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**DEPARTMENT OF
EDUCATION & SKILLS**

**ESKER EDUCATE
TOGETHER
NATIONAL SCHOOL
DEVELOPMENT,
LUCAN
CO. DUBLIN**

**MOBILITY
MANAGEMENT PLAN**



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Contents Amendment Record



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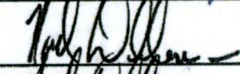
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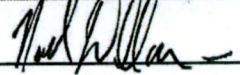
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1 INTRODUCTION

1.1 Introduction

Malone O'Regan has been commissioned by the applicant Department of Education & Skills to prepare a Mobility Management Framework Plan in support of a School site development at Lucan, Co. Dublin.

The development will consist of a new 16 classroom Esker Educate Together National School including associated car parking, ball courts, and play areas for the new building to replace the current temporary school on Adamstown Avenue. When the development is complete, Esker Educate Together National School shall have a capacity for 480 pupils in total.

Note that the site is located off the Esker Lane in Lucan, Co. Dublin in a site that was previously used as a Local Authority Depot. Vehicular access is via the existing access points to the site.

1.2 Requirement for development

The existing Esker Educate Together National School is located on Adamstown Avenue in Lucan and was opened in 2007. The need for the proposed development stems from the strong demand for this type of school in the area and also the requirement to replace the existing Esker Educate Together National School facility to enhance the pupils' education and teachers' working conditions. Note the proposed School will serve the Lucan area of County Dublin and the surrounding estates.

The construction of this project is a priority on the Department of Education and Skills 2014 building programme for the design and delivery of Schools in Developing Areas across the country under their 'Rapid' programme.

1.3 Location of the development

The development is located off Esker Lane in Lucan, County Dublin. The proposed entrance to the site is from the existing access point to the site. Refer to Figure 1.1 where the site location for the new development is marked with a red thumbnail and the location of the current school is marked with a blue thumbnail.

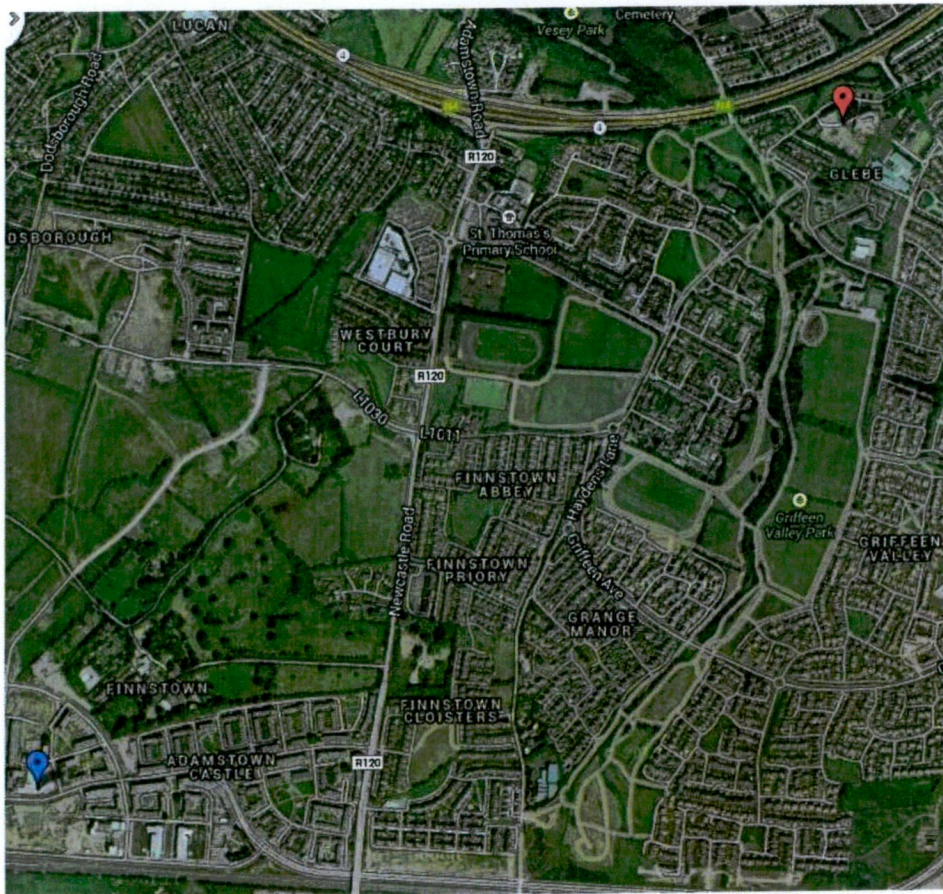


Figure 1.1 Location of the development

1.4 Aims and objectives

This MMP, which has been prepared in line with national and international experience, has the following aims and objectives;

Aims;

- The main aim of this mobility plan is to reduce any traffic congestion both on-site and on the local road network while also increasing sustainable travel. The plan will cater for all the School users envisaged for both the existing and proposed Schools.
- This mobility plan shall act as a framework document for the School Travel Plan.
- Increase the numbers of staff and pupils to walk to School.
- Reduce the number of staff travelling to School by car.
- Reduce the number of parents driving pupils to School.
- Promote the use of School bus services.

