

Transport and Environment Committee

10:00am, Tuesday, 7 June 2016

Sustainable Transport Accreditation and Recognition for Schools (STARS) - Update and Future Proposals

Item number	7.2
Report number	
Executive/routine	Routine
Wards	All

Executive Summary

The purpose of this report is to update the Committee on the Sustainable Transport Accreditation and Recognition for Schools (STARS) project 2013-16 and seek approval for its continuation, after the end of the pilot project.

Links

Coalition Pledges	P44
Council Priorities	CP1 , CP4
Single Outcome Agreement	SO3 , SO4

Sustainable Transport Accreditation and Recognition for Schools (STARS) - Update and Future Proposals

1. Recommendations

- 1.1 It is recommended that the Committee:
 - 1.1.1 notes the progress made by schools participating in STARS in reducing car use, encouraging active travel and tackling road safety;
 - 1.1.2 approves the continuation of the STARS model for primary schools after the EU project ends in March 2016;
 - 1.1.3 approves an allocation of the road safety revenue and capital budget to support schools working towards accreditation; and
 - 1.1.4 requests an annual progress report, the first being in June 2017.

2. Background

- 1.2 The STARS project has delivered a behaviour change programme to increase the number of pupils cycling to and from school, who would previously have travelled by car.
- 1.3 It ran for three years until March 2016 and was supported and funded through the Intelligent Energy Europe programme.
- 1.4 The aim of STARS was two fold; firstly to support activities to increase walking and cycling levels in school and secondly to encourage schools to extend provision of road safety education in the curriculum.
- 1.5 A total of 13 partner cities and organisations were involved in the STARS consortium; eight implementation partners, namely Edinburgh, Bielefeld, Budapest, Krakow, Madrid, Milan, the London Borough of Hackney and the Province of Noord Brabant. Partner cities engaged with their schools to offer them a dedicated package of measures to help increase cycling levels and to work towards a common accreditation standard.

- 1.6 STARS involves the whole school community; pupils, staff, parents, volunteers and external partners, such as Sustrans' IBike team and Police Scotland.
- 1.7 The main activity in primary schools was an accreditation scheme, which focused on providing recognition for the work undertaken by the school community. Schools can work their way up an awards scale, from Bronze, Silver to Gold, depending on how many activities they are doing to promote cycling and walking and the mode shift they achieve. Levels are designed to reflect the increasing amounts of commitment needed from both the school and the local community. All these activities are recorded as part of a school travel action plan.
- 2.1 The project was enthusiastically welcomed by primary schools across the city, with many more signing up to take part than originally envisaged. The target was for 20 schools to participate during the project. A total of 41 schools had been signed up when the project ended in March 2016.
- 2.2 In the first two academic years of the scheme from 2013-15, one school, Nether Currie Primary School, achieved the Gold level, with four Silver level schools and eleven Bronze level.
- 2.3 A further 25 schools did not quite meet the criteria for Bronze and will continue working on the project to secure their award in 2016. Appendix 1 shows a list of participating schools.

3. Main report

- 3.1 The target set by the project was for 20 schools to participate in STARS over the two full academic years (2013-14 and 2014-15). At the end of the project, a total of 41 schools were participating.
- 3.2 There is a high level of desire from current STARS schools to continue participating in this accreditation scheme, so this report sets out the way forward to achieve this. The process is summarised in a flow chart (Appendix 2). New schools are also welcome to join STARS.
- 3.3 Each school has to register on the programme by signing a letter of commitment, selecting a co-ordinator and setting up a working group to oversee the progress of the project. The group should include pupils, staff, parents and local residents and will be guided by a member of the Council's Road Safety team.
- 3.4 The group will work together to produce an annual school travel action plan tailored to the needs and requirements of their school.
- 3.5 In order to develop the plan, questionnaires are sent out to pupils, parents and staff to find out how they currently travel to and from school, what would persuade them to change from the car to more active travel modes (if driven to school) and how safe they feel on the journey. It will also help to identify any issues and locations that can be improved to make the journey to school more pleasant and safe for all.

