REPORT TO CABINET

Title: **SCHOOL TRAVEL STRATEGY (SUSTAINABLE MODES OF TRAVEL STRATEGY)**

Date: 26 February 2009

Member Reporting: Cllr Mrs Quick and Cllr Rayner

Contact Officer(s): Rhidian Jones (Education Officer SEN) 01628 796776 and
Gail Kenyon (Group Manager Transport Policy and Implementation) 01628 796157

Wards affected: All

1. SUMMARY

1.1.1 This Strategy sets out the Royal Borough's approach to "Sustainable Modes of Travel" for all travel to and from schools within the Borough. It is also a requirement of the Education and Inspections Act 2006, which places a duty on local authorities to develop sustainable travel and transport networks and promote their use for home to school travel.

1.1.2 The strategy is a statement of the Borough's overall vision, objectives and work programme for improving accessibility to schools. The strategy is arranged under a number of key themes including:

- *School Travel Planning:* Highlighting issues affecting travel to school, identifying measures to address them, and promoting sustainable travel behaviour.

- *Infrastructure:* Providing, improving and maintaining walking and cycling routes to schools, improving access to school sites and providing related on-site facilities.

- *Road Safety / Independent Travel:* Providing children and young people with the necessary skills to be able to travel safely and independently.

- *Home to School / Post 16 Travel:* Maximising the benefits offered by home to school transport and recognising where additional investment can improve access to education opportunities that may not otherwise be taken up.

- *Extended Schools:* Accommodating the changing demands for transport to and from school, and the challenges and opportunities associated with extended services at the start and end of the school day.

- *14-19 Provision:* Ensuring that the chosen centres of learning are accessible and that transport is not a barrier to take up of these courses.

1.1.3 The strategy sets out how the Borough will work towards the Local Area Agreement reward target, NI 198: Children Travelling to School, as well as contributing to other key targets relating to the number of school travel plans, healthy schools, carbon management

and casualty reduction.

1.1.4 The Council is in a challenging position to meet the National Indicator for Children Travelling to School (NI198) due to the high level of car usage and the level of independent schools in the Borough and the change in travel behaviours necessary to make a real difference. However, the work being carried out with schools currently is proving very positive and small step changes in travel behaviour are starting to develop.

2. RECOMMENDATION

2.1 That:

a) **Cabinet approves the Sustainable Modes of Travel Strategy**

b) **Cabinet approves for the provision in the Council's future budget for a permanent post (1FTE) for the School Travel Officer once Government Grant Funding has ceased, as identified in para 4.2.2.**

What will be different for residents as a result of this decision?
The Borough will ensure that children and young people will have improved access to educational opportunities and have a joined up approach to tackling issues relating to school travel. It will also help to reduce congestion, casualty numbers and other adverse impacts associated with car use on the school run.

3. SUPPORTING INFORMATION

3.1 Background

3.1.1 This Strategy sets out the Royal Borough's approach to "Sustainable Modes of Travel" for all travel to and from schools within the Borough. It is also in response to the Education and Inspections Act 2006, which places a duty on local authorities to develop sustainable travel and transport networks and promote their use for home to school travel. "Sustainable modes of travel" are defined as those that may improve either or both of the following:

(a) The physical well-being of those who use them;
(b) The environmental well-being of the whole or a part of their area.

3.1.2 For the purpose of this strategy, sustainable modes are considered to include: walking; cycling; bus / coach; rail; and car sharing.

3.1.3 The duty applies to children and young people of sixth form age and below. It covers not only to those who live in the Borough, but also those travelling in from and out of neighbouring local authority areas to receive education or training.

3.1.4   The Strategy looks at the issues affecting access to and travel between:

- Mainstream primary and secondary schools;
- Denominational schools;
- Special needs education centres;
- Pupil referral units;
- Sixth form and further education colleges;
- Vocational training centres; and
- Independent schools.

3.1.5   The strategy has been prepared within the context of the Borough's Children and Young People Plan 2008-2011 (CYPP) and the Local Transport Plan 2006-2011 (LTP). It also contributes to several reward targets within the RBWM Local Area Agreement, the most directly relevant of which is: NI 198 – Car Use for Journeys to School.

3.1.6   The strategy will help to co-ordinate and link up the various services and activities relating to travel to and from school, including:

- School admissions;
- Home to school transport;
- School Census / independent school travel surveys;
- School Travel Plans / Safer Routes to Schools;
- Road safety education and training programmes;
- Sustainable Schools;
- Learning for Sustainability;
- Healthy Schools.

3.2   Data Collection and Analysis

3.2.1   Various transport problems and issues facing the Borough were identified from the assessment of travel needs and the audit of transport networks used for home to school travel. The Council has sought to identify those measures that would be most effective in addressing these problems and that would best meet the needs and aspirations of the local area, working within the limits of available resources. The range of measures considered in this process originated from:

- key stakeholders, including various council service areas, schools, pupils, parents, governors, local residents, Thames Valley Police, transport operators, and other relevant organisations;
- an appraisal of the effectiveness of measures previously delivered;
- output from computer analysis tools such as Accession and GIS; and
- reference to examples of best practice from the UK and overseas.

3.3   Strategy

3.3.1   A number of key themes emerged in developing the strategy. These can be grouped under the following headings. Appendix 2 identifies the work we are currently progressing with towards these themes.

3.3.2   *School Travel Planning:* School travel planning underpins much of the Sustainable Modes

of Travel Strategy, highlighting issues of concern and identifying tailored mechanisms for addressing these issues and effecting changes in travel behaviour.

3.3.3 *Infrastructure:* Providing, improving and maintaining routes used by pupils and students to travel to and from schools is an integral element of the strategy. Similarly, improving access to school premises and providing adequate on-site facilities are also important.

3.3.4 *Road Safety / Independent Travel:* Providing children and young people with the necessary skills to be able to travel safely and independently.

3.3.5 *Home to School / Post 16 Travel:* While the Council needs to ensure that it discharges its statutory responsibilities with respect to home to school transport, there is also a need to capitalise on opportunities to maximise the benefits of this provision and recognise where additional investment can improve accessibility to education opportunities that may not otherwise be taken up.

3.3.6 *Extended Schools:* The strategy recognises the changing demands for transport to and from school, and the challenges and opportunities being presented by travel associated with extended services at the start and end of the school day.

3.3.7 *14-19 Provision:* Although the Borough has yet to phase in the new diplomas, there is recognition of the need for advanced planning to ensure that the chosen centres of learning are accessible and that transport is not a barrier to take up of these courses.

3.4 Targets and Monitoring

3.4.1 Targets are largely those already identified in related strategy documents such as the Local Area Agreement, the Children and Young People Plan and the Local Transport Plan. They relate to:

- NI 198 - children travelling to school
- Schools with active school travel plans
- Casualty reduction

3.4.2 The Council will monitor changes in circumstances on a monthly basis and any identified threats to the achievement of targets set. This will enable problems to be highlighted at an early stage and corrective or remedial action to be taken where appropriate. Where corrective or remedial action is not achievable, this may trigger an early review of the Strategy. As a minimum, the Strategy will be subjected to an annual review, with results being reported up through LTP Annual Progress Reports and via the relevant ambition groups of the Borough's Community Partnership.

3.5 Funding

3.5.1 The Department for Children Schools and Families (DCSF) has made an allocation of £12,832 for the development of the Strategy in the financial year 2007/08. We expect this to be continued up to the end of 2011/12. The DCSF/Department for Transport also provide £21,000 of School Travel Plan Adviser Grant, which has been confirmed up to the end of 2009/10. Both grants are being used to fund a School Travel Officer post, which is essential for the delivery of this strategy. Other existing staff resources and revenue budgets will be called upon as necessary in order to deliver the Strategy's action plan,

targets and objectives.

3.5.2 Other expenditure incurred in the delivery of the strategy includes RBWM's Home to School Transport budget, which is just over £2 million in 2008/09, of which approximately £1.3 million is spent transporting children with special needs to special schools and special units, £100k is for denominational transport, and £600k is spent on transport to secondary and FE colleges.

3.5.3 In seeking to deliver capital improvements identified within the Action Plan, we will seek to make effective use of our own funding streams and maximise the use of external funding, such as: developer (S106) contributions; Sustrans Links to Schools; Lottery Funding; and European Funding. We will also explore opportunities for accessing any other relevant funding streams that become available.

4.   OPTIONS AVAILABLE AND RISK ASSESSMENT

4.1   Options

	Option	Comments	Financial Implications
1.	**Endorse the Sustainable Modes of Travel Strategy**	If endorsed, the Strategy would be published on the council's website, thus discharging the statutory duty under the Education and Inspections Act 2006. We will also launch a PR exercise to embed the Strategy throughout the Borough and its Schools and Colleges. **This is the preferred recommendation.**	Possible future funding opportunities and increased LTP settlement (government funding for transport).
2.	**Endorse the Sustainable Modes of Travel Strategy with amendments**	Members may wish to amend parts of the strategy. However, if these amendments materially affected the strategy, then this may require further consultation and delay.	Possible loss of DCSF grant (circa £13k)
3.	**Not endorse the Sustainable Modes of Travel Strategy**	This would leave the council without an up to date strategy, putting it in breach of its statutory duties under the Education and Inspections Act 2006.	Possible loss of DCSF grant (circa £13k)

4.2   Risk assessment

4.2.1 The risk of not endorsing the strategy is that the Council will not have an up-to-date strategy in place, thus putting it in breach of its statutory duties under the Education and Inspections Act. This could lead to government withdrawing future allocation of the DCSF Grant funding, which is currently being used to fund the School Travel Officer post.

4.2.2 Potentially this could result in the School Travel Officer post being curtailed. Currently, this post is a temporary appointment until the School Travel Adviser Grant runs out in March 2011. There is no budget in the establishment to support the post after this time. The budget provision of 1FTE for this post would be circa £40k including overheads, although the DCSF Grant would contribute £12,832 until the end of March 2012.

5.   CONSULTATIONS CARRIED OUT

5.1.1   Feedback from Overview and Scrutiny Panels

Planning and Environment - 26/01/09

Children's Services – 28/01/09

Comments awaited.

5.1.2   This Strategy has been developed using a partnership approach, involving officers from: Children's Services; Environment; and Planning and Development.

