

Dorset County Council

“Developing a Sustainable Modes of Travel Strategy”

Fourth Update Document: “Reflection”

October 2011

“Ultimately this and other corporate and national strategies are all looking to achieve the same goal, namely providing young people with the skills, confidence and opportunity to become lifetime users of sustainable modes of travel.”

This document is also available in Braille, large print, on tape and on disc and we can translate it into different languages. We can provide a member of staff to discuss the details.



RNID typetalk

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1 THE LAST 14 MONTHS

This section will detail significant issues / progress arising since the last update.

The action plan and appendices have also been updated to reflect change / shifts in forward direction arising from activities and events since the last update.

1.1 Some figures:

For those with limited time or only a passing interest it is best to get some figures* in early on.

SHORT TERM TARGET: Reduce car trips within walk threshold

Year	Primary	Trend	Secondary	Trend
Jan 08	20.61%		19.41%	
Jan 09	19.77%	↓	18.39%	↓
Jan 10	18.60%	↓	16.77%	↓
Jan 11	17.49%	↓	16.61%	↓

MEDIUM TERM TARGET: Increase distance walked to school (85th percentile)

Year	Primary	Trend	Secondary	Trend
Jan 08	1.12km		1.72km	
Jan 09	1.13km	↑	1.72km	↔
Jan 10	1.11km	↓	1.78km	↑
Jan 11	1.15km	↑	1.78km	↔

LONG TERM TARGET: Increase number of pupils living within walking threshold

Year	Primary	Trend	Secondary	Trend
Jan 08	40.73%		45.27%	
Jan 09	40.55%	↓	45.77%	↑
Jan 10	41.51%	↑	45.44%	↓
Jan 11	40.02%	↓	45.12%	↓

*Figures are taken from Jan 08, 09, 10 & 11 School Census figures:

What do they tell us?

- Schools are doing a good job in tackling the areas they can realistically do something about – car trips from within walk threshold
- They provide realism to the distances the majority of people travel to school by foot (data also available for cycle).
- They show that parents perceive that the education system is still failing to provide what they really want – 'A good school locally'.

1.2 The Good news

The good news is that our schools continue to take ownership of the issue of travel to and from their sites and are still working to make a difference where it is realistic for them to do so – car use within walk threshold continues to fall.

1.3 The bad news

For once declining budgets are not the major issue (we have shown that it is possible to achieve change on tiny budgets). The bigger issue is that both Department for Education (DfE) and Department for Transport (DfT) appear to have reduced support for active travel to school – see 1.4 & 1.5 below.

We will continue to work at a local level however the lack of support from DfE & DfT's for active travel to school is likely to lead to a less effective delivery.

Staff reductions at the Borough of Poole have lead to a loss of a common approach to data collection, sharing and targeting of actions across the Dorset Bournemouth and Poole area. We do hope that Poole will work to reverse this situation..

1.4 Change of administration / direction

Priorities of the coalition government have reduced the importance of active travel to school:

- DfE has announced the end of the Travelling To School Initiative (TTSI) and has indicated that they will no longer implement national initiatives to support walking and cycling to school.
- DfE has removed the requirement on schools with Travel Plans to collect Mode of Travel data – (the main platform that allows evidence based working and effective targeting of limited resources).
- DfT has indicated through the Local Sustainable Transport Fund that reducing school run congestion is now considered to have limited impact on stimulating economic growth.

We believe that this view is not shared by either schools or parents nationally and we are disappointed at the change of approach.

We will continue to work with schools and parents to deliver what is really wanted – 'A good school locally'. Of course the natural result of achieving this is an increase in levels of active travel to and from school and stronger and more sustainable communities.

We will also continue to flag to DfE and DfT the consequences of their disengagement with the active travel to school agenda and in particular how DfE's 'Any school anywhere' policy pulls against what parents actually want and impacts negatively on climate, community and the child's development.

One local consequence of the "any school anywhere" approach is the loss of the ability to make sure adequate numbers of places are available in the right locations – spatial planning.

EXAMPLE: We currently have to spend £311,000 annually transporting children to schools more distant because their local school is full.

Equally caution has to be exercised in trying to provide permanent buildings to match these fluctuations in demand - a change in a schools reputation or a poor OFSTED score can lead to empty spaces in brand new buildings, a situation that is difficult to justify in any economic climate.

NOTE: These issues have been raised with DfE & DfT at the Ministerial level, we have as yet not had a satisfactory response (The generic response coming from DfE dismisses the issue as unimportant to them and refuses to reverse the decision – briefing note, DCC letter and DfE response in Annex 5).

1.5 Central move away from evidence based working

The removal of the requirement on schools to collect Mode of Travel data without any adequate consultation is frustrating and disappointing. This data allows an evidence based approach to the delivery of interventions to increase levels of active travel to school. In a time of substantially reduced budgets it appears illogical to remove this field from the School Census return as it pushes local authorities back towards poorly targeted interventions, the effectiveness of which cannot be measured.

We will continue to raise this issue, however given the response from DfE to date we have no confidence that this decision will be reversed.

We will continue to collect and use the data at a local level; however the DfE decision has increased the bureaucratic burden associated with the collection of the data and reduced the ability to benchmark / share good practice with neighbouring authorities.

1.6 School Travel Health Check

The School Travel Health Check (STHC) remains popular with schools, achieves change and continues to win plaudits within this country and around the world.

By holding up an accurate mirror to what is actually happening in terms of travel to school all can see what needs to be done to achieve greater levels of active travel to school:

- Schools can work to reduce short distance car trips and stretch walking and cycling distances
- Local authorities can work to help deliver what parents really want – a good school locally
- Central government can see the consequences of the 'Any school anywhere' policy direction, with the STHC identifying that 50% of pupils do not attend their nearest school, with the all additional travel demand that is generated, putting children beyond walking and cycling distance

1.7 'Child Miles' – Decisions behind School Choice

We have continued our ground breaking work on this topic in association with the University of the West of England. Local focus groups and a national You Gov survey with hundreds of parents were used to understand how parents choose the school to which they wish to send their child(ren).

The research concluded that OFSTED reports and the school's academic credentials were less important to parents than their perception of the teaching staff, how the school was run and the community within which the school is based. It highlighted to a disturbing degree that the decision making process is based on word of mouth and anecdotal impressions rather than fact.

By looking at the reality of the parental decision making process we can begin to see why we see such contradictions within the schools system; Parents want a good school locally but 50% of children do not attend their nearest primary school.

The research has provided ways of trying to address this situation and we are keen to put them in to practice. Of course we will have to work hard to counter perceptions of the 'If you don't like it vote with your feet' and 'The grass is greener' messages coming from the centre, but we do believe we can support schools in presenting themselves in an honest and unspun way and supporting

parents to make fully informed decisions about the school their child attends, rather than unfounded perceptions and uninformed word of mouth.

We do not hold with the current trend to denigrate individual schools or create an artificially steep gradient between 'good' or 'bad' schools. Instead we will encourage a proper evidence based approach and will work with school communities to help them better understand the parental decision making process, the power of unchecked hearsay and the value of reaching out to their community.

What has this to do with active and sustainable travel? Everything. If children live close enough to the school of their parental choice they will probably walk or cycle. If the 50% currently not attending their nearest school went to their nearest school, 'school run' congestion would be a thing of the past.

1.8 Leakages of pupils

Now schools are comfortable with using the STHC to identify and tackle short distance car trips we are going to look to combine the STHC format with the Child Miles work to flag to schools the levels of pupils 'leaking' from within an easy walk of their school to one more distant.

We were shocked when this information was presented in an accessible format – we are sure schools and others will have a similar reaction. To see the numbers of pupils living within an easy walk of their perfectly good local school being driven to more distant schools is a real wake up call not just for the schools themselves but also for the wider education system.

In addition to working with schools to try to address these leakages we will also work with Members and the wider community to raise the issue and initiate constructive debate around why successive education policies are taking us ever further from what parents want – A good school locally.

One of the key means for achieving lasting long term change to greater levels of sustainable travel to and from school is to deliver against what parents really want – 'A good school locally'.

1.9 Dorset Walkabout

Is a practical activity that builds on the Child Miles and pupil leakage work mentioned above.

With the unfortunate reality being that the majority of a school's teaching staff will have never walked the realistic walking area around their school, as well as providing an excellent activity for pupils it provides an excellent means of helping a school better engage with their local community and hopefully reduce future leakages.

We hope to run Walkabout work within the South East Dorset area and Dorchester/Weymouth as part of the current LSTF bids. If successful, funding would be allocated in summer 2012.

1.10 Health

We continue to receive strong support (but unfortunately no funding) from senior figures in Health. We hope this support will continue once Health emerges from the considerable transformation it is currently undergoing. At the local level travel to school data is now incorporated within the Healthy Schools process.

1.11 Purbeck review

Although perceived by some as a negative activity, the necessary removal of surplus places through the Purbeck Review in fact offers considerable opportunities to maximise the potential for sustainable travel and ensuring 'a good school locally'.

We will continue to support this process as it now moves toward delivery.

We will also work with the Free school in Swanage to maximise opportunities for sustainable travel.

1.12 Dorset passenger transport

Looking to the take up of the extended duty under E&I, take-up has been very low (146 students out of the total of 10,000 school bus users) with the vast majority of these relating to the lowering of the entitlement distance rather than parents choosing a more distant school.

One area flagged as an issue in terms of maximising the potential for sustainable travel is the number of children (approx 350 at a cost of £311,000 pa) having to be transported because there is no space for them at their nearest school. This consequence of the preference agenda leads to single pupil journeys, the majority by taxi - a journey that could normally have been undertaken by foot or cycle if space had been available at the nearest school.

Two areas identified in the strategy that have not yet been covered (due to lack of resource) are lengthy walk distances to bus pick up points and reviewing hazardous routes.

1.13 Children's and Young People's Plan (CYPP)

Unlike the composite prospectus there is no statutory duty to include SMOTS within the CYPP. We will continue to raise the profile of spatial planning of the schools estate and sustainable travel in general in the hope that this will over time become a more significant element of CYPP. We feel that the linkages to health and CO₂ will contribute to strengthening the role of travel and transport within the CYPP.

1.14 Resource issues

The good news is that a recent cost benefit exercise using the World health Organisations HEAT model placed a value of £768 on each child we get out of a car and on to foot or cycle.

Equally we still have considerable potential for change in the short medium and long term.

The bad news is that there is no funding beyond March 2012 to continue the Sustainable Travel Coordinator post to try and extract these gains.

The statutory duty to maintain and update Sustainable Modes Of Travel to School strategy will continue (staff resource not yet identified).

The School Travel Health Check will continue to be funded and distributed directly to schools through LTP funding.

We hope that Health, once settled in to its new format (based within Local Authorities) will be able to provide financial support to take this vital work forward.

2 INTRODUCTION / SUMMARY

2.1 A new duty to promote sustainable travel and transport for schools.

The Education and Inspections Act 2006 imposes a duty on local authorities to promote the use of sustainable travel and transport for schools.

The Act defines sustainable modes of travel as those that the local authority considers may improve the physical well-being of those who use them, the environmental well-being of all or part of the local authority's area, or a combination of the two. For example, walking and cycling are likely to improve health of those travelling on foot or by bicycle. They may also bring environmental benefits by reducing pollution and traffic congestion. Bus and car sharing may also be beneficial to the environment, compared with individuals travelling by car.

There are four main elements to the duty

(Ref DCSF Home to School Travel and Transport Guidance).

- An assessment of students' travel and transport **needs**.
- An audit of the sustainable travel and transport **infrastructure** to and from or between schools, colleges or other education placements.
- A **strategy** to develop sustainable travel and transport.
- The **promotion** of sustainable travel.

To comply with the new duty the County Council has to publish an update of the Sustainable School Travel Strategy on our website by 31 August each year: <http://212.104.140.176/index.jsp?articleid=328365> .

This is a new area of work and further development of process is inevitable as the four elements of the strategy progress. **This document also identifies some areas of policy direction that will require further debate and resolution in future years.**

2.2 Scope of This Document

Dorset County Council has been delivering effective strategies for sustainable school travel for a number of years. However, it is recognised that more needs to be done to ensure better integration of services that impact on school travel, and to respond effectively to new legislation.

The importance of implementing a sustainable school transport culture and network in order to encourage a change away from private car use for school journeys is seen as paramount in developing future transport strategy. To this end, sustainable transport is viewed locally as the essential element at the heart of all new key Local Authority initiatives. Following the introduction of recent legislation around sustainable transport and the provision of budget to develop a sustainable transport strategy, it is the intention of Dorset County

Council to undertake a comprehensive review of travel to our schools within the wider context of overall transport policy, with the aim of delivering a robust, holistic, best-value solution based on a first class sustainable transport model. This is seen very much as a cross-cutting exercise, encompassing not only school planning and review, new school development proposals and admissions policy and practise, but also engaging a wide range of internal and external partners including neighbouring authorities (Particularly Bournemouth and Poole), schools, Diocese and Church groups. A network diagram of our contributory partners and projects can be seen at the end of this document in Figure 4.2: Making the Links. It is envisaged that the Sustainable School Travel Strategy will have impact and implications going beyond statutory school transport provision and be an integral part of a complete sustainable transport strategy.

It will be important to develop a new strategy that generates:

- A real difference in the way that services are delivered;
- A real difference in outcomes for children and young people such as improved health, safety and access to services;
- A real difference in outcomes for the wider community such as reducing the growth of congestion and air pollution and where possible providing shared transport improvements;
- A real, long-term difference in travel culture that ensures future sustainability of our communities and environment.
- A best-value, state of the art school travel solution that will provide Dorset with a sound, sustainable platform for the future

2.3 What will success look like?

At the most basic level, lasting success can be clearly demonstrated by tracking the following figures derived from School Census data:

NOTE: Unfortunately School Census does not contain information for students in post 16 education. We are actively investigating ways of including post 16 education in to the process and measures below.

Short term success = A decrease in the number of car trips being made by pupils who live within walking distance of their chosen school.

Sept 07: Primary (800m) = 2133 pupils (19.3%) Secondary (2km) = 1725 pupils (17.1%)

Medium term success = An Increase in the distance* pupils walk to school *(85 percentile).

Sept 07: Primary – 1118 meters Secondary – 1721 meters

Long term success = An increase in the number of pupils living within walking and cycling distance of their chosen school

Sept 07: Primary = 16,302 pupils (40.4%) Secondary = 10,112 pupils (44.8%)

Calculations above made on Sept 07 School census data (54,545 pupils)

NOTE: Currently 43.1% of Primary and 33% of Secondary pupils do not attend their nearest school – a function of parental preference. This clearly presents a major obstacle to achieving travel to school by sustainable means as preference places many pupils too far away to walk or cycle.

NOTE: Walking, being the majority mode has been chosen for the main measures. Cycling is an important sustainable mode of travel to school and progress will be monitored in a similar way through the annual School census analysis.

In addition to these measures we do have to look to achieving **seamless cooperation between directorates and coordinated sub regional working.**

Of course, behind every simple measure there is a lot of work to be done at all levels (local, regional and national), however, there is good news on two fronts:

- The majority of those that live within realistic walking or cycling distances of their school **do** walk or cycle!
- Parents' main desire is for a good school / learning environment close to where they live.

If we achieve good schools close to where people live, sustainable travel becomes the default choice.

Our main challenge therefore is to ensure that schools are located where people live and are sufficiently attractive to meet parent's aspirations.

This document sets out a concise evidence base for school travel in Dorset, a brief summary of our existing approach to sustainable school travel, our planned approach to developing the strategy over the coming years and a more detailed examination of what success will look like not just for travel but also within the context of the Community Strategy for Dorset. Children and Young People's Plan and the two Local Transport Plans. It will not seek to replicate large tracts from these existing documents, instead it will identify the synergy's and highlight the areas for enhanced levels of cooperation – the strategic test of success being the adoption of the principles and practices outlined below within the standing policy documents.

2.4 A note on access to play and informal recreation

To young people access to school is less important than access to play and informal recreation!

This has recently been identified and supported by a recent string of reports, inclusion within the Education and Inspections Act (sections 4.58 – 4.64) and the development of good clear guidance – (Greater London Authority Supplementary Planning Guidance: Providing for Children and Young Peoples Play and Informal Recreation March 08).

We do need to ensure that we follow the duty contained within the Act and make use of established best practice. With this in mind this strategy looks beyond the school journey to ensure that any change arising from the implementation of the strategy will benefit young peoples independent mobility across the full spectrum of their activities, otherwise we should see ourselves

as having failed not just the statutory duty, but more importantly to deliver for young people (More detail in section 2.10).

2.5 Commentary on the Evaluation of Sustainable Modes of Travel Strategy (MVA Consultancy for DCSF Jan 2008)

This document has been developed with the findings of the MVA evaluation in mind. We do however feel that the evaluation, based on a desktop study of 24 Sustainable Modes of Travel To School strategies published in Aug 07, was somewhat limited in scope by the evaluation criteria set. If the conclusions from the evaluation are followed too literally the result could be a document that 'ticked the boxes' but did not facilitate the changes necessary to achieve the overarching goal of modal shift away from car use for the journey to and from school.

One particular area of concern is the push for a 'one size fits all' strategy document that drives policy but is also accessible to parents. Given the complex nature of the issues involved, any strategy document capable of achieving change will have to go in to considerable detail. With this in mind this document, although published, is not intended as the main public facing output.

Information for parents and schools will come through parent friendly summary documents and school level output presented in a number of formats:

- The Dorset For You website,
- The ViewFinder website
- The School travel Health check,
- The Looking Ahead website,
- Individual Learning Plans
- Existing publications 'Your Dorset' newspaper etc.

Also see section 4.7.

3 SCHOOL TRAVEL IN DORSET – SUMMARY OF TRAVEL NEEDS AND INFRASTRUCTURE

“SETTING THE SCENE - WHY WE NEED TO CHANGE”

3.1 Location of schools

Dorset is home to 401,100 people, making it relatively small in terms of population. It also has one of the smallest proportions of school age children and the lowest population of pre-school age children in England and Wales. The settlement pattern is one of dispersal and as a result schools are located in a similarly dispersed pattern. This results in children travelling long distances to school and huge challenges in providing cost-effective, sustainable travel solutions. The Poole and Bournemouth conurbation has a significant effect on travel to school within Dorset. The three authorities have worked together to identify and account for the cross border movements.