- 3.6 School traffic can also have an impact on the lives of residents living around the school, so by filling out the questionnaire they will be letting the school know how they are affected and any issues and suggestions they have that could improve the current situation.
- 3.7 The questionnaires are put on the Council's Consultation Hub with the option of a paper version if requested.
- 3.8 Using the information from the questionnaires, alongside feedback from focus groups, the plan is drafted, including aims, objectives, targets and a number of activities covering five main areas:
- Core Elements;
 - Walking;
 - Cycling/Scooting;
 - Road Safety; and
 - Promotion and Publicity.
- 3.9 A sample action plan is included as Appendix 3.
- 3.10 Schools that are committed to the STARS initiative and have developed a school travel action plan will be offered more support and wider access to funding, resources, initiatives and services. STARS schools are encouraged to tackle road safety and active travel issues particular to their own situation on an ongoing basis. Road safety and active travel are embedded in the school ethos and there is less need for the Road Safety Team to react to problems.
- 3.11 Each year, in the summer term, action plans will be monitored and outcomes evaluated by the Road Safety Team. Schools will receive awards at relevant level.

4. Measures of success

- 4.1 Success will be measured through:
- 4.1.1 increasing numbers of schools signing up, participating and gaining accreditation awards each year, and their progression from Bronze through to Gold;
 - 4.1.2 increased numbers of children walking and cycling to school; monitored through the annual Sustrans Hands Up Survey;
 - 4.1.3 a corresponding reduction in car trips as measured through the annual Sustrans Hands Up Survey; and
 - 4.1.4 increasing and continuing use of STARS accreditation toolkit, guidance and website to see continued modal shift from the car towards cycling (and other sustainable modes) with more schools reaching higher levels of accreditation

5. Financial impact

- 5.1 Funding of £8,000 will be allocated from the Road Safety revenue budget in 2016/17 to help schools with activities promoting cycling, walking and road safety as set out in Appendix 4
- 5.2 Funding of £50,000 will be allocated from the Road Safety capital budget in 2016/17 for the Safer Routes to School Challenge Fund to assist schools with any minor road safety engineering works in the vicinity of the school e.g. crossing points, new footways and cycle paths, signing and lining and guardrail across pedestrian accesses.

6. Risk, policy, compliance and governance impact

- 6.1 The principal risks associated with this initiative are summarised as:
 - 6.1.1 Reduce schools operating in a vacuum and following their own path with reference to road safety education. Schools will benefit from having a template to follow with regard to promoting STARS in their school. They will have a menu of activities to engage in that will bring accreditation levels from Bronze to Gold.
 - 6.1.2 Schools do not write their own activity plan to tackle specific problems, such as congestion at the school gates themselves, so increase the risk of staff having to intervene on a piecemeal basis rather than the co-ordinated approach offered by STARS.
 - 6.1.3 No change in parental behaviour in moving from the car to walking and cycling, so perpetuating the negative impact on the lives of local residents through congestion and inconsiderate parking.
 - 6.1.4 The recommendations in the report are expected to assist in the delivery of the Council's Road Safety and Active Travel Action Plans (2010-2020) and to make progress towards achieving the targets they contain. They are also complementary to a number of other Council policies, including the Transport 2030 Vision, the Sustainable Travel Plan and the Open Space Strategy.

7. Equalities impact

- 7.1 An Equalities and Rights Impact Assessment has been undertaken in parallel with the project. Consideration has been given to the relevance of the Equalities Act 2010 and there is no infringement of rights or impact on duties under this Act.

- 7.2 The main positive impacts on rights are Life, Health and Physical Security. There are no negative impacts on rights as a result of this report. There are positive impacts on Health through increased walking and cycling levels.
- 7.3 Participation, Influence and Voice: The school travel action plans will be subject to a neighbourhood consultation process enabling the whole community to participate and influence the activities in the final plan.

8. Sustainability impact

- 8.1 The impacts of this report have been considered in relation to the three elements of the Climate Change (Scotland) Act 2009 Public Bodies Duties. The proposals in this report will reduce carbon emissions, increase the city's resilience to climate change and help achieve a sustainable Edinburgh by reducing the number of vehicles and congestion outside school gates and encouraging pupils to walk or cycle to school.

