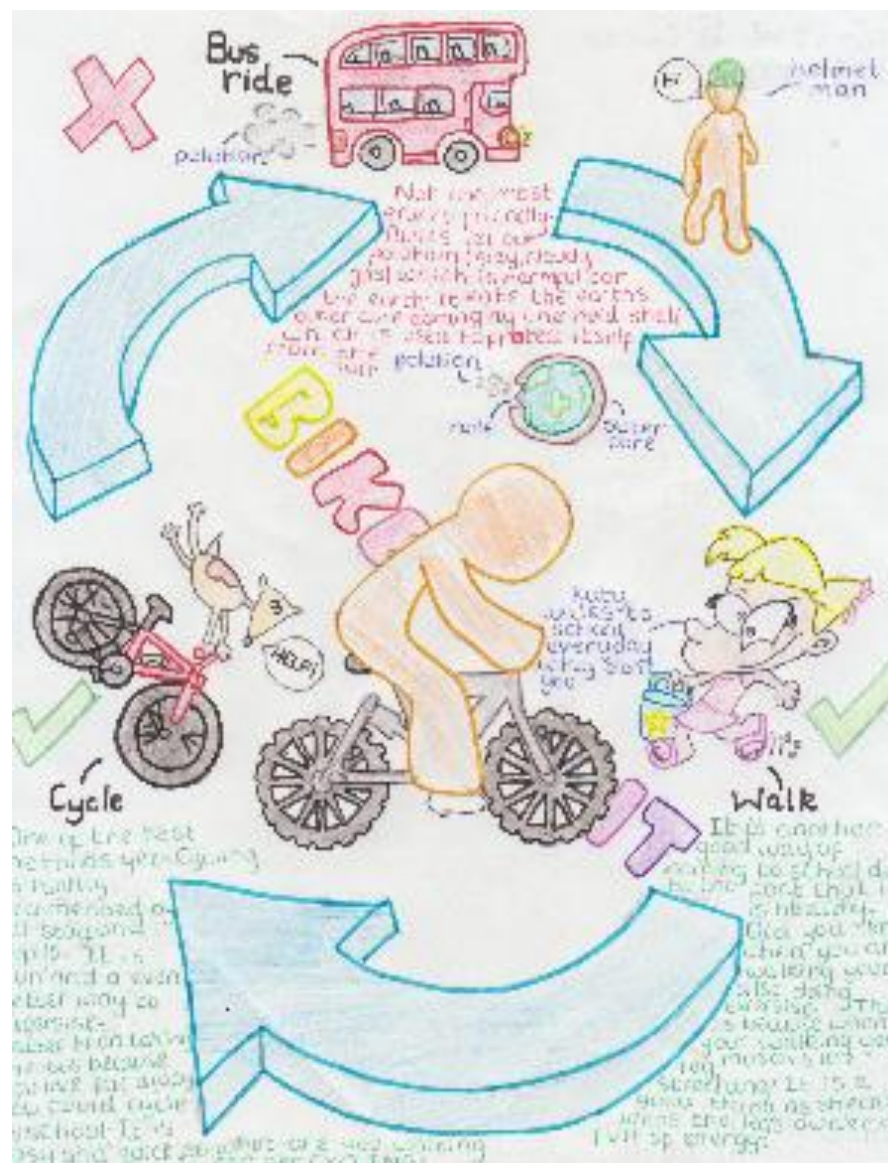


London Borough of Ealing 2013



CONTENTS

EXECUTIVE SUMMARY	4
1. INTRODUCTION.....	5
2. AIMS AND OBJECTIVES	6
3. POLICY CONTEXT NATIONAL FRAMEWORK.....	7
Local Framework	14
Partnerships.....	22
4. ASSESSMENT OF PUPILS' TRAVEL NEEDS	22
5. AUDIT OF EXISTING SUSTAINABLE TRAVEL INFRASTRUCTURE	50
Hard Measures	50
Soft measures.....	54
<i>Walking</i>	Error! Bookmark not defined.
<i>Cycling</i>	59
<i>Car-based initiatives</i>	Error! Bookmark not defined.
<i>Other support available</i>	69
6. ACTION PLAN	76
7. SCHEME PRIORITISING CRITERIA.....	77
8. FUNDING THE IMPLEMENTATION OF THE STRATEGY	78
9. BARRIERS AND SOLUTIONS TO SUCCESSFUL IMPLEMENTATION..	78
10. MONITORING AND REVIEW	79
11. CONCLUSION	80
APPENDIX A – DIPLOMA PROVIDERS IN EALING	82
APPENDIX B - HOME TO SCHOOL TRANSPORT.....	83
APPENDIX C – CHILD ACCIDENTS IN EALING 2011	86
APPENDIX D – SCHOOL CROSSING PATROL SITES.....	87

APPENDIX E – BOROUGH MAP SHOWING SCHOOLS LOCATIONS AND RAIL ROUTES	90
---	-----------

APPENDIX F – PUBLIC TRANSPORT ACCESSIBILITY LEVEL (PTAL) SCORES	91
--	-----------

APPENDIX G – SCHOOL TRAVEL SCRUTINY RECOMMENDATIONS.....	92
---	-----------

TABLE OF FIGURES

Figure 1. Ealing LIP objectives that the school travel programme supports	16
Figure 2. Key ways in which School Travel Plans contribute to achieving CYPP outcomes	20
Figure 3. Year comparison of how pupils travel to school	23
Figure 4. Usual mode of travel to school for Ealing pupils	24
Figure 5. Pupil's usual mode of travel – comparison between primary and secondary aged children.....	25
Figure 6. Usual mode of travel for pupils in each area of Ealing	26
Figure 7. Year comparison of pupils preferred mode of travel to school	27
Figure 8. Preferred mode of travel to school for Ealing pupils	27
Figure 9. Primary and secondary school children's preferred mode of travel to school	28
Figure 10. Preferred mode of travel for children in each area of Ealing	29
Figure 11. How pupils currently and would prefer to travel to school	30
Figure 12. Typical barriers detailed in School Travel Plans for not choosing sustainable transport.	32
Figure 13. The MOSAIC map illustrates people's attitudes to car use in Ealing ..	33
Figure 14. School Travel Plan status	41
Figure 15. Table of modes of travel comparison between Ealing high schools and Thames Valley University	43
Figure 16. Special schools in Ealing receiving home to school transport.....	45
Figure 17. Ealing Borough child pedestrian and cyclist collisions 2010-2012	46
Figure 18. Annual child collision rate per thousand for Ealing and neighbouring boroughs.....	47
Figure 19. Theatre in Education companies used in Ealing	73

Executive Summary

The Education and Inspections Act 2006 (EIA) requires Ealing to produce a Sustainable Modes of Travel Strategy (SMoTS). The act places a duty on Ealing to promote sustainable travel for journeys to, from and between schools and educational institutions.

This is the 2013-revised version of this strategy; it was first produced in 2009. This strategy builds on the Borough's School Travel Plan Strategy (2007) but includes a greater scope of work that is going on in the borough in relation to sustainable travel to school. Additionally, there are a number of national and local policies that feed into the SMoTS, whilst the targets included in this strategy help meet many targets in local strategies.

The overall aim for this strategy is to encourage pupils to travel to school safely by using sustainable and healthy modes of transport. There are seven objectives identified so the travel and transport needs of children and young people are better catered for:

1. To increase walking, cycling, public transport use, and where appropriate car-sharing – for pupils, parents/carers, staff and the school community.
2. To encourage safe and sustained long-term modal shift away from unshared private cars on all journeys to, from and between schools.
3. To encourage, support and assist school communities to identify and address school travel issues through developing and implementing their School Travel Plan.
4. Provide a safe environment for all children and young people on their journey to and from school.
5. To ensure future schools' planning and building design reflects the importance of sustainable travel principles and best practice.
6. To support the promotion of healthy lifestyles and implementation of the Obesity Strategy and Healthy Schools programme, through promoting more active travel to school and developing sustainable travel facilities.
7. To contribute to achieving the aims and targets of other local strategies, primarily the Ealing Road Safety Plan & the 2011-2014 Local Implementation Plan.

The successful School Travel Plan (STP) programme has been actively promoting sustainable travel to school since 2003. The STP Programme is key to the delivery of the SMoTS and achieving the outcomes in the action plan. School Travel Advisers consistently work with a variety of internal departments and external groups to promote more active, healthy and sustainable modes of travel for school communities.

This document outlines:

- An assessment of the travel and transport needs of young people.
- An audit of the sustainable travel infrastructure currently available in Ealing.
- An action plan to implement the aims and objectives of the strategy.
- An outline of the funding implications.
- Potential barriers to the successful implementation of this strategy.
- An outline of the review process.

1. Introduction

Ealing Council is one of the largest outer London Boroughs, with very distinct areas in terms of traffic and travel. Ealing comprises 55 square kilometres (over 21 square miles) in West London and there are seven districts within the borough: Ealing, Hanwell, Acton, Southall, Greenford, Perivale and Northolt.

Ealing is the third largest London borough in terms of population at 338,400, according to the 2011 Census. Ealing has a relatively young population with people aged under 25 making up 31.9%, a fall of 0.2% since 2001. Overall population growth is expected to continue in line with that for London as a whole. The percentage of the population in Ealing aged 0 to 19 years increased marginally by 0.1% since 2001. There was however a 0.4% decline in the number of young people aged 15 to 19 and a 0.4% decline in the number of young people aged 10-14 but this is offset by a 1.1% rise in pre-school aged children. This validates the need to plan effectively for significant growth in services for early years and schools and a recognised need to effectively address school-run traffic congestion.

Ealing's maintained school population has a high level of ethnic diversity, reflected below:

- 82% of pupils were classified as being of minority ethnic origin which was the same as last year and compared with 81% in 2011.
- 30% of pupils are white, which was the same as last year and compared with 31% in 2011.
- 29% Asian or Asian British – has remained the same for two years.
- 19% black or black British, remaining the same as last year and compared to 20% in 2011.
- 8% from mixed or dual heritage backgrounds, remaining the same as last year and compared to 7% in 2011.
- 13% are from other ethnic heritages, compared to 14% in 2012 and 13% in 2011.

(Source: Spring Schools Census 2013-data collection model for primary, secondary and special needs schools)

The Eastern European, Afghan, Asian Other and Somali populations continue to grow steadily. 63% of primary-aged children do not have English as a first language (59% of all Ealing school children).

Many of Ealing's pupils have complex learning needs.

- In 2013, 19.0% of pupils in Ealing maintained schools were identified as having special education needs, a drop from 20.1% in 2012 and 21.7% in 2011.
- 9.1 % were at School Action level, (cf. 10% in 2012, 11% 2011).
- 7.1% at School Action Plus, compared to 8% the previous two years.
- 2.7% have a Statement of SEN, which has remained constant since 2011.

(Source: Spring 2013 school census data)

Inequalities in children's health in Ealing reflect health differences across the general population. Evidence highlights socio-economic factors such as parental employment, poverty, social deprivation and lifestyles as strong determinants in children's health outcomes. The national prevalence of obesity has tripled since the 1980s and if the current trend continues, by 2020 1 in 3 girls and 1 in 5 boys will be obese. London wide data indicates higher than national levels and those 1 in 3 boys and 1 in 2 girls in London do not undertake enough physical activity.

Twenty-eight per cent of Ealing's areas are in the top 20% of the most deprived areas nationally in terms of income deprivation affecting children. The average masks differences between areas in the Borough. The most deprived areas are concentrated in Northolt, Norwood Green, Dormers Wells, social housing estates in West and central Ealing and South Acton. In South Acton 76% of children are affected by income deprivation. The 2013 Spring School Census data shows that overall, 23% of secondary-aged children are eligible for free school meals. Nineteen per cent of households in Ealing are classified as overcrowded which is higher than both the London average (17%) and the outer London average (12%). Research indicates higher obesity levels amongst children living in poverty.

Given that obesity is linked with lifelong preventable health problems such as risk of stroke and heart attacks, action to reduce levels in children and young people in Ealing is a priority and School Travel Plans affect this directly.

This strategy outlines Ealing's commitment to promoting sustainable travel to improve the health, social and environmental benefits for children and young people in Ealing.

2. Aims and Objectives

The overall aim for this strategy is to encourage pupils to travel to school safely by using sustainable and healthy modes of transport. The Borough's STP

programme is the main method for helping achieve this aim and as such this strategy builds on the Borough's previous School Travel Plan Strategy (2007). This current strategy is the 2013 revised version; Cabinet approved the original in 2009.

There are seven objectives identified so that the travel and transport needs of children and young people are better catered for:

1. To increase walking, cycling, use of public transport, and - where appropriate - car sharing for pupils, parents/carers, staff and the school community.
2. To encourage safe and sustained long-term modal shift away from unshared private cars on all journeys to, from and between schools.
3. To encourage, support and assist school communities to identify and address school travel issues through developing and implementing their School Travel Plan through partnership working.
4. Provide a safe environment for all children and young people on their journey to and from school.
5. To ensure future schools' planning and building design reflects the importance of sustainable travel principles and best practice.
6. To support the promotion of healthy lifestyles and implementation of the Obesity Strategy and Healthy Schools Programme, through promoting more active travel to school and developing sustainable travel facilities.
7. To contribute to achieving the aims and targets of other local strategies, primarily the Ealing Road Safety Plan and the 2011-2014 Local Implementation Plan.

The targets are outlined in the action plan in the section 6.

3. Policy Context National Framework

3.1 The Education Inspections Act (DfES 2006)

The Education and Inspections Act (EIA) (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 (in force since 1 April 2007).

The EIA (section 508A (3)) defines sustainable travel as 'those that the Local Authority considers may improve the physical well-being of those using that mode (which would include health benefits derived from increased levels of physical activity), and/or the environmental well-being of all or part of their area (through, for example, reduced levels of congestion and pollution)'.

Sustainable modes of travel include walking, cycling, bus use (and other forms of public transport), as well as car-sharing where there is no practical alternative to the private car on the journey to school.

Extent and coverage

The duty applies to children (i.e. of compulsory school age and below), and young people of 6th form age and:

- To those resident in the authority's area, and receiving education or training in the authority's area; and
- To those not resident in the authority's area, but who travel within the authority's area to receive education or training.

The duty relates to journeys to and from institutions at the start and end of the day (including attendance at 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.

There are four main elements to the EIA duty:

- i. An assessment of the travel and transport needs of children and young people.
- ii. 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.
- iii. 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.
- iv. The promotion of sustainable travel and transport modes on the journey to, from, and between schools and other institutions.

Creating growth, cutting carbon: making sustainable local transport happen - DfT White Paper 2011

This outlines the government plan for a transport system that aids economic growth, is green, safe and improves quality of life. It aims to improve the links that help to move people and goods around, target investment in new projects that promote green growth, to build a low carbon economy whilst maintaining investment in new and existing infrastructure. It seeks to promote sustainable travel choices. Two-thirds of all journeys are under five miles – many of these trips could be easily cycled, walked or undertaken by public transport. The strategy seeks to make these options more attractive to influence travel behaviour.

The Government is also committed to making car travel greener by supporting the development of the early market in electric and other ultra-low emission vehicles.

By prioritising spending on key rail projects such as high speed rail and Crossrail, the government will be providing commuters and intercity travellers with attractive new options instead of the car.

The biggest opportunities for encouraging sustainable travel lie in short, local journeys therefore encouraging sustainable local transport choices depends on local solutions. The Government has devolved decision making to local communities, freeing local authorities from central government control and letting them decide what is best.

Central Government no longer sets the way that local authorities review progress on local transport. Now councils are required to provide data on their transport activities, to allow stakeholders to compare their performance against others. Local transport funding now has four main streams:

- a major schemes (capital) programme of over £1.5 billion for schemes costing more than £5 million;
- more than £3 billion (capital) for local highways maintenance over four years;
- over £1.3 billion (capital) for the integrated transport block; and
- the Local Sustainable Transport Fund, which will make £560 million capital and revenue funding available over four years.

The Government has made a number of specific national commitments to enhance the sustainability of local transport. These include:

- Providing funding for Bikeability cycle training, to allow as many children as possible to undertake high quality on-road cycle training;
- Improving end-to-end journeys by enabling most public transport journeys to be undertaken with a smart ticket by December 2014;
- Reviewing the way in which investment decisions are made to ensure that the carbon implications are fully recognised;
- Setting out in a road safety strategy to ensure that Britain's roads are among the world's safest;

- Reviewing traffic signs policy so as to provide more freedom for local authorities to reduce the number of signs they put up and to develop innovative traffic management solutions.

3.2 London Healthy Schools Programme

Ealing has established a Healthy Schools audit tool entitled 'Ealing Whole Schools Healthy Schools' Review' which aims to continue the work of the *Healthy Schools* strategy and to promote the health and wellbeing of its pupils and staff. School Travel Plans can address aspects of this strategy especially 'physical activity' where encouraging pupils, parents, carers and staff to walk or cycle to school under safe conditions is promoted.

3.3 DoH - Physical activity NICE guidelines (July 2011)

The Department of Health's Physical activity guidelines set out the key principles for supporting the public to make healthier and more informed choices in regard to their health. The White Paper identified School Travel Plans as important tools for improving health stating that "the contribution of the school journey to children's physical activity is important". Research by University College London showed that, among the year 8 pupils sampled, "more calories were burned up walking to and from school than during their two hours of weekly PE lessons". (Centre for Transport Studies, University College London).

3.4 Healthy Transport – Healthy Lives (British Medical Association) (2012)

This report considers the need to prioritise health in transport planning and policy decisions. It highlights the benefits to health of developing a sustainable transport environment where active travel and public forms of transport represent realistic, efficient and safe alternatives to travelling by car.

Over the last 60 years the most significant change in travel behaviour has been in car use, which is seen by many as their primary means of transportation for short and long-distance journeys. While the expansion in car use has brought many benefits, the increase in vehicle numbers and traffic volume in the UK has also had negative impacts on health. These include: an increased risk of road traffic crashes, as well as greater exposure to air and noise pollution which affects the cardiovascular system, mental health status, and school performance in children.

While the UK has seen a long-term decline in the number of road users killed or seriously injured, these are now disproportionately vulnerable road users, such as pedestrians and cyclists.

Active forms of travel, such as walking and cycling, are the most sustainable forms of transport and are associated with recognised health benefits. They are

also effective ways of integrating, and increasing, levels of physical activity into everyday life for the majority of the population.

Increased car use has adversely affected walking and cycling levels in the UK. The suppression of active travel in the UK is linked with generally higher levels of physical inactivity and sedentary lifestyles. This in turn leads to higher levels of morbidity and mortality through cardiovascular disease, overweight and obesity, metabolic disorders, and some cancers.

Using public transport can help individuals to achieve recommended levels of daily physical activity by incorporating active travel as a component of the journey. It is also viewed as the most sustainable transport option for longer journeys because it emits less harmful emissions at average occupancy compared to car use.

The following sets out a number of areas for action to support a modal shift in UK transport policy:

- Transport policy to encourage a modal shift away from private motor transport towards active forms of travel which benefit health.
- To reduce congestion and improve usability of roads by pedestrians and cyclists.
- The provision of a comprehensive network of routes for walking, cycling and using other modes of active travel to provide access to workplaces, homes, schools and other public facilities.
- The creation of safe routes to school so that children and parents can travel to school by walking or cycling, and the provision of suitable cycle and road safety training for all pupils.
- Ambitious growth targets for walking and cycling to be set at national and regional levels, with increased funding and resources proportional to target levels.
- Road safety to be addressed at a strategic level through a danger reduction approach that addresses the factors that put pedestrians and cyclists at risk, rather than seeking to reduce casualties by limiting pedestrians and cyclists from making the trips they need to undertake.

The role of healthcare professionals and the NHS

Healthcare organisations should work in partnership with local authorities to feed into local transport plans/infrastructure, and proposals for urban development and regeneration should support physically active travel, including prioritising the needs of pedestrians and cyclists over motorists.

When it is clinically appropriate, healthcare professionals should:

- Promote walking and cycling as an effective way of improving physical activity levels (e.g. walking and cycling schemes).

- Encourage parents, carers and families to complete at least some local journeys (or some part of a local journey) with young children using a physically active mode of travel.
- Sign post to information about opportunities for active travel in the local community.

3.5 Sustainable Schools Alliance

The Sustainable Schools Alliance provides a framework through which schools are encouraged to initiate or extend their sustainable school activities, embedding sustainable development into the whole school. The Sustainable Schools Framework was built on the principle of care - of oneself, of others and of the environment.

There are 8 doorways in the framework which are approached through Campus, Curriculum or Community methods. The Doorways are: Food and Drink; Energy and Water; Travel and Traffic; Purchasing and Waste; Buildings and Grounds; Inclusion and Participation; Local Well-being; and Global Dimension.

This work is now supported by Sustainability and Environmental Education (SEEd) - a registered charity that identifies, promotes, enables and supports environmental education and education for sustainable development in the UK.

3.6 National Strategic Framework for Road Safety

The Government published its National Strategic Framework for Road Safety (SFRS) in 2011. The SFRS sets out the national policies that are intended to continue to reduce deaths and injuries on the roads. The long-term vision of the SFRS is to ensure that Britain remains a world leader on road safety. In support of this ambition, it places an expectation on local government to continue to prioritise road safety and to seek improvements by adopting policies that reflect local priorities and circumstances. The SFRS emphasises the importance of local decision making to reflect local road safety priorities and this consultation document reflects this by establishing the road safety priorities and objectives for London until 2020. A key theme of the SFRS is to 'make it easier for road users to do the right thing'.

3.7 “Every Child Matters: Change for Children” in Schools (2004)

In September 2003 the Government published 'Every Child Matters: Change for Children'. This sets the framework for local change programmes to build services around the needs of children and young people so that opportunity is maximised and risk minimised. The document states that children and young people have identified five outcomes which are key to well-being in childhood and later life. These are: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being. The former Department for Education and Skills (DfES) published Every Child Matters: Change for Children in Schools in 2004 to guide schools on improving these outcomes. This

document identifies that promoting healthy lifestyles and engaging parents in supporting their children's development, contributes to pupils' wellbeing. School Travel Plans help achieve all of these outcomes (refer to section 1.17, children and young people's plan based on these outcomes).

