Government of Jersey

VICTORIA COLLEGE PREP SCHOOL

School Travel Issues & Options Report

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School Travel Issues & Options Report

CONFIDENTIAL

PROJECT NO. 70070620

DATE: OCTOBER 2021

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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 Victoria College Preparatory School (VCP) in St Helier.

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

1.1.4.   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

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

1.1.6.   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. Also, presents a carbon assessment of current school travel patterns.
- Section 4: VCP School Travel Issues and Opportunities – outlines the issues and opportunities apparent from the site audit and travel survey presented sections 2 and 3.
- Section 5: School Travel and Transport Objectives – provides an overview of the aim and objectives of this report.
- Section 6: Proposed Highway Improvements – suggests ways to improve the highway network within the vicinity of the school.
- Section 7: Proposed Additional Measures – proposes additional measures to highway improvements for the school.
- Section 8: Prioritisation of Measures – details the previously proposed measures and their levels of priority for VCP.
- Section 9: Conclusion and Next Steps – details a process for delivery of the recommendations identified.

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2 EXISTING CONDITIONS

2.1 EXISTING CONDITIONS

2.1.1. Victoria College Prep School (VCP) is a Preparatory School for boys in St Helier, located south of Trinity and south-west of St Lawrence. VCP is accessible from two entrances. The main vehicular access is located just north of Grosvenor Street, where Pleasant Street meets Clarence Road. Pedestrian access to the school is primarily provided from Pleasant Street. VCP is bounded by College Hill to the south and is situated to the south west on the same grounds as Victoria College, which offers a secondary school and sixth form. The two schools are separated by a field and trees.

2.1.2. Figure 2-1 illustrates the pedestrian and vehicular access for VCP.

2.1.3. VCP has an island-wide catchment, with approximately 273 students ranging between 7 and 11 years of age based on the school's 2021 enrollment. The school has approximately 30 full time education staff members.

2.1.4. The school operating hours are between 08:45 and 15:00, with morning arrival times being between 08:15 and 08:45 and afternoon departure times between 15:00 and 15:15. However, Years 3 and 4 finish at 14:45, whereas Years 5 and 6 finish at 15:00.

Site visit

2.1.5. A site visit was undertaken on Tuesday 14th September 2021 during the school pupil morning arrival and afternoon departure times. The weather during the site visit was light showers. The site visit primarily centred on the Pleasant Street access and the College Hill/Pleasant Street/Clarence Road/ Grosvenor Street junction.

2.1.6. During the morning arrival times, parents are only allowed to drop off pupils, and not stay longer than needed for this. However, in the afternoon the system is different. At the end of the school day, pupils wait at the bottom of the main school access on the adjacent footway space to be collected by parents arriving by car. Members of school staff marshal the process to ensure the safety of the pupils, including with a school crossing patrol in operation. There were five members of staff on duty during the afternoon site visit. When collecting pupils, vehicles are stationery and queued on College Hill or Pleasant Street through to the junction with Grosvenor Street, causing localised traffic congestion.

2.1.7. Soon after the school day finishes at 15:00, parents begin to move forward to start collecting pupils. As their names are called out pupils enter vehicles one by one. Most pupils were collected from the main drive area by 15.15. At this time, the localised congestion began to ease, and the road network returned to normal conditions.

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

Image 1: VCP Entrance at College Hill/Pleasant Street/Grosvenor Street junction

Image 2 – Pleasant Street pedestrian entrance

Figure 2-1 - Pedestrian and Vehicular Access into VCP

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Access on Foot

2.1.9.   There are two main pedestrian access points into VCP. One is via the side gate located on Pleasant Street and the drive situated at the College Hill/Pleasant Street/Grosvenor Street junction, and the other is from Mont Millais via Victoria College. These are shown in Images 1 and 2 on the previous page. The College Hill/Pleasant Street access route provides access for pupils on foot and those being dropped off by car who then walk to the school entrances.

2.1.10. The pedestrian route via Victoria College connects with Mont Millais. From Victoria College, there are various route options providing connections with the bus stops outside Langford Leisure Centre, via the underpass to Jersey College for Girls and along Mont Millais. Pedestrian routes are primarily step-free (apart from the underpass and along Mont Millais), and via footway segregated from motor traffic.

2.1.11. Public footways generally are narrow and in some locations lack continuity. In the immediate vicinity of the Pleasant Street entrance, footways are either narrow or absent and there are no pedestrian crossings. There is a narrow footpath along one side of College Hill and there is a short section of footway on the eastern side of Pleasant Street between the pedestrian access gate and the main drive, however, the footway is very narrow. This can be seen in Image 4.

2.1.12. Additionally, Image 3 shows the general inadequate provision for pedestrians, including the absence of formal crossings between Grosvenor Street, College Hill, Clarence Road and the school entrance.

Potential catchment for journeys on foot

2.1.13. An isochronal map for walking is shown in Figure 2-2. This has been created, using a geographic information system (GIS) tool, to indicate accessibility to VCP on foot from the surrounding area. The tool calculates approximate journey times (assuming a walking speed of 5km/h) and assumes journeys follow the highway network. It should be noted that the GIS tool does **not** account for local topography, nor the relative attractiveness of walking routes, and therefore the walking catchment shown is indicative only.

2.1.14. Figure 2-2 includes walking isochrones for 10 and 20 minutes out from the school. This indicates that St Helier Town Centre, Havre des Pas, Five Oaks and Georgetown are within a 20-minute walking distance, which includes residential areas close to the school. The east of St Helier Town Centre is accessible within a 10-minute walk. Don Road, Mont Millais and St Saviour's Road are also all within a 10-minute walking distance from VCP, as well as most of the eastern areas of St Helier Town.

2.1.15. This information serves to inform where the relative potential for walking journeys to and from VCP exists. Locations further afield are likely to be considered too far to walk for many, and may be more conducive to cycling, public and shared transport. The future focus on promoting walking, including developing improved route connections to VCP from the surrounding area, might best be targeted within the areas indicated and informed by further analysis of pupil home postcodes to help identify specific walking desire lines and potential route connections.

Figure 2-2 - Walking Isochrone (10 minutes dark blue, 20 minutes light blue)
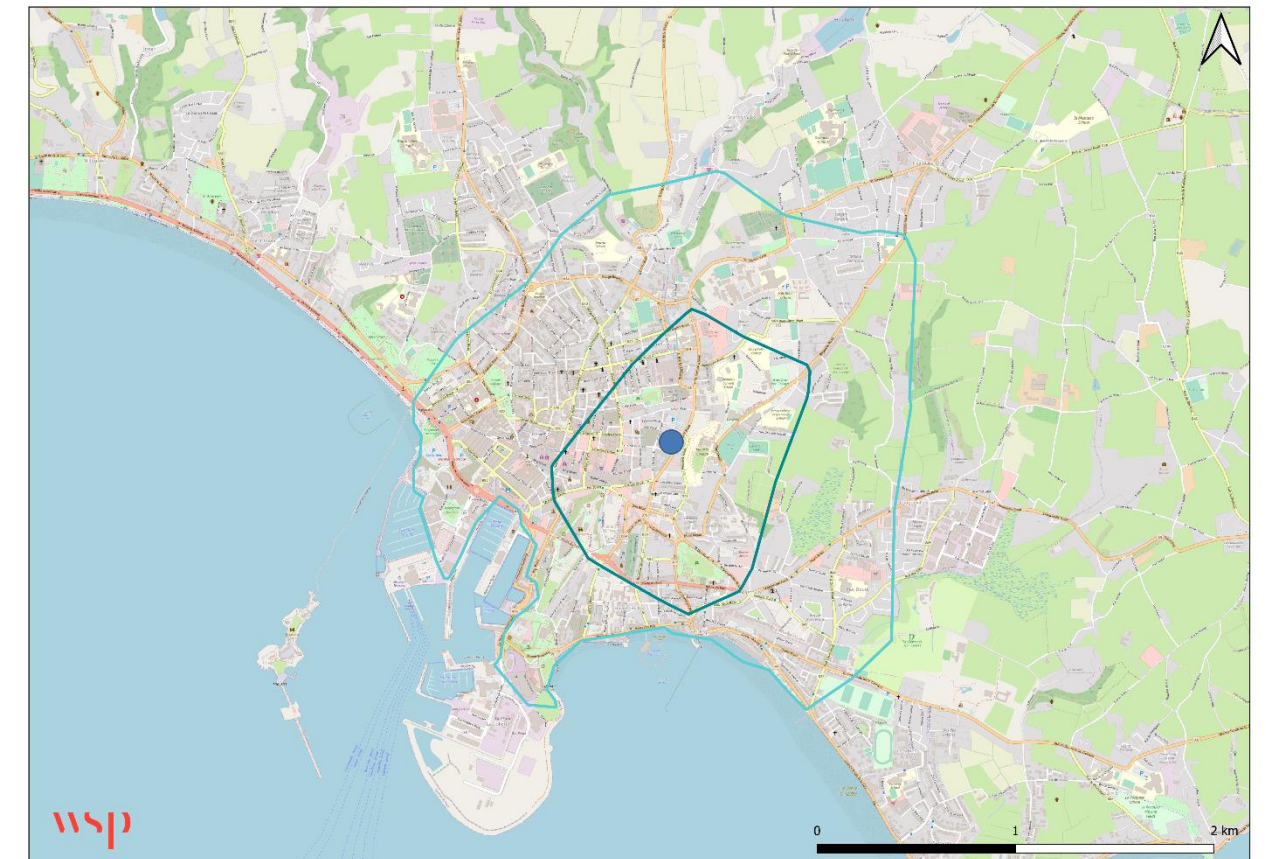

Image 3: Poor pedestrian environment at main access   *Image 4: Narrow footways on College Hill*

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Access by Pedal Cycle 🚴

2.1.16. There is currently no dedicated cycling infrastructure on Pleasant Street or in the residential roads surrounding the school. Pleasant Street is narrow and there is limited opportunity to reallocate existing road space to accommodate cycling facilities.

2.1.17. There is some existing cycle parking at VCP, which does not appear to be commonly used as indicated in Image 5 and Image 6. The cycle parking is located adjacent to a diagonal motor vehicle parking area which may limit practical access

Potential catchment for cycling journeys

2.1.18. An isochronal map for cycling journeys to VCP is shown in Figure 2-3. Journey times were calculated by assuming a cycling speed of 18km/h and the tool assumes cycle journeys follow the highway network. It should be noted that the GIS tool does not account for the topography of Jersey and therefore realistic cycle distances may vary slightly from the map.

