



Royal Borough of Kensington and Chelsea
**Sustainable Modes of
Travel to School Strategy
2010**

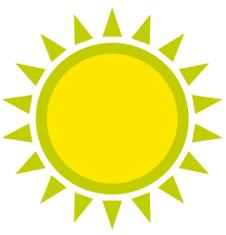


THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA



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1 Introduction

1.1 The Council's Sustainable Modes of Travel Strategy (SMOTS) was drafted in 2009 to reflect the Council's work promoting sustainable modes of travel to school, whilst also presenting a coherent policy for the continued delivery of this agenda.

This is the first revision of the Council's SMOTS and represents an opportunity to reflect on the achievements of the last year. While the fundamental aims and objectives (as well as many of the initiatives which the Council deploys to achieve them) will not have changed significantly over the last 12 months, this updated strategy document draws on the most recent data relating to the modes of travel that children, staff and parents are using in the borough.

1.2 Furthermore, this review is an opportunity to reflect on the effectiveness of the Council's work in promoting sustainable modes of travel to school by examining this updated data.

Over the past year, the Council has worked hard to achieve the London-wide target of all schools having a school travel plan. Achieving this target has meant creating a huge intake of schools which are entirely new to the school travel plan process; this, in turn, has had a significant impact on the headline data in terms of modal split in the Royal Borough.

As many of the new schools are very new to the promotion of sustainable modes of travel, their modal data often reflects much higher levels of car usage. Therefore, while the fact that the Council has attained 100 per cent engagement in the school travel plan programme is an achievement in and of itself, the inclusion of this new information into the borough's overall modal split data does have the potential to skew any reflection of the overall effectiveness of the Council's activities in promoting sustainable travel.

1.3 For this reason, this strategy examines not only the overall data collected by all schools with a travel plan, but also examines such data for those schools that have been engaged in the promotion of sustainable travel since before the original SMOTS was drafted in 2009.

Examination of the data for these schools yields some very encouraging results. Most notably, active travel to school among pupils has risen from 46 per cent to 54 per cent of the overall modal split - a significant achievement which exceeds last year's target of 50 per cent.

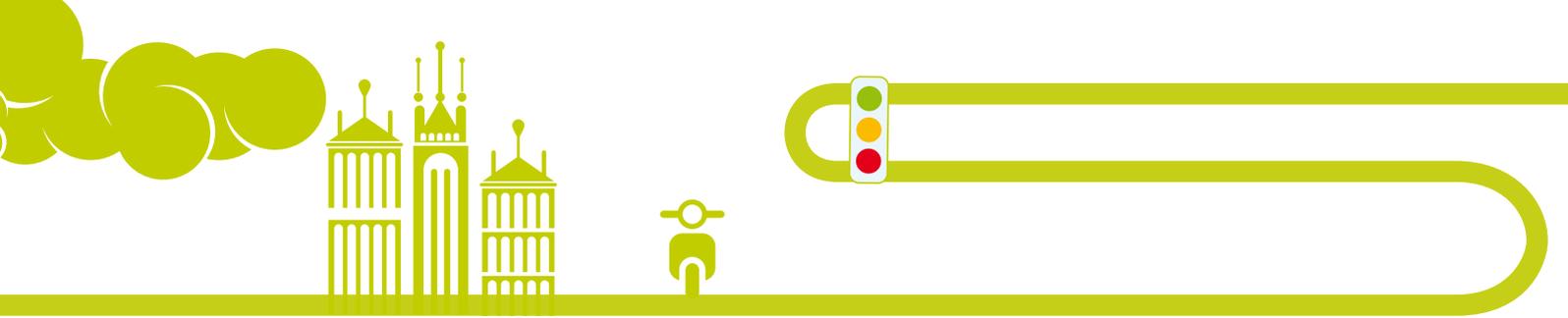


The increase in 'scooting' is also notable in these schools, rising from three per cent to seven per cent of the overall modal split. The fact that the number of children scooting to school has more than doubled over the course of one year is particularly encouraging, as it suggests that the Council's newly launched scooter training initiative, 'ScootSurfers', is proving effective in encouraging children to use this mode.

Single-use car journeys have also dropped from 23 per cent to 20 percent of the overall modal split in these schools, proving that the increase in forms of active travel is not simply a case of children switching from one sustainable mode to another.

1.4

Finally, this updated strategy is an opportunity to consider ways in which the Council will refocus its efforts in light of the achievements of the last year, in order to sustain the positive trends outlined by the most recently collected modal data.



2 Strategy summary

2.1 Why we are doing it

Since the 1980s, the proportion of children travelling to school by car has almost doubled, and school-related traffic now makes up 18 per cent of vehicles on London's roads at peak times in the school term.

Congestion impacts negatively on local air quality and local road safety. Parents' concerns about road safety have resulted in it being more likely for children to be accompanied by an adult on their journey to school. As a consequence, there has been a reduction in children's road skills and an increase in sedentary travel modes, even though 63 per cent of Kensington and Chelsea students would prefer to travel by bicycle or on foot.

The change in travel patterns has had a massive impact on children's health; obesity levels have almost doubled since 1995. It is therefore vital that the Council sets out a clear strategy for increasing the number of children travelling to school by healthy, more sustainable modes.

2.2 What we already do

The Council has been working closely with schools since 2004 to enable sustainable travel through the establishment of school travel plans. All schools in the borough now have a travel plan.

The Council supports schools through education, enforcement, engineering and training to increase the proportion of children travelling by sustainable modes.

2.3 What we hope to achieve

Effective delivery of this strategy will result in it being the norm in the Royal Borough for students to travel by sustainable modes.

The strategy will contribute to improving the health of all pupils in the borough and will give students every possible opportunity to walk or cycle. It builds on the Council's School Travel Strategy by encompassing all school-related travel by children up to the age of 19.

The following are the key objectives of this strategy:

- **Implement school travel plans.** As all schools in the borough now have travel plans; the objective of this strategy is to ensure the plans are implemented. In doing so, schools will be encouraged to strive for accreditation by Transport for London.



- **Increase walking.** The Council aims to increase the number of trips made on foot at all schools and colleges in the borough.
- **Increase cycling.** This strategy focuses on increasing the number of students cycling to school or college and the level of resident families taking part in cycling programmes.
- **Increase scootering.** As a result of this strategy, the number of students scootering to school safely and considerately will increase.
- **Decrease car journeys.** The primary function of this strategy is to promote sustainable transport options and reduce car use.
- **Develop partnerships.** The success of this strategy is reliant on effective partnership working. New links will be created and current partnerships developed further.
- **Improve road safety.** A positive outcome of this strategy will be improved road safety for all road users and a reduction in child casualties in the borough.
- **Increased involvement with secondary schools and colleges.** This strategy aims to increase participation at secondary schools and colleges, thereby increasing the number of students travelling by active modes.

3 Educations and Inspection Act

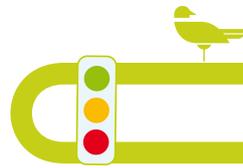
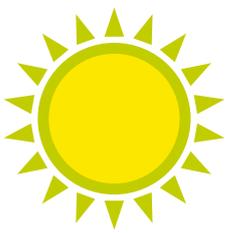
3.1 This strategy has been developed as part of Kensington and Chelsea's responsibility under the Educations Inspection Act. It sets out how the Council plans to increase the number of children travelling to school by sustainable modes.

3.2 The duty

The Education and Inspections Act (clause 63) inserts a new section, 508A, in the Education Act 1996. This places a general duty on local authorities to promote the use of sustainable travel and transport.

3.2.2 The duty applies to children (i.e. of compulsory school age and below) and young people of sixth form age, who are resident in the authority's area and are receiving education or training in the authority's area.

It also covers those not resident in the authority's area, but who travel to receive education or training within the authority's area.



3.2.3 The duty relates to journeys to and from institutions at the start and end of the day (including attendance of pre- and after-school activities), and journeys between institutions during the day.

Journeys may be to, from or between schools (including independent schools), further education institutions, and other institutions where education or training might be delivered. As such, the duty includes consideration of the travel implications of extended schools, and delivery of education and training at different institutions for the 14 to 19 age group.

3.2.4 There are four main elements to the EIA duty:

- an assessment of the travel and transport needs of children and young people
- an audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to and from, or between, schools/institutions
- a strategy to develop the sustainable travel and transport infrastructure within the authority, so that the travel and transport needs of children and young people are better catered for
- the promotion of sustainable travel and transport modes on the journey to, from and between schools and other institutions.

4 Borough information

4.1 The Royal Borough of Kensington and Chelsea is one of the smallest London boroughs at 1,213 hectares in area. However, it is also the most densely populated local authority in England and Wales, with 141 people per hectare.

4.2 The Royal Borough is a central London borough, and is bounded by the City of Westminster to the east, the London Borough of Hammersmith and Fulham to the west, and the London Borough of Brent to the north.

4.3 The borough has a highly urban, multicultural population. While seven wards in the borough are amongst the least deprived in the country, two wards are amongst the ten per cent most deprived in England.

Current data shows that 76 per cent of LEA primary school pupils and 69 per cent of LEA secondary school pupils are from an ethnic minority background. The proportion of primary school students that qualify for free school meals is double the national average.