3.8 Extended Schools Agenda

The Extended School Prospectus 'Extended Schools Building on Experience' (DfES 2007) explains how schools should offer access to a range of services and activities which support and motivate children and young people to achieve their full potential. Extended Schools is a move towards schools acting as the focal point for a range of family and community services, opening longer hours, at weekends and during holidays. Facilities may include adult education, childcare, health and social services, family learning, study support, IT access and sports and arts activities. The travel impacts of these extended services need to be considered in Travel Plans as, apart from varying the travel patterns of parents, there may also be travel concerns regarding the transfer of pupils between schools within the extended schools cluster to access different activities.

Currently the extended schools provision in Ealing involves collating after-school club information and making this available to pupils and parents. Transport relating to after-school clubs is outlined in each school's travel plan.

3.9 14-19 Education and Skills Agenda (DfES 2005)

The 14-19 agenda intends to provide young people with extended opportunities and raise overall learning standards. The wide variety of learning opportunities being promoted by the agenda will have various implications for travel due to the fact that these learning opportunities could be in a range of locations through the combination of practical workplace experience, attendance at education establishments or places of employment. The potential for young people to travel to two to three different locations each week is anticipated from the implementation of the agenda.

3.10 Mayor's Transport Strategy (2010)

Encouraging more people to cycle is a key Mayoral priority. The aim is to achieve a five per cent modal share for cycling (currently two per cent) by 2026. Ealing is a Biking Borough and as such has a commitment to promoting cycling to residents. Involving schools is one of the many ways to raise awareness and increase the numbers of people cycling. Providing cycle training and cycle parking are some of the ways Ealing promotes the mayor's cycle aims to school communities.

As a Biking Borough we are proposing to establish six cycling hubs in the borough; Ealing Broadway, South Acton, Southall Broadway, Elthorne, Northolt and Greenford.

In Ealing we support the walking objectives of the Mayor's Transport Strategy through promoting walking in the School Travel Plan Programme. Schemes such as Walk on Wednesday (WoW) and Walk to School Week have proven to be effective in increasing the numbers of pupils walking to school.

3.11 Transport for London – STAR Track School Travel Plan Website

School Travel Plans and accreditation applications are now completed online on the TfL website STAR Track. Schools that require planning permission for expansion still need to submit a paper plan that includes additional considerations such as cycle parking numbers and to provide a Transport Assessment for the site.

STAR is a strategic framework that encourages and rewards schools for adopting safe and active travel behaviour. The London School Travel Plan Accreditation Scheme was created in 2007 to set a recognised standard for schools with travel plans that not only promote safe and active travel but achieve it as well.

The scheme has three levels:

Sustainable, Higher Standards and Outstanding.

The accreditation scheme has the following objectives:

- i. To target schools in London that have impact on the road network in terms of congestion, safety and public transport delay to meet the minimum standard to become accredited for travel activity.
- ii. To guide and encourage schools to deliver against core TfL aims to increase walking and cycling levels and reduce the number of collisions involving young people on London roads.
- iii. To encourage schools to work independently as a community and to commit to monitoring and evaluating travel activity through an online toolkit.

Local Framework

3.12 Sustainable Community Strategy; Ealing Local Strategic Partnership (2006-2016)

The Sustainable Community Strategy sets out the LSP's vision for Ealing that:

“In 2016 Ealing will be a successful borough at the heart of West London, where everyone has the opportunity to prosper and live fulfilling lives in communities that are safe, cohesive and engaged”.

In order to achieve its vision, the LSP has set itself six key goals to be achieved by 2016, based around six key themes. School Travel Plans help contribute to the first four of these. They are as follows:

Theme	Key goals for 2016
Environment and Culture	Make Ealing a better place to live
Safety	Make Ealing one of the safest places in London
Children and young people	Create a great place for every child and young person to grow up in Ealing
Health and Independence	Reduce health inequalities and promote well-being and independence for adults and older people in Ealing
Economy and Housing	Ensure Ealing is a thriving place to live and work
Residents First	Provide efficient, well-run services that are good value for money; promote a cohesive and engaged community; reduce inequalities and balance community interests

School Travel Plans help achieve the environment theme by making the borough more sustainable, promoting walking and cycling and reducing short car journeys to and from school. They also help make communities safer by addressing the road safety needs of school communities and promoting road safety education. They support young people in becoming independent in their travel and improve health and well-being by promoting exercise.

3.13 Local Implementation Plan, 2011-2014

School travel plans help achieve six of the eight objectives of the LIP.

LIP Objective	STP supporting this objective
Improve road safety and reduce road danger on the borough transport network for all users, in particular pedestrians, cyclists and motorcyclists.	Education and measures to improve road safety for Ealing pupils is a main priority of the programme.
Increase sustainable travel capacity and key links in the borough.	The school travel programme is based upon promoting sustainable travel to and from school.
Improve quality of life for residents, businesses and visitors to the borough, protecting and enhancing the urban and natural environment.	Active travel improves quality of life – through decreased environmental impact and improved health and well-being benefits.

Promote healthy travel behaviour through a shift to more cycling and walking.	A shift away from the car to walking and cycling is the main aim of the programme.
Improve the quality and access to Ealing's main town centres, neighbourhood centres and regeneration areas for all, including those with reduced mobility.	Active travel results in a healthier environment, and less school traffic allows for great access to town centres.
Reduce Ealing's contribution to climate change through transport related CO ₂ emissions (and improve resilience to climate change).	Increase in active travel help to address CO ₂ emissions from cars.

Figure 1. Ealing LIP objectives that the school travel programme supports.

3.14 Healthy Lives, Healthy People: A Call to Action on Obesity in England

The prevalence of obesity has more than doubled in the UK in the last 30 years. As we eat more and move less, the issue of achieving a healthy weight affects us all individually and collectively. Levels of overweight and obesity are particularly worryingly high in children, affecting one in three 10-11 year olds. The 2007 Foresight report predicted that if no action was taken 25% of children would be obese by 2050.

In response the Government has produced a national response to tackling obesity 'Healthy Lives, Healthy People: a call to action on obesity in England' (2011). This policy has set the ambition to achieve "a sustained downward trend in the level of excess weight amongst children by 2020".

The National Child Measurement Programme (NCMP); 2011/12 indicates that Ealing has rates of obesity above the national average for children in Reception Year (Ealing 12.6%, National 9.5%) and Year 6 (Ealing 22.1%, National 19.2%);

Proportion of children in different weight categories by Locality of school and Year Group 2011/12							
Age Category	Locality	Obese	Overweight	Overweight & Obese	Healthy Weight	Under weight	Cohort size
Reception	Acton	13.0%	11.7%	24.7%	74.0%	1.3%	547
	Ealing	10.0%	9.6%	19.7%	79.3%	1.0%	1225
	Greenford and Northolt	13.3%	12.2%	25.5%	73.4%	1.1%	1356
	Southall	14.5%	10.1%	24.6%	72.1%	3.3%	921
Reception Total		12.6%	10.9%	23.4%	75.0%	1.6%	
Y6	Acton	25.7%	14.7%	40.4%	58.9%	0.7%	416
	Ealing	21.3%	12.8%	34.1%	64.5%	1.4%	920
	Greenford and Northolt	22.0%	16.1%	38.1%	59.4%	2.5%	1080
	Southall	21.1%	14.7%	35.8%	61.0%	3.2%	838
Y6 Total		22.1%	14.6%	36.7%	61.1%	2.1%	

Obesity and overweight affects children across Ealing; and from all socioeconomic backgrounds, particularly those living in areas associated with multiple deprivations; such as Southall, North Greenford, Central Ealing and Acton.

Although the borough is diverse in its health needs much has already been done and continues to be done in Ealing to tackle the problem of overweight and obesity amongst its adults and children.

Local Progress

The previous strategy on obesity - *Healthy Weight Healthy Lives* was implemented locally and helped to identify a number of gaps in services for weight management interventions and services were commissioned to meet these gaps. A number of successful and effective interventions have been delivered and continue to be delivered to date including *The MEND Programme* which supports overweight/obese children from 0-13 years, some of whom have been identified via the NCMP and their families.

Alongside these programmes a number of universal prevention programmes run including:

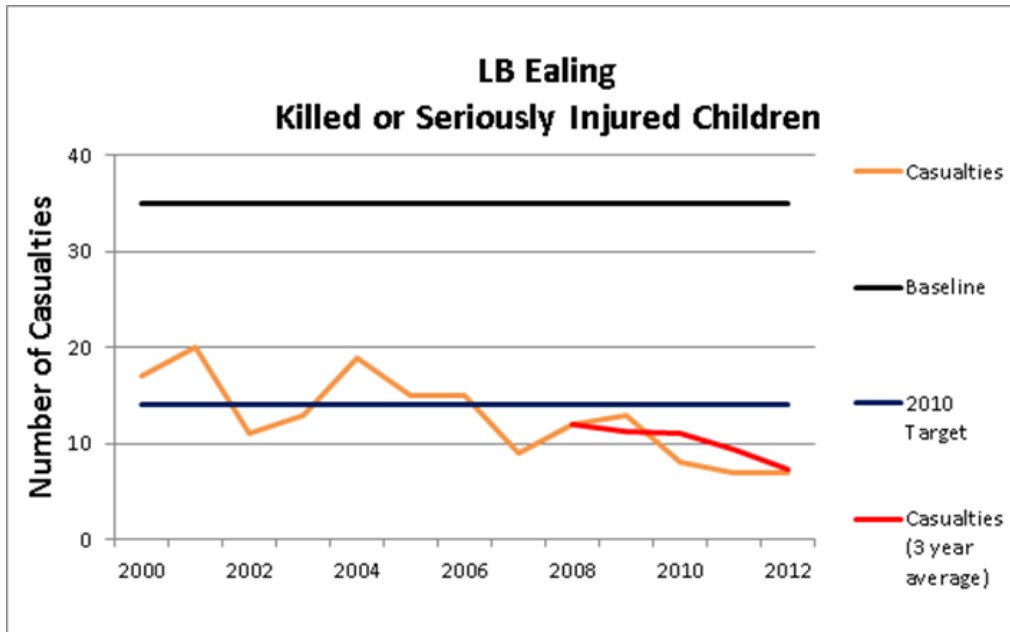
- Ealing Health Walks
- The Healthy Schools programmes
- School Travel Plans
- A variety of sport and leisure activities delivered by Active Ealing.

This current strategy recognises the value of some of the national work started under the last Government including the Change4Life movement and the NCMP which will continue; but highlights 'a new opportunity for local leadership', recognising that Local Government is uniquely well placed to lead efforts to support individuals in achieving and maintaining a healthy weight. This gives Ealing a prime opportunity to push forward on interventions that have a proven success in the Borough and calls for a more targeted and/or co-ordinated approach to supporting individuals through the life course approach by continuing to improve on existing partnerships such as the School Travel Plan Programme. Ealing school travel directly supports the aims of the strategy through promotion of active travel across the Borough, with each school setting targets for walking and/or cycling.

3.14 Road Safety Plan

The road safety targets for Ealing are outlined in the LIP 2011-2014. There are no specific targets for child KSIs as child KSIs in Ealing casualties have followed a downward trend in recent years. However, there have been fluctuations within this trend, meaning that some years have had small increases compared to previous years. As the total number of child KSIs has come down, these fluctuations become more pronounced and this makes it difficult to set realistic

future targets. However, Ealing Council will continue to work to reduce child KSI casualties down to a minimum. There were 19 child KSIs in 1993, falling to 13 KSIs in 2009, whilst in 2011 and 2012 there were 7 casualties each year. These are the lowest ever figures for child KSIs in Ealing.



Years	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Casualties	17	20	11	13	19	15	15	9	12	13	8	7	7
Baseline	35	35	35	35	35	35	35	35	35	35	35	35	35
2010 Target	14	14	14	14	14	14	14	14	14	14	14	14	14
Casualties (3 year average)									12.0	11.3	11.0	9.3	7.3

School Travel Plans feature predominantly as a means of disseminating road safety information, particularly to schools, and ensuring safety around school sites. The School Travel Advisers provide road safety theatre in education groups for schools, road safety parent and pupil resources, assembly packs, road safety campaigns and attend any meetings regarding road safety incidents around schools. The school travel advisers are brought in after fatalities around schools in conjunction with the highways department to see what else can be done to prevent any future incidents. The School Travel Advisers also conduct road safety audits of schools in areas of Ealing to ensure they have the minimum required road safety measures outlined in section 7.

3.15 Ealing Children and Young People's Plan (2011-2014 update)

Outlined in the plan Ealing's vision is "to make Ealing a great place for every child and young person to grow up by 2016. This includes addressing economic, as well as social challenges".

For each of the five outcome areas from 'Every Child Matters' the Council and its partners have developed five transformational headlines that will underpin actions to achieve this vision, these are:

1. Be Healthy - Encourage healthy lifestyles.
2. Stay Safe - Ensure that Ealing is a safe place for children to grow up
3. Enjoy and Achieve - Encourage children in Ealing to love learning and achieve their full potential.
4. Make a Positive Contribution - Create a thriving voice for children and young people in Ealing.
5. Achieve Economic Well-being - Ensure all young people have the opportunity to become successful, independent adults and take full advantage of learning, employment and training.

School Travel Plans relate directly to the outcomes of Ealing Children and Young People's Plan (CYPP), as outlined in the table below.

CYPP outcome	Key ways in which School Travel Plans contribute to achieving CYPP outcomes:
Be Healthy – Encourage healthy lifestyles	<p>School Travel Plans:</p> <ul style="list-style-type: none"> • Encourage children to walk and cycle to school through the curriculum, awareness-raising events, incentive schemes, theatre in education and providing facilities to make sustainable travel to school a more attractive option (e.g. cycle and buggy storage, showers and lockers). • Help develop a healthy life style, by encouraging children to walk, cycle or scoot to school – by building physical activity into their daily routine. • Walking is a free form of exercise which provides children with a sense of independence and freedom, which contributes to mental as well as physical health. • Walking provides children with a sense of place, helps them get to know their local area and local community which can help form a sense of belonging and ownership.
Stay Safe – Ensure that Ealing is a safe place for children to grow up	<p>School Travel Plans involve:</p> <ul style="list-style-type: none"> • Surveying the school community to identify areas on the route to school and around the school that are unsafe or feel unsafe. • Implementing appropriate engineering schemes or traffic calming features around schools to increase road safety and make it easier or more attractive for pupils and parents to walk or cycle to school. • Providing road safety education and training, theatre in education, scooter and cycle training for pupils.
Enjoy and Achieve – Encourage children in Ealing to love learning and achieve their full potential	<p>School Travel Plans:</p> <ul style="list-style-type: none"> • Encourage and enable a wider range of children to participate in physical activity (e.g. walking initiatives and cycle training). • School accessibility can be improved through STP. • Children get support in travel to extended school facilities. • Participation in walking buses and initiatives contributes towards quality time with parents and friends on the journey to school. Cycle training and walking initiatives to schools to make the

CYPP outcome	Key ways in which School Travel Plans contribute to achieving CYPP outcomes:
	<p>journey to and from school a positive and enjoyable experience.</p> <ul style="list-style-type: none"> Studies have shown that children walking or cycling to school are more energised, attentive and ready to learn.
Make a Positive Contribution - Create a thriving voice for children and young people in Ealing	<p>School Travel Plans:</p> <ul style="list-style-type: none"> Elicit children's views by their participation in the development of School Travel Plans. Empower children to engage in decision making and encouraging community interaction. Involve School Councils in the decision making process as regards to their journey to school. Offer competitions to schools to get children involved in road safety, raise awareness and express their thoughts and opinions on the journey to school (e.g. poetry competitions).
Achieve Economic Well-being - Ensure all young people have the opportunity to become successful, independent adults and take full advantage of learning, employment and training	<p>School Travel Plans:</p> <ul style="list-style-type: none"> Effective travel training enhances children's capacity to travel safely to further education or employment. Help children learn about sustainable travel and consider how it affects our communities. Involves working with School Councils and children to continuously promote awareness of sustainable travel and the wider environmental issues, so children grow into adults who are aware of these issues and can make positive choices. The ability to plan and make journeys effectively is a life skill that promotes independence.

Figure 2. Key ways in which School Travel Plans contribute to achieving CYPP outcomes

3.16 Getting There; Ealing's Home to Place of Learning Travel Policy (2011)

The Home to Place of Learning Travel Policy aims to contribute to achieving Ealing Council's overall vision:

'In 2016 Ealing will be a successful borough at the heart of west London, where everyone has the opportunities to prosper and live fulfilling lives in communities which are safe, cohesive and engaged.'

Daily travel to nurseries, schools, colleges and other learning places adds up to millions of journeys every year. The policy's aim is to develop positive and sustainable solutions for getting to school, working collaboratively with parents and Local Authorities who have a duty to make school travel arrangements for children who are 'eligible'.

In Ealing the vast majority of pupils do not receive assistance with transport. For most pupils with Special Educational Needs (SEN), a suitable and available place can usually be found in a school close to the pupil's home. The LA

expects the parent/carers of these pupils to make their own travel arrangements, as this is considered to be a significant factor in developing the child's independence, social and life skills.

Where pupils with SEN are receiving specialist provision within or outside the borough, parents and carers are encouraged to take responsibility for pupils' home to school travel. However, the LA recognises that there are some pupils who will require assistance with travel. This policy outlines the criteria for receiving travel assistance and the statutory duty of Ealing Council to promote safe and sustainable travel.

Under s508B of the Education Act 1996, local authorities must provide such travel arrangements as they consider necessary to get every "eligible child" to his "relevant educational establishment". Travel arrangements for an eligible child must, under s508B, be free of charge and may not require participants to incur extra costs. Arrangements for ineligible children may include a requirement under s508C for the child or his parent to pay some or all of the costs.

"Travel arrangements" include:

- The provision of transport
- An escort (if the parent consents)
- Travel expenses for someone else
- Allowances for (other) modes of travel; and
- Arrangements made voluntarily by parents

An "eligible child" is:

- A child with special educational needs, a disability or mobility problem, who lives within the walking distance, but cannot be expected to walk;
- A child who cannot be expected to walk because of the nature of his route;
- A child beyond the walking distance (2 miles for pupils below the age of 8 and 3 miles for those aged 8 and over) who is without suitable alternative arrangements;
- A child between 8 and 10 in a low-income family living more than 2 miles from their preferred suitable school; or
- A child in a low-income family living between 2 to 6 miles from his preferred suitable secondary school; or
- A child in a low-income family living 2 to 15 miles from a suitable secondary school which is preferred for religious reasons.

3.17 Ealing's 14-19 Strategic Plan (2009-2013)

Education for 14-19 year olds in Ealing is provided in all LEA high schools, academies and several independent schools, including diplomas and post 16 studies. Post 16 studies are also provided in the borough through Ealing, Hammersmith and West London College, which has three sites based in Acton, Ealing and Southall. Students in Ealing are also able to access provision in

neighbouring boroughs, particularly Richmond, Hammersmith and Fulham and Uxbridge. Post 16 provisions are funded and co-ordinated by the West London Learning and Skills Council.

With young people given more opportunities to study at various locations the transport implications need to be taken into consideration. The workplace travel planners work with further education providers including Ealing, Hammersmith and West London College. The School Travel Advisers will work with the Ealing Diploma and Enterprise Centre who have expressed an interest in producing a travel plan and promoting sustainable travel.

Partnerships

A non-exhaustive list of the internal departments the School Travel Advisers work with include: Healthy Schools, Travel Awareness, Highways Engineering, Transport Development, Planning, Schools Services, School Crossing Patrol, Parking Services, Sustainable Transport, Eco-Schools and local Councillors. External agencies include: Architects for new school builds, the Met Police, the Health Service, British Cycling, Transport for London, Living Streets, Transport Research Laboratories, Transport Initiatives Modeshift, CTUK, Cycle Experience, and Living Streets.

Additionally, the transport requirements for planning permission no longer involves producing a green travel plan (written by a developer outlining traffic counts and effects on the local environment) but the development or update of a school travel plan with specific targets for pupils and staff to increase the use of sustainable transport.

All schools in Ealing requesting planning permission are required to have provision for cycle shelters at 1:10 ratio for pupils or members of staff. Transport Development consults with the School Travel Advisers on every school planning application to ensure they are working towards the principles of sustainable travel.

Some schools no longer require planning permission for cycle shelters as these fall under permitted development, unless the school is in a conservation area.

4. Assessment of Pupils' Travel Needs

The section contains an assessment of the travel needs and preferences of Ealing school pupils.

The information used in this analysis is data collected via the hands-up survey by schools that have a school travel plan. The hands-up survey is a series of questions to categorise each pupil's mode of travel into a standard response category. Pupils show their hands in response to the questions and the teacher

records the number of responses to each question. Results are collated for the school. The question “How do you usually get to school?” is asked for year seven pupils and above, for younger pupils “How did you get to school today?” is asked. This is their main type of transport, involving the greatest distance during the journey to school. The second question is; “How would you prefer to get to school?”, or “If you could choose how would you like to travel to school?”¹. The hands-up survey method was used as TfL have researched that this is the most accurate method of collecting this information.

Of the 110 schools in Ealing, 104 have approved School Travel Plans (95%). The baseline information shows current mode of travel for pupils from 2008 to 2013. The in-depth analysis involves the most current hands up survey from 2013 from 64 schools This includes information from nursery schools, primary schools, secondary schools, special schools and schools that include both primary and secondary aged pupils.

The analysis looks at how pupils currently and would prefer to travel to school. We have comparison analysis on primary and secondary school pupils and pupils attending schools in the various areas in Ealing. This will be followed by the distance Ealing pupils travel to get to school.

