

Scottish School Travel Advisory Group



Report



SCOTTISH EXECUTIVE

Making it work together

SCOTTISH SCHOOL TRAVEL ADVISORY GROUP

REPORT

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FOREWORD

We must take seriously the impact of the school travel choices that we make. Research has shown that in the UK as a whole, one in five cars on the road at 8.50 a.m. is taking children to school. As well as the need to ease congestion on our roads, there are strong safety, health and environmental reasons for reducing the numbers of cars on the “school run”.

The Scottish Executive’s response to this was to create the Scottish School Travel Advisory Group (SSTAG) with a wide membership, bringing together expertise from the health, education and transport arenas. SSTAG’s brief was to consider the issues and identify practical means of more effectively managing school travel and encouraging as many children as possible to walk, cycle or take public transport to school.

The report sets out the Group’s conclusions and will be welcomed by everyone with an interest in school travel or reducing congestion, as well as everyone wishing to promote sustainable, physically active and environmentally friendly travel modes. We thank the members of the Group for their work.

We are delighted to respond to this report on behalf of the Executive by providing funding for the implementation of the report’s central recommendation - the appointment of school travel co-ordinators within Scottish local authorities. These co-ordinators will be pivotal to the achievement of the report’s other recommendations and should enable all agencies and individuals with a responsibility for young people to work together to develop and fund high quality school travel schemes that are both effective and safe.



A handwritten signature in dark ink that reads "Lewis Macdonald".

Lewis Macdonald
*Deputy Minister for
Enterprise, Transport and
Lifelong Learning*



A handwritten signature in dark ink that reads "Nicol Stephen".

Nicol Stephen
*Deputy Minister for
Education & Young People*



A handwritten signature in dark ink that reads "Mary Mulligan".

Mary Mulligan
*Deputy Minister for
Health & Community
Care*

REPORT OF SCOTTISH SCHOOL TRAVEL ADVISORY GROUP

SECTION A

Establishment of the Scottish School Travel Advisory Group

1. The establishment of the Scottish School Travel Advisory Group was announced by Sarah Boyack, the then Minister for Transport and Planning, in July 2000.
2. The Group's Objective is to increase the proportion of non-car travel to school by;
 - identifying practical means of increasing choices and influencing behaviour and so developing a coherent approach to school travel.
 - reporting its recommendations to Scottish Ministers.
 - leading the dissemination of best practice and raising the profile of school travel issues.
3. The Group held its first meeting in September 2000. Its membership is representative of a wide area of expertise in health, education and transport. A list of the individual members is attached at Annex A.

Background to the work of the Scottish School Travel Advisory Group

4. The UK Government's White Paper *A new deal for Transport: better for everyone*, published in 1998 specifically noted that reductions in the use of the car to take children to school would have marked benefits in reducing peak time congestion.
5. The UK Government established the School Travel Advisory Group in December 1998 with the purpose of achieving this reduction. Officials of the then Scottish Office sat on this Group and following devolution the Scottish Executive continued to be represented on this UK Group which produced its report and recommendations in January 2000.
6. As Scotland has its own unique set of circumstances it was decided that a specifically Scottish Group be set up. One of its first tasks was to look at this report and tailor its recommendations to meet the needs of the Scottish people.
7. The Scottish School Travel Advisory Group has met five times and now presents its report.
8. In December 1999 the Scottish Executive published its Guidance Document "How to Run a Safer Routes to School (SRTS) Scheme" which was issued to all schools and local authorities in Scotland. The work of SSTAG, while it takes a rather wider perspective, should be seen as building on the excellent foundations that has resulted from this initiative which remains a key focus for school travel in Scotland.

9. The benefits of more active travel to school outlined in the SRTS Guidance are what SSTATG sets out to achieve - namely improved safety; improved health, both present and future, through decreases in local pollution and increases in levels of exercise; an improved environment through a reduction in congestion, pollution and traffic noise; and improvements in children's social development through increased opportunities for independent travel.

The Role of Targets and Partnership Working

10. One of the first matters the Group considered was whether it would be appropriate to set national targets for modal shift on the school run. Figures attached at Annex B show trends in school travel modes over the last 15 years and make clear that an ever increasing number of children are being driven to school.

11. However, the Group felt it was not particularly desirable to aim to go back to the status quo of past decades. It would seem more sensible to take current figures as the starting point, analyse the most appropriate targets for change in the current situation and aim to improve on this to create a better future. A large number of factors are very different now to what they were say 10 years ago which make comparisons with a past period not particularly useful. However, almost everyone would be agreed on the need for forward-looking improvement on the current situation which is that approximately 18% of children in Scotland are driven to school by car and over half of these live within a short distance of school (1km in the case of primary and 2kms in the case of secondary children) or have public transport available.

12. The Group agreed it was realistic to aim to encourage modal shift in this Group, as they represent those who might find it easiest to change mode.