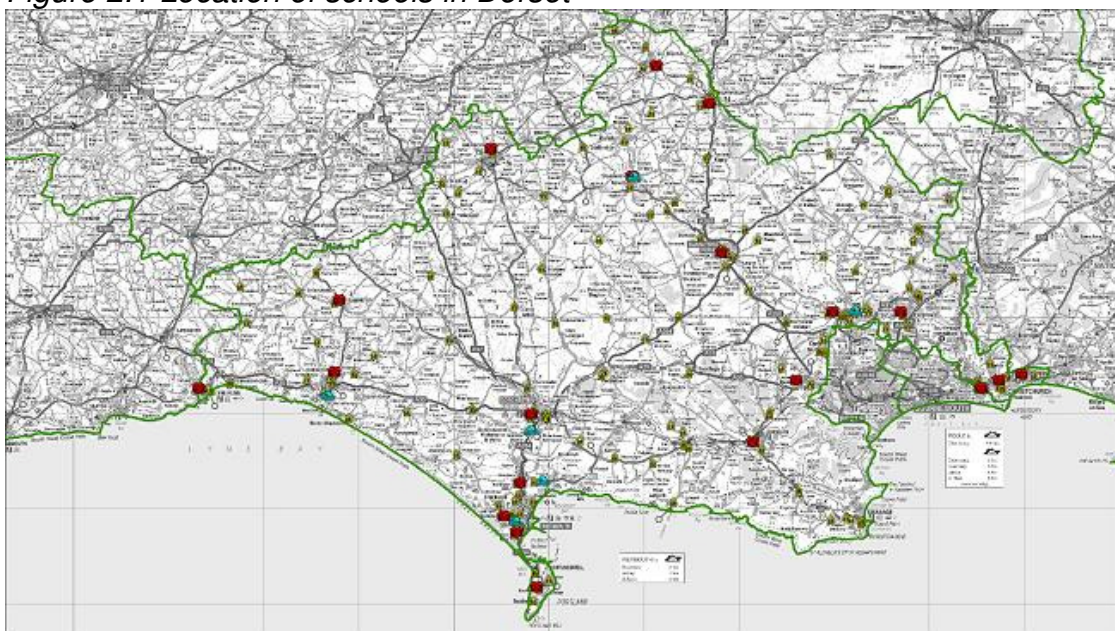
Dorset has 207 schools in total, of which 28 are independent schools, 5 are special schools and 5 are Pupil Referral Units, 20 are 'secondary' schools and 154 are 'primary'. In terms of pupil numbers in LEA education this gives approx 27,360 in 'primary' and 26,911 in 'secondary' education.

NOTE: Middle school pupils have been distributed between primary (Middle deemed primary) and secondary (Middle deemed secondary) as analysis has to be undertaken by NCY to enable internal and cross border comparison.

NOTE: These figures do not include post 16 students – we are working to source data from the LSC to enable their inclusion in the process.

Figure 2.1 shows the location of Dorset schools. The 'gap' that is the Poole and Bournemouth conurbation gives a clear sign of the need for cross border working.

Figure 2.1 Location of schools in Dorset



3.2 School Admissions

There are currently approximately 54,500 children attending schools in Dorset. Approximately 3,600 children started school in 07*. Of the total 9,200 are entitled to or receive concessionary transport from the authority.

*(Reception pupils – data taken from School Census data collected in Sept 07)

20,767 or 38% of pupils do not attend their nearest school. As a direct result of this approximately 18,500 pupils are driven to school on a daily basis.

Given parents desire for “A good school locally” gives the best opportunity for sustainable travel, this strategy looks at the current disconnect between parent aspiration and reality.

School Admissions as an area has significant potential in terms of enabling modal shift away from car use and achieving “A good school locally” This strategy therefore seeks to meet parent aspiration, achieve change where possible and highlight areas where change is blocked by current DCSF policy.

One immediate action we have taken is to update our admissions guide to include a section encouraging parents to consider travel before expressing their preferences.

3.2.1 The impact of preference and falling rolls

Currently 43.1% of Primary and 33% of Secondary pupils do not attend their nearest school – as a result of parental preference. This clearly presents a major obstacle to achieving travel to school by sustainable means as preference places many pupils too far away to walk or cycle.

With 97% (3,354) of parents achieving their first preference, demand led funding for schools and a continued trend of falling rolls, catchment areas or physical capacity at schools* presents no obstacle to unfettered choice
This poses a real risk to the successful delivery of this strategy.

*(881 unfilled places at first admission stage,07).

The situation is further amplified by the Government policy of supporting the expansion of popular schools irrespective of their location in relation to their pupil base.

Unfortunately without a shift of policy at the centre we face the continuing situation of parental preference driving a non spatial approach to the delivery and management of the schools estate. An unfortunate consequence of this is the removal of spare capacity in densely populated areas and the expansion of capacity in sparsely populated areas as aspirational parents pursue league tables, potentially tipping the schools they abandon in to a spiral of decline and in a time of spare capacity, eventual closure.

The concept of choice as a mechanism to raise standards has had little effect, but has instead created significant instability and difficulty in providing for what the vast majority of parents want; namely “A good school, locally”.

3.2.2 Current limitations on capacity management at schools

Capacity management is a proven tool for achieving sustainable travel.

DCSF admissions policy unfortunately appears to actively limit opportunity for use of this mechanism. The central drive against Planned Admission Numbers (PAN) as a tool for making sure schools have the teaching capacity and physical space for their pupils and the move, to an approach of "If it is popular, expand it" causes grave concern.

Operating under current central policy there is limited local opportunity to manage surplus places to try and steer provision to schools with the maximum potential for sustainable travel. **We will however work to identify the best spatial distribution of school places within travel to learn areas and would hope that DCSF & DfT through the TTSI recognize and support the fact that if we are to achieve sustainable travel to school the priority the Centre attributes to choice has to be reviewed. A large step that could be taken towards balancing choice against sustainability would be a move to the promotion of preference within realistic Travel To Learn areas.**

3.2.3 Equal Preference allocation

All authorities are now required to operate the 'Equal Preference' model of school admissions allocation. This generates both obligations and possibilities in managing the movement of children throughout the county. If we achieved a position of lower capacity and fewer parents achieving their first preference it could well result in more pupils attending their nearest school and travelling by sustainable modes.

3.2.4 Flows in and out of county:

Of the 54,545 pupils attending Dorset LEA schools 50,050 reside in Dorset. The remaining 4495 pupils come in daily from 6 neighbouring authorities. This inflow is also matched by a daily outflow of 1687 to Poole, 964 to Bournemouth, 123 to Devon and 146 to Somerset. Unfortunately we currently do not have details for flows out to Hants and Wilts. We hope to secure this data for future revisions of this strategy.

These movements clearly show the value of closer sub regional working as set out in the recent DCSF 'Raising expectations' and admissions consultations. The on-going development of this strategy will be undertaken in cooperation with Bournemouth, Poole and other neighbouring authorities.

3.3 Location of pupils and travel patterns

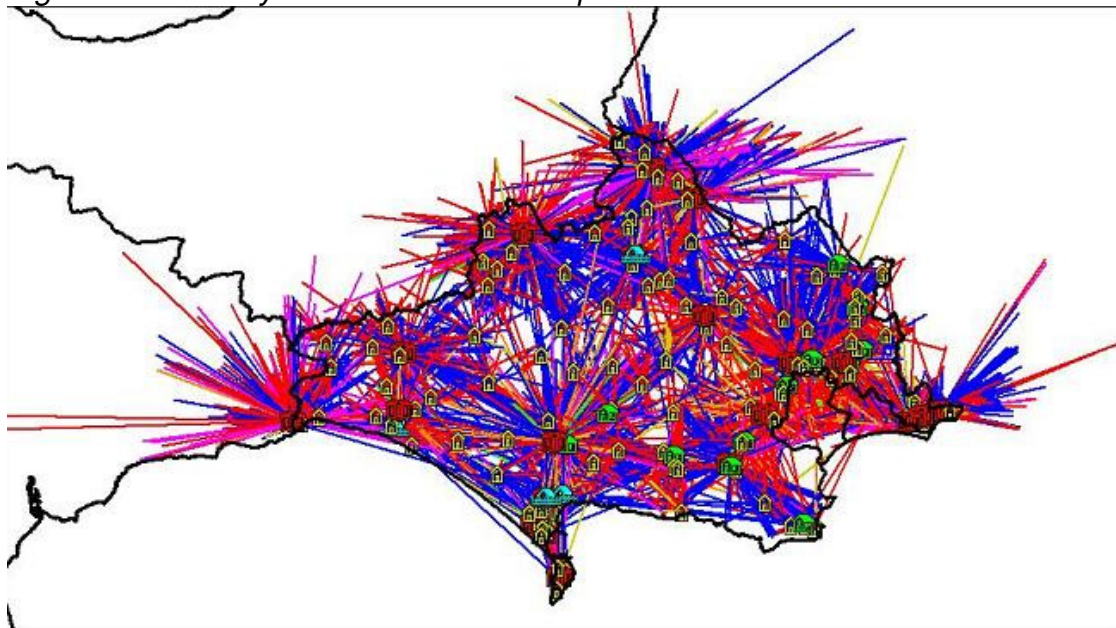
Dorset has picked up on work begun by Somerset CC on the collection and analysis of postcode data from the annual School Census to identify location, travel mode and undertake spatial calculations for all pupils at our schools (Unfortunately we do not have data for independent schools).

We are taking this work further by building cross border information sharing partnerships to show and subsequently plan for cross border movements.

By taking an evidence based approach we have identified the fundamental issues surrounding the travel to school patterns we experience today. The main issue causing high levels of car use for the journey to and from school comes down to the central policy of promoting parental preference and the subsequent non-spatial approach to the delivery of education.

Figure 2.2 illustrates the scale of the daily movements to DCC schools - clearly best viewed on a computer at a larger scale! Lines are colour keyed by mode. Note the considerable cross border flows.

Figure 2.2 Journeys to school based on postcode location data



Use of this data allows us to accurately establish journey distances and typical thresholds where walking and cycling trips to school tend to cease and are replaced by car journeys. The information gathered from each school is used to inform decision making and strategic planning, and is also fed back to parents and schools via an annual School Travel Health Check to help them identify and address their individual school travel profile and inform their School Travel Plan.

An example of an individual school travel map for a primary school is shown in figure 2.3. The yellow circle indicates an 800m radius from the school – the practical walk threshold identified by the data. Use of this walk threshold clearly

identifies the car trips to be examined / targeted as well as showing / celebrating those walking from beyond the threshold!

Figure 2.3 Individual school travel profile

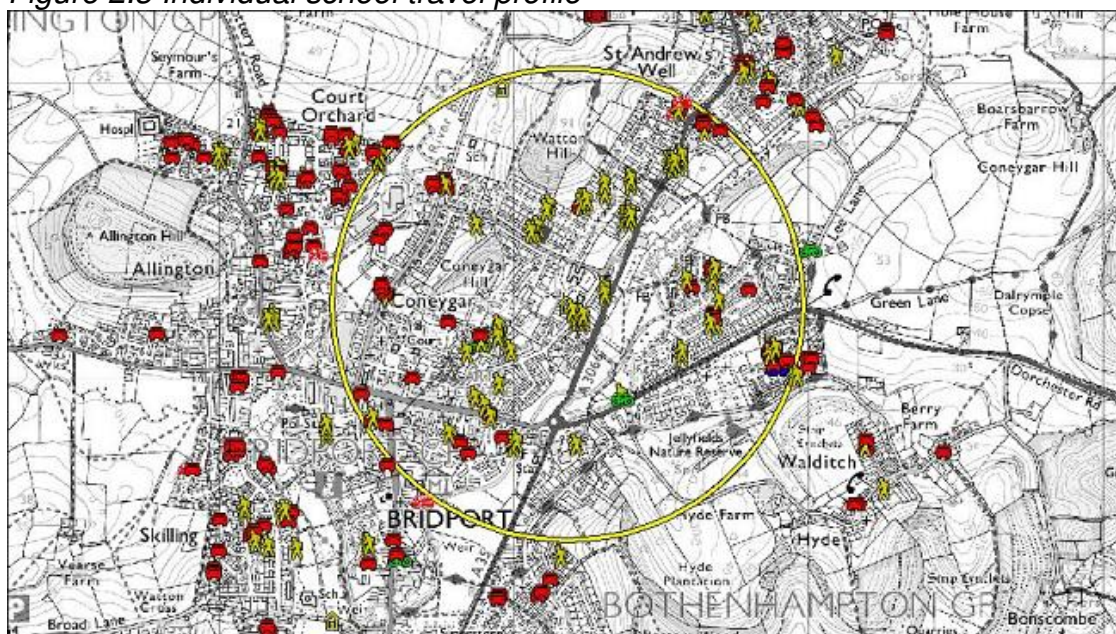


Figure 2.4 Modes of travel recorded within School Census

											
Walk	Cycle	Car	Car Share	Public Bus	School Bus	Bus (Type Not Known)	Taxi	Train	Boarder	Other	Not known

It should be noted that there is a considerable gap between the distances that pupils actually walk and the statutory distances used for allocating free school transport (Fig 2.5 below).

Figure 2.5 Practical walk threshold distances in Dorset compared with statutory distances

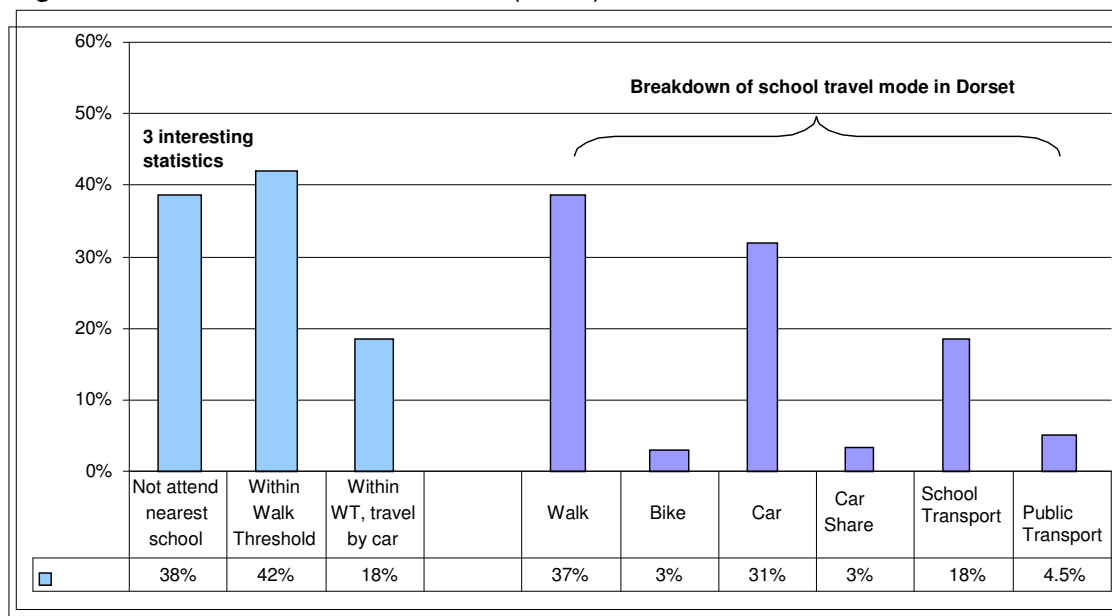
Type of School	Dorset practical walk threshold	Statutory threshold
Primary	800m	3200m (children under age 8)
Secondary	2000m	4800m (children aged 8 and over)

As can be seen from the examples above, School Census provides a very rich source of data. One of the challenges has been to find means of delivering this information to all from policy makers to parents and pupils. Section 4.7 covers some of the ways we are returning this data to schools, parents and the wider community.

3.4 Mode of travel to school

Figure 2.6 shows a summary at a County level of current school travel modes. The data is also available at individual school level.

Figure 2.6 Mode of travel to school (2008)



The data collected shows that despite the rural nature of Dorset, 37% of children currently walk to school. It also indicates that the majority of those living close enough to their school do tend to walk or cycle.

In order to maximise the proportion of children walking to school, our challenge will be both to encourage the 18% of children coming by car from within the practical walk threshold to use a more sustainable means of travel, and to gradually extend the distance pupils and parents are prepared to walk or cycle.

Overall 38% of children do not attend their nearest school, principally as a result of parental preference. This naturally increases the likelihood of the child being outside the walk/ cycle threshold, and therefore it is more likely that they will come by car. At primary school level approximately 43% of children are not attending their nearest school. **A logical long term shared (DCC / regional and national) policy ambition therefore has to be of increasing preference amongst parents to send their children to their local school.**

3.4.1 Car miles, carbon footprint and potential for change

School Census data has enabled us to calculate current and potential car use in terms of kilometres driven, carbon footprint and potential for savings.

The headline figures are as follows:

Figure 2.7 Car miles carbon footprint and the potential for change

Current picture	
Annual car mileage	13.5 million miles
Annual c02 produced:	4013 metric tonnes
Savings if all pupils attended their nearest school	
Annual car mileage saved	6.85 million miles
Annual c02 saved	1273 metric tonnes

As we have calculated against straight line distance to school and have kept the current mode for the nearest school calculations, the figures for both the current position and potential savings are likely to be higher than those shown above.

This measure works well on two levels, it clearly shows the consequence of the preference driven approach to the provision of schooling and ties in with parental and school concerns regarding their 'Carbon Footprints'. Used within the School Travel Health Check format this data helps give form and meaning to the carbon footprint concept.

We will also work with the LAA and Sustainable Schools teams to see if this work can contribute to the two LAA National Indicators on C02 reduction (NI 185 and 186) and to extend / strengthen the sustainable schools position on travel to and from site.

3.4.2 Preferred mode of travel to school

Although this measure should be used with caution (a pupils preferred mode may not be possible because if their distance from school), preferred mode is an essential element of the school travel planning process and a vital means of giving young people a say in their transport future. To date, although being recorded within individual school travel plans preferred mode has not been collected centrally. For future plans and annual review of plans preferred mode should be collected via ViewFinder surveys. We will also work through existing plans to build a picture of preferred modes over previous years

3.4.3 A note on using School Travel Plans as the main source of data for the development of the strategy

The first review of strategies by MVA consulting stated that "LEA's should base travel and transport needs for school children and young people on data provided within School Travel Plans". Unfortunately experience and the wealth of data contained within School Census means that their statement is inaccurate.

