



Safe Routes to School

Annual Report 2022



An Roinn Iompair
Department of Transport



An Taisce
The National Trust for Ireland

Údarás
Náisiúnta Iompair
National Transport Authority

1. Contents

1.	Contents	1
2.	Infographic of Key 2022 SRTS Achievements	3
3.	Programme Overview	4
3.1	Programme Aims	4
3.2	Programme Coordination	4
3.3	School Selection	5
4.	Key Programme Performance Indicators	6
5.	Summary of SRTS Projects Phase as per NTA PAG Phases	9
6.	Communication and Liaison	12
6.1	Stakeholders	12
6.2	Resources	13
6.3	Social Media	15
6.4	Events	18
7.	Parent Surveys	19
7.1	Survey Analysis	19
7.2	GIS Mapping	23
7.3	Parent Comment Analysis	24
8.	Front of School Assessment and Route Audits	28
8.1	Front of School Assessment	30
8.2	Case Study 1: Speed Survey	32
8.3	Route Audits	33
8.4	Case Study 2: Permeability Link	34
9.	Delivery Plans & Brainstorming Sessions	35
9.1	Draft Delivery Plan	36
9.2	Case Study 3: School Zone Placemaking	38
9.3	Brainstorming Sessions	35
9.4	Case Study 4: Brainstorming Session	40
9.5	Outline Delivery Plan	41
9.6	Wider Impact of Delivery Plans	41
10.	Community Support	42
10.1	Public Consultation	42
10.2	Trials	43
10.3	Case Study 5: Shuttle System Trial	44
10.4	Case Study 6: Trialling a School Street	45
10.5	Park 'n' Stride	46
10.6	Set-Down Areas	47

11.	Delivery.....	48
11.2	Use of New Infrastructure	49
11.3	Launch Events.....	49
11.3	Case Study 7: School Street	50
12.	Cycle and Scooter Parking	51
12.1	Case Study 8: Cycle Parking	52
13.	Air Quality Monitoring.....	53

 SAFE ROUTES
TO SCHOOL

170
SCHOOLS IN ROUND 1
ALMOST 65K STUDENTS



31
LOCAL AUTHORITIES
ENGAGED IN SRTS

169
PARENTS SURVEYS
CARRIED OUT
MORE THAN 19K RESPONSES



MULTIPLE RESOURCES
DEVELOPED
TO PROMOTE
ACTIVE TRAVEL



102
DRAFT DEVLIVERY
PLANS PREPARED

82
OUTLINE DELIVERY
PLANS PREAPRED

9
AIR QUALITY
MONITORS
INSTALLED

284
SCHOOLS RECEIVED
CYCLE & SCOOTER
PARKING

18
SCHOOLS WITH
WORKS DELIVERED



108
SCHOOLS IN ROUND 2
+ 37K STUDENTS



3. Programme Overview

3.1 Programme Aims

Safe Routes to School (SRTS) is a national programme focused on improving safety at the front of schools and facilitating active travel to schools. Further details on the programme can be found on the SRTS website: [Safe Routes to School – Green-Schools \(greenschoolsireland.org\)](https://www.greenschoolsireland.org). The programme has three aims:

1. To accelerate the delivery of walking/scooting and cycling infrastructure on key access routes to schools.
2. To provide “front of school” treatments which will enhance access to school grounds.
3. To expand the amount of cycle and scooter parking available at schools.

3.2 Programme Coordination

The programme is coordinated by the SRTS Team, which is part of the Environmental Education Unit at An Taisce, in partnership with the National Transport Authority (NTA) and the local authorities. The programme is an initiative of the Department of Transport, is supported by the Department of Education and forms part of the [National Development Plan \(2021-2030\)](#). In 2022 the programme was identified as a Pathfinder Programme of projects (2022-2025) under the National Sustainable Mobility Policy. The SRTS programme arose from the legacy of work carried out by Green-Schools on the theme of Travel for more than a decade across Ireland.

The role of the SRTS team is to support school communities in increasing their interest and influence in creating safer environments at the front of schools, and in facilitating mode shift in how students travel to school, facilitated by improved active travel infrastructure along routes to schools. The SRTS team advocates the needs of students and school communities through the development of Delivery Plans for schools actively engaged in the programme. The Delivery Plans are sets of proposals and background information that help to inform designs. In order to develop the Delivery Plans the SRTS team liaises with the schools and local authorities to better understand the school contexts and to collectively develop concept designs that highlight the needs of the students, in line with the [Safe Routes to School Design Guide](#).

3.3 School Selection

The SRTS Programme launched in March 2021 and was open to all schools in Ireland to apply for active travel funding and delivery. A total of 932 schools expressed an interest in the programme (one in four schools nationwide). In June 2021, 170 schools were selected to be included in Round 1 of the SRTS programme and these schools have been actively engaged across 2021 and 2022. Round 2 of the programme was launched in December 2022, with a further 108 school selected for inclusion. Active engagement of Round 2 schools commences in 2023.

Schools were selected based on a range of criteria including:

- Mix of school type (primary, post-primary, other).
- Mix of location (Urban [village, town, city] suburban, rural).
- Socio- economic mix (non-DEIS, DEIS schools).
- Schools' commitment to sustainable travel.
- the school is interested in promoting walking and cycling to school or,
- has already demonstrated a commitment to walking, cycling and other active modes by running initiatives such as: Walk on Wednesday, Scoot on Wednesday, Cycle on Wednesday, Cycle Bus, Park 'n' Stride etc..
- Cluster of schools - if schools are located on the same campus or street/section of road.

In addition, the SRTS team liaised with all local authority partners to further inform the selection process in terms of understanding what plans are in place for schools in their county. This was an important part of the process so that a clear picture was attained of current and future projects within each local authority area.

4. Key Programme Performance Indicators

Table 1 - Key Performance Indicator Summary 2022

SRTS KPI's	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	2022 Annual Total	Programme Cumulative ¹
1. Schools actively engaged													170	170
2. Meetings held with local authority officers	33	21	19	15	20	45	18	21	20	15	14	11	252	387
3. Meetings held with school principals	14	10	15	8	13	19	5	8	9	11	12	0	124	246
4. Surveys conducted	1	4	0	4	0	0	0	0	0	0	0	0	9 ²	171
5. Mapping and Analysis	38	11	4	4	0	0	1	0	0	0	0	0	58	182
6. Front of School Audit	14	13	7	6	5	8	11	7	1	6	0	0	78	157
7. Walking and Cycling Audit for Links to School	39	36	14	13	1	19	9	6	3	6	3	0	149	175
8. Brainstorm Workshop	3	4	6	0	6	8	0	5	8	5	14	3	62	77
9. Draft Delivery Plan	3	2	1	5	8	9	17	5	7	7	11	3	78	102
10. Outline Delivery plans agreed with local authorities, NTA and schools	3	2	1	5	6	16	12	8	3	6	12	6	80	82
11. Cycle parking delivered at schools	0	0	0	0	0	1	61	54	60	72	36	0	284	436

¹ As of the end of 2022.

² The majority of Round 1 parent surveys were disseminated in late 2021.

The following Key Performance Indicators were used as measures of progress of the SRTS programme in 2022 (see Table 1):

1. **Schools actively engaged:** for 2022 this includes schools selected for Round 1 of the programme. Round 2 schools will be actively engaged commencing in 2023.
2. **Meetings held with local authority officers:** Meeting with local authority engineers primarily on site to discuss access issues, survey findings, the types of interventions that will form part of the delivery plan.
3. **Meetings held with school principals:** Meeting with principals primarily on site, to discuss information from the Expression of Interest, discuss survey findings and planned interventions.
4. **Surveys conducted:** online surveys designed by SRTS team and distributed via the schools. Parents input current transport modes, area of residence, attitudes, and opinions regarding travel infrastructure, changes they would like to see, and other comments.
5. **Mapping and analysis:** Geographic Information System (GIS) based maps created for each school of where students live. The maps show 1km – 2km radius and density of pupil population and street network. These are very useful to a) inform walking and cycling interventions b) inform the audit process and c) as a promotional tool by highlighting how many students live within walking and cycling distance.
6. **Front of school audits:** These audits review the front of school environs to assess safety, access, and existing infrastructure.
7. **Walking and cycling audit for links to school:** The audits are informed by the mapping process and routes are selected based on distance and student density. The audits review the existing walking and cycling infrastructure on key routes to the school as well as identifying potential improvements along the routes. The audits then inform the SRTS Delivery Plan.
8. **Brainstorm workshop:** These are workshops with local authority engineers and with school Principals to discuss and agree potential walking and cycling infrastructure interventions that subsequently form part of the SRTS Delivery Plan which informs the local authority's application to the NTA for funding.
9. **Draft delivery plan:** The Draft Delivery Plan is submitted to the LA and agreed with the NTA.
10. **Outline delivery plans agreed with local authorities, NTA and schools:** The Outline Delivery Plan is submitted to LA. These plans form the basis of application to the NTA for funding.

11. Cycle parking delivered at schools: This is cycle parking stands and sometimes shelters that have been installed in SRTS schools following site visits by a contracted installation crew. As cycle parking is less challenging to install, it has been possible to provide cycle parking at schools both in Round 1 and in subsequent Round schools.

5. Summary of SRTS Projects Phase as per NTA PAG Phases

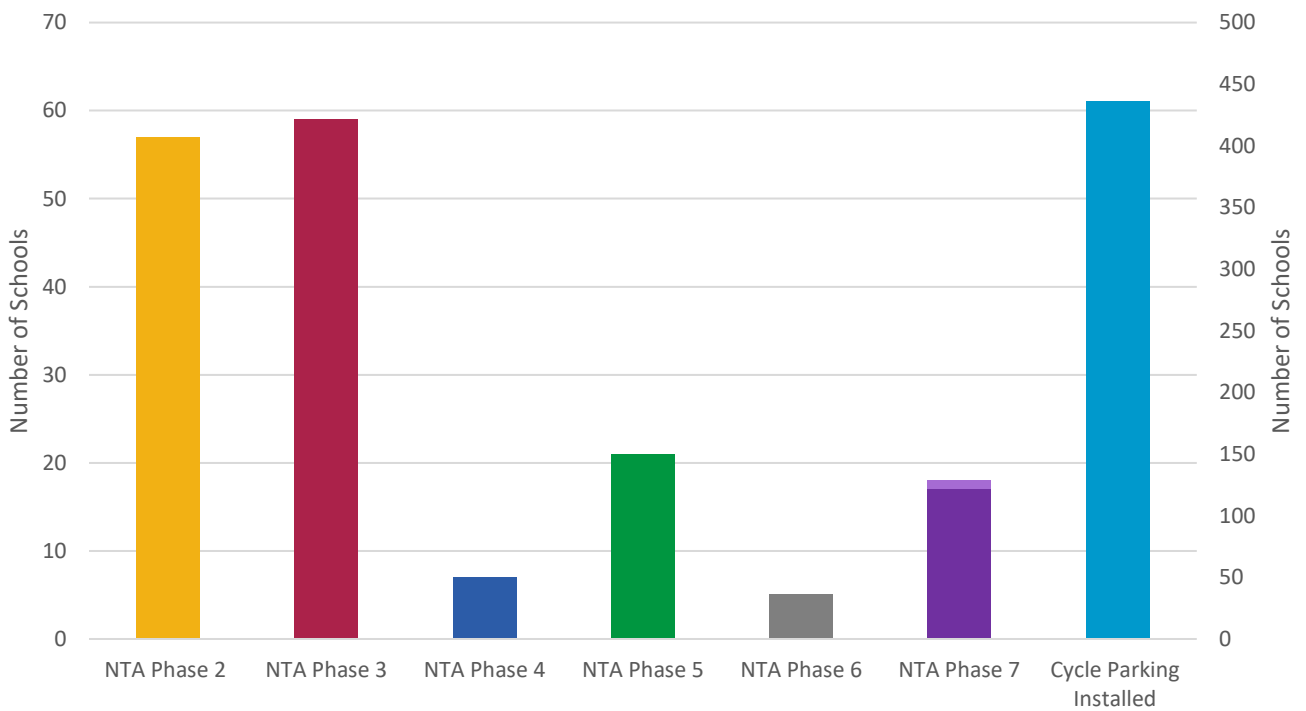


Figure 2 - Number of SRTS schools per NTA PAG phase

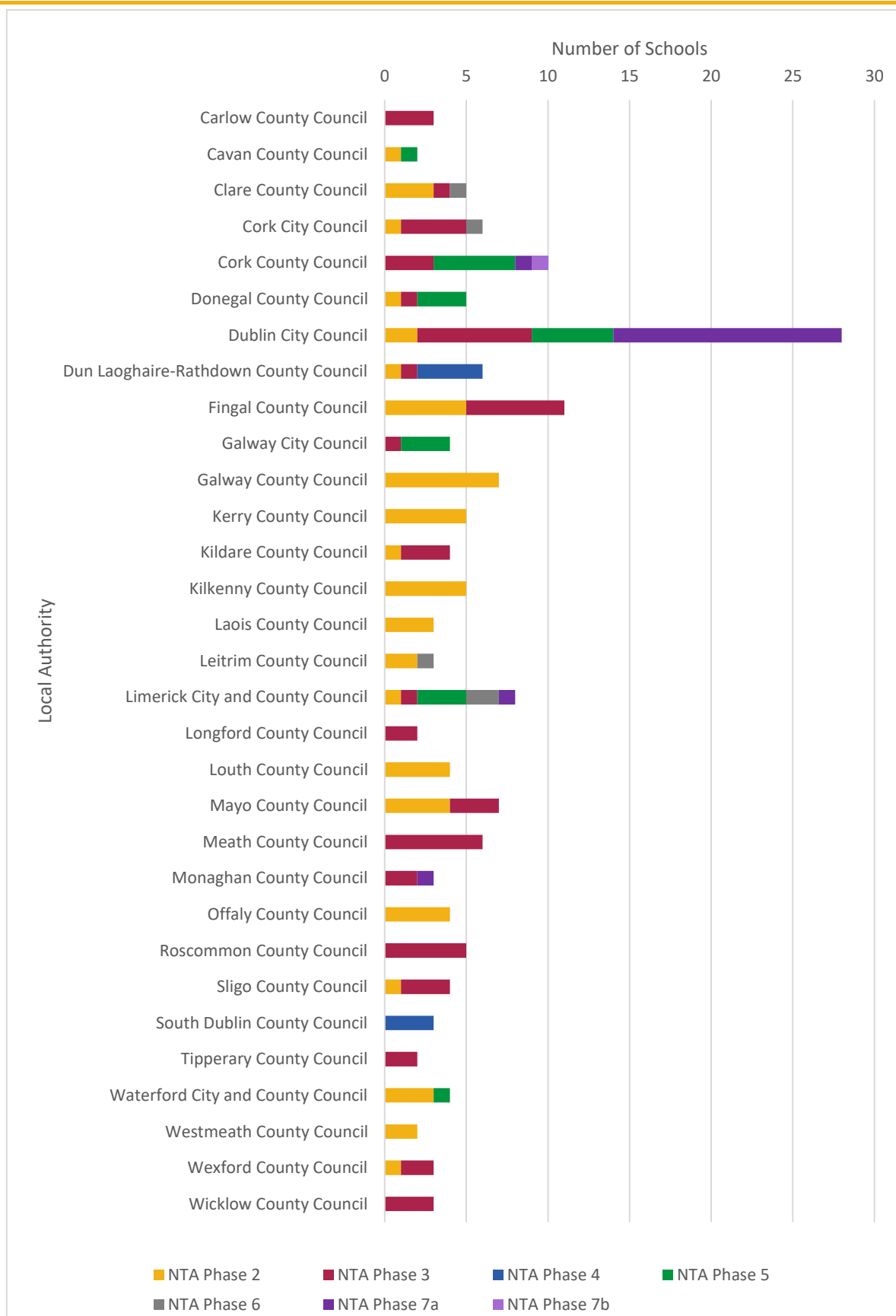


Figure 3 - Number of SRTS Schools at each of the NTA PAG phases, by local authority



Figure 4 - SRTS role in NTA PAG Phases

6. Communication and Liaison

6.1 Stakeholders

A stakeholder public relations map was developed by the SRTS team designed under the dimensions of ‘support’, ‘awareness’, ‘behaviour change’ and ‘image’. These dimensions determine why we are engaging with the identified SRTS stakeholders.