2.1.19. As shown, the school can be accessed within a 20-minute cycle from the whole of the south east of the island, which includes the parishes of St Helier, St Saviour, St Clement, St Martin, Trinity, Grouville and St Lawrence. Settlements including Maufant, St Martin, Samarez and Pontac are all accessible within a 20-minute cycle journey.

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

2.1.21. St Helier, south of St Saviour and west of St Clement is accessible within a 10-minute cycle journey as well as south St Saviour. This includes Plat Douet, Five Oaks, Rouge Bouillon and La Collette.

2.1.22. This information can help inform where the relative potential for cycling journeys to and from VCP exists. Locations further afield are likely to be considered too far to cycle and may be more conducive to public and shared transport. Further analysis of pupil home postcode locations could be undertaken to determine where trips are originating from and which may fall within a reasonable cycling distance from VCP. Subsequent analysis could further determine the main desire line for journeys to the school and determine which routes should become the focus for targeted investment in cycling facilities to support active travel.

Figure 2-3 - Cycling Isochrone (10 minutes dark blue, 20 minutes light blue)
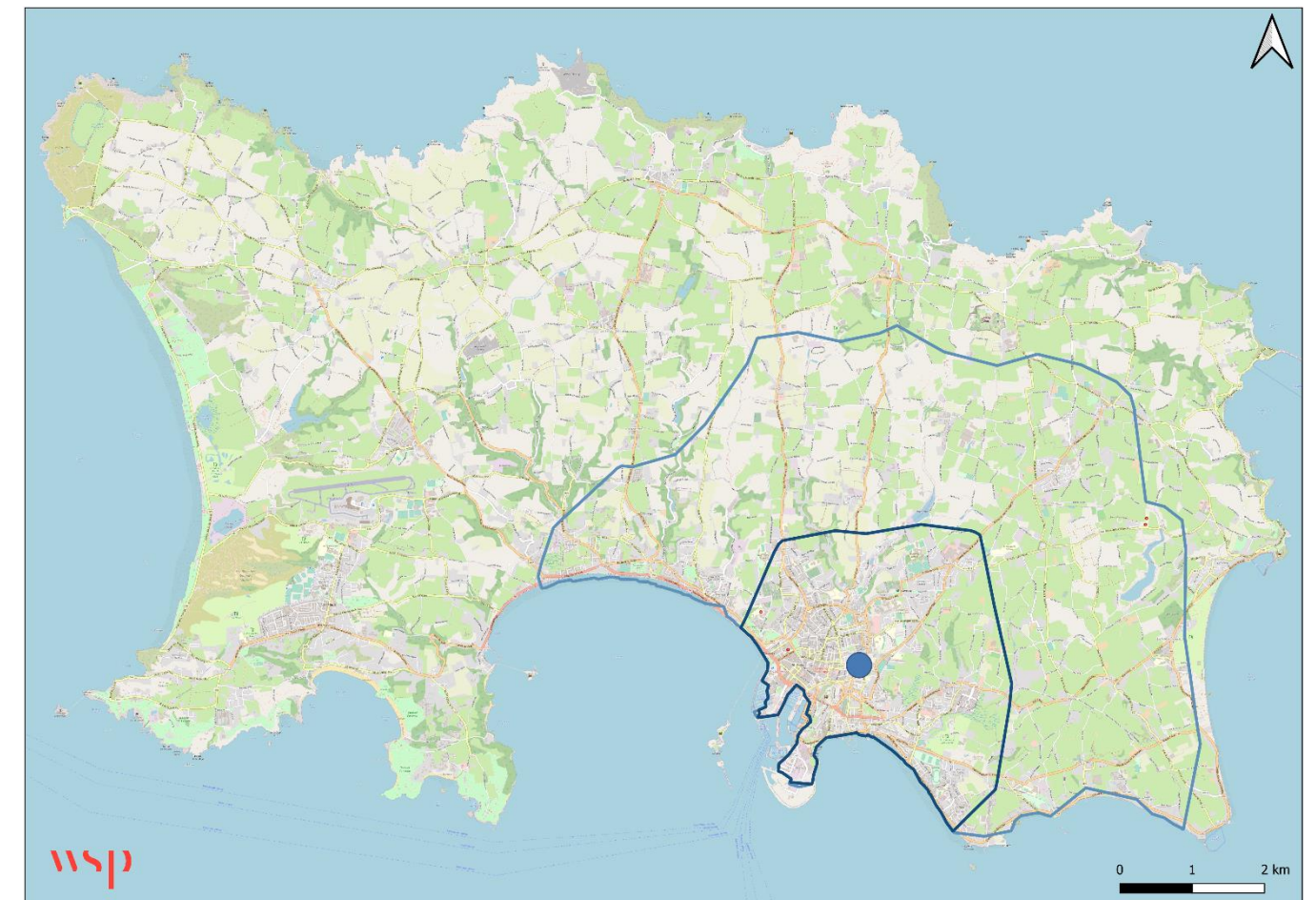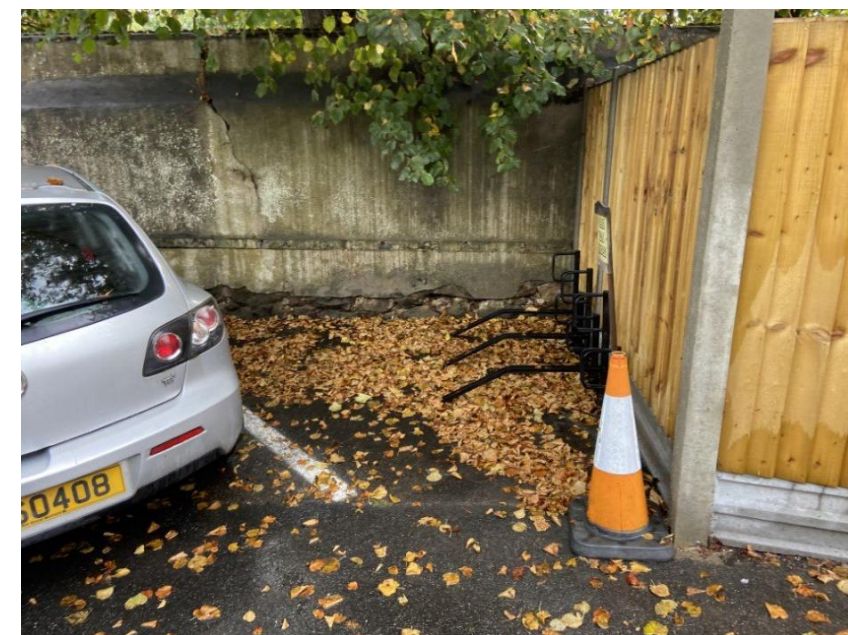

Image 5 – Cycle parking at VCP

Image 6 – Cycle Parking at VCP

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Bus Services 🚌

2.1.23. There is not a bus service that specifically serves VCP, however, the nearest public bus stop is located on Mont Millais, to the north east of VCP at Langford. From here pupils' alighting bus services can access VCP via Victoria College grounds.

2.1.24. This bus stop is less than 100m from the entrance to Victoria College Grounds and approximately 500 meters from VCP via Victoria College Grounds or via Mont Millais and College Hill.

2.1.25. Several school bus services stop at Langford. These are set out in Table 2-1.

2.1.1. There is only one school bus that stops at Langford in the afternoon, which is Service 33. This departs from Langford at 15:30 towards Rue du Hucquet W. This bus service is from Le Rocquier School. This also stops at J.C.G Coach Park.

2.1.2. The afternoon school bus services are predominantly from J.C.G Coach Park which is located approximately 1km north of VCP School and takes approximately 13 minutes to walk to from VCP grounds. The afternoon school services operating from J.C.G Coach Park are set out in Table 2-2.

2.1.3. For students using the bus to travel home after school, a walking bus escorts students to the J.C.G Coach Park vis the Victoria College school grounds. Only Year 3 students and older are permitted use the school buses.

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

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

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

Table 2-1 – Morning School Bus Services

AM Service / Route	Departure Time	Arrival at Langford
8: Jersey War Tunnels –Beaulieu School	07:30	08:04
770: Daisy Cottage – Beaulieu School	06:55	07:52
771: Greve de Lecq – Beaulieu School	07:10	07:52
772: L'Etacq – Beaulieu School	07:00	07:49
773: El Tico S to Beaulieu School	06:57	07:56
774: The Poplars to Beaulieu School	07:01	07:59
775: Portelet Bay to Beaulieu School	07:10	08:04
777: Les Augerez N to Beaulieu School	07:15	07:53
778: Carrefour Selous E to Beaulieu School	07:35	07:57
780: West View Hotel N to Beaulieu School	07:00	07:44
781: Les Fontaines to Beaulieu School	07:15	07:56
880: Le Couvent to Beaulieu School	07:08	07:55
885: La Hogue Bie E to Beaulieu School	07:30	08:01
887: Verona Stores S to Beaulieu School	07:38	08:08
888: Clos Bertram S to Beaulieu School	07:30	07:55
889: Le Hocq Slipway W to Beaulieu School	07:42	08:09

Table 2-2 – Afternoon School Bus Services

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

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Private Vehicles 🚗

2.1.6. Vehicular access to VCP is provided from Pleasant Street, to the east of A7 St Saviour's Road. There is limited parking available for staff and visitors on site, and parents are not permitted to enter and park vehicles.

2.1.7. The main vehicular entrance to the site is via the drive at the Pleasant Street/College Hill junction. There is also a secondary access to the playground from Pleasant Street, shown in Image 7. This is only used at pick-up times, when a section of the car park is allocated for parents to park and collect pupils at the end of the school day.

2.1.8. There is a part-time 20mph speed limit on Pleasant Street.

2.1.9. Where pupils were being dropped off, this was generally done on Pleasant Street. Vehicles were observed stopping at/close to the give-way line at the junction momentarily to allow the pupils to get out. This was typically from the nearside of the vehicle. Whilst this may have caused some localised delay, observed queues were typically up to four vehicles, and a maximum of seven vehicles were seen in a queue Parents in the queue also unloaded pupils, with the pupils walking along the roadside where necessary to get to the gate.