Looking to the School travel Plans produced by DCC and neighbouring authorities, although they provide vital local / supporting information they do not provide consistent or comparable information of sufficient quality.

For the purpose of this strategy we will continue to use School Census data as our foundation dataset, using it to stimulate thought, encourage ownership and generate supporting information such as pupil preference and actual routes used via the School Travel Plan process.

Over time we hope to release the full value of School Travel Plans by achieving a shared foundation, format and comprehensive updating and monitoring regime.

3.5 Targeting areas of deprivation

In addition to the duty to prepare this strategy there are a number of other associated policies focused on improving educational / life prospects for those living in areas of deprivation. To date most targeting has been based on the use of ward level indicators from the index of multiple deprivation. When looking at travel to school issues ward level data is too coarse to enable successful targeting of interventions. With this in mind we are using free school meal entitlement linked to postcodes. This allows us to form a picture of the spatial distribution of deprivation at the sub ward level and allow closely targeted intervention.

3.6 Sub regional data

In addition to data for Dorset alone we have also undertaken the calculations covered above at a sub regional level. Of particular interest to DCC is the data from Poole, Bournemouth conurbation. This approach fits very well with the sub-regional / 'Travel To Learn' approach promoted by the recent Raising Expectations document from DCSF and the proposed national Young Peoples Learning Agency. Equally it provides an ideal fit with the South east Dorset LTP – We have to have a view uninterrupted by borders if we are to achieve the target of becoming "A prime example of a sustainable conurbation" (SED LTP)

Figure 2.8 Looking at daily flows in and out of Dorset, Bournemouth and Poole:

	In	Out
Dorset	4495	2920
Bournemouth	2446,	1231
Poole	2085	2260

NOTE: Data is unavailable for flows out to Hants and Wilts – flows out are likely to be higher than shown

These figures are significant and make a clear case for close cross border / sub regional working.

One area for attention that this work has already flagged up is the differing systems of schooling being operated between the authorities and the effect this has on travel – Grammar schools in particular draw students from a very wide area.

A development area for this work is to bring in post 16 data. We are currently working with the Learning and Skills Council to make use of their Individual Learner Record data to fill this gap in our view. Unfortunately mode of travel is currently not recorded but we can extrapolate from the pre 16 data and we will press for the inclusion of mode in the future.

3.7 Home to school travel (statutory school transport provision)*

*(Reference should be made to the School Transport in Dorset section of the Admissions guide: www.Dorsetforyou.com/educ/admissions)

3.7.1 Mainstream provision

Approximately 8000 entitled and 1200 concessionary statutory age children (approximately one quarter of all under 16s attending school in Dorset) make about 4 million trips per annum on transport provided by the County Council at a cost of £6 million In addition a further 200 entitled and 550 concessionary students attend post 16 education, for whom we provide season tickets and bus services.

Figure 2.9 Expenditure on school transport 07/08

	Expenditure
Hazardous routes	Awaiting figures
Nearest school with room	Awaiting figures
Mainstream Primary (large vehicles)	£932,248
Mainstream Primary (small vehicles)	£487,052
Mainstream Middle (large vehicles)	£719,717
Mainstream Middle (small vehicles)	£122,706
Mainstream Secondary (large vehicles)	£2,670,544
Mainstream Secondary (small vehicles)	£303,724
SEN under 16	£2,435,839
SEN Post 16 (added £176017 small vehicles to colleges checking))	£ 649,183 +£176,017
SEN Residential	£105,967
Pupil Referral Units	£557,000
Looked after children	Awaiting figures
Total	
Public transport – passes and subsidies	£603,974
Parental petrol allowances	£16,303
Grants to Colleges-Disadvantaged Students	£131,900
Train Travel	Awaiting figures
Ferry or flights for out of county special schools	Awaiting figures

Employed drivers, passenger assistants and vehicles	Awaiting figures
Support staff and equipment within the IPTU	Awaiting figures
Total	
Grand total	

We provide free home to school transport for children who have a statutory entitlement under the provisions of the Education Act 1996 and E+I Act 2006* (in some cases the local DCC provisions are better than the Act), or who qualify by virtue of our discretionary transport policy which considers individual circumstances.

Currently, free transport is provided to:

- Pupils under 9 living more than 2 miles (1.6km) from their nearest or catchment area school
- Pupils 9 and over living more than 3 miles (4.8 km) from their nearest or catchment area school

Levels of support for discretionary transport vary from free to DCC making a contribution to transport costs.

The type of transport provided can vary but the needs of the child will always be considered. Available options include school bus services, contract buses, minibuses, taxis, **Scholars** Tickets for local bus services and the payment of petrol allowances to parents.

Dorset's aim is to provide free transport for entitled pupils as near to their home as is reasonably practicable. This does not necessarily mean that door to door transport will be provided. The current policy is that:

- For primary pupils the transport pickup/collection point will normally be no more than $\frac{3}{4}$ mile (1.2 km) from their home.
- For secondary pupils the transport pickup/collection point will normally be no more than 1 (1.6 km) mile from their home.

Recommended maximum door to door journey times are:

- Primary 45 mins,
- Secondary 75 mins

The current maximum primary pick up distance is greater than the actual walk threshold. **One task for this strategy is to look at the journeys to bus pick up points and identify if any improvements are possible.**

From 2007, the Education and Inspections Act came into force in stages and made several alterations to statutory duties to provide free school transport. The first of these was the extension of free school transport to children aged between 8 and 11 from low income backgrounds **to 2 miles from their nearest suitable school.** They are now entitled to transport to any of their three nearest secondary schools, provided they are between 2 and 6 miles from their home. **Children from families with low income** attending denominational schools on the grounds of religion or belief are also entitled to

free travel to their nearest denominational school between 2 and 15 miles from their home.

NOTE: Denominational enhanced low income entitlement to transport applies only post the age of 11 ie to secondary provision.

Work is currently being undertaken to assess the uptake of these measures.

In addition, the introduction of more personalised learning options for 14-19 year olds, the extension of school hours and the Building Schools for the Future programme all introduce new challenges for the provision of school transport in a more flexible environment.

An important part of the development of the new School Travel Strategy will be

- a) To effectively meet our enhanced obligations to provide home to school transport under the Education and Inspections Act and in an increasingly flexible learning environment
- b) To comprehensively review our current system for providing statutory transport to ensure it is being tackled in the most efficient, sustainable and cost-effective manner, focusing on minimising the need for long distance, low occupancy transport.

We will also be improving school transport services and frontline delivery for pupils through:

- Upgrade of the fleet; (improve its flexibility of use)
- Further integration of special needs pupils with mainstream schooling, adult social services and health care provision;
- Further integration to help deliver 14-19 year olds national curriculum of personalised learning; and
- Further integration with admissions e.g. placement and transport entitlement are-considered simultaneously.
- Work with schools and school clusters in regard to opening hours to optimise the use of vehicles
- Coverage to ensure that as far as practicably possible all pupils and students 0-19 have access to a reasonably cost transport provision

3.7.2 SEN provision

As can be seen from figure 2.9 above, SEN provision makes up a significant proportion of the transport budget for a small number of pupils. Although this strategy will look at SEN travel patterns and will support greater levels of independent mobility through calls for the expansion of Independent Travel Training on an 'invest to save' principle we will remain realistic about what can be achieved for the journey to and from their place of learning.

For example looking at the 5 DCC special schools of the 546 pupils only 41 live within a realistic walk threshold of their school, of those 2 within the threshold come by car and 3 walk. Mode of travel breaks down as 3 walking 11 coming by car 161 by taxi and 371 by 'school transport'. On the basis of these figures

our first task will be to examine the other journeys within walk threshold and those taxi trips undertaken in areas of good school and public transport coverage.

Considering the figures above **we will be able to achieve greater levels of independent travel to the benefit of the young people their parents and budgets, but the returns are likely to be modest.**

3.7.3 Hazardous routes

1027 pupils living within the statutory transport distances receive free transport if the route they use is deemed to be exceptionally hazardous (August 09). Clearly it is unfortunate if some of these pupils live within a realistic walking distance of their school. **As part of the on going work of this strategy we will look to identify and map those within a realistic walk distance and explore the feasibility of removing the hazards. It should be noted however that for many of the routes identified interventions will have already been considered and not pursued, normally on grounds of cost and land ownership.**

It is hoped that any savings achieved will go to the further promotion and development of this strategy.

3.8 The role of Dorset Passenger Transport and the future of Statutory and non statutory school transport provision.

The recent formation of Dorset Passenger Transport (DPT) represents a considerable shift from previous operating methods and offers significant potential to develop new operating practices to try and deliver against an educational policy (effectively of dispersal to multiple sites) that creates real challenges in anywhere other than dense metropolitan areas.

Before continuing, however highlight must be given to the limits on delivering against a policy of dispersal in a rural area. The roll out of the 14 to 19 agenda in effect represents the first stage of this new policy – we are already seeing strains being placed on transport systems and budgets that threaten delivery of the new learning agenda (ref section 4.5). Yes opportunities exist and will be grasped to provide a more comprehensive, responsive and fit for purpose transport system; however it is already clear that there is an upper threshold to what can be achieved in terms of transporting young people to education.

As well as transporting pupils / students to education or training we also have to take a spatial view and try to make sure that education and training is made available close to where the young people live. Unfortunately this does bring us in to direct conflict with the non spatial nature of much DCSF policy. For example: The presumption for the expansion of popular schools without consideration of their location in relation to the pupils attending, over time leads

to a distribution of educational establishments detached from the centres of population they serve!

3.8.1 DPT – Current status

Given there is much work to be done in terms of establishing the foundations on which DPT will operate only general principles and actions can be covered within this first update of the strategy:

- The authority is looking to become an enabler to ensure that demand flows created are dealt with in a legal and sustainable way.
- The principles set out within 'Long Distance Learners' will be followed as far as funding and current legislation will allow (we would hope that funding allocated for the failed E&I 'Pathfinder' bids could be allocated to support the approach to delivery set out within the paper).
- Existing contracts for school transport are all going through a re-procurement exercise to provide an expanded and more flexible resource better suited to current and future needs
- In addition to the school contracts DPT is looking to draw together all existing provision and knowledge to provide a larger fleet with the ability to deliver multiple uses.
- Staff operations are also being brought together to ensure coordinated working and best possible use of the available fleet / resource
- New Service Level Agreements are also being developed with Adult and Children Services. These will take in to account the considerable logistical and financial challenges presented by the 14 to 19 and wider choice based agenda.
- The move to sub regional delivery of education (travel to school areas rather than traditional county based catchments) will require close cooperation with Bournemouth, Poole, Somerset, Wilts, Hants and Devon

3.8.2 Attitudes towards bus use

One additional consideration – do pupils currently want to use school or public transport?

Data collected on pupils preferred mode of travel indicates that, public transport sits firmly at the bottom of their choices. This is also borne out by the 'actual' travel data (parents perception is often even worse!).

- Pupils preferring to use public transport: 3.3%*

- Actual levels of public transport use: 4.5%

*Secondary pupils – limited data set. A larger dataset collected mostly in Somerset through Viewfinder places secondary age preferences as: public transport at 4%; school transport at 13%

This sets a challenge for this strategy, the DPT and both the LTP's; the poor perception of public transport has to be addressed before we can expect to see greater levels of patronage. The new DPT and LTP based promotional work should help on this front.

One encouraging sign is that the recent 14 to 19 transport studies and some secondary school travel plans have identified considerable support for use of public transport where a discounted pass is available.

3.8.3 Actions in hand – Web based resources

Looking Ahead Website www.lookingahead.info :

- Is being updated to contain maps showing the location of learning establishments and radii (5 miles / 8km) representing 30 minute public transport journey times to ensure young people can easily make a well informed opinion on the daily travel implications of the choices they make.
- Links to journey planning websites will be made more prominent
- A section on support available to help with travel will be added

Individual Learning Plan (ILP) website

- Will be developed to mirror the transport information contained within the Looking Ahead site
- We will also look to use the ILP site as a means of bridging the gap in terms of collecting census based mode of travel data up to 19 years old, thus providing a full picture of all travel to learn trips within Dorset and other ILP website consortium members.

3.9 Accessibility planning and access to school

Accessibility planning is a relatively new tool within LTP. At present its strengths lie in the assessment of access to services by public transport. It is, however, limited when looking to assess journeys by foot or cycle. It can only measure accessibility based on the school nearest to the pupil, rather than the school the pupil actually attends (38% of, or 20,767 DCC pupils do not attend their nearest school).

The data collected through the development of this strategy will provide an excellent opportunity to 'fill in the gaps' and thus give strength to the spatial / accessibility based approach.

For the purposes of this strategy and the development of the LTP's, this will work in two ways:

- At the operational level it will enable the maximisation of the public transport network to benefit the journey to and from school.
- At the strategic level it will feed in to the spatial approach of managing the schools estate in Dorset – ensuring that school capacity is retained / developed in the geographic locations to walking, cycling and public transport.

3.10 Young peoples play and recreation.

Recently there has been a raft of support for young peoples play, recreation and independent mobility coming from various sources including: HM Treasury, DCSF, DfT, DH, DCMS, The Government Office for Science, the Chief Medical Officer & NICE.

The drive behind this policy activity has shifted from the traditional safety agenda to health, obesity in particular, community and to tackle the UK's position at the bottom of the list of 21 industrialised countries for child well-being

There is consensus between government departments on the basic building blocks for success – Attractive communities where young people are engaged and can access the services they want independently (by Walk, cycle, public transport). Tangible actions recommended include:

- Placing walking and cycling at the top of the transport hierarchy,
- Home zones,
- Traffic restraint,
- High quality walking and cycling routes
- Enhanced and affordable public transport for all.

This does place a real challenge on local and central government in terms of making things happen - although consensus is there at the broad scale we do still have to address conflicting policies (central and local), poor perception of some of these measures and an uncertainty as to who should lead.

For the purpose of this strategy we shall take the Education and Inspections Act as our lead in this area. This reinforced need for Local Authorities to 'secure young peoples access to positive activities' (Section 6 of the Act), or in other words: *To enable young people to access play and informal recreation by independent means of travel – walk, cycle or public transport*, means that this strategy needs to look beyond the journey to and from school.

We do need to ensure that we follow the duty contained within the Act and make use of established best practice, for example the Greater London Authority Supplementary Planning Guidance: Providing for Children and Young Peoples Play and Informal Recreation (March 08).

With this in mind this strategy looks beyond the school journey to ensure that any change arising from the implementation of the strategy will benefit young people's independent mobility across the full spectrum of their activities; For example, highlighting the need for Government to support the 'County Ticket' approach to the provision of school transport (along with the associated need to assess current gaps in service provision).

NOTE The SE Dorset area is currently (08) hosting a Sustrans & Play England pilot ('Places to Go') that is looking to transfer engagement tools developed as part of the School Travel Plan process, notably ViewFinder to enable a positive and sustainable debate with young people about all their travel needs. This pilot places us at the forefront of this developing area of work.

3.11 Congestion, links to transport modelling and Air Quality

The worst congestion occurs in the South East Dorset LTP area (Poole / Bournemouth / Christchurch), where journey times & average speeds across the network continue to degrade over time. In addition, an Air Quality Monitoring Area has been declared in Winterene – Wimborne Road

Congestion is forecast to worsen in the conurbation as well as the other settlements in Dorset due to both the continuing trend of increasing car use and their regional significance as growth centres. The Local Transport Plan sets out a toolkit of measures to tackle congestion and pollution in these areas and identifies that changing school travel patterns will play an important role.

It is important that we preserve the high proportions of children currently walking and cycling to school in these towns as the settlements accept new housing growth. We also need to ensure that the design of new developments facilitates more walking and cycling to school and that new schools are built in accessible locations (see section 3.3 for the first principles that should be applied to existing and new schools).

By moving to a position of encouraging parents and learners to consider transport implications before choosing a school / college, we will seek to use easily understandable means (interactive mapping) to demonstrate the current and future congestion that those choosing to drive to school will have to accept.

In essence we will work with the on-going transport modelling work in the SE Dorset LTP area* to extract and present 'Parent Friendly' maps showing how congestion hotspots will spread across the network as traffic continues to grow.

*RSS SSCT Transport Strategy work.

3.12 Road safety

Although the journey to and from school is often considered as being dangerous, the evidence suggests otherwise. Road safety data indicates that:

- Fewer than 9% of all casualties and 6% of KSI's (Killed and seriously injured) across Dorset are children.
- The majority of children are injured whilst travelling as car passengers.
- 78% of these child casualties happen outside of school run times.
- They are most likely to occur in the afternoons, at weekends and during the school holidays.
- Many appear to be speed related
- The majority of accidents that do happen during the school occur more than 250 metres from the child's school
- When considering sustainable modes of travel the trend is downward for pedestrian and cyclist KSI's,

Looking at accident data for the years 06-08 the average annual casualty rate is 1854 casualties per year. Children account for 164 of these casualties, of which 17 fell in to the Killed or Seriously Injured category. Fatalities however are rare – in 2008 there were no child fatalities.

For those very few accidents that do occur on the journey to and from school we take a spatial / location based approach to casualty data - we have identified and remedied the serious casualty locations and have seen a corresponding reduction in casualties.

With the majority of the serious accident clusters resolved we are now focussing on 'Route Management Schemes' to tackle the more dispersed nature of the remaining collisions and meet the casualty reduction targets. Clearly in a time of limited budgets we have to concentrate on schemes likely to return the greatest casualty reduction benefits.

Again the dissemination of information to give the correct picture with regards to the risks on the journey to and from school is vital both for the promotion of sustainable travel but also in terms of the public perception of the work of the Authority

Table 3.9 Total child casualties and child casualties within 250m of school
(8am to 9am and 2.45pm to 4.30pm, Monday to Friday during term times)

	2002		2003		2004		2005		2006		2007		% of total within 250m
	total	250m from school	total	250m from school	total	250m from school	total	250m from school	total	250m from school	total	250m from school	
Fatal	1	0	0	0	2	0	1	0	4	0	0	-	-
Serious	24	2	21	1	11	1	24	3	12	2	24	-	-
Slight	198	12	191	13	156	8	151	11	158	8	142	-	-
Total													

We do, however, consider that it is vitally important that children learn the right skills and road awareness to ensure that this good safety record continues,

and section 4.6 of this document briefly explains our current approach to road safety training in schools.

