

# **The Mayor of London's School Air Quality Audit Programme**

St Mary's Catholic Primary School, London Borough of Hounslow





## Mayor's Foreword

Poor air quality is a major public health issue and cause of inequality in our city. It is shocking that in London alone, air pollution contributes to thousands of early deaths every year, and has been linked to strokes, heart attacks, asthma, dementia and smaller lungs in our children.

We cannot allow this to continue. That is why, since becoming Mayor, I have made tackling poor air quality a priority. That is also why my administration has nearly doubled spending on cleaning up London's toxic air and we are delivering the boldest and most ambitious plan to tackle air quality anywhere in the world.

This includes introducing a new charge on the oldest, most polluting vehicles coming into central London, consulting on expanding the Ultra Low Emission Zone, making buses in London cleaner and greener, and reducing exposure to air pollution around schools.

As part of this, we launched the Mayor's School Air Quality Audit Programme in January 2017, with the aim of reducing emissions and primary school children's exposure to polluted air. I am delighted that this programme has now been completed, with 50 audits undertaken at primary schools located in the most polluted areas of London.

We are confident that implementing the recommendations from these audits will go a long way to delivering cleaner air, reducing health inequalities and, most importantly, improving the health and wellbeing of our children.

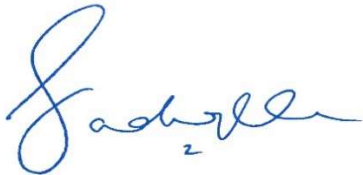
But we want to go even further. The implementation of the recommendations and dissemination of this programme offers us an invaluable opportunity to really make a difference. So, I want to see the London boroughs rolling it out to every school located in pollution hot spots.

The audit recommendations for the 50 schools that have already gone through the process are bespoke to each school, and whilst some recommendations will require funding to implement, there will be some that will not; such as changing walking routes to less exposed routes. Each report also contains a tool kit and template that could be used locally by other schools and similar organisations to undertake their own air quality audit.

We understand that schools and boroughs are under enormous financial pressure, which is why I am encouraging boroughs to prioritise funding through their Local Implementation Plan budgets provided by Transport for London (TfL). I am also urging Clinical Commissioning Groups and local businesses to consider setting aside some funding to support the funding of these recommendations.

In addition, we are keen to encourage schools to sign up to TfL's STARS (Sustainable Travel: Active, Responsible, Safe) programme, if they have not already done so. By swapping car journeys for active travel, through STARS, schools can make a real difference to our city and help create healthier streets for Londoners.

Finally, I would like to commend all those involved in the successful delivery of the School Air Quality Audit Programme - the schools, boroughs, consultants and, above all, the school children.

A handwritten signature in blue ink, appearing to read 'Sadiq Khan', with a small number '2' written below the name.

**Sadiq Khan**  
Mayor of London

## THE MAYOR OF LONDON'S SCHOOL AIR QUALITY AUDIT PROGRAMME



St Mary's Catholic Primary School, London Borough of Hounslow

### ACKNOWLEDGEMENTS & CONTRIBUTIONS

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### DISCLAIMER

The contents of this report and its recommendations are principally based on the findings of the independent audit as of the date it was undertaken, and may not account for subsequent changes in local policy, conditions and/or circumstances in and/or around the school.

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# Chapter 1 - Introduction

## 1 CHAPTER 1 - INTRODUCTION

- 1.1.1. As part of the Mayor's ambition to tackle poor air quality, WSP has been commissioned to identify a combination of hard-hitting measures and quick-win solutions to help protect pupils' health from toxic air quality, and examine new ways to lower emissions and exposure to pollution in and around primary schools.
- 1.1.2. The Mayor has stated that London is experiencing a '*public health crisis*', and that he is committed to improving air quality, particularly for the most vulnerable Londoners. Over 400 primary schools are located in areas which exceed legal pollution limits, and 25% of primary schools are in areas with dangerously high levels of air pollution.
- 1.1.3. Primary school children are amongst the most vulnerable of the at risk groups, as their lungs are still developing, and toxic air can stunt their growth, causing significant health problems in later life.
- 1.1.4. Road transport is a major contributor to emissions, has a significant impact on air quality, accounting for around half of NO<sub>x</sub> emissions. Whilst private car use is decreasing, congestion is increasing<sup>1</sup>. Without significant intervention, as the Capital grows rapidly these trends are set to continue.



- 1.1.5. In response the Mayor is implementing a significant programme of measures, including bold proposals to reduce London's deadly air pollution and protect the health and wellbeing of all Londoners, including:

- **The Toxicity Charge (T-Charge)** now applies to older, more polluting vehicles in central London, which means that including the Congestion Charge drivers with these vehicles will now pay £21.50 total during peak congestion.
- **Cleaning up London's Buses** - The Mayor is spending more than £300 million to transform London's bus fleet by retrofitting thousands of buses and committing to phase out pure diesel

<sup>1</sup> London Assembly, London stalling: Reducing traffic congestion in London, January 2017, Transport for London, Travel in London - Report 9 data, 2017

double deck buses from 2018. 12 Low Emission Bus Zones have been announced, two of which have already been delivered, putting the greenest buses on the capital's most polluted routes. The zones are expected to reduce NO<sub>x</sub> emissions by 84 per cent and thousands of school children in these areas will benefit from cleaner air.

- **The Ultra Low Emission Zone (ULEZ)** will supersede the T-Charge, and operate 24 hours a day, 7 days a week within the same area as the current Congestion Charging Zone (CCZ). The world's first Ultra Low Emission Zone (ULEZ) is to start 8 April 2019, approximately 17 months earlier than planned, and create stricter emissions standards for diesel vehicles, 24 hours, 7 days a week. Those that do not comply will face a charge. This is expected to reduce harmful NO<sub>x</sub> (Nitrogen Oxides) emissions by about 50 per cent in central London, 40 per cent in inner London and 30 per cent in outer London.
- **Expanding the ULEZ and tightening the Low Emission Zone (LEZ)** - As part of the Mayor's pledge to help improve air quality and health for all Londoners, he is also proposing to make the London-wide Low Emission Zone (LEZ) stronger, and expand the Ultra Low Emission Zone (ULEZ) requirements for vehicles. This involves introducing a Euro 6 emissions standard London-wide for heavy duty vehicles (i.e. buses, coaches, Heavy Goods Vehicles (HGVs) vehicles) from 26 October 2020, and expanding the ULEZ for light duty vehicles (i.e. cars, vans and motorcycles) so that all vehicles are subject to emissions standards within an area roughly bounded by the North and South Circular Roads from 25 October 2021. The introduction and expansion of the ULEZ, and tightening of the LEZ standards, is forecast to result in a significant reduction in NO<sub>x</sub> emissions across London.
- **London's taxis** – New taxis licensed after 1 January 2018 will need to be zero emission capable to help clean up London's dirty air, with new 'zero emission' ranks for drivers who pioneer green technology alongside a network of rapid electric charge points.
- **Low emission neighbourhoods** – five low emission neighbourhoods have been founded across London to pioneer bold new measures to promote the use of low emission vehicles and improve local air quality, including low emission vehicle only streets, measures to promote deliveries by cycle cargo bikes and low emission vehicles, and bold proposals to promote walking and cycling.
- **The London Environment Strategy** – is a bold and ambitious strategy, with a particular focus on air quality. The strategy was consulted on in 2017 and will be published in 2018, and seeks to address the most urgent environmental challenges facing our London, to safeguard its environment over the longer term. This will be the first strategy to bring together approaches to every aspect of London's environment, including: air quality, green infrastructure, climate change mitigation and energy, waste, adapting to climate change and ambient noise. To make the Mayor's vision of transforming the city's environment a reality, this strategy establishes some key aims for London, which include having the best air quality of any major city, making more than half of London's area green and for tree canopy cover to increase by ten per cent by 2050, and making London a zero carbon city by 2050, with energy efficient buildings, clean transport and clean energy.
- **The Draft London Plan** - published in November 2017, places a considerable emphasis on air quality, with policy S11 stating that London's air quality should be significantly improved, and exposure to poor air quality, especially for vulnerable people, should be reduced. The aim

of this policy is to ensure that new developments are designed and built, as far as is possible, to improve local air quality and reduce the extent to which the public are exposed to poor air quality. This means that new developments, as a minimum, must not cause new exceedances of legal air quality standards, or delay the date at which compliance will be achieved in areas that are currently in exceedance of legal limits. Where legal limits are already met, or are predicted to be met at the time of completion, new developments must endeavour to maintain the best ambient air quality compatible with sustainable development principles. The draft London plan also highlights the importance of creating new, accessible green open space, particularly in areas where this access is lacking. The Mayor is providing funding through his Greener City Fund to create and improve green spaces and to plant trees, including in schools. A proposed new Urban Greening Factor seeks to encourage major new developments to contribute to the greening of London by incorporating measures such as green roofs, tree planting and green walls.

- **Healthy Streets Approach** - the Mayor is embedding the 'Healthy Streets' approach in transport strategy. This promotes a holistic approach that can fulfill multiple objectives such as improving the health, liveability, social cohesion and economic prosperity of an area.
- **The Mayor's Transport Strategy 2018** - The Mayor has set out ambitious plans to improve transport in London over the next 25 years in his draft Transport Strategy, which will act as the backbone of transport planning across London, helping to deliver The Mayor's ambition for 80% of trips in London to be made on foot, by cycle or using public transport by 2041. It includes record investment in new and improved rail, tube and bus services, an unprecedented focus on walking and cycling, and a commitment to make the entire transport system zero-emission by 2050.

- 1.1.6. These measures in combination will dramatically improve London's air quality. However, the Mayor also wanted to take early action at 50 primary schools located in areas with some of the highest air pollution levels, so has provided £250k funding to commission The Mayor of London's School Air Quality Audits programme, to identify **hard-hitting measures** to minimise the impacts of toxic air on primary school children in some of the worse affected areas across London. This is both in terms of **reducing the sources** of harmful emissions, as well as **reducing the exposure** to these emissions. The aim is to establish a robust process and toolkit of measures, which the London boroughs and primary schools can roll out, so that every school that is located in an area of high pollution can benefit from this approach.