9. Consultation and engagement

- 9.1 The school travel action plans for individual schools will be subject to a neighbourhood consultation process permitting pupils, parents/carers, staff and local residents to participate in decision-making and make choices affecting how children travel to and from school and the impact their travel patterns have on the lives of local residents.
- 9.2 The views of different users will be gathered through a series of questionnaires on the Council's Consultation Hub. This information will be used to develop initiatives in the action plan.

10. Background reading/external references

- 10.1 <http://starseurope.org>.

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11. Links

Coalition Pledges	P44 Prioritise keeping our streets clean and attractive.
Council Priorities	CP1 - Children and young people fulfil their potential CP4 - Safe and empowered communities
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	Appendix 1 - List of participating schools Appendix 2 - Flowchart of STARS accreditation process Appendix 3 - Sample Action Plan Appendix 4 - Table of STARS activities

Appendix 1 – Schools participating in STARS scheme (March 2016)

Gold Award

Nether Currie

Silver Award

Cramond

Duddingston

Oxgangs

St Mary's Edinburgh

Bronze Award

Abbeyhill

St John's RC

Blackhall

Bonaly

Broomhouse

Buckstone

Clermiston

Davidsons Mains

Ferryhill

Royal Mile

Towerbank

Working towards

Broomhouse

Carrick Knowe

Colinton

Craigour Park

Craigentiny

Currie

Flora Stevensons

Fox Covert

Fox Covert RC

Gilmerton

Gylemuir

Hermitage Park

Juniper Green

Liberton

Lorne

Prestonfield

Sciennes

StJoseph's RC

St Peter's RC

Stenhouse

Stockbridge

The Edinburgh Steiner

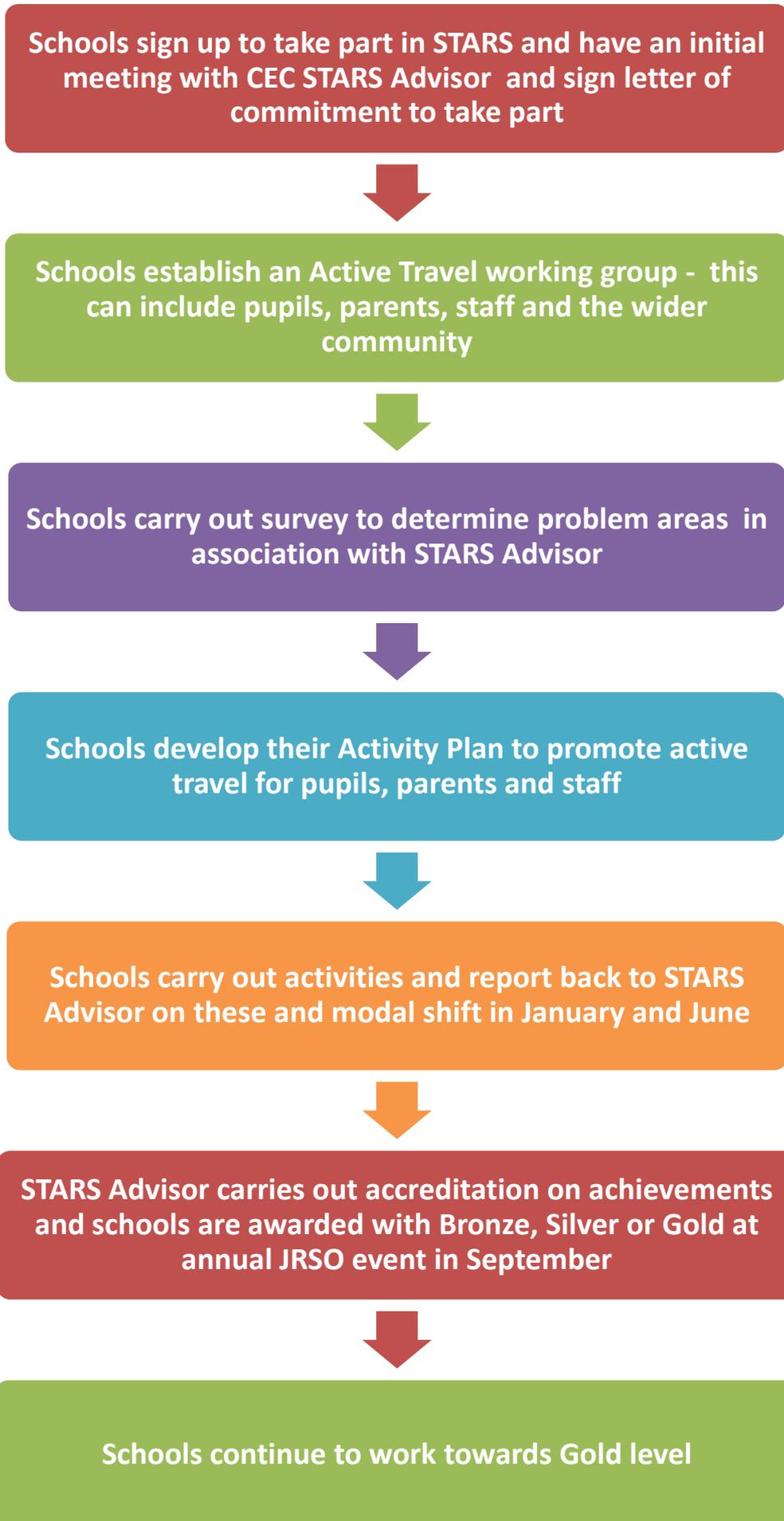
Trinity

Victoria

Wardie

Total:41

Accreditation Framework for schools taking part in STARS



SAMPLE ACTION PLAN

Edinburgh Primary School

February 2016 – January 2017

Our action plan is in two parts

1. Main Targets that measure our success in reaching our School Travel Plan Objectives
- 2 Actions and Initiatives planned to help us work towards our objectives



1 Main Targets

Objective	Target	Target Date	Progress
Summary of the Objectives	Summary of Targets <i>Each objective must have a Specific, Measurable, Achievable and Realistic target.</i>	Target Date for completion <i>Each objective must be Time bound</i>	<i>Space to make notes on progress, barriers that led to a target not being achieved and any new approaches identified as a result.</i>