3.13 Summary of key issues

This chapter has set out some of the evidence that we have been using to deliver our sustainable school travel activity to date. The evidence presented here has been chosen to convey the main strategic issues and challenges that the County faces, but it is only a small extract of a much larger evidence base that continues to be collated and analysed.

Appendix 1 sets out the data that the Government recommends should be collated to help develop the sustainable school travel strategy, and shows our progress in collecting this data and where we currently have gaps.

Key issues and their implications for development of the sustainable school travel strategy are summarised below.

NOTE: This summary does identify some areas of policy direction that will require further debate and resolution in future years.

Key Issues	Implications for the Strategy
20,371 (37.4%) pupils walk to school But 31,721 (58%) are beyond the walking threshold of their chosen school Of those 22,824 (42%) living within walk threshold 4095 come by car.	The strategy will need to further promote walking with the relevant schools, and protect these travel patterns as settlements develop. Address the 18% of children currently living within the walk threshold who are taken to school by car, and gradually increase the distances over which people will walk or cycle.
43.1% of primary and 33% of secondary pupils not attending their nearest school.	Attendance at more distant schools naturally increases the propensity to drive. The strategy aims to increase the numbers of children attending schools within the walk/cycle threshold by a combination of raising awareness of transport issues to inform parental choices and favouring allocation to nearer schools through the new admissions procedure.
Increased emphasis on parental preference in Government policy.	Increased choice will lead to increased travel distances and reduce the likelihood of reducing car use as a means of travelling to school. DCC will promote the 'choose local' / 'Child Miles' approach but also asks that DCSF recognise the conflict that preference presents when encouraging sustainable travel.
Dispersed settlement pattern	Heavy reliance on school transport in rural areas. Provision of cost effective school transport will be challenging especially with increased parental preference and increasing flexibility in curriculum provision and school hours. A County Ticket approach (and analysis of gaps in service coverage) will be

	explored.
Cross border movement	Draw of schools within Bournemouth and Poole. The duty applies to flows in and out of the authority. This will require a new spatial approach, and new way of working between authorities within shared travel to learn areas to deliver sustainable travel solutions.
New school development and Building Schools for the Future	The strategy must be sufficient robust and far-reaching to ensure that transport considerations inform the location and development of all future schools in Dorset.
Changes in provision of 14-19 education, personalised learning and extended school hours	The increasing flexibility of learning provision and school hours generates significant challenges for sustainable school travel. The strategy must be capable of accommodating this new approach and preventing a rise in car use despite the need for a greater variety of journeys
New statutory regulations regarding provision of school transport introduced by the Education and Inspections Act	The strategy will need to set out how we can effectively meet these new demands for transport provision while ensuring a cost-effective, sustainable and quality service.
New admissions guidance	The strategy will need to set out how the evolving admissions system can be built on to contribute to, a sustainable transport strategy
Congestion & Pollution	Reducing proportion of people travelling to school by car could have an impact on congestion & pollution. The predicted rise in congestion and pollution needs to be mapped and presented to parents prior to choosing a school for their children
Very small proportion of children using public transport as a means of travel to school.	Considering the success of bus passes for senior citizens and of 'County Ticket' schemes for post 16 education we have to consider this approach for the 14 to 19 agenda and below (NCY7). Costs will be significant and will have to be shared between Education, Environment (LTP) and Government
No significant pattern of crashes or child casualties in the vicinity of schools.	As independent travel training (walking and cycling) has traditionally been linked to casualty reduction the strategy must recognise and support the provision of independent travel training as a means of embedding sustainable travel patterns from a formative age.

4 OUR EXISTING APPROACH TO SUSTAINABLE SCHOOL TRAVEL

“WHAT WE ARE CURRENTLY DOING, WHY AND WHERE ARE THE GAPS?”

4.1 School travel objectives and targets, current and projected

Sustainable school travel contributes toward the following objectives of the Local Transport Plan:

- Reduce social exclusion and improve access to everyday facilities; and
- Reduce the growth in congestion and pollution and improve health.

The activity also contributes towards the following key objectives of the Councils Children and Young Peoples Plan:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing
- Service Management

Progress in delivering sustainable school travel is currently measured by the following indicators and targets:

Table 3.1 Current Indicators and Targets

Indicators and targets 2006-2010	Current progress
All schools to have a travel plan by 2010	On-track for delivery, currently 143 out of 207 (08 figures)
Maintain car usage mode share for school travel at 07 Census level until 2010	On-track for delivery due to recently setting a 'standstill' target in the face of increased parental choice of school.
Reduce children killed or seriously injured by 50%, from 26 ('94—'98 average) to 13% by 2010	On-track for delivery, currently 20.

Between 1999 and 2006 data on travel to and from school was collected through class based 'hands up surveys'. Although the sample size is significant, caution has to be used when looking at these figures. Since 2007 the data has been collected through school census. This gives more consistency and provides the opportunity to monitor progress over time.

Looking to the data we do hold, the trend for car use appears to be fairly stable with only 0.4% difference between 07 and 08 figures. We do however need to track travel to secondary schools. Data from Somerset (have been using School Census data from 02) suggests that car use to secondary school is set to rise as spare capacity becomes available and the 14 to 19 agenda gains

pace. As there are only 20 secondary schools in Dorset, choosing not to attend the closest one may involve a significantly longer journey, within or beyond the county boundary!

One of the aims of the new strategy will be to reduce the numbers of children making longer journeys to school by

- a) Raising awareness of travel issues to positively influence parental preference of school. To this end, the 2009 / 10 admissions prospectus and application form includes for the first time, a prominent paragraph on the benefits of attending local schools and a section for parents to complete stating how their children will travel to their chosen schools, thus ensuring that travel to school is embedded into the decision making process
- b) Structuring our new admissions policy to favour allocation of children to more local schools. This is explained in more detail in section 3.6 below.

Given that LTP mandatory indicator LTP4 and LAA indicator 198 – *Mode share of journeys to school, by car* fail to recognise the spatial perspective (car use for the journey to and from school can only be reduced if people are located close enough to their chosen school to make walking and cycling a realistic option) we will be utilising the spatial analysis of the Census data to **set the following as local measures of progress / success:**

Short term: A decrease in the number of car trips being made by pupils who live within walking threshold of their chosen school.

Current position (Sept 07 School Census):

- Primary, 800metres = 2133 pupils (19.3%)
- Secondary, 2km = 1725 pupils (17.1%)

Provides a realistic and achievable start point and at a stroke removes many of the incorrect assumptions about travel to school.

Medium term: Increase in the distance* pupils walk to school

*(85 percentile).

Current position (Sept 07 School Census):

- Primary – 1118 meters
- Secondary - 1721 meters

Provides an opportunity for the use of soft / 'Smarter Choices' measures to extend range.)

Long term: Increase in the number of pupils living within walking distance of their chosen school

Current position (Sept 07 School Census):

- Primary = 16,302 pupils (40.4%)
- Secondary = 10,112 pupils (44.8%)

This will be a function of encouragement and shift of local and national policy emphasis

NOTE: Calculations above made on Sept 07 School census data (54,545 pupils)

NOTE: Walking, being the majority mode has been chosen for the main measures. Cycling is an important sustainable mode of travel to school and progress will be monitored in a similar way through the annual School census analysis.

These measures have been developed to be easily understood, SMART and acceptable as an accurate means of monitoring the actual potential for modal shift.

The data processing has also been set up so that these calculations can be easily and cost effectively undertaken on a national basis.

We would recommend the DfT / DCSF Travelling to School Initiative (TTSI) consider adopting these measures nationally as a far better gauge of progress towards sustainability than the current measure of mode share by car will allow.

As the sustainable school travel strategy develops further indicators and targets will be considered.

4.2 School travel plans

School Travel Plans are a package of measures to facilitate safer and more sustainable travel to and from the school. The process is pro-actively undertaken by the whole school community with help from the Councils school travel team and examines:

- the current way children travel to and from school
- the effect that choice has on individuals and the wider environment
- the safer and more sustainable alternatives available
- opportunities to improve sustainable alternatives in order to make them more attractive and to encourage mode shift.

The School Travel Plan can identify and include both physical measures such as road crossings, or modifications to entrances as well as policy issues such as promoting safe and sustainable travel to new parents and pupils. These activities provide a valuable learning resource, which has ever strengthening links to the National Curriculum.

The production of Travel Plans is a voluntary process and forms only one part of an overall solution. The process of working with school communities to produce the plans completed to date has identified many areas for potential improvement to existing procedures / policy that can and does achieve improvements in travel to school by sustainable modes. To this end, we see the Travel Plan process as wider than the production of plans and achievement of modal shift for individual schools. We see it as vehicle to identify and test opportunities, which, if successful, can be scaled up to the benefit of all schools. It is also a means of securing awareness and fostering good travel habits in our children from an early age for the long-term benefit of individuals, communities and the environment.

Connection with the Healthy Schools programme has also helped schools to see travel planning as an integral part of providing a safe, healthy and progressive school environment and has raised parental and child awareness of the benefits of sustainable travel options. We aim to strengthen our relationships and connections with Healthy Schools and other sustainable initiatives through future years to ensure that the importance of travel choices continues to be given recognition and priority. It will also be important for us to work more closely with schools who have produced travel plans to provide support and encouragement through ongoing 'account management', to help them convert their plans and initiatives into real behaviour change. The new Sustainable School Travel Strategy will extend and complement the work already started by the school travel plans, giving us a stronger basis from which to offer support and services to those schools aiming to reduce their travel impacts. We will also continue to support and encourage schools through specific initiatives and promotions such as the Walk the world incentive scheme and national campaigns.

The production of Schools Travel Plans not only benefits us in enabling schools to effectively cut their car use, it also provides us with information and data from which to generate a comprehensive picture of real travel habits, patterns and issues. It will also be important to use this information to inform future decision making, initiatives and targets across the Council and relevant partner authorities and agencies.

4.3 Infrastructure improvements

Funding for works identified by the school communities comes from both the Local Transport Plan (LTP) and directly from the Governments Travel To School Initiative (TTSI) in the form of Devolved Formula Capital funding (DFC) paid directly to the schools.

The LTP sets out a comprehensive strategy and capital investment programme for improving the highway and transport network, while revenue funding is used to run transport services such as subsidised bus networks, demand responsive transport and school transport services.

Schemes are currently considered for LTP funding through a priority scoring process which assesses the extent to which the scheme proposals will help deliver the objectives and targets set out in the LTP.

A proportion of the overall LTP funding is used to deliver a programme of minor infrastructure improvements that are identified through working with school communities on travel plans and Children's Services, such as safe pedestrian access, covered waiting areas, lockers and cycle parking.

We are working with Children's Services and the TTSI to reach a point where these facilities are seen as core items within local and national Asset Management Plans and funded accordingly. In the meantime we and the TTSI recognise the validity and value in the use of LTP funding to both

support modal shift and support the transition of these items of work into the DFC funded Asset Management Plan process.

NOTE: As well as the public highway network the duty also requires consideration of the public rights of way network for opportunities to provide for the journey to and from school.

4.4 Dorset Passenger Transport

The recent formation of Dorset Passenger Transport (DPT) presents significant opportunity to explore opportunities to provide the most sustainable solution to deliver against a central policy of dispersal.

Much of the proposed work is covered in section 2.8 however the opportunities and threats to the provision of school transport, be it public bus, school coach or taxi are summarised in the table below:

Topic	Opportunity	Threat
Enhanced obligations under E&I	Support / expansion of existing service	Unpredictable levels of take up. Logistics of delivering against choices made.
Building Schools for the Future	Location of new builds to maximise potential for walk bike and bus	Transport being used as a 'fix' for poor location – long term cost burden.
Extended Schools	Promotion of 'choose local' to maximise walk / bike. Expansion of public transport network	Delivering against 'anywhere to anywhere' over an extended day.
14 to 19 / Multi centred learning	Expansion of public transport network. 'County Ticket'. Lifetime public transport users	'Anywhere to anywhere' issues plus predicting levels of demand.
Special Educational Needs & Independent travel training (ITT)	Greater independence for clients. Savings supporting expansion of ITT.	Parental perception (taxi = safe and easy). LA / central policy not reviewing need over time
Parental preference	Lifetime public transport users.	Buses not part of parent's aspirational model. 'Anywhere to anywhere' demand on service.
Public perception / security / CCTV	Encourage more to use public transport 'buses can be fun' 'don't knock it till you have tried it' / free ticket promotions.	Easy media target. Perceptions / opinions held by non users
Occupancy / high capacity 'yellow buses'	Cost savings and positive media image	Misleading message that yellow buses can solve all problems. Children too big for small seats.
Financial support from Govt	Necessary level of support for a 'County Ticket' concessionary fare scheme	Funding not provided
Demand Responsive	Flexible service that fits with	Unpredictable levels of

Transport	users needs / expectations. On bus registration / smart ticketing to deliver duty of care and provide parents with confidence.	demand - Danger of services being swamped.
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4.4.1 A note on a US style Yellow Bus network:

The table above clearly shows that the challenges faced in transporting young people to education (reception to 19) are considerable and are far more complicated than the oft quoted 'tabloid thinking' approach of stating that US style yellow buses will remove the need for car use on the school run.

The US yellow bus system operates in a very different educational environment to the one in this country. Students attend their designated school or college which makes it possible to operate a coordinated and effective school bus service.

As we operate in an environment of choice. Many parents have effectively opted out of the statutory school transport system and have created a situation where pupils could be travelling from any address within the county to any school within the county or beyond. Given the number of schools in Dorset and the current and anticipated rise in levels of cross border movement, a US style yellow bus system will not work.

In this 'anywhere to anywhere' environment the only real solution is the provision of a comprehensive public transport network (including demand responsive transport) in combination with campaigns to raise awareness of the implications that preference can bring – many parents do not properly consider the transport implications of their preferred school, plus the use of school or public transport does not fit with the aspirations they have for their child.

4.4.2 Home to School Travel – Allocation of statutory school transport provision.

Building on the strategic approach to transport provision initiated by Dorset Passenger Transport, the allocation of all statutory school transport provision will be undertaken by the Schools Admissions team in close cooperation with DPT, ensuring a holistic and integrated approach, comprehensive monitoring of entitlement and a simplified procedure for parents and other interested parties.

The rural nature of Dorset, combined with a previously preferred admissions allocation process which prioritised parental preference over local school has inevitably lead to school transport infrastructure where significant cross-

geographical flows exist, across the larger urban areas as well as rural catchments.

As part of the development of the new strategy and associated procedures for implementation under the Admissions system, the current structure of transport provision will be examined in detail to identify opportunities to maximise efficiency, sustainability and cost-effectiveness by reducing long-distance, low-occupancy transport provision, better integration with the public transport system and the promotion of local schools for local children. The new strategy must also accommodate the new transport provision requirements introduced by the Education and Inspections Act and flexible learning policies as outlined in section 2.6.

There is also the intention to make greater use of the Dorset Direct call centre service to provide information to parents and carers on transport provision. This will provide a more streamlined service to parents which will act as a one stop shop for all education enquiries, including transport. In addition, freeing transport officers from routine enquiries will allow them to contribute better to the strategic objectives of improving and enhancing the transport and travel options for children and young people

4.5 School Planning and Admissions

"We are consulting on ideas to further improve this system, mainly by introducing more standardisation, so that the service for parents will not be affected by which local authority they live in, whether they are applying for schools in different areas, which phase of education (primary or secondary) they are applying for, or when in the year they are applying."

*"Local authorities have wide discretion in deciding whether transport is necessary, but they **must** provide free home to school transport for pupils of compulsory school age who are attending their nearest suitable school,"*

(DCSF Schools admissions consultation June 2008)

The introduction of the new Admissions Code of Practice and the current Schools Admissions Consultation (extracts above) necessitates a thorough review of statutory transport provision across and beyond the Dorset maintained school network.

The proposed shift of school transport entitlement to the compulsory provision of free home to school transport for pupils of compulsory school age who are attending their **nearest suitable school** irrespective of Local Authority boundaries represents a new and far closer way of working with our neighbouring authorities.

Looking in the context of promoting sustainable travel and reducing unnecessary vehicle kilometres **cross border 'nearest school' provision**

presents significant opportunities. The cross border Census analysis will be used to support the cross border view / working necessitated by this new strategic direction.

The developing School Travel Strategy will also need to be sufficiently robust and forward-thinking to accommodate imminent changes in school operation and planning policies. From 2010, all primary and secondary schools in Britain will need to provide:

- Childcare from 8am to 6pm
- Variety of pre and post school activities
- Community Services
- Access to specialist support services

Under the 14-19 agenda, young people will be encouraged to continue studying up to the age of 19 through the provision of specialised diploma courses at a variety of education establishments, including training providers, adult education centres, colleges, schools and academies. From 2013, all young people aged between 14 and 19 should have access to such services and the support to undertake them. Such diversity in course provision and location must essentially be underpinned by a comprehensive transport strategy that deals with this increased movement of students.

4.6 Road Safety and Training

August 09 Update

08 = 1500 cyclists trained (37.5% of a NCY year)

09 = to date we have trained 419 (10.5%) to the new national standard and 459 (11.5%) through our old scheme.

With 80% cycle ownership amongst school age pupils and approximately 4000 in a National Curriculum Year group, to train all those owning a bicycle we would need to train approximately 3200 pupils per year.

Given the current success (no direct DCC funding), modest funding, possibly through the health and sustainability agenda could make 'all pupils' a realistic target to aim for.

Dorset County Council (DCC) currently provides a national standard cycle training scheme and is an nationally accredited Bikeability provider. Training is mainly delivered through local Leisure and Sports Centres, supplemented by several independent instructors to ensure countywide coverage. Registered instructors will have attended a 4 day training course aimed at delivering a high standard cycle training scheme both on - road and off- road. National bursary funding is utilised to subsidise the cost of training new instructors and this continues to be accessed as the scheme develops and expands. Cycle training takes place either at local sports and leisure sports centres or directly

at schools by way of out reach projects. With the recruitment of independent instructors the number of courses provided directly at schools is set to increase in the future.

