Engaging with schools to successfully implement travel plans
27th January 2011

Emma Sheridan

Director, Sheridan-Smith Consultants Ltd

Chair, Modeshift

SheridanSmith

Engagement

- Bind by contract/promise
- Hire
- Employ, occupy, take part
- Morally commit

Hire – Its all about the £

Challenges

- STP grants – trust issues now exist with schools
- LA School Travel budgets threatened/gone or facing a "gap"
- Importance of Value for Money

Opportunities

- Much of the expensive work has already been done
- Funding opportunities still exist and in some cases there is potential for more than we have ever had

Funding – some examples

Public health

- Ring-fenced funding at Local Authority level from April 2013
- GP Consortiums

Local Sustainable Transport Fund (outside London)

- Single and joint partner bids

Schools White Paper: Education Endowment Fund

- Raise attainment of disadvantaged pupils in under attaining schools
- £110million in the fund

Development Control

- Charge for services
- Make use of S106 and other agreements

Modeshift survey of schools

- June 2009
- Prompted by the Transport Select Committee on School Travel
- Independent of DfT/DfE commissioned Atkins survey
- Online survey of schools

- 501 participants (A further 500+ schools in London)
- 70% Primary School
- 20% Secondary School
- 1% PRU
- 5% Special School
- 3% Independent

- Mainly Headteachers and Deputy Heads repsonding

Why did they engage?

Financial rewards were not the most significant factor

- Safety (59%)
- Health and wellbeing (51%)
- Environmental/Carbon Footprint (42%)
- Reduce parking (36%)
- STP grant (36%)

Its NOT necessarily all about the money!

Employ busily/occupy

Pupil Participation

- Projects, Events, Time-limited Programmes
- School Councils
- Eco Clubs
- Single Year Groups

Also requires LA participation!

Morally Commit

- Senior Management support
- Integration into the mainstream curriculum
- Real change driven by pupils themselves

School ownership is vital

Motivating Schools

- Accreditation
- Awards Schemes
- Support and Encouragement
- Empowerment
- Individuality
- Action not Bureaucracy

Accreditation

Sustainable Travel
Accredited & Recognised

- Encourage the maintenance and monitoring of Travel Plans
- Reward achievement of modal shift away from the car
- Guide schools to new development and initiatives
- Provide incentives and rewards
- Celebrate good practice.
- Provide a programme that embraces the individuality of schools in the context of a nationally recognised quality standard

Accreditation

Sustainable Travel
Accredited & Recognised

- 43% said they did would like to gain national accreditation for their school travel work
- A further 41% were interested but would like more information on what would be required

Schools are proud of the work they have done and what they have achieved and are eager for this to be recognised nationally

Accreditation

Sustainable Travel
Accredited & Recognised

- Focus on implementation and monitoring
- Rewards schools for achievements
- Allows individuality
- In 4th Year in London, 2nd Year outside London
- Inspires real modal shift

Average London modal shift

- All schools = 6.5% decrease in car
- Accredited schools = 9.4% decrease in car
- Higher Standards (Silver) and Outstanding (Gold) = 12.4% decrease in car

School Travel Advisors

- Varying levels of support provided from LA to LA
- Termly contact the norm but 24% only once a year
- Overall found STA supportive

"Whenever we have requested support our STA has always arrived in person to help! Been invaluable!"

Key points

Those with **good support** were **excelling** and undertaking wide range of activities and initiatives

Those receiving **little support** has seen **little improvement**

STP without STA?

- 25% - Would not have be able to do it
- 41% - would have been able but more difficult and taken longer
- 18% - wouldn't have done it

"Without their gentle reminders we would not have produced the plan"

"Our STA was crucial to the **development and implementation** of our STP… without a doubt we would not have a successful STP without her help"

MODESHIFT
SUPPORTING SUSTAINABLE SCHOOL TRAVEL

STAs & Implementation

- 73% felt that their STA was very or extremely important to their school in implementing their plans

  Ranked as a top 3 motivation in implementation with Headteachers and funding.

MODESHIFT
SUPPORTING SUSTAINABLE SCHOOL TRAVEL

A world without STAs?

- 30% continue with STP
- 40% maybe
- 20% possibly not
- 7% definitely not

Personal support and encouragement is vital to ongoing implementation

MODESHIFT
SUPPORTING SUSTAINABLE SCHOOL TRAVEL

Negative Impact on …

- Motivation to continue STP
- Motivation to review STP
- Ability to access funding
- Ability to take part in initiatives
- Potential to achieve travel behaviour change

Personal support is key to engaging schools in implementation

MODESHIFT
SUPPORTING SUSTAINABLE SCHOOL TRAVEL

Future: Staffing & Working practices

- Smaller teams
- Wider remits
- Targeted working

Challenges or Opportunities for engaging schools?