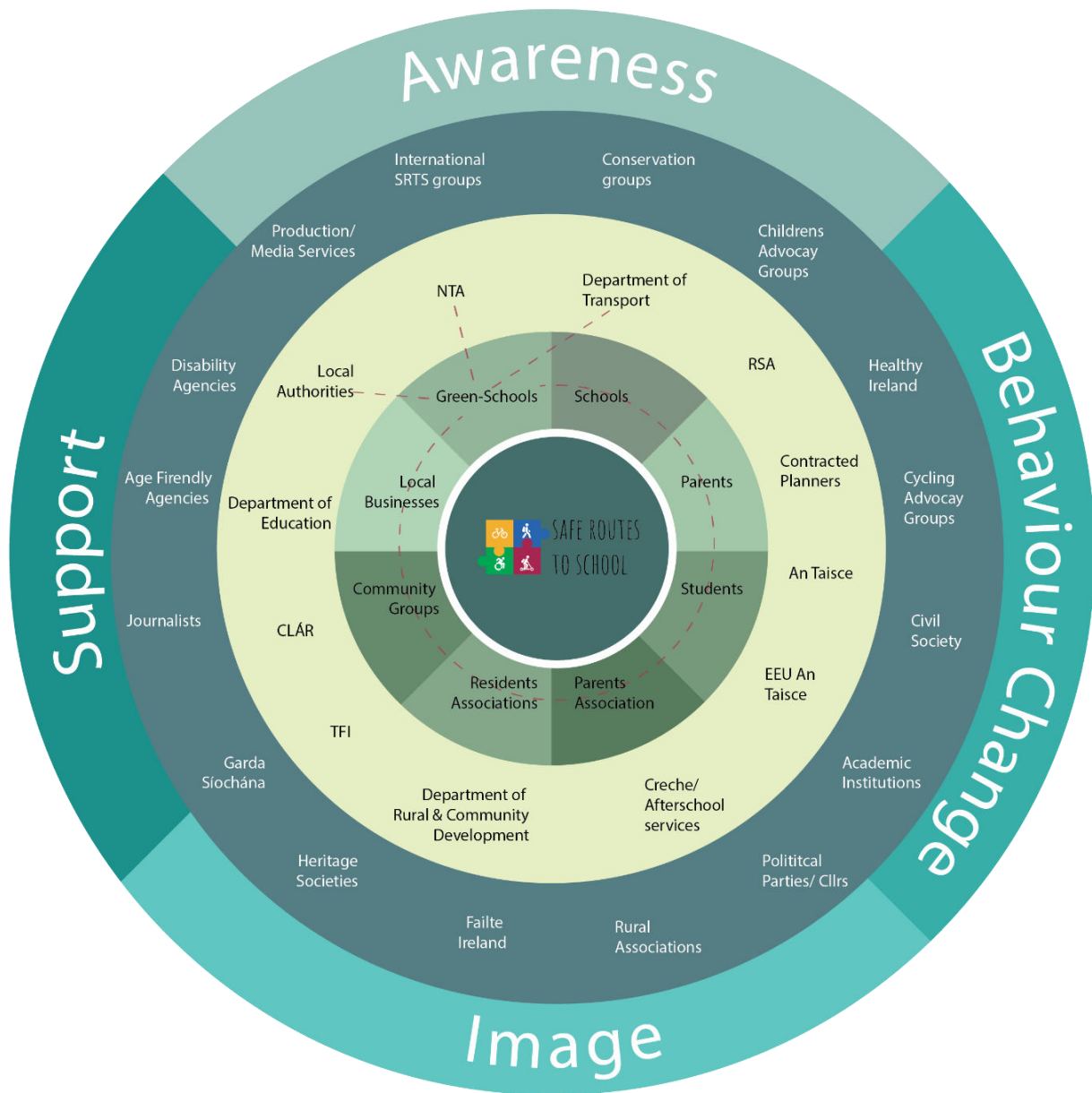


Figure 5 - SRTS Stakeholder Public Relations Map

In 2022, the SRTS team has liaised with 170 schools and all 31 local authorities nationwide through a series of meetings on infrastructural interventions for the schools.

6.2 Resources

A range of resources developed to provide information to the stakeholders on the programme.

Programme Website

The [SRTS website](#) provides an overview of the programme.

Cycle Parking Video

The SRTS team developed a [cycle parking video](#) to explain to schools about cycle parking, the benefits it can bring to schools, and how schools can apply.

Surveys

Parent Surveys have been developed in both English and Irish with the aim of identifying:

- how students are travelling to school.
- from where students are travelling to school.
- the perception of road safety in the vicinity of the school.
- the level of support for active travel infrastructure.
- the type of infrastructure improvements that would encourage students to walk, cycle or scoot to school.

An [Instructional video](#) on how to complete the parent survey has been developed as well as brief videos, in both [English](#) and [Irish](#), which give an overview of the programme and highlight the importance of engaging with the survey.

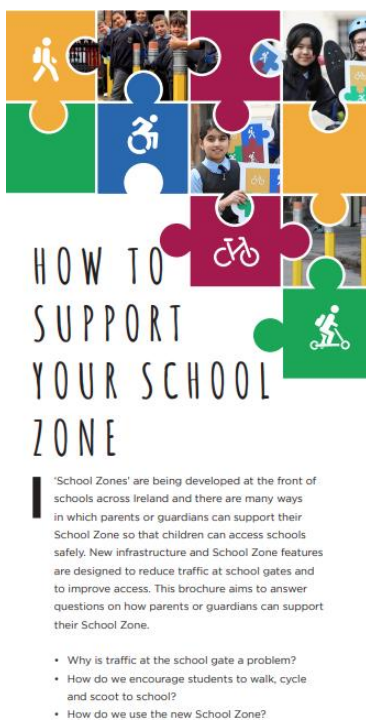
The SRTS team is currently in the process of developing Post Completion Surveys with the aim of capturing the modal shift and impact of the works installed by the programme. Post Completion Surveys will begin to be rolled out to schools where works have been completed, in 2023.

Toolkit

An SRTS Communications Toolkit has been developed, which aims to engage and support schools with printed, online and presentation materials. This suite of resources is used to:

- Inform schools about and welcome them to the SRTS programme
- Support schools in championing the SRTS works, particularly through the statutory process
- Support schools communicating with their school community surrounding the use of the new infrastructure installed as part of the programme.

Flyers, brochures, presentations, infographics, headed letters, and social media tiles have been developed under several topics including:



- [How to support your School Zone](#)
- [What is a School Zone?](#)
- [What is a School Street?](#)
- [How to support your School Street?](#)
- [The SRTS Design Guide approach](#)
- [Key stages of the SRTS Programme](#)
- [The SRTS Programme benefits](#)
- [Why is active travel important?](#)
- [Active travel vs. The car infographic](#)
- [Changes in student's travel habits in Ireland](#)
- [Communicating data for SRTS opt-in](#)
- [SRTS – School Survey parent responses template](#)
- [Stage 7 Communicating SRTS to the community](#)
- [Stage 7 Engagement plan](#)
- [What is the Part 8 of a planning application?](#)
- [What is the Part 8 process infographic](#)

Figure 6 – Extract from SRTS toolkit

The SRTS team is in the process of translating the full toolkit to Irish. It will be available in 2023.

Additional Resources Under Development for 2023

Several additional resources are being developed by the SRTS team, which include:

- SRTS guidance for Rural National Routes – this is under development in collaboration with the NTA and Transport Infrastructure Ireland (TII).
- School Streets Research Document.
- Park 'n' Stride Research Document

6.3 Social Media

SRTS launched its social media channels developed for Twitter, Instagram, LinkedIn and YouTube, in May 2022 in line with celebrating the commencement of the programme's 2022 cycle parking installations. Social media was used to highlight SRTS schools entering NTA PAG Phases 4 (Statutory Process), Phase 6 (Construction) and Phase 7 (Completion). Several additional campaigns and launch events were run across 2022 to promote and highlight the work of SRTS including the following:

February 2022

- Minister of State at the Department of Transport, Hildegard Naughton TD launched the school zone at Scoil Phadraig Naofa in Bandon, County Cork.



Figure 7 - Launch of School Zone at Scoil Phadraig Naofa, Bandon, County Cork

September 2022

- SRTS Cycle Parking Campaign – ‘Cycle to school on your own fuel’: Doing the school run in the saddle: Swapping the car for the cargo bike – The Irish Times.



Figure 8 - Image sourced from Irish Times Article, 05/09/22 - Doing the school run in the saddle: Swapping the car for the cargo bike

- Minister of State at the Department of Transport, Hildegard Naughton TD launched the school street at An Mhodhscoil, O’Connell Ave, Limerick.

November 2022

- SRTS announced their newly developed Air Quality Monitoring initiative to coincide with Clean Air Week.

December 2022

- Minister of State at the Department of Transport, Hildegard Naughton TD launched the school zone at Bunscoil Rinn an Chablaigh, Cobh, County Cork.



Figure 9 - Ribbon cutting at the launch of the SRTS scheme at Bunscoil Rinn an Chablaigh, Cobh, County Cork.

- Launch of SRTS Round 2: 108 additional schools were selected for inclusion in Round 2 of the Safe Routes to School Programme to support walking and cycling infrastructure for primary and post-primary schools. The full list of Round 2 schools is included as Appendix A to this report.



Figure 10 - Launch of SRTS Round 2

- SRTS' social media following has grown over 2022.

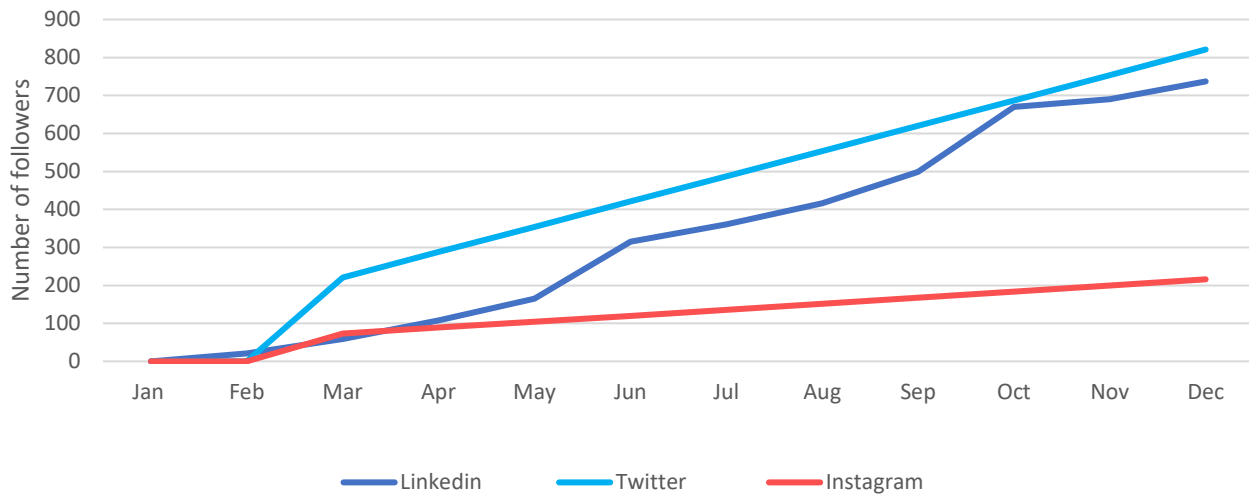


Figure 11 - SRTS social media following 2022.

6.4 Events

SRTS participated in and arranged several events across 2022 to showcase and explain the programme to a range of stakeholders. Below is an overview of some of the events which SRTS contributed to in 2022:

March 2022

- Attendance at the Dublin City Council Cycling Symposium, Dublin.

April 2022

- Presented at the Transport and Mobility Forum Travel Seminar, Cork.
- Presented at Sustainable Energy Communities Mobility Event, Dublin.

June 2022

- Presented at TU Dublin's Summer School on Sustainable Transport Mobility, Dublin.

September 2022

- Presented at Walk 21 Conference, Dublin.

October 2022

- Co-hosted the Safe Routes to School Webinar with the NTA. The webinar showcased the programme to local authorities and included circa 200 attendees.

7. Parent Surveys

Parent surveys are one of the first steps schools take in the Safe Routes to School programme. Surveys are prepared and distributed to all schools actively engaged in the programme. The survey results provide information on how students are travelling to school, where they are travelling from and the perception of road safety around the school prior to any SRTS works commencing. The results from the surveys are used to inform the plans developed for the schools.

7.1 Survey Analysis

All schools actively engaged in Round 1 were surveyed. In addition to this, 4 non-SRTS schools conducted parent surveys as they are co-located with, or in close proximity to a Round 1 SRTS school. The average response rate from the Round 1 parent surveys was 41.9% (with a 0.4% margin of error at a 95% confidence interval). In total, 19,312 parent responses were received. The surveys found that:

- 71% of parents participating in SRTS Round 1 thought that road safety was a problem around their school, and
- 95% of SRTS parents would support works that improve the walking and cycling routes to their school.