4.1 Baseline Information

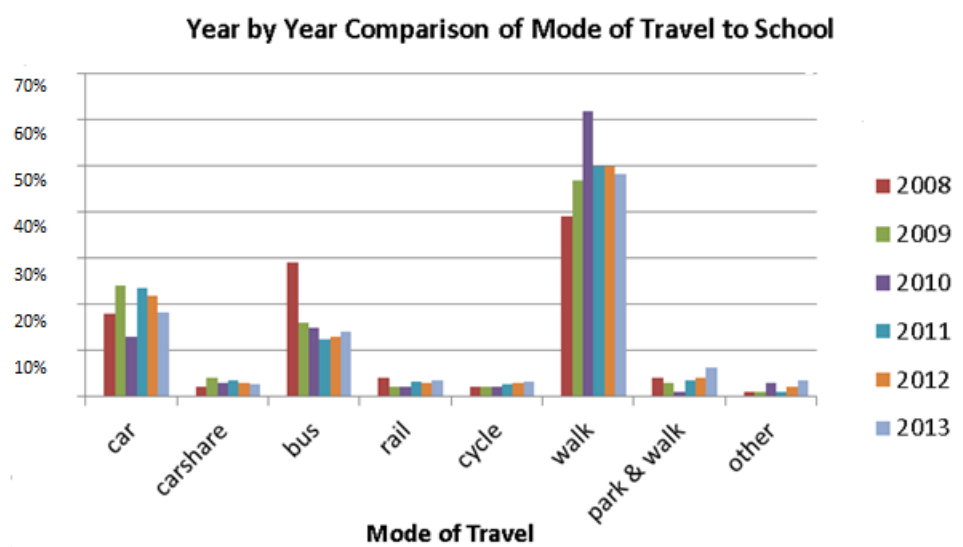


Figure 3. Year comparison of how pupils travel to school

Walking is the main form of travel for pupils to school. There was a peak of walking in 2010 with 62% of pupils walking to school. In 2011 and 2012 this levelled out at 50%, with a further small decrease to 48% in 2013. However, this

¹ WSP Development and Transportation (2008). A guide to conducting hands up surveys; Transport for London.

small decrease in the numbers walking to school is offset by the increase in other sustainable modes of travel, and the use of a car as the method of travel to school has seen a year on year decrease to 18% over the last three years. Park and walk as a mode of travel to school, involves parking away from the school gate and walking the last 10 or so minutes, and has increased slightly to 6% from 4% the previous year. Likewise, bus use shown a slight upward trend since a spike in 2008, which could be contributed to by three very large high schools data (an average of 53% of pupils in these three high schools travel by bus with this as high as 70% in one school). Cycling as a means of travel to school remains steady at 3%. There is a push in Ealing for more cycling in schools through widespread cycle training, bike clubs and our Biking Borough status.

4.2 Pupils' Travel Habits

The following data is based on the hands up survey data from 64 schools from 2013.

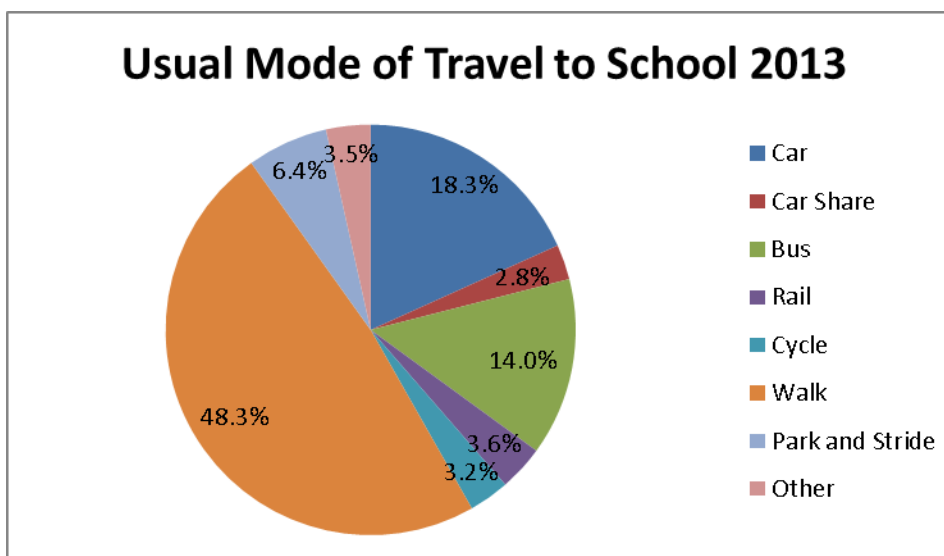


Figure 4. Usual mode of travel to school for Ealing pupils

In 2013 walking is still the most common form of travel for pupils to school with almost half of Ealing pupils usually walking to school (refer to figure 4). Eighteen per cent of pupils are driven to school with a small number (3%) participating in car share. Sustainable modes of travel (walking and cycling) are used by 52% of Ealing pupils to travel to school. Modes of transport that do not contribute to school gate congestion account for 72% of Ealing pupils.

Cycling as a mode of travel is low, even though many children (both primary and secondary school aged) would like to cycle to school (this is discussed under section 4.3).

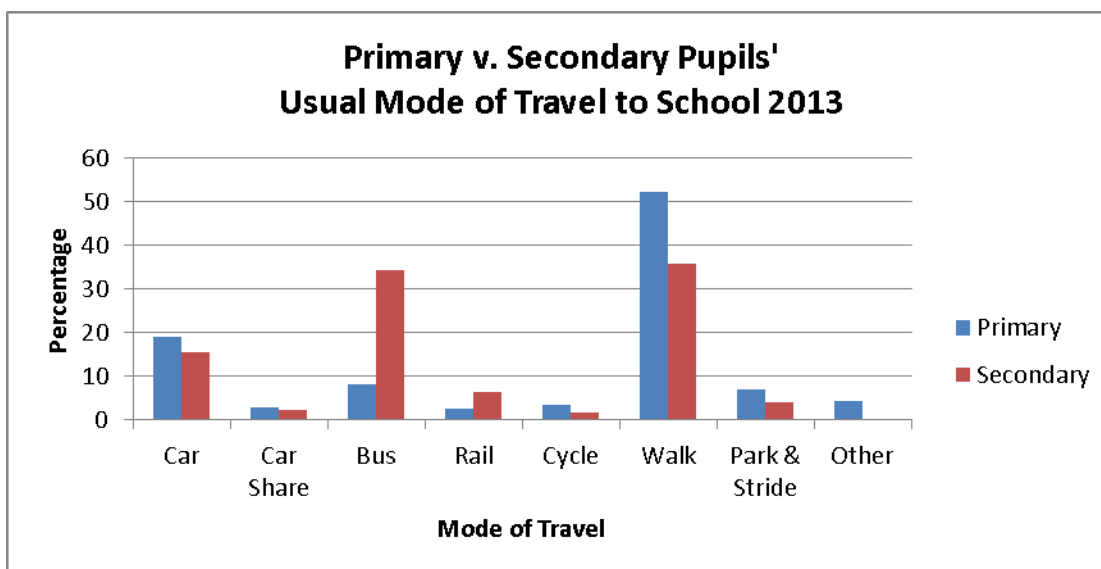


Figure 5. Pupils' usual mode of travel – comparison between primary and secondary aged children

Walking is the major form of transport for primary school aged children (refer to figure 5), with more than half using this mode of travel (52%). There are a lot of resources aimed at primary school aged children to promote walking including theatre in education groups and incentive schemes such as Walk on Wednesdays (WoW). These schemes have proven to be very effective in Ealing primary schools to shift pupils out of cars and into walking to school. The proportion of children driven to school in this age group has dropped year on year from 24% in 2011, to 21.5% last year and 19.1% in 2013.

In previous years, secondary school aged pupils predominantly used the bus to travel to school. However, this predominance has declined and walking to school is slightly more popular (35.6% walk v. 34.4% taking the bus), although the number of pupils walking is showing a recent year decline from a peak at 42% last year, and 38% in 2011. It was thought that wider catchments for secondary schools and pupils' reluctance to actually walk to school were factors in higher bus usage. Previously, schools have noted that pupils will catch the bus two stops to school rather than to walk (especially with free bus travel for young people), however this is now changing, with increasing numbers who are now walking the whole way to school. Park and striders have also increased in numbers, from 1.41% to 3.9% of the secondary school population.

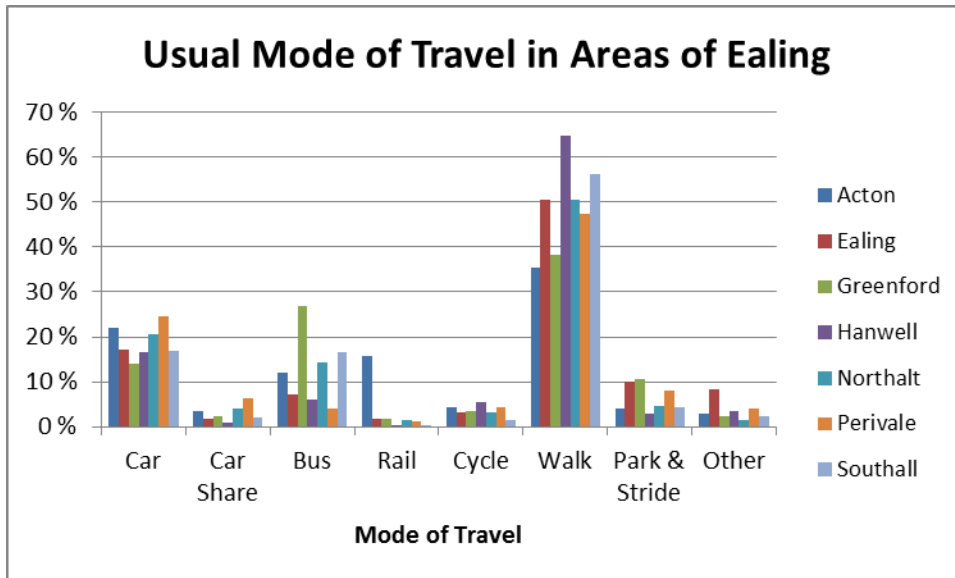


Figure 6. Usual mode of travel for pupils in each area of Ealing 2013

Figure 6 shows the modes of travel for the seven areas of Ealing. In all areas walking is the highest form of travel to school, with Hanwell children walking the most (64.4% of them walk to school), overtaking Southall who held the lead last year with just 54% (the majority of pupils live in close vicinity to the school, within a number of nearby housing estates.) Bus travel is highest in the area of Greenford as it is well served by public transport and has several secondary schools. Car sharing and park and walk have seen an overall increase - perhaps due to lack of public transport links and congestion around the schools – with Ealing and Greenford doing particularly well with Park and Stride at 10% and 11% respectively.

4.3 Pupils' Travel Preferences.

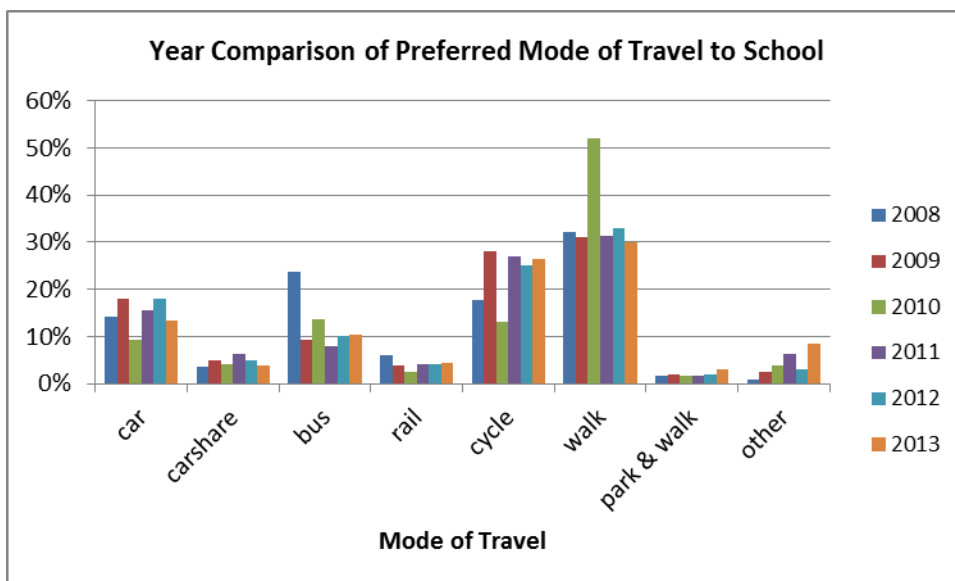


Figure 7. Year comparison of pupils preferred mode of travel to school

In the above graph (Figure 7) you can see a large jump in the desire to walk to school in 2010. However, this may have had more to do with the opportune time the hands up survey was undertaken as it tends to average out in the low thirties (30% in 2013). The desire to cycle is very high with 27% of pupils preferring to use this mode of travel (v. 3% who actually do). The percentage of those wishing to be driven to school has decreased from 18% in 2012 to 13% in 2013.

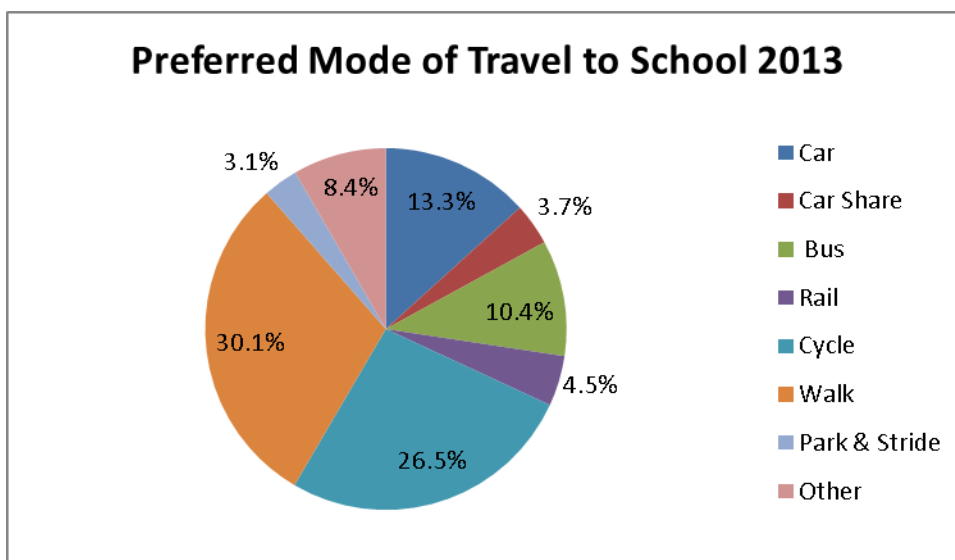


Figure 8. Preferred mode of travel to school for Ealing pupils

Most pupils (30.1%) would still prefer to walk to school (and they currently do). Of particular note are a large number of pupils who would like to cycle to school (26.5%) which is an increase of 1.5 % from last year and 4.5% from two years ago (This is discussed in more detail in section 4.4). Overcoming the barriers that are stopping these pupils from actually cycling to school is a focus of our sustainable modes of travel strategy. Targeting the attitudes of the 13% of pupils who would prefer to be driven to school will be another focus.

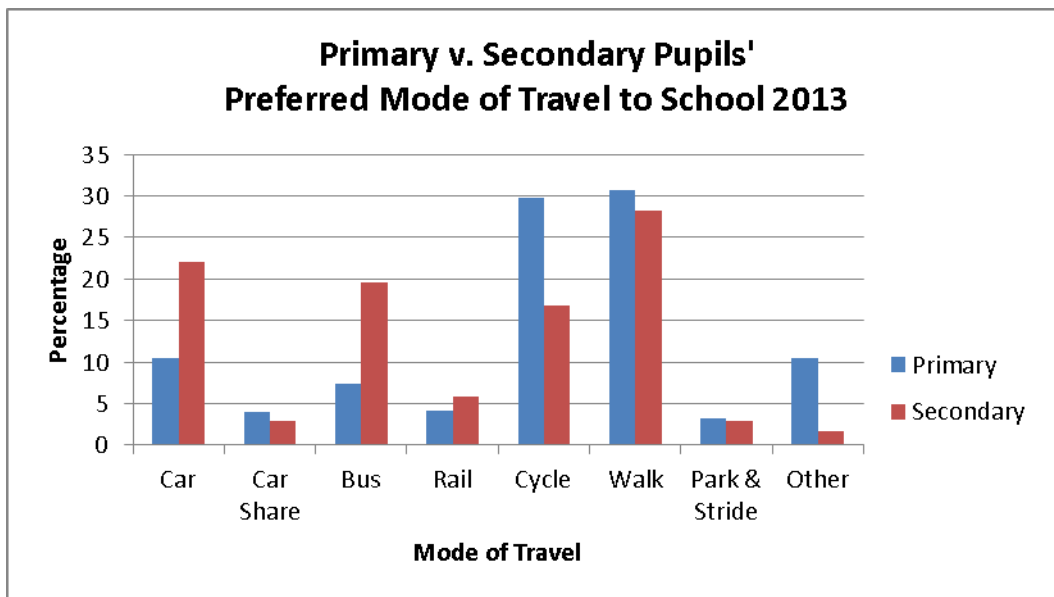


Figure 9. Primary and secondary school children's preferred mode of travel to school

Although the desire for secondary school aged pupils to walk to school has decreased from 35% to 28% since last year, the percentage of those wishing to be driven has also decreased from 24% to 22%. This is a relatively low percentage, contradicting previous belief that secondary school children wanted to go to school by car (The figure is only 10% for primary school children). Bus travel is still a desirable way for secondary aged pupils to travel - 20% - most probably due to the larger catchments of secondary schools and therefore greater distances that these pupils have to travel to get to school.

There has been an increase in the number of secondary school pupils wishing to cycle to school, up to 17% from 13% in 2012. The desire to cycle is far greater than the percentage that currently cycle in both primary and secondary school aged pupils. In primary school, 30% of pupils would like to cycle to school, and 4% do. In secondary, 17% of pupils would like to travel, but only 2% do (This has, however doubled since last year when only 1% cycled).

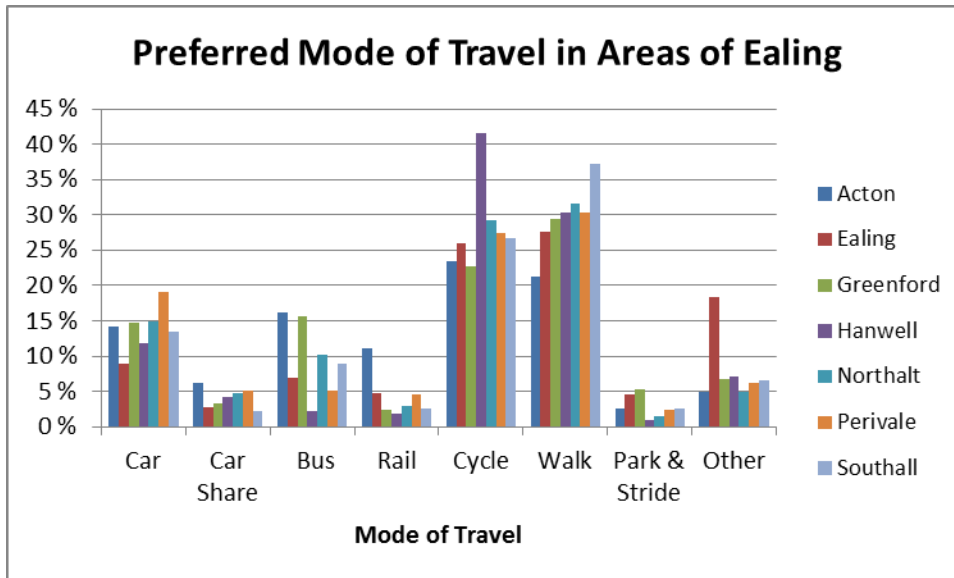


Figure 10. Preferred mode of travel for children in each area of Ealing

When we break down into areas we see that the preference for walking is high in most areas, in particular Southall at 37%, cycling comes out top in Hanwell at an impressive 42%. With walking and cycling as the preferred modes of travel to school, promoting sustainable travel can make some promising gains.

Southall schools have mentioned parents' desire to drive their children to school because of the status attached to car ownership and the propensity for car use on short trips. Adult desire to drive can be found in the MOSAIC Figure 13. It is encouraging to see that walking and cycling are still the preferred modes of travel for pupils getting to school despite potential family influences of car desire. Our challenge would be for these young people to continue to prefer sustainable modes of travel through post school study and into adulthood.

4.4 Comparison of Pupils' Travel

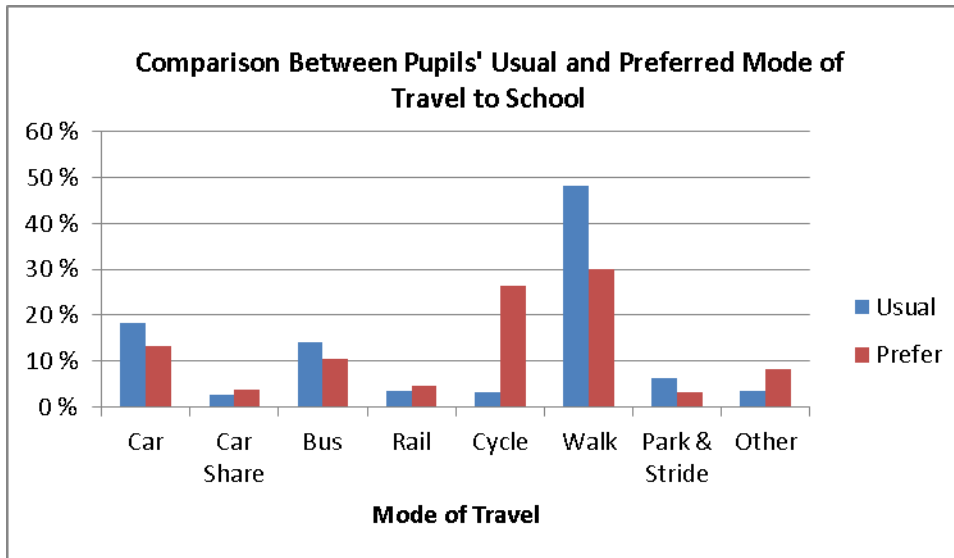


Figure 11. How pupils currently and would prefer to travel to school

Although 48% of pupils walk to school, only 30% want to. The difference between those currently walking and preferring to walk is counterbalanced by the numbers wishing to cycle in comparison to the less sustainable modes such as rail or car-share. A notable aspect of the above graph is the difference between pupils who currently cycle (3%) and those that would prefer to cycle to school (27%). There is great scope to increase cycling for Ealing pupils and a strong willingness from pupils to do so.