2.1.10. The school playground is used in the afternoon departure period for parents wishing to collect pupils in Years 3 and 4. Parents are permitted to park on the playground from 14.45 before collecting pupils at the end of the school day.

2.1.11. As previously stated, at the end of the school day, pupils wait at the bottom of the drive/footway to be collected whilst parents' queue in their vehicles along Pleasant Street and College Hill. This is shown in Image 8.

Image 7: Vehicular access to school playground used at end of school day for pick up

Image 8: VCP Students waiting to be picked up after school with school crossing patrol assisting.

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3   TRAVEL SURVEY RESULTS

3.1   SCHOOL TRAVEL QUESTIONNIARES

3.1.1.   A school travel questionnaire was issued to parents of VCP pupils to collect information on existing travel patterns, whilst also allowing the parents to express any travel and transport concerns they may have. The questionnaire also provided an opportunity for parents to feedback on what they believe would be the possible solutions to improve and help resolving travel issues VCP has.

3.1.2.   A total of 98 parents responded to the questionnaire, which equates to a 36% response rate based on the current pupil numbers at the school.

3.1.3.   A questionnaire was also issued to staff of VCP, where there were 6 respondents, which represents a 20% response rate based on the current number of staff employed at VCP. The information collected from the staff questionnaire has been incorporated and used to inform the measures set out in Sections 7 and 8.

3.1.4.   This section will present the findings from the parents questionnaire, identifying current travel patterns and potential future travel patterns before providing a summary of the results.

3.2   CURRENT TRAVEL PATTERNS

Modal Split for Current Travel Patterns
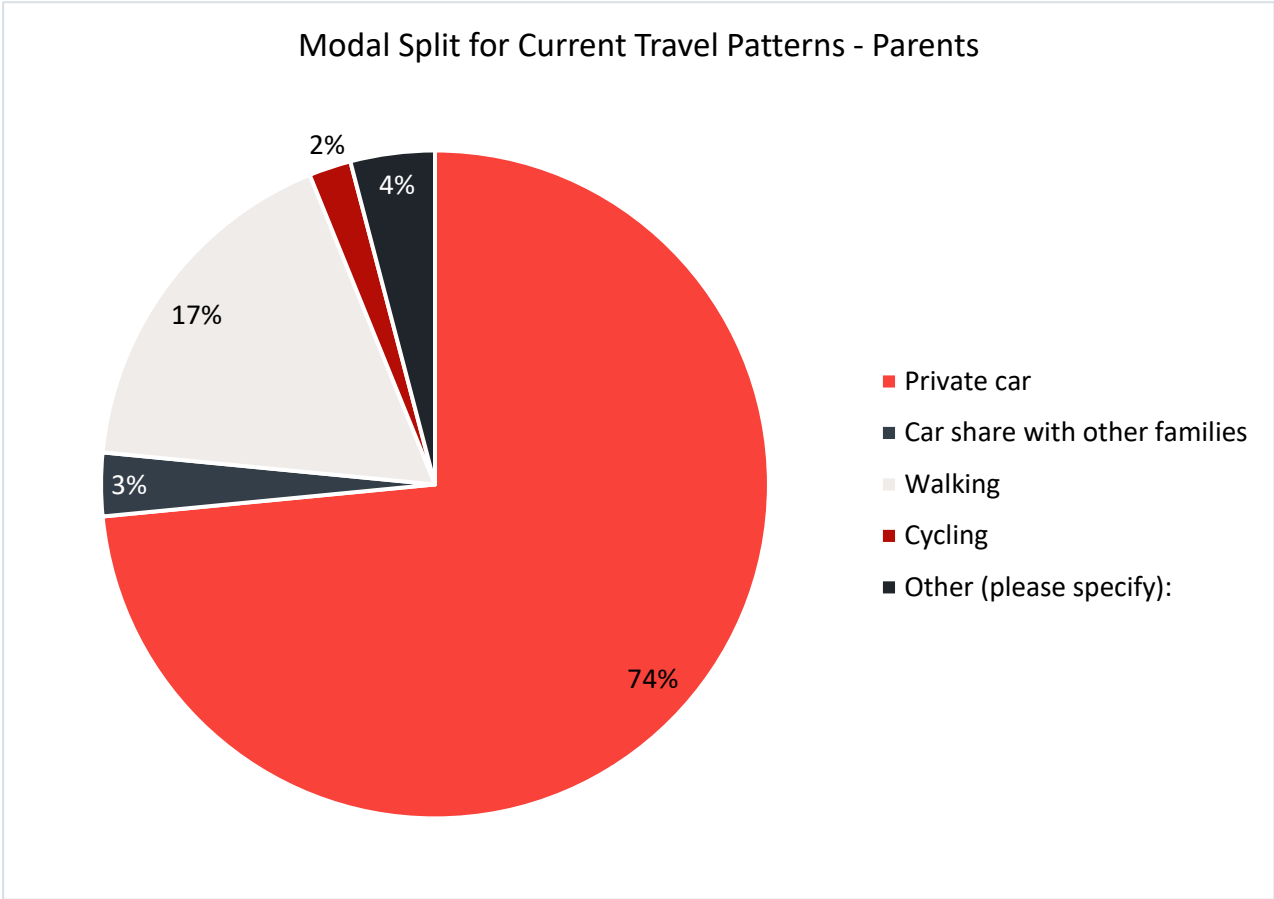
3.2.1.   Figure 3-1 illustrates the modal split for journeys to VCP for parents.

3.2.2.   Currently, private car is the most common mode of travel used by parents to travel to and from VCP, with three quarters of parent respondents using this mode. Walking was the second most common mode of travel (17%) amongst parents, followed by car sharing with families (4%).

3.2.3.   Travelling to school by private car is the dominant mode of travel, which likely reflects both the island-wide catchment of the school and parents dropping off pupils as part of an onward journey.

Respondent Travel Concerns

3.2.4.   Specific concerns were evident in some responses regarding both bus services as an option for travelling to and from VCP. This included existing school bus service timetables, which would leave young pupils arriving at school over 30-minutes earlier than necessary with a similar situation for bus times at the end of the school day.

3.2.5.   Some parents reported being unaware of bus service timetables or where to locate relevant information on matters including eligibility and at what age children can travel to school by bus.

3.2.6.   Also, concerns were raised regarding buses being unsupervised. This is because the children travelling to VCP will be much younger than those travelling to Victoria College, with suggestions of bad behaviour occurring on buses making the bus an un-appealing transport option.

3.2.7.   Regarding active travel, issues with missing or inadequate cycleways and cycle safety had the highest response rates regarding issues experienced by children travelling to/from the school. Both issues were selected by 28% respondents. Moreover, just under one quarter of respondents highlighted high traffic volume as one of the current issues experienced during travel to school.

3.2.8.   In addition to the issues with cycling and buses, onward journey for parent/carer (31 responses), overall journey distance (24 responses) and journey safety (16 responses) were reasons for the main mode of travel used by parents.

3.2.9.   Figure 3-2 highlights primary reasons for the choice of modes demonstrated in Figure 3-1. However, whilst the reasons are not directly assessed in the figure, they have been identified in comments throughout the survey results.

Figure 3-1 - Modal Split for Current Travel Patterns – VCP Parents

N= 98 (100% of respondents)

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Figure 3-2 - Reasons for Current Modal Choice

"More children could cycle if they were given more provision (space) on the roads to cycle safely"

"There is no dedicated cycle lane across the centre of town to link VCP with the eastern side of town or even the main cycle path along the sea-front - which would enable children on the eastern side of the island to cycle more safely to the school."

"Reluctant to use the school bus due to bullying by older children which he has been made aware of"