5.1.3   The draft document was sent out to key stakeholders, including schools, was promoted via the Schools Bulletin and was posted on the public consultations page of the Borough's website. The public consultation period for the strategy was from 21 July to 30 September 2008. Two responses to the formal consultation were received, which are summarised below together with the Council's response.

Respondent	Comment	Action
Anita Cleare (Children's Trust Development Manager)	p4 - correct title of CYPP is 'Children and Young People Plan 2008-2011'	Amended
	p5 - the Children and Young People's Strategic Partnership Board is now the 'Children's Trust Executive Board'.	Amended
	p5 - The Strategic Health Authority needs to be removed from the list of members, and the LSCB is the Local Safeguarding Children (not Children's) Board	Amended
	p17 - in terms of young people's safety concerns, would it also be relevant to mention the results of the TellUs2 survey (in which 30% of respondents said they felt a bit/very unsafe on public transport, compared to a national average of 27%) and/or young people's concerns about lack of safety on the streets raised at the Speakeasy event?	Not amended – buses and trains are already fitted with CCTV and there is no other evidence to suggest that young people are deterred from using public transport. Safety on the streets is covered under the Community Safety Strategy
	p18 - Bracknell Forest Council no longer uses Borough in title	Amended
	p22 - in the action plan section, would it be worth highlighting which of the targets are LAA targets?	Amended
	p26 - CYPP needs correct title (above)	Amended

	(above)	
Patricia Opalko (Headteacher St Edmund Campion Catholic Primary School)	There was no cycle training this year	Not amended - a slightly reduced Cycle Training Programme was carried out in 2008. The Borough is bidding for funding to outsource training and upgrade to Bikeability in 2009.
	Was concerned at suggestion that all educational trips should be by sustainable travel modes - sometimes it isn't viable to go by coach eg if we are going to Braywick it is so much cheaper for parents to take the children by car than to hire a coach to go 2 miles.	Not amended – the strategy only aims to increase the proportion of school trips made by sustainable modes
	Trips to matches are not sustainable because of the CRB regime. Parents can only take their own children if they do not have CRB status - this means many more cars on the road.	Not amended – it is recognised that schools have to work within the existing legal framework.

6.   IMPLICATIONS

6.1.1   The following implications have been addressed where indicated below.

Financial	Legal	Human Rights Act	Planning	Sustainable Development	Diversity & Equality
✓	✓	✓	✓	✓	✓

Achievements towards the Key Themes:

School Travel Planning: A total of 40 School Travel Plans have been developed, with seven submitted to date in 2008/09, including one independent school.

Infrastructure: The Borough is working with 10 schools in 2008/09 to introduce Safer Routes to Schools measures such as speed limits, parking restrictions, pedestrian crossings, keep clear markings and pedestrian guardrail.

Road Safety / Independent Travel: The Borough and its partners provide a range of road safety programmes from general road safety awareness and cycle training to pre-driver programmes. The Borough is currently exploring options for upgrading its cycle training to the new national Bikeability standard.

Home to School / Post 16 Travel: The Royal Borough provides transport for some 1,500 children per day. Subsidised travel is provided for around 150 post-16 students. The Borough also provides a 'Yellow School Bus' service to serve the Windsor area, enabling pupils not entitled to free home-to-school transport to travel for a subsidised fare. The bus carries pupils travelling from Eton Wick and Dedworth to Windsor Boys' School, Windsor Girls' School and Trevelyan Middle School.

Extended Schools: A number of schools are looking at innovative ways of minimising the impact of travel to pre and after school activities that are off-site. For example, Boyne Hill Infant School has established a walking bus to bring pupils from nearby All Saints Primary School.

14-19 Provision: East Berkshire College has already developed a travel plan and the Borough is currently working with Berkshire College of Agriculture (BCA) to develop one for their site at Burchett's Green. BCA already operate a number of bus services to cater for students living in nearby towns.

Royal Borough of Windsor and Maidenhead

Children & Young People Plan / Local Transport Plan

Sustainable Modes of Travel Strategy

(January 2009)

Transport Policy and Implementation Group
Planning and Development
Royal Borough of Windsor and Maidenhead
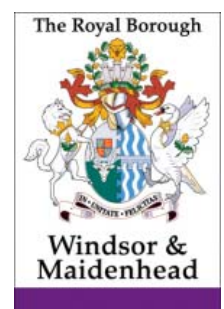York Stream House
St Ives Road
Maidenhead
SL6 1QS

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Executive Summary

Introduction

This document sets out the Royal Borough's approach to 'Sustainable Modes of Travel' for all travel to and from schools within the Borough. It is also in response to the Education and Inspections Act 2006, which places a duty on local authorities to develop sustainable travel and transport networks and to promote their use for home to school travel.

"Sustainable modes of travel" are defined as those that may improve either or both of the following:

  (a)   The physical well-being of those who use them;

  (b)   The environmental well-being of the whole or a part of their area.

Sustainable modes are considered to include:

- Walking;
- Cycling;
- Bus / coach;
- Rail; and
- Car sharing.

The strategy affects children and young people of sixth form age and below and covers not only those who live in the Borough, but also those travelling in from and out of neighbouring local authorities to receive education or training.

The strategy looks at the issues affecting access to and travel between:

- Mainstream primary and secondary schools;
- Denominational schools;
- Special needs education centres;
- Pupil referral units;
- Sixth form and further education colleges;
- Vocational training centres; and
- Independent schools.

The Strategy

The strategy is established to focus our resources under the following key themes:

- *School Travel Planning:* identifying tailored mechanisms for addressing travel issues and effecting changes in travel behaviour.
- *Infrastructure:* Providing, improving and maintaining routes used by pupils and students to travel (other than by car) to and from schools including improving access to school premises and providing adequate on-site facilities.
- *Road Safety / Independent Travel:* Providing children and young people with the necessary skills to be able to travel safely and independently.

- *Home to School / Post 16 Travel:* capitalise on opportunities to maximise the benefits of home to school transport provision and recognise where additional investment can improve accessibility to education opportunities that may not otherwise be taken up.
- *Extended Schools:* develop the changing demands for transport to and from school, and the challenges and opportunities being presented by travel associated with extended services at the start and end of the school day.
- *14-19 Provision:* provide advanced travel planning to ensure that the chosen centres of learning are accessible and that transport is not a barrier to take up of these courses.

Vision & Objectives

Our vision is:

"For children and young people to enjoy straightforward access to high quality education services and to have a genuine choice as to where and how they access these services"

The objectives of the Strategy are to:

- improve access to education services for all children and young people and ensure that education choices are not unduly constrained by a lack of transport availability;
- improve travel choice for journeys to local schools and colleges and raise awareness of available travel options;
- equip children and young people with the skills and knowledge to be able to travel safely and independently wherever possible;
- create a safe, secure and healthy environment for children and young people travelling to and from local educational establishments;
- increase the proportion of education-related trips undertaken by sustainable travel modes, and reduce the proportion undertaken by car.

Action Plan

Given the mix of geographical areas that exist within the Borough, and the unique travel issues facing each family and school, it is clear that a 'one size fits all' approach is not appropriate. This is a core principle of School Travel Planning and is reflected in our approach.

The Strategy will be integrated within the planning and implementation of all relevant capital investment programmes, including those for the Local Transport Plan and new school developments.

The Action Plan is an ongoing process and makes use of the Councils existing resources and budgets to develop the key themes of the Strategy identified above (see Table 1 for full plan).

1.   The Strategy

1.1   Approach to Strategy Development

There is a range of possible measures available to tackle the various transport problems and issues facing the Borough identified from the assessment of travel needs and the audit of infrastructure. This section identifies those measures that would be most effective in addressing these problems and that would best meet the needs and aspirations of the local area, working within the limits of available resources.

The range of measures considered in this process originated from:

- consultation with stakeholders;
- an appraisal of the effectiveness of measures previously delivered;
- output from computer analysis tools such as Accession and GIS; and
- reference to examples of best practice from the UK and overseas.

The fact that the Strategy has been developed in close partnership with representatives from across the Council and in discussion with representatives from neighbouring authorities ensured that solutions proposed through a diverse range of sources could be identified and put forward for consideration. It also meant that crosscutting measures could be identified, together with opportunities for more effective use of budgets and staff resources across different service areas. In this way, benefits achieved through the co-ordination of local authority expenditure programmes could be fully explored.

Assessing the effectiveness of potential solutions, we have sought to take account of future changes likely to affect local transport and education systems, where these are known, as well as considering existing problems.

1.2   Key Themes

A number of key themes emerged in developing the strategy. These can be grouped under the following headings:

- *School Travel Planning:* School travel planning underpins much of the Sustainable Modes of Travel Strategy, highlighting issues of concern and identifying tailored mechanisms for addressing these issues and effecting changes in travel behaviour.
- *Infrastructure:* Providing, improving and maintaining routes used by pupils and students to travel to and from schools is an integral element of the strategy. Similarly, improving access to school premises and providing adequate on-site facilities are also important.
- *Road Safety / Independent Travel:* Providing children and young people with the necessary skills to be able to travel safely and independently is an integral element of the strategy.
- *Home to School / Post 16 Travel:* While the Council needs to ensure that it discharges its statutory responsibilities with respect to home to school transport, there is also a need to capitalise on opportunities to maximise the benefits of this provision and recognise where additional investment can improve accessibility to education opportunities that may not otherwise be taken up.

- *Extended Schools:* The strategy recognises the changing demands for transport to and from school, and the challenges and opportunities being presented by travel associated with extended services at the start and end of the school day.
- *14-19 Provision:* Although the Borough has yet to phase in the new diplomas, there is recognition of the need for advanced planning to ensure that the chosen centres of learning are accessible and that transport is not a barrier to take up of these courses.

2.   The Action Plan

Key actions under each of the principles for delivery have been identified. In the majority of cases these have been directly informed by the evidence from the assessment of need and audit of infrastructure. In some cases the action is to recommend further work to gain a fuller understanding of the issues before specific interventions can be recommended.

Given the mix of geographical areas that exist within the Borough, and the unique travel issues facing each family and school, it is clear that a 'one size fits all' approach is not appropriate. This is a core tenet of School Travel Planning and is reflected in our approach.

The Strategy will be integrated within the planning and implementation of all relevant capital investment programmes, including those for the Local Transport Plan and new school developments.

