8.   School Travel Plan Strategy

OVERVIEW

8.1   The Council is responsible for promoting School Travel Plans at a Borough wide level, together with assisting and enabling schools to develop them individually. The Council's resources will help schools implement actions identified in their Travel Plans. This School Travel Plan (STP) Strategy incorporates Safe Routes to School project work that promotes modal shift and seeks to contribute to casualty reduction. The strategy also considers cross boundary school transport issues.

8.2   School Travel Plans will be deemed to be successful if they reduce traffic congestion and contribute to the quality of life in the Borough through the reduction of noise and air pollution. In addition, they may help to combat social exclusion, improve an area's sense of community and enhance personal safety and perceptions of security.

8.3   The aim of the Strategy is that all schools within Barnet have an approved travel plan in place by the end of the academic year 2009-2010.

NATIONAL AND LOCAL POLICY CONTEXT

National

8.4   The London Borough of Barnet aims to work towards and meet the targets set by Central Government. An outline of relevant national and local policy relating to school travel is shown below.

8.5   The Government's White Paper: **A New Deal for Transport** considers the problems of providing sustainable transport and sets out the approach to achieve an integrated transport policy.

8.6   The issues of journeys to school are also included in the National Road Safety Strategy- *Tomorrow's Roads: Safer for Everyone* and *the National Cycling Strategy.* Both of these documents highlight the fact that the school journey, in line with most journeys, has changed to become much more car-dependent and travel by all other modes has fallen.

Local

8.7   Barnet casualty reduction targets have been set by the Government for the year 2010, and contained in the national road safety strategy document "Tomorrow's *Roads: Safer for Everyone*". The main casualty reduction target figure influencing School Travel Plans is a 40% reduction in all fatal and serious road casualties by 2010 from their average level for the years 1994-98.

School Travel: An Action Plan

8.8 The Departments for Transport and for Education and Skills have devised a joint initiative to promote School Travel Plans in schools. This is accompanied by the document *Travelling to School: an action plan.* The target is that all schools in the UK have a travel plan by 2010. This is designed to respond to the fact that the National Travel Survey in 1996 showed that car use on the school run had doubled in the ten years previous to the survey, and that there have been knock-on consequences of increased congestion and increasing levels of obesity in children which may be partly caused by the decrease in physically active travel habits.

8.9 The initiative offers capital funding to schools that develop School Travel Plans – this is currently available until 2008 – and funding for local authorities to employ a School Travel Plan Advisor (STA).

8.10 The STP strategy addresses national education, health and other policies involving children through the development of School Travel Plans. These policies are summarised below:

8.11 **Choosing Health (Department of Health, November 2004)** - This white paper states 'The components of good health will be a core part of children's experience in schools' and will be developed through 'a coordinated 'whole school' approach to health – in lessons, sport, provision of food, personal advice and support, and travel arrangements.'

8.12 **Choosing activity: a physical activity action plan (Department of Health, March 2005)** - This action plan sets out the Government's plans to encourage and co-ordinate the action of a range of departments and organisations to promote increased participation in physical activity. Included is the development of transport plans to encourage activity.

8.13 **Every Child Matters (Government Green Paper ,September 2003)** - Every Child Matters outlines five national outcomes for children, which all services for children must endeavour to achieve for all children. School Travel Plans can contribute to 'being healthy' through the promotion of physical activity, 'staying safe' and 'enjoying and achieving' by furnishing the children with road safety skills necessary in adult life and embedding healthy transport choices in their minds for future years.

8.14 **Healthy Schools Guidance (Department of Education and Employment)** - School Travel Plans have clear links to several elements of the Healthy Schools Guidance. Physical activity can be boosted through a variety of STP schemes such as WOW (Walk on Wednesdays) and Park and Stride. The benefits of walking and cycling can be taught in associated lessons. Safety of the school population is addressed through the STP process and the development of a Safe Routes to School project.

8.15 **"Every day Sport" Campaign (Sport England)** - This campaign promotes commuting, including the school run, as an opportunity for "everyday sport";

thirty minutes activity five times a week , so walking, cycling or running becomes part of the journey.

Barnet's Objective's

8.16 The council's primary objectives relating to School Travel Plans are as follows:

- To assist in the reduction of reported injury accidents for school journeys in accordance with targets contained in national guidance;
- To increase journeys to school using more sustainable forms of transport;
- To increase coverage of road safety awareness and impact of education, training and publicity; and
- To reduce congestion outside of schools.

Regional Targets

The Mayor's Transport Strategy

8.17 School Travel Plans link to objectives contained within the Mayor's Transport Strategy. The Greater London Authority Act (1999) provided for the Mayor to set statutory targets with respect to the implementation of any of his strategies. In relation to School Travel these are;

- **Target 2 School Road Safety: Boroughs are to review road safety around all primary and secondary schools in London by 2008.**

- **Target 8 School Travel Plans: Boroughs are to work with schools or groups of schools to review travel to all schools by March 2008, with significant progress having been made by March 2006.**

8.18 The regional target of 25% of the boroughs schools to have a completed STP by March 2005 has not been met. This would have required some 39 schools to have a completed STP in less than a year. Delays can be attributed mainly due to the original School Travel Plan Co-ordinator leaving the post, and the subsequent time it took to find a suitable replacement.

8.19 Revised interim year targets have been developed in order to meet the Mayor's target of all schools having a School Travel Plan by 2009; one year ahead of the national target. Regional targets are not explicit between financial, academic and calendar year. As it is schools that engage in the STP process, the Council will therefore work to academic years.

8.20 The milestones were determined on the basis that during the academic year 2005-06 24 School Travel Plans will be completed with 30 completed in each of the following 4 academic years. Travel to school is reviewed at the start of the School Travel Plan process leading to the given review of travel milestones. All schools are deemed to need a School Travel Plan. Schools that have completed their travel plans will be expected to implement their STP the following academic year.

Table 8.1:Interim targets for the completion of School Travel Plans

Academic year	Schools involved in developing STP	Plans completed (percentage)
05 – 06	24	32 (21%)
06 – 07	30	62 (41%)
07 – 08	30	92 (61%)
08 – 09	30	122 (80%)
09 – 10	30	152 (100%)

8.21   By March 2008 122 (80%) of the Borough's schools will have begun the School Travel Plans, included in which is a review of travel. In order to meet the regional target of working with schools or groups of schools to review travel to all schools by March 2008, a review of travel to the remaining 30 schools will be instigated in the Spring Term 2008 in preparation for them beginning their School Travel Plans. Table 8.2 shows the target number of schools where travel will have been reviewed.