Objectives;

- Investigate measures to encourage staff and pupils to walk to School.
- Identify sound, realistic operational procedures to cater for and improve the management of traffic at pick up/drop off times within the School site.

1.5 References

In preparing this report, Malone O'Regan has made reference to;

- Dublin Transportation Office (2002) '*DTO Advice Note- Mobility Management Plans*'.
- European Commission SAVE II (2001) '*The Route to Sustainable Commuting- An Employer's Guide to Mobility Management Plans*'.
- Dublin Transportation Office (2005) '*DTO Next Steps: Safer Routes to School*'.
- An Taisce (2009) '*Green Schools Travel Progress Report –August 2009*', The Green Schools Office An Taisce.
- Department of Transport (2009) '*Smarter Travel: New Transport Policy for Ireland 2009-2020*'.

2 PROPOSED MOBILITY PLAN – ACTIONS AND INITIATIVES

2.1 Details of proposed measures

The following section outlines initiatives which shall be used by the management of the School to help to better manage travel demand and therefore the traffic impact of School related journeys. The focus is primarily on the movement of pupils and staff and will serve to focus the development of a site specific action plan that will ensure the impacts of School traffic are minimised and the benefits of alternative modes of travel optimised. It is important to note that these measures and realistic operational procedures shall be used in conjunction with the provisions in the design such as set down area, parking spaces and modifications to existing roads and traffic systems to improve traffic flow.

2.1.1 Appointment of a mobility plan co-ordinator/manager

Management and the assignment of responsibility are essential for the successful implementation of this plan. The School and Board of management shall appoint a mobility management co-ordinator for the overall School site development. The appointee will be granted the authority and time to execute the plan, and be provided with sufficient resources to realise the Plan's success.

The role will involve;

- Managing and supervision of the implementation of the strategies outlined in the School travel plan.
- Promotion of School bus services.
- Promotion of walking/cycling and car pooling initiatives.
- Conducting regular audits of the measures and reporting results to the School and Board of Management.

2.1.2 Co-ordination of School opening time

The School shall co-ordinate through the mobility plan co-ordinator regarding opening and closing times so that the times will be staggered. Currently, the existing Esker Educate Together National School opens at 9:10am and closes at 2:50 pm with infants leaving at 1:50 pm. This relatively late start was negotiated between the schools in the Adamstown area to avoid the starting times of other primary schools (8:40am and 8:50 am). When the new development is completed, the school shall approach other schools in the locality of the new development to stagger opening/closing times.

Staggering of the stagger opening/closing times has the effect of easing the traffic flow in the area at peak times. In addition, pick up times for primary Schools will naturally be staggered because of the length of the day associated with Junior and Senior Infant cycles. The School opening and closing times shall be reviewed by the Mobility Management Coordinator when the development is constructed.

2.1.3 Management of the set down areas

Esker Educate Together National School shall engage further with the parents of the pupils attending the School. Letters shall be written to the parents of the pupils of the School with the aim of educating and instructing the users of the set down area in the correct protocol to be followed so as to ensure the minimum of traffic congestion in the area.

It is noted that the set down areas in Adamstown are managed by the school caretaker and school staff and is approved by South Dublin County Council.

2.1.4 Promotion of School bus services

The primary School transport scheme was set up in 1967 by the Department of Education and Skills. In order to qualify for School transport, a child must be aged between 4 and 12 and living more than 3.2 kilometres from the nearest suitable national School. There must be enough children to use the service and Parents are responsible for bringing their children to the nearest pick-up point to avail of the service (generally within 2.4 kilometres).

However, Esker Educate Together National School opened as an emergency school in 2007 and thus all children attending the school were eligible for the bus. Currently there are two designated school buses serve the school site in Adamstown which bring 75% of the total pupils to the school.