5 Educational establishments

5.1 The Royal borough contains 77 schools including five LEA secondary schools, four LEA nurseries and children’s centres, one LEA special school, one LEA Pupil Referral Unit, three Independent special schools and 56 primary schools. The primary sector is made up of 26 LEA and 30 Independent schools. There are seven colleges providing education to students up to the age of 19.

5.2 Admissions

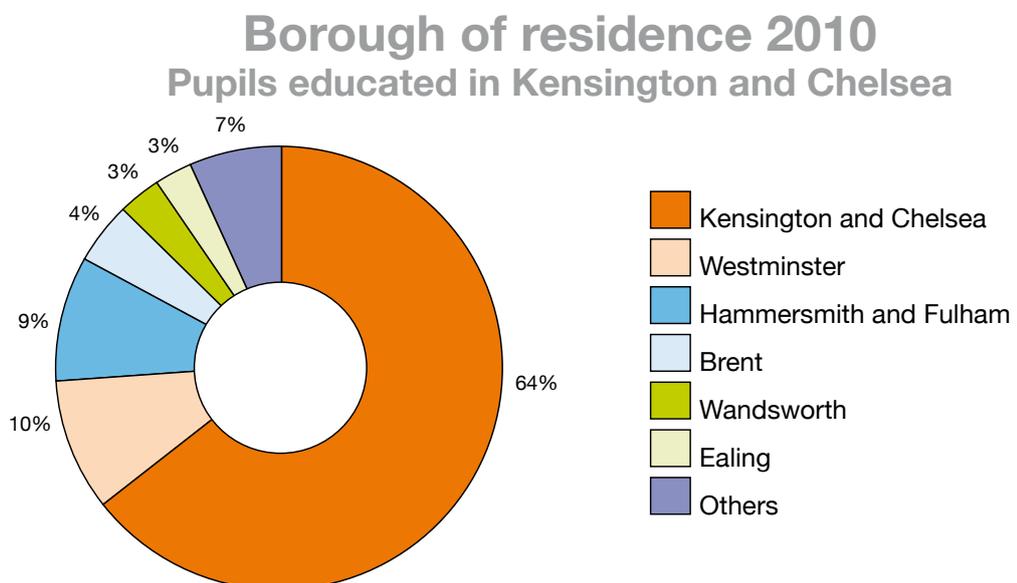
5.1.1 Student intake data is collected by the Council’s Admissions Team. In 2009, 39 per cent of resident primary-aged children attended maintained schools in Kensington and Chelsea, three per cent attended maintained schools out of borough, and 58 per cent attended private or other types of schooling.

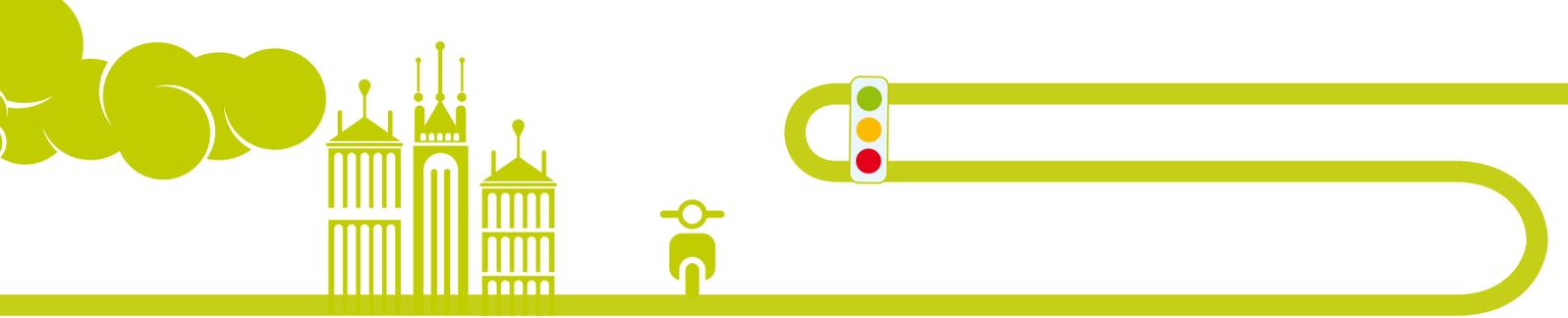
At secondary level, 21 per cent attended maintained schools in Kensington and Chelsea, 21 per cent also attended maintained schools outside of the borough and 56 per cent attended private or other types of schooling.

5.3 Pupils Educated in the Royal Borough

5.3.1 In 2009 there were 10,896 children enrolled in schools in the Royal Borough. Sixty-four per cent come from within the Royal Borough; the remainder live within neighbouring boroughs.

At primary school level, the Royal Borough is the second largest importer of students in London. This may result in students travelling greater distances for primary school than is the case in most other boroughs, thereby reducing the potential for children to walk or cycle to school.



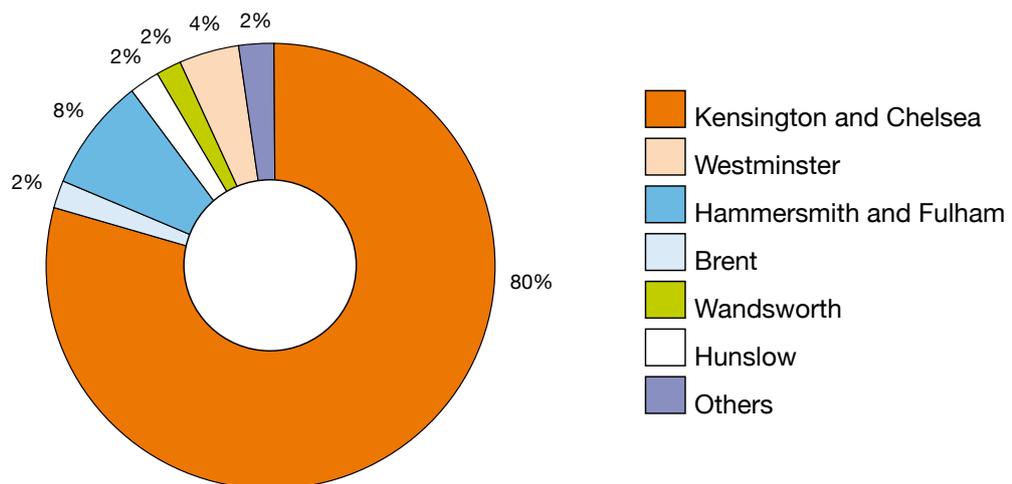


5.4 Royal Borough residents educated elsewhere

5.4.1 One thousand, eight hundred and seventy six resident school children travelled outside of the borough for education in 2009. Fifteen per cent of the students were assessed as having special needs. Eighty one per cent of exported pupils were at secondary school level.

The Council does not hold data on how these pupils are travelling to secondary school, although we can assume that London travel patterns for secondary school students can be applied and that the majority will therefore travel by bus.

Borough of education 2010
Pupils resident in Kensington and Chelsea



6 How pupils travel to school

6.1 Data for mode of travel to school is compiled from surveys completed for school travel plans and by the Council's Policy and Performance Team in the form of school census data.

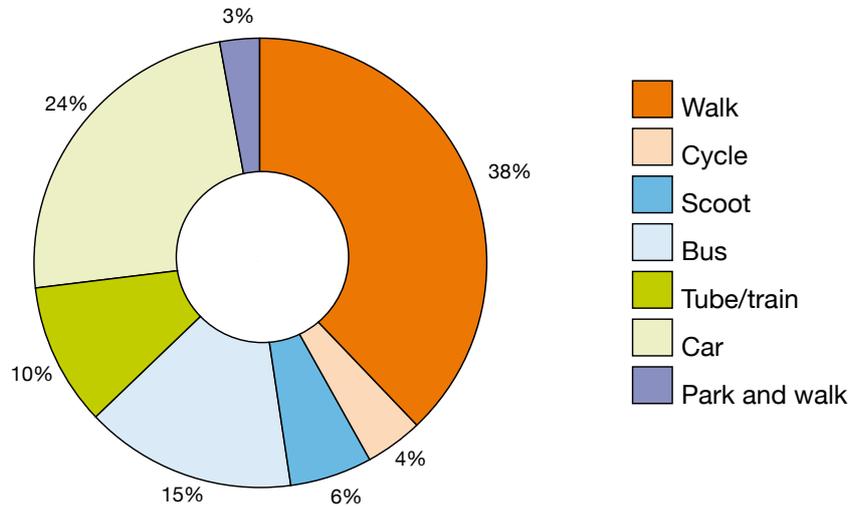
6.2 All schools

6.2.1 The chart below is a combination of primary and secondary, LEA and independent schools. The chart combines data from schools that have had a travel plan since 2005 and experienced modal shift, as well as those that have just had travel plans approved and whose data for 2009 to 2010 can therefore be considered baseline.

6.2.2 The chart shows that there are currently 73 per cent of students travelling by sustainable modes. While this figure is slightly lower than the 2008 to 2009 figure of 76 per cent, the huge influx of newly engaged schools is certain to have had a large impact on the overall figures for travel plan schools.