Case Study: Local Transport Plan

The Council seeks to maximise benefits derived from expenditure under individual budget headings within the LTP capital programme. Exploring the potential for combining elements from maintenance, footways, cycleways, road safety, traffic management and safer routes to schools programmes can deliver projects more economically.

Case Study: Holyport Manor Special School

Construction of the new Holyport Manor Special School in Cox Green has been progressed as a pathfinder project for the government's Building Schools for the Future (BSF) programme. This provides major investment to enable local authorities to improve their school estate.

The partnership approach adopted for the project has ensured that transport and accessibility issues have been considered from the outset and ensured optimal design and location for the new facility.

The Borough is not scheduled to receive any further BSF funding until the final tranche of the 15-year programme, so there are no further implications for us in the short to medium term, but the Holyport Manor scheme has highlighted the benefits of the partnership approach, and our experiences will inform the development of future projects.

Table 1: Action Plan

Action	Responsibility	Cost	Funding	Timescale	Target
School Travel Planning					
Work with individual mainstream and independent schools to develop new School Travel Plans	Transport Policy, Schools	Staff Time	STA[*] & EIA[**] Grant Funding	To 2009/10	90% of schools to have active School Travel Plans by end of March 2010
Secure new or improved School Travel Plans for new / expanding schools through the planning process	Planning Development Control, Transport Policy	Staff Time	Various RBWM Budgets	On-Going	90% of schools to have active School Travel Plans by end of March 2010
Encourage schools to have their STP accredited under Berkshire STEP	Transport Policy, Schools	Staff Time	STA & EIA Grant Funding	On-Going	-
Answer frequently asked STP questions and share best practice through website / STEP conference	Transport Policy	Staff Time, Venue Expenses	STA & EIA Grant Funding, Corporate Sponsorship	On-Going	-
Review established School Travel Plans and update	Transport Policy, Schools	Staff Time	STA & EIA Grant Funding	On-going	-
Promote School Travel Reward Scheme (STaRS) to encourage more children to walk and cycle to school	Transport Policy, Schools	Staff Time, Materials (circa £1,600)	RBWM Budgets circa £2k	On-going	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Promote local / national campaigns and events designed to encourage increased walking and cycling to schools, e.g. Walk to School Week, Bike to School Week, etc	Transport Policy, Schools	Staff Time, Materials (circa £4,000)	Various RBWM Budgets, School Budgets	On-going	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Integrate School Travel Plan activities with the Healthy Schools, Eco Schools and Sustainable Schools programmes where possible	Transport Policy, Healthy Schools, LfS Co-ordinator, Schools	Staff Time, Materials (circa £500)	Various RBWM Budgets, School Budgets	On-going	90% of schools to have active School Travel Plans by end of March 2010

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[*] *School Travel Advisor*
[**] *Education & Inspections Act*

Action	Responsibility	Cost	Funding	Timescale	Target
Infrastructure					
Implement improvements within school sites to support School Travel Plan delivery	Schools	Staff Time, Capital Cost (Average of £5k for primary & £10k for secondary schools)	School Budgets, STP Grant Funding	To 2012/13	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Offer independent schools match funding for cycle parking through 'Take a Stand' initiative	Schools	Staff Time, Capital Cost ('Take a Stand' = £10k in 2008/09)	RBWM Budgets	2008/09	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Investigate issues raised in School Travel Plans and implement schemes to create Safer Routes to School that encourage more walking and cycling	Road Safety, Technical Team	Staff Time, Capital Cost (SRTS programme = £100k in 2008/09)	RBWM Budgets, S106*** Funding	On-going	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Complete missing links in footway and cycleway networks to create more comprehensive networks	Transport Policy, Technical Team	Staff Time, Capital Cost (Cycling programme = £75k in 2008/09)	RBWM Budgets, S106 Funding	On-going	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Investigate sites with poor pedestrian and cyclist casualty records and implement road safety schemes	Road Safety, Technical Team	Staff Time, Capital Cost (Local safety schemes = £150k in 2008/09)	RBWM Budgets, S106 Funding	On-going	Reduce number of people KSI**** to 48 by 2010 & reduce number of children KSI to 3 by 2010
Redesign the Clarence Road roundabout and subways to improve pedestrian / cycle access	Transport Policy, Road Safety, Traffic Signals	Staff Time Capital Costs (Integrated with Major Schemes Bid with SEERA)	RBWM Budgets	2010/11	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Capture, map and assess the footway network as part of Highway Asset Management Plan	Highway Assets	Staff Time, Consultants (circa £XXk)	RBWM Budgets	2008/09 to 2009/10	-
Undertake planned and reactive maintenance on highways and rights of way networks as required	Highways & Engineering Unit	Staff Time, Capital / Revenue Costs (carriageway maintenance = £1.25 million & footway reconditioing = £143k in 2008/09)	RBWM Budgets	On-going	-

*** S106 = Section 106 agreement (used to secure developer contributions in relation to planning applications)
**** KSI = Killed or seriously injured

Action	Responsibility	Cost	Funding	Timescale	Target
Road Safety					
Provide road-side pedestrian skills training for Year 1 and 2 pupils	Road Safety	Staff Time	RBWM Budgets	On-going	Reduce the number of children KSI to 3 by 2010
Provide cycle training for Year 6 and 7 pupils	Road Safety	Staff Time, Contractors (circa £32k)	RBWM Budgets Cycling England Grant Training Fees	On-going	Reduce the number of children KSI to 3 by 2010
Hold cycle safety awareness classes in summer holidays periods	Road Safety	Staff Time	RBWM Budgets	On-going	Reduce the number of children KSI to 3 by 2010
Provide pre-driver education programmes for Year 11 pupils	Road Safety, Thames Valley Police, Royal Berks Fire & Rescue	Staff Time	RBWM Budgets, Police Budgets, RBFRS Budgets	On-going	Reduce the number of children KSI to 3 by 2010
Loan road safety resource boxes to schools for curriculum use	Road Safety	Staff Time	RBWM Budgets	On-going	Reduce number of people KSI to 48 by 2010
Promote local and national road safety awareness campaigns	Road Safety	Staff Time, Materials (circa £5k)	RBWM Budgets	On-going	Reduce number of people KSI to 48 by 2010 & reduce number of children KSI to 3 by 2010
Deploy Speed Indicator Devices at key locations around schools	Road Safety	Staff Time Contractors (circa £25k)	RBWM Budgets	On-going	Reduce number of people KSI to 48 by 2010 & reduce number of children KSI to 3 by 2010
Undertake frequent enforcement of School Keep Clear markings and parking restrictions around schools	Parking Operations	Staff Time	RBWM Budgets	From January 2008	Reduce number of people KSI to 48 by 2010 & reduce number of children KSI to 3 by 2010
Undertake joint operations with Thames Valley Police to highlight the dangers of inconsiderate parking	Transport Policy, Road Safety, Thames Valley Police	Staff Time	RBWM Budgets, Police Funding	On-going	Reduce number of people KSI to 48 by 2010 & reduce number of children KSI to 3 by 2010
Work with schools to set up Walking Buses	Transport Policy, Road Safety	Staff Time, Materials, Tabards	RBWM Budgets, Corporate sponsors provide tabards	On-going	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11

Action	Responsibility	Cost	Funding	Timescale	Target
Independent Travel					
Undertake independent travel training for pupils attending Holyport Manor School who have learning / communications difficulties	Holyport Manor School, Bus Operators	Staff Time, Bus passes (circa £1k)	School Budgets	On-going	-
Work with local operators to develop communications boards for each bus route to assist passengers with learning / communications difficulties	Transport Policy, Holyport Manor School, Bus Operators	Staff Time, Materials (circa £1k)	RBWM Budgets	On-going	-
Upgrade public transport interchanges to improve accessibility for people with physical / sensory impairments	Highways & Engineering Unit	Staff Time, Capital Costs (Public Transport Infrastructure Improvement Programme = £100k in 2008/09)	RBWM Budgets, S106 Funding	On-going	-
Home to School Transport					
Operate Yellow School Buses to Trevelyan, Windsor Boys' and Windsor Girls' Schools	Home to School Transport	Staff Time, Contracted Services (circa £82k)	RBWM Budgets, Pupil Fares	On-going	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Develop a Code of Conduct for Home to School transport services	Home to School Transport	Staff Time	RBWM Budgets	2008/09	-
Post 16 Transport					
Provide subsidised transport assistance to students aged 16-18 and to those completing a course started before reaching the age of 19, who attend full time at an educational establishment	Home to School Transport	Discount Cards, Contracted Services, Season Tickets (circa £80k)	RBWM Budgets	On-going	
Extended Schools					
Work with school clusters to minimise the impacts associated with travel to and from pre / after school activities	Transport Policy	Staff Time	RBWM Budgets	On-going	**LAA Target:** Reduce car mode share for journeys to school to 37% by 2010/11
Ensure that the travel needs of Extended Services are integrated within new and existing STPs	Transport Policy	Staff Time	STA & EIA Grant Funding	To 2009/10	90% of schools to have active School Travel Plans by end of March 2010

Action	Responsibility	Cost	Funding	Timescale	Target
14-19 Provision					
Provide coach services to convey pupils between Maidenhead schools to enable them to access different courses.	Schools	Staff Time, Contracted Services (£tbc)	School budgets	On-going	-
Work with Berkshire College of Agriculture and the East Berkshire Skills Centre to develop travel plans for their sites and link with existing STPs for secondary schools	Transport Policy	Staff Time	STA & EIA Grant Funding	To 2009/10	90% of schools to have active School Travel Plans by end of March 2010
Explore the potential for use of ICT[****] to minimise the need for travel to campus	Colleges	Staff Time, Capital Costs (£tbc)	14-19 Grant	From September 2009	-

Notes:

1. A Gap Analysis and Exceptions Report process will take place to ascertain any future budget requirement and resources that may be necessary to meet the Targets identified.

2. Many of the measures identified above are available to independent schools as well as mainstream schools, but in many cases, take-up has been relatively modest. The Council will seek to actively promote these services to raise awareness and improve participation rates by the independent school sector.

[****] *Information and Communications Technology*

3.   Background

This Strategy has been prepared in response to the Education and Inspections Act 2006, which places a duty on local authorities to develop sustainable travel and transport networks and promote their use for home to school travel. "Sustainable modes of travel" are defined as those that may improve either or both of the following:

(a)   The physical well-being of those who use them;

(b)   The environmental well-being of the whole or a part of their area.