## 1.2 OBJECTIVES

1.2.1. The key objectives of the Mayor of London's School Air Quality Audit Programme is to:

- Identify the sources of outdoor air quality and potential exposure by primary school children at the school and their surrounding catchment areas, and potential indoor exposure through the internal audits.
- Identify, evaluate and recommend a combination of hard hitting measures and pragmatic approaches, both within and around the school that will help a borough to reduce emissions or reduce primary school children's exposure to poor air quality at those sites, which could be delivered as part of the boroughs' Local Implementation Plan (LIP) funding schemes, as well as other sources of funding such Clinical Commissioning Groups, local businesses and charitable trusts.
- Engage school communities to educate stakeholders about the impacts of air pollution and contribute towards activities, initiatives and policies that the primary school community could implement.
- Engage eligible London boroughs and other relevant stakeholders to inform the feasibility of the proposed recommendations.
- Provide recommendations for the boroughs' consideration and future implementation, and wider dissemination.

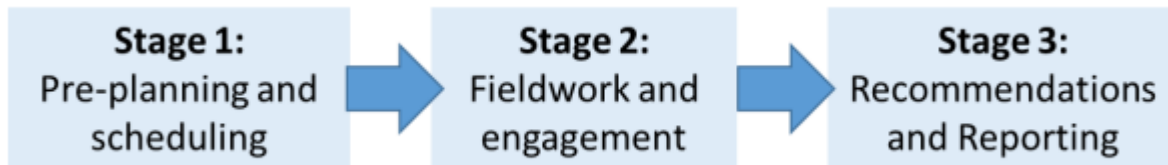
# Chapter 2 - Audit Approach

## 2 CHAPTER 2 - AUDIT APPROACH

### 2.1 OVERALL AUDIT APPROACH

2.1.1. The Mayor of London's School Air Quality Audits follow a structured approach, summarised in **Figure 1**.

**Figure 1 – Overview of Approach**



2.1.2. Each audits consists of broadly three key stages:

- **Stage 1:** Pre-planning and scheduling
- **Stage 2:** Fieldwork and engagement
- **Stage 3:** Recommendations and reporting

#### **Pre-planning and scheduling**

The borough air quality primary contacts were contacted by the lead Auditor, and mutually available potential dates for the audit were agreed. The borough then introduced the auditor to the school, and a schedule for the tasks to be undertaken was agreed to fit in with the operations of the school and availability of key staff contributing to the audit.

Prior to the audit air quality modelling was undertaken for the area around the school, with an assessment of the contribution to emissions made by each vehicle type on the roads around the school.

A desktop review of the local areas around the school site, and the wider catchment was also undertaken, to highlight key features for the auditor to assess further on site. This includes sources of pollution, causes of exposure, and notable features in the local area which may have a bearing on the potential mitigation measures (i.e. bus routes, pedestrian crossing locations, nearby construction sites, physical barriers such as railways or rivers). The school's STARS<sup>2</sup> travel plan progress was also reviewed for reference ahead of the audits. Engagement materials were developed for use in delivering bespoke awareness raising interactive presentations to the children. A toolkit of measures for addressing air quality issues was developed for use in informing our recommendations for each school.

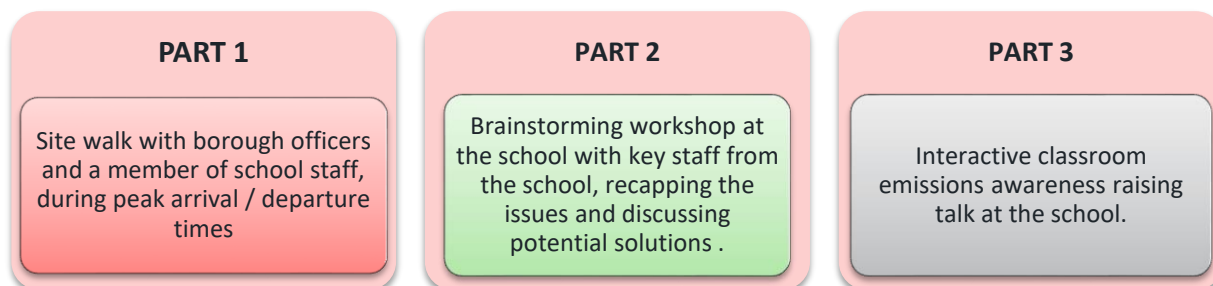
#### **Fieldwork and engagement**

2.1.3. The approach taken in carrying out the audit comprised of several elements, including a visit to the school by the WSP auditor and officers at the borough who deal with air quality, transport planning and school travel. A key element of the audits was to capture the views of school staff, wider school community and relevant borough officers, in understanding operational considerations, behavioural

<sup>2</sup> STARS is TfL's accreditation scheme for London schools and nurseries, promoting travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling.

traits and recent history of the school. As such, we proposed a three-fold approach summarised below:

**Figure 2 – Key elements of the Audit**



- 2.1.4. Initial observations and site familiarisation were undertaken by the auditor prior to the school opening. This allowed us to sense check the context maps compiled initially from desktop assessments. Observations with the borough officers and school staff were then undertaken throughout the period of drop-off and waiting activity, prior to the school gates opening, until parents have dispersed. During this critical period the auditors captured as much information as possible on activity in and around the school, with comprehensive photo records and discussions with the school staff to capture issues which often occur but were not evident during our observations. The external observations were then followed by a walk around the school building and grounds to enable the auditor to familiarise themselves with its layout, and the proximity of classrooms, nurseries, playgrounds etc. to areas of poor air quality.
- 2.1.5. An interactive and bespoke engagement activity was then delivered to a school class, using presentation slides to raise awareness of air pollution, its causes, its health impacts, areas of pollution near the school and a range of measures to reduce air pollution. An audit of the building was then undertaken with the assistance of the facilities manager, including a review of the school's boilers, their flues, the ventilation systems and kitchen extraction.
- 2.1.6. A brainstorming session was then undertaken, with key staff from the school and the borough officers in attendance. This session served several functions. It enabled the auditor to capture additional information on other issues and concerns not observed directly, and additional information on issues such as whether there are any plans for extensions or additional pupil intake for example. Whilst from the borough officers we were able to establish what planned or committed development is nearby, proposed or previously considered transport schemes etc. We then discussed a range of potential measures to address the issues discussed and collected feedback and suggestions from the borough and school representatives to inform the recommended measures.



## 2.2 AUDIT SCHEDULE – ST MARY'S CATHOLIC PRIMARY SCHOOL

2.2.1. **Table 1** provides further detail of the audit schedule and key participants from the school and borough.

**Table 1 – Audit Details**

<b>Date of Audit</b>	Wednesday 8 <sup>th</sup> November 2018	
<b>School Representatives</b>	Joan Harte (Headteacher), Andrea McManus (Deputy Headteacher), Clare Turner (school travel plan champion)	
<b>Borough Representatives</b>	Suri Surinderpal (Environmental Strategy Team Leader), Harris Vallianatos (Sustainable Transport Projects Officer)	
<b>WSP Auditor</b>	Tom Holcroft	
<b>Itinerary</b>	<b>Timings</b>	<b>Description</b>
	0800 – 0830hrs	Initial observations and site familiarisation by WSP auditor
	0830 – 0900hrs	Site walk to observe peak arrival times
	0900 – 0930hrs	Internal site walk to appreciate the layout of the building / playgrounds
	0930 – 1015hrs	Internal audit of building and school grounds
	1015 – 1045hrs	Engagement Activity – Interactive presentation to School class
	1230 – 1400hrs	Brainstorming Workshop

### Recommendations and Reporting

2.2.2. The auditor reviewed the findings of the audit and preparatory assessments, with the specialist support of air quality, transport planning and buildings specialists, to develop advice and recommendations, based on a toolkit of best practice measures and case study examples.

# Chapter 3 - Context and Initiatives

### 3 CHAPTER 3 - CONTEXT AND INITIATIVES

#### 3.1 SCHOOL CONTEXT

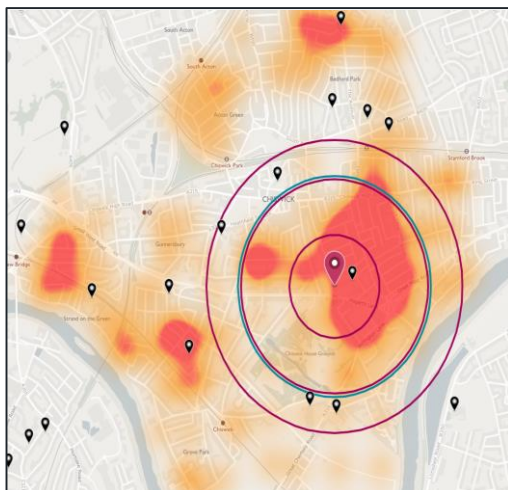
**Borough:** Hounslow

**Address:** Duke Road, W4 2DF

**Pupil Numbers:** Approximately 250



**What is the catchment area for the school and how long would it take for pupils to walk to / from the School?**



1<sup>st</sup> Quartile 25% - 0.47km; walking time 6 minutes  
2<sup>nd</sup> Quartile 50% - 0.98km; walking time 12 minutes  
3<sup>rd</sup> Quartile 75% - 1.34km; walking time 17 minutes  
Mean – 1.01km; walking time 13 minutes

The map to the left confirms that half of the pupils can travel to / from school within a 12 minute walk, and 75% within a 17 minute walk. The average walking time for pupils is 13 minutes.

- 3.1.1. St Mary's Catholic Primary School is located in Inner London and sits within the Borough of Hounslow. The school's entrance is on Duke Road, which has a 20 mph speed limit.
- 3.1.2. Approximately 47,300 vehicles per day travel on the core roads within a 200m radius of the school<sup>3</sup>. This is within the upper quartile in terms of traffic volumes amongst the 50 schools assessed as part of this programme
- 3.1.3. Data from the 2015/16 STARS hands-up survey shows that the majority of pupils walk, cycle or scoot to school (66%). 32% come to/from school by car (14% of these classify themselves as 'Park and Stride' with 3% classifying themselves as 'Car Share'). 4% of pupils come to school by public transport, walking down Duke Road from bus stops on Chiswick High Road or Turnham Green underground station. Subsequent discussions with the school confirmed that, anecdotally, these mode shares have not changed.
- 3.1.4. There is not enough data from STARS to draw a reliable picture of how staff travel to school. Anecdotally, staff travel to / from school in a variety of different ways. Many drive, using the staff car park. Others walk, cycle or take public transport (walking the last leg of the journey).
- 3.1.5. The subsequent two pages illustrates the inner and outer context plans for the school that provides detail on the main access (both pedestrian and vehicular) to the school, the location of the playgrounds where children are most exposed to air pollution, as well as bus routes in the near vicinity of the school and the catchment area for the school.