13. However, the Group agreed setting a national target for this reduction was not appropriate for two reasons.

14. Firstly Scotland has a diverse geography and set of social circumstances across and within its local authorities. Bussing large numbers of children safely, efficiently and comfortably over long distances in the Highlands or the Scottish Borders presents a different set of challenges from giving children in city centre or semi-urban areas the opportunity to walk or cycle safely the short distance from their home. The potential for change, the pace of that change and the measures appropriate to realising it will be very different in these different areas.

15. Further, creating the circumstances that will encourage a modal shift on the school journey depends on local action in identifying and removing local barriers to walking, cycling and bus use and a large number of bodies and individuals will have to work together to achieve the desired changes.

16. Provision of infrastructure that facilitates an increase in walking, cycling or the use of public transport to school rests with local authorities. Traffic management is also a matter for local authorities in consultation with the police, who are in turn responsible for traffic law enforcement. Creation of individual school travel plans and developing individual safer routes to school schemes involves teachers, parents, pupils, transport operators and the police among others.

17. These examples serve to show that where national government can set the policy direction a large number of people must work together on a local level to put this into action and it would seem logical that local authorities co-ordinate this local action.

18. Local authorities are already asked in their local transport strategies to set targets for modal shift on the school run. They are best placed to see the situation in their areas in the round and to dovetail school travel with their other transport, health and social policies. Local authorities are in the best position to decide what is a realistic target for change on the school run in their areas. Those local authorities who have not already done so should as soon as possible set their own targets, through their local transport strategies, to increase the modal shift on the journey to school in their own areas.

19. It is appreciated that the degree of local monitoring of school travel patterns may be limited at present and it is essential that adequate monitoring of school travel trends be put in place by local authorities.

20. Indeed targets may vary not only from authority to authority but from school to school. The Scottish Executive Guidance on “How to Run a Safer Routes to Schools Scheme” asked schools to develop their own safer routes to school. It asked them to look at the travel habits of their pupils and identify the barriers to walking and cycling and find safe ways of removing these. Through this process many individual schools will now have clear ideas of what proportion of children can safely be expected to choose more active and environmentally friendly travel modes.

21. The Group therefore concluded that the most suitable way forward is for local authorities (and schools themselves if they so wish) to set their own targets to achieve the national objective of a greater proportion of school journeys being made by active and sustainable modes i.e. by foot, bicycle or public transport.

22. The role for the Scottish Executive should be to monitor the national progress through the Scottish Household survey and to continue to publish year on year statistics on travel modes on the school journey. The baseline against which to monitor progress should be the figures shown in the Scottish Household Survey for 1999.

Resources

23. **In presenting this report the Group wishes to highlight the fact that it will require a very large investment to provide the necessary infrastructure, facilities and staff costs to fully implement its recommendations. It acknowledges that the Scottish Executive has, between 2000 and 2004, committed over £20 million to cycling, walking and safer streets projects. However, higher levels of investment both at national and local government level will be necessary to achieve the aims of the Group.**

24. **In particular an increased resource will be necessary to carry forward recommendations 6 and 7 of this report. As acknowledged above, the Scottish Executive has put a sizeable resource into implementing safer routes to schools schemes. However, the Group feels this focus now needs to be widened out. The work of the school safety teams described in the Guidance on How to Run a Safer Route to School Scheme needs to be furthered developed by the appointment of school travel co-ordinators at local authority level who will be responsible for, among other things, ensuring that each**

school has a school travel plan. The creation and implementation of a school travel plan is a more widely focused activity than the development of a safer routes to school scheme as described in the Scottish Executive Guidance of that name. These schemes still have an important part to play in school travel but the Group feels, while prioritising safety was a logical first step, the time has come to widen the emphasis to include other aspects such as the effects of choice of transport mode on health and the environment. This wider focus can only succeed if sufficient funds are allocated to developing it. The Group would like to see the Scottish Executive help develop this wider focus by providing funding for school travel plan co-ordinators through a scheme similar to the one set up by the DTLR to fund travel plan co-ordinators.

25. The Group wishes also to highlight the need for recurring revenue funding in order to ensure that progress on school travel issues is sustainable.

SECTION B

RECOMMENDATIONS

Planning and Resourcing

1. School travel issues should be addressed by all agencies with a responsibility for young people, and initiatives developed for inclusion in Local Health Plans, Local Transport Strategies and Children's Service Plans etc. Different Departments, within both the Scottish Executive and the local authorities should work together to develop and fund effective school travel measures and initiatives.