For the purpose of this strategy, sustainable modes are considered to include:

- Walking;
- Cycling;
- Bus / coach;
- Rail; and
- Car sharing.

The duty applies to children and young people of sixth form age and below. It covers not only to those who live in the Borough, but also those travelling in from and out of neighbouring local authority areas to receive education or training.

The Strategy looks at the issues affecting access to and travel between:

- Mainstream primary and secondary schools;
- Denominational schools;
- Special needs education centres;
- Pupil referral units;
- Sixth form and further education colleges;
- Vocational training centres; and
- Independent schools.

4.   Strategic Context

4.1   National Strategies and Initiatives

Every Child Matters: Change for Children is a new approach to the well-being of children and young people. The Government's aim is for every child to have the support they need to:

- *Be healthy* – including being physically active, where children are encouraged and enabled to walk and cycle to school rather than travelling by car;

- *Stay safe* – where issues relating to road safety and personal security are addressed, creating a suitable environment for children to travel to and from school;
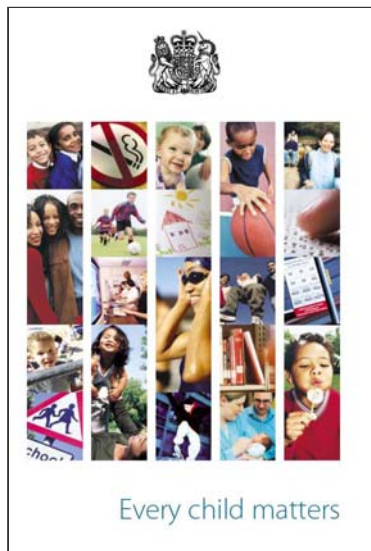
- *Enjoy and achieve* – engaging children in the development of their School Travel Plans and incorporating travel and road safety issues in the curriculum, making education relevant, interesting and enjoyable;

- *Make a positive contribution* – involving children in decisions that will impact positively on their local community and the environment by promoting sustainable travel choices for journeys to and from school;

- *Achieve economic well-being* – where reducing reliance on the car for the school run helps to create cleaner, greener, safer and more attractive communities, and minimise wider economic impacts associated with congestion and road crashes.

The **14-19 Education and Skills White Paper** sets out the Government's plans for transforming 14-19 learning, based on 4 key priorities:

- A greater focus on the 3Rs.

- Stronger vocational routes that enable young people to develop through practical experience, and gain qualifications that enable them to progress further in learning or into employment.

- Options and activities that stretch and extend young people, allowing them flexibility to move quickly through the system, or alternatively take longer to get higher standards.

- New ways to tackle disengagement and motivate those in danger of dropping out to stay in learning.
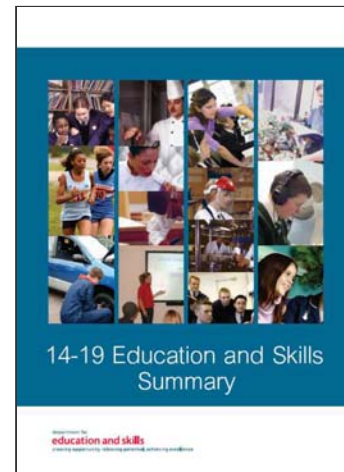
At the heart of the reforms is an entitlement for all young people to access the education that is best suited to them, in a setting appropriate to what they are learning and where standards are assured.

Every 14-19 year old will have an entitlement to 17 Diploma lines, in addition to the existing National Curriculum.

The local authority and the Learning and Skills Council are responsible for ensuring that the full entitlement is available to all the young people in the area and will publish a local prospectus setting out the range of opportunities on offer.

Arrangements for collaboration with other schools will be particularly important in delivering the 14-19 entitlement. Not every school will necessarily be able to provide all elements of it.

Many schools have already begun to develop innovative approaches to sharing resources, from having some joint lessons between the two schools to teaching through video conferences.
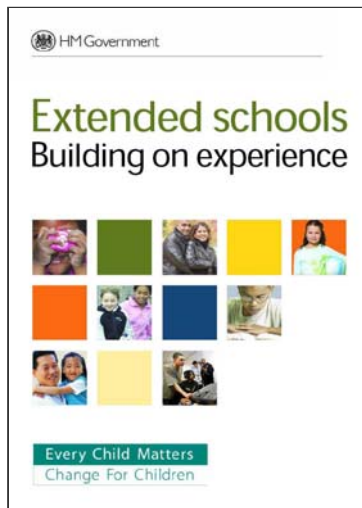
Extended Schools are at the heart of the delivery of Every Child Matters, improving outcomes and raising standards of achievement for children and young people. An extended school works with the local authority and other partners to offer access to a range of services and activities that support and motivate children and young people to achieve their full potential. The minimum services, the "core offer," which schools, in partnership with each other and external providers, are expected to offer by 2008 are as follows:

- Varied menu of activities including childcare;
- Parenting Support;
- Swift & Easy Access;
- Community Access.

Funding for extended schools was given to the local authorities and devolved to schools during 2005-2008. The Department for Children Schools and Families (DCSF) announced a second tranche of funding for 2008-2011. By 2010, all schools should be delivering the full core offer for extended schools, either directly on site or as part of a cluster of schools and other providers.

The **Sustainable Schools** initiative seeks to embed the principles of sustainable development into the heart of school life. Sustainable development means inspiring people to find solutions that improve their quality of life without storing up problems for the future, or impacting unfairly on other peoples' lives.

Sustainable Schools recognises the unique role schools must play in securing the future for young people. As places of teaching and learning, schools must help pupils understand the impact we have on the planet. As models of good practice, schools must be places where sustainable living and working is demonstrated to young people and the local community.

There are eight 'doorways' through which schools may choose to initiate or extend their sustainable school activity, including 'Travel and Traffic'. Each of these doorways identifies opportunities for improvement under the following headings:

- *Curriculum* - Schools can use the curriculum to cultivate the knowledge, values and skills needed to address travel and traffic issues, and reinforce this through positive activities in the school and in the local area.
- *Campus* - Schools can review the impact of their travel behaviour and establish policies and facilities for promoting safe walking and cycling, car sharing and public transport to lessen their environmental impact and promote healthier lifestyles.
- *Community* - Schools can use their partnerships, communications and services for promoting awareness of travel decisions among their stakeholders.

The **National Healthy Schools Programme** supports the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life. It is based around four themes:

- Personal, Social and Health Education (PSHE);
- Healthy Eating;
- Physical Activity;
- Emotional Health and Well-being.

In order to achieve the Healthy Schools Standard, schools must demonstrate that:

- The school is engaged with the local authority regarding School Travel Plans and Safe Routes to School;
- The school has a School Travel Plan in place or is developing one;
- Parents/carers receive information about the School Travel Plan via newsletter articles/letters, etc;
- The school has used School Travel Plan surveys to develop the broader physical activity agenda;
- Throughout the school year there is a planned promotion of walking and cycling to school;
- Pedestrian and cycle skills training are available for children / young people and staff.

4.2   Local Context

Our *Sustainable Modes of Travel Strategy* has been developed within the strategic context of the Borough's *Children and Young People Plan 2008-2011* (CYPP) and the *Local Transport Plan 2006-2011* (LTP).

The CYPP has been developed through consultation with children and young people and other stakeholders, to develop the vision and values statement for Children's Services. It identifies a number of distinct groupings of children and young people, whose needs are taken into account when planning education and transport services.

There is an emphasis on building a culture of participation and involving children and young people when planning local services, which has been carried through to the development of the *Sustainable Modes of Travel Strategy*.

The LTP sets out a 5-year strategy for improving local transport infrastructure and services. The LTP has been developed around the following objectives:

- To maintain our transport assets;
- To improve safety for all transport users;
- To improve journey reliability and address congestion;
- To reduce the impact of transport on the environment;
- To improve access to everyday facilities.

The LTP incorporates an *Accessibility Strategy*, which looks at improving access to everyday services, including education. There is an emphasis on addressing the needs of those who experience the greatest difficulties with independent travel, including: young people; people with disabilities; and those on low incomes.

Additionally, there are a number of other plans and policies that inform the development of the *Sustainable Modes of Travel Strategy.* These include:

- Home to School Transport Policy;
- Post 16 Travel Policy;
- Schools Admissions Policy;
- 14-19 Strategy;
- Extended Services Strategy;
- Policy Statement – "Developing Inclusive Approaches to Education";
- Comprehensive Equality Policy.

5.   Stakeholder Engagement

This Strategy has been developed using a partnership approach, involving relevant stakeholders, including education service providers. It is also informed by the views of service users.

Strategy development has been overseen by a Project Board comprising officers from:

- Children's Services;
- Environment;
- Planning and Development.

The Project Board reports to the Children's Trust Executive Board, which includes representatives from the following organisations:

- Connexions Berkshire;
- Thames Valley Police;
- Berkshire East Primary Care Trust;
- Berkshire Healthcare NHS Foundation Trust;
- Learning and Skills Council;
- Headteachers;
- Community / Faith Groups;
- Local Safeguarding Children Board;
- Probation Services.

The Project Board also reports to the Community Partnership Board, which is responsible for setting local priotities as part of the Sustainable Community Strategy and is comprised of representatives from:

- Local businesses;
- Public sector organisations;
- Community and voluntary sector organisations;
- Local government.

Transport is one of several cross-cutting themes, and the Sustainable Modes of Travel Strategy has implications for several of the 'ambition groups'.

6.   Vision & Objectives

Our vision is for children and young people to enjoy straightforward access to high quality education services and to have a genuine choice as to where and how they access these services.

The objectives of the Strategy relate to issues identified through data collection and needs analysis, and through consultation with stakeholders as part of the School Travel Plan process and other initiatives:

- To improve access to education services for all children and young people and ensure that education choices are not unduly constrained by a lack of transport availability;
- To improve travel choice for journeys to local schools and colleges and raise awareness of available travel options;
- To equip children and young people with the skills and knowledge to be able to travel safely and independently wherever possible;
- To create a safe, secure and healthy environment for children and young people travelling to and from local educational establishments;
- To increase the proportion of education-related trips undertaken by sustainable travel modes, and reduce the proportion undertaken by car.