The current cycling programme provides cycle training to a limited number of primary and secondary schools, on a first come first serve basis. Schools that have approved School Travel Plans can apply for free cycle shelters. The scope of cycle training could increase dramatically and target high schools where there is the greatest potential for actual cyclists, if funding were made available.

One encouraging aspect is that fewer pupils would choose to travel by car if given the choice.

4.5 Modal Shift

There are now four substantial, comparable annual sets of data (2010-2013) to show modal shift. Schools that are actively promoting sustainable travel have seen a decrease in the car as a form of transport to school, of 4% in the last year. Walking has levelled off at around 50% over the last three years (48% this year), with cycling having increased by 1% since 2012. Bus use has decreased by 1%. Viewed in the context that school intake numbers are increasing across the borough (with many schools moving from three to four form entry) the overall

picture illustrates modal shift moving in the right direction, but with work to done in the areas that show the most promise such as walking and cycling.

4.6 Ealing's Health Related Behaviour Survey

The Health Related Behaviour Survey is the largest survey of children and young people carried out in Ealing. It was commissioned from the Schools' Health Education Unit, who has been collecting data about young people's health-related behaviour through an evolving Health Related Behaviour Questionnaire since 1977. There are two versions of the survey, one for primary schools and one for secondary schools. The surveys asks questions about a variety of health related issues including health and hygiene, growing up, healthy eating, physical activity, bullying and emotional health, safety, experience of school, alcohol, smoking and drugs and sex and relationships.

The 2011 surveys were carried out in Ealing schools in September 2011 and surveyed 11,149 pupils from 84 schools. 42% of primary and 28% of secondary pupils (1% less than the previous count) did four hours exercise or more in the week before the survey whilst 10% of both primary and secondary pupils did no exercise. A staggering 82% of secondary aged girls (1% more than the previous count) did less than four hours exercise during the prior week and 63% of secondary boys (2% more than the previous count). Pupils from an Asian background, and Somali girls in particular, did significantly less than 4 hours of exercise.

The main barriers to exercise amongst primary pupils were time (32%), cost (29%) and shyness in front of others 25%, particularly among girls. 25% of secondary pupils do not enjoy physical activities much or at all (which is an increase of 2% from the previous count). This is higher for girls at 34% (an increase of 3%) compared to 16% for boys (an increase of 1%) and increases with age to just over a third of year 10 girls.

An updated survey will be conducted in Autumn 2013.

4.7 Distance Pupils Travel to School

The information in this section is taken from the school census data that is required from all schools that have a school travel plan. The established walking threshold for primary school aged children and children who attend special schools is 800 metres while for secondary and sixth form pupils it is two kilometres.

A significant number of Ealing pupils (60%) do not attend their nearest school, a factor which would normally contribute significantly to school gate congestion. However, due to the dense concentration of housing and subsequently large number of Ealing schools 63% of pupils live within the walking threshold of their school.

4.8 Sixth Form.

The majority of sixth form pupils do not attend their nearest school (58%) yet more than half live within the walking threshold (2 km) of the school they attend (63%).

4.9 Special Educational Needs Schools.

The majority of pupils that attend special schools are transported to school using a variety of vehicles including cars, minibuses, coaches and wheel chair accessible vehicles. In many cases due to their special needs, their nearest school is not the one that they attend. As a result very few children walk or cycle to school, however there are a few that would like to walk or cycle to school given the choice, while others would like to have more independent journeys including taking the train. Walking and cycling in special schools may not be the way the majority of pupils travel to school but during the school day and for trips, walking and cycling are included.

4.10 Barriers to using Sustainable Travel.

The barriers and perceived barriers to choosing sustainable transport have been identified through the school travel plan process, in addition to correspondence and anecdotal evidence gathered from parents and teachers.

Typical reasons for not choosing sustainable travel are listed in the table below:

Too much traffic on the route to school
Too many cars around the school entrance causing traffic congestion
Cars driving too fast
Lack of safe/clear crossing points on school route
Insufficient secure cycle parking
Lack of off road cycle routes
Distance from school
Car used for onward journey/multiple drop offs
Perception of roads being too unsafe to cycle on
Perception of roads being too unsafe to walk along
I have always driven everywhere

Figure 12. Typical barriers detailed in School Travel Plans for not choosing sustainable transport.

This information presents us with a range of issues, some of which can be resolved through installing infrastructure and others which will require long term,

sustained and targeted information and education campaigns. Studies from social marketing have illustrated that it is best to work with people who would only need to make small changes in their behaviour to change to another mode and who may be the most willing audience to accept a different way of doing things. Conversely, others are very tied to their vehicles, in some cases their choice of motor car as a means of transport being a defining aspect of their personality – in how they perceive themselves and how they believe others perceive them. This audience will be very reluctant to change and targeting them would not be the best use of resources. We have had an audit completed of people's attitude to car use in the borough, which allows us to target resources and produce the most suitable campaigns for various audiences, see figure 13.

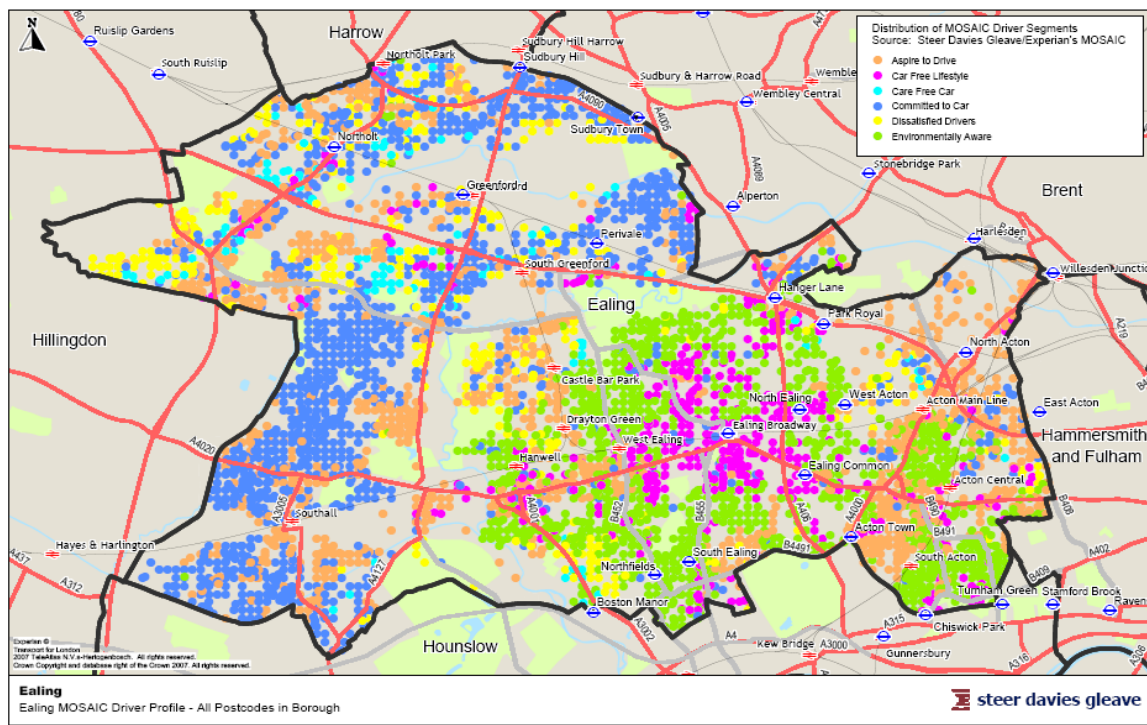


Figure 13. The MOSAIC map illustrates people's attitudes to car use in Ealing

Ealing is a large outer London borough and has a diverse range of conurbations, suburbs and schools each with its particular problems. As such, each area can be assessed on its own characteristics whilst applying some general practices and utilising campaigns that have proved valid across the borough.

Looking at some of the assertions from the table above; it can be extremely difficult or impracticable to tackle the volume of traffic on the route to school where we have major routes such as the A40, Uxbridge Road and A406 North Circular Road in proximity to schools. However, we can look at traffic calming and 20mph zones to create displacement to other routes and dissuade "rat runners" from school zones. This approach will also deal with the speed

issue and help alleviate the necessity for parents to drive door to door by making the school zone safer; though this is usually in tandem with parking enforcement and education campaigns aimed at parents.

Many parents would walk their children to school – particularly around primaries with a small catchment area, and cite the lack of a crossing over a main road as the main reason they choose not to. This is often identified in STPs through the questionnaire and producing pupil postcode catchment maps, and has led to the implementation of crossings, often away from the school on a route identified as the desired walking route. This targeted implementation often has a very positive effect and the requirement for a crossing would not have been recognised without the issue being raised in a travel plan.

In terms of cycling, pupils often identify cycle lanes as being necessary in order for them to cycle to school, and their parents often have not ridden a bike for several years and perceive that cycling on the road is too dangerous for their children.

There is an over estimation of the role of cycling without cycle lanes and a perception that a cycle journey is not plausible without one running the whole route to school. In practical terms there will never be blanket coverage of lanes/paths/routes in London and shared use cycle paths present their own dangers and compromises. We prefer to offer rigorous cycle training to the National Standard and promote the benefits of 20mph zones and traffic calming in creating areas that are more conducive to both walking and cycling due to decreased traffic speeds. We provide cycle parking for schools through the Mayor's Cycle Parking Programme or STP funding and will provide schools with an off the shelf cycle policy that they can adapt to their own needs.

We are also the first London borough to produce a Cycle Skills Network Audit, which looks at the level of training and skills required to take a certain route. Studies have shown that when 10% or more of a group adopt a new behaviour, be it cycling to school or recycling, that activity becomes normalised and many others in the group would then consider trying it too. This “tipping point” is what we hope to achieve at several Ealing schools, through a comprehensive range of initiatives, training and infrastructure, and then roll it out as a programme across the borough.

4.11 Status of School Travel Plans

The table below shows the status of School Travel Plans as at July 2013. The School Travel Advisers work with all Ealing DfE schools; Local Education Authority (LEA) schools and Independent.

	School Name	Phase of Education	Type of Establishment	Travel Plan Status	Current Accreditation
1	Acorn Independent College	Secondary	Other Independent	Approved	Active
2	Acton High School	Secondary	Community	Approved	None
3	Allenby Primary School	Primary	Community	Approved	None
4	Avenue House School	Primary	Other Independent	Approved	Bronze
5	Ayesha Siddiqa Girls School	Secondary	Other Independent	No travel plan	None
6	Barbara Speake Stage School	All	Other Independent	No travel plan	None
7	Beaconsfield Primary and Nursery School	Primary	Community	Approved	None
8	Belvue School	Special	Community Special	Approved	Bronze
9	Berrymede Infant School	Primary	Community	Approved	Silver
10	Berrymede Junior School	Primary	Community	Approved	None
11	Blair Peach Primary School	Primary	Community	Approved	Bronze
12	Brentside High School	Secondary	Foundation	Approved	Bronze
13	Brentside Primary School	Primary	Community	Approved	None
14	Castlebar School	Special	Community Special	Approved	Bronze
15	Christ Church Church of England Junior School	Primary	Voluntary aided	Approved	Silver
16	Clifton Lodge School	Primary	Other Independent	Approved	None
17	Clifton Primary School	Primary	Community	Approved	Bronze
18	Coston Primary School	Primary	Community	Approved	None

19	Dairy Meadow Primary School	Primary	Community	Approved	None
20	Derwentwater Primary School	Primary	Community	Approved	Silver
21	Dormers Wells High School	Secondary	Community	Approved	Bronze
22	Dormers Wells Infant School	Primary	Foundation	Approved	Bronze
23	Dormers Wells Junior School	Primary	Foundation	Approved	Silver
24	Downe Manor Primary School	Primary	Community	Approved	Silver
25	Drayton Green Primary School	Primary	Community	Approved	None
26	Drayton Manor High School	Secondary	Foundation	Approved	None
27	Durdans Park Primary School	Primary	Community	Approved	Bronze
28	Durston House School	Primary	Other Independent	No travel plan	None
29	Ealing Independent College	Secondary	Other Independent	Approved	None
30	East Acton Primary School	Primary	Community	Approved	Silver
31	Eden Independent School			No travel plan	None
32	Edward Betham Church of England Primary School	Primary	Voluntary aided	Approved	None
33	Elthorne Park High School	Secondary	Community	Approved	None
34	Featherstone High School	Secondary	Community	Approved	None
35	Featherstone Primary School	Primary	Community	Approved	None

36	Fielding Primary School	Primary	Community	Approved	Silver
37	Gifford Primary School	Primary	Community	Approved	Bronze
38	Grange Primary School	Primary	Community	Approved	None
39	Greek Primary School of London	Primary	Other Independent	Approved	None
40	Greenfields Childrens Centre	Nursery	LEA Nursery School	Approved	Bronze
41	Greenford High School	Secondary	Foundation	Approved	None
42	Greenwood Primary School	Primary	Community	Approved	None
43	Grove House Nursery School	Nursery	LEA Nursery School	Approved	Bronze
44	Hambrough Primary School	Primary	Community	Approved	Silver
45	Harvington School	All	Other Independent	Approved	None
46	Hathaway Primary School	Primary	Community	Approved	None
47	Havelock Primary School	Primary	Community	Approved	None
48	Hobbayne Primary School	Primary	Community	Approved	Bronze
49	Horsenden Primary School	Primary	Community	Approved	Bronze
50	Insights Education Centre	Special	Other Independent	No travel plan	None
51	John Chilton School	Special	Community Special	No travel plan	None
52	John Perryn Primary School	Primary	Community	Approved	Silver
53	Khalsa Primary School	Primary	Community	Approved	None

54	King Fahad Academy	All	Other Independent	Approved	Bronze
55	Lady Margaret Primary School	Primary	Community	Approved	Bronze
56	Little Ealing Primary School	Primary	Community	Approved	Bronze
57	London Bunka Yochien School	Nursery	Other Independent	Approved	None
58	Mandeville School	Special	Community Special	Approved	None
59	Maples Nursery School	Nursery	LEA Nursery School	Approved	None
60	Mayfield Primary School	Primary	Community	Approved	Bronze
61	Montpelier Primary School	Primary	Community	Approved	Bronze
62	Mount Carmel Roman Catholic Primary School	Primary	Voluntary aided	Approved	Bronze
63	North Ealing Primary School	Primary	Community	Approved	Gold
64	North Primary School	Primary	Community	Approved	Gold
65	Northolt High School	Secondary	Foundation	Approved	Bronze
66	Notting Hill and Ealing High School	Secondary	Other Independent	Approved	Bronze
67	Oaklands Primary School	Primary	Community	Approved	Gold
68	Oldfield Primary School	Primary	Community	Approved	Bronze
69	One World Preparatory School	Nursery + Primary	Other Independent	Approved	None
70	Orchard House School	Primary	Other Independent	Approved	Bronze

71	Our Lady of The Visitation Roman Catholic Primary School	Primary	Voluntary aided	Approved	Silver
72	Perivale Primary School	Primary	Community	Approved	Silver
73	Petts Hill Primary School	Primary	Community	Approved	Bronze
74	Ravenor Primary School	Primary	Community	Approved	Bronze
75	Saint John Fisher Roman Catholic Primary School	Primary	Voluntary aided	Approved	Bronze
76	Saint Joseph Roman Catholic Primary School	Primary	Voluntary aided	Approved	Silver
77	Saint Raphael Roman Catholic Primary School	Primary	Voluntary aided	Approved	Gold
78	Saint Vincent Roman Catholic Primary School	Primary	Voluntary aided	Approved	Silver
79	Selborne Primary School	Primary	Community	Approved	Bronze
80	South Acton Children's Centre	Nursery	LEA Nursery School	No travel plan	None
81	Southfield Primary School	Primary	Community	Approved	Silver
82	Springhallow School	Special	Community Special	No travel plan	None
83	St Ann's School	Special	Community Special	Approved	None
84	St Anselm Roman Catholic Primary School	Primary	Voluntary aided	Approved	Silver

85	St Augustine's Priory	Primary + Secondary	Other Independent	Approved	Silver
86	St Benedict's School	Primary + Secondary	Other Independent	Approved	Gold
87	St Gregory's Roman Catholic Primary School	Primary	Voluntary aided	Approved	Gold
88	St John's Primary School	Primary	Community	Approved	Bronze
89	St Mark's Primary School	Primary	Community	Approved	Bronze
90	St Saviour's Church of England Infant School	Primary	Voluntary aided	Approved	Gold
91	Stanhope Primary School	Primary	Community	Approved	Silver
92	Sybil Elgar School	Secondary	Independent School Approved for SEN Pupils	Approved	Bronze
93	The Cardinal Wiseman Roman Catholic School	Secondary	Voluntary aided	Approved	None
94	The Ellen Wilkinson School for Girls	Secondary	Foundation	Approved	Silver
95	The Falcons School for Girls	Secondary	Other Independent	Approved	Bronze
96	The Japanese School	Primary + Secondary	Other Independent	No travel plan	None
97	The Study Centre	Secondary	Pupil Referral Unit	Approved	None
98	Three Bridges Primary School	Primary	Community	Approved	Silver
99	Tudor Primary School	Primary	Community	Approved	Bronze

100	Twyford Church of England High School	Secondary	Voluntary aided	Approved	None
101	Vicar's Green Primary School	Primary	Community	Approved	Silver
102	Viking Primary School	Primary	Community	Approved	Silver
103	Villiers High School	Secondary	Community	Approved	Bronze
104	West Acton Primary School	Primary	Community	Approved	Silver
105	Alec Reed Academy	Primary + Secondary	Academies	Approved	None
106	West Twyford Primary School	Primary	Community	Approved	Silver
107	Willow Tree Primary School	Primary	Community	Approved	Silver
108	Wolf Fields Primary School	Primary	Community	Approved	Gold
109	Wood End Infant School	Primary	Foundation	Approved	Bronze
110	Wood End Academy	Primary	Foundation	Approved	Silver

Figure 14. School Travel Plan status (July 2013).

Accreditation numbers

None:	41	Silver:	25
Active:	1	Gold:	8
Bronze:	35	Total:	110

There has been a year on year incremental gain in the number of schools achieving accreditation since the scheme was introduced in 2007. The total number is not increasing to the same extent now, as schools that have achieved basic accreditation progress to the next level; producing a levelling off in the total number of schools with accreditation.

4.12 Extended Schools Journey Information

In Ealing, the approach has been to create six extended school partnerships to help facilitate a close working relationship between schools and their partners.

However, like Healthy Schools, extended schools only work with LEA schools and not independent schools in Ealing. These partnerships are geographic and are based, as far as possible, on existing networks, working relationships and recognised communities. Each partnership includes high schools, primary schools and special schools (if they are located in that area):

- Acton Extended Schools Partnership
- Greenford & Perivale Extended Schools Partnership
- Northolt Extended Schools Partnership
- North Southall Extended Schools Partnership
- North & South Ealing Extended Schools Partnership
- South Southall Extended Schools Partnership

There are Extended Schools Partnership Coordinators for each of the areas above. The current activities relating to Ealing pupils involves supporting existing youth activities and making it easier for parents and young people to find out what's going on by equipping schools with information on local opportunities and services. As this currently is based on existing after-school clubs the transport implications are included in each school's travel plan and discussed under the after-school club section 3.12. The School Travel Advisers have been working closely with the North Southall Extended Partnership and Healthy Schools, working on an enhancement model addressing high obesity in the area.

4.13 14-19 Agenda

The workplace travel planners for WestTrans² work with Ealing, Hammersmith and West London College along with other higher education institutions in west London.

WestTrans recognises the benefit in bringing workplaces from the same sector together to share knowledge and experience. They contact colleges and universities (16+) in the WestTrans region, including EHWLC. They will:

- Offer help and advice on travel plans.
- Establish a travel plan network to disseminate information and share best practice.
- Assist sites in delivering events designed to promote the use of sustainable modes of travel to affect behaviour change.

The new Ealing Diploma and Enterprise Centre (EDEC) at Greenford is an exciting opportunity for 14-16 year old students, offering new work-related vocational and academic programmes. The two-year programmes have been developed in partnership with schools, employers, and the local further education college. The centre is interested in participating in the travel plan process, however, they do not currently come under workplace travel plan or school travel

² WestTrans is the workplace travel planning group for the west London boroughs

plan remits. As they have close ties with several of Ealing's high schools the school travel planners will work with EDEC on promoting sustainable travel to school.

A map of the diploma providers in Ealing can be found in appendix A.

The travel modes of students attending EDEC and EHWLC are unknown as neither have produced a Travel Plan, however it can be suggested that the travel modes would be similar to that of high schools and further education providers (for example, University of West London). The table below outlines how pupils travel to their respective educational institutions. It is likely that students will predominantly use public transport to travel to these education providers. More information about these institutions will be obtained once they have produced travel plans.

A map of the Public Transport Accessibility Level in Ealing can be found in appendix F.

Mode of transport	Average for Ealing high schools	University of West London
Car	15%	16%
Bus	34%	21%
Tube	Rail 6%	21%
Train		14%
Cycle	2%	2%
Walk	36%	9%

Figure 15. Table of modes of travel comparison between Ealing high schools and University of West London.

4.14 Home to School Transport

Most children, including those with SEN, are able to get to and from school by walking, cycling, car journeys with families or friends or using public transport. However Ealing LA recognises that a small number of children with more complex needs may require travel assistance. The LA seeks to ensure that the experiences of pupils with SEN are as near as possible to those of their peers and thus its policies are designed to encourage and support their independence and self-confidence.