2. Local transport strategies should include school travel and show how the authority's school travel policies relate to its walking and cycling strategies. Local transport strategies must take into account special needs transport. School travel plans should form an integral part of local transport strategies by illustrating how strategies are put into practice at local level. Those authorities who have not already done so should set targets for modal shift on the school journey as an addendum to their current transport strategies. Local authorities should take account of all of the above factors when considering their obligations under the Road Traffic Reduction Act 1997.

i. School travel represents a significant element in peak travel with corresponding impacts on congestion and pollution. Local transport planning must take account of this. Habits learned in youth are carried into adulthood with corresponding long-term impacts. Parents' decisions about school travel may also impact on their decisions about their own travel mode i.e. I have to take the children therefore I might as well use the car for my own purposes.

3. Scottish Executive planning guidance to local authorities as both planning authorities and infrastructure developers should take account of school travel when planning new educational or residential developments. Such consideration is equally important where the provision of new facilities is by Public Private Partnership.

i. School Planning - School travel should also be a factor in the development of PPP projects and provision by private schools. There have been examples of good practice in England where development of a school has only been permitted subject to the introduction of public transport/walking/cycling biased school travel plans.

4. Future Scottish Executive guidance to local authorities on their use of PTF/CWSS resources should specifically highlight the need for local authorities to consider school travel issues. It should ask local authorities to ensure that the school travel plans developed by the schools in its area and its own CWSS spending plans complement each other. The need for different departments e.g. transport, health promotion and education to work together to develop and fund effective school travel measures and initiatives should again be emphasised.

i. Funding for provision of facilities should be seen to be given as part of an overall school transport plan, in order to ensure that new facilities e.g. cycle parking are not going to increase accident rates.

Roles and Responsibilities

5. All schools should establish a School Travel Team. Where a school already has a School Safety Team as proposed in the Guidance on How to Run a Safer Routes to Schools scheme the safety team's role should be expanded to cover all school transport issues. The teams should be school based and each school team must produce a school travel plan.

i. Local authorities and schools must work together to establish these teams.

6. Adequate staff training and teaching resources must be developed to support the work of the school travel teams.

7. A new role of school travel co-ordinator should be set up within each local authority. There will be three main strands to his or her role:

- **the evangelical role to promote best practice within schools and with school travel teams;**
- **the practical role, working across local authority departments to provide facilities, advise on CWSS spending etc.**
- **the co-ordinating role to co-ordinate the work of the travel teams within any cluster of schools and identifying and developing any opportunities for the travel teams to work within existing local initiatives, thereby working with others towards common goals.**
- **in the short term the role of the Active Schools co-ordinator as being piloted by SportScotland could be expanded to include that of the school travel co-ordinator. This may provide the opportunity in some areas to maximise use of available expertise and resources.**

i. Circumstances vary so much across the country it is important that the principle of a school travel team is established while the procedures for setting it up and its exact composition will vary with local circumstances and priorities.

ii. Clearly there are major differences between circumstances at primary and secondary schools. Generally, journeys are much shorter, numbers attending the school are much smaller and behaviour problems considerably rarer at primary than at secondary schools. Also rural and urban schools present a very different set of challenges, at both primary and secondary level. The structure and focus of teams must reflect such variables

iii. A cluster of schools, whose teams must co-ordinate activities, is most likely to be a secondary and its feeder primaries but this is not necessarily the case. Children moving between secondaries for different subjects will create a link between the schools involved.

iv. Teams may consist of a designated travel officer; a nominated teacher or teachers who would be responsible for curriculum issues arising from school travel; perhaps also a guidance teacher to deal with health, environment and community issues; the head teacher, and transport operator(s), indeed any individual whose membership local needs determine to be appropriate. It may be that the team consists of a core membership with individuals co-opted as and when specific expertise is required. For example, it may be appropriate for the attendance officer to be called to be present at some meetings (it is perceived that a large

number of attendance problems are related to the journey to or from school). The team must liaise closely with those responsible for road safety and cycle training and with local Road Safety Officers.

v. The role of the school travel team will be two fold and must include *strategic responsibility* to pro-actively encourage healthy and environmentally friendly travel choices and *operational responsibility* to co-ordinate boarding of buses where this is within the school grounds, ensure proper use of cycle storage etc. These two roles are quite separate and distinct but clearly related. It is therefore seen as beneficial that although different individuals rightly have responsibility for these very different roles these individuals must work together on one team to maximise effectiveness. The team must have clearly defined objectives from the outset (i.e. must not spend a disproportionate amount of time fielding questions about safety and ignoring the “evangelical” role. The existence of the school travel plan will help keep this focus.

vi. The team will wish to designate someone as its leader who may or may not be the head teacher. However, it is vital that operational responsibilities within any school remain with very senior school staff who take responsibility for legal and safety issues, who have the respect of the pupils and can take appropriate, timely, and effective action to curb inappropriate behaviour.

vii. The team should have an understanding of where legal responsibilities lie and an understanding of potential liability and insurance matters associated with school travel initiatives

viii. The team should work towards achieving the full range of benefits to be had from walking, cycling or taking public transport to school and should motivate pupils and parents to make choices in order to achieve benefits on a range of fronts - environment, health, and social development. This is where the imaginative composition of the team and the streamlining of initiatives can maximise results.