7.   Assessment of Travel Needs

The travel needs of the Borough's pupils and young people are assessed through an on-going dialogue with children and young people, parents, mainstream schools, independent schools and colleges. The main points of contact are:

- School admissions;
- Provision of home to school transport;
- School Census / independent school travel surveys;
- School Travel Plan / Safer Routes to Schools;
- Road safety education and training programmes;
- Sustainable Schools;
- Learning for Sustainability;
- Healthy Schools.

7.1   School Admissions

Of the Borough's mainstream schools for pupils of statutory school age, 45 are classified as primary age schools (including infant, junior and first schools) and 13 secondary age schools (including middle and upper schools). The Council also has one mainstream special needs school and two pupil referral units.

The majority of the schools in the Borough are *Community Schools*. The admission arrangements for these schools are determined by the Borough, which is the Admission Authority for these schools and allocates places.

Thirteen of the schools are *Voluntary Controlled Schools*. In this Borough, they are Church of England Schools.   The admission arrangements for these schools are

determined by the Borough. They are slightly different to admission arrangements for Community Schools in that they may take account of a parent's or carer's preference for a denominational education. The Borough is the Admission Authority for these schools and is responsible for allocating places.

Sixteen of the schools are *Voluntary Aided Schools*. Four of these schools are Roman Catholic schools, eleven are Church of England schools, and one is an ecumenical school. The admission arrangements for each of these schools are determined by its Governing Body. These arrangements reflect the denominational nature of these schools. For each of the schools, it is the Governing Body that is the Admission Authority. The Governors are responsible for allocating places.

Most areas of the Borough (including Maidenhead, Ascot, Wraysbury and Datchet) operate a two-tier system for children of statutory school age:

- Primary school (5-11 years of age), which may include infant schools for 5-7 year olds, with a transfer to junior school until the age of 11;
- Secondary school (age 11 upwards) - all our secondary schools have sixth form provision.

Except for the three Roman Catholic primaries, each school has an individual designated area (also known as a 'catchment area'), which is a clearly defined geographical area surrounding the school.

A three-tier educational system operates in Windsor and Old Windsor as follows:

- First school (5-9 years of age)
- Middle school (9-13 years of age)
- Upper school (13-16 years of age, and beyond if attending sixth form)

Most of these schools do not have individual designated areas, but instead parents are entitled to apply to any of the schools within the wider collective catchment, even though it may not necessarily be their nearest school.

For both systems, the admission arrangements give preference to children living within the designated area. Families may apply for places at other schools, but places are subject to availability once places have been allocated to children living within the designated area.

Details of Royal Borough school designated areas can be viewed on the Council's website (**www.rbwm.gov.uk/web/ed_admissions_designated-areas.htm**).

Tables 1 and 2 show the numbers and proportions of pupils attending local schools who live within and outside the designated area for their school, as well as the numbers and proportion of pupils who live inside and outside the Borough.

The proportion of primary aged pupils attending their designated schools is highest for first schools in Windsor, reflecting the fact that most of the schools do not have individual designated areas. Maidenhead has the lowest proportion, which reflects the number of schools available within a relatively compact area.

Many of the rural schools closest to Maidenhead have particularly large proportions of pupils who live outside the designated area for the school, for example Burchett's

Green Infant School (89.8%), White Waltham Primary School (79.8%) and Holy Trinity Primary School in Cookham (66.5%).

A similar pattern is exhibited at Eton Wick First School, where over 50% of pupils are drawn from outside the designated area <u>and</u> from outside the Borough.

Table 2: Primary Pupils Living In/Out of Designated Area and In/Out of Borough[1]

		Ascot Primary Schools	Maidenhead Primary Schools	Windsor First Schools	Eastern Area Primary Schools*	All Primary Schools
Total Number on Roll	No.	692	4,283	2,034	503	7,512
Living in DA	%	65.6%	58.0%	78.4%	68.8%	64.9%
	No.	454	2,483	1,594	346	4,877
Living out of DA	%	34.4%	42.0%	21.6%	31.2%	35.1%
	No.	238	1,800	440	157	2,635
Living out of DA, but in Borough	%	22.5%	39.3%	10.3%	9.9%	28.0%
	No.	156	1,684	210	50	2,100
Living out of Borough	%	13.0%	2.7%	11.9%	21.3%	7.4%
	No.	90	117	243	107	557
Living out of Borough & out of DA	%	11.8%	2.7%	11.3%	21.3	7.1%
	No.	82	116	230	107	535

Table 3: Secondary Pupils Living In/Out of Designated Area and In/Out of Borough

		Ascot Secondary Schools	Maidenhead Secondary Schools	Windsor Secondary Schools**	Eastern Area Secondary Schools*	All Secondary Schools
Total Number on Roll	No.	1,541	4,774	3,211	596	10,122
Living in DA	%	66.1%	43.0%	76.8%	50.8%	57.7%
	No.	1,018	2,051	2,466	303	5,838
Living out of DA	%	33.9%	57.0%	23.2%	49.2%	42.3%
	No.	523	2,723	745	293	4,284
Living out of DA, but in Borough	%	4.1%	34.3%	8.7%	2.0%	19.7%
	No.	63	1,636	279	12	1,990
Living out of Borough	%	50.9%	22.8%	14.8%	76.5%	27.7%
	No.	784	1,087	474	456	2,801
Living out of Borough & out of DA	%	29.9%	22.8%	14.5%	47.1%	22.7%
	No.	460	1,087	466	281	2,294

* Includes Datchet and Wraysbury Schools   * * Includes Middle Schools

For secondary schools, Windsor schools again have the highest proportion of pupils drawn from their designated areas. This reflects the fact that the town's middle schools have a shared catchment, and that there are only two upper schools in the town, both of which are single sex schools.

Maidenhead schools have the lowest proportion of pupils living within their designated areas. This reflects the relatively high number of schools within the town (five in total), which means that local families have several alternatives available nearby should they prefer not to send their children to their designated school.

There is also significant spare capacity at some of these schools and the quality of public transport links to neighbouring towns, particularly Taplow and Burnham,

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[1] This table excludes from the calculations children attending Roman Catholic primary schools, which do not have designated areas as they take children from the wider area.

means that Maidenhead schools are relatively accessible to pupils living in neighbouring authorities. The popularity of the Maidenhead secondary schools, the presence of grammar school systems in two neighbouring authorities and a shortage of secondary school places in Slough means that, despite none of the Maidenhead secondary schools having designated areas that cross the Borough boundary, a significant proportion of pupils come from neighbouring local authority areas.

Altwood School attracts over a third of its roll from outside the Borough, while at Desborough, pupils from outside the Borough account for nearly half of the numbers on roll. At the same time, however, significant numbers of Maidenhead children take up grammar school places in neighbouring authorities.

Churchmead School in Datchet has a designated area that covers a significant part of Slough. Therefore, over 75% of its pupils come from outside the Borough, with the majority of these living outside the designated area for the school.

Similarly, Charters School in Sunningdale also has a catchment that extends beyond the Borough boundary. It attracts just over 50% of pupils from outside the Borough, with the majority of these coming from outside the designated area for the school.

The Royal Borough has a relatively large number of *independent schools* compared to other local authorities. Almost a quarter of all children educated within the Borough attend independent schools. Some of these are predominantly or exclusively boarding schools, including Eton College and St Mary's School, Ascot. Independent schools tend to attract pupils from a wider area than mainstream schools and many are located in rural settings making access by non-car modes difficult.

In terms of *further and higher education* establishments, facilities within the Borough include the Berkshire College of Agriculture, East Berkshire College and the Silwood Park campus of University College London. Other nearby universities are: Royal Holloway University of London in Egham; Thames Valley University in Slough; and the University of Reading. Berkshire College of Agriculture and Silwood Park are both located in relatively isolated rural locations, which are difficult to access by walking or cycling. However, both are served by public transport. East Berkshire College's Windsor campus is centrally located and readily accessible by non-car modes.

7.2   Home to School Transport

The Royal Borough provides transport for some 1,500 children per day. Travel arrangements are made using rail and bus season tickets, contract coaches, minibuses, and taxis where necessary.

The Council will only provide free home to school transport for children of compulsory school age attending maintained schools, subject to the following conditions:

- For children under the age of 8, who live more than two miles away from their designated area school;
- For children over 8 years of age and who live more than three miles away from their designated area school.

Changes brought into effect by the Education and Inspections Act 2006 mean that local authorities are required to extend free transport for primary aged children from low income families living two miles from the nearest/designated primary school.

In the case of secondary aged children, a two mile limit is also introduced for low income families, with the designated school becoming one of the three nearest available schools within six miles.

Additionally, local authorities must ensure that transport arrangements will be provided to the nearest denominational school of the family's religious adherence which has an available place, and where it is between two and fifteen miles from the home address.

When a parent expresses a preference for a school that is not within the designated area, free home to school transport will not be provided, and parents must make their own transport arrangements to secure their child's attendance at school. However, concessionary seats can be made available to children who would not normally be eligible for free home to school transport, where there is spare capacity on services arranged by the Council (excluding public transport). Concessionary seats are therefore subject to prevailing availability.

A 'Yellow School Bus' service has been introduced to serve the Windsor area, enabling pupils not entitled to free home-to-school transport to travel for a subsidised fare. The bus carries pupils travelling from Eton Wick and Dedworth to Windsor Boys' School, Windsor Girls' School and Trevelyan Middle School.

In addition to home to school transport for children of statutory school age, subsidised transport assistance may be provided to all students aged 16-18 and to those completing a course started before reaching the age of 19, who attend full-time at an educational establishment. Transport assistance will take the form of either:

- a discount card;
- a seat on a contract bus already arranged by the Council for other home to school transport purposes; or
- a public transport season ticket.

Approximately 150 students benefit from this scheme each year.

7.3 School Census & Independent Schools Survey

The first national School Census took place in January 2002. More recently, a question on home to school transport was included. The national guidance indicated that only schools with an approved School Travel Plan needed to respond to that question. However, the Royal Borough asks all schools to participate. The independent education sector is not covered by the School Census, so the Council undertakes a separate survey of independent schools in the Borough each year.