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<sup>3</sup> Each site, take a baseline year, take DfTs – look on LAEI for descriptor. Only covers main roads. LAEI modelled roads

Figure 3 – Outer Context Plan

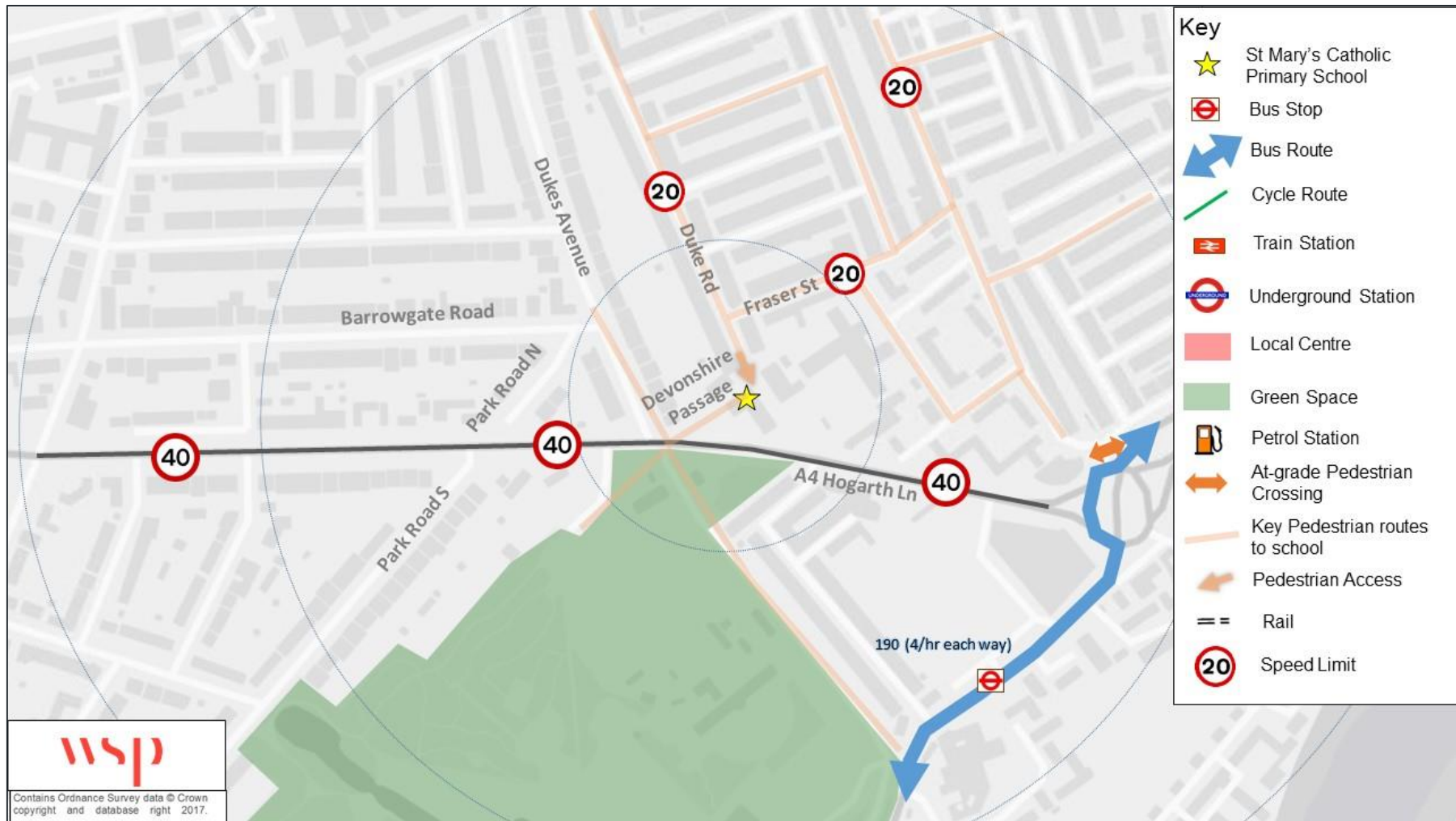
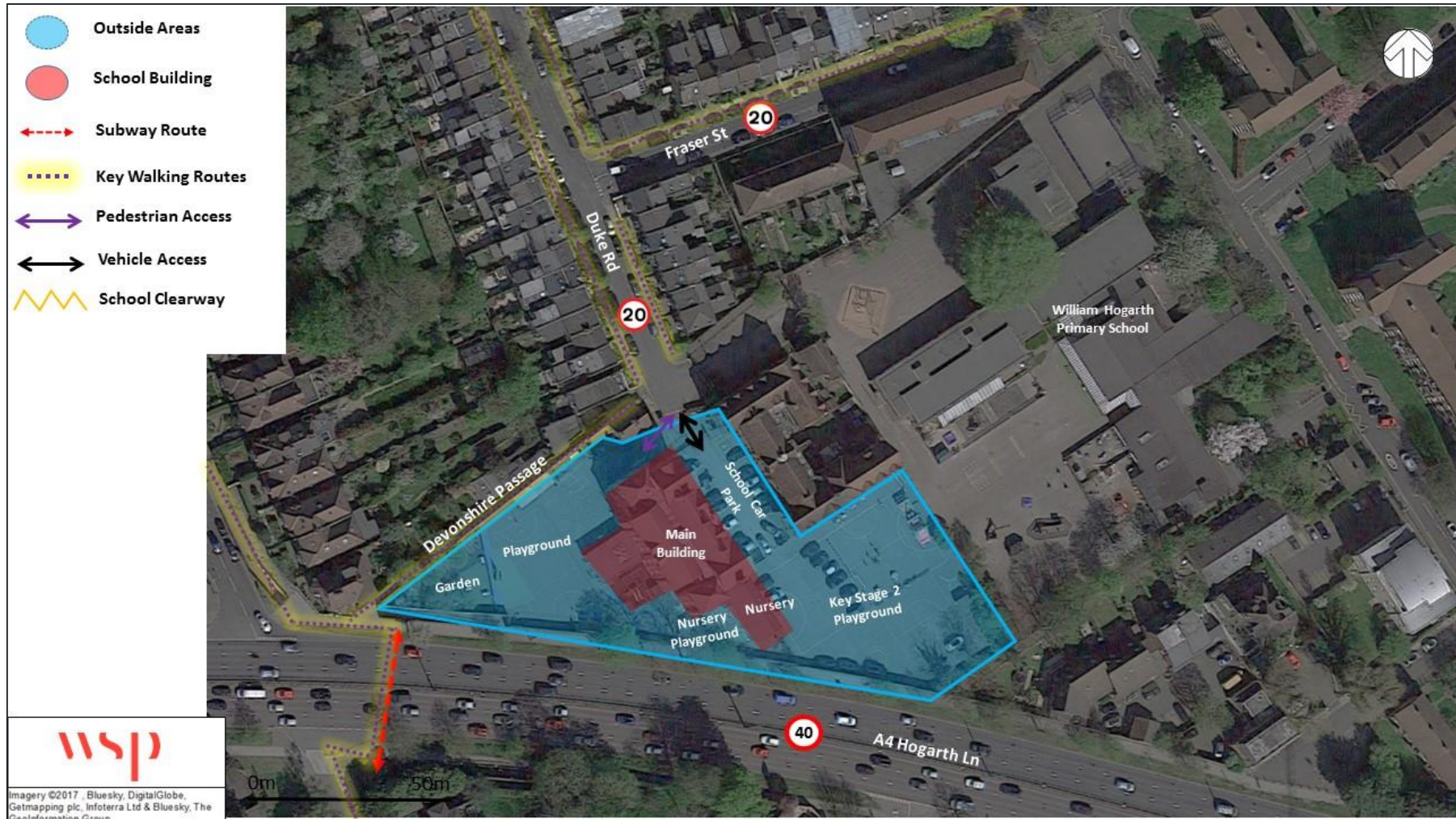


Figure 4 – Inner Context Plan



### 3.2 PLANNED SCHEMES & RECENT INITIATIVES

3.2.1. Whilst there are no major developments planned within the immediate locality of the school, a number of notable transport schemes were highlighted that will have a significant bearing on the air quality around the school, these include:

#### LOCAL SCHEMES

##### 'BEAT THE STREET'

3.2.2. This initiative is being delivered in Hounslow by Intelligent Health on behalf of the London Borough of Hounslow. 'Beat the Street' is promoted as a fun, free 7 week challenge to get the community moving, a competition that allows people to score points and win prizes by walking, cycling or running from point to point and tapping a registered and activated Beat the Street RFID (Radio Frequency ID) card or fob on sensors (Beat Boxes).



3.2.3. There are prizes on offer for individuals and teams, including prizes of up to £700 of sports and fitness equipment. The school promoted this initiative and whilst it is believed to have enjoyed some success, its impacts were unknown.

##### CYCLE SUPERHIGHWAY 9

3.2.4. The London Borough of Hammersmith & Fulham, Hounslow and TfL are working on proposals to transform roads in west Kensington, Hammersmith, Chiswick and Brentford town centre to make cycling and walking easier, safer and more appealing. Public consultation on these proposals has recently ended, and responses were very positive.

3.2.5. Cycle Superhighway 9 (CS9) would provide improvements for all road users and communities on the alignment, offering a clearer and safer route for people to cycle. The route goes along Chiswick High Road and will pass Duke Road, under 500m away from the school.



London Borough of Hounslow



**WIDER SCHEMES**

**ULTRA LOW EMISSION ZONE**

3.2.6. The ULEZ will operate 24 hours a day, 7 days a week within the same area as the current Congestion Charging Zone (CCZ), and comes into force on 8th April 2019. The introduction of the ULEZ will reduce exhaust emissions of NO<sub>2</sub> and particulate matter PM<sub>10</sub> and PM<sub>2.5</sub>. In 2019, all cars, motorcycles, vans, minibuses, buses, coaches and heavy goods vehicles (HGVs) will need to meet exhaust emission standards, or pay a daily charge. In the case of petrol cars and vans this means Euro 4, and Euro 6 for diesels. HGVs and coaches are also Euro 6.