Table 8.2: Target number of schools reviewed

	March 2006	March 2008
Number of schools	75 (49%)	152 (100%)

8.22   Schools will be expected to implement their School Travel Plans during the academic year following completion of the STP document. Table 8.3 shows the target number of schools to have a School Travel Plan implemented.

Table 8.3: Target number of schools with travel plans implemented (academic year)

	2007-08	2008-09	2009-10	2010-11
Nos. schools	62	92	122	152
% schools	41	61	80	100

8.23   A review of safety will be completed around 122 schools (80%), by 2008, based on the predicted STP programme, as part of the School Travel Plan process. This involves a comprehensive safety audit of the school's locality completed in consultation with the school staff. In order to meet the regional target of safety to be reviewed around all schools by 2008 the Council commits to carrying out independent reviews around the remaining 30 schools

(20%) during the academic year 2008-09, in preparation for starting a STP plan with these schools.

8.24 To complete the review of safety, members of the traffic management and safety team will visit the school location to assess all aspects of highway, footway, parking facilities, street furniture, crossing facilities, signs and lines and will consider issues such as parking, congestion and pressure on crossing points. 20 mph zones will be considered in situations where inappropriate speed is an issue.

8.25 Table 8.4 shows the future year milestones for the review of safety around all schools. The predicted number of schemes to be implemented is based on practice to date, but future schemes will be reliant on the findings of the safety reviews.

Table 8.4: Target number of schools with safety reviewed and schemes implemented.

	2006 - 07	2008 - 09
No. of schools reviewed	62	152
Percentage of schools reviewed	41	100
No. of schools with schemes implemented	15	31
Percentage of schools with schemes implemented	10	20

Safer Routes to Schools (SRtS)

8.26 Safer Routes to Schools is a programme that is funded through the Borough Spending Plan (BSP) process and London boroughs bid annually to TfL, who in turn allocate money against agreed measures.

8.27 The work is undertaken by the Highways Group, who responds to requests from schools. Measures are identified when physical features can achieve change in mode of travel and enhance safety on the journey to school. Examples of works include measures such as new signage and pedestrian crossings. It is now policy that if a school approaches Barnet for engineering works, an STP must be written prior to agreement of any works. The following works are planned for the 2005-06 SRtS programme:

Table 8.5: Works planned for the 2005-06 SRtS programme

School	Scheme description
Barnet Hill School	Introduce new pedestrian island. Widen footway near school exit. New PGR and bollards to protect footway.
Fairway School	Introduce new pedestrian island. Improve footway near subway. New PGR and bollards to protect footway. Introduce 'wig-wag' lights and improve signage. Review School keep clear provision outside school.
Garden Suburb Schools	Improve pedestrian facilities at two exits to schools. Introduce measures to reduce school gate parking. Investigate the introduction of one-way operation on slip road off Willifield Way. Localised widening of footways.
Hasmonean Girls' School	Introduce VAS on Page Street. Improve school signage. Construct 'Park & Stride' lay-by near school and measures to reduce footway parking near main entrance.
Whitings Hill School	Introduce VAS on Quinta Drive. Improve school signage. Construct pedestrian crossing and improve existing facilities. amend School keep clear provision outside school.
Underhill Schools (Infant/Juniors)	Localised footway widening. Introduce measures to reduce footway parking near school gate. Improve PELICAN crossing facility.
Brunswick Park School	Improve pedestrian facilities at exit to school. Introduce measures to reduce school gate parking. Introduce improvements at School Crossing Patrol location.
Parkfield School	Introduce new pedestrian island crossing. Reduce parking near school exit and around junction. Review School keep clear provision outside school.
Colindale School	Introduce new pedestrian island. Reduce parking near school exits. Review School keep clear provision outside school. Improve crossing facilities at School Crossing Patrol location.

THE JOURNEY TO SCHOOL

Trips to School by mode

8.28   The ways in which children travel to school have altered markedly over the last ten years. The modal split for journeys has changed towards those modes that are associated characteristically with longer journeys, especially the private car. According to the National Travel Survey, for example, in 1989-91, 27% of trips to school taken by 5-10 year olds were in a car or van; by 1999-2001 this figure had risen to 39%. Since the majority of trips to school usually take place at the same time each morning and evening, they can have a major impact on levels of congestion in residential areas. At the morning peak at 8.50am, an estimated 17 per cent of all cars on the road in urban areas are taking children to school, (refer to Table 8.6).

Table 8.6: Trips to and from school per child per year by main mode

	Percentages			
	Age 5-10		**Age 11-16**	
	1989-91	**1999-2001**	**1989-1991**	**1999-2001**
Walk	62	54	48	43
Bicycle	1	1	5	2
Car/van	27	39	14	18
Private bus	4	3	10	9
Local bus	4	3	20	23
Rail	-	-	1	2
Other	1	1	3	2
All modes	100	100	100	100

Source: National Travel Survey, Department for Transport

Journey Characteristics: Perceived Safety

8.29 Busy roads, increased car use and pressures on parents mean that vehicle congestion on the 'school run' is increasing and the number of pupils walking or cycling is decreasing. Many parents feel that they have no realistic alternative than to drive their children to and from school because of their fears for the children's safety both from traffic and other issues. Parents need reassurance and convincing that they and their child will be able to use the roads safely and conveniently if there is to be a significant shift in travel mode.

School Choice

8.30 Parents are able to and do exercise their rights to choose the most appropriate school for their child's educational needs. This may result in children attending schools that are further away from home. As a consequence, more children are likely to travel to school by car. This is especially the case for orbital movements across the borough, where there is overall poor public transport alternatives available at school times. This results in higher levels of car use. Barnet also has a large number of faith schools that attract pupils from both within the borough and from outside. These again tend to attract a larger number of car journeys, as often pupils are travelling considerable distances to attend these schools.

8.31 Through the STP process, schools with large catchment areas will be encouraged to disseminate information on possible routes to school that minimise car use to parents/carers and pupils through their school prospectus, newsletters and information evenings, so that informed choices can be made. Car sharing will be promoted and park and stride schemes set up to reduce congestion around the school. Links will be made to neighbouring Boroughs so that the same message will be given to parents.

Distance to School

8.32 Trips to school account for over a quarter of all trips taken by under 16s. In 1999-2001, children of secondary school age took considerably longer on average to get to school than younger children. Significantly, children living in London took the most time of all. In 1989-1991, children living in London aged

5-10 years of age took on average 25 minutes to travel to school, whilst in 1999-2001 took 26 minutes, an increase of 4%. In 1989-1991, children living in London aged 11-16 years of age took on average 35 minutes to travel to school, whilst in 1999-2001 took 43 minutes, an increase of 23%.