Table 4: How Pupils Travel to School*

School Type	Walk	Cycle	Car	Car Share	Bus	Taxi	Train	Other
RBWM Schools								
Primary Schools	43%	2%	49%	4%	1%	1%	0%	0%
Secondary Schools	31%	8%	28%	8%	16%	2%	5%	2%
Independent Schools**	6%	1%	60%	15%	16%	2%	1%	0%
National Average								
Primary Schools	55%	1%	36%	3%	3%	1%	0%	0%
Secondary Schools	43%	3%	17%	2%	32%	1%	1%	1%
Independent Schools	n/a	n/a	n/a	n/a	n/a	N/a	n/a	n/a

*2007/08 School Census travel data for 5 - 16 year olds   ** Data from RBWM hands-up survey*

Travel data from the School Census and local surveys of independent schools indicate that we have amongst the highest proportion of pupils travelling to school by car in England (see Table 4 above). The proportion of pupils travelling to independent schools by car is significantly greater than for mainstream schools.

Accessibility modelling carried out for the LTP indicates that 92% of primary age children live within 15 minutes' travelling time of their nearest school by walking, cycling or public transport. This figure increases to 99% if a 30 minute travel time is used. For secondary age pupils, 73% are within 20 minutes' travelling time of their nearest school and 94% are within 40 minutes travelling time.

Accessibility analysis indicates that 92% of 16-19 year olds are within 30 minutes' travelling time of a further / higher education centre by public transport, cycling or walking. This figure increases to 99% for a travel time of 60 minutes.

In all cases, levels of accessibility to education facilities are highest in urban areas and lowest for those living in the smaller rural communities.

7.4   School Travel Plan Programme

Government has set a national target for all schools to be covered by an active School Travel Plan by the end of March 2010. At the end of 2007/08, 33 of the Borough's schools were covered by School Travel Plans, accounting for 52% of mainstream schools, including the 4 nursery schools. None of the independent schools had School Travel Plans in place by this date, although several have since started to develop their Plans.

Several of the independent schools within the Borough are either wholly or predominantly boarding schools. As such, their existing travel patterns are considered to be sustainable and there would be few benefits in these schools developing a School Travel Plan. The Borough is therefore working towards a target of 90% of schools with active travel plans by the end of March 2010.

In addition to working with schools to develop School Travel Plans voluntarily, the Borough requires that all new or expanded schools develop one as a condition of planning permission. This applies to both mainstream and independent schools.

The Council works closely with schools in helping them to develop School Travel Plans. Schools are provided with a template, setting out a suggested structure for the document and highlighting the criteria that School Travel Plans must satisfy in order to qualify for Government grant funding. It should be noted that independent schools are not eligible for grant funding, which may be one of the reasons why so few of these schools have developed School Travel Plans.

Surveys and consultation are essential to the School Travel Plan Process. Schools are encouraged to involve relevant stakeholders in developing their plans, including:

- Pupils;
- Parents;
- Governors;
- Teaching and non-teaching staff;
- Local residents;
- Thames Valley Police;

- Transport operators; and
- Other relevant individuals or organisations.

Experience suggests that the most successful School Travel Plans are those where the pupils have been closely involved in the preparation of the document, and schools are encouraged to involve the whole school in the process.

The Council provides schools with basic questionnaires, and schools are encouraged to add to the core set of questions to reflect local issues and priorities. The questionnaires are used to highlight the issues affecting families' decisions about how pupils travel to school, and also to identify specific areas of concern about routes used by children to walk to and from school as well as suggesting possible schemes that could address these concerns.

Schools with an active School Travel Plan (including independent schools) are given priority when the Borough considers schemes for inclusion in its Safer Routes to Schools Programme. This programme seeks to achieve safe walking and cycling routes to and from schools through the introduction of traffic management measures around schools and through targeted improvements at locations highlighted as being of particular concern.

To support the Borough's School Travel Plan programme, an area-wide incentive scheme has been introduced to encourage and reward children attending both mainstream and independent schools, who choose active travel modes for the journey to school. The School Travel Reward Scheme (STaRS) is aimed at primary age children, and rewards those who regularly walk and cycle to school with stickers. Children are offered additional rewards for making 30 and 50 journeys to school. The Council has teamed up with local sports clubs and leisure centres to offer a range of activities. Depending upon where they live pupils can choose from:

- Badminton coaching;
- Basketball coaching;
- Football coaching (and Junior Magpie membership);
- Judo lessons;
- Karate lessons;
- Multi-activity / multi-mayhem days;
- Roller disco entry and skate hire;
- Skate-park sessions;
- Swimming sessions;
- Tennis coaching; or
- Trampolining sessions.

As a way to further encourage and reward schools, the Royal Borough in conjunction with the other Berkshire local authorities has developed the School Travel Excellence Programme (STEP). This scheme is designed to encourage and support schools that have yet to develop travel plans, and to help schools with established plans to continually improve and implement them effectively.

Using a system of self-assessment, schools can gauge the success of their travel plan against identified criteria such as: consultation; curriculum activities; measures implemented; promotion and publicity; and progress towards targets. Bronze, Silver

and Gold standards have been developed and certificates are awarded to schools based on their assessments.

There are five annual awards for schools and individuals involved in School Travel Plans where they can demonstrate they are effectively tackling travel issues and promoting safe and sustainable travel to schools.

As interest in STEP increases, the local authorities will aim to establish an annual Berkshire STEP conference. This will provide an opportunity to learn about the latest guidance and best practice case studies, as well as bringing together similar schools from across Berkshire. Conference content would be designed to address specific school travel issues raised by local schools.

In addition to working with schools, the Council also works with the Borough's main further education colleges to tackle transport issues and promote access by sustainable transport modes. Both East Berkshire College and Berkshire College of Agriculture have been required to prepare travel plans as conditions of planning permission for new development on their campuses.

7.5   Road Safety Education and Training

The work of the Borough's Road Safety Team helps to support the delivery of School Travel Plans by raising awareness of road safety issues and giving children the skills to be able to travel independently. Programmes are available to both independent and mainstream schools, and include pedestrian and cycle training, and pre-driver education. These activities also give schools, pupils and parents the chance to highlight issues of concern that may preclude their children from walking or cycling to school.

The Road Safety Team works closely with the Transport Policy Team in implementing School Travel Plans and subsequent Safer Routes to School Schemes. For schools that are considered to be particularly inaccessible, School Travel Plans may have a significant focus on road safety education rather than seeking to achieve significant changes in travel patterns.

7.6   Sustainable Schools / Healthy Schools

Promoting walking and cycling for travel to school is an integral part of the Sustainable Schools initiative. Locally, the Borough has established the Learning for Sustainability (LfS) Standard for Schools to encourage a coordinated and structured approach to the issue of sustainability in both mainstream and independent schools.

Under the 'Traffic and Travel' doorway, schools are encouraged to use the curriculum to cultivate the knowledge, values and skills needed to address travel and traffic issues, and reinforce this through positive activities in the school and in the local area. Schools are asked to review the impact of their travel behaviour and establish policies and facilities for promoting safe walking and cycling, car sharing and public transport to lessen their environmental impact and promote healthier lifestyles. Schools are also encouraged to use their communications, services, contracts and partnerships to promote awareness of travel decisions among their stakeholders.

The Transport Policy and Road Safety Teams are part of the Borough's LfS Action Group, supporting the implementation of the Learning for Sustainability Standard for Schools. The group works with schools to look at the issues under each doorway and develop action plans, which may be integrated into the School Development Plan. In

the case of Traffic and Travel, this work may lead to the development or update of a School Travel Plan.

Promoting active travel choices is also a core requirement under the national Healthy Schools Standard. Schools must at least be working towards a School Travel Plan to gain Healthy Schools status.

The Borough has a dedicated LfS website to signpost schools to appropriate support and this will be developed to include case studies of good practice.

7.7   14-19 Education

From 2009, diplomas will be offered to students aged 14-19 years within the Royal Borough. Initially, there will be a limited range of vocational courses available, but the offering will increase each year, with the full range of 17 lines of learning available from 2013.

The initial phase of diplomas to be offered within the Royal Borough has yet to be confirmed, but may include the following:

- Environmental and Land-Based Studies;
- Construction and the Built Environment;
- Society, Health and Development.

The Royal Borough is working with neighbouring local authorities to explore joint working and is in discussion with Berkshire College of Agriculture, East Berkshire College (Langley Campus) and the East Berkshire Skills Centre regarding shared delivery for Construction.

It will be vital to ensure that each of these venues is fully accessible from a wide range of destinations so that potential students are not discouraged from taking up places on these courses on transport grounds. East Berkshire College has already produced a travel plan for its Langley Campus and the Borough will work with the other venues over the coming months to develop travel plans for their sites. In addition, opportunities to make effective use of information and communications technologies (ICT) will be fully explored to minimise travel requirements.

7.8   Extended Schools

By 2008, one third of the Borough's schools are already meeting the full core offer of extended services, either on site or as part of a cluster arrangement with other schools and providers. All remaining schools are on target to deliver the offer by 2010.

Schools offer a range of services from breakfast clubs to after school activities and after school childcare. By working together in clusters they are better able to fulfil the demands of the extended services agenda.

Transport issues and travel to school are a major issue for schools working within the agenda. Some clusters have purchased or leased vehicles to fulfil a safe transfer, or to transport children to and from different activities or events. Dedworth and Ascot cluster have invested in vehicles for these purposes. Issues that have arisen with use of vehicles include driver availability and insurance.

Other schools / clusters of schools operate walking buses, where this is possible. For example, St Edward's First and Middle Schools use a third party to provide their breakfast club service, located off the school site, a short distance away. The club operates a walking bus to transfer the children from the breakfast club to the school. The Clewer cluster operates a 'cluster choir', and also use a walking bus to get the children to rehearsals.

The success of a walking bus depends on several factors. The geographical proximity of the destination must be realistic. The local infrastructure must be conducive to children walking e.g. there must be pavements, lighting, accessible routes and openings. In addition, staff should be trained as walking bus 'drivers' and 'conductors' in order to facilitate this activity and use appropriate equipment as necessary e.g. hi-visibility tabards. The Borough is able to provide these services.

8. Audit of Infrastructure

8.1 Walking

Walking accounts for 43% of trips to primary schools and 31% of trips to secondary schools. These figures are significantly lower than both the national or regional averages. This is in contrast to the relatively good levels of accessibility to local schools identified in section 5.4 above, and implies that there is significant scope for increasing the proportion of pupils walking to school.

The proportion of independent school pupils walking to school is even lower than for mainstream schools, reflecting the increased length of the journeys involved, the relatively inaccessible locations of some independent schools, and the typical affluence / high levels of car ownership of the families involved.