Home to school transport is organised by the London Borough of Ealing for the special schools in the borough and some individual transport. Additionally, there is transport for pupils who live in Ealing but go to school in other boroughs.

Details of the home to school transport can be found in a table in Appendix B, the special schools are outlined below.

Special Schools in Ealing	
Belvue School	A mixed day school for pupils between 11 and 18 years, with moderate to severe learning difficulties. Cars, coaches and minibuses are used on these routes.
Castlebar School	A mixed day school for pupils between 4 and 11 years, with moderate to severe learning difficulties and in some instances complex. Cars, coaches and minibuses are used on these routes.
Eden Independent School	A mixed day school for pupils between 5 and 18 years. Receives individual transport.
Insights Education Centre	Receives individual transport.
John Chilton School	A mixed day school for pupils between 2 to 18 years. The school caters for pupils who have physical and/or medical disabilities. Minibuses, tail lifts and - occasionally - cars will transport these pupils. Some children will require a child/adult harness, a restraint or a child seat.
Mandeville School	A mixed day school for pupils between 2 to 12 years, with severe learning difficulties and who may have additional physical, medical and/or sensory disabilities or autism. Minibuses, tail lifts and occasionally cars will transport these pupils. Some pupils will travel in wheelchairs and may require a child/adult harness, a restraint or a child seat. Some routes may also have two escorts on the vehicle.

Springhallow School	A mixed day school for pupils between 4 to 16/17 years with autistic spectrum or communication disorders. Children at the school have complex learning difficulties, ranging from moderate to severe. All pupils have impairment in social, language and communication, thought and behaviour. Minibuses and cars are used to transport pupils.
St Ann's School	A mixed day school for pupils between 11 to 19 years with severe learning difficulties or profound and multiple learning difficulties. Many students also have complex medical conditions, severe communication disorders, bi-modal sensory impairment and challenging behaviours. Some pupils may also be physically disabled. Minibuses, tail lifts and cars will transport these children. Some children will travel in wheel-chairs and some will require an adult harness.

Figure 16. Special schools in Ealing receiving home to school transport.

4.15 After School Clubs

The timings and transport implications of after school clubs are outlined in each school travel plan. Most after school clubs are not large in number and usually finish at staggered times so do not generally pose significant transport issues. The extended schools agenda is focusing on collating information about after school activities and making sure this information is readily available to Ealing parents and pupils. Most pupils travel home from after school clubs as they do from school at normal finishing time. We have offered after school bike clubs which promote road safety in eight schools across the borough.

4.16 Child Casualties

Between January 2010 and December 2012 (three year period) there were 207 reported collisions involving children in Ealing³. These collisions resulted in 185 slight injuries, 22 serious injuries and no fatalities.

During the school run Monday-Friday 8.00am-9.30am and 2.30pm -4.30pm there were 53 collisions involving children (a quarter of all the child collisions are on the

³ These are collisions that are reported to the police. It is estimated that there are many more collisions that occur, especially those causing only slight injuries, which are not reported to the police.

school run 25%). Of these, 48 involved children as pedestrians or cyclists, 4 were considered a serious injury and 44 a slight injury⁴ (see figure 17).

Ealing Borough Child Collisions 2010-2012					
Pedestrian	44	83%	Fatal	0	0%
Cyclist	4	17%	Serious	22	11%
			Slight	185	89%
Total	48		Total	207	

Figure 17. Ealing Borough child pedestrian and cyclist collisions 2010-2012

Secondary school age pupils feature slightly more in collision numbers (pedestrian and cyclist) with 40% (18) of collisions involving pupils 12-18 years⁵. More collisions occur on the afternoon school run (56%) than on the journey to school.

Collisions involving children as cyclists

On the school run, during this three-year period, there were 4 collisions involving children as cyclists, of which two occurred during the afternoon school run (50%). Of these 4 cycle collisions, all were children of secondary school age (12+). It is expected that there would be more collisions involving secondary school students as most primary schools only allow year five and six to cycle, and even then most have to undertake Bikeability cycle training first.

Collisions involving children as pedestrians

There were 44 collisions involving children as pedestrians on the school run.

Powered two wheelers

There were 3 collisions involving driving powered two wheelers over the three year period. None of these collisions resulted in serious injury or fatality.

All of our neighbouring boroughs report similar reasons for the child collisions. The majority can be contributed to:

- Children stepping out from behind stationary/parked cars or buses

⁴Road accident statistic definitions:

-a ***fatal injury*** is one which causes death less than 30 days after the accident

-a ***serious injury*** is one which does *not* cause death less than 30 days after the accident, *and* which is in one (or more) of the following categories:

(a) an injury for which a person is detained in hospital as an in-patient

or (b) any of the following injuries (whether or not the person is detained in hospital): fractures, concussion, internal injuries, crushings, severe cuts and lacerations, severe general shock requiring treatment

or (c) any injury causing death 30 or more days after the accident

-a ***slight injury*** is any injury which is neither "fatal" nor "serious" - for example, a sprain, bruise or cut which is not judged to be severe, or slight shock requiring roadside attention.

⁵ Primary school age defined as 3-11 years, secondary school age 12-18 years.

- Children not looking and running out into the path of an oncoming vehicle
- A drivers' view of the child was obstructed when the child was crossing the road

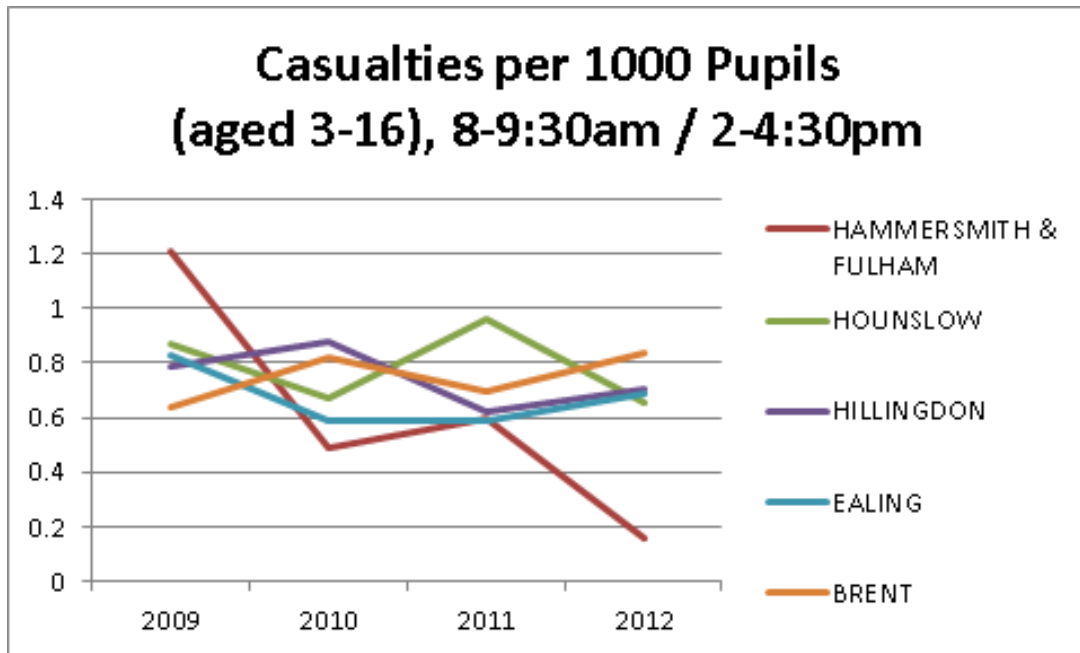


Figure 18. Annual child casualty rate per thousand for Ealing and neighbouring boroughs.

The graph above shows the rate of reported casualties – including slight injuries – per 1000 pupils aged 3-16 travelling during morning and after-school times, per borough, in the period 2009-2012.

The period covered is too short to draw a clear trend, however most boroughs average around 0.6-0.8 casualties per 1000 pupils. One exception is Hammersmith, where the figures from 2012 suggest a dramatic improvement to a 0.15 rate, especially when compared to the 2009 rate of 1.21.

(source: Transport for London 2013; Department of Education 2013)

Looking at child collision rates we need to note that this does not take into account exposure to situations that can result in collisions or the number of children who are actually pedestrians or cyclists.

Other factors affecting child collision rates are the length of the journey to/from school, and encountering busy roads, which creates greater exposure to possible dangers. It is likely with the boroughs all being relatively similar that the journey to school times are approximately the same and involve a combination of quiet and busy roads, but it is possible that children in some boroughs have longer

more difficult school journeys and therefore have greater exposure in which collisions could occur.

4.17 Recommendations

With so many children walking and cycling to school it is important that we target our road safety measures to address the issues that are of the most concern in Ealing. Our road safety education should continue to target the following issues.

Clear areas around school gates

The School Travel Advisers ensure all schools with travel plans have zig-zag lines in place (if applicable) and work with the Parking Department on the enforcement of these. Through the school travel plan process, schools are encouraged to promote walking and cycling to school not only for the health benefits of the child but to reduce the number of cars on the school run and even more importantly the congestion of traffic at the school gate. The travel advisers run a 'keep the zig-zags clear' parking campaign, with a flyer for every parent and a large banner displayed at the school gate reminding parents about this issue.

Pedestrian crossing education

With 16% of the pedestrian collisions involving pupils being hit whilst using a pedestrian crossing, more focused education may be required to teach children how to use pedestrian crossings correctly and to be safe on their route to and particularly from school.

Green cross code

The majority of pedestrian and cyclist collisions involved children running/walking/cycling into the path of a vehicle. Reinforcing the green cross code with children could help reduce the number of collisions involving children who have not looked for vehicles before crossing.

The issue of not looking when crossing the road or being distracted is dealt with in the TfL road safety play Now You See Me. The play works through a collision where a boy is hit and killed. The children are asked to examine the scenario and discuss ways in which they could look out for themselves and their friends on the school journey. Theatre is a great medium to convey important road safety messages in a fun and interactive way.

Targeting specific age groups

Particular attention needs to be paid to children in the 11-13 age range. Children aged 11-13 years are new to high school, have less parental supervision and are generally making journeys on their own. Greater education for this group in regards to road safety and travelling independently could help reduce their risk.

Additionally, encouraging children at primary school to walk or cycle will over time reduce the 11-13 year olds risk of a collision, by providing the education and skills before they reach this age. Many parents take their child to school during primary years, however, consider their child old enough to travel alone once they have reached secondary school. For those children who have walked to school with their parents during their primary years the skills required to negotiate roads, develop road sense and make journeys safely has been developed. However, for those children who have been driven to school during primary years and then given the freedom to make their own way to secondary school have not, in many cases, learnt the road skills necessary to make these journeys safely. These children are most at risk of collisions. Walking to school is a safe way of weaning children off parental supervision so they are better equipped to travel independently when they reach secondary school⁶.

Cycle training

Four children were injured in a collision on their bicycle. Encouraging schools to book Bikeability cycle training sessions, and generally having as many Ealing children cycle trained as possible, will help reduce the ratio of child cycle collisions to cyclists. Bikeability is a highly comprehensive programme that teaches children the skills required to cycle safely on the roads. These skills also assist children when they become car drivers to be more aware of cyclists on the road.

4.18 Conclusion

In three years Ealing children were involved in 48 collisions causing injury on the school run (as a pedestrian or cyclist). The majority of these were child pedestrians and involved slight injury, which a sprain, bruise or cut would be defined. More child collisions occurred on the afternoon school run and involved slightly more secondary school age pupils than primary. Children aged 11-13 years old were involved in more collisions compared to any other age group.

Child accidents in 2012 can be found in a map in Appendix C.

4.19 Summary of Pupils' Travel Needs

This research shows the potential success of promoting sustainable travel to Ealing pupils, as the desire of both primary and secondary school pupils is to increase cycling as a mode of travel to school, Primary school aged pupils show a desire to decrease walking as a method of travel; however, this is counteracted by the desire to increase cycling. Being driven to school, (which causes the bulk of school gate congestion) has the potential to decrease with the increase in schemes to promote cycling even more to primary schools. Of particular interest is the desire of secondary school pupils to cycle to school. Any schemes that

⁶ Research supporting this has been conducted by the IAM Motoring Trust.

promote cycling could have the desired effect to some degree. One strong limitation will be the desire of secondary school pupils to drive/be driven to school.

Postcode plots have been created for most schools with a school travel plan. Those schools without can request a map to identify catchment areas and pupils within walking and cycling thresholds.

5. Audit of Existing Sustainable Travel Infrastructure

This section looks at the existing sustainable travel infrastructure in Ealing with both hard and soft measures. This includes the cycle network and other initiatives that we operate in the borough. For more details on the existing infrastructure, refer to the Ealing Local Implementation Plan (LIP) 2011-2014.

Hard Measures

5.1 Cycle Routes

Ealing has an extensive network of designated cycle routes of which about half are off-road. Cyclists' travel patterns often lead them to use the main traffic routes such as the Uxbridge Road, and to enable such use it is necessary for cycle lanes to be safe, with adequate widths in the lanes, smooth surfaces and continuity along the whole route and good signposting.

Ealing has maps of each ward showing cycle routes and the type of route, such as routes through parks or adjacent to busy roads. Schools can request these. Transport for London also has cycle maps covering all of London with appropriate cycle routes.

5.2 Cycle Storage

The School Travel Advisers can currently provide funding for cycle parking from the Mayor's cycle parking programme. This provides schools with a high quality bespoke cycle shelter, at no cost to the school. Many Ealing schools already have cycle storage, the amount of which is outlined in their school travel plan. In 2008, three schools received free bespoke cycle shelters from the Mayor's cycle parking fund: St Joseph's RC Primary School, Ellen Wilkinson School for Girls and West London Academy. In 2009, 14 Ealing schools were offered free cycle parking. In 2010, 11 schools were offered free cycle parking. In July 2011, 13 schools were offered cycle parking through the Mayor's cycle parking programme. In 2012 nine schools received cycle parking (417 spaces). In addition 8 mini pods have been installed across the borough where space is limited.



Cycle shelter at Dormers Wells Junior School including helmet lockers

5.3 Scooter Storage

Scootering to school has become very popular in recent years. Scootering is a great way for young children to travel to school independent of a buggy and be active. St Joseph's RC Primary School has had scooter parking for a few years and has found this to be very popular with parents. Under the small grants schemes the STAs have installed 15 scooter pods to store scooters at Ealing schools.

5.4 20 mph Zone

By reducing vehicle speeds, specifically in residential areas and near schools, the Council expects that, not only will casualties be reduced, but also more people will be encouraged to walk and cycle.

Ealing Council has implemented forty three 20 mph Zones over the last 12 years. Currently just over half of all residential areas are within a 20 mph zone. Figures show that the number of people killed or seriously injured in road traffic incidents has fallen by 66% and all casualties have fallen by more than 47% across Ealing's 20 mph zones in the last 12 years.

Statistics show that in a 40 mph collision around 85% of pedestrians are killed, but for 30 mph this drops to 45% whilst in 20 mph collisions only 5% of pedestrians are killed. Ealing Council is planning to introduce further 20 mph

zones in three more areas including Acton, Southall, Hanwell and West Ealing town centres.

5.5 Walking Routes

Walking in the Borough is promoted both as a sustainable mode of transport and as a valuable method for improving health. The walking aims as part of the Local Implementation Plan are outlined in: Objective 5: Promote healthy travel behaviour through a shift to more walking and cycling.

School Travel Plans' consultation includes surveying children about their journey to school and identifying problems or issues with routes used. Any issues with a walking route (often things like insufficient lighting, fast traffic, dog fouling or the narrowness of footpaths) are identified in the action plan and solutions sought, by contact with the LA, other organisations or by the school.

5.6 Crossing Points

Adequate crossing points are an important part of ensuring schools have safe routes to schools. Schools identify issues with routes to their school in their travel plan. The School Travel Advisers conduct site visits to investigate any issues with travel routes including crossing points, to encourage pupils and parents to walk to school. The implementation of crossing points on routes to school is assessed via the scheme prioritising criteria in section 7. Several Ealing schools have received zebra crossings due to the development of a school travel plan. Ealing has maps of each ward showing the location of schools and crossing points and schools can request these.

5.7 School Crossing Patrols

The London Borough of Ealing considers that providing school crossing patrols are an important public service and strongly helps to promote road safety around schools. The table in appendix D outlines the sites of school crossing *patrols*; some of the positions are currently vacant.

5.8 Public Transport Routes

Ealing schools are well served by public transport, tube and bus routes. Local public transport routes, which serve individual schools, are recorded in each school's travel plan, along with the distance to the nearest train stations from the school. School travel plans also work to ensure that public transport fits with the needs of the school's community. Consultation work identifies any issues with public transport, and the school and LA work together to communicate with the bus providers to see if changes can be made to service provision to rectify any issues there may be.

All under-16s can travel free on buses and at a child-rate on the Tube, DLR and London Overground services, if they have an Oyster photocard. All 16 to 17-year-olds can travel at child-rate on bus, Tube, DLR and London Overground services with a 16+ Oyster photocard. Those 16 to 18-year-olds who live in a London borough and are still in qualifying full-time education can also apply to get free travel on buses.

Assistance with planning public transport routes can be found on the TfL website using the journey planner www.journeyplanner.tfl.gov.uk .

Bus Routes

Schools are encouraged to provide public transport information to staff and pupils and to include this information on their website. Schools are consulted when there are changes to bus routes that affect their area. Ealing maps can be found on the TfL website www.tfl.gov.uk/tfl/gettingaround/maps/buses/?borough=EAL . Dedicated school bus services can be found in section 3.11.

Rail Routes

Ealing has a map that shows the rail and tube stops in the borough and the placement of Ealing schools (not the independent schools). This map can be found in appendix E. Additionally tube and rail information is readily available on the TfL website www.tfl.gov.uk/gettingaround/1106.aspx . As part of the school travel plan schools provide information on the rail and tube routes that serve their school.

5.9 Road Safety Engineering

For some schools in addition to the improvements within the school and the behavioural change schemes, highway improvements are required. This would be to make the area around the school safer for pedestrians and cyclists. School warning signage and zig-zags are the most common highway improvement. In some cases zebra crossings, 20mph zones and controlled parking zones are considered. The budget for highway improvements is minimal and therefore schools are encouraged to focus on behavioural schemes to promote sustainable travel to school. Please see section 7 for the selection criteria for engineering measures.

5.10 Schools rebuilding

Currently almost 30 schools in Ealing are undergoing the process of rebuilding or expansion. The School Travel Advisers meet with the architects to ensure a sustainable build, including cycle parking, school entrances and road safety engineering measures around the site. Schools are encouraged to talk to their School Travel Adviser regarding their new school build.

Soft Measures

5.11 Walking

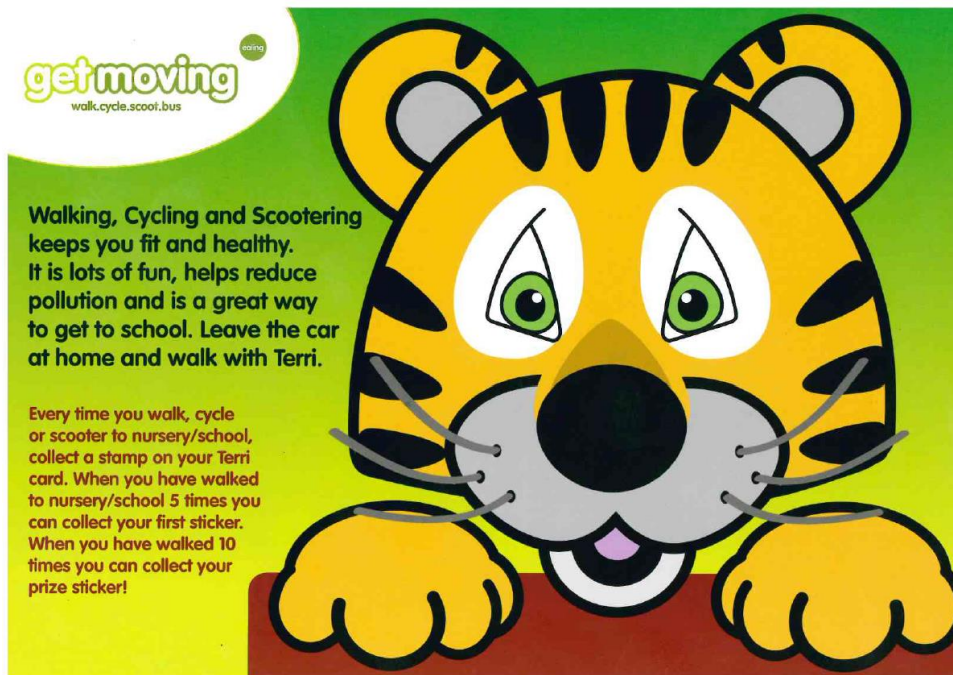
a. Walk on Wednesdays (WoW)

Walk on Wednesdays (WoW), run by Living Streets, is an incentive scheme to promote walking to school. The scheme is very popular with Ealing primary schools and has recently increased from 26 to 42 schools participating every month. Class wallcharts are provided and pupils that walk at least one day in each week receive a badge at the end of the month. Each year there is a different theme for the badges (seasons, UK Landmarks, sport), and there are also T-shirts, class trophies and school plaques to promote the campaign to the school community.



A termly evaluation is provided by the participating schools which indicate an increase in the number of pupils participating in the scheme. Teachers identified this increase as strongly influenced by the competition between students to see who can collect all the badges.

b. Talk and Walk with Terri



The Talk & Walk with Terri postcard

This is a walking incentive scheme for nursery age children that are too young for the Walk on Wednesday scheme. It encourages parents to walk to school with their young children for a fortnight. The children have a postcard that is stamped with a paw print each day; they are rewarded with a small “I’ve walked to school 5 times” sticker at the end of the first week and a larger “I’ve walked to school 10 times” sticker at the end of the fortnight. The schools often finish this with a visit from Terri himself.

c. Walk to School Week/Month

Walk to school week takes place every May and International Walk to School Month is October.

Walking incentive schemes are offered to suit nurseries, primary and secondary schools ranging from seasonal walking challenges such as the Autumn Leaves Walking Challenge to Walk to Win and pedometer challenges.