Table 8.7: Mean time taken to travel to school: by age of child and area type of residence

| | Minutes | | | | | |
| | Age 5-10 | | | Age 11-16 | | |
	1989-1991	1995-1997	1999-2001	1989-1991	1995-1997	1999-2001
London boroughs	25	22	26	35	35	43
Metropolitan built-up areas	27	21	23	31	30	29
Large urban over 250,000	24	21	19	29	27	29
Medium urban 25,000 to 250,000	23	19	20	26	29	29
Small urban 3,000 to 25,000	22	18	20	27	26	27
Small/medium urban 10,000 to 25,000	..	..	19	..	..	29
Small urban 3,000 to 10,000	..	..	20	..	..	25
Rural	18	17	18	30	27	28

Source: National Travel Survey, Department for Transport

8.33 This increase for both younger and older children can be attributed to varying economic, demographic, social and cultural changes. However, one significant factor in these variations is the distance children live from their schools. Children aged 5-10 travel, on average, 2.6 kilometres to their school, whilst for that aged11-16 this figure is 4.8 kilometres. See Table 8.8 below.

Table 8.8: Average national journey length to school (km)

| | Age 5-10 | | Age 11-16 | |
	1989-1991	1999-2001	1989-1991	1999-2001
Average length (kilometres)	2.0	2.6	4.5	4.8

Source: National Travel Survey 2001, Department for Transport

### SCHOOL TRAVEL WITHIN BARNET

Journey to school by mode

8.34 The proportion travelling to school by car in Barnet is relatively high compared to the national average, which itself has seen an approximate doubling of car use since 1990. The school run has therefore been a major contributor to traffic congestion on Barnet's roads at peak periods.

Figure 8.1 – Mode of Travel for usual journey to school
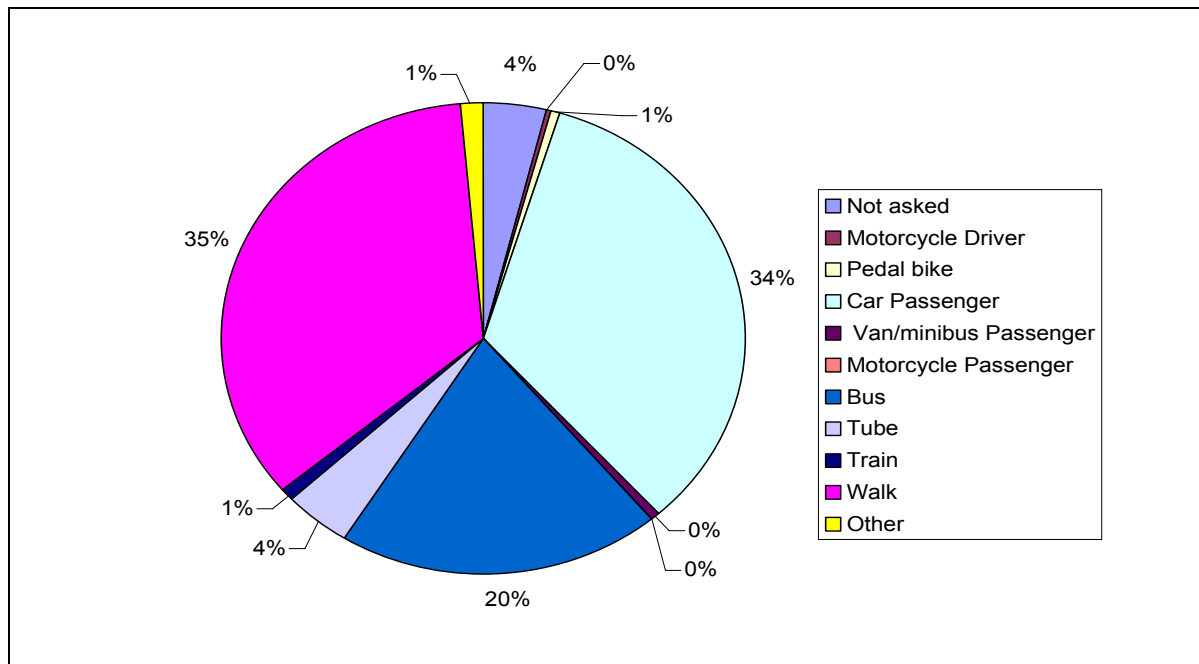
8.35 Figure 8.2 highlights the relatively large proportion of school children travelling to school by car when compared to other London Boroughs.

Figure 8.2 - Mode choice for usual journey to work
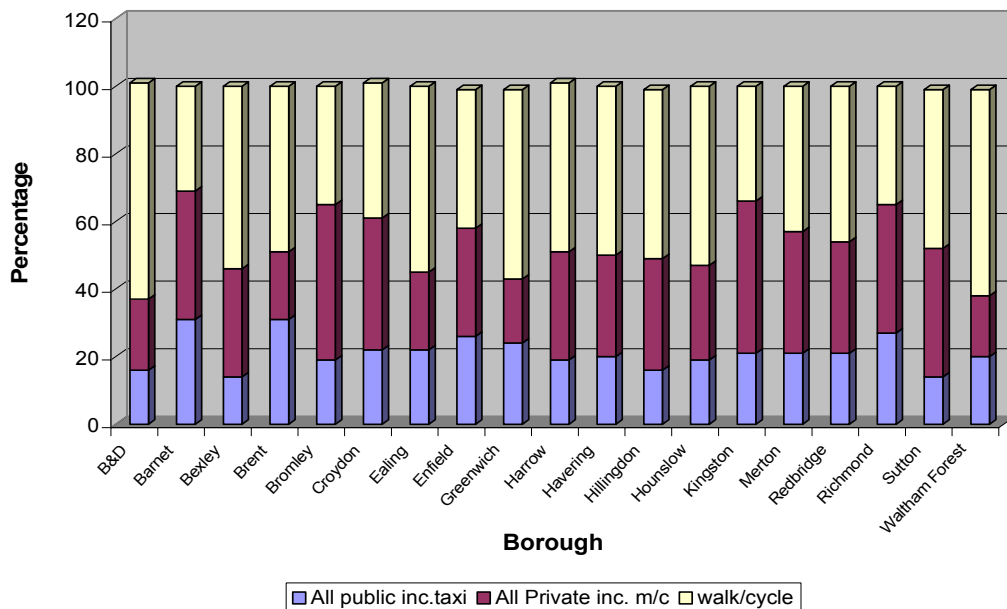
8.36 Many households own a second car that is available for the school journey, and are therefore more able to drive children to school. The use of the car is increased by the fact that few of the Borough's Secondary schools are located

in areas of high PTAL scores. A map of Barnet's public transport accessibility level (PTAL) shows that many parts of Barnet (except for a few isolated areas around major town centres) have limited access to convenient bus and train services (refer to Local Implementation Plan (LIP), Chapter 2, Figure 2.3).