In the parent survey, parents were asked to select improvements, from a list, that would support their children to walk, cycle or scoot to school. The responses across all surveys are summarised in Figure 12.

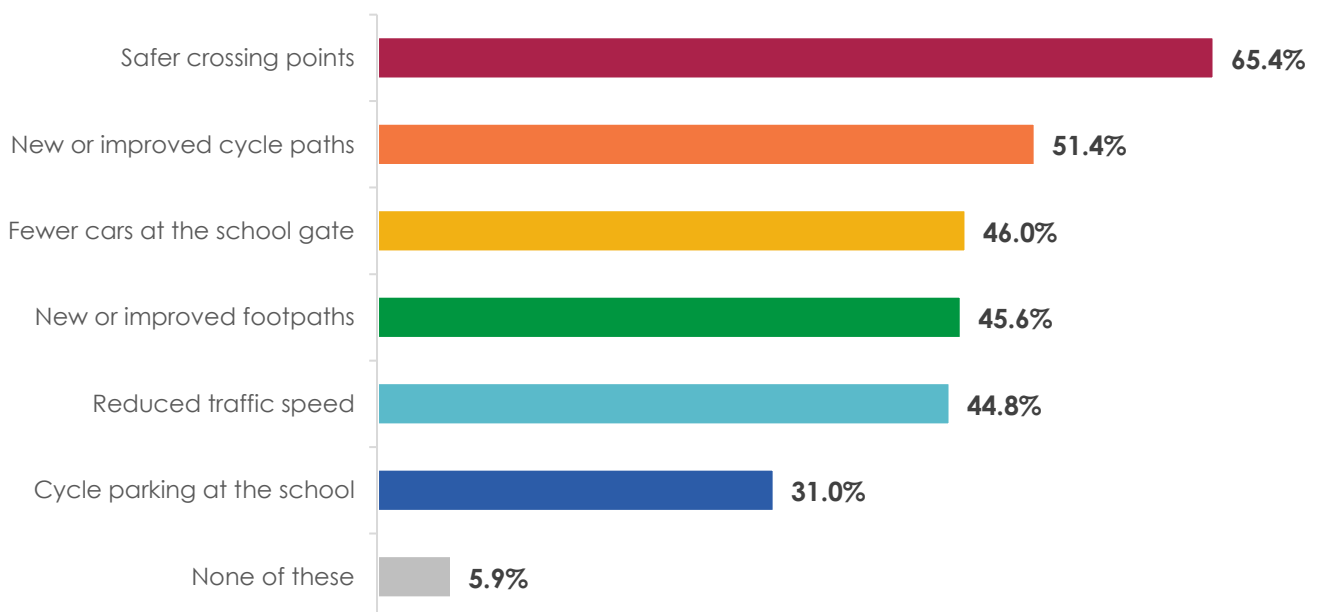


Figure 12 - Summary of improvements identified by parents that would support them to walk, cycle or scoot to school.

How Students are Travelling to School

The parent survey data shows that nationally, for all Round 1 schools, 40.8% of children travel by car to school, 30.9% walk to school, and 9.2% use Park ‘n’ Stride. The full breakdown of mode share is presented below.

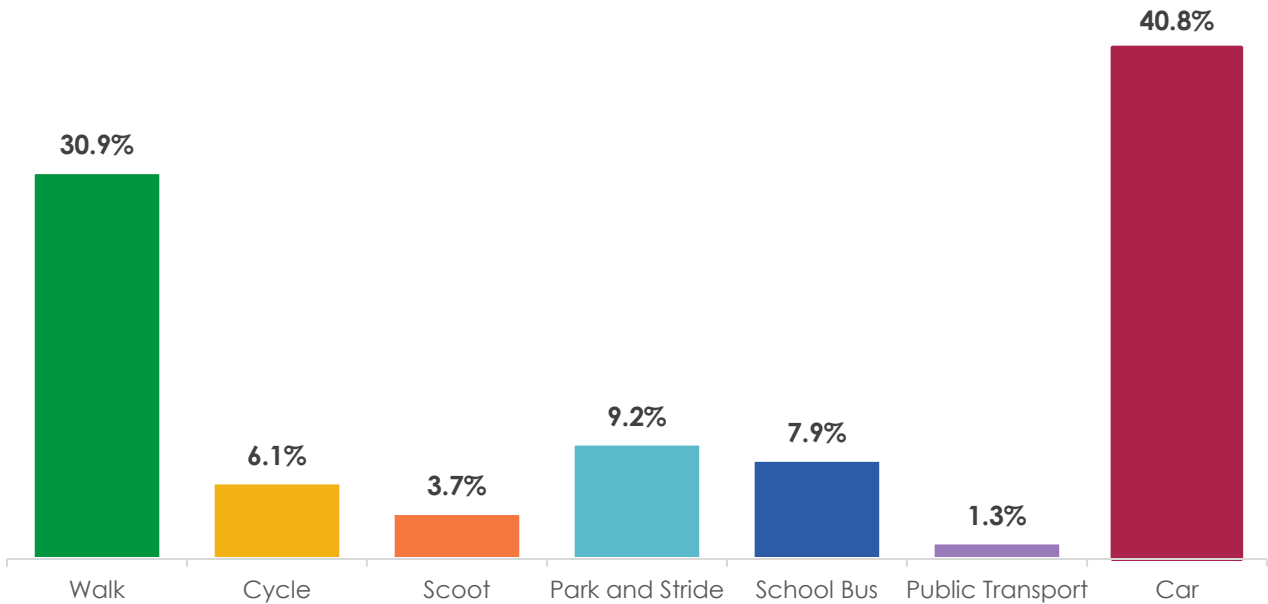


Figure 13 - Breakdown of mode share nationally for Round 1 schools.

For Primary Schools, the data is very similar to the national breakdown with 40.6% travelling to school by car, 33.8% walking to school, and 9.2% using Park ‘n’ Stride. The full breakdown of mode share for Primary Schools is presented below.

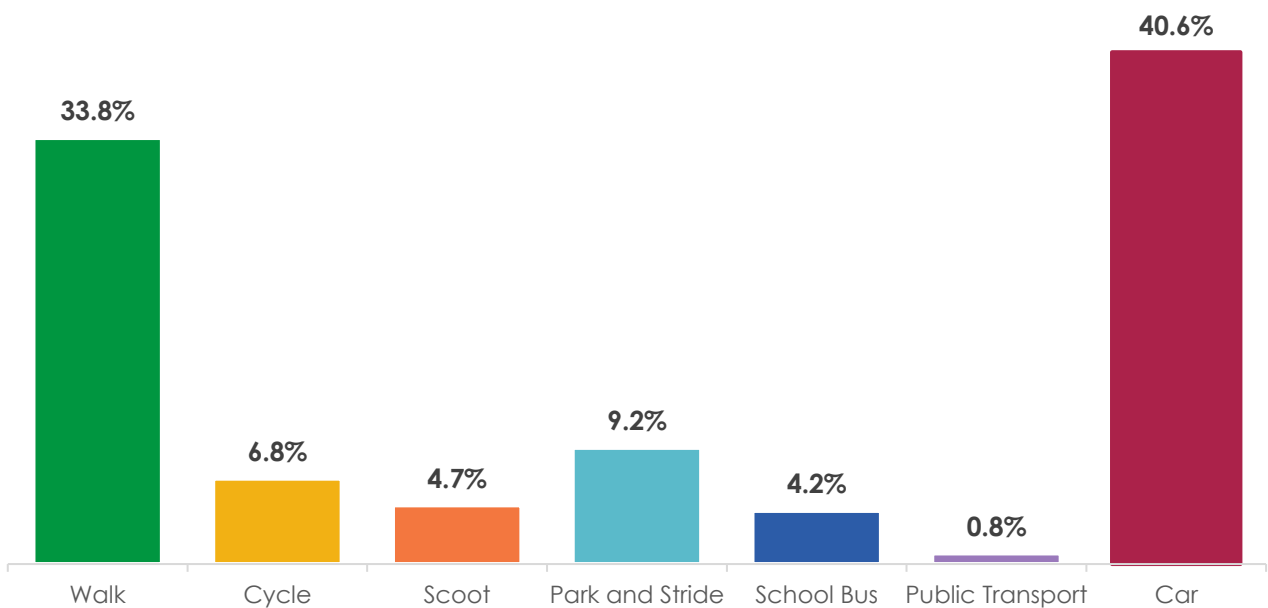


Figure 14 - Breakdown of mode share nationally for Round 1 primary schools.

For Secondary Schools, there are some differences to the national breakdown with 42% travelling to school by car, 21.1% walking to school, and 20.4% travelling by school bus. The full breakdown of mode share for Secondary Schools is presented below.

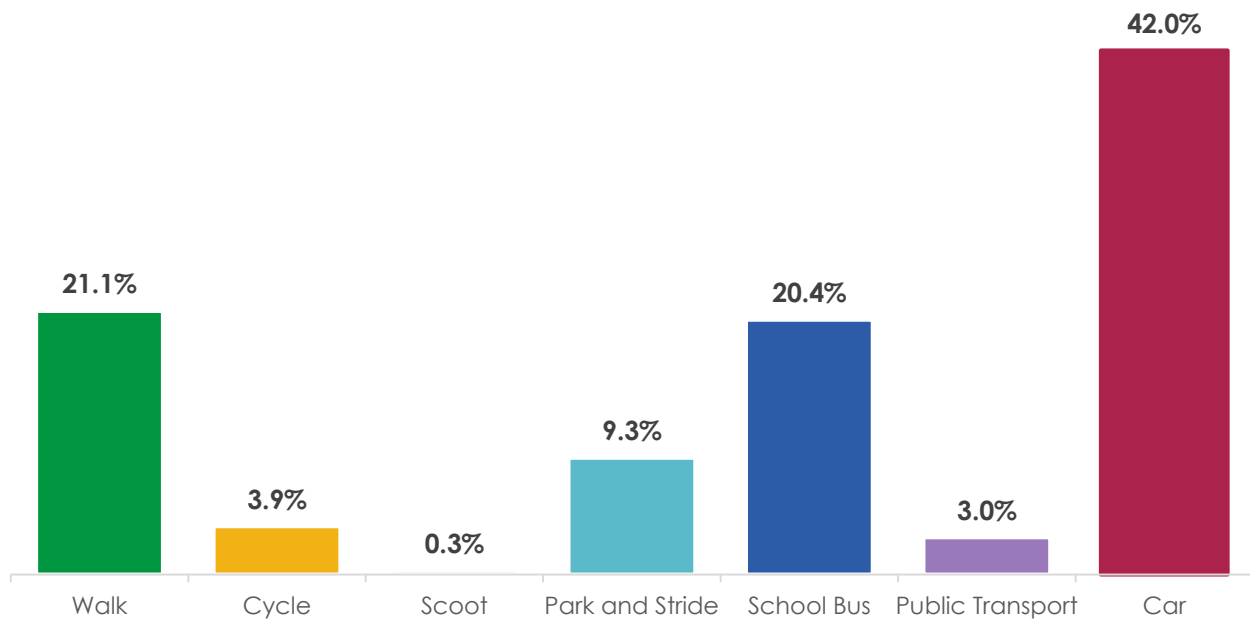


Figure 15 - Breakdown of mode share nationally for Round 1 secondary schools.

The Climate Action Plan 2023 (CAP 2023) is the second annual update to Ireland's Climate Action Plan 2019 and was published in December 2022. One of the key objectives set out in CAP 2023 is to "reduce the number of 'school run' journeys undertaken by private car by 30%". The SRTS programme is actively contributing to this objective and documenting the mode share before any works are carried out allows for changes in mode share to be observed on completion of works.

How Far Students are Travelling to get to School

Central Statistics Office (CSO) data from the 2019 'Measuring Distance to Everyday Services in Ireland'³ report found that nationally the average distance of residential dwellings to primary schools is 1.5km (the average in urban areas is 0.9km and in rural areas is 2.4km) and to secondary schools is 3.8km (the average in urban areas is 1.4km and in rural areas is 7.6km).

Of the primary school students represented in SRTS Round 1 parent survey data:

- 46% live within 1km of their school,
- 62% live within 1.5km of their school, and
- 71% live within 2km of their school.

Of the secondary school students represented in SRTS Round 1 parent survey data:

- 18% live within 1km of their school,
- 26% live within 1.5km of their school, and
- 35% live within 2km of their school.

³ <https://www.cso.ie/en/releasesandpublications/ep/p-mdsi/measuringdistancetoeverydayservicesinireland/generalresults/>
- accessed on 13 February 2023

7.2 GIS Mapping

The information gathered from the parent surveys on how students are travelling to school and where they are travelling from is mapped, for each school, in ArcGIS. An example of the type of map produced is provided below.

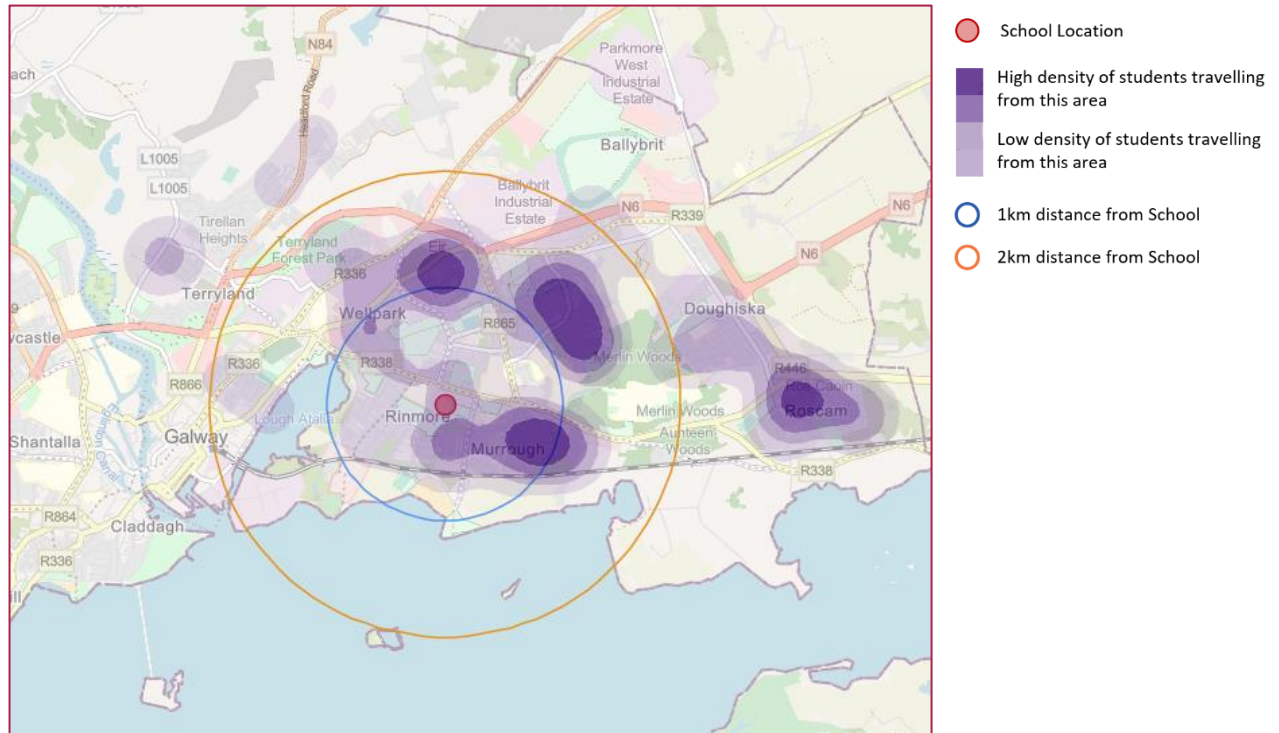


Figure 16 - An example of the GIS mapping produced from parent survey data.