3.2.7. As part of the Mayor's pledge to help improve air quality and health for all Londoners, he is proposing to make the London-wide Low Emission Zone (LEZ) stronger and expand the Ultra Low Emission Zone (ULEZ). This involves introducing a Euro VI emissions standard London-wide for heavy duty vehicles (buses, coaches, Heavy Goods Vehicles (HGVs) and other specialist heavy vehicles) from 26 October 2020 and expanding the ULEZ for light duty vehicles (such as cars, vans and motorcycles) so that all vehicles are subject to emissions standards within an area roughly bounded by the North and South Circular Roads from 25 October 2021.

3.2.8. The introduction and expansion of the ULEZ, and tightening of the LEZ standards, is forecast to result in a 19% reduction in NO<sub>x</sub> emissions in the London borough of Hounslow by 2020, and whilst the school itself is outside the proposed enlarged ULEZ zone, we would anticipate that it will still benefit significantly as all buses and taxis traveling past on route to the zone will be required to meet the tougher new standards.

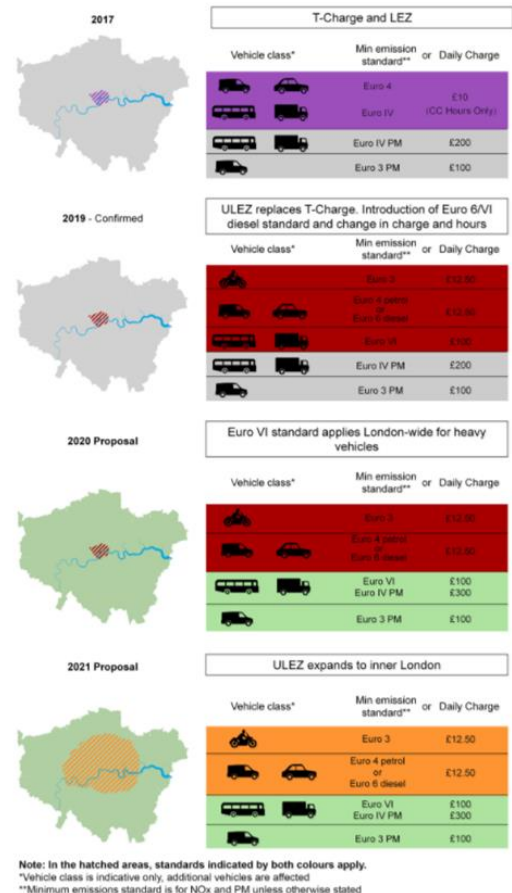
3.2.9. Whilst a number of vehicles may divert their journey in order to avoid paying the daily ULEZ charges, TfL anticipate that the impact of this will be offset by vehicle owners replacing their vehicles in order to enter the ULEZ area without charge, or opting for a different mode of travel. It is predicted that all boundary areas will see a fall in air pollution as a result of the package of a stronger London wide LEZ standard and an expanded ULEZ.

**SCHOOL STARS ACTIVITIES**

3.2.10. STARS (Sustainable Travel: Active, Responsible, Safe), is TfL's accreditation scheme for London schools and nurseries, to inspire young Londoners to travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling.



3.2.11. As part of the STARS scheme schools receive bespoke guidance from the borough, high quality on-line resources with over 120 activity cards, access to a London-wide community of schools, priority access to funding, accreditation and recognition.





3.2.12. St. Mary's Catholic Primary School has previously attained Bronze and even Silver accreditation but it lost all accreditation after a member of staff went on maternity leave and the school no longer had a dedicated STARS champion. Examples of activities that the school has previously done as part of the STARS scheme include:

- Travel Activity: road safety week, cycle parking installed, cycling lessons, scooter storage installed, scooter training, walk to school day, breakfasts for pupils walking, public transport for school trips, pedestrian skills training, beat the streets competition, walk to school week
- Supporting Activities: newsletters, communicating with parents, health benefits of active travel in curriculum, , theatre in education, environmental benefits of active travel in curriculum,

3.2.13. The school's previous STARS accreditation, and previous activities that have been completed, provide clear evidence that the school has previously worked hard to promote sustainable travel and improve the health of its pupils. WSP understands that the school has a new STARS champion and we recommend continuing the good work from before by starting to record the good work the school is doing again and working through the awards.

#### HEALTHY SCHOOLS LONDON ACCREDITATION

3.2.14. Healthy Schools London is a programme that supports London's schools to provide an environment and culture that helps their pupils grow to be healthy happy and learn. This programme supports schools as they work towards an award scheme (sponsored by the Mayor of London), with a network of local coordinators, and a range of resources, tools and advice provided through this website and regular workshops for schools.



**HEALTHY SCHOOLS  
LONDON**

3.2.15. St Mary's Catholic Primary School is **not currently registered**. We would recommend that the school registers and works its way through the bronze, silver and gold award categories. Healthy Schools London is a key partner in driving forward all aspects of health and wellbeing, including air quality.

## **Chapter 4 - Audit Findings: Sources of Emissions & Exposure**

## 4 CHAPTER 4 - AUDIT FINDINGS: SOURCES OF EMISSIONS & EXPOSURE

### 4.1 INTRODUCTION

4.1.1. The audit findings are summarised in this chapter as follows:

- Air quality data
- Observed issues, emission source or exposure:
  - Highways
  - School grounds and buildings

### 4.2 AIR QUALITY IN THE SURROUNDING AREA

4.2.1. The air quality data used to assess the pollution climate immediately around each school has used a combination of modelled and measured data. Modelled baseline NO<sub>2</sub> annual mean concentrations have been taken from the 2013 London Atmospheric Emissions Inventory (LAEI) model. NO<sub>2</sub> measurements have been derived for the past ten years (2006-16) for the closest monitoring site to the school from a combination of measurements taken from the London Air Quality Network (LAQN) and Local Authority diffusion tube sites, where available.

**Figure 5 – Localised Air Quality modelling around St Clements Primary School**

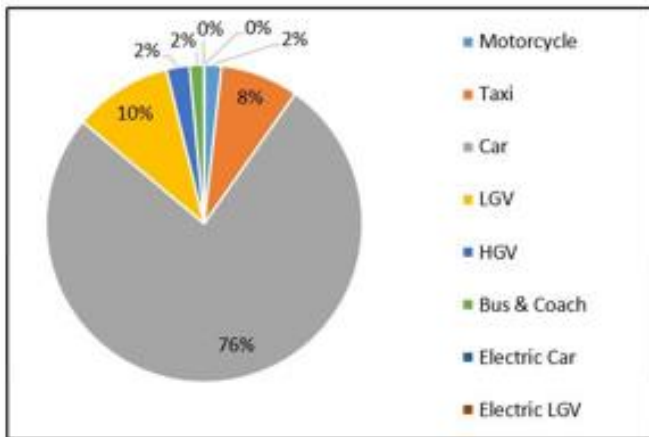


4.2.2. Briefly, the LAEI model provides mapped annual mean NO<sub>x</sub>, NO<sub>2</sub>, PM<sub>10</sub> and PM<sub>2.5</sub> concentrations on a 20m x 20m basis for the whole of London from a base-year of 2013 for 2020, 2025 and 2030. The LAEI uses air pollution emission estimates from a wide range of sources including transport, industrial, domestic and commercial combustion, agriculture and long-range transport using the most up-to-date activity data, emission factors and projection factors. Figure 5 shows the 2013 LAEI baseline annual mean NO<sub>2</sub> concentrations within the vicinity of St. Mary's Catholic Primary School in Hounslow. The contours (changes in colours) show how the pollution gradient changes, with distance, away from the heavily trafficked A4. NO<sub>2</sub> concentrations are predicted to be higher along the southern boundary of the school, closest to the main road.

4.2.3. Nearly 50% of NO<sub>x</sub> emissions in London are from road transport. Vehicle emissions data for the LAEI modelled road links within 200m of the school, split by source, have been analysed to identify the key sources contributing to NO<sub>2</sub> in the vicinity of the school. The pie chart below shows that buses and coaches account for 2% of the total traffic but contribute 16% of the transport related NO<sub>x</sub> emissions locally. Similarly, HGVs account for 2% of the total traffic but contribute 14% of the transport related NO<sub>x</sub> emissions locally.

**Figure 6 – Road Transport NO<sub>x</sub> Emissions and Volumes**

**Road Transport Volumes – Split by Type**



**Road Transport Emissions – Split by Source Sector**

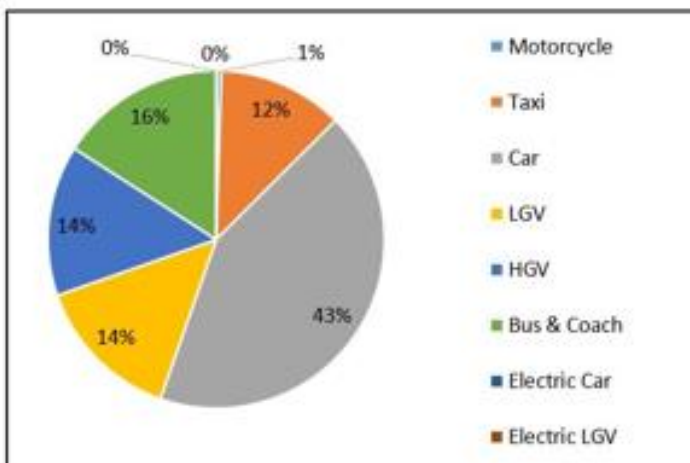


Figure 7 – Air Pollution in the surrounding areas



Note: Part A and B Processes include regulated industrial installations that have the potential to cause pollution and are required to have an Environmental Permit to operate, including facilities which carry out industrial processes, waste activities, mobile plant and solvent emission activities.