Bikeability is the corporate branding for national standard cycle training and requires the accredited Bikeability provider (DCC) to own and manage the scheme. Cycle training provision in Dorset is delivered with no direct budget, but is supplemented by national bursary grants through central Government.

Dorset County Council currently makes child cyclist training available all year round mainly through local Leisure and Sports Centres. Staff at these centres are trained to deliver both on and off-road cycle training directly to pupils, either at the Leisure Centre or where appropriate, at schools. Unfortunately the expense of National Standard instructor training means that we are currently unable to deliver to the desired level (there is currently no cycle training budget and no contribution from the Safety Camera partnership). The closure of Leisure and Sports Centres in parts of North Dorset has created opportunity to provide a more direct service to schools via a team of dedicated instructors who are still trained to the same high standard as Leisure Centre staff. Road Safety Officers monitor and assess the quality of training and risk assesses sites to ensure appropriate standards are maintained and sites are safe to undertake training.

There is currently one accredited Bikeability instructor (National Standard) working with a small number of rural schools. The council is continually seeking opportunities to roll-out Bikeability across the authority and to provide the more in-depth intensive National Standard In total 1200 pupils a year receive cycle training, this equates to 24% of the year group generally targeted to receive cycle training (year 6)

For walking bus training, the road safety officers audit and risk assess proposed routes and provide training to volunteers on how to conduct the walking bus in a safe and effective manner.

The road safety team can provide advice for schools, pupils, parents and teachers on how and where to access information on a wide range of road safety education, training and publicity materials.

The road safety team manages the School Crossing Patrol service, which includes recruiting, training, monitoring and equipping Patrols who operate at 62 sites. Of these, a small number of sites do not currently meet the Authority's site criteria. As these sites become vacant, they are either discontinued or the local Town, Parish or Borough Council is offered the opportunity to "sponsor" the site. Two of these sites are currently "sponsored" by local Town Councils.

Child KSI's across Dorset average less than 8% of all KSI's and the majority of these are car occupants. The focus for Education, Training and Publicity for children is therefore in-car safety. Improving and refreshing the driving skills, knowledge and behaviour of parents, grandparents and carers is a key priority.

Dorset County Council carries out an annual child safety audit, which includes a detailed investigation of all child casualties across the Authority. This data is closely scrutinised by members of the Traffic Safety Working Group, which incorporates the remit of the former Safer Routes To School Working Group. The audit reveals there are very few child KSI casualties in the vicinity of schools at school-run times. Requests for specific highway engineering improvements from schools via the STP process require both local Parish or Town council support and the support of the local Member. All such requests must also meet corporate safety and sustainability aims in order to be assessed and prioritised. Investment in SRTS schemes has fallen in recent years due to the relatively low numbers of child KSI's on those routes and a lack of supported requests from schools for appropriate improvement measures.

All three local authority road safety education and engineering teams meet on a monthly basis with Dorset Road Policing Unit, Dorset Fire and Rescue Service, Dorset Safety Camera Partnership and the SW Ambulance Trust to work together to address road safety issues. Child casualty reduction is a key focus for attention.

Dorset currently does not provide:

- Pedestrian training (Kerbcraft or similar)
- National Standard cycle training
- Independent travel training (disabled or able bodied – ref Green for Go study)
- Bus buddies

To date lack of integration between internal and external groups has meant that we have not made sufficient connection between travel training in all its forms and the wider health and mobility agenda. This translates to limited funding for this important service area, as funding currently only comes from the traditional casualty reduction funding stream. Through the development of this strategy we hope that the value of this work will be recognised corporately within DCC but also with partners such as the Health Authority and neighbouring authorities, Bournemouth and Poole in particular.

As the strategy moves forward, we will be working to deliver more effective walking and cycle training in schools, with increased emphasis on the more in-depth, intensive National Standards cycle training. Dorset County Council is also working towards accreditation with the Bikeability cycle scheme.

Although the title Independent Travel Training* is generally associated with measures to support those with disabilities we are keen to explore the widening of this title to encompass all elements of the training we are proposing. **Ultimately this and other corporate and national strategies are all looking to achieve the same goal, namely providing young people with the skills, confidence and opportunity to become lifetime users of sustainable modes of travel.**

This work will be supported by the existing young peoples transport forums which operate at the school level, feeding in to the school pyramid system operating in DCC.

*Ref Green For Go paper Jan 08

4.7 Promotion of sustainable travel

Promotion of sustainable travel to school is currently delivered by both the School Travel Plan and Travelwise teams.

The development of this strategy and the resulting new sources of information and media for distribution will necessitate a review of the current approach to the delivery of the promotional message.

Although it is not possible to go in to detail at this point, the general direction is:

- **To shared working / resource (particularly in the Dorset / Bournemouth / Poole Travel to Learn Area).**
- **Consolidation and further development of approaches that can be shown to work.**
- **Withdrawal from areas where success is less certain.**
- **Target on the basis of knowledge and measurability.**

One example of shared collaborative working is **Carsharedorset.com**

Carsharedorset is a free countywide car share scheme covering the whole of Dorset, including Bournemouth and Poole. The scheme was launched in January 2004 as a partnership between the authorities of Dorset County Council, Borough of Poole and Bournemouth Borough Council.

Carsharedorset acts as an umbrella scheme under which local authorities, businesses, and organisations can establish their own car share groups. The database system is set-up and maintained through Liftshare. The Carsharedorset scheme has a central administrator based at Dorset County Council, with sub-administrators representing each of the groups.

Promotion of Carsharedorset has been co-ordinated between the three authorities in producing publicity materials such as leaflets, free give-aways, advertising/sponsorship on local radio, and general press releases. However each authority also takes responsibility in promotion of the scheme within it's own administrative area in terms of publicity at local events, installing road signs, supplying local businesses and organisations with information through the Travel Plan Officer, and promoting the scheme to Council staff.

NOTE: We do choose to depart from the MVA 'one size fits all' approach to the development of this strategy when it comes to presenting internally and externally. This document, although published, is not intended as the main public facing output. Information for parents and schools will come through a 'parent and school friendly' executive summary and output (down to individual

school level) through ViewFinder the School travel Health check and existing public facing communications.

5 DEVELOPING A NEW SUSTAINABLE SCHOOL TRAVEL STRATEGY

“WHAT WE WANT TO DO THAT WE ARE NOT CURRENTLY DOING”.

This section, informed by sections 2 and 3 and supported by the action plan, effectively sets out our work plan for the coming year.

5.1 Central policy and the Travelling to School Initiative (TTSI):

Through work preceding and during the development of this strategy a number of issues stubbornly persist. This is not because of a lack of willingness to change at the local level, but instead they persist because of unresolved policy conflict at the national level...

The travelling to school initiative has achieved great things:

- It was responsible for the inclusion of the requirement for this strategy.
- It has begun to make the linkage between school sites and the area from which their pupils are drawn, both at the practical and policy level
- It has delivered a reliable and valuable tool to monitor progress - Census
- It has provided significant funding to schools to implement works to encourage sustainable travel
- It has helped to raise local awareness and ownership of issues.

This said, to date it has **failed to**

- **Recognise the limitations of the SEU report 'Making the Connections', on which much has been based.**
- **Provide clear and coordinated guidance on school location and site design to maximise the potential for sustainable travel.**
- **Recognise that in the environment that is parental preference, choosing local can and should be encouraged.**
- **Actively work to resolve the continuing policy & guidance conflict between (and within) Government Departments.**

5.2 Regional policy:

DCC welcomes and support spatial approach of the Regional Spatial Strategy (RSS). DCC welcome the promised return of standards for car parking that appeared to be under threat in the first draft of the strategy. **Car parking restraint is an essential if locally unpopular tool; we welcome the support afforded by there being direction on this at the regional level.**

NOTE: Concern must be raised however, that there appears to be simultaneous pressure to revert to a 'Predict and provide' approach to car parking provision for home and destination be that work or school (Planning Policy Statement 3). We must be clear, soft measures will only succeed if supported by hard measures such as parking restraint. A move away from parking restraint will damage work to achieve modal shift.

5.3 Local Policy:

At the local level we have reviewed our existing policy documents (Community Strategy, Children and Young Peoples Plan and the two LTP's for Dorset) in light of the new duty.

The resulting alterations (some are pending) to these documents are summarised below:

5.3.1 Community Strategy for Dorset:

Links to this strategy within the sustainability section – Greater emphasis is required on promoting a spatial approach. **We should aim to include number and percentage within walking distance of their chosen school as one of the Quality of Life indicators as well as linking back to the corporate plan and the regional sustainable development framework.**

5.3.2 Local Area Agreement

It would be advantageous to see indicator 198 Mode of travel as one of the key indicators (bearing in mind the commentary elsewhere on the need for additional local indicators to give proper meaning to this rather crude measure). Given that through this strategy we are also looking at young peoples independent mobility in the widest **sense it would therefore be good to see consideration given to the new indicator 199 – Children and young people's satisfaction with parks and play areas. It would also be good to see a link between the school travel carbon footprint work and the two LAA CO2 reduction targets.**

5.3.3 Multi Area Agreement

Is an area requiring further attention. Although the overall ambition is welcomed there does appear to be some disconnect between ambitions to improve vocational training and the 14 to 19 delivery agenda. There also seems to be a lack of commentary on the need to actively encourage a move away from single occupancy car trips. Both these areas will be investigated in more detail in the coming months.

5.3.4 Children's and Young Peoples Plan

The Children's and Young Peoples Plan is delivered by a number of delivery groups. The notes below are ordered to link potential actions to the appropriate groups.

General principles

This strategy will challenge some of the basic assumptions brought forward from the SEU report 'Making the connections' which has driven much of recent central education policy. This report has been proven to be flawed through its linking of increased attainment to increased distance travelled.

Educational achievement is far more dependent on the support given by parents and the quality of education provided within the school. Providing increased mobility / choice will not resolve either of these issues and in fact goes against what parents really want which is a "good school, locally".

To balance this we need to identify / highlight the evidence that links individual achievement not to the geographic location, but to the aspirations and support given by their parents.

For the purposes of the Sustainable Modes of Travel the imperative to reduce 'Child Miles' is clear. The Children's and Young Peoples Plan and this strategy will share the **active promotion / signposting of the following elements:**

- **The link between parental support and individual achievement.**
- **Provide support to parents to enable this way of thinking in the areas known to be underperforming.**
- **Enable easier engagement of parents in the management of schools perceived to be underperforming**
- **The benefits accrued (personal and community) from parents 'choosing local'.**

Parental preference can be promoted for the advantage of the pupil, their community and the environment; we just need to make the strategic connections to enable its use in a positive way!

Enjoy and Achieve Group

Obesity – Building daily activity on the journey to and from school in to this topic area.

Children's Centres - Being spatially located on the basis of need and having principles that fit with the re-balancing of policy, these will be highlighted as good examples of a spatial approach to community centred achievement and learning.

Service Management Planning Group

School site design – Update is required to bring in step with LTP / RPG10 / RSS, most notably car parking standards. Also need to take the opportunity to highlight that DCSF Building Bulletins are non-statutory, that there is no legal basis for using them and that they should be used in conjunction with the higher order planning documents listed above.

Spatial planning of the school stock - Ensure that capacity is allocated on a spatial basis with a commitment to intervene to bring up standards of schools in areas where the potential for sustainable travel is high i.e. large numbers of potential pupils within walk / cycle threshold.

School types – Various differing tiers of provision operate across Dorset, Bournemouth and Poole. Some such as split site infants and junior schools tend to increase car use, with parents shuttling between sites. For the purposes of encouraging sustainable travel the best approach is to have a two tier Primary and Secondary system (or single site infant and juniors) as parents tend to control / supply transport up to the transition to secondary school.

Pre choice publicity - Encourage parents to consider location and transport options before choosing their school.

Choice Advisers - Should support the general principles concerning linking parental support to achievement and highlighting the benefits accrued from 'Choosing local'.

Research - Targeted research at those parents that chose schools out of their catchment in order to assess the impact of our revised message

Locality Coordinators – Could become 'Community school champions' – act as a resource / contact point to monitor parental perceptions about schools and encourage / enable positive parental change / intervention.

Training - As a mechanism to recognise the cross cutting value pedestrian and cycle training has beyond the traditional Road Safety work area, funding will be identified to support:

- The expansion of the Bournemouth STEPS pedestrian training programme to cover the three authorities (STEPS is a development of the very popular national Kerbcraft programme.
- The delivery of National Standard cycle training across the three authorities.

5.3.5 Dorset LTP and SE Dorset LTP

Given the considerable cross border movements between Dorset and the Poole / Bournemouth / Christchurch conurbation this strategy is being developed in close alignment to the joint SE Dorset LTP. A shared approach is also likely to bring greater returns against local and national targets. The notes below apply to both LTP's

Fair and equal approach to traffic restraint

We will build on the strong spatial lead from RSS to ensure a consistent approach / application of design and traffic restraint standards on and off the schools estate.

Smarter Choices / Travelwise promotional activity

Home working – We acknowledge that it is also the role of the LTP to remove the need to travel. Home working shows considerable potential to achieve modal shift (for the work and school journey) as well as many other community benefits. Instruments will be developed that actively promote and support the removal of the need to travel and make the linkage between / emphasise the benefits of local working and schooling.

School travel health checks – Will be integrated within our smarter choices work to achieve internal and external change. As well as the core audience of the school community the concept will be used to inform the wider public audience.

Public transport

Pupil's preferences in terms of travel mode and opinions on service provision will be taken in to account within the on-going development of the LTP (and DPT).

Training for Pedestrians, Cyclists and Bus users (able bodied and disabled)

We will explore combined service provision to provide a coherent package to all in Dorset, Poole and Bournemouth. We will look to operate under the Independent Travel Training banner, the new title giving cohesion and marking the move away from the traditional casualty reduction focus.

- For pedestrian training we will look at expanding Bournemouth's STEPS programme.
- For cycling we will look to support from Cycling England, Sustrans and our neighbours for a sustainable route forward.
- For Bus we will use internal best practice and again look to support from our neighbours e.g. Somerset Bus Buddies scheme.
- For young people with disabilities we will look to local ("Green for Go") and national best practice.

We will make use of the young peoples transport forums to monitor the effectiveness of this approach.

As well as the more traditional area of Road Safety The benefits accrued from this approach to training will be acknowledged and supported within the other LTP areas of Congestion, Accessibility and Quality of Life,

Accessibility planning

Considerable use will be made of the Census and pupil preference and route data to better inform and extend the range of service beyond that which can be supplied by Accession alone.

Mandatory indicator (LTP4) Mode Share of Journeys to School

The measure set within the LTP (and LAA) on its own is very limited as it answers the 'how' but not the why? We will support these indicators with the short, medium and long term SMART indicators discussed in sections 1.3 and 3.1.

5.3.6 Rights of Way Improvement Plan

Census and individual pupil route data will be used to support the rights of way group in identifying possible candidates for upgrading for use for the journey to and from school

This fits with the following existing objectives of the ROWIP:

- I 'Key attractive routes'
- F 'The need to develop a safer access resource'
- G2 Management maintenance and surfacing
- H1 accessibility

5.4 Management of existing and future schools stock.

Dorset County Council will look to adopt a set of design guidelines for the development of future schools and the renovation of existing ones to ensure that school sites are suitable and safe for pedestrians and cyclists, and that the design itself favours sustainable modes of travel over car use. The guidelines, developed in Somerset and recently endorsed by the Travelling to School Initiative* are based on the following key principles:

*(DfT / DCSF (TTSI) Briefing paper No 3 July 2008 School Travel Plans and the Planning Process – First Principles for Schools and Sustainable Travel)

First principles:

- Establish the hierarchy of users - vulnerable modes (Pedestrians and cyclists) to be given priority on school sites. Access to the site should reflect the priority for vulnerable modes
- Pedestrian & cycle desire lines within the site should be identified, mapped and provided for. Vehicles should be kept clear of these desire lines.
- All changes to on (and off) site infrastructure should be assessed according to the 'Test of Convenience' set out in LTN 04 i.e. provision should be convenient, accessible, safe, comfortable and attractive.
- There should be a general presumption against parents driving on to site.
- There should be a presumption that vehicle access to school sites

- should be controlled e.g. using Automatic barrier systems
- Map known postcodes for pupils attending / likely to be relocating to the school.
- Draw an 800/2000m radius around the school - the walking threshold distances for Primary/Secondary schools. If pupils live further away than this they are likely to come by car. If necessary re-position the school site to make sure the majority of pupils fall within the appropriate threshold distance.

With the developing Building Schools For the Future programme and the move towards multi-centred learning these guidelines are also evolving to encompass the growing need to consider how best to provide for sustainable travel between sites and for new ways of learning.

A key area for development of the new strategy will be to consider how to make the most effective use of the various funding streams surrounding the development of the schools stock in an integrated programme to deliver sustainable school travel.

5.5 14-19 agenda

This is an area experiencing significant change and development. It is fair to acknowledge that issues surrounding the transport implications of this new way of working have yet to be fully quantified, however, the results from 4 recent area based 14 to 19 transport studies already throw up some challenging points:

- Up to 20% of all learners (5382) could be moving between sites for FT vocational courses.
- Work Based Learning and part time options will have to be added to this figure
- Up to 50% of the cost of running a course is currently being spent on transport
- Some Schools cannot meet the cost of transport without parental contribution
- 1 hour one way journey time from school to provision is common this is in addition to the home to school journey. Students are therefore often exceeding the 75 minute acceptable journey time* for secondary students. *(Target maximum time used by school transport)
- Time spent travelling is a big issue start middle and end of day – also impacts on GCSEs – students not getting back to their base in time for their lessons *“We are seeing an erosion of curriculum time down to 9.30 to 2.30”*.
- Supervision in transit is a cost and logistical issue. For SEN students their Teaching Assistant will have to follow them about
- The appointment of transport coordinators could well be an essential element to ensure successful delivery (DCSF have provided £75k for 18

months funding of a transport coordinator – aiming to have someone in post for Oct / Nov 08).

- The provision of Independent Travel Training, particularly bus use pre 14 would be an advantage

Ideas raised as possible ways forward from this unsustainable situation include:

- Minimise movement – make sure courses are available close to where students live and that they can see the delivery point on a map.
- Move staff rather than students
- Expand public transport and provide discounted ticketing – students prefer the flexibility over contracted school buses (recommended max cost to student £400).
- E learning (limited scope)
- Allowing home to provider travel is essential (as opposed to the current home – school base – provider system)
- Development of Independent travel training.