Normal mode of travel 2009/2010



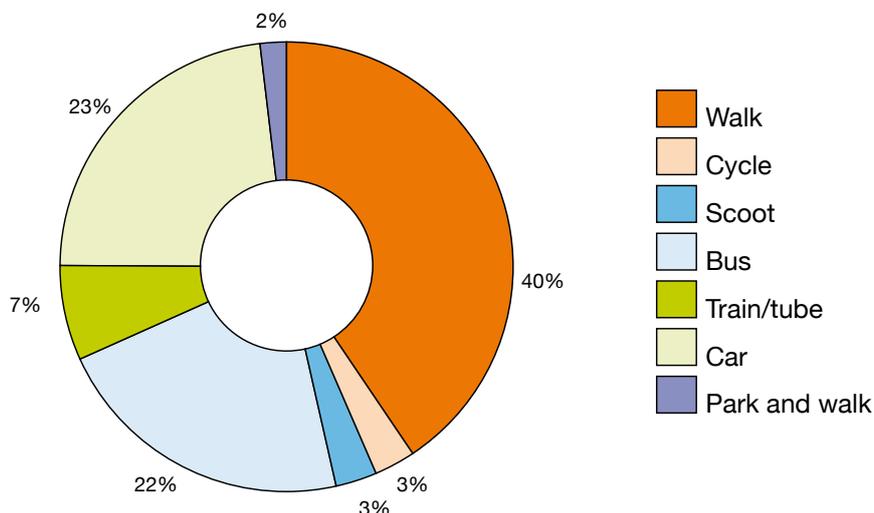
6.2.3 Impact of school travel plans

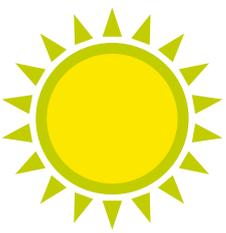
In order to more accurately gauge the impact school travel plans have had over the last year, we can compare the modal share data from all schools with an up-to-date travel plan in 2008 to 2009, to the data for those same schools in 2009 to 2010.

The two graphs below show that there has been a very clear impact on the modes of travel in these schools, with car usage dropping by 15 per cent. This represents about 200,000 fewer car journeys per year.

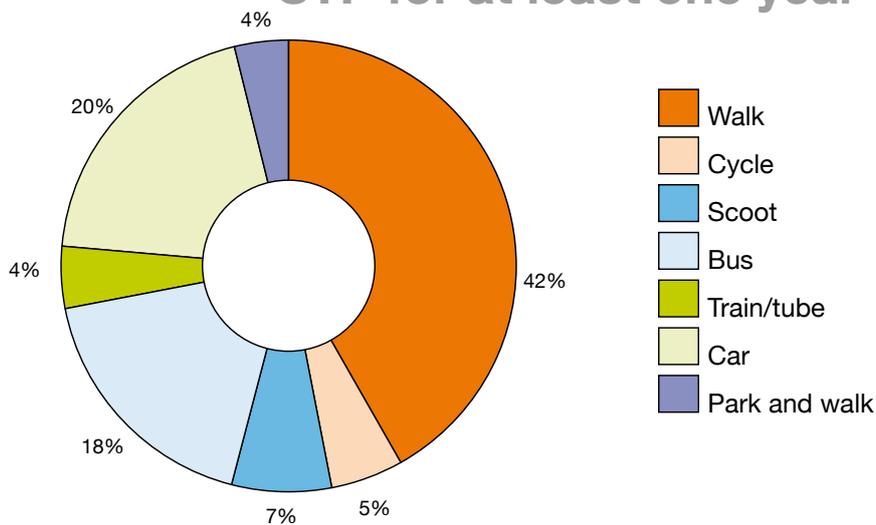
Active modes of travel have increased from 46 per cent in 2008 to 2009, to 54 per cent in 2009 to 2010. This represents almost 1,200 children who have started travelling by active healthy means.

All Schools Normal mode 2008/09





2009/10 Normal mode for schools with STP for at least one year



6.3 Schools with travel plans

6.3.1 Between 2005 and 2009, the main focus of the Council was to meet the DCSF's 2010 target of completing a travel plan at 100 per cent of schools. As such, we placed less emphasis on ensuring that schools were actually implementing their action plans.

Despite this, a number of schools have shown dedication to the process and have worked extremely hard to implement new initiatives and changes in order to achieve modal shift.

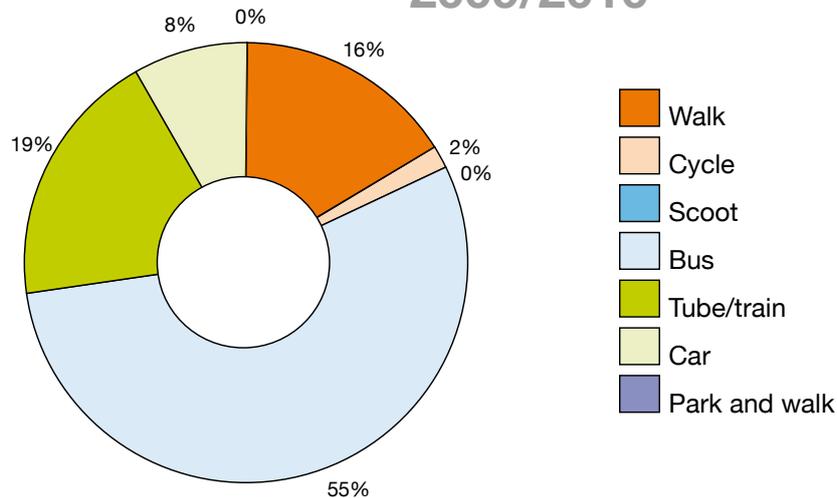
Since the completion of the DCSF target in May 2010, our focus has shifted towards improving the quality of implementation of school travel plans. We now require schools with an active travel plan to prioritise their action plans to ensure that interventions and initiatives are implemented fully.

6.4 Secondary school travel

6.4.1 Students at LEA secondary schools in the borough travel further on average to access their schools than primary school pupils. This barrier, combined with the free bus travel offered by TfL to under 16 year olds, is reflected in the far higher proportions of pupils travelling to school on public transport.



Secondary normal modal share 2009/2010



6.5 14 to 19 Diploma Scheme

6.5.1 From September 2010, 18 pupils will be studying for the new diploma qualification. The majority will travel one day a week from their school to various locations in the borough.

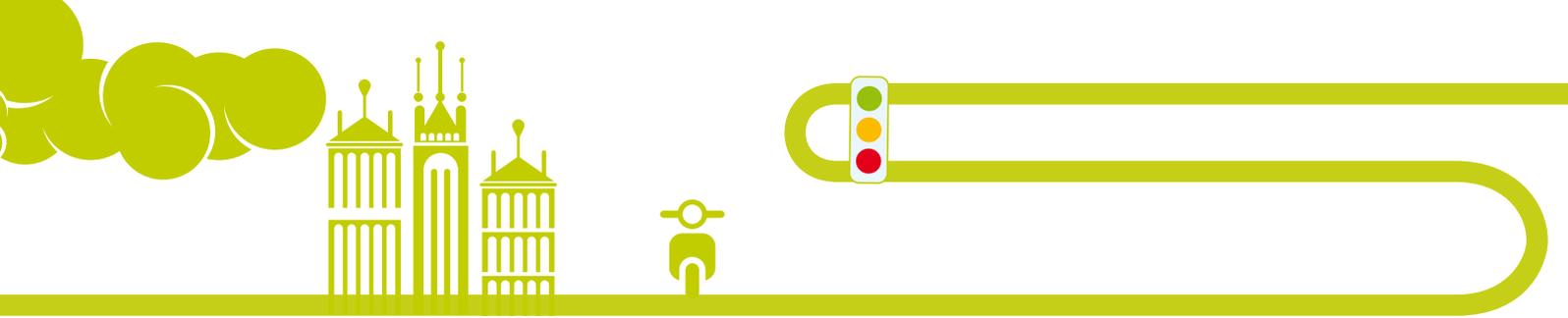
In 2009 to 2010, the Council provided travel information packs to all students participating in this course. The Council intend to provide the same service for the 2010 to 2011 intake.

6.6 Primary school pupil travel

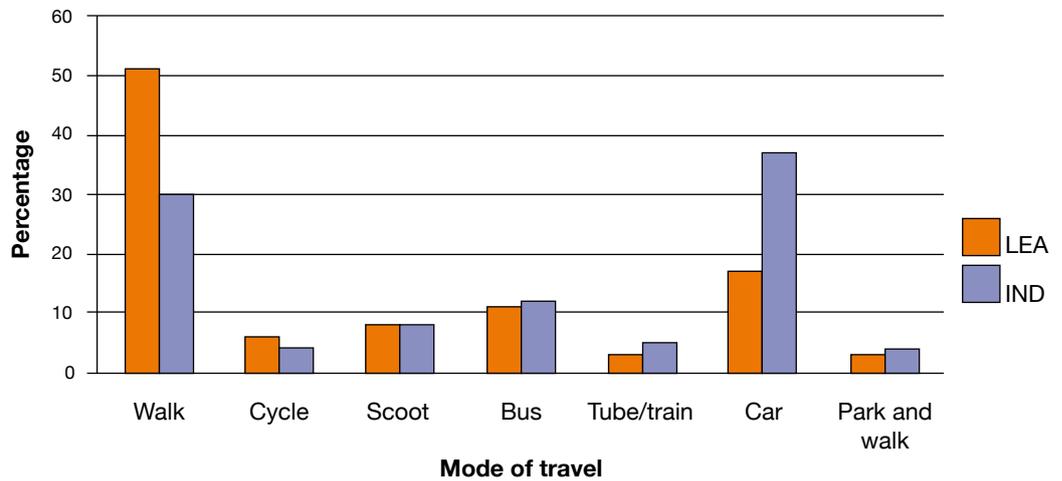
The table below shows that pupils at LEA primary schools are more likely to walk to school than pupils at independent primary schools; they are also less likely to be taken by car.