1 Reduce car usage on the school run	Reduction of 5% in number of pupils travelling by car compared to 2015 Hands Up data	Hands Up survey September 2016	
2 Increase level of walking to school	Increase by 5% number of pupils walking to school compared to 2015 Hands Up data	Hands Up survey September 2016	
3 Support the promotion of healthy, safe and sustainable travel choices	Minimum of 50% of pupils participate in Walk to School Weeks	May & Oct 2016	School submits SRTS funding bid April16; awarded £200
4.Improve infrastructure around the school	Provide new footpath link to Greenover estate	New footpath link to be constructed by December 2016	School submits SRTS funding bid April16; awarded £15,000

2 Actions and Initiatives

(It is a good idea to create an action plan table for EACH of your STP objectives)

OBJECTIVE: Eg 1 Reduce car usage on the school run

TARGET: Eg Reduction of 5% in number of pupils travelling by car compared to 2015 Hands Up data

Proposed Actions	Milestone Tasks	Responsible Person	Other Partners	Target Date	Resources -Cost & Funding Source	Success Indicators (how you can demonstrate that an action is complete)
For example..... Run ParkSmart Campaigns	For example..... Run competition to design banner. Order banners & leaflets Run campaigns for 2 weeks	For example..... Mrs Findlay, Depute Head	For example..... CEC Road Safety team Community Police Parking Attendants	For example... Feb 16 March 16 May & Sept16	For example... 2x banners (£200 school funds) Leaflets (free CEC RS)	For example..... Hands Up survey in 2016 shows 5% reduction compared to 2015

OBJECTIVE: Eg 2 Increase level of walking to school

TARGET: Eg Increase by 5% number of pupils walking to school compared to 2015 Hands Up data

Proposed Actions	Milestone Tasks	Responsible Person	Other Partners	Target Date	Resources -Cost & Funding Source	Success Indicators
Set up Walking Bus	Contact CEC RS for advice & support Identify possible routes Recruit volunteers Funding bid for equipment Launch Bus	Parent Council	CEC Road Safety team	Feb 16 March 16 April 16 May 16	20+ pupils hi-vis vests, 2 adult vests (£100 bid to SRTS Challenge fund)	Two Walking Buses established running morning and afternoon At least 20 pupils using daily

OBJECTIVE: Eg 3 Support the promotion of healthy, safe and sustainable travel choices