Carrying out GIS mapping enables the SRTS infrastructure officers to:

- Identify routes to audit based on where students are travelling from.
- Identify any potential permeability links to be considered during the audit.
- Analyse modal spread within certain distances from the school or from specific locations i.e. housing estates.
- Identify the potential for modal shift, e.g. if 20% of students living within 1km come by car, is it possible/feasible for them to change to active travel?
- Identify suitable Park 'n' Stride locations based on where students are travelling from.
- Provide data based justification for design concepts proposed for the school.

7.3 Parent Comment Analysis

Parents were also given the opportunity to provide additional comments at the end of the survey. A selection of the comments received are presented below under the improvement categories from Figure 12 above.

Safer Crossing Points

The Round 1 parent survey data shows that 65.4% of respondents identified safer crossing points as an improvement that would support them to walk, cycle or scoot to school.

Cars go extremely fast passing the school or at the crossing by the church, depending on cars to slow and stop to let children pass.

We live only a km away but the roads are too busy, too dangerous, no safe crossing anywhere at all. My child would love to go to school by bicycle but we don't let her in these conditions.

There is a crossing at the entrance of the school car park but the cars rarely stop. This needs to be highlighted for more for cars to stop.

There is a constant flow of traffic on the road at the entrance to the new school. It can be very hard to cross. The area would really benefit from a safe pedestrian crossing and reduced speed limit.

Would love for my children to be able to cycle to school and feel that they were safe while crossing the roads en route. Crossings near the school aren't marked as zebra crossings so while some cars will notice children, others will just drive on.

New or Improved Cycle Paths

The Round 1 parent survey data shows that 51.4% of respondents identified new or improved cycle paths as an improvement that would support them to walk, cycle or scoot to school.

I could absolutely see our entire family abandoning the car if we knew we could safely cycle to school.

There are blind bends. High traffic volumes and large trucks regularly on the road. The speed limit is high and there is no hard shoulder. A dedicated cycle path would be the only way I would consider cycling to school.

The main road that my son cycles to school is very busy, with a 100km speed limit for much of it. Crossing the road safely is a huge concern, both in the village and outside the school, as is cycling along the main road. My son has reported that often the traffic passes very close to him and that drivers often don't move out in the road when passing him.

My children cycle to school every day - it appals me that the most dangerous place to cycle is actually on the approach road to the school. This is directly attributable to the parking habits and poor driving of many of the parents.

Fewer Cars at the School Gate

The Round 1 parent survey data shows that 46.0% of respondents identified fewer cars at the school gate as an improvement that would support them to walk, cycle or scoot to school.

I recently heard of an initiative in Galway called School Street where they closed the road the school was on to traffic for periods of time in the morning & afternoon. Super idea.

I am concerned about the collection of cars at the school gate, I always walk my children as far as the gate as I don't feel it's safe for them to walk behind the parked / moving cars. A footpath or right of way for students would be great here, especially on rainy days when kids are often made wait while the cars manoeuvre.

I feel the school do the best they can in the situation. I feel some parents and other road users need to be calmer and more mindful when dropping and collecting from school.

The journey is fine up until the children reach the school, there are cars parked either side of the road up on the footpaths. Doors opening making it impossible for walkers and cyclists.

New or Improved Footpaths

The Round 1 parent survey data shows that 45.6% of respondents identified new or improved footpaths as an improvement that would support them to walk, cycle or scoot to school.

I walk to school with my two children, but I find it very challenging navigating the footpaths where the cars are parked. I have a buggy for the baby who I have to bring with me while dropping the other two children off and many times I can't use the footpaths with the cars parked on the path so I have to go on the road with the buggy while also trying to watch my other two children walk on the path I also find many of these vehicles begin moving while the children are walking alongside them.

All 3 of my children have gone to this school and the safety issues are only getting worse. We have no footpath on our side at all, a footpath or cycle path would be great as my children don't have the option of cycling to school even though they are close by due to the speed of traffic.

Reduced Traffic Speed

The Round 1 parent survey data shows that 44.8% of respondents identified reduced traffic speed as an improvement that would support them to walk, cycle or scoot to school.

Route to school from our house is very dangerous: no cycle path at all and no footpath for some of the journey! Very few cars observing the 50km speed limit.

Traffic calming is essential. The speed on the road is frightening as well as noise pollution from the sound of cars whizzing by.

Cycle Parking at the School

The Round 1 parent survey data shows that 31.0% of respondents identified cycle parking at the school as an improvement that would support them to walk, cycle or scoot to school.

Sometimes my girls walk home from school but our road is a narrow country road. They would LOVE TO CYCLE if there was somewhere to park their bikes at school. If the proposed forest walkway is introduced that would be amazing as they could cycle there without meeting any cars until they came out opposite the recycling bottle bank so would just need a safe crossing to be created there.

None of These (Other)

The Round 1 parent survey data shows that 5.9% of respondents identified other measures that would support them to walk, cycle or scoot to school.

Would be very happy to have my son walk/cycle to school IF and WHEN lockers are available to students. The only reason he is driven to and from school currently is because of the size & weight of the schoolbag.

Girls should be able to wear black trousers same as the boys and they may cycle then. They hate the girls trousers and will not choose them.

8. Front of School Assessment and Route Audits

SRTS infrastructure officers use the ArcGIS Survey 123 mobile application to record the findings of the front of school assessment and route audits. This allows the infrastructure officers to document and geolocate audit items which can be plotted using GIS following the audit. Photos of the audit item and notes regarding the audit item can be recorded in the mobile application also. Audit items are collected under a set of categories:

- **Opportunities:** possible locations for interventions such as segregated pedestrian entrances, Park 'n' Stride locations, planting, placemaking, and school zone / school street. Also identifying items such as desire lines / permeability links which provide opportunity to improve walking / cycling / scooting links to the school.
- **Front of School:** used to record issues in the front of school environment such as vehicles and pedestrians using the same entrance as well as documenting the existing situation such as the location of school bus parking, presence of a set down area, or a public bus stop located at the front of school.
- **Junctions and Crossings:** items captured under this category include locations where an additional crossing may be needed, crossings that lack tactile paving or dropped kerb, issues with junction layout / width, and locations where continuous footpaths would be recommended across a junction.
- **Footpaths and Verges:** capturing audit items such as places where there is no footpath or where the existing footpath is too narrow, locations where footpaths are discontinuous, broken or uneven surface, and poor lighting.
- **Road User Behaviour:** noting issues observed such as vehicle speeding, dangerous driving, breaking red lights / stop-signs, illegal or dangerous parking, and presence of HGVs / agricultural traffic.
- **Signage and Road Markings:** used to document items such as lack of signage for the school, broken / damaged / faded signage, and missing speed limit signage.

Figure 17 - A screenshot from the mobile application used to capture audit items.

- **Roads and Surfaces:** used to document items such as uneven road surface or potholes, drainage issues, issues with road layout, and considerations related to road width.
- **Cycle Infrastructure:** used to document items such as no cycle lane, poor cycle lane surface, discontinuous cycle lanes, no segregation of cycle lane, cars parking in a cycle lane, and inadequate cycle lane width.
- **Accessibility:** used to document items such as the presence of kissing gates, missing ramp access, inadequate blue badge parking, and abrupt level changes.

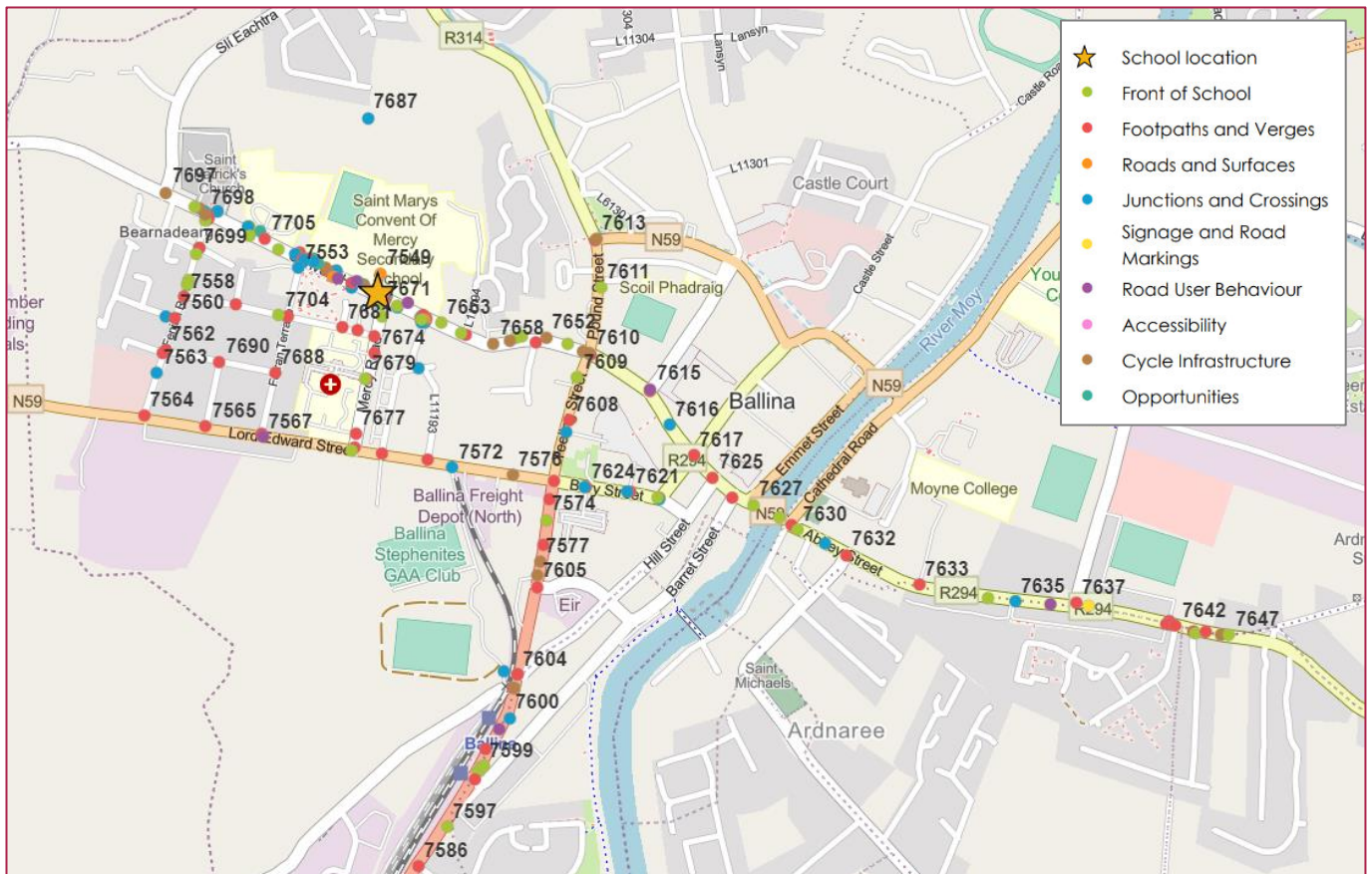


Figure 18 - An example of front of school assessment and route audit items plotted on a GIS map.

8.1 Front of School Assessment

Front of school assessments are carried out at the school during drop-off and collection times. This allows the SRTS Infrastructure officers to observe the front of school environment at the busiest times and understand what the context is for students as they access the school. When possible, visits to observe the school at drop-off and collection times are carried out with representatives from the local authority. The SRTS Infrastructure officers also liaise with the school during this assessment in order to develop a school profile, this involves gathering information on access points to the school grounds, number of school buses, school bus drop off and collection points, location of cycle parking (if present), any existing challenges or positives at the front of school, and any additional information on where students are travelling from to school. For Round 1 schools, the audit items identified within 100m of the school were categorised as follows:

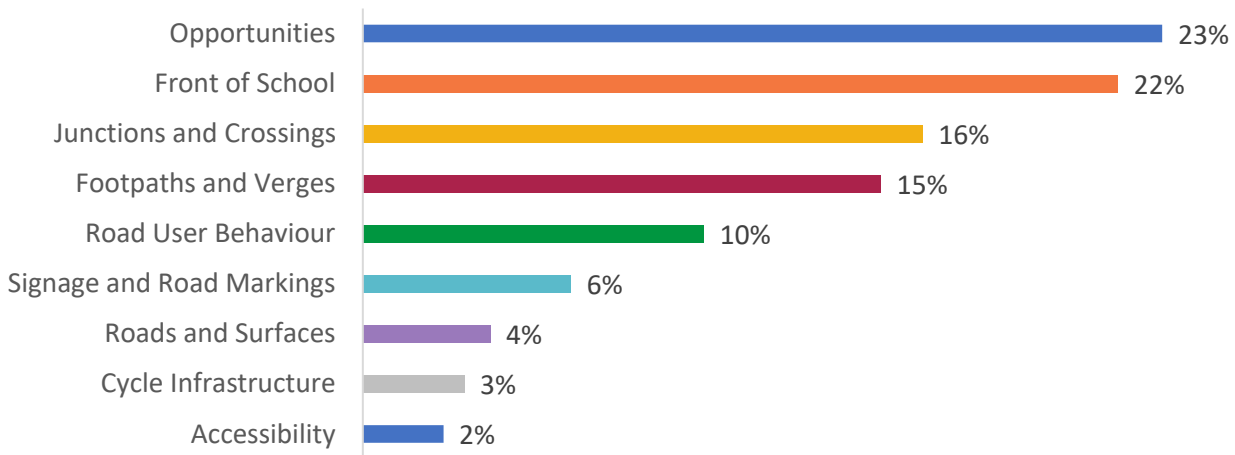


Figure 19 - Categories under which audit items within 100m of Round 1 Schools were placed.