8. A code of practice should be drawn up which defines the responsibilities of all those involved in school travel including transport operators, local authorities, parents, school travel teams etc.

i. Clarification of responsibilities is required to cover *all* aspects of school travel, including behaviour on buses.

ii. Clarification is particularly required on the issue of responsibility for proper boarding of buses on school premises and also the boarding of buses outwith school grounds.

School Travel Plans - the Vehicle for Change

9. All schools should prepare a school travel plan. This should be the responsibility of the school travel team. It should contain short and long term targets to achieve modal shift on the school run and should be subject to constant review.

i. School travel plans should have short and long-term targets (e.g. over 10 years) so that plans continue to have validity and the commitment of the school even if individual staff

involved move on. They should also outline the specific measures that will be put in place to achieve these targets and when they will be put in place.

ii. Plans should be kept under constant review to respond to changing circumstances and there should be a built in review cycle to ensure plans are up-dated.

iii. Plans should address all issues that are affected by choice of travel mode and likewise all factors that affect mode choice at that particular school. These issues include safety, SRTS, the environment, health, level of provision of cycling and walking facilities, the management of car parking at the school, the adequacy of bus drop off points if required etc

iv. Development of the plan must include consultation or formal partnership with all interested parties and in particular parents. It is parents who, particularly in the case of younger children, make the final decision on travel modes. No plan will be successful without their support.

v. The Scottish Executive should produce Guidance on developing school travel plans to complement its " How to Run a Safer Routes to School" Guidance. This will include advice on how to explore funding opportunities and must also include comment on behaviour on buses.

vi. The School Travel Plan provides an important learning opportunity in the school, affording the opportunity for practical learning over a range of subjects and should be threaded throughout the curriculum.

School Travel - part of the curriculum

10. School travel issues are already part of the curriculum but they should be integrated further as opportunities arise. HMIE should undertake a review to identify exemplary school travel plans and other examples of good practice in achieving or encouraging healthy and environmentally friendly travel choices.

i. Safe school travel issues are already part of the curriculum, in the Health Education 5-14 National Guidelines. However, resources need to be developed to link directly with these guidelines.

ii. The Scottish Road Safety Campaign commissioned research into Road Safety Education (RSE) in Scottish schools in 1999. The most important recommendation of this research was that there should be a 'core curriculum' of RSE in all Scottish schools, from pre-school to upper secondary, including special schools. The report also recommended that RSE should be taught in Personal and Social Development (PSD). Other subjects, such as Environmental Studies and Citizenship, would be encouraged to teach road safety, if they wanted to, but this would be in addition to PSD.

iii. Issues concerning safe school travel have been incorporated into the Health Education 5-14 National Guidelines. Health Education, and therefore road safety, is to be taught in PSD, in accordance with the research recommendation

- iv. An Education Officer at the Scottish Road Safety Campaign has been employed to oversee the implementation of a 'core curriculum' of RSE in all Scottish schools, ensuring that RSE links directly to the Health Education Guidelines.
- v. There should be collaboration between Development Officers at 'Learning and Teaching Scotland', local authority Education Advisers, Teachers and the SRSC Education Officer to develop effective and appropriate resources for RSE, to be taught principally in PSD.
- vi. Similar action should be taken when the opportunity arises to include study of the relative merits of different travel choices and their impact on the environment in Environmental Studies (e.g. Social subjects – people and place), and to include the effects of travel choices on social issues and ideas of responsibility in making travel choices in Citizenship.
- vii. It is envisaged that exemplary examples of school travel plans and good practice of RSE be highlighted in an HMIE report on travel issues. This would be a powerful way of identifying and sharing good ideas.
- viii. A presentation should be made at some appropriate opportunity to head teachers to encourage this integration

Promotion of change

11. A higher profile must be given to school travel issues and to the effects on health and the environment of different modal choices

- i. Opportunities must be found at a high level e.g. headteachers' conference to give publicity to SSTAG recommendations and measures must be taken to re-enforce positive messages to people working in both the education and transport sectors.
- ii. The Scottish Executive should consider how to include in their long term 'Learn to Let Go' Travel Awareness Campaign messages on the effects of different school travel choices

12. There needs to be increased and sustained promotion of school travel issues in schools and this should be directed towards pupils, staff and parents.

- i. The school travel team must liaise with the School Board and the PTA who both have a part to play in influencing school travel issues.
- ii. School Boards and PTAs should be asked in co-operation with the travel team to take on board the tasks of;
 - making parents aware of travel options at their particular school and the implications of each option,
 - exerting an influence on the problem of parking outside schools and other specific local problems identified,

- encouraging a supportive climate for school travel plans.

iii. School travel awareness promotion should be tailored to individual schools so that it is realistic and meaningful and takes into account the local community needs and priorities and current family lifestyles.

iv. The issue of parking outside schools must be a priority in school travel awareness promotion. The reasons for any school's parking policy must be explained to parents and all other interested parties as should any measures a school adopts e.g. a 'park and walk' scheme or a designated parking area near to the school and a walkway between the locations.

v. Promotional work needs to be constant and cyclical to keep up the momentum and ensure change is permanent.