"My main concern is bullying. My son is too young to do the journey on his own and has no siblings".
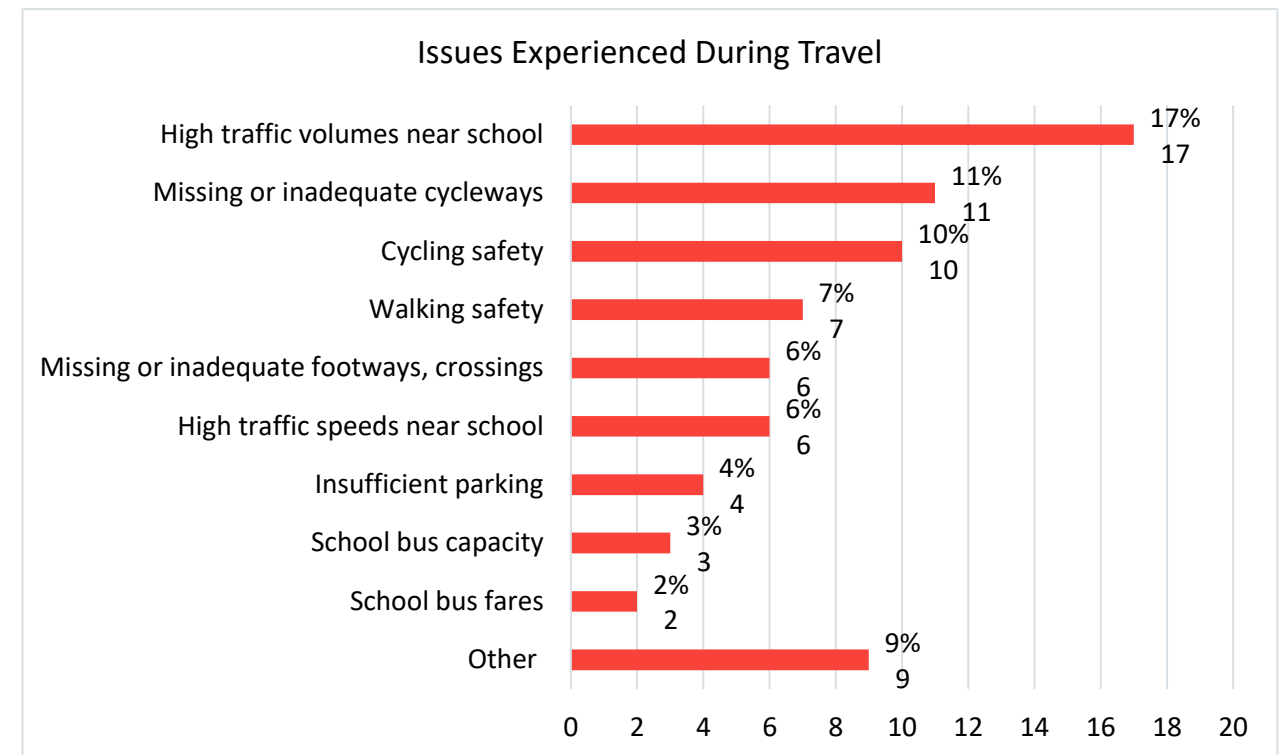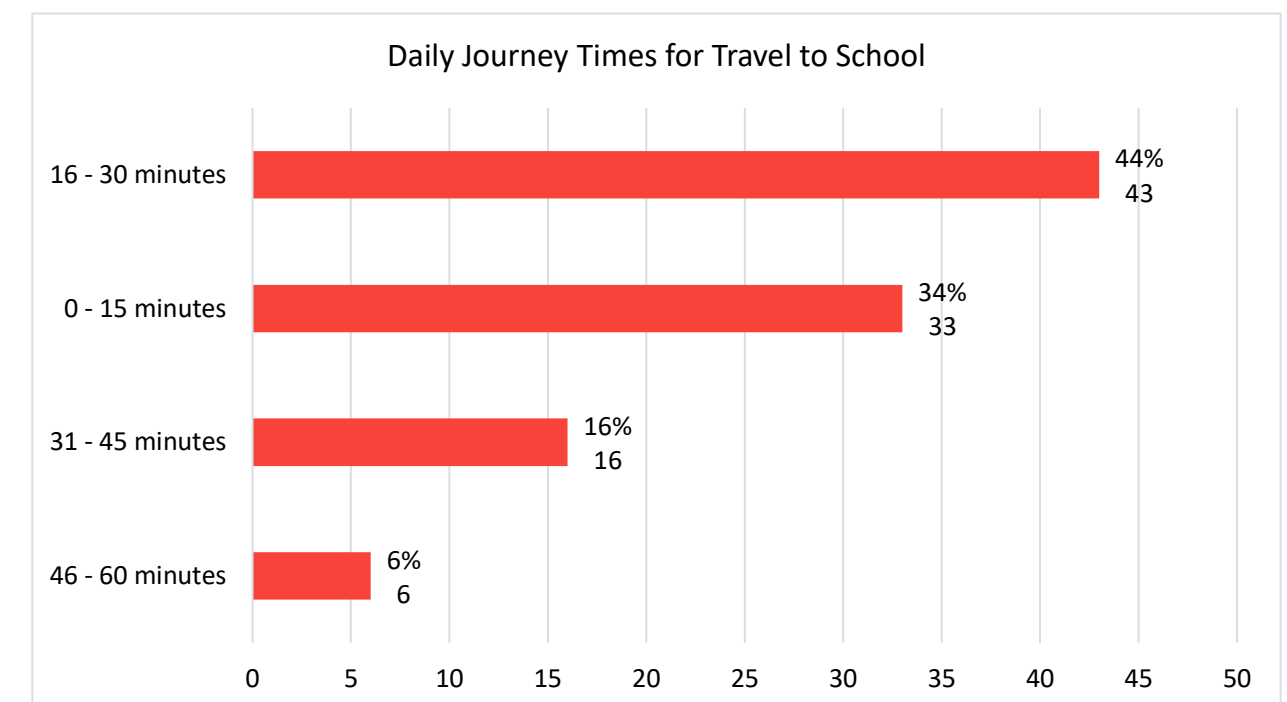
*"Incidents of bullying on buses will always stop my children using the bus"*

3.2.10. An onward journey for parents was raised multiple times within the survey comments as the primary reason for using a private car. The onward journey may include dropping other children off at different schools, the parent's onward commute to work, or both.

3.2.11. Although journey distance is the second most common reason for travel, this has not been elaborated on in the written feedback. However, longer journey distance to school will naturally increase the likelihood of private car use due to the relative lack of viability with other modes. One respondent stated there is not a bus route close to where they live and is too far away for their children to walk.

3.2.12. Whilst journey safety is the third most common reason for current travel choice, which links to parents concerns about high traffic volumes and inadequate footways near the school, which is the most common issue experienced in the survey. This is displayed in **Figure 3-2.**

3.2.13. In addition to road safety, poor behaviour on school bus services was cited.

3.2.14. Figure 3-3 summarises the frequency of issues reported through the survey responses.

3.2.15. Information of journey times was also collected in survey. It was observed that 78% of the respondents have journey times under 30 minutes. 34% of the respondents stated their journey times is under 15 minutes, which may indicate scope for modal shift and some additional journeys by active modes.

Figure 3-3 – Frequency of responses on issues experienced during travel to and from VCP

Issues Experienced During Travel

Issue	%	Count
High traffic volumes near school	17%	17
Missing or inadequate cycleways	11%	11
Cycling safety	10%	10
Walking safety	7%	7
Missing or inadequate footways, crossings	6%	6
High traffic speeds near school	6%	6
Insufficient parking	4%	4
School bus capacity	3%	3
School bus fares	2%	2
Other	9%	9

N= 75 responses, 23 respondents (23% of total 98 respondents)

Figure 3-4- Journey times to school

Daily Journey Times for Travel to School

Time	%	Count
16 - 30 minutes	44%	43
0 - 15 minutes	34%	33
31 - 45 minutes	16%	16
46 - 60 minutes	6%	6

N= 98 (100% of respondents)

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3.2.16. Overall, the survey results indicate car use is clearly the most common form of transport for accessing VCP, with factors such as road safety, convenience linked to onward travel, and trip distance limiting the current use of other options.

3.2.17. The next element of this section will look at the potential future travel patterns of pupils at VCP.
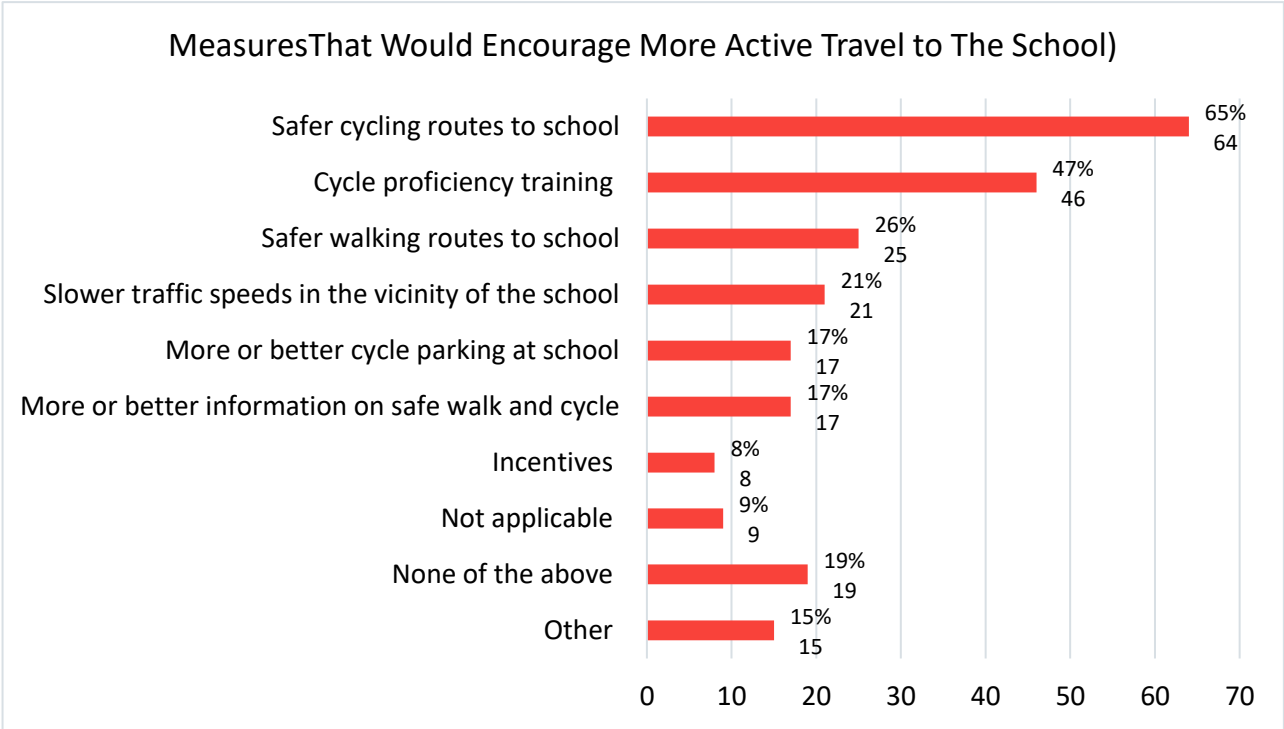
3.3   FUTURE TRAVEL PATTERNS

3.3.1. When asked whether they would consider pupil's using an alternative mode of transport for travelling to VCP, 39 out of the 98 respondents stated they would not and 59 confirmed they would.

3.3.2. Amongst parents who would not consider changing their current travel model, two-thirds currently travel by car. Amongst parents who would consider changing travel mode, the most considered travel mode was a dedicated school bus, with two third of respondents considering this option. This was followed by half of respondents considering cycling and just over one quarter considering walking to VCP in the future. Furthermore, 15 respondents said they would consider car sharing as an option for travelling to the school. Results are summarised shown in Figure 3-5.

3.3.3. When asked what measures will encourage them to allow pupils to cycle or walk to school, safer walking and cycling routes, safety training and slower traffic speeds were commonly cited. Responses are illustrated in Figure 3-6.

3.3.4. Similarly, measures to encourage bus as a mode of travel to school was asked. 29% of the respondents mentioned more direct bus services while 21% mentioned more regular bus services as measure to encourage travel by bus to school in future. Cheaper fares, safer access routes between bus stop and school, improved information, improved waiting facilities and shorter distance between bus stop and school were also chosen options. Other reason highlighted mainly monitoring or supervision inside buses to avoid bullying. This is shown in Figure 3-7.

3.3.5. Moreover, just over half of the respondents were interested in a School Street initiative being implemented outside the school in future.

3.3.6. Of the 16 respondents who are willing to shift their current mode of travel to walking in the future, three quarters of them suggested safer walking routes as a measure to encourage walking to school. Additionally, 2 respondents already walk to school and the remaining 2 suggested walk and drop schemes and slower traffic speeds in the vicinity of the school will encourage more people to walk as their primary mode of travel to VCP.