Speed surveys were also carried out outside of 14 Round 1 SRTS schools. 12 surveys were completed by SRTS Infrastructure officers and 8 by local authorities where some schools had multiple surveys carried out to assess speeds at different times of day or at different locations at the front of school. The SRTS Infrastructure officers can carry out speed surveys directly but, in some cases, these were delivered by the local authority. Traffic counts are procured and managed by the local authority. The data collected from speed surveys / traffic counts can provide important insight to back up the intervention proposals coming from the parent surveys, front of school assessments, and route audits.



Figure 20 - Screenshot of speed survey dashboard for speed surveys carried out at proposed locations of new crossings on the N4 near Scoil Mhuire, Newtownforbes, Co. Longford.

Carrick Mixed National School

Ballinlough Co. Roscommon

Carrick Mixed National School is a mixed primary school with 87 pupils located 1.3km northwest of Ballinlough in County Roscommon. The school is located within a 100kph zone along a wide section of the N60. There are no footpaths or cycle lanes linking the school with Ballinlough, where most of the students live. Despite the challenging circumstances, the school has a daily cycle bus which comes from Ballinlough to the school along the hard shoulder of the N60. Almost one third of students (32%) cycle to school each day.

The SRTS audit found that the approach to the school is a hostile and unsafe environment for active travel. In particular, the high speed limit and road design was seen to enable traffic to travel at inappropriately high speeds. The SRTS Infrastructure Officer decided to carry out a speed survey on the N60 in order to document the speeds at the front of school. The speed survey was carried out from 1:40pm to 2pm and during that period recorded speeds for 86 vehicles passing the school. The average speed recorded was 82.6kph and the top speed recorded was 115kph.

In 2022, SRTS began working with Transport Infrastructure Ireland (TII) to develop guidelines for SRTS interventions for schools, like Carrick NS, on high speed, national routes with the aim of highlighting the presence of the school and encouraging traffic to slow at this location



Figure 21 - The cycle bus using the hard shoulder



Figure 22 – Existing road composition at the front of school

8.3 Route Audits

Route audits are carried out by the Infrastructure Officers to identify barriers to students being able to safely travel actively to school and related opportunities to improve these routes. Route audits are generally carried out on foot but in some cases cyclability audits may be carried out as well, or instead of the audit on foot depending on the context. Route audits are carried out along key routes to school. Route audits are normally carried out along key routes within 1-2km of the school, however this may vary based on the school's context. The routes selected to be audited are determined based on the data from the parent survey on where students are travelling from as well as assessments of the school context. The SRTS Infrastructure officers also liaise with the local authorities to gather any available information on wider active travel schemes, public realm projects, policy documents, etc. that are relevant. For Round 1 schools, the route audit items identified were categorised as follows.

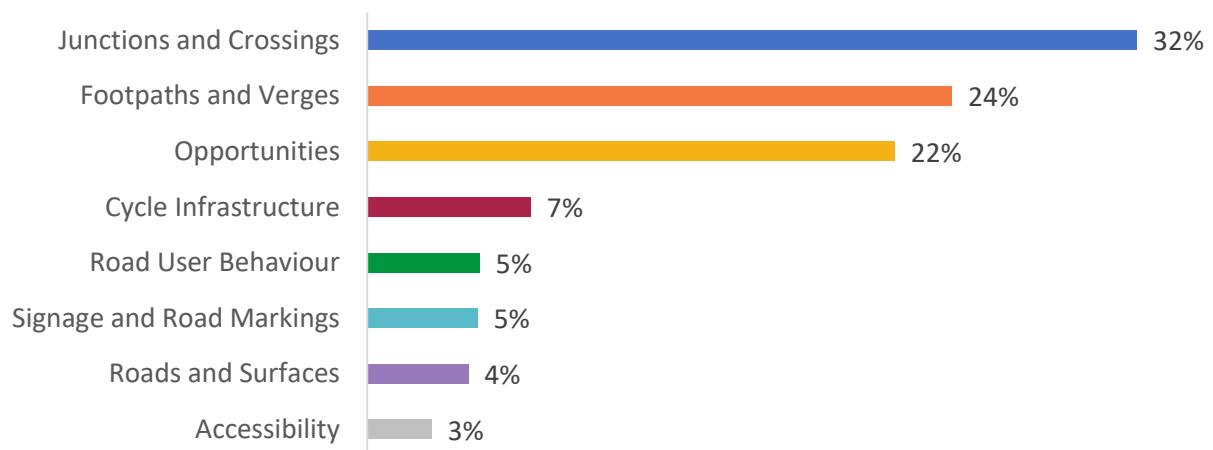


Figure 23 - Categories under which audit items along routes for Round 1 Schools were placed.

Bunscoil Rinn an Chabhlaigh

Rushbrooke, Co. Cork

Bunscoil Rinn an Chabhlaigh (BSRAC) is a primary school with 694 students, 50 teachers, and 14 ancillary staff that serves the Rushbrooke area of Cobh and is located approximately 2km from the centre of the town. During the SRTS audit, the opportunity to develop a permeability link from Norwood park to the school was identified. This link required a new entrance to the school to be developed. The resulting permeability link has been well received by students and is utilised by large numbers of students daily.

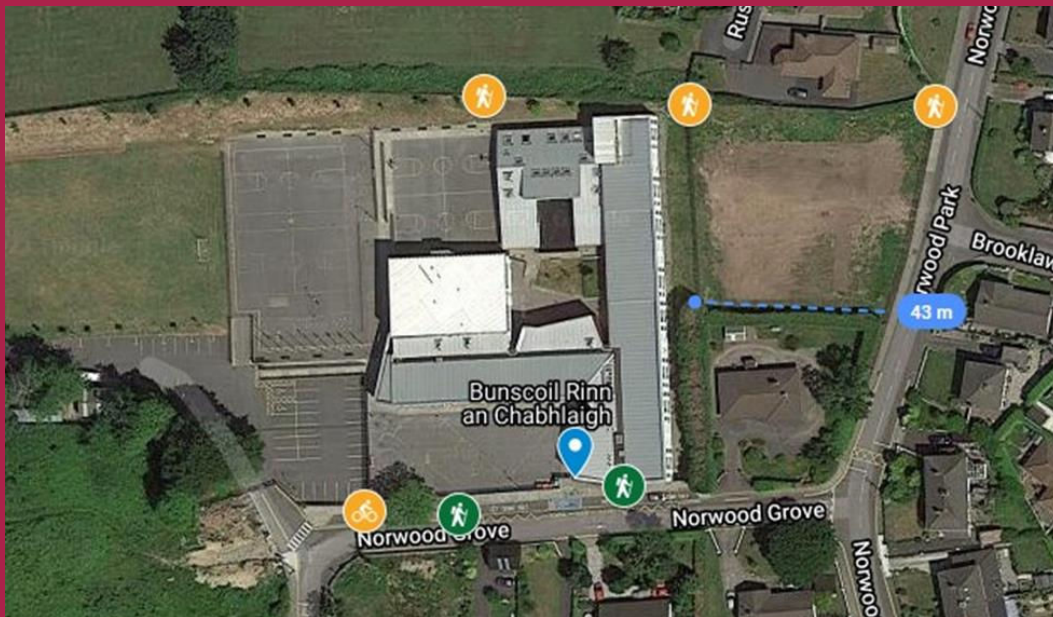


Figure 24 - An aerial view of the permeability link (blue dashed line)

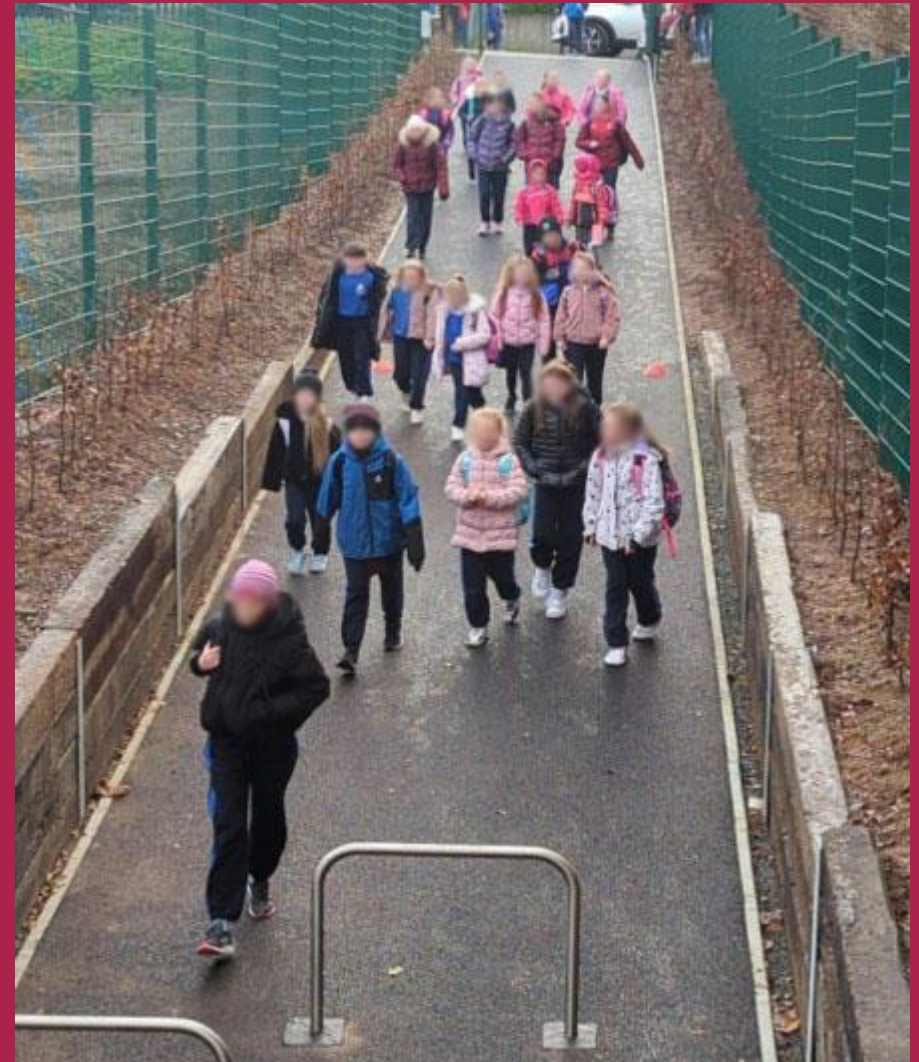


Figure 25 - The permeability link in use

9. Delivery Plans & Brainstorming Sessions

Delivery Plans are the key deliverable prepared by the SRTS team. They present a set of design concepts and proposals, and the supporting background information from the audit and parent survey. The delivery plans are intended to inform designs to be taken forward for delivery by local authorities and are focused on advocating the needs of the students. They are developed collectively with the schools and local authorities to better understand the school contexts and in line with best practice as defined within the Safe Routes to School Design Guide. The diagram below provides an overview of the elements that feed into the Outline Delivery Plan agreed with each school and the relevant local authority.



Figure 26 - A diagram illustrating the elements that make up an outline delivery plan.

9.1 Draft Delivery Plan

Each of the background elements is used to create a Draft Delivery Plan, which is presented in a concise summary most often consisting of 10-20 pages (some are as short as four pages, others as long as 26 pages, depending on a number of factors such as the complexity of the school's unique case and the length of routes audited). The full details of the Parent Survey, the Front of School Assessment and the Routes Audits are appended. The standard form of the Draft Delivery Plan includes:

- School Summary
- Key Audit Findings
- Supplementary information
- Current Front of School Environment
- Proposed Front of School Environment
- Proposals for routes
- Proposals for prioritisation of works

The proposals for the front of school and routes are presented on high level maps where suggested locations for interventions are indicated under various categories. A description for each suggested intervention is provided with the map. An example of a map for a front of school and a route section are provided below.

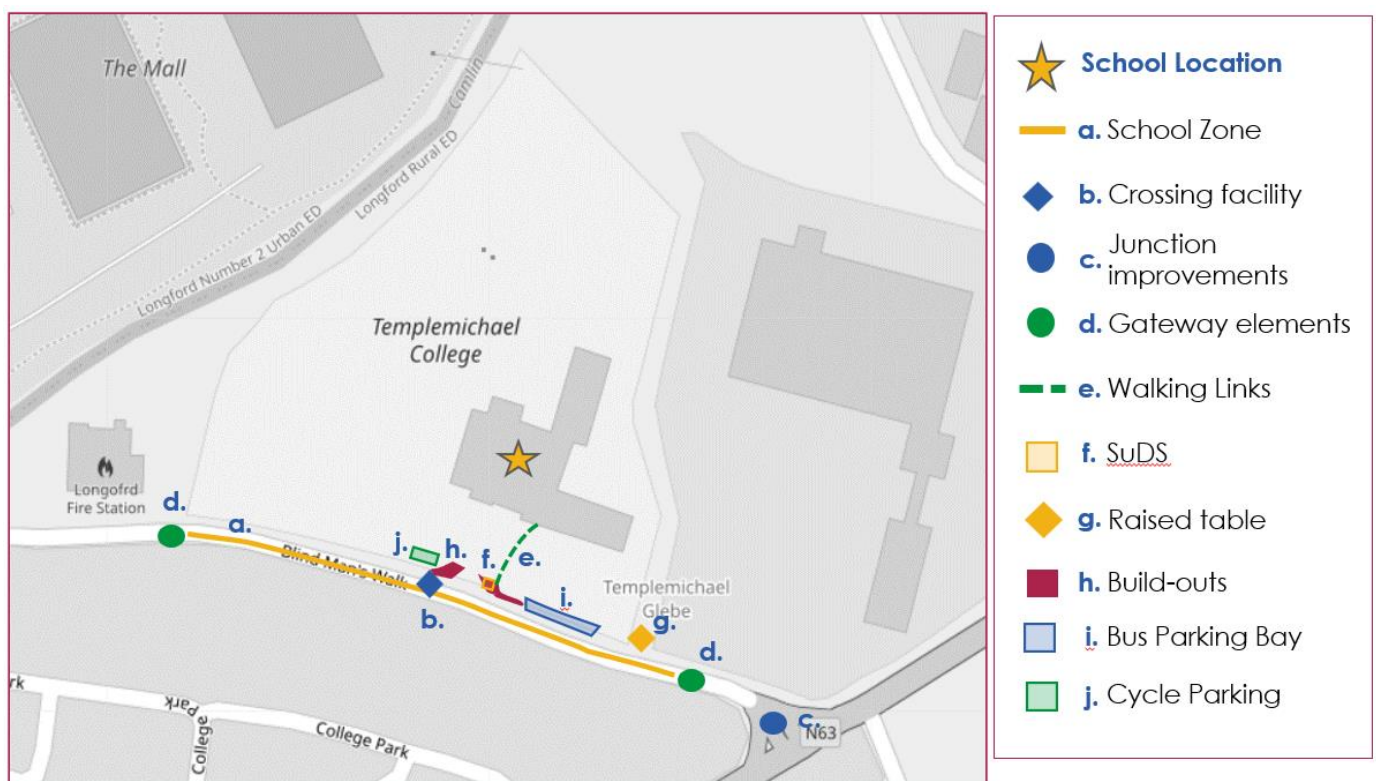


Figure 27 - Proposed front of school improvements from an SRTS delivery plan.