14 to 19 has brought a new challenge to schools. This new responsibility for significant daily movement (on and off site) raises significant challenges both in terms of cost and liability will necessitate a new way of thinking at all levels!

We are aware of the urgency to progress this work, particularly with an eye to the 'Travel to Learn' sub-regional spatial approach outlined within the 'Raising Expectations' consultation document – Some of the key elements extracted below:

Raising Expectations:

Enabling the system to deliver

Presented to Parliament by the Secretary of State for Children, Schools and Families and the Secretary of State for Innovation, Universities and Skills by Command of Her Majesty
March 2008

Local authorities will cluster together in sub-regional groupings reflecting travel-to-learn patterns to commission provision for young people across the wider local area.

- This will be supplemented by a slim national Young People's Learning Agency, which will have responsibilities for budgetary control and for securing coherence in the event that agreement cannot be reached locally.

- There should be progressive devolution of power and authority to the sub-regional level as the collaborative arrangements become stronger, successful and more formal.

Local authorities will be funded according to the institutions which are in their area – not according to where young people live.

As a minimum, we would require local authorities to come together in sub-regional groupings to: share their 16-18 commissioning plans; analyse together how learners move across and within their borders and make sure that their collective plans accommodate them;

At age 16 many young people choose to travel further to learn than they did at an earlier age – perhaps because they want to access more specialist provision. There should be no assumption that it is problematic that a young person chooses to leave the area of one local authority in order to learn elsewhere. Local authorities will need to understand such patterns of

demand, but should not seek to reverse flows of young people across boundaries, unless the choices they are making are driven by dissatisfaction

Local authorities should not seek to provide for every resident young person within their own boundaries – since doing this would lead to serious over-provision, often in the wrong places. Instead, local authorities should work together in their commissioning to ensure that every young person has access to the provision they need within reasonable travelling distance.

They should together analyse and understand demand from across the 'travel-to-learn' area, consider gaps in provision and share judgements of quality.

The spatial evidence based approach we are currently using in schools will be extended to include data from FE establishments that serve the 'Greater Dorset Travel To Learn Area'. We feel that our approach of sharing and analysing pupil origin, destination and mode data across a wide sub-regional area provides a working model that the proposed Young Peoples Learning Agencies could follow.

We do however feel that we need to draw down this spatial approach below age 16 as mentioned above. Parental preference means that the concept of Travel To Learn Areas applies to all curriculum years from Reception onwards. Children's Centres are currently the only provision deliberately located close to where their users live! Clearly we would like to see this way of locating service applied throughout the whole age range.

Looking to the process of delivery in Dorset, there are currently eight 14-19 partnerships working together and across borders with Bournemouth Poole and Hampshire. Further links with Wiltshire, Devon and Somerset are likely (also supported by the spatial evidence to date on movement of students in and out of the County).

A 14-19 Transport Group has been instigated to share practice and monitor and review progress. This work informs the Children's Services Education Transport Group.

Draft proposals to facilitate learner access in Dorset to the 14-19 statutory entitlement from September 2013 are currently being produced.

The modelling considered

- Demographic data
- Existing curriculum offers and learner uptake
- Specialist status/CoVE status
- Locations of FE and WBL providers.

This was launched as a working document at the 14-19 Forum Conference in Summer 2008 and provides the framework for 14-19 Entitlement and the required learner access requirements.

One immediate change has been to add digital mapping, public transport time thresholds and links to a journey planning website to Looking Ahead websites that provide a resource for young people in Dorset Bournemouth and Poole looking to make choices for their 14 to 19 education. The mapping allows

young people to actively consider their travel options, helps decision makers identify gaps in provision and gives clear recognition of the need for sub regional working.

Once this is in place we will then look to utilising the shared ILP (Individual Learning Plan) websites to bring together Census and FE data to provide a spatial view of education from nursery to 19 years old.

5.6 Extended Schools

The Extended Schools Core offer requires each school to develop access to a varied menu of study support activities outside the school day and community access to the school.

In Dorset 43% of primary aged pupils do not attend their nearest school. The distance of these children from their chosen school means that many cannot access core or extended services by foot or cycle and are forced to default to car use. For many schools a growth in hours / services offered inevitably leads to greater levels of car use. This often causes problems not only in terms of sustainability but also in terms of the school's Health and Safety responsibility for vehicles coming on to its site and its relationship with its neighbours!

For those living too far to walk or cycle, current school and public transport arrangements are unlikely to appeal to aspirational parents (only ?% of pupils would prefer to travel to school by bus) and may not be accessible to others because of timings / level of service and cost. This presents a real challenge to the delivery of the Extended Schools agenda.

It is proposed to apply the Travel to Learn principle to extended schools provision (initially access needs audits undertaken by the Localities Manager, Extended Schools development Coordinators and 14 to 19 coordinators for the 8 travel to learn areas) and take an evidenced based approach to assessing the viability of access by sustainable transport under the preference based system.

This work will be supported by publicity work to make the links / highlight the benefits of "Choosing Local" in a climate where increasing levels of home working and community emphasis could well mean that "Choosing local" becomes an aspirational choice; the spin off being that proximity increases the viability of the extended schools concept.

5.7 Providing information to Young people schools and parents:

This document, although published, is not intended as the main public facing output. Information for young people schools and parents will come through the following routes:

5.7.1 Parent and school friendly' summary on DCC website

Summary information, links to PDF documents and other websites can be found in the Road safety – cycling and walking to school section of the Dorset For you website: <http://www.dorsetforyou.com/index.jsp?articleid=328365>

5.7.2 School Travel Health check

Consists of:

- A1 map and aerial photo plots showing pupils journeys and mode of travel in relation to the school and walking threshold
- Excel spreadsheet providing a school level summary of the output from the spatial analysis of the census data
- A PDF document drawing out further elements from the analysis of the schools census data as well as other material to support sustainable travel to and from school.

Although the main aim of this document is to inform and provide classroom resource for schools it has also proved popular with parents and Members. All elements of the health check that can be made available to the public will be placed on the DCC website.

5.7.3 ViewFinder Website

Dorset Viewfinder: <http://www.viewfinder.infomapper.com/dorset>

Provides the platform for:

- Display of map based census data to schools and the public (public can only access school level summary data).
- Route plotting tools to enable schools / pupils to undertake accurate audits of their journeys to and from school.
- Supporting survey work.
- School Travel Plan surveys, plan development and subsequent monitoring.

This site will is seen as the main platform for collecting and sharing data with schools / pupils. Over time we are also looking to migrate the on-going School Travel Plan work to this site. We are also looking to use this site for broader consultation work with young people, particularly in the area of young peoples independent mobility and play (pilot currently being run in Poole and Bournemouth).

Oct 11 NOTE: Due to an absence of resource to support schools in the use of Viewfinder the decision has been taken to discontinue this project

5.7.4 Looking ahead website www.lookingahead.info

Provides a web resource for post 16 young people looking for courses and institutions at which they are delivered. Travel is an important consideration

when making these choices so as a result of the development of this strategy we have strengthened the transport and spatial elements of this site.

5.7.5 Individual Learning Plan (ILP) Website

This developing site gives us opportunity to track transport decisions and consequences from Reception to 19 years old. The facility to record mode of travel used at each stage of education will be added to the site.

5.7.6 Existing public facing LA communication routes

Publications such as the Your Dorset newspaper will be used to communicate / promote elements of the strategy and as a means of encouraging public involvement with the on going development of this strategy.

6 PROJECT REVIEW, MANAGEMENT AND GOVERNANCE

There is still a significant amount of to undertake in order to develop a sustainable school travel strategy that fully recognizes statutory duties placed on Local Authorities and other partners while at the same time delivering an effective, practicable, cross-cutting solution and simplifying and streamlining accessibility for parents, children and other public service users.

We do however feel that we now have the foundations in place to deliver an effective and self sustaining strategy. Future revisions of the strategy will measure our progress against our 3 measures of success (1.3 & 3.1) and the issues and actions covered in section 4 and the action plan. As this is an evolving policy area we will always remain open to the need to accommodate new ideas and directions.

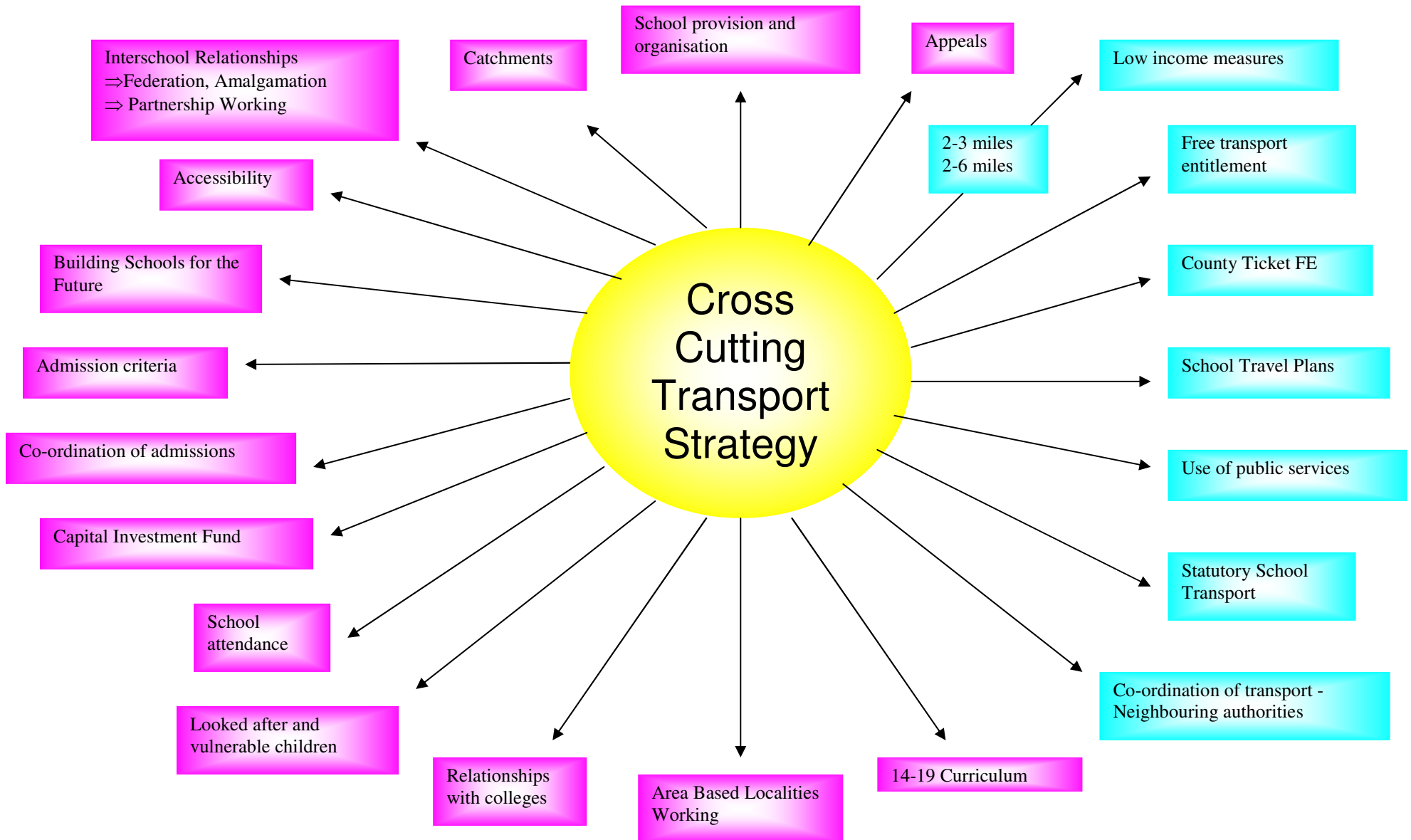
The Sustainable Travel Co-ordinator (2.5 days PW) is supported by a project board comprising senior managers and experts in their field from Children and Young People's Services, Strategic Planning and DPT, plus operational support from Schools Travel Planning, School Admissions, The LTP team, and contributions from a range of internal and external partners including Accessibility Planning, Road Safety, neighbouring authorities, education providers and others.

Current Project Board Membership:

Amy Paterson (NHS / PCT)
Andy Matthews (Dorset Passenger Transport)
Lynda Wyatt (14 to 19)
Phil Farmer (Admissions Manager)
Steve Williams (LTP manager)

Figure 5.1 below shows a schematic diagram of the main links this strategy needs to make.

Figure 5.1 Making the Links



7 APPENDIX 1: TRAVEL NEEDS AND INFRASTRUCTURE AUDIT GAP ANALYSIS

The following tables are based on the annex in 'Home to school travel and transport guidance'.

NOTE: Risks to implementation:

- green - information is available, few barriers to implementation
- amber – information progressing, needs application of additional internal resources
- red – requires support of TTSI/other external partners to implement

NOTE: 'Pupils actual route and mode' has been added – existing published Local Authority walking and cycling routes are frequently inaccurate and do not represent the actual routes used by pupils to access their school. We have also deliberately avoided tools that plot against road centre line data as this to can give a false impression of routes used by pupils.

NOTE: For the delivery timetable Year 1 equates to delivery by Aug 08

Purpose	Data/Information	Sources	Proposed presentation format	Published for LA use	Published for parent use	Risks to implementation	Priority & Delivery timetable (L,M,H, YR 1 – 3)
Needs Assessment	Pupil usual mode of travel	School Census InfoMapper Viewfinder (Viewfinder) surveys of pupils, parents and staff in support of STP development	Internet based - Viewfinder, Supported with paper based output (School Travel Health Check) to schools.	Accessible to schools and LA via Viewfinder	School based summary shown via Viewfinder	Data already in schools and authority - live on Viewfinder Combine FE data.	High priority Year 1

Needs Assessment	Pupils actual route and mode	ViewFinder route plotting tool	ViewFinder	Accessible to schools and LA via Viewfinder	School base summary shown via Viewfinder	Ability to capture and map route data live Need to explore best ways to encourage use of route plotting tool with no DCC resource to support.	High priority Year 1
Needs Assessment	Pupil Travel Preference	Viewfinder	Internet based - Viewfinder, Supported with paper based output (School Travel Health Check) to schools.	Accessible to schools and LA via Viewfinder	School base summary shown via Viewfinder	Ability to capture and map data live on Viewfinder Back capture of preference data (not mappable) through Summer 08 Not undertaken due to lack of resource	High priority Year 1
Needs Assessment	Pupil Home postcodes	School Census, GIS	Internet based - Viewfinder, Supported with paper based output (School Travel Health Check) to schools. Web-based, electronic	Accessible to schools and LA via Viewfinder	Not to be made available on the public side of Viewfinder	Data already in schools and authority - Live on Viewfinder	High priority Year 1
		Curriculum based mapping by pupils in the classroom - Viewfinder				Ability to capture and map route data live on ViewFinder Low uptake due to lack of resource to support	High priority Year 1
Needs Assessment	School Location	SCC Gazetteer (corrected EduBase data)	Will also show travel summary, contact details and link to STP	Accessible to schools and LA via Viewfinder	School based summary and walk thresholds shown via Dorset Explorer	Data already in schools and authority - live on Viewfinder and Dorset Explorer	High priority Year 1

Needs Assessment	Post 16 usual mode of travel	College travel plans and where integrated 6th forms are in secondary schools through Census and Viewfinder.	Need to reflect 14-19 with seamless display	Accessible to schools and LA via Viewfinder (Not FE at present)	School based summary shown via Viewfinder (Not FE at present)	Where 6th forms are integrated data is available. FE establishments shown on explorer We will have to explore availability and import of FE data.	High Priority Year2
Needs Assessment	Extended Schools journey info	Schools, CYPD, DPT	GIS layer	Viewfinder and internal GIS		Limited data at present, not held in GIS format	Medium Priority Year 2
Infrastructure Audit	Public transport routes & provision (bus rail and concessions)	ITU, Accessibility Planning team, Transport providers, TravelLine	Interactive GIS layer	Viewfinder and internal GIS	Dorset Explorer and Travelline	Half hour door to door public transport info on Dorset Explorer and Looking Ahead sites Limited availability of mapped route data at present – Signposting users to established journey planning sites. Difficult to develop resource that can accommodate DRT	Medium priority (little demand or use at present) Year2
Infrastructure Audit	Contracted school bus/taxis	CYPD, ITU	GIS layer	Viewfinder and internal GIS	Dorset Explorer	New ITU. , Limited data at present, not held in GIS format need to identify pick up points and how they are accessed as well as routes	Medium Priority Year 2
Infrastructure Audit	Pedestrian routes	Mastermap ITN layer	GIS layer	Viewfinder and internal GIS	Dorset Explorer	Mastermap on Explorer shows surfaced paths. ROW network on as a layer. Awaiting Street Gazetteer and update of OS ITN layer	Medium priority Year3
Infrastructure Audit	Cycleways	SCC and Sustrans GIS layers	GIS layer	Viewfinder and internal GIS	Dorset Explorer Cycle Journey Planner	In process of working with Sustrans to import NCN layer to Dorset explorer and looking to signpost Cycling England cycle journey planner	Medium priority Year3

						Awaiting Street Gazetteer and ITN update.	
Infrastructure Audit	Road classifications	Mastermap ITN layer plus general mapping layers	Gis layer	Internal GIS - Mastermap ITN. Viewfinder - general mapping layers	Dorset Explorer - general mapping layers	Road classifications are well covered by OS mapping. No product that links highway network and rights of way network. Need to reach common understanding of what elements of ROW network to include under Ed and Inspections.	Medium priority Year3
Infrastructure Audit	Existing hard measures – School safety zones 20 zones Zig zags Speed limits Traffic calming	Requires definition Mastermap ITN SCC Layer Mastermap ITN (plus local data) Mastermap ITN (check criteria for inclusion)	GIS layer	Internal GIS - Mastermap ITN. Viewfinder - general mapping layers	Dorset Explorer - general mapping layers	Mastermap currently contains: Mini Roundabouts, Width, weight & vehicle restrictions, Traffic calming, one way roads, vehicle type access and time restrictions. TTSI support required to press for addition of any additional info deemed to be essential.	L, yr3 L yr3 L yr3 L yr3
Infrastructure Audit	Controlled crossings & SCPs	SCC Layer & Mastermap?	GIS layer	Viewfinder and internal GIS	Dorset Explorer	Need to capture and import data Press for capture within mastermap	Medium Priority Year 2
Infrastructure Audit	Existing local measures – Walking buses Car sharing Park & stride	STP team Census Not recorded	GIS layer	Viewfinder and internal GIS	Shown as school level summary data on Viewfinder	Car share mapped with census data. Other data will require separate capture and display	Medium, Year 2 M yr 1 L yr3