8.37 For those living in areas served by limited public transport, some parents understandably feel there is no alternative to the car, especially if the school is some distance away and cannot practically be reached walking or cycling. In addition to rising car use and ownership, a number of factors have also contributed to increased use of the car for the journey to school:

Cycling

8.38 Schools show a reluctance to allow pupils to cycle to school because of parking and security problems. Parents have echoed this reluctance because of the perceived dangers to young cyclists. Initiatives to address these issues by supplying secure cycle parking facilities, lowering traffic volumes and speeds especially near to schools (e.g. through use of 20mph zones), provision of segregated cycle facilities including cycle lanes and ASLs, and travel demand measures, will all help to address these issues. In addition, other factors beyond the control of facilities can restrict levels of cycling significantly. Barnet's undulating topography means that its hills are a significant barrier to achieving high levels of cycling.

8.39 However, there is increasing interest being shown by secondary schools to the promotion and use of cycles and many now encourage pupils to receive training to allow them to ride to school. The promotion of cycling to school children is included as a regular resource to schools. Currently Barnet Council offers cycle training to all year 6 pupils in the borough. Cycle training for years 7 and 8 is also offered to all schools within the borough. This is promoted via letters sent out to all schools at the beginning of the academic year. Pupils and parents are asked whether they would like to cycle to school, and if so whether training would assist them in doing so. Based on the response, assessment days are held at the school. Individualised training is then given that reflects the child's needs so that they can cycle the selected route with confidence.

Walking

8.40 The lack of road skills and awareness is apparent with the current high proportion of road casualties in the 10-14 age group. Figure 8.3 below illustrates this, with over 950 accidents happening to the 10-14 age group alone in 2002.

Figure 8.3 - Pedestrian casualties by age and severity in Greater London 2002
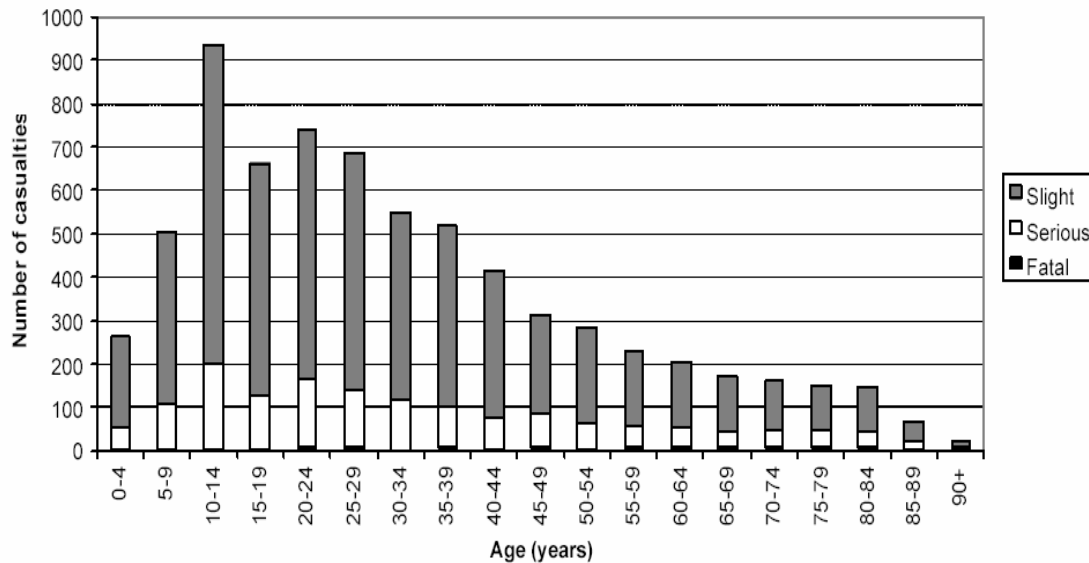
Source: Tfl pedestrian casualties in Greater London June 2003 factsheet

Public Transport

8.41   Barnet currently encourages schools to promote healthy and sustainable modes of travel and attempts to highlight the issues concerning car travel. In addition, Barnet works with schools and public transport providers to help them promote public transport in schools to students, parents and staff alike. This is of particular relevance due to the recent introduction of free travel on buses for anyone under the age of sixteen.

8.42   Bus use across London is on the increase. London Buses are now carrying the highest number of passengers since 1969 and there is now the fastest rate of growth in passengers since 1945. (Source: Tfl)

8.43   The Council acknowledges buses are a viable and popular mode of transport for Secondary School pupils and will continue to seek to increase bus use through understanding the barriers that stop young people using this form of transport. Bus use tends to be lower in the Primary sector due to smaller catchment areas so pupils have to travel less distance. Data collected through the STP process will enable the Borough to identify bus use and needs which can be shared with the bus providers. Barnet continues to support and encourage Private bus services operated by schools.

8.44   Unruly behaviour, sometimes resulting in serious damage to vehicles, is known to be a problem on buses carrying schoolchildren. The presence of large numbers of school students is also a deterrent to other passengers. Initiatives such as the London Transport Museum's Safety and Citizenship initiative and the Metropolitan Police's Junior Citizen scheme may address these issues and will be promoted as part of the School Travel Plan process. Safer Schools Team Police Officers work with their allocated schools to develop strategies to encourage appropriate behaviour and safe travel.

SCHOOL TRAVEL PLANS: THE MECHANISM FOR DELIVERING CHANGE

Senior Level Support

8.45 Cabinet members for the Environment and Transport and Education fully support the School Travel Plan Strategy. The Strategy is actively supported in the Education Department through the involvement of the Chief Education Officer and Learning Network Inspectors.

School Travel Plans

8.46 There are currently 152 schools within the Borough of Barnet (4 dedicated nurseries, 93 primary, 21 secondary, and 34 independent schools). Barnet's School Travel Strategy sets the policy framework within which schools are encouraged to develop individual travel plans.

8.47 A School Travel Plan (STP) is a document that sets out a package of measures to encourage walking, cycling and the use of public transport to get to school. The aim of this work is to reduce car use for journeys made to and from school by parents and school staff, and to improve the safety of the journey for those who walk, cycle or use public transport when travelling to and from school.