### 4.3 HIGHWAYS – KEY OBSERVATIONS

- 4.3.1. St. Mary's Catholic Primary School is situated immediately north of the A4 Hogarth Lane, a heavily-trafficked six-lane carriageway, which has a high volume of HGV traffic. Immediately to the school's east is a Youth and Community Centre (YCC) and another primary school, the William Hogarth Primary School. St. Mary's Catholic Primary School is accessed solely from the north, on Duke Road. This road ends in a dead end outside the pedestrian and vehicle entrances to the school. A car park for William Hogarth Primary School is also accessed from here. There is a short, narrow footpath from Duke Road running along the boundary of the school site, known as Devonshire Passage. This leads to Dukes Avenue (parallel to Duke Road), the A4 and a pedestrian/cycle subway under the A4, which leads to Chiswick House and Gardens and more residential streets.
- 4.3.2. The area is quite built up and there is not much local development, except for a few new flats south of the A4.
- 4.3.3. Many pupils are driven to/from school, especially those who go to the breakfast or after school clubs. The head believes that many of these children live locally, with their parents driving on the way to work. She believes that children living further away are more likely to come to school via public transport on Chiswick High Road and then walk down Duke Road.
- 4.3.4. To avoid congestion outside the school, most families who drive will park on surrounding streets and join the majority of children who live locally by walking, cycling or scooting a short distance to the school. For example, some parents will park on Fraser Road. Some parents will park on Dukes Avenue or Bartholomew Road and walk along Devonshire Passage. Others will park on Park Road, south of the A4, and walk under the subway and through Devonshire Passage. Parking restrictions on these roads vary – most behaviour does not contravene restrictions. These journeys are often classed as Park and Stride, though some of the walks are still quite short. While many of these routes go past the A4, no pedestrians were seen walking along the A4 for an extended time on the audit day. In the morning peak period, the A4 is often congested, with slow-moving or stop-start traffic.



Cars turning around outside the school at the southern dead end of Duke Road



A car turning around outside the entrance to the school (NB: the building seen is the Youth and Community Centre and the gate to the left is for the William Hogarth Car Park



View of A4 and the playground from the 3<sup>rd</sup> floor of the main school building

- 4.3.5. Data from the Borough shows that there is a definite morning peak in traffic on Duke Road, with a weekday average of 128 vehicles using the road (both directions) between 8am and 9am, compared with 55 in the preceding hour and 87 in the following hour. Duke Road is narrow and lined with parking bays, which are usually occupied. A few parents (from both schools) drive down to the end of Duke Road, turning around immediately outside the school and either let the children out of the car or park for a short time. This behaviour causes a number of issues. One issue is that due to the lack of space, cars often trap each other outside the school as they are trying to turn around, or if they meet cars trying to get into one of the two car parks. These waiting vehicles emit pollutants where there are children waiting. Another issue is road safety, as cars turning around here are in close proximity to children, some of whom on bikes or scooters.
- 4.3.6. Both William Hogarth and St. Mary's Catholic Primary Schools have been trying to tell parents not to park or drop off on Duke Road south of Fraser Road for road safety reasons but little has changed and it is hard for the schools to monitor or enforce behaviour.

### **Summary – Key Issues**

- The heavily-trafficked A4, with large numbers of coaches and HGVs, is adjacent to all three playgrounds
- Outside the school entrance on Duke Road, there is undesirable parking and drop-off/pick-up activity, with road safety and idling issues from cars turning around in close proximity to many children.



#### 4.4 SCHOOL GROUNDS / BUILDING - KEY OBSERVATIONS

- 4.4.1. There are two pedestrian entrances to the school: one for the nursery and one onto the main playground through the main school gates for Key Stage 1 and 2 pupils. Both entrances are accessed from Duke Road. The official school entrance, with the reception office, is next to the school gate. There is a breakfast club from 7.30. Children go through the main reception door for this. There is plenty of cycle and scooter parking, although it is not sheltered.
- 4.4.2. The school gates open at 8.40 and close at 8.55. Pupils who are early can either go into the reception area or wait at the many benches outside the school gate (this is next to the dead end of Duke Road where cars sometimes turn around). Children line up in the main playground before being brought into classrooms from 9.00. There is a dedicated nursery playground and a Key Stage 2 playground which is used from the morning break period onwards. All playgrounds are used during the morning/afternoon breaks, the lunch hour and the after-school hour. The YCC are permitted use the Key Stage 2 playground at the school's discretion. The nursery playground is in use all day by reception/nursery age pupils who come and go largely as they please. This play area is closest to the boundary wall and therefore the A4. This is the worst exposed area on the site.
- 4.4.3. The school would like to expand to two forms of entry.
- 4.4.4. The school is currently looking at changing its timetable / operating hours. There are currently different finish times for different key stages. The head teacher is considering implementing a 'soft start' where, ten mins before the start of the school day, the classrooms are open with the teacher present so that pupils can go straight in rather than being in the playground exposed to peak hour congestion pollution.
- 4.4.5. The main building is at least 80 years old. There are extensions from this building. A kitchen extends out into the main playground. An extension for the nursery was built 5 years ago. Windows at the school are mostly double glazed, except for in the kitchen. The school is heated by two old gas boilers with heat pumps. Hot water is provided by another newer gas boiler. Ventilation in the school is passive – teachers and staff open and close windows and doors to provide fresh air. Overheating is rare at the school. The kitchen extracts onto the main playground. There is also a flue from the YCC emitting onto the KS2 playground.

#### Summary – Key Issues

- Limited screening around the most exposed areas – the nursery and playgrounds.
- The heating system and the two main gas boilers are old and inefficient.
- The only ventilation at the school is by opening windows/doors, exposing pupils to noise and air pollution.



The main school gate, going out onto the main playground



A typical classroom



There is lots of cycle parking on site, though it is not protected from the weather



The Key Stage 2 playground. On the other side of the wall is the A4.



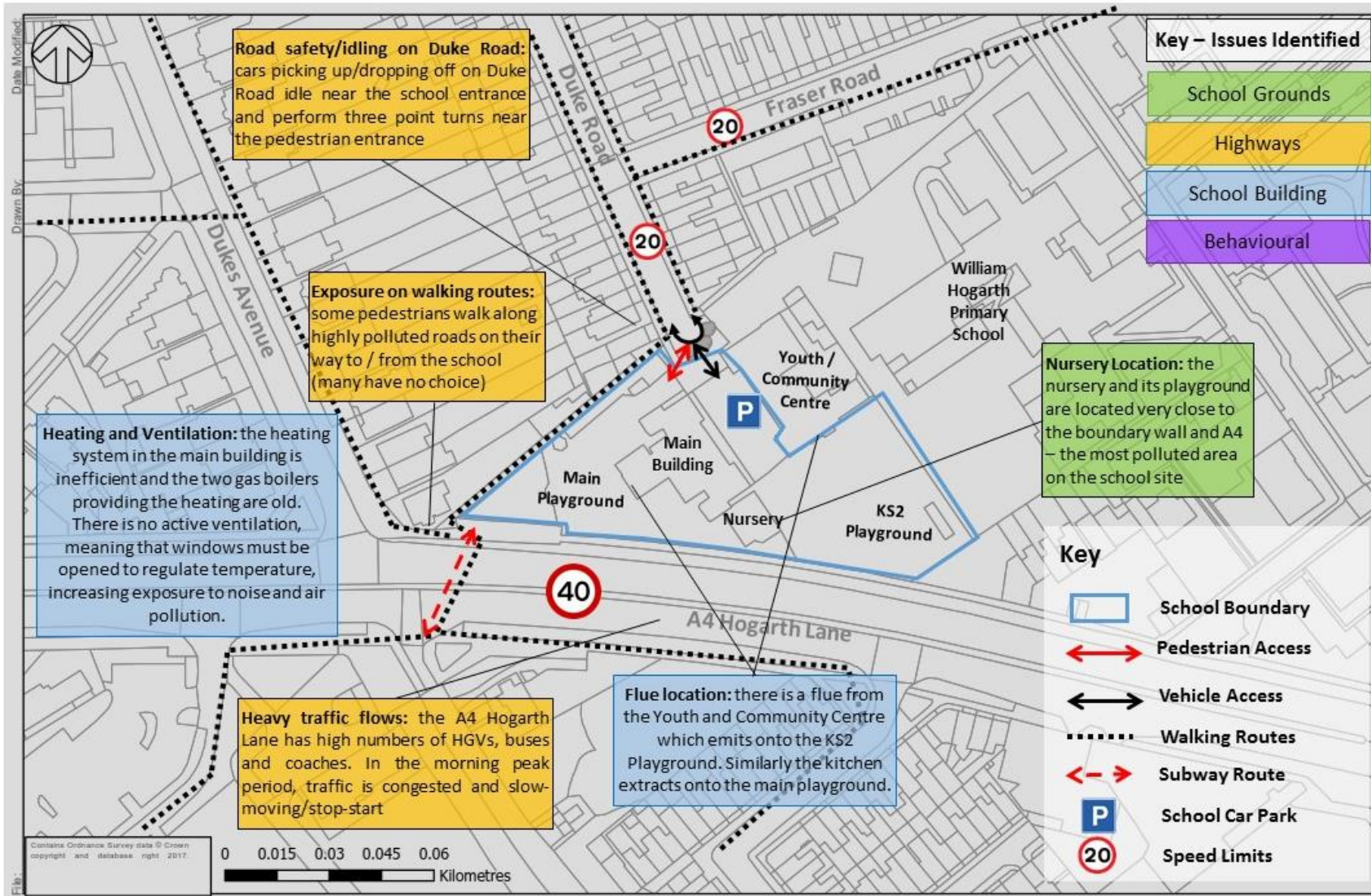
The nursery playground. On the other side of the wall is the A4



The main school building, viewed from the Key Stage 2 playground. Most of the classrooms are on this side

4.5 KEY OBSERVATIONS

Figure 8 - Summary of Issues



# Chapter 5 - Recommendations

## 5 CHAPTER 5 - RECOMMENDATIONS

### 5.1 DEVELOPING THE RECOMMENDATIONS

- 5.1.1. Based on the preceding desktop research, site audits and stakeholder feedback, a range of recommended measures and initiatives have been identified to deliver air quality improvements and reduced exposure to air pollution. The recommendations will not in themselves solve the air quality problem, but will each contribute directly or indirectly to helping improve the situation in and around the schools.
- 5.1.2. These recommendations are drawn from a comprehensive School Air Quality Audit Toolkit of Measures, researched and developed as part of the Mayor's Air Quality Audits project (see Appendix D for further details). The toolkit has been compiled from a review of best practice approaches and new technologies, including both well established and simple measures, and more innovative or harder hitting measures. The measures include both physical measures and softer behavioural measures.
- 5.1.3. The characteristics of the local area, school site and school building have then been accounted for in identifying and tailoring a suitable package of measures to address the issues identified in causing sources of pollution or exposure to air pollution. These recommendations have also sought to be cognisant of any relevant existing plans for the local and wider area around the school (see Section 3.2).
- 5.1.4. A key facet of this approach, and the palette of measures from which measures were identified, is that they represent a holistic approach, as promoted by the Healthy Streets approach, in seeking to address a broad range of factors which each influence how streets are used, how people travel and consequently how clean the air is in and around the school. As such whilst a number of measures are less directly related to air quality, they were felt to offer the potential for contribute indirectly, for example through creating a better and safer environment for travelling by sustainable modes.
- 5.1.5. Table 2 on the following page sets out the list of recommendations. For the purposes of this assessment they have been categorised as proposals associated with either Highways, school grounds or school building. In order to enable comparison of each measure, and to assist the school, borough and other stakeholders, in determining which measures to prioritise, each has been assessed against a series of key criteria:

#### ■ Potential Air Quality Improvement

- Low – nominal measurable change but a tangible reduction in sources or exposure
- Medium – a small measurable change in air quality
- High – a large measurable improvement in air quality

#### ■ Wider Benefits

- Such as improved safety, visual amenity, child health and welfare, improving learning environments, costs savings, promotion of sustainable transport, contributes to STARS or Healthy Schools London.