It should be noted that the majority of Independent schools have been engaged in the school travel planning process for a shorter period of time than many LEA schools; however, there is already clear evidence of movement away from the car in favour of more healthy and sustainable modes of travel.

The Council expects to see the proportion of pupils at Independent schools travelling by car continue to fall with sustained implementation of travel plans.



Modal split for primary schools 2009/10



6.7 Transport provision for special education establishments

6.7.1 There are three SEN schools in the borough and one hospital school. The Council has supported Abingdon House School and Snowflake School (both independent SEN schools) and Parkwood Hall (LEA SEN school in Kent) to develop their travel plans.

Abingdon House and Parkwood Hall schools have received tailored pedestrian training courses for their pupils, while Snowflake School has benefitted from an intensive training programme developing from scooters toward cycling.

The Council has also worked with Chelsea Children’s Hospital School to develop a school travel plan; due to the unusual nature of the school and the needs of its pupils, the focus has been very much on ensuring educational provision with regard to travel-related issues.

6.7.2 As with the mainstream education sector, within the special education sector car travel is higher amongst independent schools.

6.8 Distance travelled to school

6.8.1 The distance a student travels to school has a large impact on their ability to walk or cycle. The Council holds home postcode data on students enrolled in LEA schools.



At LEA primary schools in the borough, 92.6 per cent of children live within two miles of their school. This is a distance that children should be able to walk or cycle.

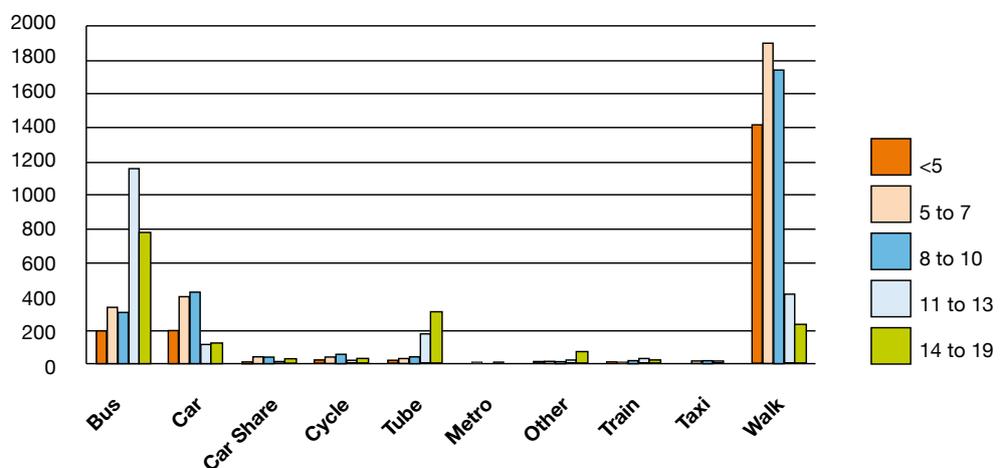
At LEA secondary schools there is much greater variation, ranging from just 26.7 per cent living within two miles of Cardinal Vaughan School, to 92 per cent at Holland Park Secondary School. An average of 61.5 per cent of secondary students at the borough's LEA schools live within two miles of the school and could therefore be expected to walk or cycle to school.

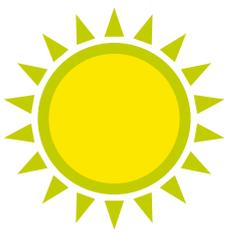
6.9 Travel to school by age

6.9.1 The chart below illustrates that a higher proportion of primary school students walk to school than secondary school students.

Children under the age of 16 have been able to travel on London's buses free of charge since September 2005. This has contributed to an increase in the number of secondary school students travelling by bus; however, while it helps to relieve local congestion if the students have changed from travel by private car to bus, it means that many secondary school students are missing out on the health benefits of active travel.

Travel to school by age 2010



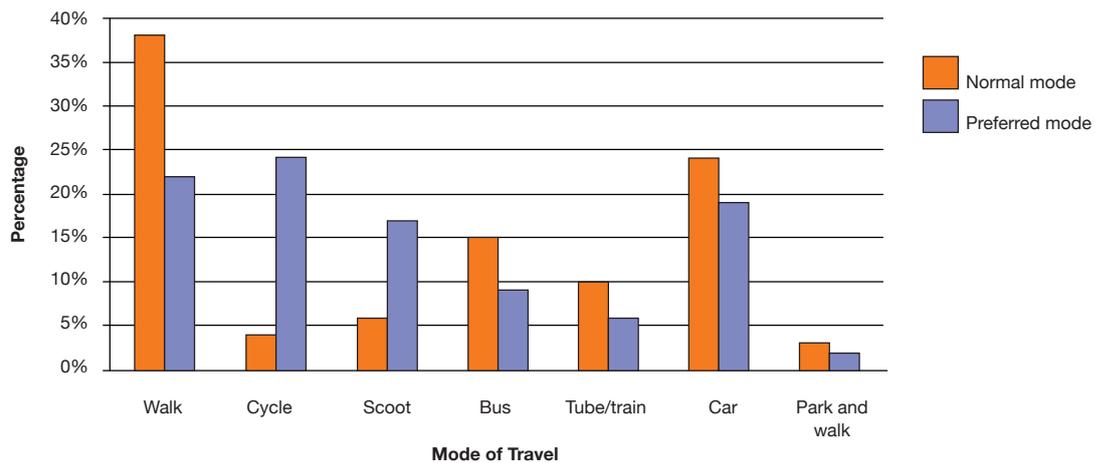


6.10 Preferred mode of travel to school

6.10.1 Primary school

Each year, as a part of school travel plan reviews, pupils are asked their preferred mode of travel to school. There is an overwhelming preference for active travel, with 63 per cent of primary school pupils wanting to walk, scooter or cycle to school. Cycling is consistently the most popular choice, with almost one in four children responding that they would like to cycle to school.

Primary schools 2009/10



6.10.2 Secondary school

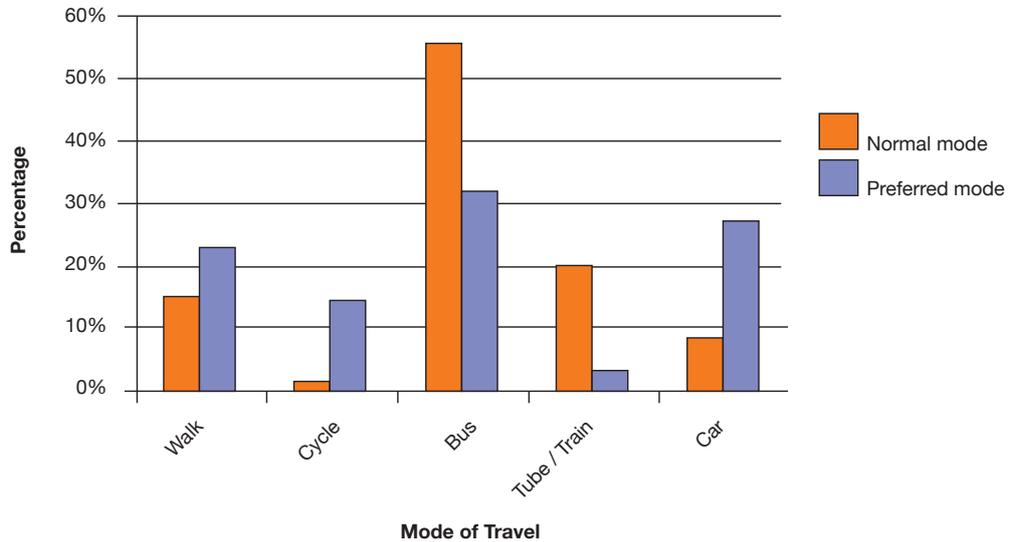
Twenty-seven per cent of secondary school pupils would prefer to travel to school by car, which represents a significant attitudinal difference to primary school aged pupils.

The reason behind the desire to travel to school by car can most likely be attributed to the fact that pupils are approaching the age where they can apply for their provisional driving licence. Free bus travel for under 16s may also account for the third of secondary pupils who would like to travel by bus.

These results indicate that active and sustainable travel needs to be promoted in a way that will appeal to secondary aged pupils and will help make attitudinal changes.