13. Information about the availability of public transport should be made available at all schools to staff and regular visitors to the school (parents, delivery drivers etc) and they and their needs should be included in the process of developing school travel plans.

i. Travel to the school by staff, parents and occasional visitors (e.g. delivery drivers, school psychologists, social workers etc) is an issue which should be included in any consideration of school travel modes, not simply pupil travel. Many schools have large numbers of vehicles arriving and departing in addition to those used by school staff, with corresponding demands on parking at school and increased safety risks around and in the school to pedestrians and cyclists.

ii. The information made available will vary according to the circumstances of the school but may include timetables for buses and trains, location of bus stops, cycle lanes, park and ride facilities etc.

Walking and Cycling

14. For all those children for whom distance and safety makes these reasonable choices walking and cycling should be vigorously promoted.

i. The Group wishes to commend the use of the Safer Routes to School Guidance produced by the West of Scotland Road Safety Forum which contains recommendations for safe walking distances and also the school travel booklet produced by West Lothian Council.

15. The level of provision of pedestrian and cycling training should be increased.

i. When they become available the results of the current pilot into pedestrian training should be widely disseminated

16. Improvements should continue to be made within school sites, in the vicinity of schools and in the management of schools to support these active travel modes.

i. The provision of lockers, secure cycle parking etc must go hand in hand with efficient management of the school day e.g. the opening of school doors earlier in inclement weather.

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Provision of school transport

17. Local authorities and SPT must, in their provision of school transport, always consider fully integration with the public transport network; and the use of public transport must be fully considered in the development of school travel plans.

i. This recommendation and those which follow should not be limited to bus transport. Significant numbers of students are transported by rail and ferry and some issues also affect these modes.

ii. Integration of school and mainstream public transport is essential.

a. Budgetary factors – There can be significant benefits in terms of cost particularly in rural areas of the integration of school and mainstream public transport. In some rural areas the only public transport is that provided for the school journey. Some bus operators or depots of major operators rely for their base finance on school work which enables them to provide a range of other services to their local communities.

b. Influencing behaviour – Experience of using public transport at an early age, if positive, is likely to influence future behaviour at least to the extent that students will become familiar with the process of using public transport i.e. timetable, use of passes. They would therefore be less likely to take decisions to use a car in later life as a result of uncertainty of the “How do I actually do this?” type. Even the use of dedicated vehicles can contribute by giving experience of the social aspects of public transport. By including dedicated vehicles in information to pupils/parents about available transport in timetable format familiarity with this type of information can be built up.

18. A number of alternative methods have been used to address issues of vandalism and on board safety, both addressing behavioural issues and technical approaches. Studies of the impact of a range of approaches including on board CCTV and support for the production of teaching and training aids for operators, teachers and the police would be beneficial.

i. Vandalism and on board safety. Pupil Behaviour - inappropriate behaviour by pupils represents a significant problem for all parties involved in school transport. Bullying, violence and unsafe behaviours cause problems for other pupils and undermine parent's confidence in pupil transport sometimes resulting in them making other arrangements. Schools have to deal with the results of these behaviours so diverting them from their main function of educating children. Education authorities are faced with resolving the problems and additional costs for provision. Operators are faced with additional costs of damage to vehicles and threats to staff health and safety possibly aggravating problems of staff shortages. In addition where pupils are carried on the public transport network bad behaviour by pupils can discourage other passengers from making use of vehicles carrying school pupils.

ii. External Threats – Attacks on public transport vehicles and staff such as brick throwing are not restricted to school transport however they do have the additional characteristic of inter school or area rivalry. These types of incident frequently require intervention by Police or the community or the curtailment of services. In one area in addition

to on board CCTV external cameras have been installed in an attempt to obtain evidence to permit further action to be taken.

iii. More publicity needs to be given to the guidance already available on behaviour on school transport.

19. Each local authority should provide appropriate guidance for drivers of school transport vehicles in their area for given situations e.g. heavy snow, vehicle breakdown.

i. The quality of this provision varies from area to area but it is seen as essential that there is some sort of code of practice agreed by all those involved as to the procedures that the driver must follow in various sets of circumstances e.g. heavy snow.

ii. The bus industry should ensure appropriate customer care training is made available to all staff involved in school transport.