8.48 The increase in children travelling to school by car has created a number of problems, including;
- Higher levels of traffic and parking leading to an increase in congestion around schools;
- Disturbance to local residents;
- Increase in atmospheric pollution around schools;
- Less opportunity for children to develop road safety skills;
- Lack of exercise;
- Reduction in children's independence and social interaction; and
- Development of travel habits that will be difficult to change later in life.

8.49 The schools themselves produce the STP, supported by the Council, and often work in partnership with other external agencies as appropriate. The measures that the school identify are based on the research of how its community (pupils, parents and staff) travels, and the issues that the school faces with travel arrangements and road safety near to school. It may include awareness-raising activities, travel training, engineering, working with parents or local residents, incentive ideas to encourage specific activities (e.g. walking to school), and should be absorbed into school policy.

8.50 A School Travel Plan must contain the following elements:
- A brief description of the location, size and type of school;

- A brief description of the travel/transport problems faced by the school/cluster of schools. This includes all pupils travel needs, including travel to and from school at the beginning and end of the day, travel to and from extra-curricular/ after school activities and travel within the school day to events at other locations;
- The results of a survey show how students currently travel to and from school, how they would like to travel to and from school, and what things they feel they need to support them in travelling in the way that they would like (for example, cycle storage might make cycling to school possible);
- Clearly defined targets and objectives;
- Details of proposed measures;
- A detailed timetable for implementation;
- Clearly defined responsibilities;
- Evidence of consultation with all interested parties; and
- Proposals for monitoring and review.

Methodology

8.51 In order to increase the number of schools with STPs, we will;
- Encourage schools to produce STPs;
- Provide guidance on how to produce a STP;
- Facilitate and support the production of STPs where necessary; and
- Monitor and advise on the quality of STPs;
- Coordinate borough led school travel initiatives that schools can join in with that will support the development and implementation of their STPs; and
- Coordinate all borough programmes relating to school travel so that STPs can become part of a range of linked programmes that help schools to address their travel needs and issues, reduce congestion, increase the use of sustainable transport and promote the independent and safe travel of young people in Barnet.

Role of the School Travel Plan Coordinator

8.52 The post of STP Coordinator is situated in the Traffic Management and Road Safety office which allows continuous liaison between the Coordinator, Road Safety Officers and the Safer Routes to School Senior Engineer. The School Travel Plan Coordinator and the two Road Safety Officers form the School Travel Team who work directly with schools to develop School Travel Plans.

Working with Schools:

8.53 Through discussion, Barnet has established how the borough intends to work with all schools to engage them in the STP process.
- The needs of the schools will be assessed as part of the School Travel Plan process, through the School Travel Plan Coordinator;
- Each school will be supported in the process by a member of the School Travel Team, either the School Travel Plan Coordinator or a Road Safety

Officer. The school's needs will dictate the level of support provided but will involve regular communication and visits.

- When developing the actual School Travel Plan support will be provided not only through the allocated Council officer but also through a comprehensive information pack as well as a detailed website, which is currently in development. Data collection and analysis is facilitated by the School Travel Team in order to relieve this time consuming process from the schools.
- Schools are encouraged to send in draft copies of their School Travel Plans. These are then evaluated against the Department for Transport (DfT) / Department for Education and Skills (DfES) quality assurance criteria and suggestions made for revisions. Where a school needs extra support in completing their plan an officer will work directly with the school.
- Each individual School Travel Plan will identify areas for improvement at each school, whether the need be for information, training, education, journey sharing initiatives or physical measures;
- These needs will then be referred to the respective officers, with any need for physical measures being referred to engineers within the highways team. The implementation of these physical measures will be carried out through the Safer Routes to School programme.

8.54 Details of the stages for developing a School Travel Plan are summarised below :

Stage 1 – Collecting baseline data
- Initial contact with the school to get their commitment to the process;
- First session – What is a School Travel Plan?
- Information pack presented to the school;
- Lead person identified by the school (School Champion);
- Postcode pin maps presented to the school– Where the children live;
- Hands up survey completed by the school – How the children travel to school;
- Staff survey completed by the school – How the staff travel to school;
- Comprehensive Questionnaires prepared, printed and delivered to school;
- Questionnaires handed out by the school to pupils, parents/carers and staff;
- Information from questionnaires analysed by the School Travel Team.

Stage 2 – Baseline data complete and analysed
- Traffic and pedestrian counts completed, if necessary, by Borough's traffic Enumerators.
- Analysis of the hands up survey and pupil and parent/carer questionnaires presented to the school.
- Issues raised from questionnaires identified and discussed.
- Core group formed consisting of those involved in the school community.

Stage 3a – Initiatives identified and agreed: Draft plan being prepared.
- Engineer visit to the site to identify possible solutions to issues raised.
- Information provided on the projects available and possible engineering solutions to issues raised.

- Ideas and strategies to tackle issues found identified by core group.

Stage 3b – Writing the School Travel Plan
- Draft plan written by core group.
- Draft plan shared with parents/carers, pupils, governors for consultation.
- Support provided by School Travel Team via phone, e-mail and visits when requested.
- Draft plan passed to School Travel Team.
- Plan assessed against Quality Assurance statements and feedback given to the school.
- Plan reviewed and revised by core team and reassessed.

Stage 4 – Plan complete and signed off
- The final School Travel Plan authorised by Headteacher and Chair of Governors.
- STP checked and authorised by STP Coordinator.
- Read by Learning Network Inspectors and signed off by Chief Education Officer.
- Plan submitted and then authorised by Regional School Travel Advisor (London).
- Action plan added to the School Improvement Plan and shared with the staff, governors, pupils, parents/carer;
- School Travel Plan promoted by the school.

Stage 5 - Monitoring
- Funding released for on and off site projects as identified in the action plan.
- Initiatives identified in the action plan put into place by the school with support from School Travel Team.
- Core team to meet termly.
- Progress reviewed by School Champion and supporting member of School Travel Team.
- Hands up survey completed by the school at the same time each year.
- Action plan reviewed and revised annually as part of the School Improvement Plan.

Selection of schools

8.55 Currently schools begin the STP process for the following reasons:
- Incident or issue identified by school, parent/carer, local resident or School Travel Team.
- Desire identified by school for engineering changes outside school.
- Desire identified by school for Road Safety education.
- Involvement in Barnet Healthy Schools Scheme.
- School in the same area as one already developing a STP, sharing the same issues.