LEA Secondary Schools



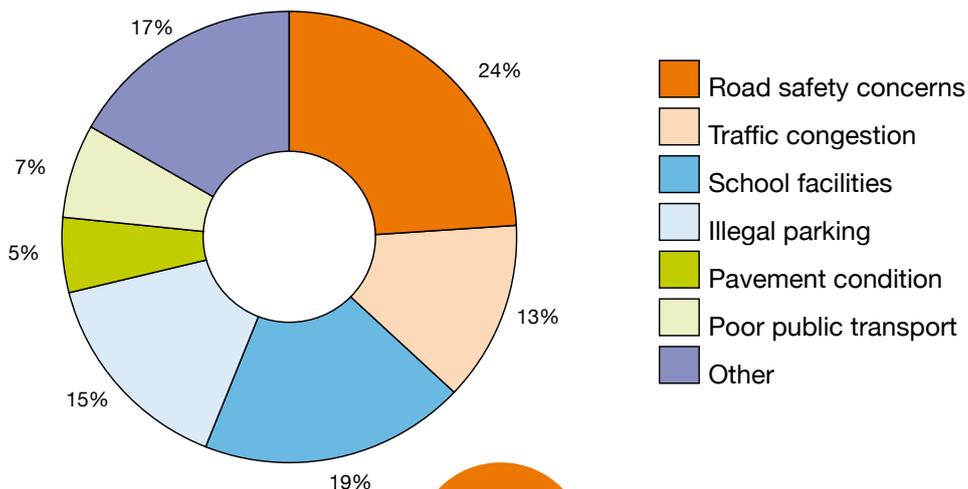
6.11 Barriers to preferred mode of travel

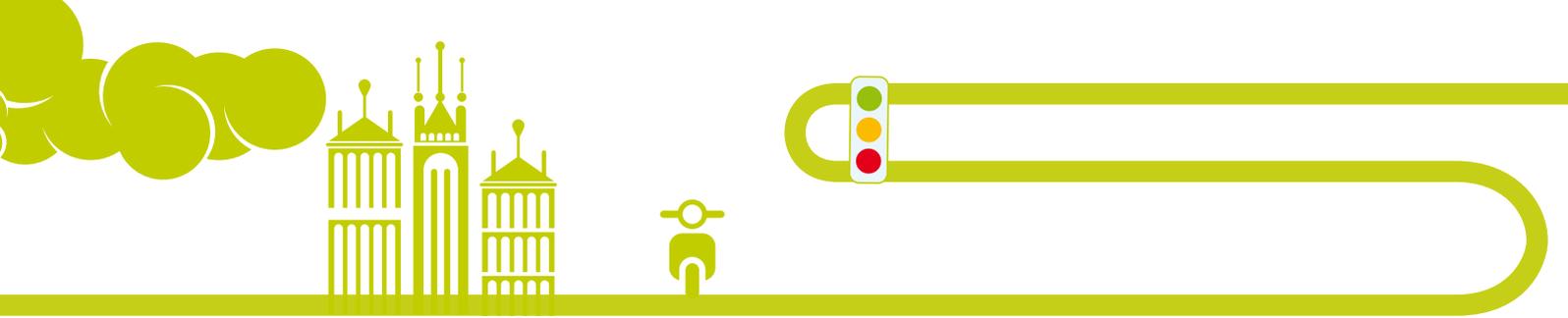
6.11.1 In order to uncover why students are not travelling by their preferred mode, it is important to look at real or perceived barriers.

During the inception of the travel plan parents, teachers and pupils are asked to list the main barriers to travelling sustainably. These barriers are specific to each school and identify issues with the local road environment, lack of facilities in schools and fears for children's safety.

The Council takes these specific concerns into account when conducting school safety assessments and uses them to inform engineering strategies for the local school environment. The majority of the concerns are related to fear of, or the nuisance associated with, road traffic. Addressing these fears is therefore a key element of this strategy's action plan.

Barriers to sustainable travel





6.12 Extended schools

6.12.1 By the end of May 2009, over a year ahead of the national target, all schools in the Royal Borough were designated as delivering the full core offer of extended school services.

As well as specialist services relating to pupil well-being, parenting and family support, all schools provide childcare, play and various learning activities before and after school and during holiday periods. These include play centres, sports, crafts and skill-based classes such as French and Spanish, football, yoga, capoeira, arts and crafts and chess.

7 Transport provisions in the borough

7.1 Cycle infrastructure

7.1.1 Cycle network

The Royal Borough has a network of cycle routes as a part of the LCN+. This indicates quieter roads recommended for cycling by cyclists.

In recent years, Greenways such as the Grand Union Canal, Holland Park, Brompton Cemetery and Kensington Gardens have been opened to cyclists. Research shows that access to Greenways for cycling is integral to the cycle training process and allows children to build confidence by cycling in a traffic-free environment.

The Mayor of London's Barclays Cycle Hire scheme has been in operation in the Royal Borough since 30 July 2010. There are nearly 50 Cycle Hire docking stations situated across the borough, forming part of a network of 6,000 available cycles across 400 docking stations within Zone 1 of central London.

7.1.2 Cycle facilities

Although there are a number of existing cycle lanes in the borough, there are few roads in the borough wide enough to accommodate cycle lanes. The Council has a policy of making the whole road environment safer and more comfortable for cyclists. This includes a programme of highways maintenance to ensure smooth surfaces for cycling.



7.1.3 Cycle storage

By March 2009, the Council had helped 28 of the borough's schools to install cycle parking.

During 2009 to 2010, the following schools received free cycle parking facilities from the Mayor's Cycle Parking Programme:

- Marlborough Primary School
- Oxford Gardens Primary School
- Colville Primary School
- Parkwood Hall School
- Park Walk Primary School
- Sion-Manning RC Girls' School.

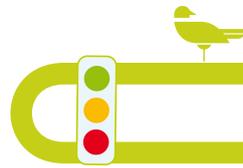
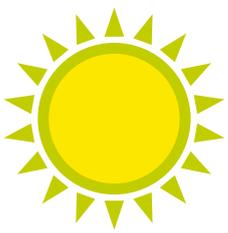
During March and April 2010, we provided a specialist site audit and advice session to those schools wishing to install cycle and scooter parking where space was very limited. This included:

- Eaton House The Vale School
- Lloyd Williamson School
- Sussex House School
- St. Philips School
- More House School
- Snowflake School
- Southbank International School



Christ Church CE Primary School

Christ Church School built a covered cycle store for staff and pupils with built-in toilet and shower facilities, photo-voltaic cells to generate electricity, and rain water harvesting and recycling facilities. This innovative building cost £36,000. The Parents' Association worked extremely hard to raise £11,000 in donations from the school's families, with another £5,000 coming from a government grant and £20,000 from Transport for London.



7.1.4 Cycle parking

The Council has a programme of installing new cycle parking at key trip generators. This includes, wherever possible, providing on-street cycle parking near schools.

7.2 Walking infrastructure

7.2.1 Streetscape

Streetscape improvements are central to the Council's approach to encouraging walking and the Royal Borough has internationally recognised schemes that have been shown to increase walking levels.

The Council has a programme of footway improvements as a part of its maintenance regime. The older pavements will be replaced with more attractive, durable York paving stones. The Council also has a policy of reducing street clutter, thereby making the pavements more attractive and accessible for pedestrians.

7.2.2 Crossings

We regularly review access to schools in the Royal Borough and where additional crossings have been justified, they have been installed. Requests for crossings are detailed in school travel plans.

7.2.3 Lighting

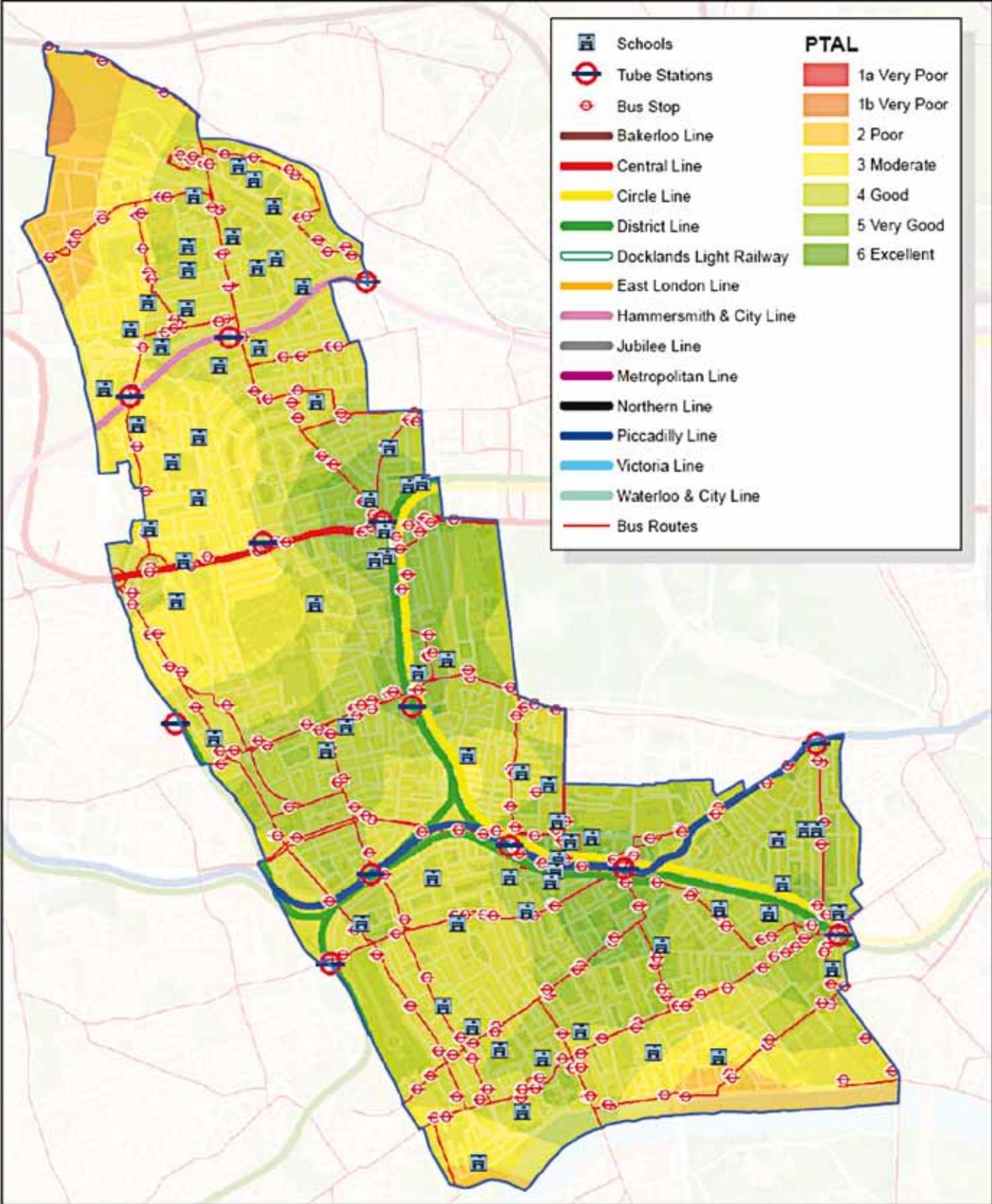
The Council has an ongoing programme of street lighting maintenance to ensure levels are appropriate for pedestrians and road users.