	Park & ride	Not recorded					L yr3
Infrastructure Audit	Cycle storage	STP team? Education sites and buildings?	GIS layer	Viewfinder and internal GIS	Shown as school level summary data on Dorset Explorer	Need to establish what information is available	M yr2
Infrastructure Audit	Cycle training	Road Safety Partnership	GIS layer	Viewfinder and internal GIS	Shown as school level summary data on Dorset Explorer	Need to capture and import data	Medium, Year 2
Infrastructure Audit	Pedestrian training	Road Safety Partnership					Medium Year 2
Infrastructure Audit	Road safety Education	Road Safety Partnership					Medium, Year 2
Infrastructure Audit	Independent travel training	Road Safety Partnership					Medium, Year 2
Infrastructure Audit	Air quality	LTP team		Viewfinder and internal GIS	Dorset Explorer	Need to import data	L yr3
Infrastructure Audit	Soft measures -	Smarter choices team	Text / Tabular format	LTP docs		Contained within existing documentation	H Yr 1
Infrastructure Audit - Current barriers	Accessibility of schools	Viewfinder route plotting tool, STP's Support to Accessibility team	GIS layer	Viewfinder		Viewfinder route plotting tool live. Low uptake due to lack of resource to support	H Yr1
Infrastructure Audit - Current barriers	Network hierarchy	This element requires definition.				TTSI to define requirement	L Yr3
Infrastructure Audit - Current barriers	KSIs	Road Safety Partnership	GIS layer	internal GIS		Existing systems in place	M Yr 2
Infrastructure Audit - Current	Pedestrian, cycling & child casualties	Road Safety Partnership	GIS layer	internal GIS		Existing systems in place	M Yr 2

barriers							
Infrastructure Audit - Current barriers	Congestion	LTP team	GIS layer	Viewfinder and internal GIS	Dorset Explorer	Need to import data showing current and projected levels of congestion – Tied to evolving SD Dorset study	H Yr1
Infrastructure Audit - Current barriers	Poor behaviour on buses & bullying	Transporting Somerset	Existing recording / reporting systems	Existing systems		Existing systems in place	M Yr2
Infrastructure Audit - Current barriers	Infrastructure barriers – speed limits, lack of crossings , cycle storage etc	Viewfinder route plotting tool, STP's	GIS layer	Viewfinder and internal GIS		Viewfinder route plotting tool Need to explore best ways to encourage use of route plotting tool with no DCC resource to support.	H Yr 1
Infrastructure Audit - Current barriers	Lack of public transport and inaccessible stops	Viewfinder route plotting tool, STP's, Transporting Somerset	GIS layer	Viewfinder and internal GIS		Viewfinder route plotting tool Need to explore best ways to encourage use of route plotting tool with no DCC resource to support. Need to import Transporting Somerset data	M Yr 2
Infrastructure Audit - Current barriers	Footway & road condition	Viewfinder route plotting tool, STP's	GIS layer	Viewfinder and internal GIS		Viewfinder route plotting tool Need to explore best ways to encourage use of route plotting tool with no DCC resource to support.	M yr 2

7.1 Appendix 2: Strategy action plan (Updated Oct 11)

The action plan below draws objectives, targets and actions arising from the continual development of this strategy. The tables below can therefore only represent the position at time of publishing (end Aug 08). The action plan is reviewed by the project board on a termly basis.

Note on 2011 update: Recent changes (covered in section 1 above) at both the local and national level has led to a significant loss of ground in terms of delivery of the action plan – many actions which were marked as achieved have been undone. At the local level the loss of joint working with Poole is the major issue. We hope that this situation can be recovered as the LTP and LSTF bid progresses. At the national level we see little prospect for change in the short to medium term so will concentrate our efforts on working within the Dorset, Poole and Bournemouth area.

Despite the proliferation of red within the action plan it must not be forgotten that we are seeing positive changes in travel patterns away from short distance car trips. The challenge is to maintain these positive trends through a time of unprecedented change.

NOTE: * Not all actions will require an action specific target

Objective 1		Quantify travel to school in Dorset and adjoining authorities				
Target 1		Accurate Census reporting from Reception to Sixth Form				
Due date:		Sept 09 Census collection				
For Risks to Implementation High Risk, Medium Risk, Low Risk						
	Action	For whom?	Responsible?	By when?	Action specific target*	Risks to implementation
1	Common approach to asking for data from all schools (Dorset, Bournemouth and Poole)	LA, TTSI, SWPHO, Young Peoples Learning Agency	Children's Services need a strong degree of ownership	Achieved for majority of schools Recent loss of staff in Poole has halted joint working	Continue to send STHC packs to all schools (makes non returning schools visible to their peers)	Mode of travel return in Census not compulsory for non STP schools (DCC doing well with voluntary supply of data)
2	Common approach to data analysis	Young Peoples learning agency	SMOT officers	Achieved Recent loss of staff in Poole has halted		Future structural change / pressure for 'in house' analysis

				joint working		
3	Shared platforms for use and display of resulting data	ROWIP LTP LAA CYPP	SMOT officers	Achieved Recent loss of staff in Poole has halted joint working	Individual STHC's available on STHC website	Funding to continue STHC SMOT Officer time to promote awareness and use
4	Create positive feedback loop with schools (especially local MIS officers) – School Travel Health Check (STHC)	All using the data	STA's SMOT officers Choice Advisers	Achieved Recent loss of staff in Poole has halted joint working	All using STHC approach for Sept 08 SAchool Census data.	Staff time / funding to prepare School Travel Health Checks post 2011
5	Continue to press DCSF to make mode of travel within Census mandatory	All using the data	SMOT officers Director Children's Services Director Environment	Ongoing DfE have removed Mode of Travel from School Census	Automated validation of MOT in School Census for Sept 2010 data	DCSF's continued failure to recognise the bureaucratic burden and data validation difficulties presented by partial census collection
6	Continue to press DCSF to support a common format & platform for the analysis and cross border use of Census data	All using the data	SMOT officers Director Children's Services Director Environment	Ongoing DfE have removed Mode of Travel from School Census	Annual reports from Sept 2010 data, onwards.	Limited - We have a shared platform that serves our sub regional area STHC and DCC seen as national best practice.
Target 2			Secure spatial data for FE students (14 to 19 agenda)			
Due date:			Oct 08			
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
1	Supply Census data to 14 to 19 leads to raise awareness and stimulate action	14 – 19, LAA, LTP	SMOT officers	Achieved		Minimal
2	Provide support to 14 to 19 leads in using the data and encouraging supply from FE sector	14 - 19	SMOT officers	Ongoing		Time / support available to SMOT officers Poor response from B&P 14 to 19 teams
3	Provide data	Young	SMOT officers &	Annual		SMOTS Officer Time and resource to

	processing capacity for return to FE's and combining with Census data	Peoples learning agency	GIS team / consultant	not achieved		progress external processing
4	Create positive feedback loop – Map output plus 14 to 19 travel Health Check	All using the data	SMOT officer	Spring 09 – not achieved	Data sourced processed and returned to all FE establishments in Travel To Learn area	Data has been sourced but awaiting time / resource to process.
5	Look to utilise ILP website to collect and share this data.	All using the data	SMOT officer	Site still in development		Must assume FE's will be prepared to share data
Target 3			Enable the collection of preference and other detailed information direct from students			
Due date			Sept 08			
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
1	Promote the use of a common platform for collecting and sharing information.	Young Peoples learning agency Play England	SMOT officer	Principle agreed	Shared approach operational.	Minimal Loss of staff in Poole has halted joint working
2	Viewfinder licence for census based work R to NCY14	Young people / engagement agenda	SMOT officer	Delivered for DCC, Pending for Poole and Bournemouth Abandoned due to limited uptake		Funding licence costs
3	Modification of the Looking Ahead site for 14 to 19? Or use of ILP platform	Young people, 14 - 19 delivery	SMOT officer	Main updates achieved. Further work pending	Site fully updated by Oct 08	Minimal – funding identified for improvements
4	Provide support to colleagues and schools in the use of both platforms	Establishments	SMOT officer STA's Choice Advisers Healthy Schools Officers Play Officers	Upon commencement of licence Limited uptake		Time available to SMOT officer to support but not promote day to day. STA with web ability has left and has not been replaced.
5	Ensure STA resource	Support to	SMOT officers	Ongoing	To ensure continuity beyond March	Lack of funding.

	remains available to manage and update web content	all	Director Children's Services Director Environment	Not achieved	2010	NOTE STA with web ability has left and has not been replaced
6	Ensure STA resource remains available to actively promote use of sites and tools within curricular activity	Schools ROWIP LTP LAA CYPP	SMOT officers Director Children's Services Director Environment	Ongoing Not achieved	To ensure continuity beyond March 2010	Lack of funding. NOTE STA with web ability has left and has not been replaced

Objective 2		Modal shift away from car use				
Target 1		<p>A decrease in the number of car trips being made by pupils who live within walking and cycling distance of their chosen school.</p> <p>Sept 07: Primary (800m) = 2133 pupils (19.3%) Secondary (2km) = 1725 pupils (17.1%)</p> <p>Sept 2010: Primary (800m) = 1860 pupils (17.5%) Secondary (2km) = 1650 pupils (16.6%)</p>				
For Risks to Implementation High Risk, Medium Risk, Low Risk						
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
1	Make schools and parents aware of those making short trips through the STHC, congestion mapping and the STP team	LTP, LAA, CYP, Health, Pupils	SMOT officers STA's Choice Advisers Healthy Schools Officers	Achieved / Ongoing	DCC STHC to schools during Autumn 08	Minimal, assuming continued levels of funding for website and production of STHC Ongoing funding
2	Raise awareness amongst Officers and Members using a modified STHC format	LTP, LAA, CYP, wider policy	SMOT officers	Achieved /Ongoing	Modified DCC STHC to Officers,Members and 'Your Dorset' during Autumn 08	Minimal – using existing media Ongoing funding
3	Link with wider Smarter Choices / Travelwise work	LTP, LAA	SMOT officers	Achieved / Ongoing		Minimal Ongoing funding
4	Through work with schools and pupils identify any physical barriers to walking within the walk thresholds	LTP, LAA, CYP, Pupil and community benefit	SMOT officers STA's Healthy Schools officers	Ongoing	Schemes feeding through in to LTP	Officer time and priorities Working up Dorset Walkabout as a light weight mechanism for delivery.
5	Work with Education and the LTP team to resolve physical issues identified	LTP, LAA, CYP	SMOT officers LTP team Children's Services Area Surveyor team. Asset management team	Ongoing	Insufficient info to set target at present.	Moderate - Requires support from Children's services and LTP funding Officer time

6	Work with CS and TTSI to include walk and cycle infrastructure within AMP and fund accordingly	LTP, LAA, CYP	SMOT officers LTP team Children's Services Area Surveyor team. Asset management team	Ongoing	Core walk and cycle infrastructure included within AMP by 2010	Requires support from DCSF / TTSI Also looking to use Select Committee and carbon consultation to achieve this. Good relations established with Property Management Division – positive local outcomes achieved
7	The children and young peoples plan needs to consider transport implications of split site infant and junior schools (increased car use over single site primary phase education)	CYP Accessibility Sustainability	SMOT officers Director Children's Services	Ongoing	Revised wording within CYPP at next review.	Minimal – supported by statutory duty.
Target 2			An Increase in the 85 percentile distance pupils walk to school Sept 07: Primary 1118m Secondary 1721m Sept 2010: Primary:1150m Secondary:1780m			
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
1	Targeted marketing from STA and smarter choices / Travelwise team to generate awareness and a desire to increase distance walked / cycled	LTP, LAA, CYP	SMOT officers STA's Travelwise & central marketing team	Achieved	Agreed marketing strategy by close of 08 = ('You are Here', 'Child Miles' and 'A good School Locally')	Capacity, budget & ability to generate a strong aspirational message
2	Continuation / expansion of existing walk / cycle promotions	LTP, LAA	STA's	Ongoing	New target: Ensure better targeting of existing promotions.	Minimal, assuming continued funding for STA's Funding
3	Expansion of independent travel training	LTP, LAA, CYP, Young people	Road safety Team and LTP team with support from Directors Children's Services	Ongoing	Commitment within next LTP review.	High risk as significant shift in emphasis within LTP required

			Environment			
4	Identify schools where pupils travel further than average and examine the factors that support this	LTP, LAA, CYP	SMOT officers	Achieved through Child Miles work		
5	Share / implement lessons learned from the schools with above average travel distances	LTP, LAA, CYP, Schools, Pupils	SMOT officers	Ongoing		Funding
Target 3			An increase in the number of pupils living within walking and cycling distance of their chosen school Sept 07: Primary = 11,051 pupils (40.73%) Secondary = 10,087 pupils (45.27%) Sept 2010: Primary = 10,635 pupils (40.02%) Secondary = 9,934 pupils (45.12%)			
Due date:						
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
1	Children and Young Peoples Plan to adopt and promote a spatial and sustainable approach to managing the school stock and availability of places including cross border nearest school provision.	LTP & LAA targets	SMOT officers Director Children's Services Accessibility planning team.		Update to CYPP wording at next review	National policy conflict Outdated DCSF design guidance 14 to 19 agenda Extended schools (if not the nearest school) BSF (weak guidance)
2	Development of a strong pre choice awareness and marketing campaign to encourage parents to actively include travel issues when considering their preferred school –	LTP & LAA targets	SMOT officers Director Children's Services Planning and Admissions team. Director Environment Accessibility planning team	Partially achieved – wording in admissions guide and STHC	Update to CYPP wording at next review	Programme ready to roll out to target schools if funding permits

	'Child Miles' mapping of future congestion etc					
3	Lobby at the national level to gain recognition that mode of travel is directly related to distance.	DCSF, All	SMOT officers Director Children's Services Director Environment	Ongoing	National recognition of link between distance and mode of travel used.	Reluctance to acknowledge preference / sustainable travel policy conflict. Encourage the promotion of preference within Travel To Learn areas. Select committee has highlighted this connection. Plus travel forms a significant component of current schools carbon consultation.
4	Lobby at the national level to have the link between the greater distance travelled and higher educational attainment to be replaced with a drive to meet what parents actually want for their children 'A good school locally'	DCSF, All	SMOT officers Director Children's Services Director Environment	Ongoing	DCSF adoption of "A good school locally" as an active target	Reluctance to move away from preference as a driver for improvement in schools Select Committee presents opportunities
5	Play – Ensure that access to play and informal recreation is considered / included within the actions above.	All	SMOT officers Director Children's Services Director Environment	Ongoing	Equal or greater weight given to young peoples travel needs within authority policy	Failure to recognise the need / value of this engagement / provision Dorset Walkabout will contribute to this agenda.

Objective 3		To support and expand the public transport network					
Target 1		To address the poor perception of school and public transport					
Due date: NOTE: The recent formation of Dorset Passenger Transport means that responsibilities, timings, sub-targets and risks to implementation will be developed after the publishing deadline. The on line copy of the strategy will be updated in 09 as this area develops.							
For Risks to Implementation High Risk, Medium Risk, Low Risk							
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation	
1	Research and disseminate examples of best practice	DPT, LTP, LAA					
2	Trial 'buses can be fun educational resources, training and promotions	DPT, LTP, LAA, Young people					
3	Take a proactive approach to positively promoting school and public transport.	DPT, LTP, LAA, CYP, young people				Purbeck school featured as case study in DCSF anti bullying publication	
Target 2		To investigate the feasibility and cost of moving to a shared 'County Ticket' approach for the delivery of statutory school transport					
Due date: NOTE: The recent formation of Dorset Passenger Transport means that responsibilities, timings, sub-targets and risks to implementation will be developed after the publishing deadline. The on line copy of the strategy will be updated in 09 as this area develops.							
	Action	For whom?	Responsible?	By when?	Target	Project Board Review	Risks to implementation
1	Gap analysis for the move to the County Ticket format	DPT, LTP, LAA, CYP, young people	DPT				Need for supporting funding and legislation from govt
2	Review existing travel assumptions:	DPT, LTP, LAA, CYP,					