Mainstream schools with the lowest levels of walking tend to be rural schools, where School Travel Plan surveys indicate that trip length and narrow / missing footway links are significant barriers to pupils walking to school. Conversely, the schools with the highest levels of walking are mostly urban schools, particularly primary schools, where journeys tend to be shorter and pedestrian networks are more comprehensive.

The main barriers to walking identified within School Travel Plans are:

- Vehicle speeds;
- Traffic volumes; and
- Safety concerns associated with crossing busy roads.

The Council seeks to address such issues through *Safer Routes to Schools* schemes, introducing measures such as:

- 20 mph zones and associated traffic calming measures;
- Improved signing;
- Controlled crossings (e.g. zebra and puffin crossings);
- Traffic islands and refuges;
- New / improved footways;
- Dropped kerbs and associated tactile paving;
- 'School Keep Clear' markings, supported by traffic regulation orders.

The Borough also encourages primary and nursery schools to establish walking buses. However, these have proved difficult to get started in many cases.

> **Case Study: Windsor Boys School**
>
> Pupils Windsor Boys School have identified concerns about crossing the A308 outside the school to get to the nearest bus stop and residential areas to the north. The Borough is incorporating a pedestrian crossing at a nearby signal-controlled junction, which will address the problem.

8.2   Cycling

Borough secondary schools have relatively high levels of cycling when compared to other local authority areas both nationally and regionally. Levels of cycling at Windsor Boys' School are amongst the highest of any school in the country.

Cycling levels amongst primary school children are very low, but are comparable with the national average. However, the results from School Travel Plan surveys indicate that, given the choice, the majority of primary school age pupils would prefer to cycle to school rather than travel by any other mode.

Pupils are offered on-road cycle training in Year 6, towards the end of their time at primary school, with around 500 pupils being trained each year. Consultation undertaken as part of School Travel Plans has consistently shown that parents of younger children are often reluctant to let their children cycle to school, because of safety concerns.

Even where children have completed cycle training, concerns about road safety, a lack of dedicated cycle routes, and an absence of secure cycle parking at some schools deter some parents and children from cycling to school.

In addition to the measures identified in section 6.1 above, the Council and local schools have introduced the following measures to promote cycling:

- On and off-carriageway cycle routes;
- Secure cycle parking facilities, which may incorporate scooter parking at primary / nursery schools;
- Cycle training, including holiday schemes and courses for Year 7 pupils;
- Cycle permit schemes, requiring pupils to sign up to using helmets, secure bike locks and safe behaviour when travelling to and from school.

Where cycle facilities and cycle parking has been introduced, significant increases in cycling have been achieved, particularly at secondary schools.

> **Case Study: Furze Platt Senior School**
>
> Following the introduction of a secure cycle parking compound and the construction of advanced stop lines at a nearby junction, the number of pupils cycling increased from 30 or 40 per day, to more than 60 per day.

8.3   Bus and Train

Very few (<1%) primary age children travel to school by bus or train, which reflects the age of the children and the typical length of their journeys to school. However, 21% of secondary school pupils travel on home to school transport or public transport.

The proportion of pupils living in the Borough who are entitled to free home to school transport is significantly lower than the national average, reflecting the fact that the bulk of the local population lives in or close to urban areas making for relatively short journeys.

The proportion of pupils travelling to school by train is 5%, which is around 5 times the national average. Pupils travelling to Desborough Boys' School account for the vast majority of these trips, with significant numbers of pupils travelling from neighbouring communities in South Buckinghamshire and Slough.

Barriers to travelling on home to school transport or public transport have been identified through School Travel Plan Consultation and feedback from users. These include:

- Concerns about bullying / anti-social behaviour;
- The lack of suitable public transport services in some areas;
- The cost of public transport services.

In recent years, both bus and rail operators have undertaken extensive programmes whereby CCTV cameras have been fitted to vehicles. However, this has not fully addressed security and behavioural issues.

The initial 'Yellow School Bus' pilot serving schools in Windsor has proved highly successful and there have been calls for similar schemes elsewhere in the Borough, including routes to serve families living in Datchet and Wraysbury. However, although pupils are charged a fare to travel on the 'Yellow School Bus', the cost of the service is such that the Borough must pay a significant subsidy. Without external grant funding, the Council will struggle to finance additional routes particularly where the level of demand is likely to be lower than on the pilot scheme.

The Council does not anticipate that there will be significant additional demand for home to school transport as a result of the requirements of the Education and Inspections Act extend entitlement to transport services for families on low income. This is largely due to the fact that the Borough is a relatively affluent area, and so the number of families who could potentially qualify is relatively small.

8.4   Car Travel

Car travel (including car share and taxi) to local schools is amongst the highest in the country, accounting for the majority of trips to both independent and maintained primary schools and over a third of journeys to secondary schools.

The reasons behind this especially high level of car use are complex and are not yet fully understood. Consultation carried out as part of *School Travel Plans* has shown that concerns about road safety, the volume / speed of traffic, and a lack of suitable routes / crossing facilities, may deter many from allowing their children to travel independently. However, by driving their children to school, parents are exacerbating

the very problems that they are concerned about. Some parents are driving even very short distances to school (1km or less).

Other factors may include the relatively high proportion of children attending schools other than their designated school, and the relative affluence of the area where levels of car ownership are amongst the highest in the UK.

While levels of car use are high, the School Census shows that levels of car sharing are also significantly higher than for many other local authority areas, which helps to reduce the number of car trips. Several schools have tried to introduce car-sharing schemes, but co-ordination issues and problems with smaller children requiring car seats have proved significant barriers to promoting car sharing.

Surveys carried out for School Travel Plans have repeatedly highlighted issues with parking around schools, including:

- Conflict between vehicles and pedestrians / cyclists;
- Parking on 'School Keep Clear' markings around school entrances;
- Pavement parking, often obstructing passage for pedestrians;
- Inconsiderate parking (i.e. at junctions, across driveways, etc);
- Traffic congestion around schools.

In order to reduce the problems associated with car travel to and from school, a variety of measures have been introduced by the Council and by schools, including:

- Voluntary one-way systems on roads around schools;
- Parking restrictions, including enforceable 'School Keep Clear' markings;
- 'Park and stride' schemes, where children are driven to drop-off points a short distance from the school and walk the last leg of the journey;
- Revised layouts for school car parks;
- Segregated pedestrian and vehicle entrances to schools;
- Staggered start and finish times;
- Joint action with Thames Valley Police to highlight the dangers of inconsiderate or illegal parking.

> **Case Study: Charters School**
>
> Parking is a particular issue for Charters. The school attracts pupils from a wide area, including many from neighbouring Bracknell Forest Council. Public transport links to the school are infrequent (less than 1 per hour) and due to a lack of accommodation on site, sixth formers are discouraged from remaining on campus when not at lessons. As a result, many pupils are driven or drive to school causing congestion on surrounding roads. A number of solutions have been incorporated into their updated School Travel Plan produced in 2008, including:
>
> - On-carriageway parking restrictions to discourage parking in hazardous locations and maintain traffic flows;
> - The construction of an additional car park for the school;
> - A permit scheme for the school car park, which would disallow access for pupils living closest to the school.

8.5   Road Safety

The most recently published data for road traffic collisions in the Borough are for the 2006 calendar year. The numbers of casualties amongst children are summarised for killed and seriously injured (KSI) and for slight casualties in Tables 4 and 5 below.

The Council and its partners have been very successful in reducing the numbers of casualties from road traffic collisions. As a result, the Borough experiences very low levels of fatalities or serious injuries amongst children, even when incidents on motorways and trunk roads are taken into consideration.

Table 5: KSI Casualty Data for Children (<16 Years), 2006

	Jan – Mar	Apr – Jun	Jul – Sep	Oct – Dec	Total
Pedestrians	0	1	1	0	**2**
Pedal Cyclists	0	0	0	1	**1**
Two-Wheeled Motor Vehicles	1	0	0	0	**1**
Car Users	0	0	0	0	**0**
Other Vehicle Users	0	0	0	0	**0**
TOTAL	1	1	1	1	**4**

Table 6: Slight Casualty Data for Children (<16 Years), 2006

	Jan – Mar	Apr – Jun	Jul – Sep	Oct – Dec	Total
Pedestrians	3	2	2	3	**10**
Pedal Cyclists	1	1	3	0	**5**
Two-Wheeled Motor Vehicles	1	0	0	0	**1**
Car Users	6	3	4	0	**13**
Other Vehicle Users	0	0	0	1	**1**
TOTAL	11	6	9	4	**30**

In 2006, there were 4 children killed or seriously injured, and this number has been fairly consistent over the last few years. The figures for slight casualties tell a similar story, with 30 injuries reported in 2006.

It can be seen that the overall number of child casualties is broadly equal between motorized and non-motorized travel modes. Further, more detailed analysis is largely precluded because the numbers involved are not statistically significant.

Despite the low numbers of child casualties on the Borough's roads, parents are naturally still concerned about road safety issues, and this has been identified as the main limiting factor in the ability to increase the number of children walking and cycling to school. It is only by listening to parents and addressing their concerns that significant further progress can be made.