7.3 Public transport infrastructure

7.3.1 Public transport accessibility

Levels of public transport accessibility are relatively high in the borough. There is good provision of Tube stations and a comprehensive bus network. The map on the next page indicates local schools and the public transport network in the borough.

Public Transport Maps





7.3.2 Antisocial behaviour on public transport

Antisocial behaviour recorded by Transport for London (TfL) is generally lower in the Royal Borough than elsewhere in London.

In 2008, two hotspots emerged for antisocial behaviour recorded by bus drivers in the borough; Notting Hill Gate and South Kensington. The Council raised these issues with TfL and Safer Neighbourhood Teams to ensure students would be able travel to school in a safe environment and that the borough's students were not causing concern for other passengers.

7.3.3 Cycle theft

Over the past year, the Council has worked closely with police officers from the borough's Safer Transport Team to tackle cycle theft.

The Council has supported a range of awareness-raising campaigns aimed at improving the security of bicycles parked in the borough by improving bike owners' awareness of best practise for locking cycles. Furthermore, the Council has supported enforcement campaigns which have led to a number of successful prosecutions of cycle thieves.

7.4 Road network

7.4.1 Parking restrictions

The whole of the Royal Borough is covered by one Controlled Parking Zone. This allows residents to park in any residents parking bay in the borough. With approximately 28,000 resident permit holders' parking bays and over 37,000 residents' parking permits issued, competition for parking spaces is high. This leads to high levels of illegal parking outside many schools.

7.4.2 Park and stride

Many schools in the borough are promoting the idea of parking and walking the final distance to the school as a way of relieving congestion immediately outside their entrances, discouraging illegal and dangerous parking and encouraging more active travel. A number of schools are operating this on an informal basis, but there are an increasing number that are opting for a more structured method.



Knightsbridge School

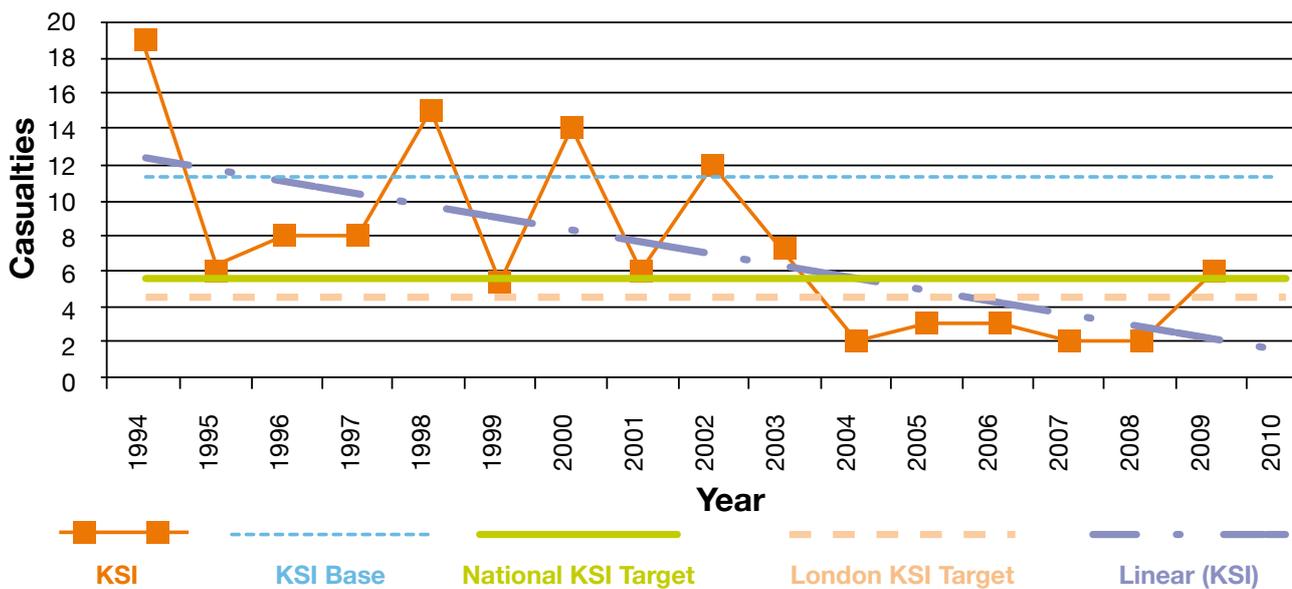
Knightsbridge School was one of the first schools in the borough to adopt a formal park and stride scheme in 2007. The school cleverly combined this with a voluntary one way system and drop-off points manned by staff members acting as travel wardens. All parents are provided with a map and letter of instruction regarding journeys to school by car.

8 Road safety in the borough and its effect on children

- 8.1** There were six children (under 16) seriously injured in Kensington and Chelsea during 2009 – a rise of four compared to 2008.
- 8.2** The KSI (killed or seriously injured) total for each of the years 2004 to 2008 had met the Mayor of London’s target to reduce child KSI casualties by 60 per cent from the 1994 to 1998 levels by 2010. To meet this target, the 2010 total should not be higher than four.
- 8.3** In the past three years (2007 to 2009) there were 94 casualties to people aged between birth and 15 years old, of which the majority were slight casualties. This represents 3.9 per cent of all casualties in Kensington and Chelsea, and 3.1 per cent of KSI casualties.



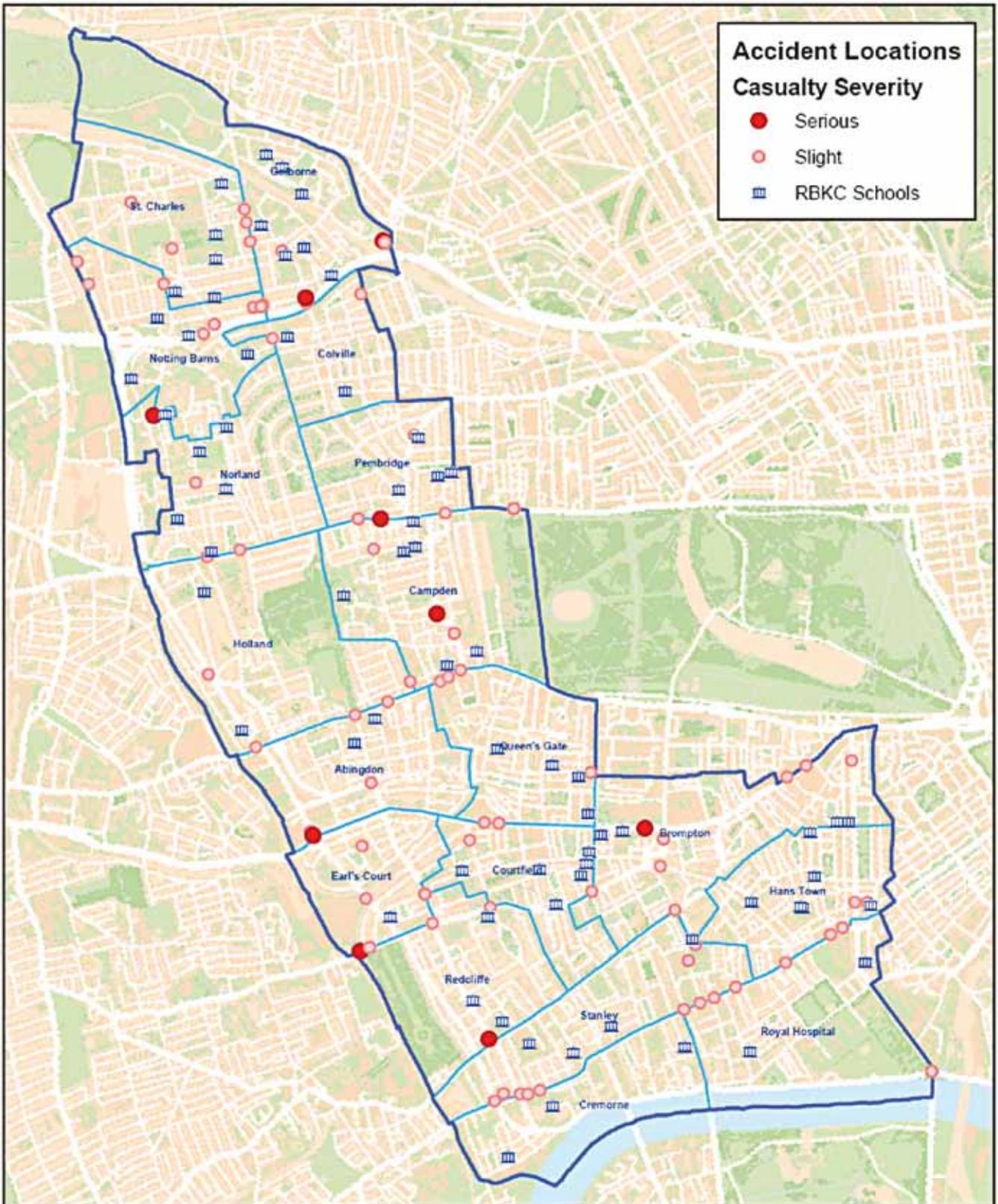
Child (under 16) KSI Casualties in the Royal Borough of Kensington and Chelsea 'Towards the Year 2010' (National and London targets)

