to school in the future. For this, cycle proficiency training was identified by 24% as a measure that would encourage more active travel choices.

Image 8-1: Banner Design Competition Example

Table 8-4: St John's School Recommended Measures: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W11	Sustainable School Travel Campaigns	Sustainable school travel campaigns can be scheduled for the first week of each term and be used to make emphasis on the benefits of sustainable travel and to inform of all options which are available to travel to and from the school. These campaigns may include specific events during school times or after school, including curriculum-linked sessions facilitated by experts on relevant topics, training sessions on walking and cycling safety, cycle training, etc. All available information and advice should be actively offered to parents and pupils during the campaigns, which can as well be used to get feedback and recommendations from parents as well as to undertake monitoring surveys.	All	Sustainable school travel campaigns are an active way of making all sustainable travel measures for St John's publicly available and which could tie in the newsletters which are already circulated to pupils and parents. 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.
W12	Targeted Use of Social Media	Developing a strategy to implement Social Media profiles, engage with followers and disseminate sustainable travel information 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. The possibility of opening Facebook, Twitter and Instagram accounts may need to be explored depending on parents' profile (age, preferences, etc). 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	No Social Media profiles have been found for St John's Primary School. The targeted use of social media will increase the visibility of St John's sustainable travel strategy, also allowing for continuous encouragement of sustainable travel modes in addition to the regular newsletters issued by the school. 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.
W13	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 children attending St John's and for pupils to also feedback to their cohort on their own experience, views and ideas.	All	Reinforcing the knowledge of the measures and preparing sustainable specific travel sessions for these (in addition to the ones currently implemented) as part of curriculum-linked activities will increase the success rate of the measures.

Table 8-5: St John's Primary School Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W14	Review of Bus Services to/from School	A review of bus services to/from St John's Primary School is recommended to be undertaken. This is to determine whether a dedicated service to school (perhaps adequately shared with other schools) would be feasible so that this travel choice is offered to pupils.	O1, O3, O6	Current bus services for St John's Primary School have 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. In addition to the above, 22% of respondents to the survey declared a willingness to change current travel modes to dedicated bus service, and 36% referred to more direct and regular services as encouraging measures to shift their mode to bus.

9 PRIORITISATION OF MEASURES

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

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

1. **Modal Shift Impact**

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

2. **Carbon Reduction Impact**

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

3. **Delivery Cost** (note these reflect the overall delivery costs and are indicative only).

- Low (3) - < £10,000
- Medium (2) - £10,000 - £50,000
- High (1) > £50,000

4. **Technical Deliverability**

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

5. **Stakeholder Support**

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

6. **Timeframe**

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

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

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
H1	Controlled crossing on Rue de la Mare Ballam	2	2	2	3	3	2	14	HIGHER
H2	20mph limit extension up to La Route du Mont-Mado	1	2	3	3	2	3	14	HIGHER
H3	New footway provision and pedestrian routes between North/East and St Johns School.	2	2	3	2	2	2	13	HIGHER
H4	Additional staff parking	1	1	2	2	2	2	10	LOWER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	Develop a School Travel Plan for St John's Primary School	2	2	3	3	3	2	15	HIGHER
W2	School-run Car Sharing	2	1	3	3	2	3	14	HIGHER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W3	School Safety Zone (SSZ)	2	2	2	2	2	2	12	LOWER
W4	Footsteps Programme	2	2	3	3	3	3	16	HIGHER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W5	Walking/Scooting and, Cycling Maps	1	1	3	3	2	3	13	HIGHER
W6	Reward-based Participation Schemes	2	2	1	3	3	2	13	HIGHER
W7	Audit and develop key walking routes to St John's Primary School	2	2	3	2	2	2	13	HIGHER
W8	Audit and develop key cycling routes to St John's Primary School	1	1	3	2	2	2	11	LOWER
W9	Improvement of Cycling Facilities at School	1	1	3	3	1	3	12	LOWER
W10	Cycle Training (Bikeability)	1	1	1	3	3	3	12	LOWER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W11	Sustainable School Travel Campaigns	1	1	2	3	2	2	11	LOWER
W12	Targeted Use of Social Media	1	1	2	3	2	3	12	LOWER
W13	Classroom/Assembly Activities on Sustainable Travel incl. banner design competitions	1	1	3	3	3	3	14	HIGHER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W14	Review of Bus Services to/from School	2	2	2	2	2	2	12	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 St John's 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 St John's Primary School

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 John Parish.

10.2.2. Further engagement and dialogue with St John's Primary 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 St John's Primary 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.