- Route 1: Lidl carpark, Ballyowen Road, Adamstown Avenue, (220 approx use this route).
- Route 2: Leisure Centre, Esker Lane, Castle Road, Ballyowen Road Adamstown Avenue (Approx 30 children use this route)

With regards to the proposed development, the catchment area is between Educate Together schools and no child resident in Adamstown shall attend the school. It is likely that Bus Eireann shall revert to the normal criteria for children who are eligible to use bus services. An assessment of the exact number of families that would be eligible for the bus under the normal criteria for the 2014 new development has not yet been undertaken. The school would envisage that while there would not be extensive use of bus services due to the eligibility criteria some bus services would continue for the new school and therefore the development's site access and set down area has been designed to cater for School bus movements in a safe and efficient manner.

2.1.5 Car sharing scheme

On the present Esker Educate Together National School site in Adamstown, carpooling among staff takes place where of the 25 staff members, 30% car share, 45% are single occupants, 15% use public transport, 5% cycle and 5% walk.

For the proposed 2014 development, the modal splits of staff may change due to the change in site location and the modal split of pupils will definitely change due to the likely changes in eligibility for bus services. Thus the School shall encourage a car sharing scheme which will be targeted at both School staff and pupils from the same neighbourhoods. The scheme will rely on a database compiled by the Schools containing pupil and staff domicile information, School/working hours, and their preferences such as gender/driver/passenger and their preferred route to and from the site. A formal scheme will be trialled which should generate a higher take-up for car sharing, and more efficiency in terms of increased occupancy rates. Car sharing could serve to provide a significant impact in terms of trip reduction. By car sharing just once a week, a commuter's fuel costs can be reduced by 20%, and in a similar fashion, the demand for parking can be reduced by 20%.

Although use of the car will be essential for a large proportion of pupils and staff, car sharing schemes have the potential to deliver a reduction in private vehicle trips by promoting higher than average occupancy rates for each vehicle.

2.1.6 Walking initiatives/incentives

Esker Educate Together National School is presently located in Adamstown and due to the fact that none of the pupils attending the school reside in Adamstown, the numbers who walk to school are very small (20 pupils). The breakdown of the resident locations where the current pupils reside is as follows:

Estates in Lucan/Balgaddy	Numbers of children
Liffey Valley Park	70
Oldbridge and Rosberry	20
Haydens Park ,	10
Grange Manor and the Old forge	5
Finnstown and Hanstead	25
Foxwood and redberry	5
Griffeen	25
Foxborough 25	25
Abbeywood and Abbeydale	14
earlsfort 13	13
Colthurst and Rochford Downs ,	12
Mount Andrew ,	15
Larkfied and Hermitage Park	10
Castle Riada and Esker Meadow	16
Esker Lodge and park	7
Elmbrook and Esker Woods	9
Castlegate ,	11
Fforster	11

With the new school site being located in the area where the majority of pupils reside, it is likely that a significantly high proportion of the students live within a reasonable distance of the school to make walking a viable option.

The School will endeavour to promote the local, global and personal benefits to walking to school with a strong campaign focused on the parents and pupils of an appropriate age group. Children will also gain valuable experience by helping to improve their sense of road safety and independence. With a substantial percentage of the pupils living within walking distance of the school, the following measures will be taken to encourage walking to continue the School's mobility management plan:

- Organise special events such as a 'Walk to School on Wednesdays' where participants are rewarded for their participation.
- Display maps of the School and its locality in reception and public areas so parents and staff can track their journeys.
- Keep umbrellas in reception on a deposit system for use when raining.
- Organise lunch time or afternoon walks as part of a School health and well being programme.

2.1.7 *Cycling initiatives/incentives*

Cycling is a feasible mode of transport for the staff. Research suggests that pupils who live up to 1.5 miles from the School and adults (staff) who live within a 5 miles radius of the School are the target population to incentivise to cycle to School. However, due to the age group of children attending the School (5 - 12), it is thought that cycling would not be a feasible mode of transport for a significant proportion of pupils. Pupils between the ages of 10 and 12 are suitable for cycling to School and there are currently a number of pupils of this age travelling to School by bicycle. A number of initiatives/incentives will be examined with a view to getting more staff and older pupils to cycle to School.

These include;

- Promote the use of the installed cycle parking.
- Offer incentives to buy/repair and maintain bicycles under the Government Bike to Work Scheme (www.biketowork.ie) for staff.
- Display maps of the School and its locality in reception and public areas so parents and staff can plan journeys.
- Organise discounts in local bike shops.
- Organise cycle training sessions on site to families, pupils and staff on the rules of the road and the specific risks associated with the locality i.e. Green Road.
- Children will gain valuable experience by helping to improve their sense of road safety and independence.
- Promote the direct savings gained due to reduced use of private vehicles.
- Consider providing a pool bicycle for staff.

2.1.8 *Summary of strategic initiatives*

Table 3.1 displays a summary of the strategic initiatives proposed for the primary School.