8.56 In order to ensure that the targets set for the number of School Travel Plans completed, signed off and then implemented are achievable and met, a new approach for working with schools is currently being developed. In the future schools identified in the ways described above will be invited to join clusters of similar schools (by school type) to start the STP process. To meet the Borough's yearly quota of schools developing a STP, other LEA and Independent schools, who have not yet initiated contact, will be invited to join a suitable cluster.

8.57 Representatives from the each school in the cluster will attend two group training sessions in order to support them through the STP process as described above. Each school will continue to have a member of the School Travel Team allocated to them to provide specific support through phone calls, e-mail and regular visits to the school.

8.58 Where a school is unwilling to develop a School Travel Plan the barriers that are stopping them will be investigated and extra resources put in place to facilitate its development. The School's Learning Network Inspector and Local Education Authority (LEA) Governors will then be involved in gaining a commitment to the writing of a School Travel Plan. By 2008 a review of safety will have been carried out around all schools so the findings can be used to engage with any schools that have not yet started the STP process.

8.59 Currently, there is no means to force schools to develop their STP. This needs to be dealt with at a London wide or National level.

Special Educational Needs

8.60 Barnet works with the Head Teachers of special schools, and with the Special Educational Needs (SEN) Co-ordinators to develop training programmes for those students who would show awareness to be responsible to travel by themselves either now or in the future.

Outcomes and Solutions

8.61 All schools, involved in the School Travel Plan process, have differing needs and will be supported in the identification of a number of measures including on-site and off-site engineering as well as non-engineering measures such as Theatre in Education, cycle infrastructure and curriculum resources in order to deliver their plans. Funding for these measures will be sought as part of the Borough Spending Plan and LIP funding processes administered by TfL.

COMPLETION OF STP'S IN BARNET: PROGRESS TO DATE

8.62 As stated previously, there are currently 152 schools within the Borough of Barnet. Of these, a total of 60 schools are involved in the School Travel Plan process. In order to assist monitoring of progress towards completion, schools are deemed to be at varying 'stages' of progress made towards completion of a School Travel Plan. The stages are defined as follows:

Stage 1: Collecting baseline data (current travel characteristics)
Stage 2: Baseline data complete and analysed. Discussions based on this data continuing
Stage 3: Initiatives identified and agreed: Draft plan being prepared.
Stage 4 Complete: Plan completed, and signed off.
Stage 5 Monitoring: School is being monitored for modal shift and implementation of schemes outlined within plan.

8.63 Table 8.9 shows the 60 school engaged in the STP process and their current stage. (Data correct up until October 2005)

Table 8.9: Schools engaged in STP process

School	Type	Category	Stage
Akiva- Steinberg Centre	Primary	Independent	3
Ashmole	Secondary	Foundation	1
Barnet Hill	Primary	Community	1
Bell Lane	Primary	Community	2
Belmont	Junior	Independent	1
Brookhill	Nursery	Community	1
Brunswick Park School	Primary	Community	3
Brookland Infant	Primary	Community	1
Brookland Junior	Primary	Community	1
Christ Church	Primary	Voluntary Aided	1
Christ College (Sec)	Secondary	Community	1
Colindale	Primary	Community	1
Compton	Secondary	Community	1
Danegrove	Primary	Community	1
Dollis Infant	Primary	Community	1
Dollis Junior	Primary	Foundation	1
Edgware Infant	Primary	Community	1
Edgware Junior	Primary	Community	1
Fairway	Primary	Community	4
Foulds	Primary	Community	1
Frith Manor	Primary	Community	2
Garden Suburb Infant	Primary	Community	4
Garden Suburb Junior	Primary	Community	4
Hasmonean High (Girls)	Secondary/Sixth Form	Voluntary Aided	1
Hendon	Secondary	Foundation	1
Henrietta Barnett	Secondary	Voluntary Aided	1
Holly Park	Primary	Community	5

Holy Trinity	Primary	Voluntary Aided	3
The Hyde	Primary	Community	1
Lyonsdown	Primary	Independent	1
Mathilda Marks Kennedy	Primary	Voluntary Aided	5
Martin Infant	Primary	Community	1
Martin Junior	Primary	Community	1
Monkfrith	Primary	Community	1
Moss Hall Infant	Primary	Community	2
Moss Hall Junior	Primary	Community	2
Moss Hall Nursery	Nursery	Community	1
Menorah	Primary	Voluntary Aided	1
Menorah	Secondary	Independent	1
Monken Hadley	Primary	Voluntary Aided	4
Mill Hill	Secondary	Foundation	4
Northway	Primary	S.E.N Community	3
Od Yosef Hai (OYH)	Primary	Independent	1
Our Lady of Lourdes	Primary	Voluntary Aided	2
Parkfield	Primary	Community	2
Queenswell Infant	Primary	Community	3
Queenswell Junior	Primary	Community	3
Ravenscroft	Secondary	Community	1
Rosh Pinah	Primary	Voluntary Aided	1
Sacred Heart	Primary	Voluntary Aided	1
St Catherine's	Primary	Voluntary Aided	1
St Joseph's	Primary	Voluntary Aided	1
St Mary's & St John's	Primary	Voluntary Aided	1
St Mary's EN4	Primary	Voluntary Aided	1
St Theresa's	Primary	Voluntary Aided	2
Underhill Infant	Primary	Community	4
Underhill Junior	Primary	Community	2
Wessex Gardens	Primary	Community	1
Whitings Hill	Primary	Community	4
Woodridge	Primary	Community	1

Good Practice

8.64   The lack of road At present eight schools have successful travel plans that meet the DfT and DfES criteria. It is expected that a further 24 will be able to submit their plans in March 2006. Examples of good practice amongst these schools include:

- Whitings Hill – The creation of a new ramped entrance has enabled all of the pupils, including the new Nursery, to access the site safely and has improved the security on site.
- Our Lady of Lourdes – Partnership with a local business has enabled the school to set up and actively promote a park and stride scheme from the car park of a local leisure complex.

8.65 Successful initiatives within Barnet that have strong links to School Travel Plans are described below.

Walking Bus

8.66 There are currently four walking buses operating in Barnet. Barnet has named the scheme 'Kidz Conga', with the intention of giving added appeal to both children who are likely to use the scheme and parents themselves. Responsibilities for the Kidz Conga schemes are shared between both the School Travel Plan Coordinator and a Road Safety Officer.

8.67 In order for a walking bus scheme to be successful, it appears that the main factors linking these schemes and their success are as follows:
- High level of support from parents
- A pool of parent volunteers available to run the scheme
- A desire from the children to use the service (i.e. secondary school children show greater concern over their image amongst their peers, and are often more independent than primary school children.)