To complement the Borough's *Safer Routes to Schools* programme, the Council works with Thames Valley Police and the Royal Berkshire Fire and Rescue Service to promote road safety awareness, provide education services and foster responsible behaviour amongst young road users. Road safety activities and initiatives include:

- Basic road safety awareness training for young children;
- Cycle training sessions;
- Road safety resource boxes for schools;
- Pre-driver education classes;
- Road safety simulations (e.g. cutting volunteers out of a car);

- Targeted campaigns (e.g. booster seats, seat-belt checks, drink-driving)
- Use of Speed Indicator Device (SID), including locations near schools.
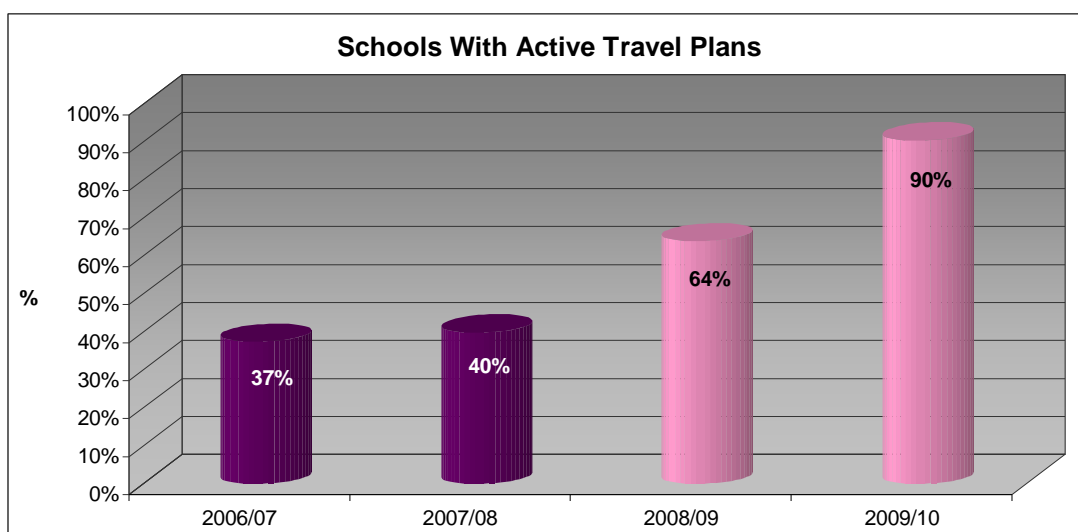
9.   Targets and Performance Indicators

The Strategy includes a number of targets in order to demonstrate progress toward the agreed objectives. These have been developed as SMART targets, i.e. Specific, Measurable, Achievable, Relevant and Time-bounded.
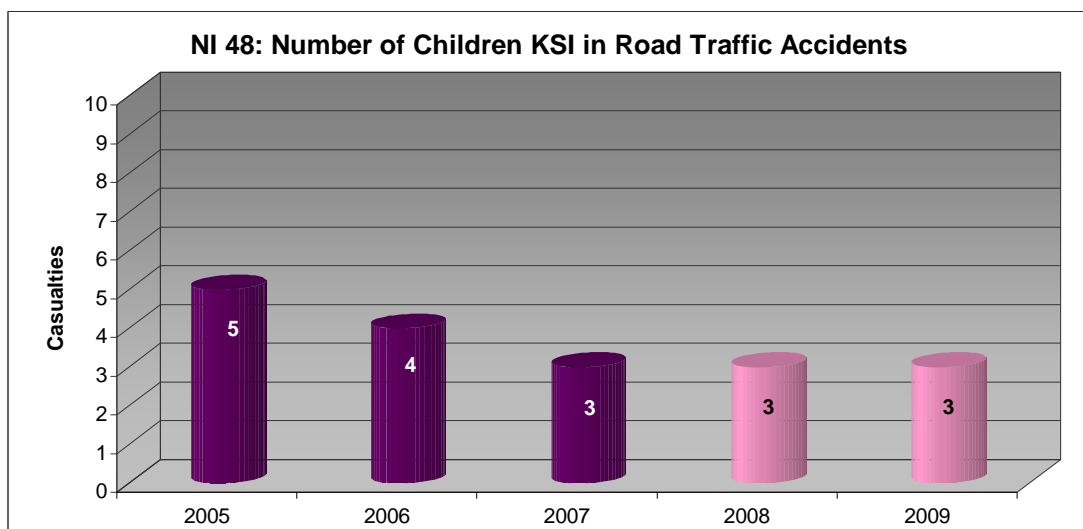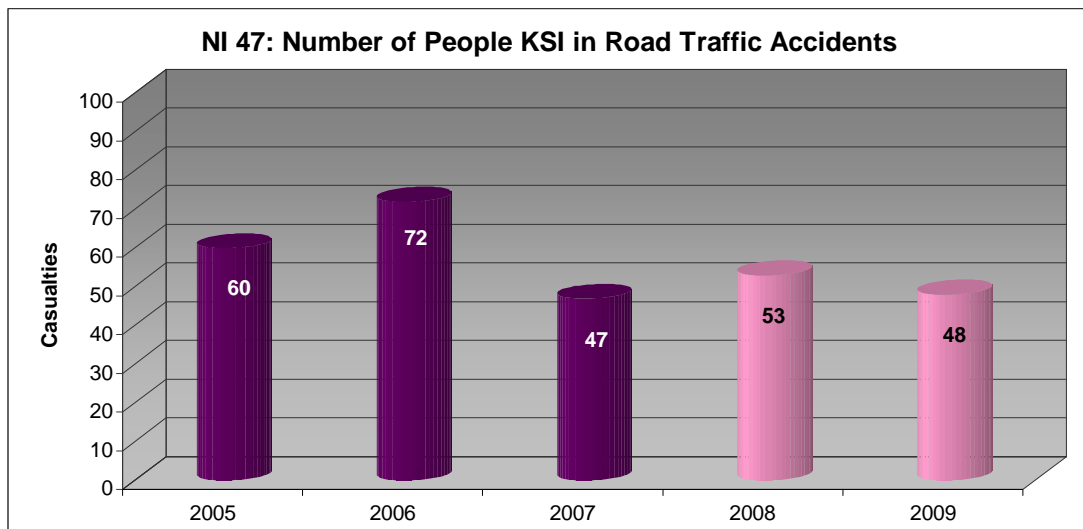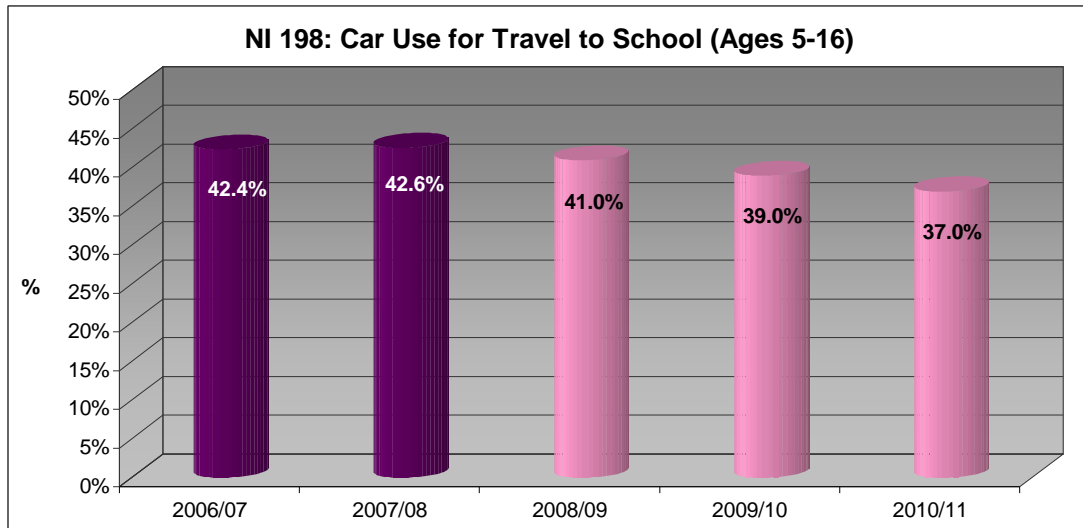
The targets are largely those already identified in related strategy documents such as the Local Area Agreement, the Children's and Young Person's Plan and the Local Transport Plan.

In developing targets, trajectories have also been identified to establish the anticipated progress towards targets over time. These targets and trajectories reflect the level of resources and funding likely to be available to the Council and its partners over the coming years. The trajectories will also serve to highlight where performance deviates from expected levels and will enable the Council and its partners to take early action to reprioritise resources if this is considered to be appropriate to restore progress to predicted levels.

Table 7: Summary of Indicators and Targets

Indicator	Monitoring Mechanism	Base Year Data	Target
Schools with active travel plans	Council Records	2006/07: 37%	2009/10: 90%
NI 198 Children travelling to school: mode of transport usually used (car use: pupils aged 5-16)	School Census + Hands-Up Survey	2006/07: 42.4%	2010/11: 37%
NI 47 People killed or seriously injured in road traffic accidents	Police Stats 19 Data	2005: 60	2010: 48
NI 48 Children killed or seriously injured in road traffic accidents	Police Stats 19 Data	2005: 5	2010: 2

NI 198: Car Use for Travel to School (Ages 5-16)

Year	%
2006/07	42.4%
2007/08	42.6%
2008/09	41.0%
2009/10	39.0%
2010/11	37.0%

NI 47: Number of People KSI in Road Traffic Accidents

Year	Casualties
2005	60
2006	72
2007	47
2008	53
2009	48

NI 48: Number of Children KSI in Road Traffic Accidents

Year	Casualties
2005	5
2006	4
2007	3
2008	3
2009	3

10. Monitoring and Review

We will monitor changes in circumstances on a monthly basis and any identified threats to the achievement of targets set. This will enable problems to be highlighted at an early stage and corrective or remedial action to be taken where appropriate. Where corrective or remedial action is not achievable, this may trigger an early review of the Strategy. As a minimum, the Strategy will be subjected to an annual review, with results being reported up through LTP Annual Progress Reports and via the relevant ambition groups of the Council's Local Strategic Partnership.

The process of monitoring and reviewing our progress will be managed through the Borough's Performance Management System (PMS). PMS aims to deliver continuous improvement in the delivery of priorities. The Borough has an adopted Performance Management Policy that defines a structured approach to improving the performance of individual employees, service teams and the authority as a whole.

In simple terms, effective performance management demonstrates that:

- Objectives and targets are clearly defined;
- Responsibilities for the delivery of targets are clearly defined;
- Monitoring procedures are identified and resourced;
- Performance problems can be detected early and appropriate action taken.

11. Funding

The DCSF made an allocation of £12,832 for the development of the Strategy in the financial year 2007/8. We expect this to be continued for five years to 2011/12. The DCSF/DfT currently provides £21,000 of School Travel Plan Adviser Grant, which has been confirmed up to 2009/10. Both grants are being used to fund a School Travel Officer post, which is seen as an essential post for the delivery of this strategy.

Other staff resources and revenue budgets will be called upon as necessary in order to deliver the Strategies action plan, targets and objectives.

In seeking to deliver capital improvements identified within the Action Plan, we will seek to make effective use of our own funding streams and maximise the use external funding, such as: developer (S106) contributions; Sustrans Links to Schools; Lottery Funding; and European Funding. We will also explore opportunities for accessing any other relevant funding streams that become available.