Autumn Leaves primary school challenge flyer



Downe Manor Primary School walking event

d. Walking Buses

A 'walking bus' is a group or 'bus' of children and adults who walk from home to school each day. The idea is that children are able to walk to school even if their own parents cannot take them. Each walking bus has a ratio of adults to children and the bus stops at a number of assigned places to pick up children for the journey to school. Schools/parents that are interested in setting up a walking bus can receive guidance from the School Travel Advisers, but it has been recognised through studies by TfL that the bus is best set up informally through the school network.

e. Walking Audit

The School Travel Advisers commissioned a pilot of walking audits for Ealing in order to look at the existing environment for pedestrians and examine what can be done to improve conditions for people choosing to walk. This is an in-depth study carried out by TRL (transport research laboratories) which highlights both physical barriers such as traffic conditions, bad paving, in addition to perceived barriers such as personal safety and time and distance studies. This enables us to focus our resources on areas where we can bring about a change and increase the number of people choosing to walk for local journeys. The pilot audit covered Blair Peach Primary School.

We also encourage schools to undertake their own walking audits of the area surrounding their site, which can inform the issues section of the school travel plan, highlight walking routes and can be used to define walking distances for park and stride schemes.

f. Historical Walk

The Borough has maps of historic walking routes that are available for schools and families to use. We have these on display when we hold community events for families to take and use at their leisure they are also available at libraries. Schools who have expressed an interest are also sent copies.

g. Walk to School Bingo

The School Travel Advisers provide schools with a walk to school bingo game to mark off items of interest on their journey to the particular school. This is a fun way to encourage children to walk to school, to notice their environment and involve parents in the walk to school.



Walk to School Bingo.

Walking Challenges

h. Pedometer Challenge

The Ealing School Travel Advisers have run high school pedometer walking challenges for several years. The scheme has been a great success with several schools looking to run the competition each year. Winning students are awarded iPods for the greatest number of steps.

i. Virtual Walk Challenge

Land's End to John O'Groats is a virtual walking challenge where children record the distance they have travelled on a wall chart in each class, this is then totalled on a tally chart in the foyer which illustrates the total distance travelled along the Land's End to John O'Groats route for primary schools and the Great Wall of China in secondary schools. Prizes are rewarded for best class in each school.

j. Scooter Training

Scooter Training was delivered to 20 schools in 2012/13. Pupils learn about stopping, giving way to pedestrians on the footpath, crossing the road, fun games and other road safety skills.



Scooter training

k. Walking Zones

To help reduce school gate congestion, improve the fitness of Ealing children and increase road safety around schools we have walking zones. This involves a map of the school area with timed zones for pupils' walking speeds. Accompanied children walk in four directions out from the school to create 5, 10 and 15 minute walking radius, which is marked on a map of the area. The children take photos and note local landmarks. Staff and pupils identify areas in these zones where parents could park their cars without parking restrictions. The school then establishes the walking zone time appropriate for their school and advertises to parents and staff where to park and how to walk to school from the walking zone. This can tie in with the WoW scheme in that pupils can only receive their monthly badge if they have walked at least the walking zone or more. This allows schools and parents to make educated choices about walking.

Cycling

a. Cycle Training

In Ealing we use National Standard qualified instructors who teach to the Bikeability levels. Bikeability is on road training in normal traffic conditions that teaches people to make journeys by bicycle safely and effectively. This is the benchmark scheme in the country, backed by the Department for Transport, ROSPA and Cycling England.



Bikeability on road cycle training

Cycle training is offered to Ealing Schools free of charge. Currently year five and six children are taught to Bikeability level two so that they are able to make the journey to school by bicycle. Cycle training in secondary schools is at level 2 with some elements of level 3. Cycle training in primary takes place within the school grounds and then on the surrounding roads. Where appropriate this training will be completed with the child's family so that cycling becomes integral to the family's travel habits and is maintained in the long term.

In 2010/2011, 39 schools received cycle training, 36 primary schools and three high schools. This also included 41 parent/teacher advice sessions.

In 2011/2012 this was 46 schools; 43 primaries and 3 high schools, including 836 parent/teacher advice sessions.

In 2012/13 37 schools received cycle training, 36 primary and 1 high school. Alongside these courses there were 49 Parent Teacher Advice sessions; engaging 851 parents/teachers and checking an additional 224 bikes from the school community. These sessions occur during the weeks of cycle training in the school to inform about cycling and to answer any questions.

b. Dr Bike

This is a service where people can bring their bicycle to have it checked over for safety issues. It also refers the owner to take the bike to a shop when necessary. It is a good means of recruiting actual or potential cyclists into other parts of our Direct Support for Cycling programme, such as cycle training. Dr Bike sessions are set up in various parts of the borough throughout the year, in addition to being offered directly in schools

c. Cycle Policy

The School Travel Advisers provide schools with a bespoke cycle policy to meet their needs. This makes it simple for the school to set the parameters for those cycling to school. The policy covers safety, training requirements, storage, maintenance and access.

d. Cycling Curriculum Resources

All Key stage 2 (KS2) schools have received a cycling curriculum pack that covers lesson plans with a focus on cycling. The pack is designed to help promote a positive image of cycling to young people and to encourage KS2 pupils to learn and continue to ride their bikes more often. The pack was designed when London was included as a stage in the Tour de France. The glossy pack covers the history of bikes, information about the tour, lesson plans, assembly PowerPoint presentations, London-wide competitions, postcards and DVDs.

TfL has produced a key stage 3 (KS3) curriculum resource focusing on cycling. The pack covers each of the eight subject areas and is designed to enable students to develop a greater insight into cycling as well as supporting teachers to meet the requirements of the National Curriculum. There are four themed projects for each subject; Young Dragons, business planning around cycling issues; Local Community, Local Discovery, discovering places, exploring ideas and locations; The Big Debate, exploring the links between local action and global impacts through pollution and congestion; and Looking Beyond the UK, providing pupils with the opportunity to learn more about global experiences. Each KS3 school in Ealing has been given a copy of the resource. Schools are encouraged to use this resource and add it as part of their action plan in the STP.

e. Sustrans Bike It +

Bike It + is a programme that aims to increase levels of cycling to school through tailored assistance and activities to meet each schools needs and create a pro-cycling culture. Currently this is taking place at Dormers Wells Junior school, Downe Manor Primary school, Wood End Academy, Ravenor Primary school, Northolt High school and Villiers High school.

A Bike It Officers works with pupils, staff, parents and the wider community to achieve a sustained increase in the number of children (and parents) cycling to school, a reduction in the use of cars on the school run and to provide children and young people with cycling skills for life.

The Bike It + programme is running in Ealing working in 'hubs'. Each 'Bike It hub', is formed of one secondary school and five primary schools. This is to develop stronger links for continued cycling in the transition from primary to secondary school and beyond.

The benefits of the programme include:

- An increase in physical activity among the school community
- A contribution to Healthy Schools, Eco-schools status
- Helps implement actions in your school travel plan
- Linking cycling in to all aspects of the curriculum
- Pupils feeling more alert and more able to concentrate in class⁷

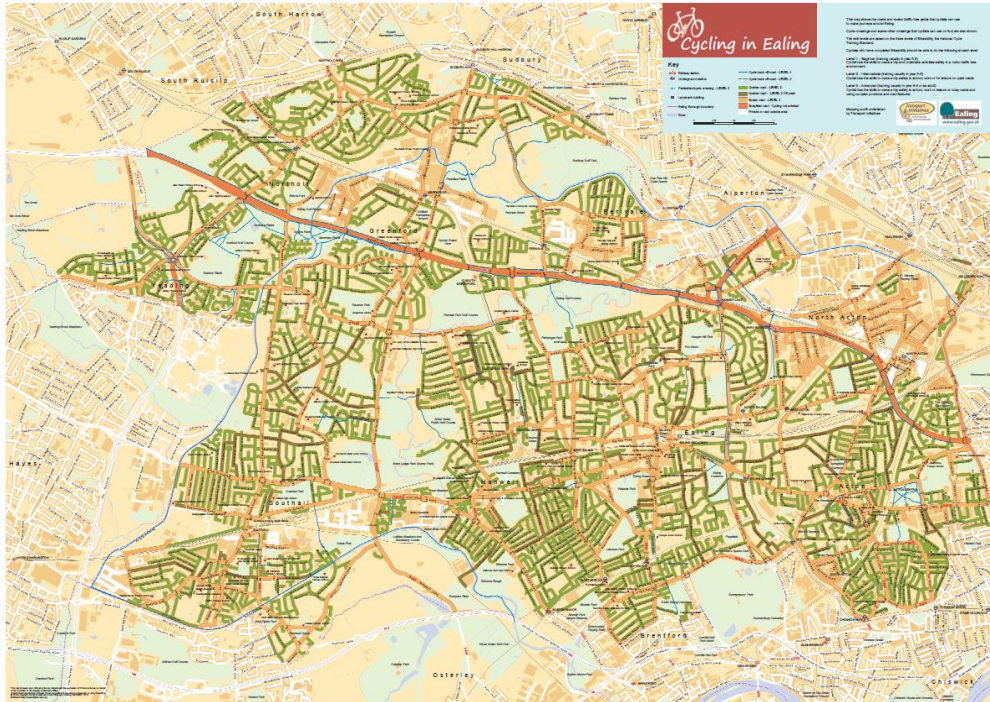


Dormers Wells Junior School: Cycle skills and games sessions; March 2013

Bike It Officers work with each school to create a bespoke programme of activity from the Bike It menu, based on their needs. The programme also offers additional activities to engage with children and young people, including life skills and employment opportunities and to engage further with parents through various programmes.

f. Cycling in Ealing Map

⁷ Centre for Economic Strategies (CLES), 2012 Evaluation of Sustrans' sustainable transport infrastructure work surrounding schools



The cycling in Ealing map

This borough map classifies all roads and routes by Bikeability training levels.

Level 1 - shows routes that are suitable for learner cyclists (off road routes and canal tow paths),

Level 2 - intermediate; using side streets and quieter roads,

Level 3 - busier links for more advanced cyclists.

This allows cyclists & schools to identify viable routes to school for pupils that have been trained. Additionally, families can benefit by using these to plan many local journeys. The colour scheme used in the map key relate to the Bikeability scheme that is used to train children and adults in the borough.

g. Biking Schools

Biking School's is an all-inclusive and intensive cycling programme. A cycle coach is in school one day a week running cycling activities, including full school cycle training, rides, bike swaps and competitions. The primary aim of the project is to increase the number of pupils cycling to school on a regular basis. The secondary aim is to increase staff and parents to cycle to the school with children to ensure sustainability long term. Activities include age appropriate cycle training for the whole school, bike swaps, accessories sales, competitions, family and secondary school rides and a curriculum focus on cycling. Involved schools receive this intensive support for one academic year, and at least two members of staff are trained as Bikeability Instructors to sustain the programme long term.

This was piloted at St Gregory's RC Primary School and currently runs in both this and St Benedict's School in 2013.



Biking school activities

h. BMX after school club

Villiers High School has strong interest from pupils in BMX. A BMX rider from The Bicycle Society runs the BMX club after school once a week. The pupils learn how to control, race and test out Olympic conditions. Pupils in the club have raced in a time trial at the Gurnell Leisure Centre track and also been taught racing skills with the Hayes Hawks.



Ready, steady, go!

i. BMX stunt display

UK BMX Flatlander Champion, Lee Musselwhite, dazzles Ealing schools with his tricks, wheelies and spins. Twenty schools each summer receive the display highlighting different styles of cycling and how much fun it can be.



BMX display in action

j. Grants for Lights, Locks etc.

Currently the School Travel Advisers can provide schools with access to a small grant for bike locks and lights for the safety and security of children's bikes. Interested schools complete the application form; with a description of what they wish to purchase, amount of funding required and how this supports their travel plan.

k. Pool Bikes

We have been able to provide grants for pool bikes for eleven schools totalling 83 pupil & 14 adult bicycles. This has enabled these schools to take part in training, after school clubs or loan them to staff/pupils who do not own their own bike.

l. Balance Bikes – Learn to Ride Sessions-

We have provided 85 balance bikes to 18 schools through the small grants scheme. Following a successful pilot run of balance bike training at 5 schools this was rolled out to a further 8 nurseries and primary schools.



Small steps, bigger steps, two feet at the same time, glide....

m. Bike of the Future Competition

Ealing schools took part in a 'Bike of the Future' competition during Bike Week in June 2013. Pupils annotated a bike drawing, showing features they would like to see in bicycles in future years. Some great ideas came out with features including; wireless music with speakers, sensitive seats – providing heat and cooling depending on need, hover umbrella for rainy weather, wings to fly, booster jet packs, sun/wind shields, solar panels and voice activation to stop theft. The top entry from each school won a £250 bike voucher with second place receiving a £20 WH Smith voucher.

n. Cycle Maps

The School Travel Advisers can provide TfL cycle maps covering the whole of Ealing and London that allow families to select the most suitable routes for their journeys. TfL has also produced cycle maps covering all of London in various area maps - Ealing includes map 6 and map 9. More information is provided in the cycle routes section 4.1.

o. Cycle Competitions

The School Travel Advisers have previously run cycling challenges during Bike to School Week for both high and junior schools.

p. Get On Your Bike!

The idea of this scheme was to provide an incentive for pupils and staff to become regular cyclists through taking part in a competition in their school to win prizes. It is based on rewarding cyclists who make the effort to ride to school consistently for a fortnight, those who start cycling for the event, and those that cycle the furthest during that time.



Get on your Bike!

q. Bike Club

The School Travel Advisers have introduced a new scheme to the range of cycling services offered by the Council. This is a free after school club that is suitable for both primary and secondary schools. It is available to all schools that have a valid school travel plan. The clubs took place in sixteen schools in 2013.

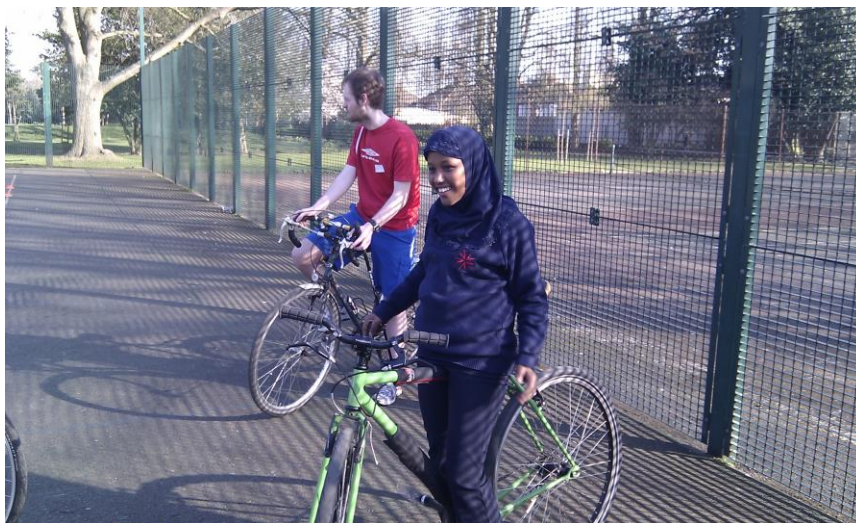
The sessions are flexible and fun with elements of maintenance, bicycle handling skills, route planning as well as cycling games.

The content of the sessions can be guided by the students and the popular choice is skill games with a competitive element. Games areas can be used to set-up obstacle courses in which penalties are incurred for knocking cones over or missing corners. Prizes are awarded at the end of the course for the most improved riders.



Bike handling skills session at Villier's High School

Bike polo has proved very popular with the majority of students. The game combines a good mix of skill and fun to engage pupils. The competitive nature of the game appeals to all the students as do the concept of working as teams rather than individuals.



Getting ready for cycle polo

Sessions also include elements of bike maintenance covering punctures and saddle height adjustments to make sure that bikes are safe and properly fit the riders. Many students find this very useful as punctures often mean they can no longer use their own bikes until fixed by a shop.

Road Safety Initiatives

a. Car Sharing

Where walking, cycling or public transport are not feasible the School Travel Advisers promote car-sharing. Information about car-sharing is available to schools who request it including formal and informal schemes organised by schools, Parent/Teacher organisations or individual parents/carers. Schools who promote car-sharing outline this in their school travel plan.

b. Park and Walk

Schools that promote park and walk identify suitable areas a distance from the school where there is unrestricted parking and promote this as a place for parents/carers to park and walk their child the final distance to school. This helps

reduce school gate congestion and promotes walking, even if it is a small part of the journey. This ties in with walking zones in section 5.18. From our analysis in section 3.5 park and walk has increased to 6% showing that several schools find this a good way to decrease congestion at the school gate and encourage walking to school.

Other Support Available

c. School Travel Plan Workshops

The School Travel Advisers regularly run school travel plan workshops to assist schools in writing their school travel plan. These workshops provide information about:

- Completing an online travel plan on the TfL STAR Track website
- Attaining Active, Bronze, Silver or Gold Accreditation
- Funding available to LEA schools (outlined in section 5 k)
- Supply cover for attending the workshop and an additional days supply cover to complete the plan
- Information about the 'design a coverpage' competition (outlined in section 5 h)
- Samples of the resources that are available to schools with approved School Travel Plans
- Skills and resources to promote sustainable transport in your school environment
- Part of the process for Healthy Schools status completed

The workshops provide each school with the skills to produce an online school travel plan, knowledge of what they still need to work on and how to go about this. The sessions are run as a peer information exchange so schools can learn from each other about successful schemes, common mistakes and best practice.

d. School Travel Website

The School Travel Plan programme has a webpage www.egfl.org.uk/stp that provides information on the initiatives that the School Travel Advisers run, competitions, walking and cycling information, useful website links, guidance booklets, advice on writing School Travel Plans and news stories. This is on Ealing Grid for Learning as this site is known as an information source for teachers for all schemes relating to schools. There is also information on the Ealing Council website.

e. Road Safety Resources

Resources on road safety are available for schools; activity booklets, leaflets for contact their School Travel Advisers or go to the Think! Website <http://think.direct.gov.uk/> for further information and materials.

f. 'Keep the Zig-zags Clear' Road Safety Campaign

The School Travel Advisers run a 'Keep the Zig-zags Clear' road safety campaign. Many schools have parents parking on the yellow zig-zag lines outside the school gate – this is not only illegal but very dangerous for children entering and exiting school. Ealing schools receive an outdoor banner to display on the school railings and parent leaflets for each child to take home. This campaign is supported by visits from the parking CCTV enforcement van to ticket those parking illegally and the police safer neighbourhood teams to tackle poor driving. This campaign is offered to all Ealing schools with an active School Travel Plan and has grown from 24 schools in 2012 to 31 schools in 2013.



Keep the Zig-zags Clear.

g. Junior Road Safety Officers

Schools are able to appoint up to four junior road safety officers (JRSOs), usually year five or six pupils to promote road safety in their school. Their job is to spread road safety messages to the school community by giving talks, running competitions, putting up posters and using as many other fun ideas as they can come up with. The project is available to all primary schools via the small grants scheme.

Hounslow and Ealing Road Safety X Factor Competition

Four schools took part in an exciting inter-borough X factor style competition. The winning act from each of the ten schools competed in the final event where one was crowned the X Factor champion! The winning act and JRSOs from each school took part in three workshops; walking, cycling and road safety, as well as scoring the performing acts. The day included lunch and all pupil attendees received a goodie bag.



Inter-borough X-factor competition.

h. Theatre in Education

The School Travel Advisers organise for Theatre in Education groups to come to Ealing schools (that have approved plans) to conduct performances on sustainable travel and road safety. These are highly entertaining performances that also get across a very important message to pupils. There are various performances available for primary, secondary and special schools. Please see the table below.

Production	Company	Focus	Summary
Feet First	Box Clever Theatre	Sustainable travel	A warm and wonderful walking to school play for infants, promoting the health and social benefits of walking. Designed for years 1 and 2 (key stage 1).
Go!Go!Go!	Big Wheel Theatre	Sustainable travel	'Go! Go! Go!' was originally developed with School Travel Advisers from the Royal Borough of Kensington and Chelsea specifically to tackle 'school-run' gridlock, and more generally to raise awareness of environmental issues among pupils and their parents. For key stage 2.
What if it Rains?	Quantum Theatre	Sustainable travel	Looks at the health and environmental issues of walking to school and is based on the appropriate sections of the National Curriculum for Science whilst promoting the idea of walking to school. The story centres on Mason who, whilst walking to school, finds his

			computer game seems to be taking over in real life and in order to make it to the school gates he enlists the help of the audience to answer a number of environmental and scientific questions. (primary school aged children).
The Price	Walking Forward	Road safety	The key objective of <i>The Price</i> is to create a level of understanding for the year 7 transitional age group. In that, with a new sense of freedom from the constraints of primary education, there is a price to be paid - responsibility. This year the play intends to link in with Transport for London's current marketing campaign " <i>Don't let your friendship die on the road.</i> "
Safe Drive Stay Alive		Road Safety	Safe Drive Stay Alive is aimed at year 12 students who are young drivers. Safe Drive Stay Alive is an innovative theatre education project, exploring the circumstances and consequences of a road traffic collision. The aim of Safe Drive Stay Alive is to reach new and pre-drivers in an emotive and hard-hitting way, influencing behaviour and attitude on the roads.
Bespoke	The Riot Act	Sustainable travel/road safety	The Riot Act performs bespoke performances for schools under the direction of the STA. This is usually in circumstances where the established performances are not appropriate.
Now you See Me	Immediate Theatre	Road safety	'Now You See Me; Now You Don't' is the story of an 11 year old boy called Aaron who is knocked down by a car coming home from school. This fully interactive workshop and production creates a lasting impact on the young people through a striking and dramatic central incident. The play focuses on themes of transition, encouraging young people to prepare themselves for secondary school and understand that they have

			increasing control over their own and other people's safety.
--	--	--	--

Figure 19. Theatre in Education companies used in Ealing

i. Design a Coverpage Competition

Schools writing a school travel plan can take part in a 'design a coverpage' competition. Pupils in the school draw a picture showing sustainable travel and the winning entry is the cover of the schools travel plan. The winning student wins a £250 bike voucher, with prizes for second and third.

j. Transport for London Guidance Booklets and Toolkits

The PDF booklets are provided to assist schools with developing a school travel plan. The guidance booklet 'What a school travel plan should contain', is a step by step guide for writing the document.