8.68 Each have differing numbers of children using the bus on varying days of the week, so it is therefore difficult to quantify the precise number of users. However, a brief summary of the current schemes is shown below in table 8.10:

Table 8.10: summary of current schemes in Barnet

School Name	Number of pupils	Type
Christ Church	15	Nursery
Queenswell	20	Primary
Monken Hadley	40	Primary
Frith Manor	10	Primary

Barnet Healthy Schools
Barnet Healthy Schools Scheme

8.69 Barnet Healthy Schools Scheme (BHSS) encourages schools to adopt a holistic approach to promoting the health of their pupils, staff and community. The scheme is jointly funded by the London Borough of Barnet and the Barnet

Primary Care Trust, and has led the way in developing a healthy schools approach.

8.70   As part of the National Healthy Schools Scheme, BHSS achieves its objectives through various modules which schools sign up to. Each module has a *module leader* to guide and advise the school in achieving the award.

Modules
- Emotional Health and Well-being
- Environment
- Food and Nutrition
- Physical Activity
- Relationships and Family Life
- Safety*
- Substance Use and Drug Education

(* Road Safety Officer leads this module)

8.71   The module leader will conduct an audit with a key member of staff within the school related to their module. They will guide the school in putting together an action plan with a number of core principles in mind. Once the school has worked through their action plan they will be visited again and will look at sustaining the module.

8.72   A new development that has occurred recently is to link the *Safety* module to the School Travel Plan process. Both need to satisfy a number of core principles listed below and require the creation of a core team to write the action plan/School Travel Plan. The School Travel Plan will therefore satisfy the criteria applied to this module of BHSS.

8.73   Core principles encouraged within the project are as follows;
- Consulting and involving young people;
- Consulting and involving parents;
- Ensuring equal opportunities for the whole school community;
- Involving the wider community and outside agencies; and
- Providing staff development and training opportunities.

LOCAL PARTNERSHIPS

Internal

8.74   In order to ensure successful STPs are prepared and the targets met, there are close working relationships formed with the following groups.

Education

8.75 All plans written by schools must be approved by the Council's Head of Education. The borough's Learning Network Inspectors are encouraged to be involved in the development of their schools' School Travel Plans through the core group, where possible, and play a key role in examining each School Travel Plan, giving their views. Their knowledge and opinion is crucial when assessing if the schools targets are reasonable and likely to be met.

Home to School Transport

8.76 Provision is managed by the Education Department within Barnet. Children living over 3 miles (or two miles depending on age) from the closest suitable school qualify. A child is entitled to a free bus pass for zones 1-4 and a small number are provided with train travel. Parents are able pay a top-up fee to increase a bus pass to a travel card.

8.77 There are 589 SEN pupils receiving home to school travel assistance via either minibus (433) or saloon (156). It must be noted that the operation and procedure are to change as Transport for London is offering free bus travel to all under 16 year olds from September 2005, and will extend this to all under 18 year olds in September 2006. This obviously has crucial implications for modal shift within Barnet. The promotion of free travel passes will form an essential part of achieving modal shift for those Schools currently writing STPs, and Barnet will ensure the promotion of passes at every possible opportunity.

Cross Boundary Home to School Transport

8.78 Whilst TfL is a major public transport provider in the Borough many journeys to school originate in other counties (i.e. Hertfordshire) where public transport provision is not as comprehensive. At present financial assistance is offered for cross boundary travel equivalent to the transport costs to the nearest suitable school within the borough.

Road Safety

8.79 The very close working relationship with the borough's Road Safety Officers enables the School Travel Team to play a crucial role in terms of advising schools, parents, and pupils about road safety. Perceived safety is often a major issue when schools come to write their STP. Surveys will be conducted in the area around each school to obtain a current audit of signage, road and path markings, other relevant engineering measures and any other relevant observations relating to school travel and safety. This is to be done in conjunction with formulating a School Travel Plan.

Education.

8.80 Education of pupils and parents can play as crucial a role as engineering and 'hard' methods. Education plays a vital role in ensuring School

Travel Plans succeed. Barnet currently has a wide range of resources available to all age groups within schools, as outlined in Table 8.11.

Table 8.11 – Current Road Safety Education Resources

School Year Group	Resources
Reception, Years 1 &2	a) Happy Project: b) Tool Box c) Children's Traffic Club
Years 3 & 4	Year 3: Lets Be Safe, Out and About. Year 4: Safer Moves
Years 5 & 6	Young Voyager & Transitional services
Secondary	Drama based education i.e. Whose life is it anyway? The Price

8.81 Furthermore, Barnet has initiatives to target existing pupils and parents, as well as new admissions to schools. These initiatives include ways to encourage thoughtful and advanced driving skills amongst adults. Especially important are the methods adopted to increase highway rules and regulations compliance, particularly among parents, to alleviate problems on the school run and set good examples to their children.

School Crossing Patrols

8.82 The team have been able to start more patrols where children are walking to school across busy roads, in turn helping to encourage parents to let their children walk to school. Details outlining the number and location of School Crossing Patrols are detailed in Barnet's Road Safety Plan, section ?.

Cycle training

8.83 Training courses are offered to children to teach them about safe cycling on the roads as well as how to maintain their cycles. The cycle training scheme is available to all Year 6 school children over the Easter and summer holidays and, depending on demand, during the October half-term holiday. All Year 7 and 8 pupils are offered cycle route training, which is catered to their specific route to and from school. Further initiatives include direct encouragement for parents to create/use existing local and national car sharing schemes as appropriate to reduce traffic volume. An example is the North London transport car share group. This is being monitored using annual baseline surveys in order to check that car use on the school run has not increased.

Highways

8.84 Delivery of projects such as the Engineering aspects of the Safer Routes to School programme and area based road safety improvements.

Transport Planning

8.85 Responsible for policy and direction – monitoring latest developments, best practices and legislation as well as identifying potential areas of funding and pioneering pilot schemes. Informs the STP team of any of the above that is of particular relevance.

Planning

8.86 Provide the STP team with advice and consultation on planning issues such as increasing school sizes or new developments. All relevant applications for alterations to school premises are referred to the STP team. Obligations, generally through section 106 agreements, are arranged by planning for the necessity to provide an STP before permission can be granted.

8.87 Areas for future development include links with the following departments:
- Street Enforcement
- Children's Information Service

External

8.88 In addition to these departments, assistance is often sought from outside the local authority.

Regional School Travel Advisor and School Travel Advisor (STA) network

8.89 The School Travel Plan Co-ordinator and Road Safety Officers have regular contact with the Regional School Travel Advisor in order to obtain guidance and advice. Interaction takes place with the London School Travel Advisor network through attendance at quarterly regional meetings, training and the sharing of good practice.

