

SLT 5A

## **Legislation Committee No 4**

### **Proposed Safety on Learner Transport (Wales) Measure**

#### **Supplementary Evidence from the Welsh Local Government Association (WLGA) and the Association of Directors of Education in Wales (ADEW)**

Please see the additional information requested by the legislation committee.

The information attached does not cover the request from Dr gibbons regarding the funding of the measure. The work that has been done by the assembly government by and large covers the costs on the face of the measure however, it does not cover some of the costs that would result if the measure was implemented, such as capital costs to allow more buses into a school area if the use of double decker buses was prohibited, or for the true replacement costs of older vehicles. Extensive work would be needed to estimate these costs. The WLGA is happy to work with WAG to estimate these costs however, it has not been possible to accurately work out such costs at this time.

PLEASE FIND BELOW SOME EXTRACTS FROM A REPORT PREPARED FOR DFT BY METRO, LOOKING AT THE MYBUS EXPERIMENT IN WEST YORKSHIRE.

***THIS EXPERIMENT WAS USING NEW DEDICATED SCHOOL BUSES IN THE AREA. I HAVE HIGHLIGHTED IN RED IN TABLE 6:1 ONE OF THE EFFECTS OF MYBUS THAT LOOKED AT BEHAVIOUR CHANGE WITH THE USE OF NEW VEHICLES.***

## 1.1 WHAT ARE THE NON-QUANTIFIABLE BENEFITS AND DIS-BENEFITS

1.1.1 The perception of the Mybus scheme in particular by pupils and parents is important and a key consideration in evaluating the scheme. The following key findings have been drawn:

### **Primary School Parents**

- 86% state Mybus has reduced school gate congestion
- All aspects viewed positively especially seatbelts, same driver, guaranteed seat and register checks
- Around 90% of parents believe that all key aspects are delivered consistently all or most of the time
- Primary school pupils value independence and the chance to chat to friends on the way to school

### **Secondary School Pupils**

- 88% state Mybus is safer than their previous mode of travel
- 64% state it improves attendance
- 91% state the driver is mostly or always friendly
- The driver and the music were rated most highly
- Seatbelts are only consistently worn by a minority of users (46%) despite Metro and operator enforcement measures

1.1.2 On the whole the findings of the surveys report the many positive aspects of the scheme, some of which are summarised above. From the perception surveys there are two main noted concerns in relation to the secondary school survey findings. Positive findings are not reported in relation to the use of seatbelts. In particular with 22% of pupils stating they never wear the seat belts. In addition, the colour of the bus does not score highly with older pupils, which is an issue worth considering in the branding of vehicles that serve secondary schools.

1.1.3 Three further points of note are:

- The monitoring methods do not enable cross-tabulation of data to show which particular types of pupil may have experienced greater modal shift than the average shown, for example, by household car ownership, previous mode used or whether a bus fare was paid. Such methods can, importantly, retain full anonymity for each respondent, and are commonly used in social research and providing a greater understanding of relationships within the data examined. This could be important in the context of improving future performance of YSB by targeting areas where most benefit can be achieved.

- Further surveys of primary school pupils could be undertaken. To ascertain results for the primary YSB provision the parents were requested to complete a questionnaire. It would be useful to undertake more primary school pupil surveys, for example through hands up surveys to supplement the monitoring of the scheme.

## Social

1.1.4 Anecdotal evidence from parents and teachers suggests that reductions in parking around school gates are significant and may well have a beneficial effect on child safety in the vicinity of the school. However, traffic and parking count data is largely inconclusive in this regard, and these benefits are therefore likely to be non-quantifiable.

1.1.5 There is significant anecdotal evidence to suggest that pupil interaction, behaviour and absenteeism is improved by the services, with teachers reporting improved pupil performance in class. Anecdotal evidence also suggests children value the chance to develop their independence in a safe environment through using the buses.

**Table 6.1: Mybus Monitoring Assessment**

Impact	Targets	Target Achieved?
<b>Transport Impacts</b>		
Numbers registering and actual Usage	30 Registered Primary pupils per bus 50 Registered High School pupils per bus	☐☐ Target met. Both have been achieved (33 for primary schools, 51 for secondary schools)
Mode shift	Achieve a 50% modal shift for Primary pupils who previously travelled by car	☐☐ Target met. 64% of users transferring from car trips.
Time/distance savings		No target set
Eligible Pupils		No target set
Scheme Impact on Schools Transport Patterns	To change Primary schools travel patterns and increase walking as well as bus use	☐/X Target partially met. Primary school travel patterns have changed. Particularly note decrease in car mode share and increase in bus. However, decrease in walk mode share is a concern.
Congestion at school gate	To realise if Mybus makes a difference to congestion at school gate	☐/X Target partially met. Anecdotal evidence from parents suggests congestion improved. However, it has been difficult to support this with survey results.
<b>Non Transport Benefits</b>		
Increased attainment	To realise if Mybus makes a difference to attainment	? Insufficient data to draw a conclusion. Longer term study required to assess results.
Increased attendance	To realise if Mybus makes a difference to attendance	? Insufficient data to draw a conclusion. Longer term study required to assess results.
<b>Better behaviour</b>	<b>To realise if Mybus makes a difference to</b>	<b>☐☐ Target met. Evidence from parents and teachers suggests that Mybus</b>

	behaviour	has a positive effect on behaviour.
Driver recruitment	To monitor the source of recruitment of Mybus drivers	<input type="checkbox"/> <input type="checkbox"/> Target met. Significant monitoring has been undertaken. Noted that a more appropriate target would have been in relation to the results of the monitoring. For example, a target of 95% of drivers being rated good or above for customer service in Metro surveys.
Benefits to parents	To realise time savings Mybus will produce, and whether this will create more work opportunities	<input type="checkbox"/> <input checked="" type="checkbox"/> Target partially met. Figures for time savings have been obtained. Little analysis of resultant work opportunities is evident.
Environmental	To reduce Carbon Emissions	<input type="checkbox"/> <input type="checkbox"/> Target met. Though methodological concerns noted in this report.

Full report available at:-

<http://www.dft.gov.uk/pgr/sustainable/schooltravel/yellowschoolbus/doc/phase1.doc>