'Walk this way' contains useful information and case studies about what other London schools have done to promote walking to school. The booklet contains details of initiative schemes such as WoW.

'On your bike' contains information and also case studies on cycling and what other schools have done to promote cycling in the school community.

There are also booklets available on public transport, guidance for Independent Schools and Special Schools. These booklets are available as a download on the school travel website or at <http://www.staccreditation.org.uk>

These toolkits are based on a range of best practice examples from London's STAR accreditation schools and campaigns from around the world. These downloadable toolkits contain ready to use resources for schools to adapt and use to run their own campaigns or initiatives. Toolkits include: Campaign activity planner, lesson plans, assembly resources, letter and poster templates.

k. School Travel Accreditation Scheme

Schools with approved School Travel Plans are encouraged to apply for the national accreditation scheme STAR – Sustainable Travel Accredited and Recognised, which has been designed to reward long-term commitment to sustainable travel in schools. The aim is to increase the number of young people and adults choosing 'active travel' over car travel.

In 2009 Ealing had five schools awarded at the bronze sustainable level. 2010 also saw five Ealing schools being awarded bronze level accreditation by TfL.

In 2011, 13 schools received sustainable level and four schools achieved higher standards.

In 2012, 44 schools received bronze, 17 silver and 1 outstanding (gold).

In 2013, 35 schools received bronze, 25 silver and 8 outstanding.

l. School Travel Plan Funding

Schools with an approved School Travel Plan can also apply for small grant monies to develop a scheme in their school that will help promote sustainable travel. This may be a cycling incentive scheme or car-sharing scheme for example. In 2013 small grants were used for installing minipods in primary schools to help promote cycling, while scooterpods have been installed to support scootering to school. Other recent small grants have included pedometers for school walking challenges, and pool bikes for pupils without bikes to be included in Bikeability.

m. TfL Safety and Citizenship

TfL safety and citizenship provides a free of charge transport education service to schools within Greater London. The aim of this initiative is to promote safety and citizenship on and around London's transport system.

The service prepares children aged 10-11 for independent travel before they move to secondary school. The team can provide a range of services to schools including multimedia presentations led by trained School Liaison Officers. The presentations focus on ways to make safe journeys confidently and with respect for fellow passengers. The safety and citizenship teams' contacts Ealing schools directly – those that wish to take part and currently do not can contact the team.

n. Eco-schools

Eco-schools is a programme that encourages schools to reduce their environmental impact on the local community and aims to help pupils understanding their own impact on and responsibility for the environment. Bronze and silver levels are self-assessed after setting up a working group and creating an action plan. The green flag level is externally assessed. One of the themes is transport, and in order to become an Eco-School under the transport theme a school must have a travel plan in place.

o. Healthy Schools

The Healthy Schools Programme works with schools to engage all children and young people to be healthy and achieve at school and in life. By providing opportunities at school for enhancing emotional and physical health, the programme aims to improve long term health, reduce health inequalities, increase social inclusion and raise achievement for all.

Part of Healthy Schools accreditation requires schools to encourage children, young people, staff and parents/carers to walk or cycle to school under safer conditions, utilising the School Travel Plan. The STAs work closely with the Healthy Schools team; currently this involves addressing obesity issues in North Southall.

p. Concessionary Information

Children of compulsory school age are able to take advantage of free Oyster bus travel offered by Transport for London.

In cases where travel by bus is not appropriate, the Council will take into consideration a number of factors when considering applications to provide free travel between home and school for children of compulsory school age:

- The statutory walking distance⁸ between home and school measured by the nearest available route⁹, including footpaths etc;
- Availability of places at schools nearer to the child's home;
- The journey time as measured by reference to timetables published by Transport for London;
- The complexity of the most appropriate available bus route;
- Eligibility for free school meals or if the parent(s) receive(s) the maximum rate of Working Tax Credit for their case;
- Children receiving education by virtue of arrangements made in pursuance of Section 19(1) of the Education Act 1996;
- Preference of school by virtue of the parents' religion or belief¹⁰;
- Single-sex schools;
- Mobility problems caused by a temporary medical condition.

Concession will be considered where a parent has expressed a preference for a school and that preference is based on the parent's religion or belief, then an application will be considered if the nearest qualifying school is more than 2 miles' walking distance from home (child under the age of 8) or 3 miles' walking distance from home (child aged 8 or over). In the case of a child aged 11 to 16 from a Low Income Family, the Council will consider an application where they live more than two miles but not more than 15 miles from the nearest qualifying school.

⁸ Section 444(5) Education Act 1996. Free travel will be provided for compulsory school-aged children whose journey to school is beyond statutory walking distance. Statutory walking distance is defined as two miles for children under the age of eight and three miles for children aged eight and over.

⁹ Evidence: The council will measure the walking distance from home to school using the nearest available route.

¹⁰ Evidence: Letter of support from an appropriate minister of religion.

6. Action Plan

The table below outlines the actions to promote sustainable travel in Ealing. This has been revised from the 2010 version to focus on core targets.

Key Performance Indicator	Baseline 2010/2011	2011/2012		2012/2013		2013/2014	
		Target	Achieved	Target	Achieved	Target	Achieved
Number of schools with approved travel plans.	102/113 90%	104/113 92%	102/113 90%	106/113 94%	104/110 95%	107/114 95%	
Number of schools with active travel plans.	44/113 39%	57/113 50%	63/113 56%	63/113 55%	68/110 62%	74/114 65%	
Annual percentage car mode share. ¹¹			22.53%		18.42% -4.11%	16.4%	
Number of accredited schools <ul style="list-style-type: none"> • Sustainable • Higher standards • Outstanding 	17 13 4 0	32 25 6 1	63 44 18 1	50 40 8 2	66/110 34 24 8	70/114 36 26 8	
Number of school children that have completed cycle training (annual count).	767	790	812	810	764	800	
Number of active schools with a 'park and walk scheme' in place.	66% 29/44	75% 45/57	73% 42/57	79% 54/68	85% 58/68	87% 64/74	

¹¹ Data collection changed in 2011, the new baseline for reporting is 11/12, annual comparison.

7. Scheme Prioritising Criteria

TfL provides funding for engineering works around schools through the school Travel Plan Programme (only for the 112 schools on the DCSF list¹²). Funding engineering works is selective due to the limited amount of funding available and the recognised greater cost-effectiveness of soft measures. However, sometimes engineering measures are required to assist with the effectiveness of soft measures but are not implemented around schools as a sole measure.

With limited funding and 112 schools the following criteria applies to the request for school engineering measures in Ealing.

1. All schools that receive engineering funding must have a 'valid'¹³ School Travel Plan.
2. There is a minimum standard of road safety that schools with travel plans can expect – school zig-zags markings outside the school gate and school warning signs. If schools do not have this they need to outline this in their school travel plan.
3. The criteria listed below applies to any schools requesting any additional measures; schools with the highest priority according to the criteria will receive funding, subject to funding for engineering being available and assessed on a case by case basis.
 - a) Active involvement in an initiative – WoW, other walking/cycling incentive scheme, exclusion zone, walking bus or car-share.
 - b) Measures will aid more than one school.
 - c) Notification of road safety issues at the location.
 - d) Issues were identified in the previous ' plan and have not been addressed.
 - e) Accreditation awarded.

8. Flashing School Warning Signs Installation Criteria

Flashing school warning signs will be installed at schools that meet one of the following criteria:

- a) Pupils entrance is off a classified road – e.g. Cardinal Wiseman, Greenford Rd

¹² Refer to section 3.8 the current list of Ealing schools.

¹³ A 'valid' plan is one that has been written in the last 12 months, schools must review a plan annually.

- b) Pupils entrance is off a main or local distributor road – e.g. Hobbayne Primary, Greenford Ave
- c) Pupils entrance is off a local access road that has a junction with A or B above and is a through road – e.g. Little Ealing, Weymouth Ave

Notwithstanding the above, flashing signs will also be considered on a case by case basis for schools where two or more of the following applies:

- 1. 85% speeds are >20mph
- 2. Two-way peak hour traffic flows are >300vph
- 3. No traffic calming or 20mph speed limits are in place
- 4. New school site
- 5. Multiple schools site

9. Funding the Implementation of the Strategy

Funding to implement the Sustainable Modes of Travel Strategy is made available through the Local Implementation Plan process for the School Travel Programme, under the Smarter Travel section.

10. Barriers and Solutions Successful Implementation

10.1 Funding-

Funding needs to continue through the smarter travel section of the LIP for the school travel programme to continue.

10.2 Schools without Plans-

There are still 12 schools in Ealing without active travel plans (see section 3.8). The local authority Education Department is tasked to work solely with state schools and has no remit to work with independent and private schools. Eight of the remaining schools without active School Travel Plans are independent. Support from Councillors and the Education Department in promoting School Travel Plans and encouraging the remaining schools to take part in the programme would be a great assistance to achieving the targets outlined in this strategy.

10.3 Maintaining Schools' Engagement

Future concerns may involve maintaining schools' interest in the sustainable travel agenda, and ensuring they stay engaged and up to date with monitoring and reviewing their plans. TfL's School Travel Plans Accreditation Scheme will help to hold schools' interest in the STP process, providing goals and celebrating achievements. The prominence of the Healthy Schools and Sustainable schools

agendas should also be key factors in ensuring that STPs remain relevant to all educational establishments.

Identifying partner teams and organisations whose remit is to work with schools or whose aims or processes fit with the developing and promoting sustainable travel could be another way to hold schools' interest and maintain the momentum of the STP programme. Working more closely with the community safety team, parking services and the Metropolitan Police could provide partnerships that better assist schools.

The School Travel Advisers have created links with other groups such as Active Ealing and public health to work more closely together to promote active travel.

The majority of schools would not continue with promoting sustainable travel without the support and resources that the School Travel Advisers provide.

11. Monitoring and Review

11.1 Target Monitoring

Monitoring will include tracking the following information to ensure the strategy is implemented and targets are met:

- Number of schools with School Travel Plans (LIP targets)
- Number of schools with current and active STPs
- Borough wide modal split using 'Hands-up' surveys from STAR Track
- Road casualty reductions
- Walk to School Week evaluation form
- STP workshop evaluation form
- The targets in the action plan will be reviewed and updated annually

11.2 School Travel Plan Monitoring

Each school is required to review its School Travel Plan every year at active and Bronze level, every two years at Higher/ Silver level and every three years for Gold/Outstanding. The School Travel Advisers inform all schools of the date for their next review and full revision, and reminds them before their deadline.

The School Travel Advisers run workshops to help schools complete their reviews and rewrites and offers funding for supply cover to support rewriting. Schools are told that if they do not complete their reviews or rewrites, the Borough will withhold activities such as Theatre in Education, Walk to School and Walk on Wednesday's materials until they do so.

The School Travel Advisers ensure that any progress reports on strategy targets or individual School Travel Plans progress are sent to the TfL Education and Training Team.

11.3 School Travel Scrutiny Panel

A school travel scrutiny panel was established in 2010 to consider efforts to promote safer and more sustainable travel to schools in the borough, and to make recommendations concerning future policy and practice to achieve this. Recommendations can be found in Appendix G.

11.4 Strategy Review

The sustainable modes of travel strategy will be reviewed annually and updated in line with the Local Implementation Plan. The strategy will be made available on the council website by the 31st August each year in line with the statutory obligation. A summary will be provided as a separate document and made available to all Ealing schools.

The School Travel Advisers will update the strategy with input from relevant council departments, taking into account any national and local policy changes as necessary.

Cabinet authorised the Director of Built Environment to approve any further changes to this strategy resulting from annual updates.

12. Conclusion

Ealing is a very diverse borough with 30% of the population under 25 years of age. In London 1 in 3 boys and 1 in 2 girls do not undertake enough physical activity. With obesity linked to life long preventable health problems such as a risk of stroke and heart attack, School Travel Plans that help tackle inactivity can be of great benefit.

There are a number of policies both national and local that the school travel programme feeds into. Addressing issues such as obesity, climate change, sustainable travel, health and well-being are some of the ways the programme supports other important policies. The implementation of the school travel programme meets the duty outlined in The Education Inspections Act (2006) to promote the use of sustainable travel and transport.

It is encouraging to note that pupils are choosing active forms of travel to school with half of all pupils usually walking or cycling to school. There is a strong desire in both primary and secondary aged pupils to cycle to school. Schemes that encourage cycling could potentially be very successful. Schools who are actively promoting sustainable travel have seen a decrease in the car as a form of transport to school. The benefits from having a School Travel Plan and

promoting active travel are fewer cars at the school gate, reduced congestion and greater safety for those walking and cycling.

A number of measures are employed to achieve such modal shift away from the car including schemes to increase walking and cycling such as WoW, walk to school weeks, cycle shelters and incentive schemes. Engineering measures are also implemented to make walking and cycling safer for the school community. These schemes are all supported by education measures to make sure pupils have the skills to walk and cycle safely. Such measures include; theatre in education, cycle training, assemblies and curriculum materials.

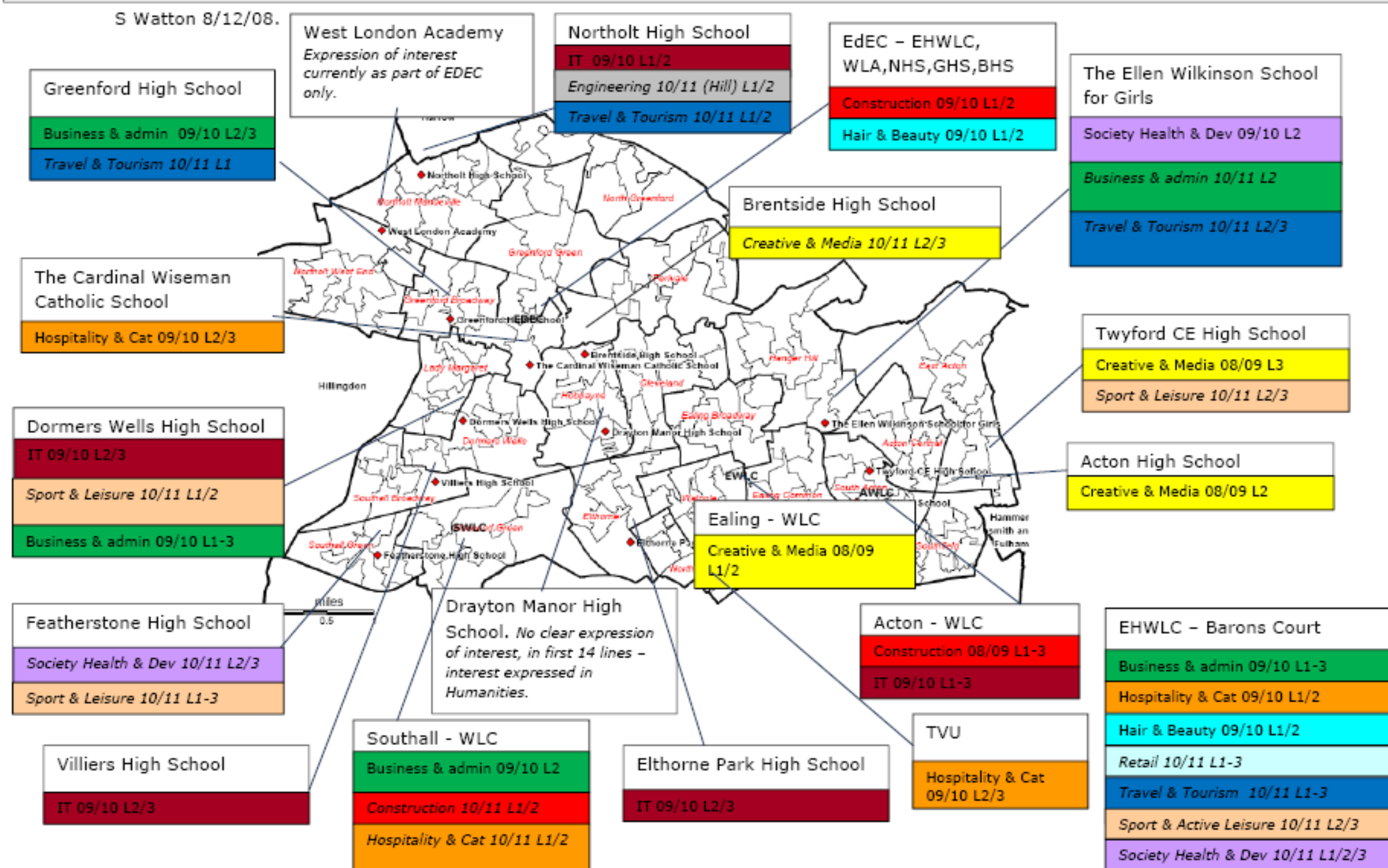
Since 2012, the focus of the programme has been to working with schools that are active and keen to implement initiatives to achieve real modal shift away from the car. This also includes recognition of this work through the accreditation scheme.

There are several barriers to the implementation of the School Travel Programme, mostly due to the breadth of work that the programme involves and the current budget limitations. Working closer with other partners will help develop the programme and provide ways to better assist school communities and secure funding for schemes.

The programme is monitored in several ways. Modal split is monitored by TfL via STAR Track; the borough monitors road casualties and provides project evaluation. Travel Plans at sustainable level (bronze) are reviewed every year, at higher level (silver) every two years and outstanding (gold) every three years. The school travel scrutiny panel made several recommendations concerning the future policy and practice of the school travel programme. (See appendix G) The main being the continued support for the programme. This strategy is reviewed annually and a summary is provided to all Ealing schools.

Appendix A – Diploma Providers in Ealing

Proposed Principal Learning delivery in Diplomas by September 2010 across High Schools and FE



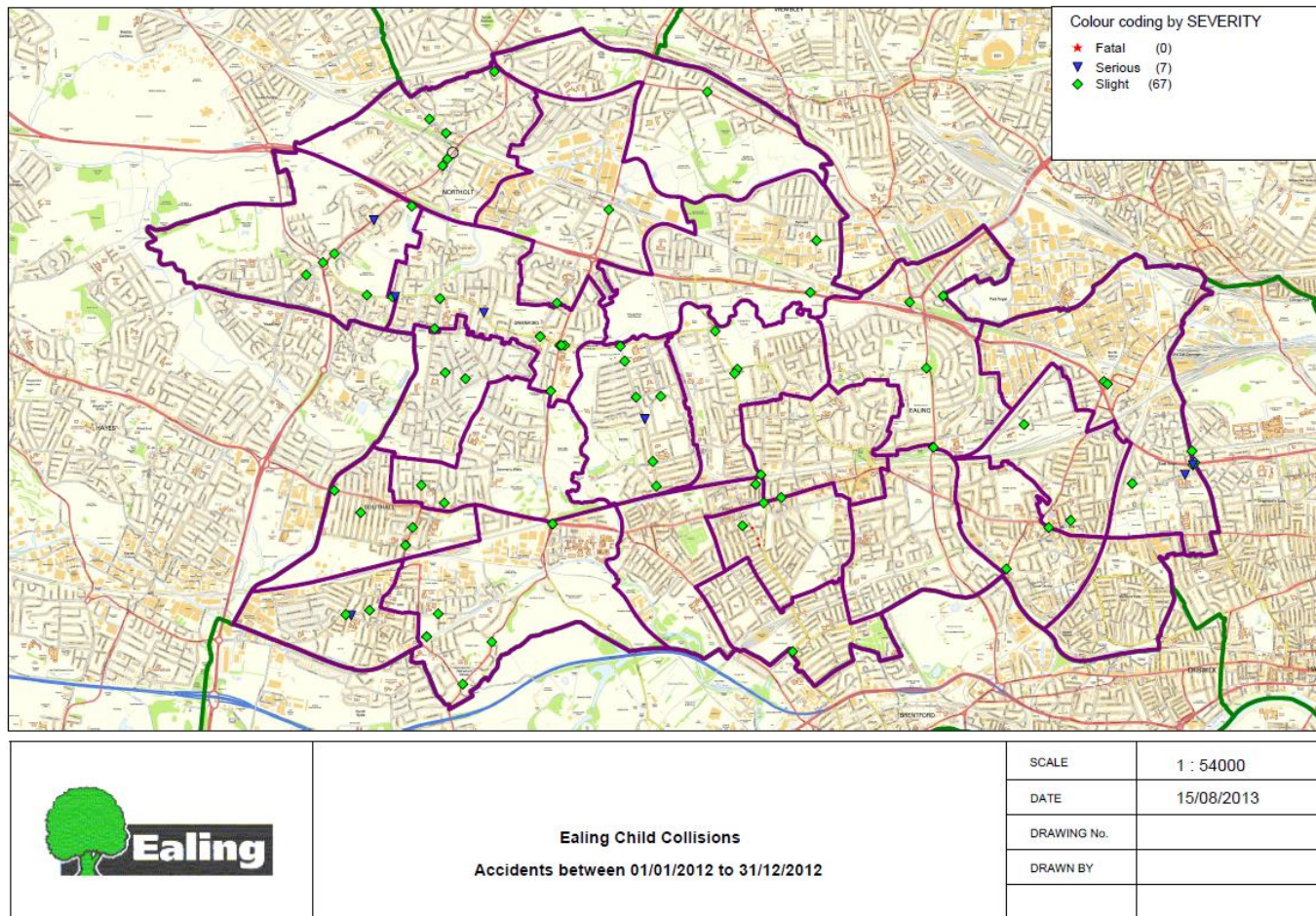
Appendix B - Home to School Transport

School	Type of transport	No. of routes	Destinations
Acton High School	Car	1	East Acton
Allenby Primary School	Minibus	1	Southall
	Car	2	Hanwell / Perivale Northolt
Belvue School	Coach	5	Southall Southall Greenford / Northolt Ealing Greenford / Hanwell
	Minibus	7	Chiswick / Acton Southall / Northolt Acton Ealing / Acton Greenford / Perivale Greenford Ealing
	Car	1	Southall
Belvue School / Castlebar School	Coach	4	Southall Southall Northolt Northolt / Hanwell / Acton / Ealing
Brentside High School	Car	1	Greenford
Castlebar School	Minibus	9	Southall Hanwell Acton Acton Greenford / Northolt Ealing Greenford Acton Northolt
	Wheelchair lift	1	Greenford / Northolt
	Car	1	Acton
	Coach	4	Southall Southall / Greenford Northolt Northolt / Greenford
Coston Primary School	Car	2	Southall Acton
	Minibus	1	Northolt
Drayton Green Primary School	Car	2	Southall Northolt
	Minibus	1	Acton / Chiswick
Eden Independent School	Car	2	Acton Southall / Hanwell
Elthorne Park High School	Car	1	Ealing
Gifford Primary School	Minibus	4	Southall Southall