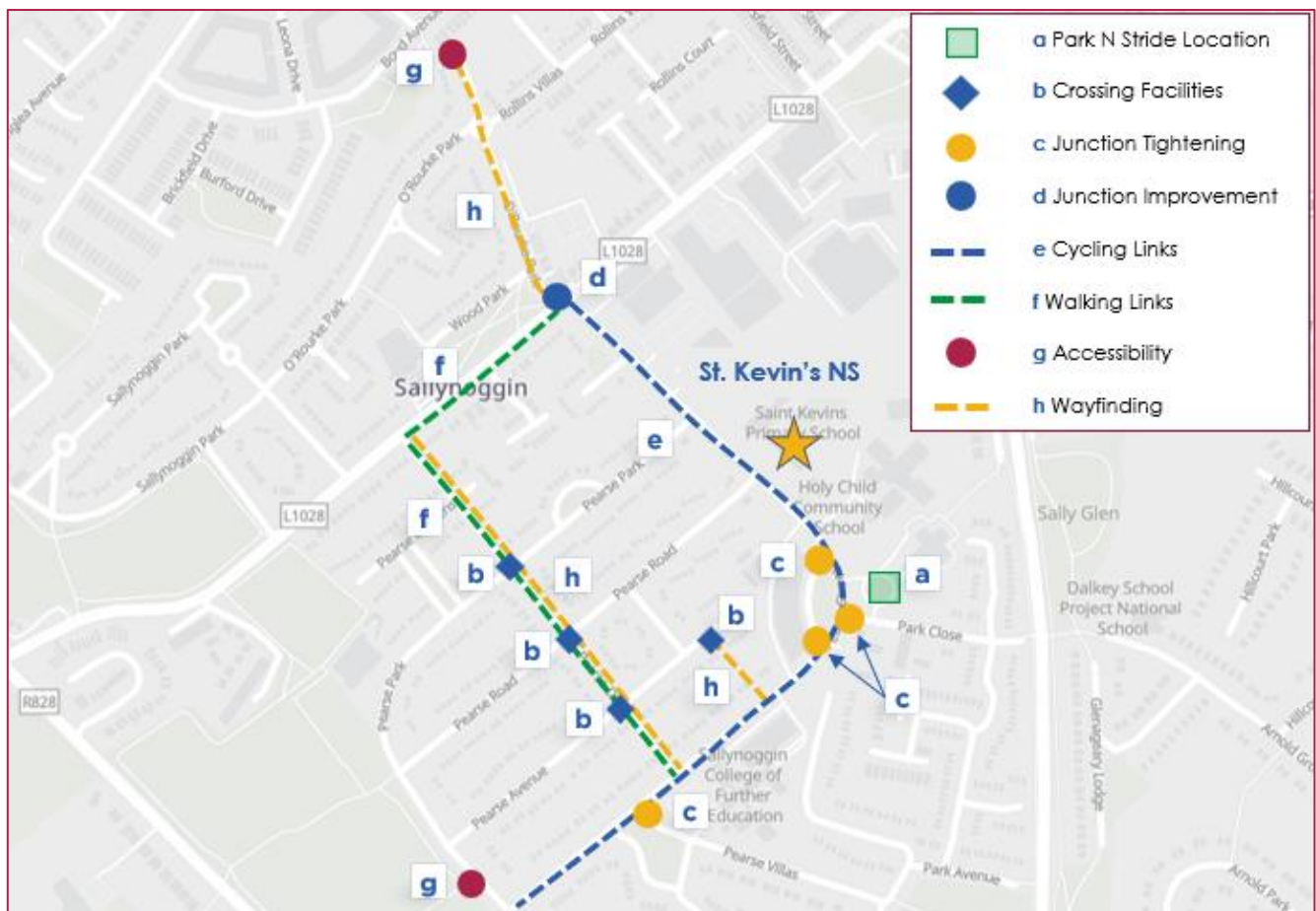


Figure 28 - Proposed route to school improvements from an SRTS delivery plan.

In addition to critical infrastructure measures to improve safety for students travelling actively to school, proposals within the delivery plans focus on enhancing the front of school environment through use of placemaking elements such as planting, art, and street furniture.

The Draft Delivery Plan is submitted to the NTA for review and discussed with TII where suggested plans require their input. Once the NTA, and TII, where required, review is complete the Draft Delivery Plan is shared with the local authority for input. Following discussion with the local authority, the Draft Delivery Plan is then presented to the school at a brainstorming session.

CASE STUDY 3: SCHOOL ZONE PLACEMAKING

Bunscoil Rinn an Chabhlaigh

Rushbrooke, Co. Cork

Bunscoil Rinn an Chabhlaigh (BSRAC) is a primary school with 694 students, 50 teachers, and 14 ancillary staff that serves the Rushbrooke area of Cobh and is located approximately 2km from the centre of the town. The school is on Norwood Grove which operates a one-way system from the south.

Congestion and illegal or dangerous parking at the front of school area was observed at school start and finish times and mis-use of blue badge parking was also noted.

Norwood Grove was considered a suitable location for a School Zone and Cork County Council completed the scheme in late 2022. The scheme was officially opened on 1 December 2022.

The feedback from the school has been extremely positive with Alan Carney, the Deputy Principal of BSRAC sharing that "the route and works needed wasn't too complex from an engineering point of view and it is obvious that a narrower carriageway with wider footpaths is going to be safer. The real impact however are the softer measures such as the planting, the colour, the artwork, the seating, the pencil bollards. This is what has created a huge sense of pride in the school zone - the children love it and now, actually want to walk the zone. To see children in the mornings playing hopscotch and jumping along rockets or hopping on thermoplastic footprints proves that the dynamic is completely different now. A wider footpath and slower traffic would not have created the same connection. Without these softer measures, we would not have gotten the buy-in that we have from our community."



Figure 29 and 30 - Micro art in the school zone



Figure 31 - The school zone at BSRAC

9.3 Brainstorming Sessions

Brainstorming sessions bring together the school, the local authority, and the SRTS team to collectively review the Draft Delivery Plan. These meetings are generally held at the school. On occasion brainstorming sessions are held for a cluster of schools simultaneously if they are co-located or located very close to each other. Similarly, any non-SRTS schools that are co-located or located very close to the SRTS school(s) may be invited to join the brainstorming session also.

During the session the SRTS Infrastructure officers provides an overview of the design concepts in the Draft Delivery Plan. This can be through references to the various elements in the Safe Routes to School Design Guide, using examples of similar elements from other schemes or places, or using mock ups of what the elements might look like at the school. The local authority will generally provide some information on any other active travel schemes in the area, if relevant, and on the next steps for the school. Throughout the brainstorming session the SRTS IO records any changes or additions to the Draft Delivery Plan suggested by the school, or the local authority.



Figure 32 – A brainstorming session at Scoil Chaitríona Junior, Renmore, Galway City.



Figure 33 - A brainstorming session at Holy Family School in Dublin.



Figure 34 - A brainstorming session at Scoil Mhuire na Grást, Belgooly, County Cork.

CASE STUDY 4: BRAINSTORMING SESSION

Oranmore

Co. Galway

In the village of Oranmore, in County Galway, three SRTS schools are located within 500m of each other in the centre of the village. The three SRTS schools - Calasanctius College, Gaelscoil de hÍde, and Scoil Iosaif Naofa - are also in close proximity to a non-SRTS school, Scoil Mhuire. Almost 2,000 students and approximately 200 staff arrive into this relatively small area at school start and finish times. The existing pedestrian infrastructure does not serve the volume experienced during these periods. Individual delivery plans were prepared for each of the three SRTS schools but for the brainstorming session it was decided that it would be beneficial to have one session for all schools, including Scoil Mhuire.

The SRTS front of school proposals for each school are different but there is some overlap across the schools. The SRTS proposed routes interventions are similar across the three schools. These proposals were presented at the brainstorming session, which was held at Gaelscoil de hÍde, and there was opportunity for these to be discussed with the schools and Galway County Council.

The schools welcomed the proposals and a very positive discussion was had with Galway County Council who will be taking forward the design concepts agreed during the brainstorming session.



Figure 35 - The four schools in close proximity which will benefit from the programme

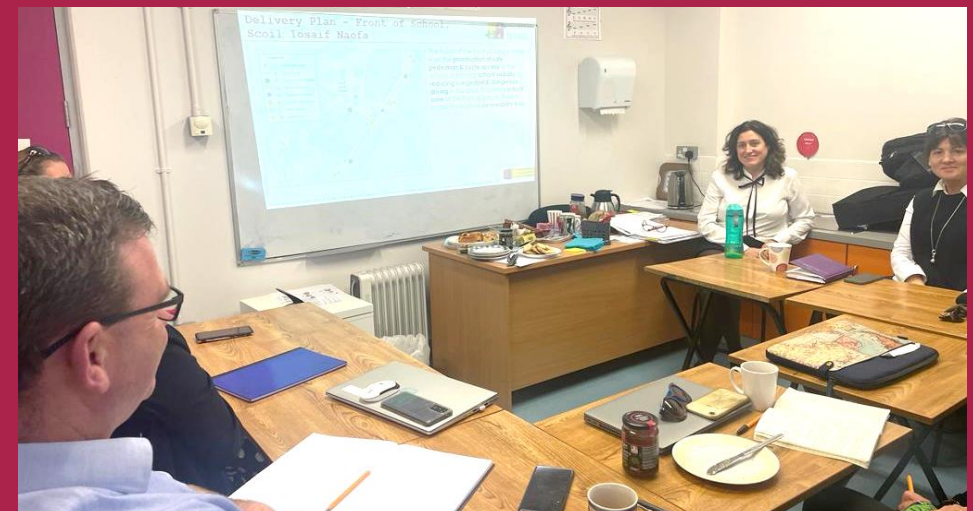


Figure 36 - Brainstorming session with all schools, held in Gaelscoil de hÍde

9.5 Outline Delivery Plan

Following the brainstorming session, the SRTS IO reviews any changes or additions proposed and updates the Delivery Plan based on comments and suggestions received at which point it becomes the Outline Delivery Plan.

The Outline Delivery Plan is then submitted to the NTA for final approval. Following NTA approval, the Outline Delivery Plan is submitted to the Director of Services at the local authority. A period of approximately four weeks is allowed before submitting the Outline Delivery Plan to the school. This provides the local authority with a period in which to brief other local authority staff and / or Councillors on the delivery plan and the planned next steps.

9.6 Wider Impact of Delivery Plans

Whilst the direct impact of Delivery Plans can be seen in the SRTS schemes being developed and delivered for schools around the country, wider impacts of the Delivery Plans have also been observed.

Around the country they are contributing to:

- Other active travel schemes: for example Galway City Council's Ballyloughane Road & Renmore Avenue scheme and the Galway to Athlone Cycleway (where the cycleway design is seeking to pick up connections to SRTS schools).
- Local transport plans: for example in Ballina and Castlebar in County Mayo, and in Athenry, County Galway.

This is something that has started to become visible in recent months and is not a KPI for the programme but is an important way in which the work of the SRTS Team has an impact beyond each individual school and the programme will continue to seek out and support opportunities to contribute.

10. Community Support


The local authority is responsible for the design of the scheme and any associated consultation required as part of planning processes or other requirements. On submission of the Outline Delivery Plan to the local authority, updates are requested at the following points in the progression of the programme:

1. On completion of preliminary design.
2. In advance of going to public consultation, if required.
3. On approval of planning.
4. On completion of detailed design.
5. Notice of commencement of works.
6. Notice of works completion.

This enables the SRTS team to effectively support schools at each step in the process and to highlight achievements in the programme.

10.1 Public Consultation

In advance of going to public consultation the SRTS team can prepare schools to champion the works, to communicate them to the student community and encourage positive submissions. An extract from an information leaflet prepared for a school where works were going to public consultation is provided as an example below.

RIVERVIEW ETNS - SAFE ROUTES TO SCHOOL UPDATE (SEPTEMBER 2022) 

What is Safe Routes to School?

The Safe Routes to School (SRTS) programme launched in March 2021 and was open to all schools in Ireland to apply for active travel funding and delivery. It is designed to facilitate students to walk and cycle to school by:

- Providing "front of school" treatments which will enhance access to school grounds
- Accelerating the delivery of walking, scooting and cycling infrastructure on key access routes to schools
- Expanding the amount of bike parking available at schools

We applied to the programme and are one of the schools that were selected to be in Round 1.

Have Your Say

South Dublin County Council (SDCC) are aiming to provide improved walking and cycling routes along a number of streets in our local area. To achieve this they have opened a part 8 public consultation for the **Wellington Lane Walking and Cycling Scheme**.

Included in the scheme, SDCC is proposing to develop a School Zone at the front of school on Limekiln Road, as part of the SRTS programme. By reducing traffic congestion at the front of school and providing more space for walking and cycling, the School Zone will make it safer for children and their families to get to school.

You can read more about the Wellington Lane Walking and Cycling Scheme and make a submission here:
<https://consult.sdublincoco.ie/en/consultation/wellington-lane-walking-and-cycling-scheme-0>

Figure 37 – An extract from an information leaflet for a school community on public consultation for active travel works including elements of the SRTS programme.

10.2 Trials

The SRTS team also provide support to schools and local authorities to explore options and to prepare the school community for the use of their new infrastructure, in the form of trials. Information on SRTS support for trials of shuttle systems and school streets, is available in Case Study 5 and Case Study 6.

Scoil Mhuire na nGrást

Belgooly, Co. Cork

Scoil Mhuire na nGrást is a mixed primary school with 389 students located 1km outside the village of Belgooly, County Cork.