Enforcement of traffic management measures

20. Local Authorities and the Police must be prepared to consider appropriate enforcement issues where this becomes necessary.

i. Consideration needs to be given to the issue of parents who live within a short walking distance of the school and who want to see their children delivered safely, yet the parents are unwilling to walk. The related issue of parents who drop children by car as they go to work and are unwilling to leave home a little earlier and drop children slightly further away also requires consideration.

ii. Physical measures to reduce and manage car parking outside schools where appropriate will form an integral part of safer routes to school schemes and school travel plans.

iii. Problems arise when parents and others dropping children off consistently ignore these measures. Clearly it is desirable to avoid conflict situations outside schools wherever possible. This problem should initially be tackled as a social education issue. Nevertheless, where this approach fails enforcement of parking and other restrictions must be considered.

SECTION C

The Way Forward

Information Needs

1. DfT (formerly DTLR) has commissioned a substantial programme of research in support of the UK STAG. (Details are attached at Annex C) While the results of the more analytical projects are applicable to Scotland, some of the more practically focused ones may not be, especially where the fieldwork has been based solely in England and Wales.
2. The Group agreed on the need to commission separate research in Scotland in order to inform the implementation of the Group's recommendations; and to monitor and evaluate new initiatives or actions arising from the Group's recommendations. A programme of research agreed by the Group is attached at Annex D.

Future of the Scottish School Travel Advisory Group

3. The Group advises that this report be widely distributed to all interested parties in Scotland and that a new possibly smaller Group be formed to draw up a strategy for the implementation of its recommendations.
4. This smaller Group should be prepared to co-opt additional members to contribute their expertise as required.

MEMBERSHIP of GROUP**Transport**

1. Donald McKiven: City of Glasgow Council
2. Andy Yovanovitch: Association of Transport Co-ordinating Officers
3. Emma Burtles: SUSTRANS
4. Catrina Steenberg: Scottish Road Safety Campaign
5. Cathie Way: Institute of Road Safety Officers
6. Marjory Rodger: Confederation of Passenger Transport
7. David Kinnaird: National Travelwise Association
8. John Robin: Strathclyde Passenger transport
8. Alistair Short: SCOTS

Health

9. Mary Allison: Health Education Board for Scotland
10. Charles Clark: Child Health Commissioner, Lanarkshire Health Board

Education

11. Ruth Higham: Scottish Parent Teacher Council
12. Murdo MacIver: Association of Directors of Education in Scotland
13. Alan Jones: Depute Head, Eastbank Academy, Glasgow

Scottish Executive

14. Adam Rennie: (Chair) Head of Transport Division 3
15. Sally Thomas: Transport Policy
16. Elizabeth McNeill: Transport Policy
17. Ian Robertson: Transport Policy
18. Morag King: Public Health Policy Unit
19. Graeme Stuart: School Standards and Improvements
20. John Dowie: Travel Awareness
21. Dave Alison: Bus Policy
22. Diana Wilkinson: Central Research Unit
24. Ann Whatcott: Road Safety