TARGET: Eg Minimum of 50% of pupils participate in Walk to School Weeks

Proposed Actions	Milestone Tasks	Responsible Person	Other Partners	Target Date	Resources -Cost & Funding Source	Success Indicators
Participate in Walk to School Week	Structure activities into curriculum Obtain W2SW resources Publicise to parents Reward pupils	The Head Teacher	CEC Road Safety team	2 campaigns in 2016	W2SW resources (£200 bid to SRTS Challenge fund) School website /Twitter account (free)	Campaign run May & Oct16

OBJECTIVE: Eg 4.Improve infrastructure around the school

TARGET: Eg New footpath link to be constructed by December 2016

Proposed Actions	Milestone Tasks	Responsible Person	Other Partners	Target Date	Resources -Cost & Funding Source	Success Indicators
Provide new footpath link to Greenover estate, including safe crossing facility.	Arrange site visit with CEC RS Engineer	The Head Teacher	CEC Road Safety team	Feb16	bid to SRTS Challenge fund for £15,000	Increase number of pupils now walking & cycling to school on path rather than by car
	Produce draft plans of options	CEC RS Engineer		April 16		
	Consult parents /local residents on options-information evening	The Head Teacher	CEC RS team /Community Council /community police	April 16		
	Detailed design and construction of path	CEC RS Engineer	CEC RS team	Sept 16		
	Host opening event	The Head Teacher		Oct 16		

Appendix 4

Table of STARS activities

Activity	What is it?	Who
Core Elements		
Hands Up Survey	The annual travel survey takes place every September. Every child in each year group is asked how they travel to school and how they would prefer to travel to school. This is administered via hands up survey in class and results are recorded and sent to Sustrans as part of the national survey.	Whole school
Safer Routes to School Challenge Fund	This funding is available to schools with a school travel action plan, for engineering measures and promotional and publicity materials. Funding is allocated on an annual basis.	Headteacher & Parent Council
Walking		
Kerbcraft pedestrian training	The programme is designed to equip children with the skills and knowledge required to ensure their safety as pedestrians. It is run by a team of volunteers, trained by RS team. It builds upon practical pedestrian training skills in choosing safe places and routes to cross the road, and crossing safely at parked cars and junctions.	P2
Traffic trails	Led walk on route in vicinity of school to help pupils identify safe places to cross and road safety knowledge	P3-4
WOW-Walk Once a Week	This is an incentive scheme that rewards children for active* travel on the journey to school (*Walking, Scooting, Cycling, Park and Stride and Public Transport). Pupils record their mode of travel each day and are rewarded with badges when they achieve a set amount of active travel journeys in a half term period.	Parents & pupils
Walk to School Weeks	This week-long activity encourages students to walk to school every day for the week, with rewards for all those who participate.	Parents & pupils
Park & Stride	This scheme is designed to encourage parents who to drive their children to school to park away from the school gates and walk the remainder of the journey. Schools identify quiet streets or a car park, such as a supermarket, church or leisure centre, within a 5-15 minute walk of the school. After obtaining permission from the land owner for parents to use the car park, it is promoted as a Park & Stride site.	Parents & pupils
Walking Bus	A walking bus is an organised group of children walking a pre-determined route to school supported by adult volunteers. This activity takes place on a regular basis. It is a formal activity which requires: a co-ordinator, supported by volunteers to operate it on a rota basis, parents to register their children to travel on it and a timetable showing when and where it will be stopping.	Parents & pupils
Cycling & Scooting		
Scooterbility scooter training	The aim of the programme is to use the scooters as a fun and active way to learn and reinforce basic pedestrian safety messages. The programme is broken down into activities which encourage active travel and help develop skills such as steering, stopping and balancing.	P 1-3
Bikeability cycle training	This is the national cycle training delivered in 3 levels –in the playground, on road & advanced on road	P4-7
Bike maintenance sessions	This is a one-off session on bike maintenance lasting between 30 minutes -1 hour and is best run with a maximum group size of 12. Sessions can be run outdoors or indoors dependent upon weather. Ideally, pupils bring in their own bikes and learn how to check them over as part of the session	P5-7
Cycle & scooter parking	Match funding is available through Sustrans for installation of cycle and scooter parking in school grounds	Headteacher & Parent Council