During the Safe Routes to School route audit for the school it was highlighted that the Aghafantaun Bridge, which connects Belgooly Village to the school, was difficult to cross for those walking and cycling to school. There is an existing footpath from Belgooly Village to the bridge and from the bridge in the direction of the school, however, there is no pedestrian or cycle facilities across the bridge.

The bridge is narrow with a hump and tight bend at the western side. Aghafantaun Bridge is a historic structure-built c. 1850. Children currently walking, cycling, or scooting to school from Belgooly village have to cross on the carriageway on the southern side, watching for crossing traffic.

In an attempt to explore safe access for students walking and cycling to Belgooly National School Cork County Council conducted two trials of temporary traffic management systems at Aghafantaun Bridge in May and September 2022. The objective of both trials was to investigate if a signalised shuttle system could operate on Aghafantaun Bridge thus allowing for a 2m footpath on the bridge to accommodate those traveling actively to school. The children walking, cycling, and scooting to school provided positive feedback on the footpath on the bridge during both trials.

Despite the positive feedback from the school, the shuttle system trial was not made permanent due to specific geometric challenges on the R600 regarding queuing traffic.



Figure 38 - School students on Aghafantaun Bridge



Figure 39 - The shuttle system trial on Aghafantaun Bridge

CASE STUDY 6: TRIALLING A SCHOOL STREET

Glór na Mara National School

Tramore, Co. Waterford

Glór na Mara National School in Tramore, Co. Waterford has 470 students and 31 staff and is located on Convent Hill. The parent survey found that 82% of students live within 2km of the school and 96% of parents would support works at the front of school that improve student safety, putting pedestrians and cyclists first.

The school location was considered suitable for a School Street and in June 2022 Waterford City and County Council (WCCC) commenced a trial where Convent Hill was temporarily closed to vehicles between 8.15am – 9.15am and 1.15pm – 2.45pm on school days using flexible bollards. The bollards were installed, guarded, and removed by school traffic wardens. The trial was successful and WCCC submitted a road closure notice for Convent Hill for the 2022/203 school year to create a School Street.

Implementing a School Street in this area has resulted in a significant change for the school community and its neighbours, resulting in some contention surrounding the trial school street.

An interim parent survey and school staff survey undertaken by the SRTS team in January 2023 gave valuable positive feedback on the School Street and identified amendments that could be made to address concerns from parents and staff.

In addition to the School Street, junction tightening, footpath, and crossing improvements were implemented in the area to support walking, cycling, and scooting on the routes to school. A section 38 proposal made by WCCC to provide additional footpath widening and pedestrian crossings was not supported by Councillors in March 2023, in part due to the contention surrounding the trial school street, as of publication the trial school street was still in place.

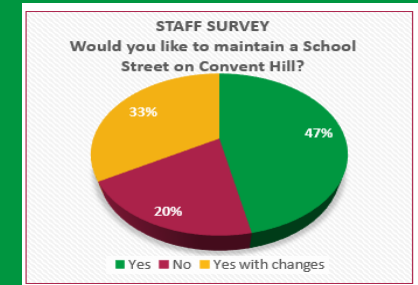
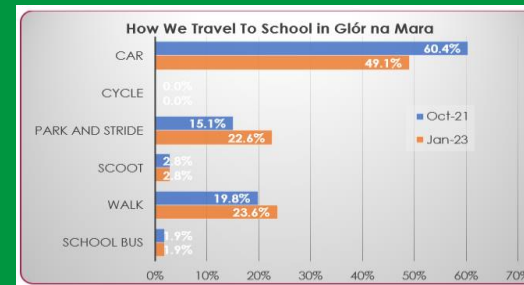


Figure 40 - Parent survey results from Glór na Mara



Figure 41 - Convent Hill during the first trial, June 2022



Figure 42 - Convent Hill in September 2022 with flexible bollards in place

10.5 Park 'n' Stride

Identifying potential Park 'n' Stride locations for schools, and any infrastructure improvements required to make them accessible for pedestrians, is an important part of the SRTS programme. In addition to the audit work to identify infrastructure improvements, the SRTS programme can provide support to local authorities and schools to trial and / or develop Park 'n' Stride locations. This can involve development of communication materials to publicise the Park 'n' Stride locations and describe any associated ticketing system. Several local authorities have already developed Park 'n' Stride ticketing systems which are run through the local authority in liaison with the school. This is also an area of work where the Green Schools Travel programme has significant experience. SRTS intends to expand work on Park 'n' Stride to further support the roll out of Park 'n' Stride locations across local authorities, in collaboration with Green Schools Travel, during 2023.

Registration Form

Privacy Notice
Your details will be used solely to record participation in the Park and Stride scheme, and will be shared with your child's school to issue Park and Stride Permit Stickers.

Mayo County Council will manage your information in accordance with our privacy policy and GDPR.

Please complete the following in **BLOCK** letters:

School name: _____
 School address: _____
 Car Registration: _____
 Additional Registration (for more than one Parent/Guardian/car participating in Park and Stride): _____
 Parent/ Guardian Name: _____
 Parent/Guardian email address: _____
 Parent/Guardian contact number: _____

Any vehicle which parks outside the specified times of the Park and Stride scheme will be subject to the terms and conditions of that carpark. All participants agree to park legally, and not to cause an obstruction for other road users or pedestrians.

I agree to the terms and conditions of the Park and Stride scheme, which I have read, in this leaflet.

Parent/Guardian Signature _____ Date _____
 Additional Parent/Guardian signature Date if two permit stickers required _____

How do I take part?

All schools in Castlebar are welcome to participate in Park and Stride. Parents/Guardians should complete this registration form and return it to Mayo County Council:

By post to: Castlebar Municipal District, Mayo County Council, Áras an Chontae, The Mall, Castlebar, Co. Mayo, F23 WF90.

Email: Scan the form and email it to castlebarao@mayococo.ie

Parents/Guardian will be issued with an annual Park and Stride Permit Sticker *through their child's school*. The Permit Sticker should be displayed in the front windsheld of your car when using participating car parks. Permit Stickers are not transferrable to other drivers. Please apply for more than one permit if more than one Guardian is participating in Park and Stride.

My Child's School isn't participating, can I still Park and Stride?

Yes - return the Registration Form with a letter saying what school your child is in, with the official stamp of the school. Mayo County Council will send your permit directly to you. Please include your postal address on correspondence.

Park and Stride Terms & Conditions

Designated Parking Times at Participating Car Parks:
 Morning: 8.00am to 9.30am (1 hour max)
 Afternoon: 1.00pm to 4.30pm (1 hour max)
 Park and Stride only applies Monday to Friday, during term time.

- The Park and Stride sticker must be displayed clearly, inside the front windsheld of your car.
- Permit Stickers are not transferrable to another car. You must apply for an additional Permit Sticker if an additional Guardian is participating in Park and Stride.
- Parking spaces are available on a first come, first served basis.
- Parking before or after the designated times must be paid for where charges normally apply.
- Cars parked before and after the designated Park and Stride times, which do not display a paid ticket (where charges normally apply) will be subject to charges, or a fine by Wardens in County Council car parks.
- Please park in a safe manner, allowing sufficient space for children to enter and leave vehicles safely.
- Permit Stickers are for the use of Parents/Guardians participating in the Park and Stride scheme only, and are not transferrable for any other use.
- New Permit Stickers will be issued at the start of every school year - the current permit must be displayed on the Permit Sticker in use

INFORMATION LEAFLET

Comhairle Contae Mhaigh Eo
Mayo County Council

Green Schools
Udarda Náisiúnta tionspail
Nationale Transport Authority
An Taisce

SCH

Figure 43 - Park 'n' Stride Information Leaflet, Mayo County Council.

10.6 Set-Down Areas

As policy, the SRTS programme does not support set-down areas.

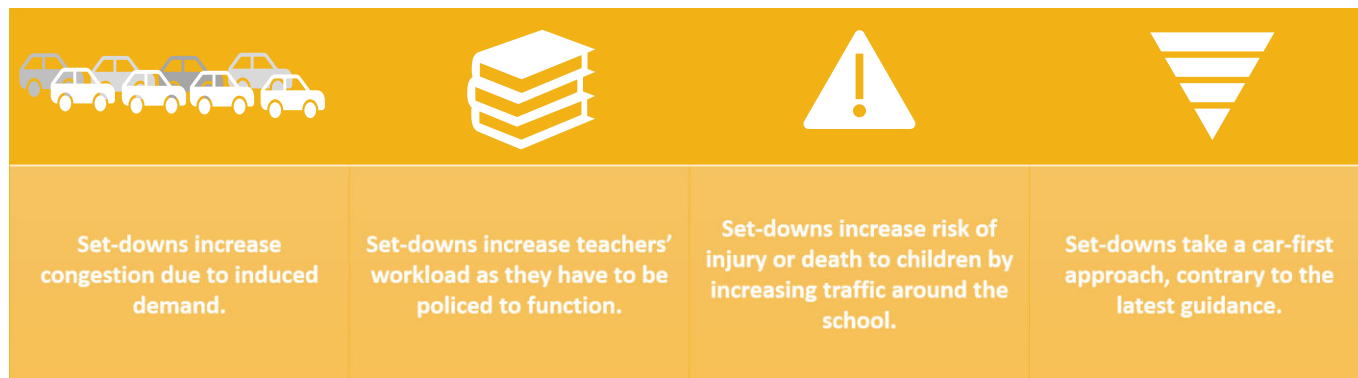


Figure 44 – Reasons SRTS does not support set down areas

Many schools nationally have received planning permission for or are in the process of developing a planning application for a school development which may include a set-down areas. As part of the SRTS programme Infrastructure Officers have been engaging with schools in this situation in advance of, and during brainstorming sessions to support them in reviewing options in conjunction with the local authority, to progress without inclusion of the set-down areas.

11. Delivery

The local authorities are responsible for the construction and close-out of the SRTS works. The NTA provides the SRTS Team with 'as built' drawings and once work is completed the team records that these elements are installed. As noted previously in the 'Community Support' section, the SRTS Team remains available to support the school with the launch of completed works and communications relating to the new infrastructure. This can also involve supporting with trials where relevant, e.g. for new Park 'n' Stride locations or for School Streets / School Zones. The SRTS Team, working in liaison with the NTA and the local authority, will carry out work to document the delivery of the scheme, both as a case study to demonstrate to other schools and local authorities what is possible and as a learning process for the team. The SRTS Team is planning to carry out post-intervention surveys with parents (following a similar structure to the parent survey carried out at the start of the programme), school staff, and students, to garner feedback from the school community on their new environment. The resources to carry out the post-intervention surveys are under development, but it is expected that these surveys will be carried out annually, towards the end of each school year, with schools where works have been delivered in that school year.

11.2 Use of New Infrastructure

On completion of works the SRTS Team provides support to the school to communicate how to use the new infrastructure and changes that the school community should be aware of as a result of the new infrastructure. This is generally done through tailored communication materials such as leaflets or videos that can be shared by the school with the school community.

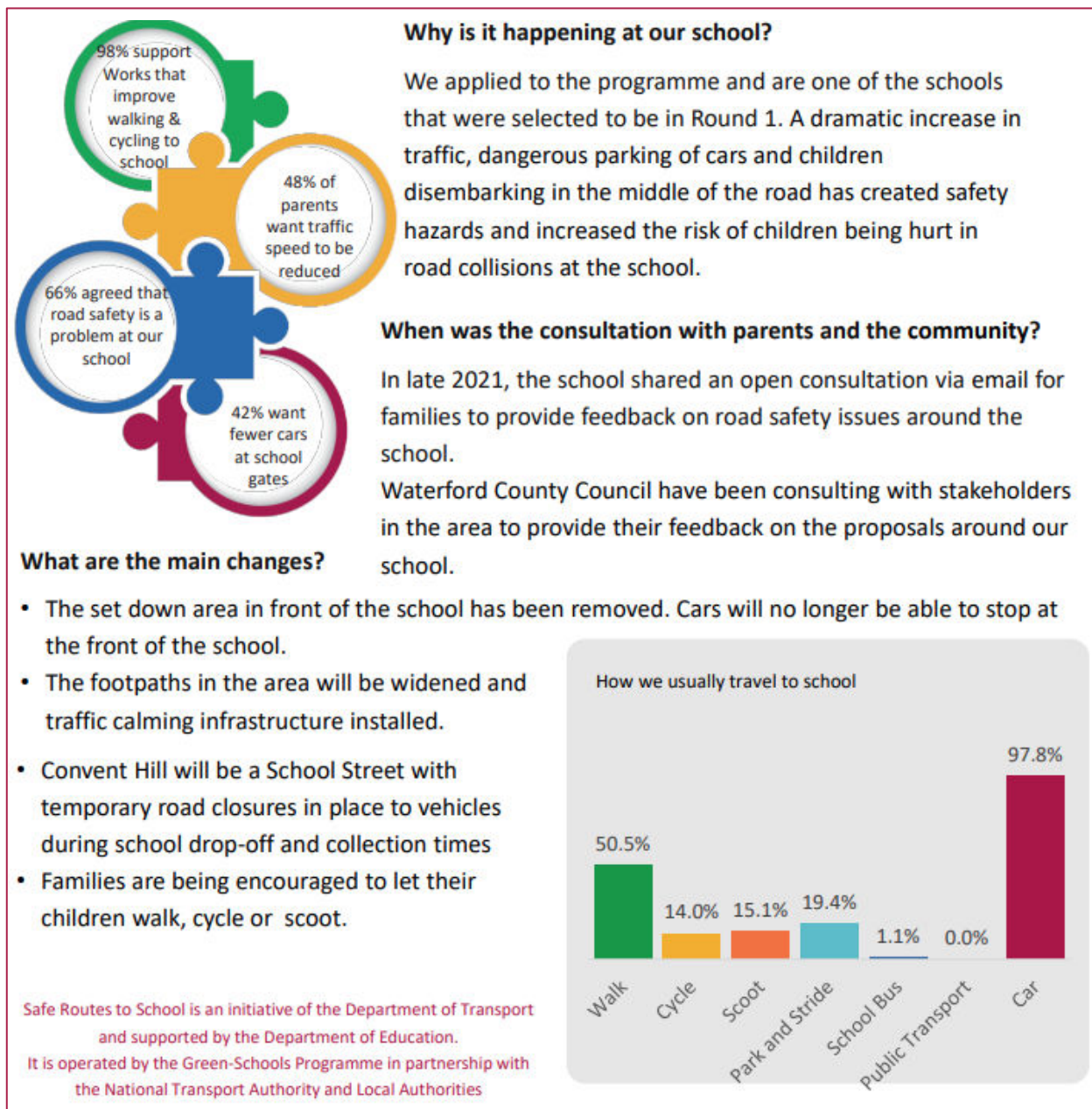


Figure 45 – An extract from an information leaflet for a school community on use of new infrastructure.