Police representatives

8.90 The police, through the Barnet Safer Schools Team, frequently assist the STP team by providing education to school children and parents, particularly to alleviate fears over 'stranger danger' and crime on the journey to school. This is often cited as a parental reason for not letting children travel to school on their own. Links have been made with the existing local Metropolitan Police's Safer Neighbourhood Teams; this will be expanded when the remaining teams are formed.

Residents/ residents associations

8.91 As schools are often sited in the heart of local communities, it is essential to liase with residents and residents associations before major decisions to alter the physical nature of the street take place. This is often achieved by consulting residents through letters and announcements, usually when physical measures are introduced or altered.

PROMOTION AND COMMUNICATION STRATEGY

8.92 There a number of ways in which we are promoting the development of STPs to schools in Barnet and maintaining their momentum;

- *Local promotion;* The main method of promoting Barnet STPs has been to make certain that all schools in Barnet are aware that a School Travel team exists and are here to help. Although this may sound simplistic, making sure schools are aware of School Travel Plans is Barnet's most valuable promotional method. This is being achieved in a number of ways using all available relevant communication channels:

- **Improved Barnet website:** Will highlight current situation, achievements and schemes. Will aim to have all resources (i.e. surveys, questionnaires) available online for downloading, as well as providing news, updates and contact details.

- **Use of local press/newspapers:** Aims to keep topic in press, boost moral and keep the issue as a talking point. Will highlight positives and progress of schemes.

- **Highlighting case studies, best practice and success stories:** Vital so as to gain momentum and keep interest in STPs high.

- **Presentations:** Mainly at LEA meetings (Chairs of Governors, Primary/Secondary Head teachers termly meeting).

- **Use of Newsletters/Journals:** LEA newsletter, Barnet Healthy Schools journal. Possibility of articles in educational publications.

- **Email:** Barnet School Travel Plan termly email updates are to be sent out to all schools.

FUNDING

8.93 There are various sources of funding available to Barnet in order to help implement STP's throughout Barnet:

Capital grants

8.94 An incentive for LEA schools to develop voluntary Travel Plans is the DfES/DfT capital grant, although LEA schools which develop Travel Plans for other purposes are still eligible for the grant. School receive the capital grant only once and their Travel Plan must meet the criteria as set out by DfES/DfT. Primary Schools receive £3,750 plus £5 per pupil and secondary schools receive £5,000 plus £5 per pupil. The provision of these grants has been secured until March 2008. March 2004 saw 2 schools successfully submit Travel Plans and attain grants; Whitings Hill Primary School (£4800) and Mathilda Marks Kennedy (£4,780). March 2005 saw 5 schools awarded capital grants; Monken Hadley Primary School (£4,701), Garden Suburb Infant School (£5,085), Garden Suburb Junior School (£5,510), Holly Park Primary School (£6,140), and Underhill Infant School (£4,610).

Safe Routes to School

8.95 Funding for 'Safer Routes to School' engineering measures is available from Transport for London. The SRtS work is funded to ensure that the roads around schools are designed to be safe for alternative modes or transport, especially pedestrians and cyclists accessing the specific school. In considering SRtS and School Travel Plans, there is an issue of transient populations at schools. It is important that schools will need to be revisited to ensure the annual intakes of pupils understand the School Travel Plan and SRtS initiatives.

8.96 A number of Safer Routes to School schemes have been implemented in the Borough over the past five years. In recent years the level of grant funding has allowed a maximum of two large-scale schemes per year. The School Travel Co-ordinator will seek to identify opportunities from both internal and external partnerships for ways of making maximum use of resources and for obtaining additional resources.

Revenue budget

8.97 The Council is not wholly reliant on BSP funding and is committed to continue to fund School Travel Plan outcomes through the revenue budget. For example supporting School Crossing Patrol persons and the educational projects currently offered to schools. The Safer Routes to School budget is supplemented to enable the completion of minor engineering works.

Other forms of funding

8.98 Where appropriate the Council will seek to bid for Lottery funding and to involve sponsorship.

School Travel Advisor/Coordinator post

8.99 The School Travel Coordinator post at Barnet is currently funded by DfT/DfES funding. Funding is secured until March 2008. It is an embedded position in the borough's staffing structure and a commitment is in place to fund the post

once DfT/DfES funding has ended. Funding will be sourced for its continuation through SRtS and BSP funds.

MONITORING

8.100 Local authorities are required to collect baseline data and to set local targets on modal shift for individual schools. These will be reported in the annual progress and monitoring report (refer to LIP, Chapter 9 for further information). Other relevant data to be reported annually includes;
- Number of schools benefiting from physical works;
- Number of schools benefiting from particular education, training and publicity;
- Number of schools benefiting from other measures;
- Number of schools adopting travel plans in the previous year;
- Total number of schools with travel plans; and
- Number of pupils affected by a travel plan.

8.101 The success of the strategy and individual plans will be measured using the above data and the following indicators.

8.102 An annual survey (required as part of DfT funding) will be carried out to assess modal shift. This will be achieved with the cooperation of schools via the use of hands-up surveys. The modal shift information will be then be forwarded to the Regional School Travel Advisor at Transport for London. The Council will advise schools on current best practice in monitoring pupil and staff travel choices.

8.103 Barnet will establish systems for aggregating the data to assess year by year impact of the STP strategy on mode shares. Barnet has already developed a monitoring database with details of all schools undertaking Travel Plans. When an STP is complete details can be added as to when Barnet should be expecting updated information. Overall modal shift will be monitored through the LATS household surveys carried out by Transport for London. It is recognised that the number and split of journeys to educational establishments within Barnet will include journeys made to the University and College and therefore will not be an entirely reliable measure of the STP strategy's effect.

Strategy review

8.104 The information gathered through the annual monitoring process will form the basis of an internal annual review of the School Travel Plan Strategy. This will take place at the end of the academic year and will provide an opportunity to promote procedures that are performing well and revise those that are performing poorly. Consultation will then follow at the start of the next academic year with those concerned with the development and successful implementation of the strategy, including members of the Safer Routes to

School Team, The Chief Education Officer, the Learning Network Inspectors and a cross section of Head Teachers and School Champions.

Consultation

8.105 Consultation of the School Travel Plan Strategy has been carried out as part of the Borough's wider Local Implementation Plan consultation process. (See LIP, Chapter 10) In addition the draft strategy has been circulated to The Chief Education Officer, the Learning Network Inspectors and a cross section of School Champions for comment.