- **Cost** (*Note these reflect the overall costs, but these may vary amongst different stakeholders*).
  - Low - <£10k
  - Medium - £10k-100k
  - High - >100k
- **Deliverability**
  - Quick Win – readily deliverable within 12 months
  - Medium term – deliverable within 1-3 years
  - Longer term – only deliverable in the longer term (i.e. over 3 years)
- **Stakeholder Support**
  - Low – likely to be significant objections which could delay/prevent the scheme
  - Medium – may be some objections and will require consultation but not significant delays
  - High – likely to have strong support from key stakeholders

5.1.6. These are high level comparative analyses intended to offer a means of considering the recommendations against one another in relative terms. Further more detailed research and options development would be required to quantify these recommendations in greater detail, such as would be undertaken in a subsequent feasibility study. The implementation of the measures will be dependent on securing funding to enable delivery over time (see section 5.8), as well as undertaking feasibility assessments and scheme prioritisation.

**Table 2 - List of Recommended Measures**

Measure	Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support		
			Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High
<i>Highway (Key Stakeholder: Borough/ TfL)</i>															
1	Anti-Idling	Hounslow Council to sign up to 'Vehicle Idling Action'. Signage at the front of the schools, banner, awareness raising and, if necessary, enforcement by Civil Enforcement Officers and/or recruitment of a 'Vehicle Idling Action Champion'. If the Borough have adopted the relevant legislation, fines can be issued to idling drivers. If so, this could be enforced on Duke Rd.	Reduce sources and exposure	X			<ul style="list-style-type: none"> <li>Supports STARS and HSL objectives</li> </ul>	X			X				X
2	Periodic Targeted Enforcement	Enforcement could come to Duke Road periodically to monitor activity at drop-off and pick-up time. School 'keep clear' restrictions could be enforced for parents who are leaving their cars there for short periods as they walk their children to/from the school.	Reduce sources of emissions	X			<ul style="list-style-type: none"> <li>Road safety</li> </ul>		X			X		X	
3	'School-Street'	Trial a 'School Street' on Duke Road to significantly reduce traffic flow during peak hours associated with both the William Hogarth & St Marys Primary Schools. This would be enforced by an ANPR CCTV camera and is being trialled by a number of other Local Authorities, including Hammersmith & Fulham. For more information, see Section 5.3.	Reduce sources and exposure	X			<ul style="list-style-type: none"> <li>Road safety</li> <li>Child health and welfare</li> <li>Promotion of sustainable transport</li> </ul>		X			X			X
4	Collapsible Bollard(s) (just south of the Duke Road / Fraser Road junction)	Some of the parents who drive to/from the school along Duke Road in the morning, especially latecomers, perform three-point turns outside the school entrance. There are road safety issues associated with this, as there are lots of children walking in this area (the only pedestrian entrance is here). As an alternative to the 'School Street' measure, installing one or more collapsible bollards on Duke Road, just south of the junction with Fraser Road, would prevent drivers from doing three point turns by the school entrance. This could be manually operated by a member of staff, allowing continued access to the school and nearby homes for those who need it. This	Reduce exposure to emissions	X			<ul style="list-style-type: none"> <li>Road safety</li> <li>Child health and welfare</li> </ul>	X				X			X

Measure	Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support			
			Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High	
		measure has been successful at a number of schools, including St. Joseph's school in Camden.														
5	Amend parking restrictions	Amend operational hours of CPZ to include hours of typical drop-off / pick-up activity associated with the two Primary Schools. Important to ensure presence of traffic wardens / volunteers to enforce restrictions and discourage parents / guardians from driving to / from school. This may not stop driving to/from school and/or bad driving activity, but it may help discourage it.	Reduce sources and exposure	X			<ul style="list-style-type: none"> <li>Road safety</li> <li>Child health and welfare</li> </ul>		X			X		X		
6	Engage with nearby schools to reduce emissions	Engage with other local schools to promote the use of low emission deliveries and explore the potential for freight consolidation and re-timing.	Reduce sources and exposure	X			<ul style="list-style-type: none"> <li>Promotion of sustainable transport</li> </ul>	X				X				X
7	Healthy Streets approach, sustainable transport and roadspace reallocation from vehicular traffic	Promote the Mayor of London's Healthy Streets approach which aims to improve air quality, reduce congestion and help make London's diverse neighbourhoods greener, healthier and more attractive places to live, work, play and do business. Take a proactive role in endorsing the approach and supporting these initiatives.	Reduce sources and exposure			X	<ul style="list-style-type: none"> <li>Promotion of sustainable travel</li> </ul>			X			X		X	
<b>Highway</b> (Key Stakeholder: TfL)																
8	Ultra Low Emission Zone Expansion	The introduction of the ULEZ in central London in April 2019 and the proposed expansion of the ULEZ up to the North/South circular for all vehicles and the tightened emission standards for the Low Emission Zone for buses, coaches and lorries across the whole of London (subject to consultation) will significantly improve air quality.	Reduce sources and exposure			X		X				X			X	
9	Green Infrastructure on the A4	Implementation of a green barrier on the northern footway along the A4 Hogarth Lane next to the school (TfL would need to be consulted with about this measure as this land belongs to them). Adding more trees would	Reduce exposure to emissions	X			<ul style="list-style-type: none"> <li>Visual amenity</li> </ul>		X			X		X		



Measure	Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support			
			Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High	
		help form a more continuous barrier for trapping pollutants and particulates and hanging on to them until they can be washed away by rainfall. This would help capture some pollutants that would otherwise be blown towards the school building, helping reduce exposure on site. The location of potential green barrier is shown in Figure 9. Additionally, climbers could be added to the existing brick wall to form a living wall. If it is feasible in engineering terms, this brick wall could also be made taller. Another option could be adding metal mesh fencing to the top of the wall on which further green infrastructure could be added.														
<b>School Grounds</b> (Key Stakeholder: School/ Borough)																
10	Green Infrastructure	Install additional green screening/climbers to the wire lattice above the brick wall which forms the site boundary next to all three playgrounds. A dense vegetation layer with a high leaf density can catch some pollutant and particulates and hang on to them until they can be washed away by rainfall. The school mentioned that they could seek sponsorship from a local organisation, for example Kew Gardens, to help the school with the burden of maintenance. It is not known if the school has an existing relationship with Kew Gardens.	Reduce exposure to emissions	X			<ul style="list-style-type: none"> <li>■ Visual amenity</li> <li>■ Security, privacy</li> </ul>		X			X			X	
<b>School Building</b> (Key Stakeholder: School / Borough)																
11	Upgrade Heating System Equipment where necessary	The two gas boilers that provide the heating are old and inefficient. These should be replaced with new, more efficient boilers as a priority. The radiators are old and inefficient and will have a low heat-transfer. The radiators and pipework should be replaced. If the pipework cannot be replaced, it should at least be	Reduce sources and exposure	X					X			X			X	

Measure	Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support			
			Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High	
		flushed and cleaned of gunge to allow fluids to flow more easily. This will allow more efficient heat transfer. Any air pockets in the system should be sought out and drainage should be undertaken to remove them.														
12	Improved insulation	Install new insulation panels or spray on polyurethane foam between ceiling beams to improve energy efficiency, reduce heat loss, lessen energy usage, and potentially boiler run-times. Potentially less heat gain in hot weather, reducing the need to open windows for ventilation.	Reduce sources and exposure	X			<ul style="list-style-type: none"> <li>Reduced energy consumption and reduced operating costs</li> </ul>		X		X				X	
13	Air Filtration Systems	As an alternative to a ventilation system with air filtration, a simpler air filtration system (which can work while keeping the existing passive ventilation system with doors and windows) could be installed in classrooms most exposed to poor air quality (again, this would apply primarily to the nursery). These systems are relatively high cost, only cover a single room per unit, and require ongoing maintenance and power consumption, but have demonstrated some encouraging initial scientific evidence of efficacy, with titanium dioxide proven to act as a reducer for NO <sub>x</sub> and NO <sub>2</sub> , and assist with virus reduction.	Reduce exposure to emissions	X			<ul style="list-style-type: none"> <li>Improved learning environments</li> </ul>		X			X			X	
14	Optimising Compensator Control System	If the school does not already have one, install an Optimising Compensator Control System to reduce time the boiler is used based on e.g. weather, occupancy of school etc.	Reducing sources and exposure	X				X			X					X
15	Extend Main Plant Room flues to roof	The location of one of the Youth and Community Centre's flues is a cause for concern, as it goes out onto the KS2 playground. The possibility of extending this flue upwards should be investigated. Similarly, the main building's kitchen extracts onto the playground through the windows. The possibility of rearranging this arrangement, so	Reduce exposure to emissions	X			<ul style="list-style-type: none"> <li>Improved learning environments</li> </ul>			X		X			X	

Measure	Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support		
			Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High
	that it at least goes out of the top of the building, should be investigated.														
<b>Behavioural Measures</b> (Key Stakeholder: School)															
16	Collaboration with St Marys Primary School	Collaborate with William Hogarth Primary School to reduce idling activity and encourage sustainable travel. This could include setting up of 'teams' to compete in the 'Beat the Street' Hounslow initiative referenced in Chapter 3.	Reduce sources	X			<ul style="list-style-type: none"> <li>Awareness raising</li> </ul>	X			X				X
17	Re-engage with the STARS programme, aiming for the bronze award	By being a part of the STARS scheme, the school may be eligible for sources of funding (for measures that will improve air quality) which it otherwise wouldn't be. Re-engaging with the programme would also entail achieving a range of measures promoting active travel and reduced emissions, also signposting additional initiatives and avenues of support. The framework also helps document and track progress, and implement recommendations.	Behavioural measures	X			<ul style="list-style-type: none"> <li>Awareness raising</li> <li>Supports STARS and HSL objectives</li> </ul>	X			X				X
18	Engage with Healthy Schools London, aiming for the bronze award	We would recommend that the school registers and works through the bronze, silver and gold award categories. This will entail reviewing the school's practices in promoting health & wellbeing that must be evidenced (via a Review Tool).	Behavioural measures / reducing exposure to emissions.	X				X			X				X
19	Restrict staff deliveries	Deliveries made to people's workplace accounts for a significant percentage of total volume of traffic in London and therefore emissions. Restricting staff related deliveries to the school and promoting the use of 'Click	Reduce sources of emissions	X				X			X			X	