11.3 Launch Events

SRTS also supports schools for the launch of completed works, in liaison with the local authority, the NTA, and TII, where applicable. Some of the key launch events for the SRTS programme are highlighted under Social Media section, above.

CASE STUDY 7: SCHOOL STREET

An Mhodhscoil

Limerick City

An Mhodhscoil (also referred to as "The Model") is a primary school on a corner site spanning O'Connell Avenue and Roden Street in Limerick City. Approximately 630 students attend the school. The visibility of the school was poor and illegal parking at pick up and drop off often blocked the public bus stop. Creche buses had no designated parking and parked in an ad-hoc manner on O'Connell Avenue. A school traffic warden attends to the pelican crossing on O'Connell Avenue but cars were observed driving through the red light. The footpaths were not wide enough for the number of students arriving and leaving in the morning and afternoon.

As Roden Street is a one-way street it was determined to have strong potential for conversion to a school street. The carriageway was narrowed, buff paving introduced, and the footpaths were widened. Creche bus parking spaces were provided just beyond the school on Roden Street. Pencil bollards, coloured spot markings, and planters were also introduced. On O'Connell Avenue pavement buildouts introduced Sustainable Urban Drainage Systems and created a safer experience for pedestrians and cyclists.

Video: [George Shannon, a pupil at An Mhodhscoil, shared that since the school street was introduced he has noticed that "there are a lot more people walking and cycling because they feel safer going up and down the school street".](#)

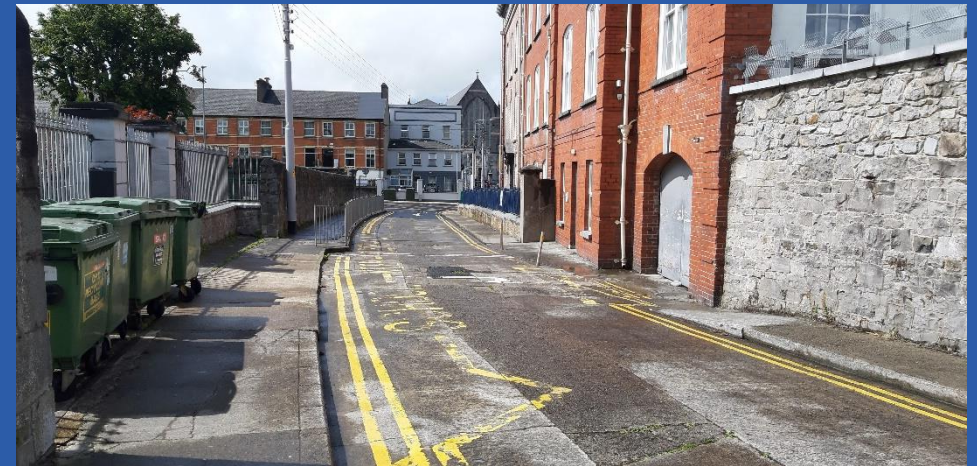


Figure 46 - Roden St. before the works were carried out



Figure 47 - Roden St. on completion of the works

12. Cycle and Scooter Parking



Figure 48 - Cycle parking at St. Fiachra's Junior National School, Dublin

SRTS delivered cycle and scooter parking to schools that applied to the SRTS programme. In 2022 SRTS delivered 4,850 new cycle parking spaces to 284 schools and 324 new scooter parking spaces to 18 schools, all over the country. The total spend on cycle and scooter parking for the programme across 2022 was €2,353,177.

Providing cycle parking is instrumental to making the option of travelling actively to school possible. In 2022 SRTS prepared a [cycle parking video](#) to explain to schools about cycle parking, the benefits it can bring to schools and how schools can apply. One third of parents surveyed as part of Round 1 of the programme said that cycle parking at school would encourage them to cycle to school.

Since the commencement of the programme in 2021, SRTS has delivered cycle parking to 436 schools and scooter parking to 37 schools. The delivery of cycle and scooter parking by the SRTS programme is planned to continue in 2023.

Holy Child National School

Co. Kildare

Holy Child National School is a mixed primary school with approximately 470 pupils and 38 staff attending the school daily. The school is located in Kildare. When asked what improvements would support them walking, cycling or scooting to school, as part of the parent survey, 41.7% of parents selected 'cycle parking at the school'; behind 'safer crossing points' at 59% and 'new or improved cycle paths' at 53.2%. The parent survey data also found that 2.5% of students overall were cycling to school and 4.3% of students living within 1km of the school were cycling. The existing cycle parking at the school did not include a shelter and had very limited spaces.



Figure 49 - Cycle parking provided by SRTS was installed in July 2022



Figure 50 - Original cycle parking at the school

In July 2022, a 30 space toast rack and shelter was installed at the school as part of the SRTS programme. An on-site count of the number of bikes parked in the new shelter was carried out by SRTS in November 2022 and there were 17 bikes parked in the shelter. This represents an almost three-fold increase on the number of children cycling to school and demonstrates the importance of cycle parking provision at schools.

The Outline Delivery Plan for the school recommends provision of cycling facilities along key routes to the school and was submitted to Kildare County Council in September 2022.

13. Air Quality Monitoring

SRTS commenced air quality monitoring at schools around the country in September 2022. The aim of the air quality monitoring is to track the changes in the air quality at the schools caused by the infrastructure works under the programme.

To assess air quality, SRTS are measuring nitrogen dioxide and particulate matter (PM). These are the pollutants of most concern in Ireland and on an EU-wide level as they can impact on human health, ecosystems, and vegetation. Particulate matter (fine particles) can penetrate the lungs and negatively affect health. PM_{2.5} tends to be a better signifier of man-made pollution (including domestic solid fuel burning, diesel-fuelled vehicle emissions), whereas PM₁₀ can have a greater contribution from natural sources (such as sea salt and wind-blown dust). The main source of nitrogen oxides (NO_x) in Ireland is emissions from traffic, along with electricity generating stations and industry.

Monitoring of NO₂ to determine their concentration levels at the front of school will be determined using diffusion tubes. SRTS are using PurpleAir sensors for PM_{2.5} and PM₁₀ monitoring. The main advantage of using these air quality units for this monitoring programme is that there would be continuous live PM_{2.5} (and PM₁₀) data from the monitoring location. Any peaks at school drop-off and pick-up times could be identified as a vehicular source.



Figure 51 - Diffusion Tube



Figure 52 - Purple Air Sensor and set up at the front of St Patrick's School Rathvilly



Figure 53 - PurpleAir device and Map

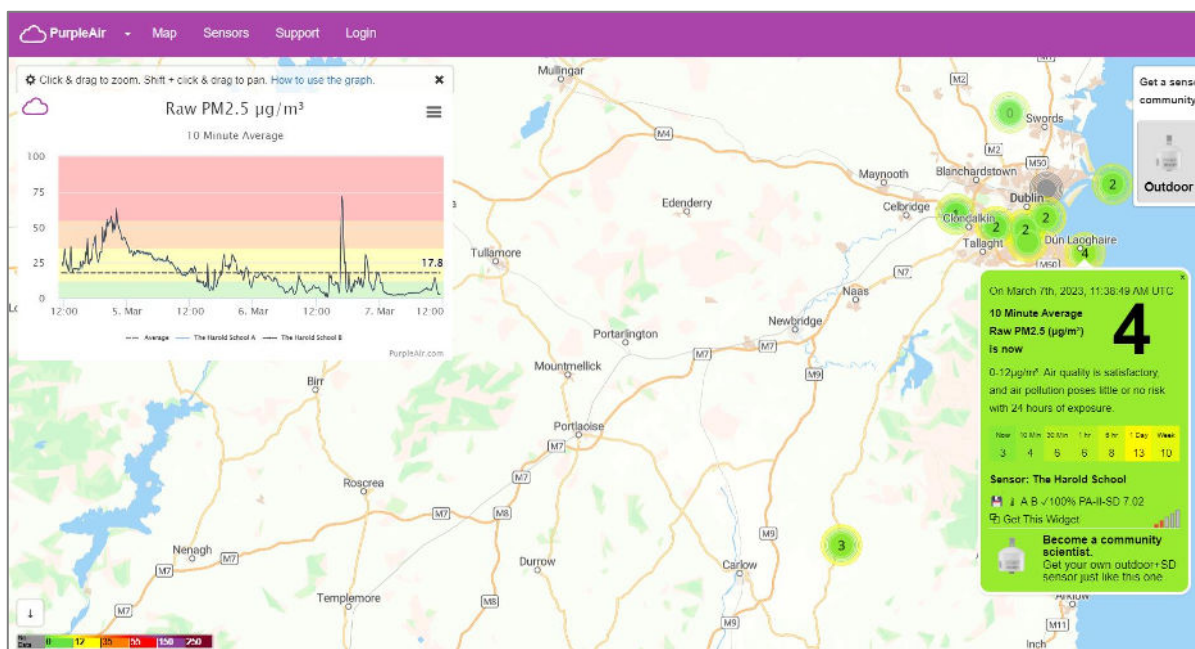


Figure 54 - The Purple Air device transmits data to the real-time PurpleAir Map which is stored and made available to any smart device.

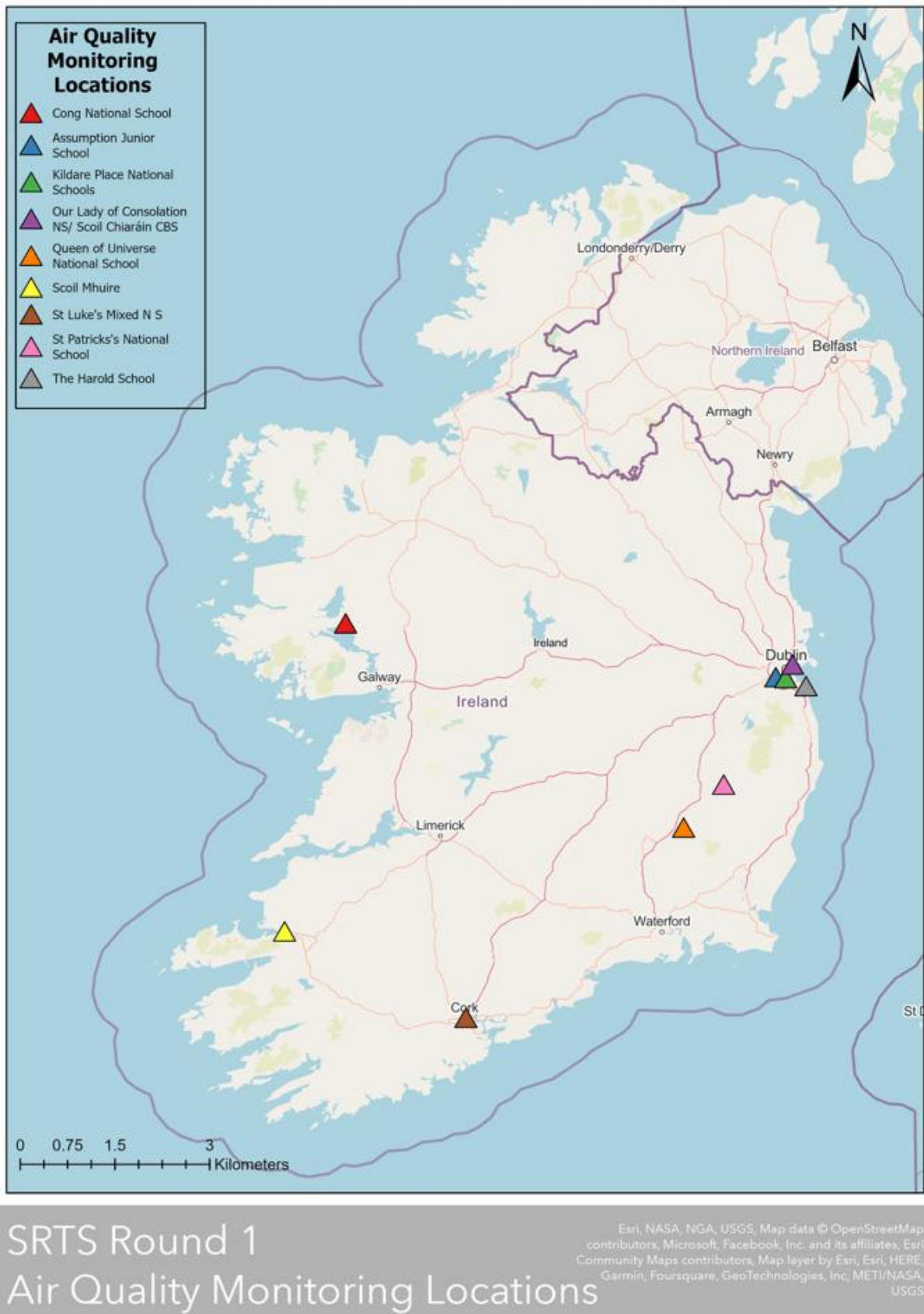


Figure 55 - SRTS Round 1 - Air Quality Monitoring Locations

Table 2 - Schools participating in the SRTS Round 1 Air Quality Monitoring Programme

Roll Number	Name	Address	Local Authority
18183K	Queen of Universe National School	Long Range, Muinebeagh, Co. Carlow	Carlow County Council
17663T	St. Patrick's National School	Rathvilly, Co. Carlow	Carlow County Council
13648D	St Luke's Mixed National School	O' Mahony's Avenue, Cork	Cork City Council
20450T	Assumption Junior School	Sisters of Charity, Walkinstown, Dublin 12	Dublin City Council
12755W	Kildare Place National School	92/96 Rathmines Road Upper, Dublin 6	Dublin City Council
17732M	Scoil Chiaráin CBS/Our Lady of Consolation National School	Collins Avenue East, Donnycarney, Dublin 5	Dublin City Council
20141G	The Harold School	Eden Road, Glasthule, Co. Dublin	Dun-Laoghaire Rathdown
13530D	Moyderwell Mercy Primary School	Moyderwell, Tralee, Co. Kerry	Kerry County Council
13686L	Cong National School	Nymphsfield, Cong, Co. Mayo	Mayo County Council

Within Dublin city, SRTS is collaborating with I-Change and Smart Dublin to set up air quality monitors and traffic counters at SRTS schools in Dublin city. I-Change Dublin Living Lab University College Dublin is working with schools across Dublin to encourage more active travel to and from schools.

SRTS will begin to publish air quality data from the monitoring programme in 2023. It is hoped that there will be improvements on the baseline air quality levels due to the reduction in traffic congestion and car idling at the front of school.

End of Document