DTLR

24. Margaret Longes: School Travel Advisory Group

Northern Ireland Assembly

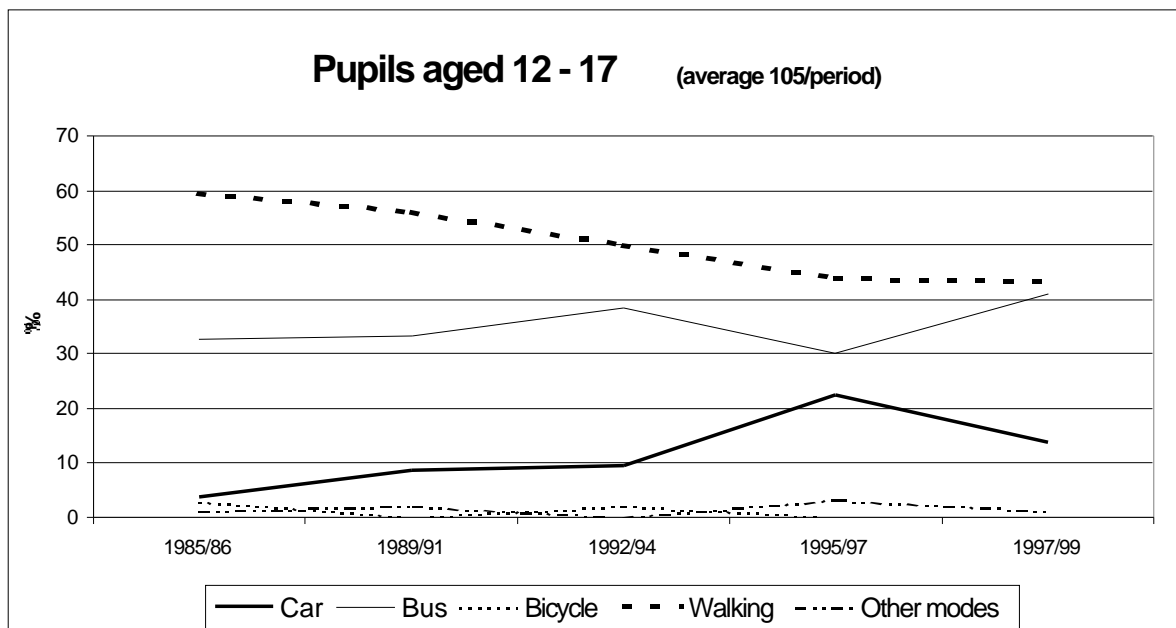
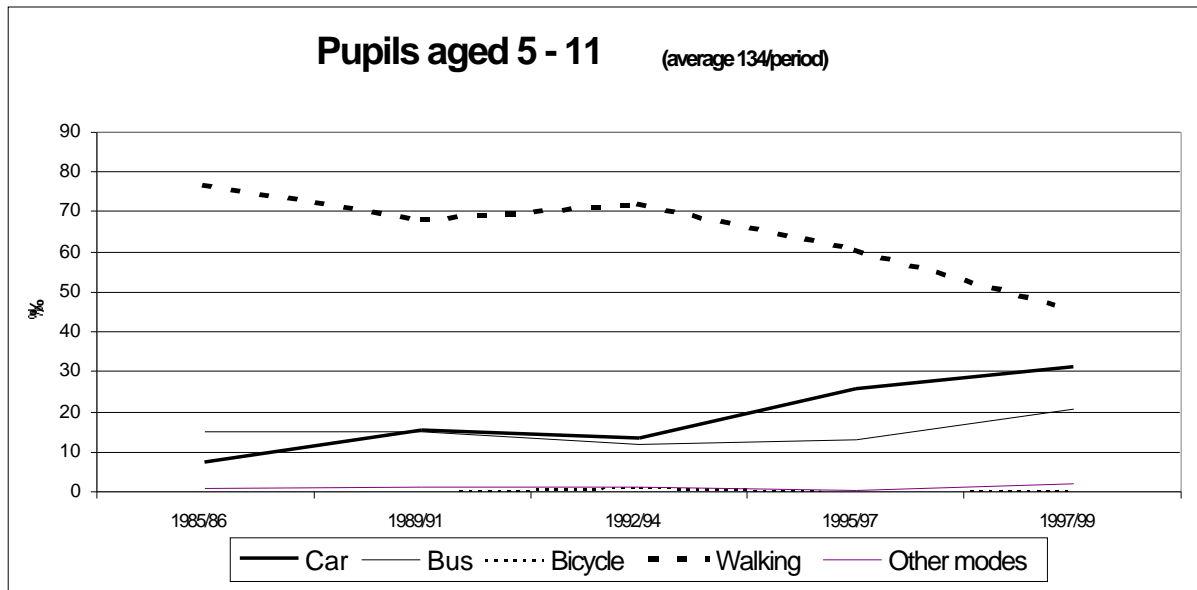
25. Andy Bready

National Assembly for Wales

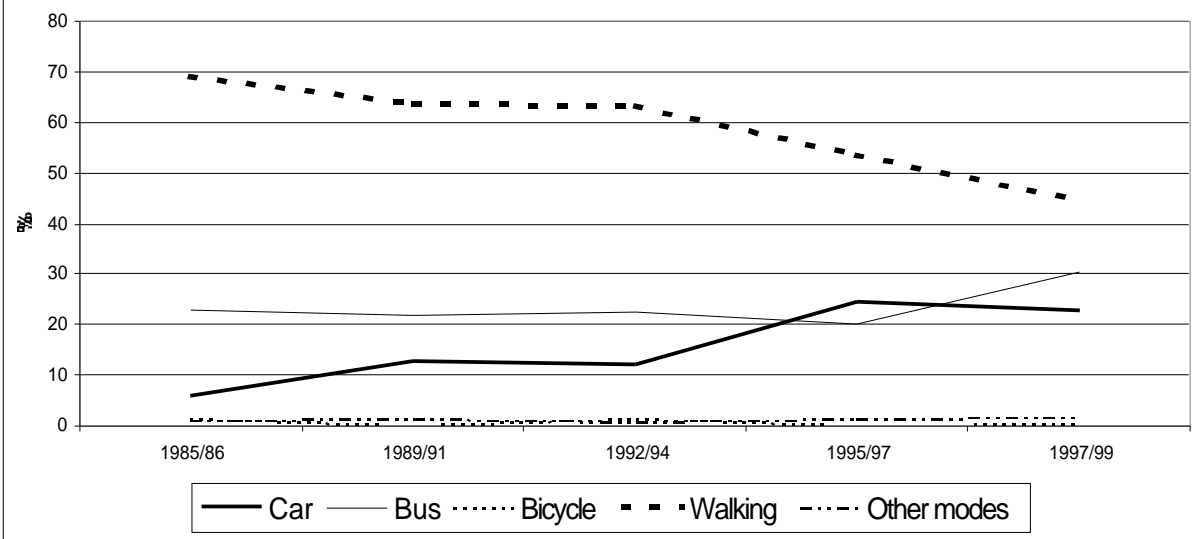
26. Andrew Hemmings

Travel to School - Statistics from the National Travel Survey's Scottish sample

NB: these results will NOT be very reliable, because they are based on small samples and (in general) the sample sizes have fallen over the years