3.3.7. Similarly, nearly all of the 31 respondents who are willing to shift their mode of travel in future to cycling, suggested safer cycling would encourage more people to cycle to school.

Figure 3-5 - Modes Considered for Future Travel

Modes Considered for Future Travel by Those Willing to Consider Other Modes
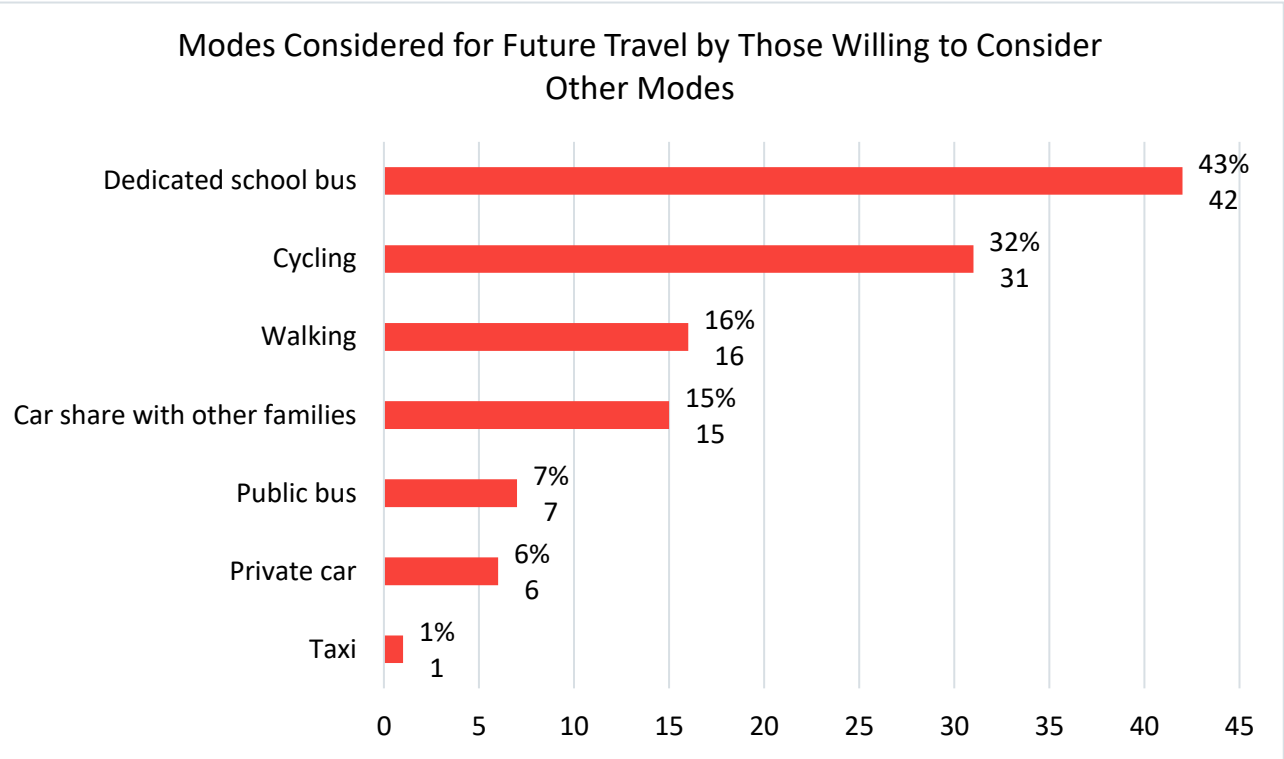
N= 118 responses, 59 respondents (60% of total 98 respondents)

Figure 3-6 Measures to Encourage Active Travel

MeasuresThat Would Encourage More Active Travel to The School)

N= 242 responses, 98 respondents (100% of total 98 respondents)

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Figure 3-7 Measures to encourage travel by bus to school

Measures to Encourgae Travel by Bus to School

Measure	%	Count
More direct bus services	29%	28
More regular bus services	21%	21
Cheaper fares	18%	18
Safer walking routes between the bus stop and…	16%	16
Improved information on bus services	16%	16
Improved bus waiting facilities at or near the…	15%	15
Shorter distance between bus stop and school	10%	10
Not applicable	1%	1
None of the above	32%	31
Other	21%	21

N= 117 responses, 98 respondents (100% of total 98 respondents)

3.4   SUMMARY

3.4.1.   The travel survey has highlighted the current high propensity for pupils to be driven to VCP by private car, which contributes to the issues of localised traffic congestion and road safety at school arrival and departure times. This largely reflects the school's island-wide catchment, whereby some pupils will be travelling significant distances that may not be viable by other modes. The private car also presents convenience to many parents making onward journeys to work, or to take another sibling to a different school.

3.4.2.   However, there is also a clear propensity to change travel patterns in some instances, with many parents responding with a willingness to consider alternative options should specific issues be overcome, and if the alternatives presented are viable and convenient.

3.4.3.   Enhancing or adding to existing bus services to better align with school operating requirements, and delivering improved footways, crossings and cycle infrastructure may boost levels of shared and active travel. Furthermore, there is an apparent willingness amongst some parents to share car journeys where a workable arrangement is possible.

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

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4 BASELINE TRAVEL CARBON ASSESSMENT

4.1.1.   A baseline travel carbon assessment has been conducted to determine the current levels of carbon emissions generated by the travel patterns of those attending VCP. This has been produced for both pupil travel and staff travel and is detailed in this section.

Calculation Methodology

4.1.2.   To calculate the total carbon emissions produced by vehicles travelling to and from VCP, Greenhouse Gas Conversion factors (UK Government, the most relevant comparable source) for company reporting were applied for each mode, which were then multiplied by the total distance travelled by each mode. This was calculated in kgCO2e to encompass all emissions produced by vehicles.

4.1.3.   Firstly, the average annual number of trips taken by each mode was determined by applying the average number of school days within one year in Jersey (160 days).

4.1.4.   Secondly, the total annual mileage was calculated for each respondent by multiplying the distance to the school from the centre point of each parish by the number of annual trips to site. Parishes were used as a proxy for trip distance as home postcode information for a more detailed and accurate assessment was unavailable. Mileage was then doubled to account for two-way trips (i.e. home to school, and school to home). Emissions were also calculated for different types of vehicle engine (petrol, diesel, hybrid etc.) based on the responses from the questionnaire.

4.1.5.   Total annual emissions are then calculated as the sum of the emissions across each mode, for each respondent. An expansion factor was then applied to reflect the full school population rather than just the number of respondents to the questionnaire.

4.1.6.   From conducting a carbon assessment for VCP the annual total emissions for each car type has been calculated, shown below in Table 4.1.

Table 4-1 – Total Annual Emissions (kg CO2e) for Car Types Travelling to VCP

Car Type	Estimated No/ Pupils Travelling by Car Type	Total Annual Emissions (kg CO2e) 1 Car	Total Annual Emissions x Pupils (kg CO2e)
Car (Petrol)	64	4,889.08	312,901
Car (Diesel)	48	4,724.38	226,770
Car (Plug-In Hybrid)	6	2,718.94	16,314
Car (Battery Electric)	22	1,536.10	33,794
Car (Average)	61	4,809.43	293,375

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5 VCP SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1

Pedestrian crossing demand and potential conflict with motor vehicles at the College Hill / Pleasant Street / Clarence Road/ Grosvenor Street junction. This junction can be seen in Image 9*.*

Why is this an issue?

5.1.1. From the site visit, it was observed that there was high pedestrian demand for crossing between the footways on Grosvenor Street and the footway outside the School drive arch. Due to drop-off and pick-ups also occurring on College Hill, there is additional pedestrian demand across College Hill. However, there is currently no formal crossing provision at these locations and footways are typically narrow or absent in places. Dropped kerbs are provided for crossing Pleasant Street and College Hill.

5.1.2. The potential conflict between vehicle turning movements and pupils walking/crossing presents an obvious safety issue in this area. Vehicles that stop to drop-off or pick-up pupils may depart without adequately checking for pedestrians. Driver frustration resulting from queuing on Pleasant Street was also observed on occasion, with vehicles speeding away from the give way line with Grosvenor Street, reinforcing concerns of pedestrian and vehicle conflicts.

5.1.3. Pupils walking to school were typically approaching on Clarence Road or Grosvenor Street. These routes necessitated crossing at the junction. Although the turning movements, priority control of the junction and queuing on Grosvenor Street meant speeds were low, there is still potential of conflict between vehicles and pedestrians crossing the junction.

5.1.4. Pedestrian flows were greatest on the Grosvenor Street footways, with Grosvenor Street having greater queuing than Clarence Road and College Hill. Vehicles were occasionally blocking the crossing areas from the northern footway of Grosvenor Street to the VCP entrance, shown in Image 10.

5.1.5. Ahead of pick-up time, parents were observed parking partially on the footway on Pleasant Street to the north of the school playground access drive. Vehicles also parked close to the bottom of the school drive where the carriageway was wider.

5.1.6. School staff were observed controlling traffic and ensuring it was safe for pupils to cross, but in the afternoon, there is an arrangement in SIMS where parents give consent for their child to walk unaccompanied to town at the end of the day.

What are the opportunities?

5.1.7. There are multiple opportunities to help alleviate the issue of pedestrian crossing demand and potential conflict with motor vehicles. These are outlined below:

- Changes and improvements to the road markings and crossing provision at the junction
- Providing informal crossing facilities for all key movements
- School Safety Zone / Footsteps Programme
- Localised building out of the southern kerb between Grosvenor Street and Clarence Road
- Localised footway widening to maximise capacity on the footway and reducing the crossing distance.
- Provision of a raised table at the junction, with improved crossing facilities

Image 9: *College Hill / Pleasant Street / Clarence Road/ Grosvenor Street junction*

Image 10: Pedestrians attempting to cross to school from Grosvenor street next to motor vehicle congestion

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5.2 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL

Issue 2

Localised Traffic Congestion at the College Hill / Pleasant Street / Clarence Road / Grosvenor Street junction caused by high levels of car use for dropping children off at VCP.

Why is this an issue?