	Prefrence, Behaviour, Accession, school bus pick up points, Hazardous Routes.	young people				
3	Identify current gaps in service provision	DPT, LTP, LAA, CYP, young people				
4	Define the additional level of service to the community as a whole this expanded public service would bring	DPT, LTP, LAA,	DPT			
5	Identify the additional central revenue support required	DPT, LTP, LAA, CYP, DCSF	DPT			
6	Quantify the wider community benefit from	LTP, LAA	DPT			
7	Take the results back to DfT & DCSF	DfT, DCSF	DPT, SMOT Officers Directors Children's Services & Environment			
Target 2			To develop a system that will enable the successful delivery of access to the 14 to 19 agenda (Including the option of 'no travel' / virtual travel delivery)			
Due date: NOTE: The recent formation of Dorset Passenger Transport means that responsibilities, timings, sub-targets and risks to implementation will be developed after the publishing deadline. The on line copy of the strategy will be updated in 09 as this area develops.						
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
	Similar exercise for statutory travel, Target 1 but with the need to model for projected future levels of use and travel behaviour	DPT, LTP, LAA, CYP, 14 - 19				
	Bring spatial / transport network considerations to bear	DPT, LTP, LAA, CYP, 14 - 19				

on location of learning centres – locate at transport hubs					

Objective 4		To enhance internal, cross border working and highlight / resolve central policy conflict				
Target 1		Shared responsibility for implementation of strategy between Environment and Children's Services				
Due date:						
For Risks to Implementation		High Risk, Medium Risk, Low Risk				
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
	Shared membership of project board	Environment, CYP	SMOT Officers	Achieved		
	Data shared between directorates	Environment, CYP	SMOT Officers	Achieved		Travel data has made a significant contribution to the Purbeck review
	Address policy tensions between directorates	Environment, CYP, DfT, DCSF	SMOT Officers	Ongoing		Progress being made. Working through the 'easy wins' such as wording in admissions guide first
Target 2		Strategy shared with Bournemouth and Poole NOTE: Loss of staff in Poole has halted joint working				
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
	Shared approach to data collection and processing (under 16)	D,B &P, Young Peoples learning Agency	SMOT Officers	Achieved Failed		Loss of staff in Poole has halted joint working
	Shared approach to post 16 data	As above	SMOT Officers	Achieved Failed		Loss of staff in Poole has halted joint working
	Common approach within strategies	D,B &P	SMOT Officers	Achieved Failed		Loss of staff in Poole has halted joint working
	Common approach with public facing	D,B &P	SMOT Officers	Achieved Failed		Loss of staff in Poole has halted joint working

	output					
Target 3		Links & modifications to local policy (also ref section 4 of the strategy)				
Due date:						
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
	Community Strategy – No & % within walk distance as a quality of life indicator	All	SMOT Officers		Inclusion within next update	Likely to be seen as a good indicator / quality of life measure. Officer time and priorities
	LAA – Inclusion of 198 (plus supporting local indicators) ,199 plus input in to 185 & 186 – CO2 reduction targets.	LAA, LTP, Community	SMOT Officers	Before NI 185 and 186 become fixed.	Inclusion within next update	STHC approach to carbon reporting listed as best practice in DCSF / Sustainable development Commission report 'Towards a schools carbon management strategy' NI's removed
	MAA- Ensure representation of 14 – 19 agenda and inclusion of need for reduction in single occupancy car use	All	SMOT Officers	ASAP – to keep in pace with evolving 14 to 19 agenda	Inclusion within next update	Have to overcome traditional business focused thinking.
	CYPP - Emphasise the link between parental support and achievement. Provide proactive support to retain schools in locations accessible by sustainable modes. Link to the obesity agenda. Design for sustainable transport at all stages / levels. Pre-choice publicity. Support training under the ITT banner.			Ongoing	Inclusion within next update	Restrictions imposed by DCSF policy
	DCC LTP & SED LTP – Traffic restraint, Promotion of no travel & sustainable travel, Recognise wider benefits accorded by training, Inform Accessibility planning.			Ongoing	Inclusion within next update	Possible loss of strong lead given by RPG 10 and RSS
	ROWIP – support in targeting improvements	Young people	SMOT Officers	Ongoing		Funding - to ensure works are delivered to a standard suitable for the journey to school – sealed / all weather surface Officer time and priorities
	14 – 19 – Continue to support this evolving area.	Young people	SMOT Officers	Ongoing		

	Extended schools – Make the link between 'choosing local' and benefit to the extended schools agenda	LTP, LAA, Health, Community	SMOT Officers	Ongoing		Minimal if working within DCSF policy of dispersal
Target 4		Links & modifications to regional and national policy				
Due date:						
	Action	For whom?	Responsible?	By when?	Target	Risks to implementation
	TTSI to review base assumptions, promote 'design for sustainable travel', support 'choose local' within TTL areas, resolve persisting interdepartmental policy conflict			Ongoing	Removal of barriers to a spatial approach to the delivery of education.	DCSF and DfT not prepared to review / resolve issues Select committee report and schools carbon consultations may force their hand. DfE & DfT now distancing themselves from active travel to school
	RSS – DCC & SED area to provide above the line support to the principles contained within this document.	All	SMOT Officers	Ongoing		None

7.2 Appendix 3: Wording to be included within 09 schools admissions guide

Sustainable travel to school

Dorset County Council is fully committed to promoting walking, cycling and, for longer distances, greater use of buses for the school journey.

When you are thinking about schools you would like your child to attend, please consider the following:

- Children who walk to school are fitter, have better developed social skills, are more familiar with their surroundings, have better road sense and arrive at school more relaxed and ready to learn.
- Walking, cycling or using public transport offers children greater independence and flexibility – which is especially important at a time of change in the nature of the school day, with greater numbers of pupils staying for extra study, extra curricular activities and sport.
- Walking, cycling or using the bus reduces congestion on the roads. Parents in Dorset who drive their children to and from school increase congestion on the roads by 20%, drive 20.5 million kilometres per year and generate 4,188 tonnes of carbon dioxide per year. If all parents chose to send their children to their nearest school we would save in excess of 10.4 million kilometres and 2124 tonnes of co2 per year!
- Consider the cost of driving your child to school. Current figures put the average cost at £690 per year!
- Unless the school you choose is less than 800 metres (a 10 to 15 minute walk) from your home, research has shown that you will probably drive your child to school.
- Do take a look at the [Dorset Explorer](#)* mapping website, it contains layers showing school locations and walk distances. **What schools are within walking distance of your home?**

Remember, if you choose a school that you will have to drive to, it is a long term commitment. Will you still want to / be able to drive your child to school in 7 years time?

Where walking, cycling or public transport are not feasible, car sharing may be an option. This can save time and money and helps cut traffic congestion and air pollution as well as being sociable for children.

If you are interested in encouraging walking, cycling or bus use, then please speak to the Headteacher who will be able to explain the school's School Travel Health Check and School Travel Plan to you. Alternatively you can contact the sustainable travel coordinator at Dorset County Council.

For information on sustainable school travel click on <http://www.dorsetforyou.com/index.jsp?articleid=389625>
<http://195.49.180.76/dorsetexplorer/?version=srts>
or email a.combes@dorsetcc.gov.uk

*NOTE: The walk distance for secondary school is 2 km.

7.3 Appendix 4: Example School Travel Health Check



SW School Travel Health Check Spring 2009

Dear Head Teacher

As part of our work to encourage sustainable travel to school we have produced a **School Travel Health Check (STHC)** for each LEA school in Dorset. The aim is to show:

- **How your pupils currently travel to school**
- **The impact this has on your pupils and the environment**
- **Some questions and thoughts to help you set targets for change**

To give you a start on setting targets to reduce the impact of the journey to and from your school we have compared the amount of CO₂ produced per pupil when travelling to **your** school against the **Authority** average. This gives you a School Travel Health Check rating of **Red**, **Amber** or **Green**.

The Rating for your School is **AMBER**

Before those with a **Green score open the champagne:** Your authority average will probably still be well above where we need to be in order to properly address climate change! A green STHC rating does not mean you should not be trying to encourage more sustainable travel - explore this topic in the classroom!

Do have a good look at the maps and summary spreadsheet included with this pack and do not forget that there is even more information, lesson plans and support available at <http://www.viewfinder.infomapper.com/dorset/>.

Do make sure the health check and supporting information makes it off your desk and in to the classroom!













Remember also that we want this information to be of as much interest and use to you as possible – all ideas on how to improve the Health Check are welcomed!

Kindest regards

Andrew Combes

The Dorset Sustainable Travel Coordinator
Email: a.combes@dorsetcc.gov.uk

How your pupils travel to school

												
Mode	Walk	Cycle	Car / Van	Car Share	Public Bus	School Bus	Bus Type Not Known	Taxi	Train	Boarder	Other	Not Known
Pupil Number	327	165	398	82	28	323	1	3	34	0	8	0
Pupil %	23.89	12.05	29.07	5.99	2.05	23.59	0.07	0.22	2.48	0.00	0.58	0.00
Authority %	37.35	2.74	30.98	3.01	4.48	17.01	1.62	1.18	0.29	0.00	1.30	0.03

The Impact of pupil travel to YOUR School

The figures below reflect the impact of travelling to school on the health of your pupils and the environment – we have emphasised a couple of the more telling figures.

Why not consider doing something similar for your staff?

(Note explanatory notes on the following calculations are on the final page of this document.)

Walking to School:

Number & Percentage of pupils walking.

327 23.89 %

Number & Percentage of pupils living within walking distance

(Primary Walking Threshold = 800m, Secondary = 2000m)

502 36.67

Total Distance walked every school day

(Home – School - Home)

801.43

Walking Calories burned every school day

42826.22

Walking Calories burned every school year

8136983 cal



Cycling to School:

Number & percentage of pupils cycling

165 12.05

Total Distance cycled every school day

(Home – School - Home)

727.49

Cycling Calories burned every school day

5865.37

Cycling Calories burned every school year

1114420.17



Coming to School by Car:

Number & Percentage of pupils coming by car

480	35.06 %
-----	---------

Number & Percentage driven from within the

walking threshold

(Primary Walking Threshold = 800m, Secondary = 2000m)

142	28.29 %
-----	---------

Total Distance driven every school day

(Home – School – Home)

2933.77

Driving CO₂ emitted every school day

542.17

Driving CO₂ emitted every school year

113824.39

Average costs of driving per Parent / Carer £
for 'school run' every school year

348.39

**Annual Carbon Footprint for All Pupils & All Modes of Travel:**

Total CO₂ emitted by whole school

206986

Average CO₂ emitted per pupil

151.2

Authority average CO₂ emitted per pupil

144.8

**Your School Travel Health Check rating:**

The Rating for your School is AMBER
--

RED: Total per pupil CO₂ = More than 10% above authority average

AMBER: Total per pupil CO₂ = Within 10% of the authority average

GREEN: Total per pupil CO₂ = More than 10% below the authority average



Some questions you should ask:

This health check will no doubt raise many questions; here are a few to start you off!

- What do the figures in this document; the maps and the summary spreadsheet tell us about travel to our school?
- How do we compare with the Authority average?
- What can we do to encourage more sustainable travel?
- What targets should we set for encouraging sustainable travel?
- How would our pupils like to travel? (You should have the answer to this in your School Travel Plan)
- What are the barriers?

Some targets you could set:

Short term: Reduce the number of pupils being driven from within the walking threshold

Medium Term: Increase the distance pupils are prepared to walk or cycle to school - target those just beyond the current walking thresholds (those pupils outside of the circle on the accompanying maps).

Long term: Consider how big an area your school draws pupils from. Should you be trying to draw more pupils from your local area or looking to provide sustainable transport options?

What else can the school use the Health Check for?

School Travel Plan: Use it to help your school identify aims and objectives for your plan. Plus use the figures to set SMART* targets to help you deliver your plan.
(*Specific, Measurable, Achievable, Realistic and Time bound)

Healthy Schools: Make the vital link between health and every day activity – this is the route to lasting health.

Sustainable schools: A zero carbon emissions building is no use if everyone drives to it! Make sure your schools carbon footprint calculations include travel!

Don't forget that the figures in this document are only 'highlights' extracted from the map and spreadsheet data we have generated from your School Census return. More information, lesson plans and support is available at <http://www.viewfinder.infomapper.com/dorset/>

“Some of our figures don't look right”: This Health Check relies on the School Census data you collect being accurate! Please check the maps supplied for 'rogue' modes and please make sure the Mode of Travel field in the annual School Census is updated.

What would success look like for Dorset?

One of the outputs from the Census data has identified that a large percentage of pupils do not attend their nearest school (mostly a result of parental preference). In Dorset this figure is currently 38% overall (43% for Primary, 33% for Secondary). We have looked at the data and asked the question "What would it look like if as many people as possible went to their nearest school? The table below gives an indication of the savings that could be made!

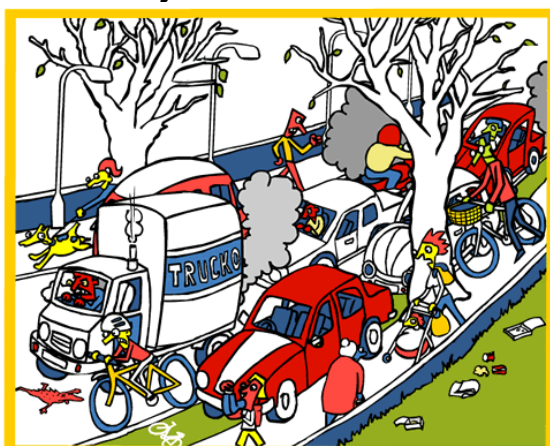
	Current Situation (2007-08)	If all pupils attended their nearest school	Annual Saving
Annual Car Kilometres (Home -School -Home)	20.5 million	10.1 million	10.4 million (51%)
Annual Car CO₂ Produced Metric Tonnes	4188	2064	2124 (51%)

To achieve this we do not need to ban the car or expect children to make unfeasibly long walking or cycling trips. All we need is for parents and central policy makers to value and support the concept of "A good school locally" (What parents want) and to think about the negative impact unnecessary / excessive "Child Miles" can have on children and the environment.

Dorset County Council is addressing these issues through its **Sustainable Modes of Travel to School Strategy (SMOTS)**

<http://www.dorsetforyou.com/index.jsp?articleid=389625>; however, we do need everyone's help and support to ensure the delivery of "A good school locally" and in getting parents to consider their "Child Miles" when selecting a school. We hope you will do what you can to support these messages.

Choose your future!..



School Travel Impact- explanation of calculations



This sheet has been created to explain the assumptions, calculations and sources used to create this Health Check.

Home to school distance:

Is based on the 'as the crow flies' distance from home postcode to school and back. We use de-personalised data supplied from your School Census return.

Walking speed:

3.2km/h is set as the average speed for primary and secondary age walkers.*

Walking Calories:

Primary = 1.85 calories per minute (= 34.69 calories per km @ 3.2 km/h)*

Secondary = 2.85 calories per minute (= 53.44 calories per km @ 3.2 km/h)*

Cycling Speed:

16km/h is set as the average speed for primary and secondary age cyclists*

Cycling Calories:

Primary = 1.4 calories per minute (= 5.25 calories per km @ 16 km/h)*

Secondary = 2.15 calories per minute (= 8.06 calories per km @ 16 km/h)*

* Walking and Cycling calorie counter based on 'The therapeutic value of children's everyday travel' (Prof Roger L. Mackett, Sept 2004).

Driving Carbon Dioxide (CO₂) Emissions:

This is based on the UK average of 204.2g of CO₂ emitted per Km, published by DEFRA (2008 figure) and used within their 'Act on CO₂' calculator.

http://www.direct.gov.uk/en/Environmentandgreenerliving/actonco2/DG_067197

Driving cost:

Based on an average car in the UK driving approximately 10,000 miles per year. Calculated at 30 pence per km (2008 figures), taking into account the standing and running costs of driving (fuel, depreciation tax and insurance etc.)

http://www.theaa.com/allaboutcars/advice/advice_rcosts_petrol_table.jsp

School Travel Health Check rating:

Is based on the schools release of CO₂ per pupil per year for all modes[#]. Schools are scored **Red**, **Amber** or **Green** against the authority average.

NOTE: This authority average will probably still be well above where we need to be in order to address climate change! A green STHC rating does not mean you should not be trying to encourage more sustainable travel - explore this in the classroom.

[#]CO₂ emission figures for Census modes other than car taken from: Greenhouse Gas Conversion Factors for Company Reporting – Table 8 (DEFRA 2007) <http://www.defra.gov.uk/environment/business/envrpf/pdf/conversion-factors.pdf>

Dorset 2008 School Travel Health Check developed with the support of Somerset School Travel Plan Team and the Cornwall Travel Awareness Team

7.4 Appendix 5:, Letter to Ministers regarding removal of Mode of Travel data from School Census

Note Briefing paper, Press release & Generic response from DfE are available in the downloads section of www.sthc.co.uk

Dear Nick Gibb

Removal of "Mode of Travel" item from the School Census

We are writing in respect of the decision by the DfE to no longer collect information about mode of pupil travel in the annual School Census as announced in ICES bulletin 50, end July 2011. Given that communications from DfE on this subject indicate that the decision was made at Ministerial level we feel compelled to write to you directly with an appeal to reconsider this decision.

As Directors of Environment and Children's Services for Dorset County Council we wish to register our dismay at the decision to remove the requirement to collect Mode of Travel from School Census. The removal of the requirement to collect Mode of Travel from School Census means that we, and every other Local Authority in England, will no longer be able to measure the performance of our policies in trying to encourage active and sustainable travel to school.

Of equal concern, is the implied message this decision sends that the DfE are no longer committed to promoting sustainable travel to school in spite of the clear benefits for children's health, development and the associated reductions in traffic congestion and carbon emissions.

We are troubled by the way this decision has been made, where what was reported to be a 'root and branch' review did not properly consult, consider, or allow any opportunity for the end users of the data to provide their views.

Upon enquiry, the reasons given for the decision by the DfE Data Development Team, chiefly relate to reducing bureaucratic burden. It must be noted that:

- Should Local Authorities wish to continue with gathering data on school travel, this decision will actually lead to increased burden at the local authority level
- As to the schools themselves there is considerable evidence to counter DfE's claim that schools saw the collection of this data field as a particular burden. In many schools the converse is true – ironically Mode of Travel is the one School Census field that is actively used in the classroom as a teaching resource^{*1}.

The "Mode of Travel" item in the Census currently provides an unprecedented spatial dataset that we have been using for five years, allowing us to target limited resources for maximum gain. This is efficient, evidence based decision making ensuring best use of taxpayers money. We suspect the decision to remove was made without the full knowledge of the value of what will be lost.

We hope that you will be able to reinstate Mode of Travel within School Census in the realisation of:

1. The value of this dataset across Local Authorities and Government Departments
2. Schools do not see the collection of the data as a particular burden and are in fact actively using it in the classroom¹.

Finally, we would like to point out that returning this data to schools in an accessible format is helping us to achieve a year on year reduction in "car use within walking distance" (i.e. the number of pupils living within walking distance who actually walk to school is increasing)². We only know this is happening because of the Mode of Travel School Census data and loss of this data will inevitably halt or even reverse this trend.

Yours sincerely

Miles Butler
Director Environment

John Nash
Director Children's Services

cc: Rt Hon Philip Hammond MP, Secretary of State for Transport
cc: Rt Hon Michael Gove MP, Secretary of State for Education

¹ Support for and use of Mode of Travel (MoT) by schools:

- National survey of schools April 2011. Over 1000 schools responded: 84% updated MoT on an annual basis 93.7% would like to see the MoT element as classroom resource material 86.9% want to be able to compare their MoT data with others.
- School Travel Health Check (based on MoT data): 2010 – classroom friendly data back to 4,800 schools in 29 authorities (22% of schools in England / 1.6 million pupils).
- Dorset sees excellent returns of MoT data– it is accurate, up to date and willingly supplied by schools. We are unaware of there ever being any complaint from schools about collecting MoT data within School Census.

² Promoting Active Travel to School: Progress and Potential. Mode Shift, DH & NHS SW, Nov 2010