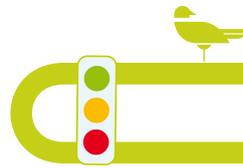
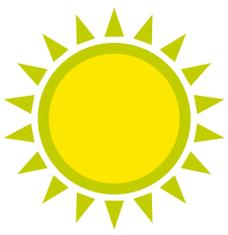


8.4 Twenty-one per cent of child casualties were reported on the Stats 19 forms, by the attending police officer, to be travelling to or from school. This may not be a true reflection of the situation, as 'travel to school' is not a compulsory field in the Stats 19 forms.

Sixty-eight of the 94 child casualties were injured on weekdays; ten were injured in the hour beginning 8am, and 11 in the hour beginning 3pm. In addition, seven were recorded in the hour beginning 4pm on Monday to Friday. These figures suggest a higher link with school travel.

Child Road Casualties by Severity (2007-2009)





9 The Royal Borough's approach to sustainable travel

9.1 School travel plans

9.1.1 One of the Council's methods to increase sustainable school travel is the delivery of school travel plans. These are tools to address a school's particular travel needs, as well as road safety and health issues.

As such, every plan is unique and is tailored to local circumstances. This translates into a written package of measures which aim to steer the school community away from private car trips to and from school, towards more sustainable modes of travel such as walking, cycling and public transport.

A travel plan involves the whole school community: pupils, teachers, the school council, governors and parents. It can become an exciting focused project that is well integrated into the life and ethos of the school.

Targets

The Mayor of London set all boroughs a target to submit all school travel plans by March 2010. In May 2009, independent colleges were added to the target list. Partnership with the Council's Healthy Schools Team has increased the level of cooperation with LEA schools.

By March 2009, 100 per cent of the Royal Borough's LEA schools had an approved travel plan in line with the Mayoral target; 99 per cent of independent schools and colleges also had an approved travel plan.

9.1.2 School travel plan approval grants

Every school that has completed its school travel plan has received a grant which equates to the following:

- Nursery / Primary – £3,750 plus £5 per pupil
- Secondary – £5,000 plus £5 per pupil
- Special / PRU – £5,000 plus £5 per pupil

9.1.3 The DCSF provided capital grants for all LEA establishments. However,



since 2007 to 2008 any independent school that completed its school travel plan was also eligible to receive an equivalent grant funded by Transport for London and administered by the borough.

9.1.4 School travel plan small grants

The borough has provided funding to a number of schools through Transport for London's Small Grants programme. This funding enables schools to implement smaller scale projects that they have identified within their school travel plan action plan.

The Council has provided funding to help schools purchase bicycle helmets, pool bicycles, school signs, waiting shelters for parents, road safety markings, plants, CCTV, educational resources, scooter storage and scooter training.

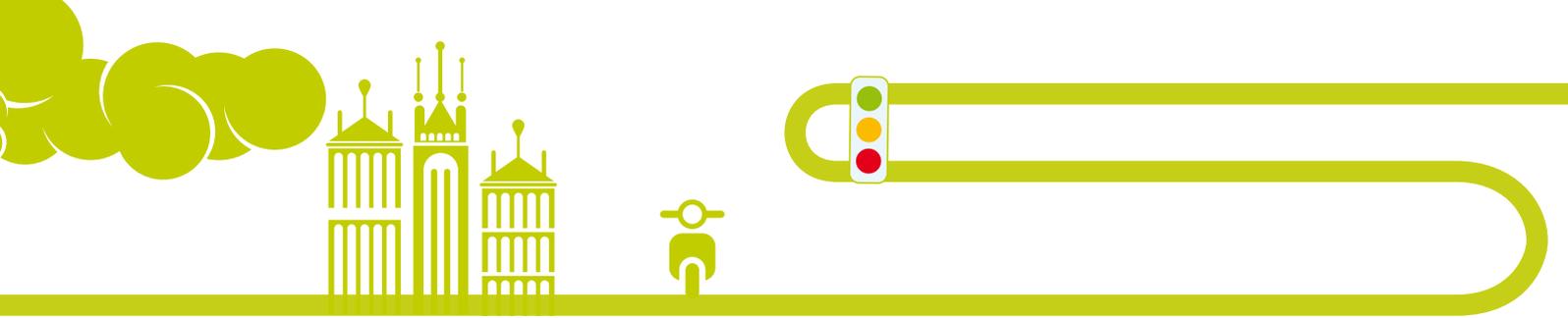
9.1.5 Benefits to the local environment and beyond.

As well as the financial advantages that having a school travel plan brings, many schools have benefited from a number of positive changes.

A number of schools have achieved success in reducing congestion in the local area, thus reducing levels of CO₂. Other benefits reported by schools include:

- increased alertness through physical activity
- improved punctuality
- improved life and social skills – greater independence, pupils looking after their own safety
- improved road safety skills and knowledge
- greater sense of citizenship as pupils get to know their neighbourhood and have increased environmental awareness
- healthier, more active, pupils, staff and families.





9.1.6 Accreditation.

The Council supports and promotes Transport for London's Sustainable Transport Accredited and Recognised programme. The scheme aims to encourage schools to continually strive for achievement in the area of school travel. It provides rewards and incentives for the schools that embrace the school travel planning process.

The accreditation scheme has three levels: sustainable (bronze); higher standards (silver); and outstanding (gold). Each of these levels demonstrates a higher level of enthusiasm and commitment.

In 2010, 15 schools in the borough applied and successfully achieved accreditation. Thirteen of these schools achieved sustainable level and two were awarded higher standards.

Sustainable level:

- 1 Abingdon House School
- 2 St. Barnabas and St. Philips CE Primary School
- 3 Hawkesdown House School
- 4 St. Mary Abbot's CE Primary School
- 5 Glendower Preparatory School
- 6 St. Cuthberts with St. Matthias CE Primary School
- 7 Knightsbridge School
- 8 St. Joseph's RC Primary School
- 9 Oxford Gardens Primary School
- 10 Ravenstone Preparatory School and Nursery
- 11 Christ Church CE Primary School
- 12 Bassett House School
- 13 Parkwood Hall School
- 14 Marlborough Primary School

Higher Standards level:

- 1 Thomas's School Kensington
- 2 Notting Hill Preparatory School



9.2 Infrastructure improvement

9.2.1 School warning signs – 2009 to 2010

In response to requests made by the school, the following schools received investigations into call for school warning signs:

- GEMS Hampshire School
- Hawkesdown House School
- St. Annes Nursery and Children's Centre
- Southbank International School
- Cameron House School
- Norland Place School
- Thomas's School Kensington
- Fox Primary School
- Lycee Francais Charles De Gaulle
- Pooh Corner Kindergarten
- St. Barnabas and St. Philips CE Primary School
- Cardinal Vaughan RC Memorial School.

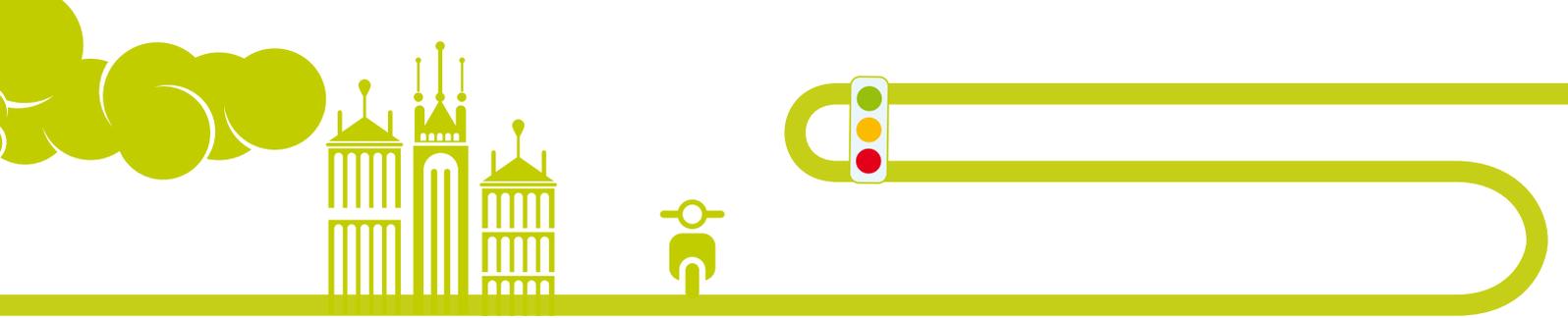
9.2.2 School warning signs – 2010 to 2011 (as at July 2010)

- St Thomas' CE Primary School
- Ashburnham Community School
- Chelsea Academy
- La Petite Ecole Francaise
- Holland Park School

9.2.3 Mandatory school 'keep clear' markings

The Council installed markings at six independent schools in early August 2010:

- Notting Hill Preparatory School (Lancaster Road, W10)
- Southbank International School (Kensington Park Road, W11)



- Cameron House School (The Vale, SW3)
- Sussex House School (Cadogan Square, SW3)
- Glendower Preparatory School (Queen's Gate / Harrington Road, SW7)
- Queen's Gate School (Queen's Gate / Queensberry Mews West, SW7).