5.2.1. From the site visit, traffic congestion along Grosvenor Street from Pleasant Street and College Hill was observed during morning drop off. Grosvenor Street, Pleasant Street and College Hill are one-way roads, with 20mph speed limits. There are a set of traffic lights situated at the end of Grosvenor Street which increases traffic congestion along the streets. Not many vehicles chose to drive down Clarence Road towards Don Road, however, the junction between Clarence Road and Don Road also causes backed up traffic from the school.

5.2.2. College Hill, Pleasant Street, Clarence Road and Grosvenor Street are all one-way streets, Pleasant Street and Clarence Road are southbound only, College Hill and Grosvenor Street are westbound only. There is a short section in the middle of the junction where two-way traffic occurs due to the slight stagger of the junction

5.2.1. Vehicles picking up pupils of VCP also queue on College Hill and in combination with the parking and waiting on Pleasant street causes frustration amongst residential areas and other road users.

5.2.2. In preparation for the afternoon pick up, the gates to the playground open at 14:45 to allow some parents to park on site. A lot of vehicles wait along Pleasant Street, parking on yellow lines and restricting the movement of other vehicles as the road is already narrow.

5.2.3. Also, ahead pick up time, parents were observed parking partially on the footway on Pleasant Street to the north of the school playground access drive. Vehicles were also parking close to the bottom of the school drive where the carriageway was wider.

5.2.4. During the afternoon pick up times, queueing on Pleasant Street was observed to queue away from the junction as far as could be seen, beyond the school drive access.

What are the opportunities?

5.2.5. There are multiple opportunities to help alleviate the issue of localised traffic congestion as a result of the reliance on single occupant car travel. These are outlined below, with further detail on measures provided in following chapters.

- Carriageway closure outside the vehicular access to the school
- Signage advising of possible delays at school times
- Park and Stride
- School Run Car Sharing
- Signal loops on Grosvenor Street to detect queues extending back to the school

Issue 3

Relatively low levels of active travel for journeys to/from VCP and lack of dedicated active travel infrastructure in the vicinity of the school.

Why is this an issue?

5.2.6. As indicated in the survey responses, and validated through further discussion with the school, there are relatively low levels of pupils walking, scooting or cycling to school. This is understandable given the island-wide catchment and the overall journey distance many pupils would be required to travel. Furthermore, the issue will be compounded by parents/carers dropping off and collecting pupils by car as part of an onward journey to work in the morning, or home in the afternoon. However, aside from the localised infrastructure improvements some non-infrastructure options may assist in further supporting active modes for journeys to and from the school.

5.2.7. Following a site visit, it was observed that there is a lack of active travel infrastructure in the vicinity of the area, including safe cycle lanes, pedestrian crossings and suitable footways for students to use while travelling to/from the school. This discourages students to walk/cycle to and from the school and provides safety concerns for those who do.

5.2.8. Narrow footways in the vicinity of the school are unappealing and unsafe for pupils to use. On College Hill, there is narrow footway on the southern side, which is approximately 900mm wide, widening closer to the junction. On Pleasant Street, there was a narrow footway on the western side (approx. 900mm wide) and a short section on the eastern side linking the school gate and the junction, this was approximately 600mm wide.

5.2.9. There are two main pedestrian access routes to VCP; one is via the side gate and drive at/close to the College Hill/Pleasant Street junction, and the other from Mont Millais via the Victoria College. The College Hill/Pleasant Street access route is served by pupils on foot and those being dropped off.

What are the opportunities?

5.2.10. There are multiple opportunities to help improve the dedicated active travel infrastructure within the vicinity of the school, which in turn may encourage more pupils to choose active travel modes. These are outline below, with further detail on measures provided in following chapters.

- Provision of a crossing for safe movement between the Grosvenor Street and the footway at the school drive.
- Make Pleasant Street cycle friendly
- Localised building out of the southern kerb between Grosvenor Street and Clarence Road
- Bikeability Courses
- Improvements of cycle facilities at VCP
- Provision of walking/scooting and, cycling maps with review of routes
- Reward-based Participation Schemes

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Image 11: Entrance to VCP on Pleasant Street with narrow footpath

Image 12: Cars parked on Pleasant Street with one on yellow line and at the end of footway.

5.3 LIMITED USE OF SHARED TRANSPORT

Issue 4

Bus service connections to not adequately coincide with ideal school arrival and departure patterns

Why is this an issue?

5.3.1. From reviewing bus service schedules, speaking with school representatives and from analysis of the survey results, it's evident that the existing bus service times, routes and frequencies do not adequately correlate with school start and finish times. This means students may typically end up arriving too early or must wait for a long period for return bus services home at the end of a school day. This issue may serve to further encourage the potential attractiveness, convenience and reliability of car-based school journeys as the alternative.

5.3.2. School buses drop off to the north east of the site, with pupils using the access from Mont Millais. School buses drop off to the north east of the site, with pupils using the access from Mont Millais through the Victoria College grounds.

5.3.3. For students using the bus to travel home after school, a walking bus escorts students to the J.C.G Coach Park vis the Victoria College school grounds. This is approximately a 10-15 minute walk and in the grounds of another school.

What are the opportunities?

- Revise timetabling and routing for existing bus services so they are better optimised with VCP school arrival and departure times.
- Determine the potential for additional, dedicated school bus services
- Introduce a School Bus Standards Charter
- Reduce bus fares for pupils on school bus services
- Review of bus stop locations, routes and facilities to VCP

Issue 5

Bad behaviour on school bus services making using shared transport an unappealing mode of travel.

Why is this an issue?

5.3.4. A common theme identified through survey responses was poor behaviour from some pupils on school buses, primarily by older students. This is understandably a concern for both younger pupils and their parents who may therefore be uncomfortable with pupils using bus services due to exposure to bad language and intimidation. This issue undermines the potential patronage on school bus services irrespective of them providing a viable option for more pupils.

5.3.5. There were several comments made in the survey results of bullying on bus service, which are primary concerns of the parents, causing reluctancy to have their child use the school bus.

What are the opportunities?

- Introduce a 'code of conduct' on school bus services
- Introduce designated chaperones and/or supervisors on school buses in the morning and afternoon services.
- Provide new dedicated bus services for primary/prep school pupils, separate from bus services for older students.

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5.4 TRAVEL INFORMATION AND PROMOTION

Issue 6

Inadequate provision of travel information and promotion of sustainable transport modes that can be used to travel to/from VCP.

Why is this an issue?

5.4.1. There is no information on the VCP school website that allows parents to see what sustainable travel options there are for their students, which may contribute to the high car use for travel to/from the school.

5.4.2. Without being provided adequate information about alternative travel modes such as information on school bus services, not only will the bus not be used by the pupils but if they are not being used, they could be a waste of resources.

5.4.3. Parents do not know where to look to find travel information, even if it is not on the school website, many have no direction where to get the information from.

What are the opportunities?

- Sustainable School Travel Campaigns
- Use of social media
- School activities on sustainable transport
- Use school website to inform on current travel options
- Leaflets handed out to parents at the start of each term detailing school travel information

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 (Sections 2 and 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.

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6 SCHOOL TRAVEL OBJECTIVES AND DEVELOPING SOLUTIONS

6.1 SCHOOL TRAVEL OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at VCP 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 VCP. This will drive the overall rationale for future investment and is proposed as follows:

'To invest in measures that deliver more sustainable travel to school patterns at VCP, promoting safer, healthier and more environmentally friendly outcomes that contribute to Jersey's Climate Change Resilience Strategy and 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 VCP'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	Reduce transport emissions and contribute towards improving local air quality
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 VCP. 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 follow two chapters, firstly with an overview of physical highway and access improvements in the vicinity of VCP, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.
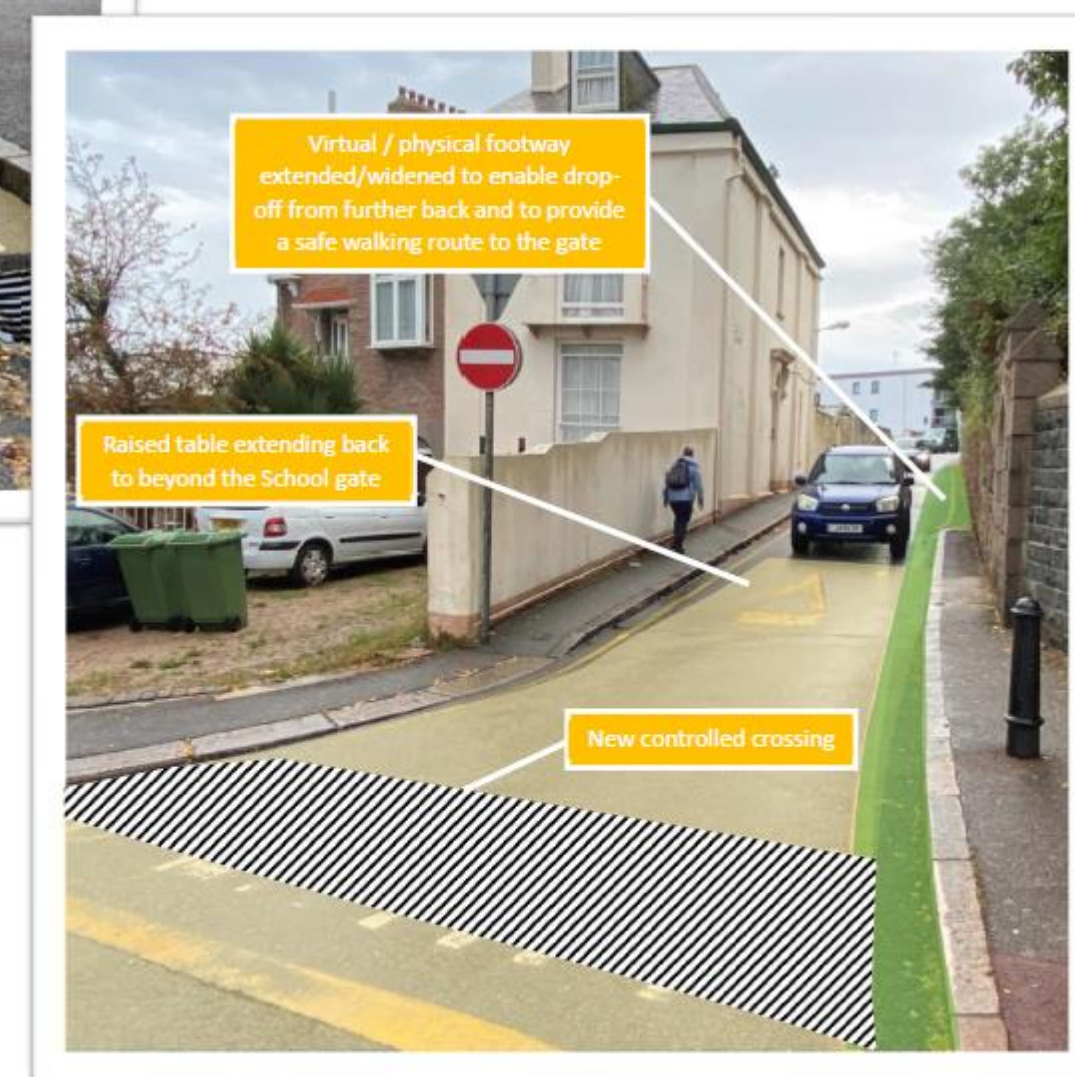
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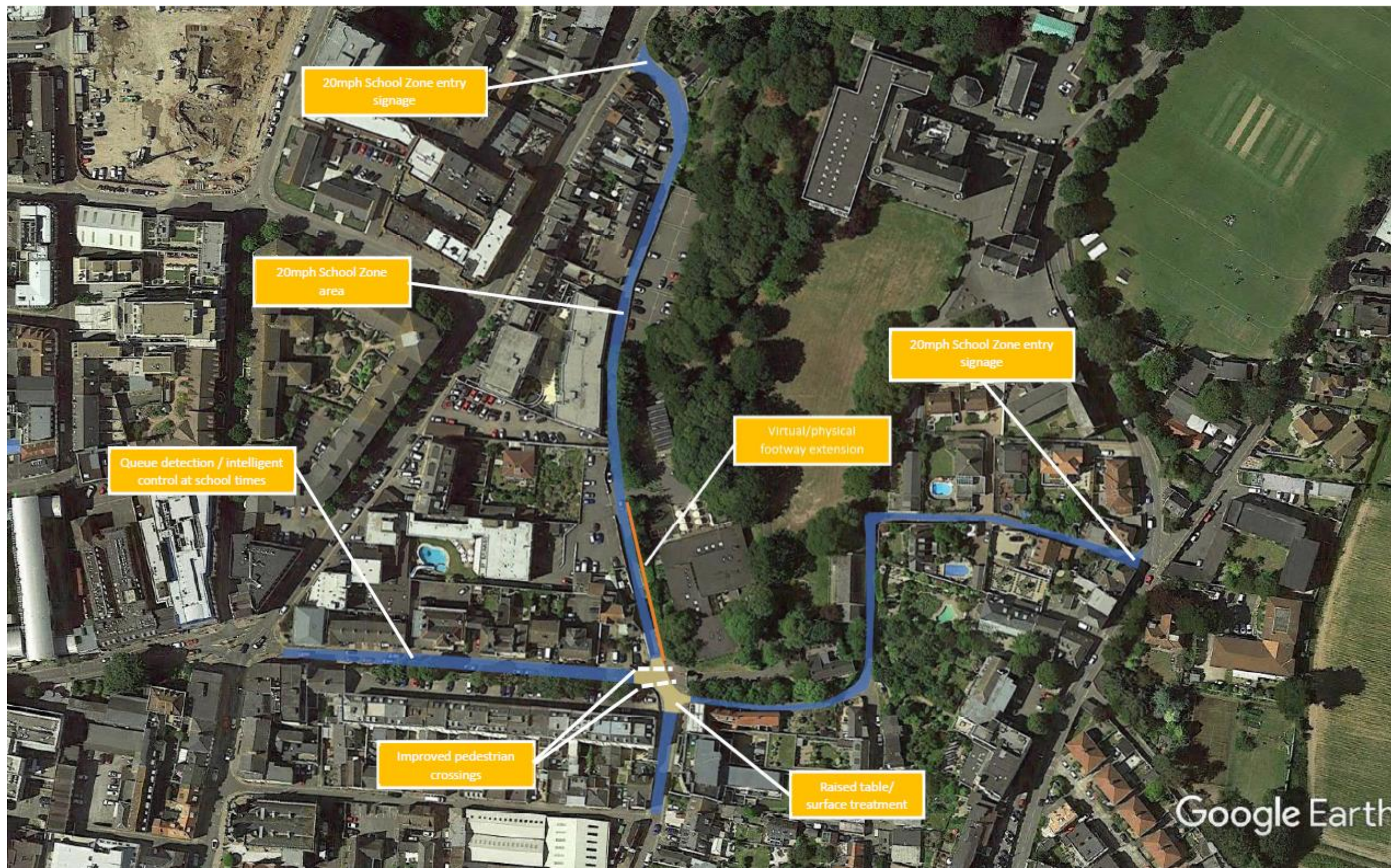Page 20 of 32

7 PROPOSED HIGHWAY AND ACCESS IMPROVEMENTS

7.1 HIGHWAYS AND ACCESS IMPROVEMENTS

7.1.1. A number of highway interventions have been indentified 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	Pedestrian crossing improvements	Improved pedestrian crossing facilities on the main desire lines – Grosvenor Street footways to the footway outside the school gate. There are a range of options for the proposed crossing: ■ Uncontrolled crossing with dropped kerbs and street art connecting the dropped kerbs ■ Jersey style-controlled crossing ■ Zebra crossing Can be combined with Ref. H2	O3, O4	High pedestrian flows to/from the school, with no formal crossing facilities provided.
H2	Footway improvements, Grosvenor Street	Extension and widening of the footway on the eastern side of Pleasant Street to provide a safer route to the school gate during the drop-off period.	O3	The widened footway will help provide a safer walking route to/from the school gate. Extending the footway further back along Pleasant Street will encourage drop-off to be completed over a greater distance.
H3	Raised table and crossing improvements and footway widening	Raised table at the Grosvenor Street / Pleasant Street / College Hill / Clarence Road junction combined with new crossing facilities as identified in Ref. H1. Can be combined with Ref. H2	O3, O4	High pedestrian flows in a car-dominated environment. The provision of a raised table, coloured surface treatment and crossings will help make the junction a pedestrian-friendly and dominated area.
H4	ITS optimised signal control at the Grosvenor Street / St James Street / St Saviours Road junction	Signal loops/detection and intelligent control for signals optimisation to help ease congestion on Grosvenor Street. Can be combined with Ref. H1-H3, H5, H6.	O3	Peak queues were observed blocking back along Grosvenor Street from the St James St/St Saviours Road junction. Queue detection on Grosvenor Street would help manage and reduce the likelihood of traffic blocking back, where there is an increased likelihood of pedestrian/vehicle conflict
H5	Carriageway closure outside the vehicular access to the school (Part time or permanent options)	Closure of the carriageway that connects Pleasant Street and Clarence Road to traffic. Vehicles on Pleasant Street will have to turn right onto Grosvenor Street. Vehicles on College Hill will have to turn left onto Clarence Road. Would work alongside crossing and footway improvements (Ref. H1-H3)	O3, O4	Removal of some of the conflict points between vehicles or vehicles and pedestrians. Enhanced public realm and improved/safer crossings, particularly from the Southern Footway of Grosvenor Street. May also encourage greater uptake in active travel. Part-time or permanent operation possible.
H6	20mph speed limit and advisory signage	Implementation of a permanent 20mph speed limit on Pleasant Street, College Hill, Grosvenor Street and Clarence Road. Provision of advisory signage at the start of College Hill and Pleasant Street advising of possible delays at school times due to drop-off and pick-up arrangements. Can be combined with Ref. H1-H5	O2, O3	May result in reduced use of the routes for rat-running / by through traffic. Local traffic requiring access will anticipate and be accustomed to delays and accept it as "normal" or adjust travel patterns to suit.

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Controlled crossings on the main desire lines

Raised table / surface treatment at the junction

NO ENTRY

Virtual / physical footway extended/widened to enable drop-off from further back and to provide a safe walking route to the gate

Raised table extending back to beyond the School gate

New controlled crossing

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20mph School Zone entry signage

20mph School Zone area

20mph School Zone entry signage

Virtual/physical footway extension

Queue detection / intelligent control at school times

Improved pedestrian crossings

Raised table/ surface treatment

Google Earth

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8 WIDER MEASURES

8.1 WIDER MEASURES

8.1.1. In addition to highway and access improvements in the vicinity of VCP, 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 - Recommended Measures: Theme - Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan for VCP	It is recommended that VCP develop a School Travel Plan. This can largely incorporate information and measures from this options report, alongside determining targets in relation to travel outcomes desired for the school. The plan should be developed with input from across the school community and include commitment for on-going monitoring, review and update as required.	All	A School Travel Plan is a natural next step to this report, outlining the chosen travel planning measures, determining travel modal share targets, and preparing an implementation and monitoring programme.
W2	School Run Car Sharing	It is recommended that car-sharing be promoted more extensively to parents, either as informal arrangements that can be agreed between individuals, or with the school facilitating a potential matching service. A simple questionnaire could be issued to determine prospective matches where very similar journeys are being made by parents which could be shared by agreement. If successful, his may help reduce the overall number of private car journeys otherwise conducting pick up and drop offs around the school access points.	O1, O2, O5	The travel survey indicates that 15% of parent respondents (15) would be open to a car-sharing arrangement, whereas only 3% of parents (3) are currently car sharing for the school run. This indicates a higher propensity for car sharing to happen than is currently the case.
W3	Park and Stride	The previous Park and Stride scheme operating in St Helier prior to COVID-19 should be re-instated. It is acknowledged that this presents a resourcing obligation for staff, parents or trained volunteers to facilitate the scheme daily. However, if re-introduced it has the potential to less the overall number of vehicles seeking access to the school vicinity and will further promote healthy and active travel.	O1, O2, O4	The travel survey indicates 74% of parent respondents (74) drive to/from school currently with 32% of these (32) having a corresponding onward journey. A Park & Stride scheme may provide a convenient and viable option for a proportion of these parents which, if operated, could encourage active travel for the latest part of these, also helping traffic levels and congestion around the school.