	Travel Mode	Impact on Delivery	Difficulty In Delivery	Target Modal Split
Parent / Pupil	Walking Initiatives	Medium	Low	To be set by School & reviewed annually
	Cycling	Medium	High	To be set by School & reviewed annually
	School Bus	n/a	n/a	System already in place and sufficient
	Car Sharing	High	Medium	To be set by School & reviewed annually
	¹ Parent with Single Pupil Car Trip	High	High	To be set by School & reviewed annually
Staff	Walking	Medium	Low	To be set by School & reviewed annually
	Cycling	Medium	Medium	To be set by School & reviewed annually
	Car Sharing	High	Medium	To be set by School & reviewed annually
	¹ Single Occupancy Vehicles	High	High	To be set by School & reviewed annually

Table 3.1: Strategic Initiatives Summary

¹ The primary focus of mobility management is the reduction in the number of car trips to the School

2.2 Timetable for implementation

The timetable for implementation of the strategies in this mobility plan can be phased to coincide with the construction and opening of the new 16 classroom development in September 2014 as necessary. However, by its nature, travel-choice is affected by numerous influencing factors. In the event that initial targets are not met in the audit/review it should be seen as an opportunity for further collaboration and information gathering which will ultimately lead to a more effective and sustainable Travel Plan.

3 ADDITIONAL MITIGATION MEASURES

3.1 Development of set-down areas

As part of the overall plans for the site, adequate set down area for the proposed School has been provided. Please see site layout plans which indicate the set down areas provided.

3.2 Measures to improve traffic flow

Modifications will be made to the existing site access point to the proposed site to increase capacity and improve traffic flow. The proposed internal road layout and junctions within the site have been optimised to avoid congestion within the constraints of the site and current road network. This should have the effect of encouraging traffic to use the set down area provided within the site.

Provision of parking spaces to comply with the local development plan requirements and the Department of Education schedule of accommodation has been included.

4 SUMMARY AND CONCLUSIONS

4.1 Summary and conclusions

The development will consist of a new 16 classroom Esker Educate Together National School including associated car parking, ball courts and play areas for the new building.

The development of the School site is likely to generate additional trips on the local road network from the intake of pupils and associated teaching staff. However as the School is built to accommodate children in the immediate local area, it is likely that a large proportion of these additional pupils will be within walking distance of the School and thus will walk to School. Pupils from outside the village will use School bus services to travel towards the school.

In order to address the additional traffic generated by the School, several measures can be taken by the School as previously outlined. These include;

- Appointment of a mobility plan co-ordinator/manager.
- Coordination/staggering of the School opening time between the local Schools which is already taking place.
- Promotion of a car sharing scheme.
- Promotion of further Walking initiatives/incentives.
- Promotion of further Cycling initiatives/incentives.
- Further promotion of School bus services.

Mobility management is not a one-off event; it is instead an ongoing iterative process requiring continued effort. This report assists mobility management efforts by forming a framework and providing guidance for its success. Monitoring and reviewing the initiatives set out within the plan will form a far greater part of the Mobility Management Plan itself.

The key to the Plan's success will be the appointment of a mobility manager that will manage mobility for the overall School site. They will be vested with total responsibility for implementing the plan. They should be granted the authority and time to execute the Plan, and be provided with sufficient resources to realise the Plan's success.

As parents, pupils and staff are the focus of the plan; their involvement should be sought from the outset. To this end the mobility manager should be assisted and supported by members of the parents and staff groups. This will serve to spread the work load and also give the parents and staff group a valuable input into the operation of the plan.

Good mobility management plans require extensive marketing and regular review. The measures set out in section 2 should form the basis of a sound, realistic mobility management plan and should be clearly set out and be fully transparent to all staff and parents.

Staff, parents and pupils also have an essential responsibility in terms of co-operating with, and taking an active part in the plan. They are after all the plans primary focus.

One of the strongest mobility management measures available for the Schools on the Lucan site would be the staggering of the School opening times and the promotion of the *walking initiatives*, *car sharing measures* and cycling initiatives. While the use of the 'carrot and stick' approach is a useful tool for staff, it may not be entirely appropriate for parents. As such, marketing should focus on the ease of taking part in such initiatives and the benefits gained by those who do take part.

It is recommended that the School Travel Plan follow the proposals set out in this Mobility plan and be set in motion simultaneously with the occupation of the new development. The plan should evolve and develop alongside the Schools' development, taking into account changing staff and pupil numbers and their travel preferences and needs.

Annual reviews of the plan should include a full stakeholder survey, providing valuable information for target setting and marketing target groups. It is emphasised that failing to meet initial targets should not be a failing but rather an opportunity to engage and develop a more sustainable, successful and specific solution for the parents, pupils and staff at the School.