Education – Curriculum Review

- Announced 20 Jan 2011.
- Both primary and secondary
- New National Curriculum will be phased, September 2013 for English, maths, science and PE
- New Programmes of Study for other subjects taught from September 2014
- Separate review of PSHE being undertaken

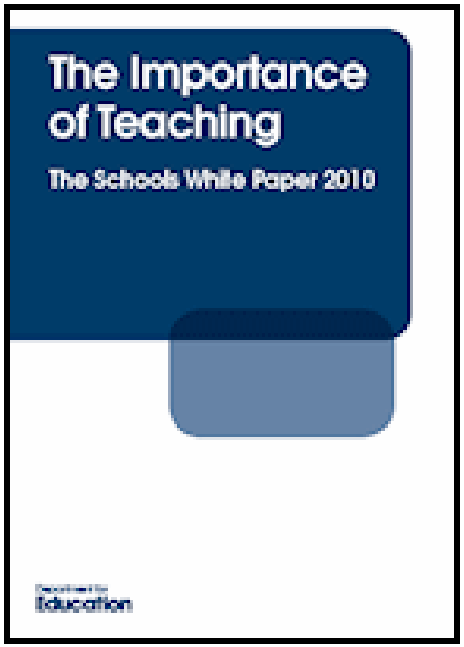
Opportunity to engage

"Individual schools will then have greater freedom to construct their own curricula in subjects outside the National Curriculum, to reflect local circumstances and the needs of their pupils"

P8 of Consultation response form

School White Paper: The Importance of Teaching

"Sharply reduce the bureaucratic burden on school, cutting away unnecessary duties, process, guidance and requirements so that schools are free to focus on doing what is right for the children and young people in their care"



http://www.education.gov.uk/publications/eOrderingDownload/CM-7980.pdf

School Travel Plans

Stop the focus on STP Documents

- Yes – valuable starting point
- Yes – valuable monitoring tool
- But – useless if they aren't implemented

Move focus away from lengthy paper documents and empower and enable schools to take action

Look at things strategically

Reposition the STA role

SheridanSmith

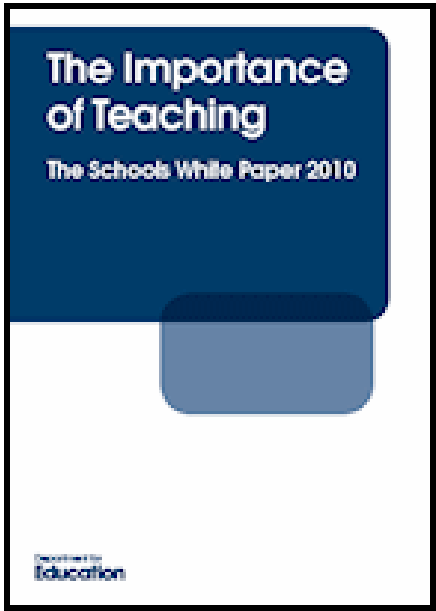
School White Paper: The Importance of Teaching

- Free Headteachers and teachers from bureaucracy and red tape

  "Good schools play a vital role as promoters of health and wellbeing in the local community... They understand well the connections between pupils physical and mental health their safety, and their educational achievement"

  "Good schools work with parents, community organisations and local agencies to create a healthy safe and respectful environment in school, after school and on the way to and from school"

- Ensure schools have access to high evidence based information
- Strengthening HT Authority to maintain school discipline beyond the school gate
- Introduction of simple guidance



Target areas

- Stop the blanket approach to interventions
- Where will each resource achieve the greatest gain or impact?
- Use the data available more effectively

- Oxfordshire – Are you in the zone?
  - Most shift available at minority of schools
  - First stage data analysis – e.g., desire to travel sustainably is high
  - Second stage on the ground review - e.g., does local infrastructure enable change
  - Focus on shift from car to walking and cycling

- South West LAs – Realistic Walking thresholds
  - 800m Primary
  - 2000m Secondary
  - Focus on shift from car to walking and cycling
  - Short term change within threshold
  - Medium /Long term expand threshold distance

Target people

- Stop the blanket approach to interventions
  - With who will each resource achieve the greatest gain or impact?
  - Use the data available more effectively
- Adopt a Social Marketing approach
  - Segment your audience to identify those who are predisposed to change and find out what they need to help them change
- Work with the willing first
- Small interventions can make a big difference if targeted and promoted properly

Flexibility and Ownership

- Juggling act between intensive targeting of areas with most change potential and supporting those willing to make small changes
- Move away from hand holding and towards empowerment of school communities and prospective parents

Hackney Bike Week

- 13 Schools participated
  - Bikers breakfast (12)
  - "I Cycle to School" Stickers
  - Posters
  - Dr Bike (7)
  - Step by step guide
  - Monitoring: Before, during and after
- 253 pupils cycled to school during event
- School ownership of events (had to apply)
- Two thirds of schools saw a sustained increase in cycling after the events

Stoke on Trent Car Free Friday

- 5 Primary Schools took part
  - Certificates
  - "Class of the Week" Trophies
  - Badges
  - Links to numeracy lessons
  - Monitoring: Before, during and after
- One term duration
- All schools increased walking (8-21% increase)

West Midlands Car Free Challenge

- 33 Secondary Schools
- 12 LAs
  - School Council Guide
  - Prizes
  - Celebration Event
- 2 week duration
- Car Use before 23.2%
- Car Use during 19.2%
- Car Use after 19.6%
- School Ownership – Design and run own campaign
- www.schooltravelwise.org.uk/carfreechallenge.aspx

Summary

- Best measures, schemes and initiatives are:
  - Targeted
  - Simple
  - **School led and owned**
  - Involve partners
- Research, monitoring and evidence
  - Target – why this? Why there?
  - Before, during and after – what's happening?
  - Promote success and learn from experience

Contact

Emma Sheridan

RSTA for the South of England

Director

Sheridan – Smith Consultants Ltd

Tel: 07714 753 671

Email: emma@sheridan-smith.com

SheridanSmith