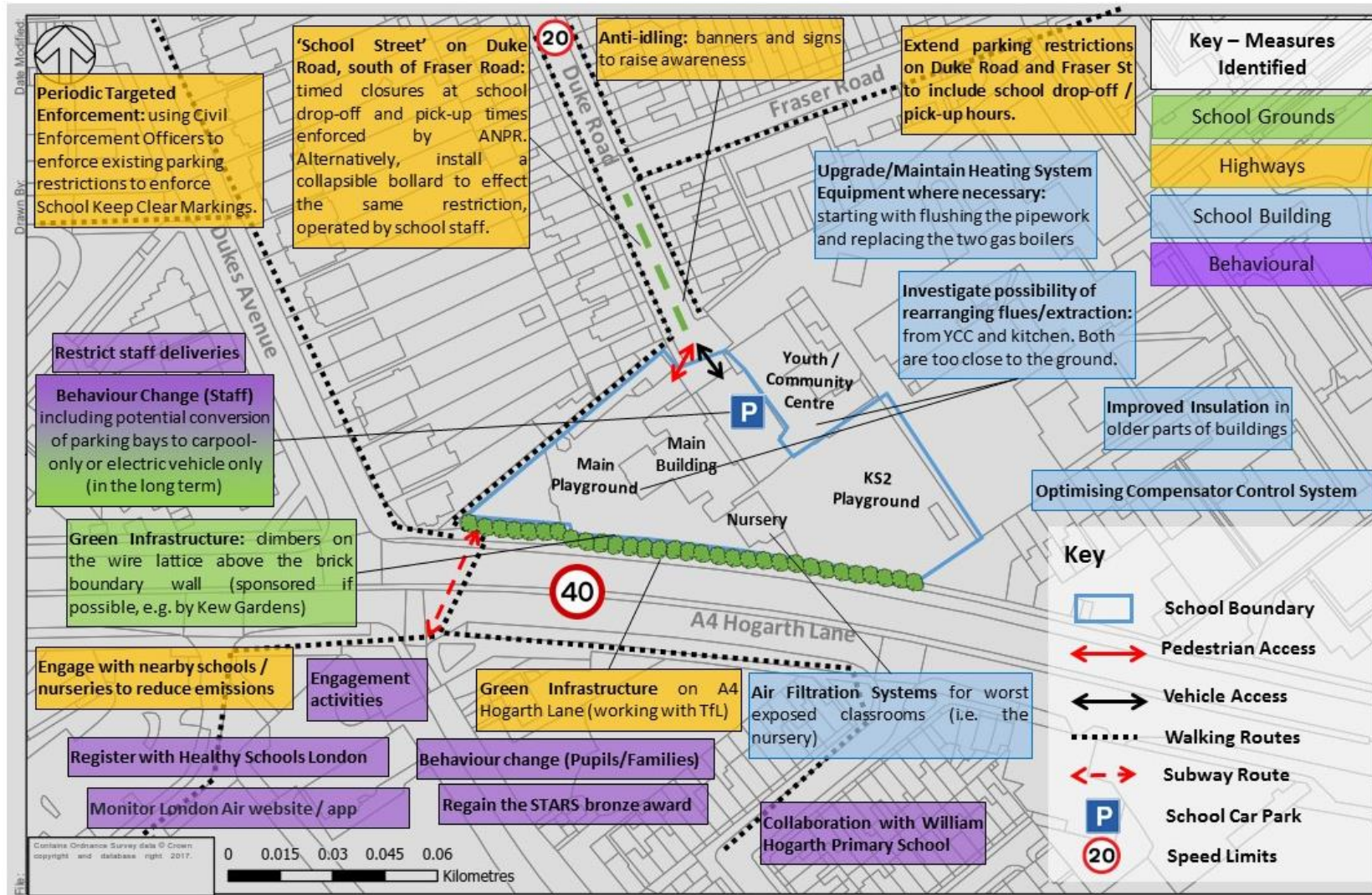
Measure	Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support		
			Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High
		& Collect' can contribute towards enhancing air quality.													
20	Monitor London Air website / app	Daily monitoring of London Air website / app to understand air quality on the day and whether e.g. opening of windows, will increase exposure of air pollution to staff and students.				<ul style="list-style-type: none"> <li>Awareness raising</li> </ul>	X			X					X
21	Behaviour change (Pupils/Families)	The school could promote apps / sites such as 'www.walkit.com' to a) promote walking to / from school and b) promote the suitable walking routes to avoid air pollution hotspots (i.e. minimising time spent walking on the A4 Hogarth Lane). It could also co-produce a leaflet raising awareness about the science behind air pollution and its effects in collaboration with the borough.				<ul style="list-style-type: none"> <li>Awareness raising</li> <li>Supports STARS and HSL objectives</li> </ul>	X			X				X	
22	Behaviour Change (Staff)	There may be room for improvement in terms of use of sustainable transport by staff. The Borough can offer staff cycle training and the TfL STARS website details many other activities that can be done to promote cycling and walking among the staff. In the long term, Cycle Superhighway 9 will provide a higher cycling level of service on Chiswick High Road that could help incentivise staff to cycle. An awareness raising session could be held amongst staff about the impacts / costs of heating classrooms and share best practice. In the long term, the school should consider the possibility of converting parking bays in its car park into dedicated spaces for car sharers or electric vehicles, to incentivise more sustainable transport. This needs to be balanced with staff retention / recruitment, albeit present / future staff could be made aware of the schools excellent links to public transport would be highlighted. Long term objective is to reduce car parking				<ul style="list-style-type: none"> <li>Awareness raising</li> <li>Supports STARS and HSL objectives</li> </ul>	X			X					X

Measure	Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support			
			Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High	
		provision for blue badge holders only and utilise additional space for greening / play areas.														
23	Engagement Activities	Deliver lesson plans with bespoke materials, poster and London school curriculum (see Appendix C), raising awareness of the issues and the type of measures that can have a positive impact on reducing poor air quality.	Awareness raising and behavioural measures	X			<ul style="list-style-type: none"> <li>Awareness raising</li> <li>Supports STARS and HSL objectives</li> </ul>	X			X					X
<b>Wider Measures</b> (Key Stakeholder: Borough/ TfL/ GLA/ Central Government)																
24	Targeted scrappage scheme for polluting vehicles entering London	Engage with any future proposals or consultations regarding the introduction of a targeted scrappage scheme, aimed at more polluting vehicles recorded entering London regularly over an extended period, promoting a transition to ultra-low emission vehicles, in conjunction with measures to promote more sustainable transport.	Reduce sources and exposure			X				X				X	X	
25	Reform Vehicle Excise Duty	Lobby national government to reform Vehicle Excise Duty to reflect emissions of local pollutants as well as CO <sub>2</sub> , and remove the ongoing incentivisation this lends to diesel vehicles.	Reduce sources and exposure			X			X					X	X	
26	Promote a transition to electric heating and heat pumps	Seek to promote the principles of 'an all-electric city', including reducing/eliminating the use of gas in buildings, which city wide account for over 33% of emissions, by requiring or incentivising the use of electric heating/cooling via heat pumps in new buildings and major redevelopments.	Reduce sources and exposure			X			X					X	X	
27	Reform Buildings Regulations to promote heat pumps	Support and promote dialogue at a national level concerning buildings regulations and how they're calculated to better account for local air quality issues as well as energy efficiency, and so promote wider deployment of technologies such as heat pumps.	Reduce sources and exposure		X				X					X	X	

Measure		Description	Purpose	Potential Air Quality Improvement			Wider Benefits	Cost			Deliverability			Expected Stakeholder Support			
				Low	Medium	High		Low	Medium	High	Quick Win	Medium Term	Long Term	Low	Medium	High	
28	Zero emission zones	Review the effectiveness of planned measures and develop an approach for introducing a zero emission zone in central London and town centres in the short to medium term, and larger inner London and London-wide zones in the longer term. To be developed in conjunction with other policies such as the creation of Liveable Neighbourhoods, reducing road danger and making more efficient use of the street network, including for freight and servicing. Any specific schemes would be subject to statutory consultation.	Reduce sources and exposure			X				X			X	X			

## 5.2 KEY RECOMMENDATIONS

Figure 9 – Summary Recommendations Map



### 5.3 PRIORITISED MEASURES FOR THE SCHOOL

- 5.3.1. To help prioritise what measures should be progressed for the school, borough officers and representatives of the school were asked:

*'Based on the toolkit of measures and the findings of the observations and initial analysis, what are the top three measures you would prioritise for the school?'*

- 5.3.2. Three of the more key measures were considered to be (in no particular order):

#### Green infrastructure

- 5.3.3. It was agreed that there are significant opportunities and a great need at the school to implement green barriers to better protect the playgrounds and nursery next to the A4.

- 5.3.4. Green screening/climbers should be installed on the wire lattice above the brickwork on the exposed southern boundary of the school. A dense vegetation layer with a high leaf density can catch some pollutants and particulates and hang on to them until they can be washed away by rainfall.

- 5.3.5. In addition, TfL should be contacted to discuss green infrastructure on the other side of the wall. More trees and plants on the wall may help capture pollutants from the A4 before they disperse over the playgrounds.



#### School Street or Collapsible Bollard(s) on Duke Road

- 5.3.6. Many parents, especially latecomers, drive down Duke Road to the end, where the school entrance is, drop-off their child and then perform a three-point turn. There are road safety issues associated with this, as there are lots of children walking in this area (the only pedestrian entrance is here).
- 5.3.7. Another option to investigate could be to implement a short 'School Street' on Duke Road, south of Fraser Road, which would consist of a timed closure during drop-off and pick-up times, enforced by an ANPR camera that would issue fines to non-exempted vehicles. It is proposed that residents and businesses who live and work on this section of Duke Road, and blue badge holders, would be able to register for an exemption. Signs, 'wig wags' and flashing lights would alert drivers to the restrictions before the entrance to the closed section of street. Non-registered vehicles entering the street during the times of operation would be identified by camera and issued a fixed penalty notice.
- 5.3.8. As an alternative to the above, installing one or more collapsible bollards towards the end of Duke Road (i.e. just south of the junction with Fraser Road) would prevent drivers from driving straight up to the school and doing three point turns outside the school entrance. Collapsible bollards could be manually operated by a member of staff, therefore allowing staff or parents with pupils in wheelchairs etc. to continue to be able to access the school car parks.