All pupils aged 5 - 17 (average 239/period)



DfT (formerly DTLR) STAG RESEARCH PROGRAMME 1998 TO PRESENT

	COMMENT
1. Monitoring levels of activity relating to school travel plans and initiatives (Oct 1999)	This included some Scottish case studies. The Executive also conducted its own research on this published in 1997 which informed the Safer Routes to school good practice guide
2. Pilot programme of site specific advice to schools including evaluation (Oct 2000)	It was intended that this would include Scotland.
3. Provision of special educational needs transport (Feb 2000)	
4. Factors leading to increased journey length (March 2000)	This review covered UK research and data sources and is therefore applicable to Scotland
5. Best practice on increasing bus use for journeys to school (June 2000)	
6. Database of classroom materials relating to school travel (June 2000, reviews 2001, 2002)	
7. Effect of travel modes on children's cognitive development	UK applicable
8. Further work on take up of school travel plans	As four years have elapsed since the Safer Routes to School work there is merit in conducting a similar update in Scotland, though with a broader Travel Plans focus.
9. Effects of study support etc. on travel decisions and linkages between work and school journeys	Probably UK applicable. Linkages between work and school journeys has been raised as an issue by Scottish STAG.
10. How best to promote alternative modes in the school environment	
11. Evaluation of training and skills needed by schools, advisers, co-ordinators etc.	
12. Investigating children's other (non-school) journeys	Probably UK applicable
13. Further research on the effects of travel modes on children's cognitive development	UK applicable
14. Best practice advice on using the planning system	

Suggested Programme of Research to inform implementation of recommendations and evaluate implementation

1. *A review of research on school travel.* This will provide a concise summary of available evidence on different aspects of school travel to provide context for, and to inform the implementation of the Group's recommendations. The review will cover UK and international research published since 1995. It will divide into two parts to look at (a) factors affecting school travel, including rising car ownership, parental choice of schools, public transport provision, congestion and road safety, personal safety, including bullying, children carrying more equipment and books to school, and parents' work patterns and time pressures; and (b) effectiveness of school travel initiatives designed to address or ameliorate these and other problems. Any evidence on funding mechanisms and joint working will be of particular interest. As most of this research will have been conducted outwith Scotland an important aspect of the study will be to assess its relevance to school travel in this country.

2. *A study into the reasons why parents drive their children to school even in situations where there are adequate public transport alternatives or the distances can be walked or cycled.* In 1999, according to the Scottish Household Survey, 23% of primary school age children and 12% of secondary school age children travelled to school by car or van. Half of these lived within a theoretical walking distance of school (1km for primary, 2km for secondary) and for a fifth the journey was possible by public transport. Within this group therefore are children for whom mode shift from the car is theoretically possible. This research should also compile evidence on actual risks to children on the school journey on different forms of transport, including road accident and personal safety risks, in relation to exposure. It should also include an assessment of benefits of walking and cycling to school and an exploration of parents' willingness to change and conditions for achieving this. This work will inform future publicity campaigns and the promotion of school travel plans to parents.

3. *Good Practice in Joint Working.* For school travel plans to be effective there needs to be joint planning and working at all levels. This will research the barriers to joint working and identify examples of good practice in Scotland and the rest of the UK which can be promoted.

4.(a) *Update on safer routes to school/school travel plan activity.* The inventory of Safer Routes to School schemes in Scotland carried out by Derek Halden is now 3 years old. This could be updated and expanded to cover School Travel Plan activity to provide a baseline against which to measure change arising from Scottish STAG's recommendations. The Access database could be up-date by means of a postal survey.

(b) Evaluation of initiatives that have been put in place in order to assess their relative effectiveness in achieving modal shift with a view to possibly producing good practice guidelines⁵. *Children's attitudes to sustainable transport.* This project is already part of the planned 2002-03 Executive transport research programme. It could be tailored to meet the needs of the Group for guidance on how to influence children's travel behaviour, including the role of schools and the curriculum. Links with the DTLR project on promoting alternative modes in the school environment would need to be clarified.

6. *Evaluation of American yellow school bus pilots.* The implications for Scotland of the results of this research sponsored by DTLR should be considered. If any Scottish local authority becomes involved in the pilot the SE should monitor its progress closely.

7. In addition to the ongoing monitoring of individual school travel plan activity, other new initiatives will need to be evaluated over the longer term e.g. the effectiveness of the school travel officer proposal. The first task of the smaller Group in developing an implementation strategy should be to develop concurrently with it the details of this monitoring programme.

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