Table 8-2 - VCP School Recommended Measures: Improving Road Safety

Ref.	Measures	Description	Supporting Objective	Justification
W4	School Safety Zone	GoJ should explore the merits of creating a School Safety Zone (SSZ) covering Pleasant St, College Hill, Grosvenor Street and Clarence Road. Traffic calming can 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	23% of parent respondents (23) reported issues related to safety around the school, with 46% of these issues being traffic volumes and speeds, cycling and walking safety, or inadequate crossings. Additionally, 21% of parents respondents (21) stated that slower traffic speeds in the vicinity of the school would encourage them to shift to active travel modes. A SSZ may helped partially alleviate some of these issues. Furthermore, those who consider walking and cycling as a travel option for the future may be encouraged to do so as the main school access becomes less car dominated. The SSZ may directly complement investment in measures W1, W3, W5, W6, W7, W11, W12 and W14.

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Ref.	Measures	Description	Supporting Objective	Justification
W5	Pedestrian Training (Footsteps Programme)	GoJ should consider funding a practical pedestrian training scheme for children at VCP. Buckinghamshire CC in England introduced such a programme called 'Footsteps', which focuses on children aged 4-7 years old, to develop awareness of roads and helps them interact more 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.	O1, O2, O3, O4	A practical pedestrian training scheme – such as the Footsteps programme – will mean more children at VCP can be trained to develop greater road safety awareness, and how to behave when walking, scooting or cycling to school. The training scheme would also complement investment in measures W1, W3, W4, W6, W7, W8, W12 and W14.

Table 8-3 - Recommended Measures: Theme - Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W6	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 the surrounding area. These could be informed by 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, via social media and the school website, and be updated when required to reflect changes and improvements to local active travel networks.	O1, O4, O5	The travel survey indicates that 19% of pupils (19) already walk or cycle to school, and 17% of respondents (17) referred to more or better information on safe walk and cycle as incentives. Potentially more parents would consider allowing their children 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 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 VCP 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. Schemes can be especially effective if several schools participate together, such as those clustered in the vicinity of VCP, to create healthy competition amongst school communities.
W7	Reward-based Participation Schemes	GoJ should consider funding a schemes that encourages participation and active travel through reward-based incentives have grown in popularity in recent years. Examples include 'Beat The Street' (operated in England by Intelligent Health) whereby 'beat boxes' are located on defined routes within the community and smartcards are issued to participants. Participants then tap boxes with their smartcard to indicate they have walked, or cycled, a specific route and earn points. Points are then aggregated for each school as part of a friendly competitive league, with prizes available for winning schools. The scheme fundamentally encourages walking and cycling activity over a defined period, and incudes the ability to quantify overall health benefits. Alternative, cheaper options include a simplified scheme that could be run through the school. Pupils who 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'.		

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Ref.	Measures	Description	Supporting Objective	Justification
W8	Audit and develop key walking routes to VCP	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including immediately adjacent streets but also St Saviour's Road, Don Road and Mont Millais, 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	Safer walking routes to school would encourage 26% of parents (25) to walk their children / allow their children to walk to school. Also considering that 16% (16) would consider their children to walk to school in the future, this measure could make a meaningful difference in modal choices. their kids to school.
W9	Audit and develop key cycling routes to VCP	GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, including immediately adjacent streets but also St Saviour's Road, Don Road and Mont Millais, 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	Safer cycling routes to school would encourage 65% of parents (64) to cycle their children / allow their children to cycle to school. Also considering that 32% of parents (32) would consider cycling as mode of travel to school in the future, this measure could make a meaningful difference in modal choices.
W10	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	Improving cycle parking facilities at school would encourage 17% of parents (17) to cycle their children to school / allow their children to cycle to school in accordance with survey results.
W11	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 VCP to ensure pupils benefit from developing skills and confidence to become safe cyclists.	O1, O4, O5	The travel survey indicates that 2% of pupils (2) currently cycle to school, however 32% (31) would consider this mode for future travel. When asked about measures to encourage cycling, 47% of respondents (46) referred to cycle training.

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Table 8-4 - Recommended Measures: Theme - Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W12	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 VCP 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.
W13	Targeted Use of Social Media	Developing a strategy to engage with Facebook and Twitter followers and disseminate sustainable travel information through 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. The possibility of opening an Instagram account 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 events participation rates.	All	VCP's Facebook community is comprised of 1,292 people who follow this social network, and VCP's Twitter account is followed by 226 users (as to 05th October 2021). Despite the high number of users exposed to VCP's social network accounts, the interaction rate of VCP's Facebook and Twitter profiles is low, with no comments in most of their 'tweets' and less than 100 'likes' in most of their Facebook posts. The targeted use of social media will increase the visibility of VCP'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.
W14	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 VCP and for pupils to also feedback to their cohort on their own experience, views and ideas.	All	17% of respondents (17) referred to more or better information on safe walk and cycle as incentives to shift to active travel modes. Additionally, 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.

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Table 8-5 - Recommended Measures: Theme - Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W15	Dedicated Bus Service for Primary School Pupils Only	A feasibility assessment could be undertaken to determine the potential for a dedicated bus service to be introduced for primary school children only. This may serve other schools in the vicinity to support service viability and share the associated service costs. This would provide additional public transport service capacity for school journeys locally and resolve parental concerns about shared transport between primary and secondary pupils.	O1, O6	Current bus services do not align with VCP entry and exit times. This may be one of the reasons why bus is not currently used by any of the respondents to the survey, contrarily to the 43% of parents (42) who have stated they would consider their children to use a dedicated bus service. Additionally, 7% of parents (7) referred to considering their children to use public bus services – these students could be transferred to dedicated school bus services if these were present. Also, some parents have shown concerns about unacceptable behaviours towards primary school pupils from secondary school students. A dedicated service would help addressing this concern.
W16	Introduce a School Bus Behaviour Charter	A school bus behaviour charter could be drawn up as a code of conduct that pupils agree to adhere to when using school bus services. This would help highlight and reinforce the importance of good behaviour and could be supported by occasional spot checks on behaviours from school staff on services to enforce standards if required.	O1, O6	Some parents understandably hold concerns that primary school pupils sharing bus services with older pupils may expose them to unacceptable behaviours. Establishing school bus standards could help managing this issue as identified by parents.
W17	Review of Bus Stops Facilities, Locations, and Routes from Stops to School	A review of bus stops facilities, locations, and routes from/to said stops to VCP is recommended to be undertaken. This is to determine whether bus stops can be brought closer to the school, whether there are adequate facilities to enable waiting times (e.g. are there shelters to protect from rain?) and how routes from /to the stops can be made safer and more attractive for students if required.	O1, O3, O6	Bus travel facilities around VCP school are not considered to encourage travelling by bus in accordance with Chapters 2 and 5. Also, safer walking routes from bus stops, improved bus waiting facilities and shorter distance between bus stop and school have been stated by 16%, 15% and 10% of parents (16, 15 and 10) respectively as encouraging to choose bus as their children's travel mode to school.
W18	Reduce bus fares for pupils on school bus services	A review of bus fares could help determine whether these can be made more affordable to students. This does not necessarily need to be applicable to all students and may be based on specific concessions in accordance with a series of criteria to be met.	O1, O6	"Cheaper fares" has been stated by 18% of parents (18) as a measure which would encourage them to choose bus as travel mode to school for their children.

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9 PRIORITISATION OF MEASURES

9.1 APPROACH TO PRIORITISATON

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

9.1.2. To assist Government of Jersey with an initial determination of which measures to prioritise, each has been assessed against a set of six 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 immediately identifiable technical constraints on deliverability
- 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.

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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	Pedestrian crossing improvements	2	1	2	2	3	3	13	HIGHER
H2	Footway improvements on Grosvenor Street	1	2	3	3	3	3	15	HIGHER
H3	Raised table and crossing improvements and footway widening	2	2	2	2	3	2	13	HIGHER
H4	ITS signal optimisation at the Grosvenor Street/St James Street/St Saviours Road junction	1	2	2	3	1	2	11	LOWER
H5	Carriageway closure outside the vehicular access to the school (Part time or permanent options)	2	2	1	2	1	3	11	LOWER
H6	20mph speed limit and advisory signage	1	2	3	3	2	3	14	HIGHER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	Develop a School Travel Plan for VCP	2	2	3	3	3	2	15	HIGHER
W2	School Run Car Sharing	2	2	2	2	2	2	12	LOWER
W3	Reintroduce Park and Stride scheme from central St Helier	2	3	3	2	3	2	15	HIGHER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W4	School Safety Zone	1	3	2	2	2	2	12	LOWER
W5	Footsteps Programme	2	2	2	2	3	2	13	HIGHER

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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
W6	Walking/Scooting and, Cycling Maps	1	1	3	3	2	2	12	LOWER
W7	Reward-based Participation Schemes	3	3	1	3	3	2	15	HIGHER
W8	Review of Walking Routes	2	2	3	2	2	2	13	HIGHER
W9	Review of Cycling Routes	2	2	3	2	2	2	13	HIGHER
W10	Improvement of Cycling Facilities at School	1	1	2	3	2	2	11	LOWER
W11	Bikeability Training	2	2	1	3	3	3	14	HIGHER

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
W12	Sustainable School Travel Campaigns	1	1	2	3	2	2	11	LOWER
W13	Targeted Use of Social Media	1	1	2	3	2	3	12	LOWER
W14	Classroom/Assembly Activities on Sustainable Travel	1	1	3	3	3	3	14	HIGHER

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

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W15	Dedicated Bus Service for Primary School Pupils Only	3	2	1	2	3	2	13	HIGHER
W16	Introduce a School Bus Standards Charter	1	1	3	3	3	3	14	HIGHER
W17	Review bus stop facilitates and service connections with school	2	2	2	2	2	2	12	LOWER
W18	Reduce bus fares for pupils on school bus services	2	2	1	2	3	1	11	LOWER

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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 VCP. 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 VCP

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 Helier.

10.2.2. Further engagement and dialogue with VCP 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 VCP 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 School Travel Plan and implementation programme

10.2.5. Resource should thereafter be allocated to use the information in this report to prepare a School Travel Plan, committing to an agreed shortlist of measures subject to 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 the plan should include an approach to monitoring and evaluating measures. This will provide a framework to determine how effective chosen measures have been in securing the planned outcomes and provide an opportunity for adaptive learning, both at VCP and to inform future sustainable mobility programmes in Jersey.

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