The markings are intended to support schools in addressing the serious problems of double parking and congestion while providing clear sight lines to enable children to cross safely.

The Council will implement education and enforcement campaign during September and October 2010 at all six schools to ensure the keep clear markings are observed. The planned campaign structure is as follows:

- Letters will be issued to all parents of children attending the school to request their cooperation and understanding for these changes to the school environment.
- Every parent will be provided with a map showing pay and display and residents parking bays within a five to ten minute walking zone of the school. This is intended to help parents to find a legal alternative to stopping directly outside the school entrance.
- A visible presence of the Council's parking enforcement officers outside the school during an initial two week period.

9.2.4 Holland Park zebra crossing

Holland Park School is currently undergoing major redevelopment. Access points for pupils to the school site have been temporarily relocated, which has created a change in pedestrian movement.

High volumes of pupils are now crossing Campden Hill Road in a new location, south of the original entrance on Airlie Gardens, where there is no formal crossing point.

The Council has approved the installation of a temporary zebra crossing at this location and works took place in August 2010. The crossing will remain in place for 18 months, or until the original school entrance is re-opened.



9.3 Promotion

9.3.1 Theatre in Education

The Council makes use of theatre companies specialising in 'Theatre in Education' as a strategy for communicating information about road safety issues in an engaging and enjoyable way.

There are currently two plays on offer to schools for Years 3 and 4, and Years 5 and 6. Both pieces make use of 'forum' workshops, as well as performance, in order to engage pupils and ensure that children understand the road safety messages.

9.3.2 Walk on Weekdays (WOW)

The Council has run the WOW walking scheme in the borough for a number of years as a strategy for promoting walking.

Participating schools are required to keep count of pupils' travel habits. At the end of each month, those pupils who have travelled to school via active means for the required number of journeys (typically once per week) are rewarded with specially designed WOW badges.

Between 2009 and 2010, 6,661 students at 32 primary schools took part in WOW. This represents a substantial increase on the 21 schools that participated in 2008 to 2009.

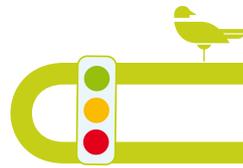
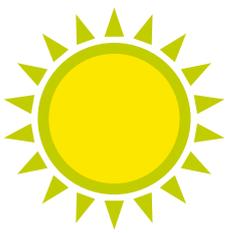
9.3.3 Walk to School Weeks

The Council actively promotes the bi-annual Walk to School celebrations, with Walk to School Week taking place in late May and International Walk to School Month in October.

Over several years, these events and the associated branding have become embedded in the



Thomas' School Kensington



culture of participating schools and offer a consistent and sustained means of promoting the benefits of active travel to children and their families. In 2009 to 2010, 20 schools took part in one or both of the campaigns.

9.3.4 Road Safety and Sustainable Transport Awards

The Road Safety and School Travel Calendar is published annually. The Council invites every school to submit pupils' artwork on the twin themes of safety and sustainable travel.

The competition is judged by the Road Safety and Travel Plan Team with the support of Councillors. The best pictures are selected for publication in the calendar, which is distributed to all schools and our partners. In 2009 to 2010, 20 schools submitted 1,700 pictures for the judges' consideration.

The Council holds an awards evening in January of each year for the selected artists, and to recognise the excellent work our schools do in promoting road safety and sustainable school travel.



The front cover winner of the 2010 calendar

9.4 Training

9.4.1 Cycle training

The Council offers 'Bikeability' approved cycle training to all schools in the borough. Between 2008 and 2009, the Council delivered 27 on-road Level 1 and 2 courses (to Year 5 and 6 pupils) and 18 short introductions (to Year 3 and 4 pupils) to a total of over 700 children.



The introductory course concentrates on safety and skills in a single two-hour session in the playground. The Level 1/2 course takes the form of five two-hour sessions which progress from basic skills to on-road practice and completing a journey.

The courses are delivered by a team of contracted trainers – all of whom are qualified, insured and CRB checked. The Council experiences high demand for these courses and receives excellent feedback from those schools that take part.

9.4.2 Bike It

Three schools in the borough took part in the Bike It programme in 2009 to 2010. The scheme assigns a Bike It officer to participating schools, whose task it is to work intensively with staff and students to promote cycling.

Bousfield Primary School notably received Bike It accreditation for the success of their work with the scheme, with around 60 children regularly cycling to school.



Cycle Training at Avondale Primary

9.4.3 Pedestrian training

In 2009 the Council launched a new programme of practical pedestrian training. The scheme was developed at the request of schools and is intended to deliver practical lessons in road safety to children in Years 2 and 3.



The course consists of five 30-minute lessons in which a group of children are taken on a walk in the streets around their school. The lessons are tailored to the local street environment and address issues such as safe places to cross, how to use zebra and pelican crossings, and how and when to cross between parked cars.

9.4.4 Scooter training

In recent years, micro-scooters have become a popular means of travel to school for a high number of primary-age children. The trend shows no sign of diminishing and schools have had to address both storage issues and safety concerns.

As a result of requests from schools in their travel plans, the Council has developed a new programme of training in the safe and responsible use of scooters. The programme consists of playground-based skills sessions which teach basic road safety messages and develop scooter skills.

The programme is the first of its kind in London and has been branded as 'Scootsurfers'. It was delivered in 12 schools between 2009 and 2010.

9.4.5 Junior Road Safety Officers (JRSO)

The JRSO scheme is resourced by Transport for London and invites pupils in participating schools to take an active role in the promotion of road safety



Pedestrian Skills Training at St Mary Abbots CE Primary



Scooter training launch at Thomas Jones Primary



education, training and publicity within their school community.

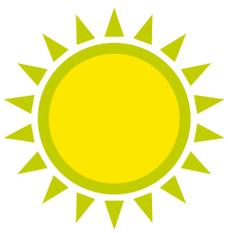
The school is required to elect or appoint a small team of pupils (typically two to four students) to become JRSO. By investing students with this role, the scheme aims to create a sense of ownership for participating schools and allow children to learn about road safety issues in a way that feels personal to them and their school community.

In 2009 to 2010, the Council has significantly expanded participation in JRSO. The scheme has proven an excellent resource when responding to issues raised by school travel plans. Most notably, six schools in the borough have participated in pupil-led campaigns to tackle dangerous and irresponsible parking around their school grounds.

JRSO have been closely involved in these campaigns, seeking to raise awareness of the problems around



Pupils at St Cuthbert with St Mathias tackle dangerous parking around their school



their schools by conducting publicity campaigns outside the school gate. This has been supported by increased levels of enforcement at these locations.

9.4.6 Junior Citizen

The Council takes part in the Metropolitan Police organised Junior Citizen event each year. Students from Years 5 and 6 are invited from all schools in the borough to attend a half-day training course on a range of safety and green travel issues.

The students are given key road safety and sustainable transport lessons. One thousand pupils from 36 schools took part in the scheme in 2010.

9.4.7 Safely from A to Z: Road Safety Curriculum Resource Project

There is a huge, and at times bewildering, range of road safety resources available to teachers. The Council recently completed a resource offering guidance for teachers in primary schools by identifying the best of that range of resources, training packages and products. The guide will be sent to all primary school teachers in the borough.

9.4.8 Transit

The Transit programme supports young people aged between 17 and 20 to complete the Compulsory Basic Training (CBT), which is a legal requirement before using a moped or scooter on the road.

The participants are selected by the Connexions Service, the youth centres and the Youth Offending Team and all attend at least two evening meetings before taking part in the CBT training.

In 2009 to 2010, four courses were delivered and 40 young people successfully gained their CBT certificate.

9.5 Enforcement

9.5.1 The Road Safety and Travel Plan Team work closely with Parking Operations colleagues to reduce illegal and dangerous parking outside schools.

Parking enforcement officers regularly visit those schools with identified parking issues to ensure parents are parking appropriately. As previously



mentioned, the Council has worked closely with six schools over the last year to implement a wide-ranging strategy for tackling dangerous and illegal parking. This has included pupil-led publicity campaigns, supported by increased levels of enforcement.

10 Targets

10.2 Here is a record of our progress so far against the targets that we set in the first SMOT (correct as of August 2010).

- **Active travel plan at all schools in the borough.** This target has been achieved.
- **Accreditation achieved by 20 schools.** There are currently 15 schools with accreditation. The Council hopes to continue to progress towards this target in the coming year.
- **Fifty per cent reduction in child KSI on 1994 to 1998 average.** This target has been achieved.
- **Fifty per cent of students travelling by sustainable modes.** This target has been achieved in schools which have had an active travel plan for at least one year. The figure is lower for schools which are newly engaged in the travel plan process.

The following target will be met by August 2011:

- **Ensure a minimum of 30 schools implement their travel plans.**