School	Type of transport	No. of routes	Destinations
			Hanwell Perivale / Acton
John Chilton School	Wheelchair lift	20	Hanwell Northolt Southall Ealing / Acton Northolt Ealing / Hanwell Acton Acton Southall Acton Southall Hanwell / Ealing Southall Southall Southall Northolt Hanwell / Greenford / Southall Acton Southall Northolt / Greenford
John Perryn School	Coach	1	Park Royal
Mandeville School	Wheelchair lift	14	Southall Acton / Ealing Southall Acton Greenford Ealing Southall Hanwell Acton Southall Northolt Ealing Northolt Greenford
	Car	1	Ealing / Acton
Springhallow School	Minibus	11	Southall / Greenford Perivale / Greenford Acton / Ealing Ealing / Hanwell Northolt South Ealing / Ealing Acton / Ealing Southall West Ealing / Hanwell Southall Ealing / Acton / Park Royal
	Car	1	Hanwell
St Ann's School	Wheelchair lift	17	Southall Greenford / Hanwell Southall

School	Type of transport	No. of routes	Destinations
			Northolt / Perivale / Greenford Greenford Southall Southall Southall Greenford / Perivale Acton / Hanwell Northolt Ealing Northolt Hanwell / Southall / West Ealing Southall Southall Hanwell / Acton / Ealing
	Car	2	Acton Hanwell
St John's Primary School	Minibus	3	Acton / Ealing Greenford Northolt / Southall / Hanwell
	Car	1	Hanwell / Chiswick
The Study Centre	Car	3	Hanwell Northolt Northolt
Sybil Elgar School	Car	2	Acton Hanwell
	Minibus	1	Greenford / West Ealing
West London Academy	Car	1	Southall

Appendix C – Child accidents in Ealing 2012



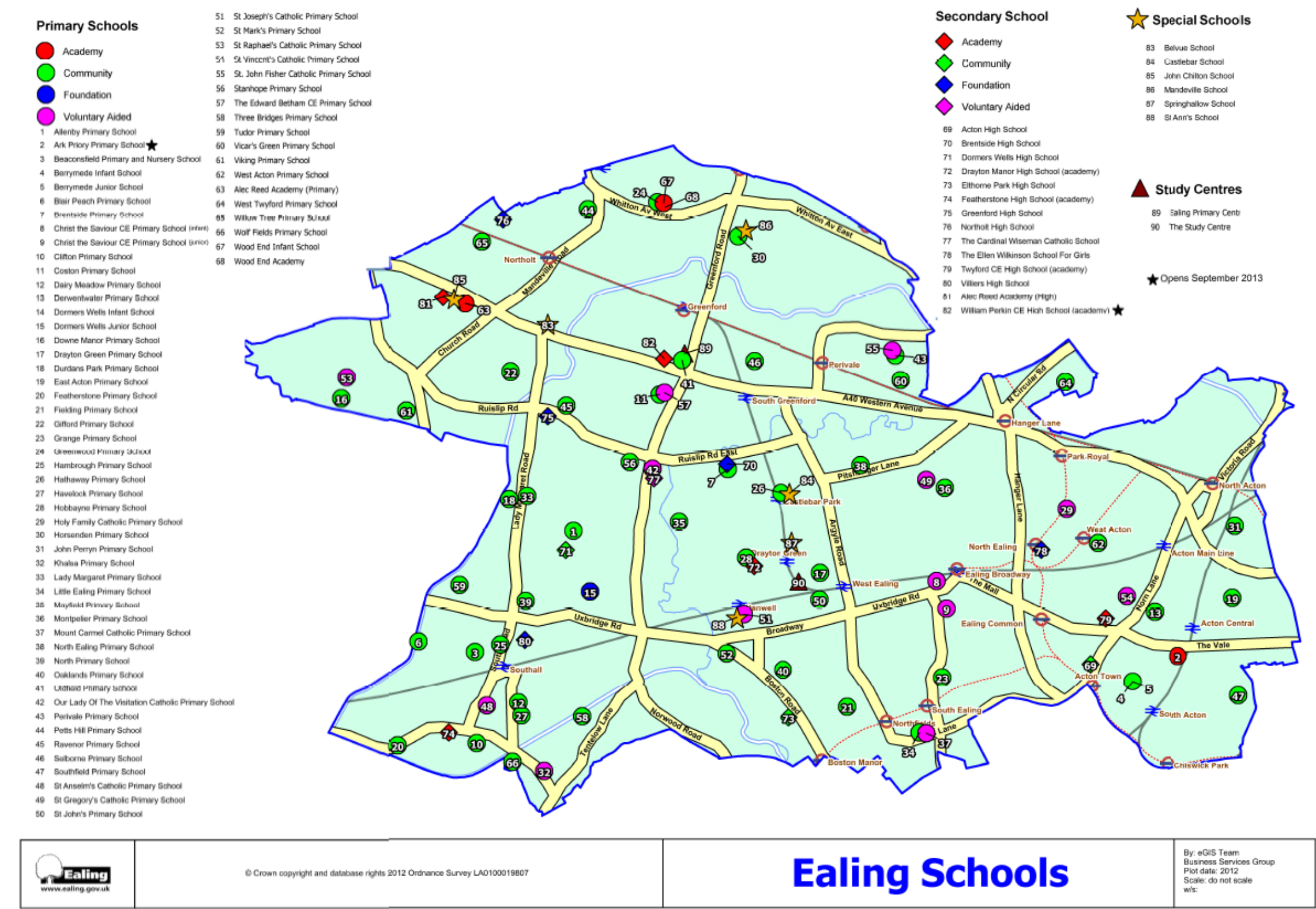
Appendix D – School Crossing Patrol Sites

Site	School	Patrol Times	Situation
King Street Southall/Featherstone Road Zebra Crossing	St Anselms School Featherstone High School	8.20am-9.10am 3 pm-4pm	FILLED
Montague Way j/w Regina Rd Southall, Zebra Crossing C Refuge	Clifton Primary St Anselms Featherstone High	8.30am-9am 3.10-4pm	VACANT
Norwood Road o/s Wolf Fields School Puffin Crossing	Wolf Fields Primary	8.20am- 9.10am 11.50am-1pm 3.10pm-4.20pm	FILLED
Beaconsfield Road o/s Beaconsfield School Green/Red Light Signal Controlled Crossing	Beaconsfield/ Havelock/ Blair Peach/ Hambrough	8.20am-9.10am 3pm-4pm	VACANT
Dormers Wells Lane Raised Zebra Crossing by entrance gates Dormers Wells Infant School	Dormers Wells High/ Junior/ Infant	8.20am-9.10am 3pm-4pm	FILLED
Allenby Road Zebra Crossing o/s Allenby School entrance gates	Allenby Primary School	8.20am-9.10am 2.55pm-3.40pm	VACANT
Costons Lane j/w Oldfield Lane Central refuge mini roundabout	Coston & Edward Betham Infant & Primary Schools	8.20am-9.10am 3.05pm-4pm	VACANT
Oldfield Lane South Raised Zebra Crossing o/s Betham School	Costons & Edward Betham	8.20am-9.10am 3.05pm-4pm	FILLED
Oldfield Lane North o/s school entrance gates Central Refuge Open Rd	Oldfield Primary School	8.20am-9.15am 2.50pm-3.50pm	FILLED
Greenway Gardens j/w Ruislip Rd Greenford Crossing Area Open Road	Ravenor Primary	8.20am-9.10am 2.55pm-3.40pm	VACANT
Kingshill Avenue/ Rayners Cres Northolt. Puffin Crossing/C Refuge	St Raphaels RC Primary, Down Manor, Belmore Primary	8am-9am 2.45pm- 4pm	FILLED
Abbots Close, Eastcote Lane/Islip Manor Road, Open Crossing	Willow Tree Primary./Northolt High	8.00am-9.05am 3.05pm-3.45pm	FILLED
Eastcote Lane j/w Dabbs Hill Lane, Zebra Crossing with C Refuge	Northolt High/Willow Tree Primary	8am-9am 3.15pm-4pm	VACANT
Horsenden Lane North/Sherwood Avenue/Burwell Avenue, Greenford Raised Zebra Crossing	Horsenden Primary	8.20am-9.10am 3.15pm-4pm	VACANT
Wood End Lane/Merton Ave. Open Crossing with Central Refuge	Greenwood Primary, Wood End Infants/Juniors	8.25am-9.15am 3.20pm-3.55pm	VACANT

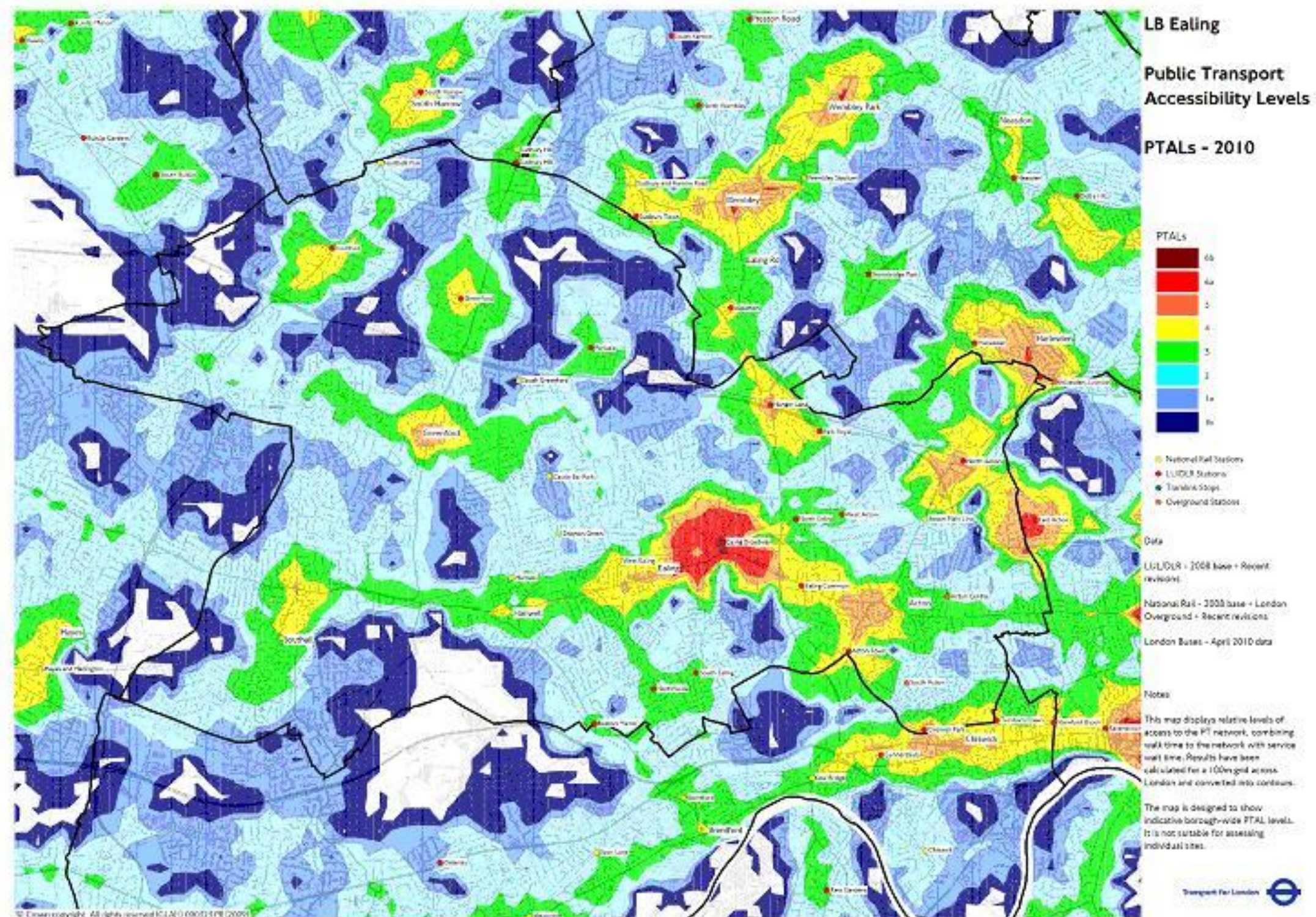
Site	School	Patrol Times	Situation
Wood End Lane/Wood End Gardens/Wood End Way, Open Crossing near speed table	Greenwood Primary, Wood End Infants.	8.25am-9.15am 3.25pm-4pm	VACANT
Whitton Avenue/ Oldfield Circus, Northolt Toucan Crossing	Wood End Infants/ Juniors and Greenwood Primary	8.25am-9.10am 3.20pm- 3.55pm	VACANT
Bilton Road / Federal Road, Northolt Zebra Crossing	Perivale Primary/ St Johns Fisher RC School	8.10am- 9.20am 3.10pm- 4.00pm	VACANT
Bilton Road JW Aintree Road, Traffic light Signal Controlled Crossing	Perivale Primary/ St Johns Fisher RC School	8.10am- 9.20am 3.10pm- 4.00pm	VACANT
Lady Margaret Road j/w Shackleton Road, Southall Zebra Crossing	North Primary/Grove House Children's Centre	8.20am- 9.05am 3.25pm- 4.00pm	VACANT
Mansell Road o/s Stanhope Primary. Raised Zebra Crossing	Stanhope, Coston, Edward Betham, OLOV, Cardinal Wiseman Schools	8.20am- 9.10am 3.05pm- 3.50pm	VACANT
Winchester Street/Avenue Road W3 Traffic Light Controlled Crossing with Green/Red Light man facility	Berrymeade Infants/Juniors/ Southfield Primary Schools	8.25am- 9.10am 3 15pm-4 10pm	VACANT
Greenford Avenue W7 Zebra crossing o/s school entrance drive, open road	Hobayne Primary	8.15am- 9.15am 3.00pm- 4.00pm - 4 15pm Mon Tues Wed	FILLED
East Acton Lane W3 Zebra Crossing	East Acton Primary	8.25am -9.10am 2.45pm- 3.45pm	FILLED
Montpelier Road. Zebra Crossing j/w St Peters Way W5	Montpelier /Primary	8.20am- 9.10am 3.00pm- 4.00pm	VACANT
Little Ealing Lane/Weymouth Avenue. Zebra Crossing	Little Ealing Primary. Mount Carmel RC Primary.	8.20am-9.10am 12.00pm- 1.10pm 2.55pm-4.00pm	VACANT
Greenford Avenue/Drayton Bridge Rd. W7 Traffic Light Controlled Crossing	Drayton Manor High, Hobayne	8.20am -9 am 3.10pm- 4.00pm	FILLED
Woodfield Road W5 Zebra Crossing o/s school driveway.	St Gregory RC Primary	8.20am- 9.10am 3pm- 3.40pm	TEMPORARY VACANCY
Twyford Abbey Rd/ Central Refuge with bus lane	O/S West Twyford Primary	8.25am- 9.10am 3.00pm –4.00pm	FILLED
Pitshanger Lane W5 Zebra Crossing near school gates	North Ealing School	8.25am- 9.05am 3.05pm- 3.40pm	VACANT
Mount Avenue/Westmor Place Zebra Crossing	Montpelier Primary	8.30am- 9.10am 3.00pm- 4.00pm	VACANT

Site	School	Patrol Times	Situation
Lower Boston Road/Green Lane W7 Zebra Crossing	St Marks Primary	8.25am -9.10am 3pm- 4pm	VACANT
Drayton Bridge Road/Drayton Green. Zebra Crossing	Drayton Manor High/Drayton Green Primary	8.15am -9.05am 3.10pm- 4.10pm	VACANT
Rosemount/Pierpont Road/Buxton Gardens Open Road	St Vincent RC Primary School	8.20am-9.20am 3.10pm-3.55pm	FILLED
Southfield Road/The Avenue Zebra Crossing with C Refuge	Southfield Primary	8.25am -9.05am 3.00pm- 4.00pm	FILLED
Greenford Ave/Beresford Ave W7 Pelican Light Controlled Crossing.	Through Route Brentside High and Primary/ Mayfield Primary.	8.00am –9.05am 3.00pm -4.00pm 2.30pm - Fridays	FILLED
Noel Road Raised Zebra Crossing.	West Acton Primary	8.25am-9.10am 3pm-3.45pm	FILLED

Appendix E – Borough map showing schools locations and rail routes



Appendix F – Public Transport Accessibility Level (PTAL) scores



Appendix G – School Travel Scrutiny Recommendations

No	Provisional Recommendation	Responsibility
R1	That cycle training commissioned for schools include information targeted at parents to tackle the perception that only dedicated cycle lanes can make cycling to school safe, such as the importance of positioning in the road.	Transport (DSC)
R2	That the Council should focus on delivering cycle training for pupils in years 6, 7 and above, and in doing so ensure that the funding allocated to primary and secondary schools is broadly equivalent.	Transport (DSC)
R3	That the Council communicates clearly to relevant schools the updated planning requirements impacting on the installation of cycle shelters, with a view to clarifying whether planning permission is needed at an early stage.	Transport (STAs)/ Planning
R4	That the majority of CCTV parking enforcement around schools should be aligned with those that have 'active' or updated travel plans.	Parking Services
R5	That the Council should ensure it consults with STAs on all future school redevelopment and expansion plans at an early stage in the planning process.	Transport (STAs)/ Planning/ Education (Schools Planning)
R6	<p>(a) That the Council permit, for the purposes of the 'keep the zig-zags clear' campaign, the placement of banners on barriers outside schools.</p> <p>(b) Further to the above, that relevant officers draw up a protocol specifying:</p> <ul style="list-style-type: none"> • The timing and period over which banners are required, i.e. termly; • Arrangements to draw up in advance which schools will be included and on what dates; • Arrangements for site evaluations for individual schools to ensure placement of banners in such a way as to minimise road safety risks; • Arrangements for the removal of banners after the campaign has finished. 	Transport (STAs) Envirocrime Highways
R7	<p>(a) That the Council set a target of all participating schools to have a 'park and walk' scheme in place by 2014;</p> <p>(b) That the Council advise schools to include in their home school agreements an agreement to participate in park and walk schemes;</p>	<p>Transport (STAs)</p> <p>Education</p>
R8	That officers investigate with appropriate schools the possibility of implementing new ideas to 'spread the peak'	Transport (STAs)
R9	That primary schools be asked to include transition arrangements in their travel plans for year 6 pupils who will be going to secondary school in the following year.	Transport (STAs)
R10	<p>(a) That the Council target parents with sustainable travel information when they receive correspondence on high school choices;</p> <p>(b) That this information emphasise the interconnectedness of active sustainable methods of travel with healthy lifestyles, and the long term benefits of teaching children how to travel to school independently and safely.</p>	<p>Transport (STAs)/ Education (admissions)</p> <p>Transport (STAs)/ Education (admissions)/ Healthy Schools</p>

No	Provisional Recommendation	Responsibility
R11	<p>(a) That the Panel notes that promotion of sustainable travel to school is most effective when integrated fully into the culture of a school, being integrated into lessons such as PHSE and connected initiatives;</p> <p>(b) to further the above, that the STAs:</p> <ul style="list-style-type: none"> • Ask schools to nominate a prominent teacher ‘champion’ to promote sustainable travel throughout the school and emphasize connections with other programmes; • look to provide dedicated ‘champion’ training to the above teachers; • advise teachers to share administration of drawing up and updating travel plans with school support staff if necessary to reduce burden on teaching staff. 	Transport (STAs)
R12	That officers investigate the possibility of working with schools to use Managed Learning Environments to further sustainable travel and road safety learning	Transport (STAs)/ Education (School Improvement)
R13	That the EGFL website be updated to include examples of best practice in school travel planning from around the Borough, for both primary and secondary schools.	Transport (STAs)
R14	That all Ward Councillors receive on an annual basis details of schools in their wards that are not engaged with the school travel programme, or whose activity on the programme has lapsed.	Transport (STAs)
R15	That the Panel endorses the future approach of working with schools who show a willingness to engage – those who are ‘active’, undertaking actions and updating plans.	Transport (STAs)
R16	<p>(a) That the Council encourages and supports more schools to collect updated modes of travel data;</p> <p>(b) That the Panel notes the low level of schools in Ealing with TfL accredited travel plans, and recommends that officers focus on increasing the numbers of accredited schools accordingly;</p> <p>(c) further to (b), that future SMoTS contain targets relating to increasing the number of schools attaining accreditation at each tier under the TfL scheme.</p>	Transport (STAs)
R17	<p>That the Council:</p> <p>(a) Fully implements recommendation 13 of the ‘Traffic Calming and 20mph Zones Specialist Panel 2008/09’, by ensuring that accident statistics are disaggregated, with deaths separated from serious injury, and accident locations distinguished by speed limit.</p> <p>(b) Ensures that the above information is published widely, and is reported alongside or in place of KSI statistics;</p> <p>(c) sets itself a target of achieving zero child road deaths in the borough.</p>	Transport
R18	That the Council continues to provide dedicated resources to the school travel programme in future.	Cabinet

Report Author:
Kieran Flynn
School Travel Adviser

London Borough of Ealing
Transport Planning
flynnk@ealing.gov.uk
020 8825 5649