## Enforcement and Anti-idling

- 5.3.9. Idling and the current lack of enforcement was identified as one of the key issues at the site. The Borough representatives also identified anti-idling as a key priority of the Air Quality department at Hounslow. The relatively high number of parents driving their children to / from school observed during the audit, and leaving their engine switched on, means that the children travelling to / from school on foot are exposed to higher levels of pollution.
- 5.3.10. As such, anti-idling signage should be at the entrances to the schools, with banners if possible combined with raising awareness in other ways, such as the school newsletter.
- 5.3.11. If the Borough has adopted the necessary legislation, anti-idling could be enforced through fines. Periodic enforcement of idling and parking contraventions could take the form of mobile CCTV vans, if these are available to the Borough.
- 5.3.12. Otherwise, there are other relatively quick win measures that can be actioned:
- Amend existing parking restriction hours to include peak drop-off / pick-up hours. The revised parking restricted hours would be 0800 – 1230hrs and 1500 – 1830hrs.
  - Hounslow Council to sign up to 'Idling Action London' and appoint a '*Vehicle Idling Action Champion*' as part of the Vehicle Idling Action programme and deploy volunteers at the school.
  - The above should coincide with deployment of Civil Enforcement Officers (CEOs) to the area to ensure the revised parking restrictions are abided by and discourage parents from driving when first introduced. There have been problems in the past with members of staff trying to enforce or change behaviours, and so CEOs or parent volunteers would be preferable.
- 5.3.13. These measures would be most effective if St Mary's Catholic Primary School worked with William Hogarth Primary School in implementing them.
- 5.3.14. The school catchment area means there is significant opportunity to reduce the number of children coming to / from school by car and increase the number of those walking / scooting – with up to half of children living within just a 10 minute walk of the site. To encourage this change in mode split, it is considered important that the introduction of these measures coincide with each other to make it effective. Parents who live close to the school and drop their children off on their way to work should be encouraged to walk their children in before returning to their homes if they need to drive on.



## 5.4 STARS ACCREDITATION SCHEME FOR SCHOOLS



- 5.4.1. STARS is TfL's world leading school travel accreditation scheme, inspiring young Londoners to travel smarter and more sustainably, and should form the framework within which the behaviour change related components of the above recommendations are recorded.
- 5.4.2. Many of the recommendations would also serve to contribute towards the required 'travel activities' and 'support activities' required to attain Gold status – which should ultimately be the aim for the school.
- 5.4.3. Equally by embracing the STARS process, delivering sustainable travel activities, achieving modal shift targets and demonstrating effective community engagement, the school will have successfully delivered air quality improvements through reduced travel by cars. The framework of STARS enables the school and borough to document, track and share their continued progress, and embed and implement the recommendations throughout the school community.
- 5.4.4. Schools are encouraged to note any air quality related activity undertaken on their TfL STARS profile [stars.tfl.gov.uk](http://stars.tfl.gov.uk), and to help inspire other schools, they are required to tell their story for each activity they have delivered.
- 5.4.5. **Table 3** outlines the requirements for achieving the Bronze, Silver and Gold accreditation. St Mary's Catholic Primary School is not currently accredited.

**Table 3 – STARS Scheme Accreditation Requirements**

Bronze	Silver	Gold
<ul style="list-style-type: none"> <li>– Complete 10 different 'travel activities' from the list of 80. Evidence is not required but it is recommended.</li> <li>– Complete 6 different 'supporting activities' from the list of 40. Evidence is not required but it is recommended.</li> <li>– Complete a hands up survey (with a respondent rate of at least 90%) to get a baseline understanding of how pupils get to school</li> <li>– Set targets for a minimum of two modes</li> </ul>	<ul style="list-style-type: none"> <li>– Complete 20 different 'travel activities' from the list of 80. Evidence is required and must be submitted to the STARS website.</li> <li>– Complete 10 different 'supporting activities' from the list of 40. Evidence is required and must be submitted to the STARS website.</li> <li>– Demonstrate that a shift away from the car has been achieved through hands up survey results</li> <li>– Record its staff travel patterns, through the same hands up survey method</li> <li>– Set up a School Travel Plan working group with student representatives</li> </ul>	<ul style="list-style-type: none"> <li>– Complete 25 different 'travel activities' from the list of 80. Evidence is required and must be submitted to the STARS website.</li> <li>– Complete 15 different 'supporting activities' from the list of 40. Evidence is required and must be submitted to the STARS website.</li> <li>– Demonstrate that mode share has been shifted away from the car by at least 6%, or that 90% of travel is done by non-car modes</li> <li>– Demonstrate that the targets from the last</li> </ul>

	<ul style="list-style-type: none"> <li>– Present various bits of evidence of pupil, governor, staff and school council involvement (such as meeting minutes)</li> <li>– Conduct consultation with parents and show results of this</li> <li>– Carry out research and/or consultation</li> </ul>	<ul style="list-style-type: none"> <li>– academic year were achieved or exceeded</li> <li>– Demonstrate that residents and neighbours are aware of the school's plans to promote safer and more active travel</li> <li>– Demonstrate that the travel plan is an agenda item on at least one senior management meeting per year</li> <li>– Demonstrate that safe and active travel is part of the School Development Plan</li> </ul>
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5.4.6. Our recommended measures for the school include a number of initiatives that would also count towards the school attaining their Gold STARS scheme accreditation, including: 'anti-idling awareness raising measures', 'school play streets' and 'park and stride'. STARS activity cards are available for these measures, as well as wide range of other topics <https://stars.tfl.gov.uk/Explore/Idea>.

**5.5 HEALTHY SCHOOLS LONDON**

5.5.1. The Healthy Schools London programme should also as framework for promoting sustainable transport measure that will contribute towards improved local air quality. To achieve the Healthy Schools London Bronze award, one of the criteria is that “the school promotes active travel to and from school”, and provides a number of examples, including:

- By implementing a school travel plan and running active travel initiatives such as:
- Walk/cycle to school days
- Walkers/cyclers breakfast clubs
- Cycling at break times
- Pedestrian skills and cycle training
- Active travel competitions
- Accreditation programmes

5.5.2. The schools must complete the following statements:

- Active Travel is promoted by:
- School travel plan. Date awarded/reviewed
- Active travel initiatives including:

5.5.3. Our recommended measures for the school include a number or initiatives that would also count towards these criteria, including a variety of proposals to promote improved environments for

walking, scooting and cycling, and initiatives to promote behaviour change and raise awareness of benefits of active travel.

## 5.6 AIR QUALITY ALERTS

- 5.6.1. When high and very high air pollution is forecast, air quality alerts are displayed at many public locations across London including 2,500 bus stop countdown signs and all Tube stations. Alerts and guidance are also available via social media, an app and a text alert service providing information and guidance on the alert level.
- 5.6.2. The Mayor has recently (January 2018) expanded his existing air quality alerts systems and appointed King's College London to continuously monitor air pollution using the existing air quality monitoring network and cutting-edge modelling tools, delivering alerts as required. They will also directly notify a wider group of stakeholders so that the alerts are disseminated more widely and targeted at Londoners who are most vulnerable to the impacts of poor air, including schools.
- 5.6.3. Each school has been provided with further information via email on what the alert means, and how to reduce pupils' personal exposure, and they can contact [AirQualityLondon@london.gov.uk](mailto:AirQualityLondon@london.gov.uk) for more information.

## 5.7 ENGAGEMENT

- 5.7.1. Engagement activities to raise awareness of the issue of air quality amongst children and the school community are fundamental to achieving change.

### MAYOR'S LONDON CURRICULUM PROGRAMME

- 5.7.2. The London Curriculum offers a wide range of high-quality teaching resources supporting most subjects on the national curriculum, CPD for teachers and events for children. Resources and activities are inspired by the city's diverse culture, heritage, science and technology, built environment, green spaces and rivers.
- 5.7.3. The Mayor of London's Air Quality Audits will be supported by a new programme of targeted activity delivered through the London Curriculum. The focus of the programme is to support teacher subject knowledge, and confidence to tackle air quality as a science subject recognising that this requires a wide knowledge and skill base of science, statistics and mapping. Activities associated with the above is detailed in Appendix C, for delivery by the schools / London Curriculum during the spring and summer terms, and summarised below:



### AUTUMN TERM

- WSP undertake school AQ audits
- London Curriculum engage with schools / school champion
- By mid-October publish forward dates for spring term activity

- Publish London.gov web page which brings together the offer

### **SPRING TERM – TEACHER FOCUSED ACTIVITY**

- STEM Learning package of available cpd on air quality
- RGS primary school geography network meeting
- ESRI training on mapping software for schools
- GLA provides schools with results and recommendations from WSP's audits, including outputs to be used for lesson material to use in future projects / initiatives.

### **SUMMER TERM – PUPIL FOCUSED ACTIVITY**

- Schools undertake project with pupils.
- National Clean Air Day June 2018.
- Support from IRIS/Science Learning Partnership/STEM Ambassador TBC.
- Schools recognition of air quality projects/celebration TBC.

### **HEALTHY EARLY YEARS LONDON (HEYL)**

5.7.4. Building on the success of Healthy Schools London, Healthy Early Years London is an awards scheme funded by the Mayor of London that supports and recognises early years setting achievements in child health, wellbeing and school readiness. Healthy Early Years London focuses on the whole child and gives settings a framework for their activity with children, parents, carers and staff and the wider community. HEYL will help to reduce health inequalities by creating environments which support a healthy start to life and promote a whole setting and targeted approach across a number of themes including Sustainability-active travel and air quality.

5.7.5. HEYL complements and enhances the statutory Early Years Foundation Stage (EYFS) framework, providing further focus on children, families and staff health and wellbeing. There are 4 levels of Awards: HEYL First Steps, Bronze, Silver and Gold. HEYL can be used as an improvement tool to support practice in all Early Years settings including active travel:

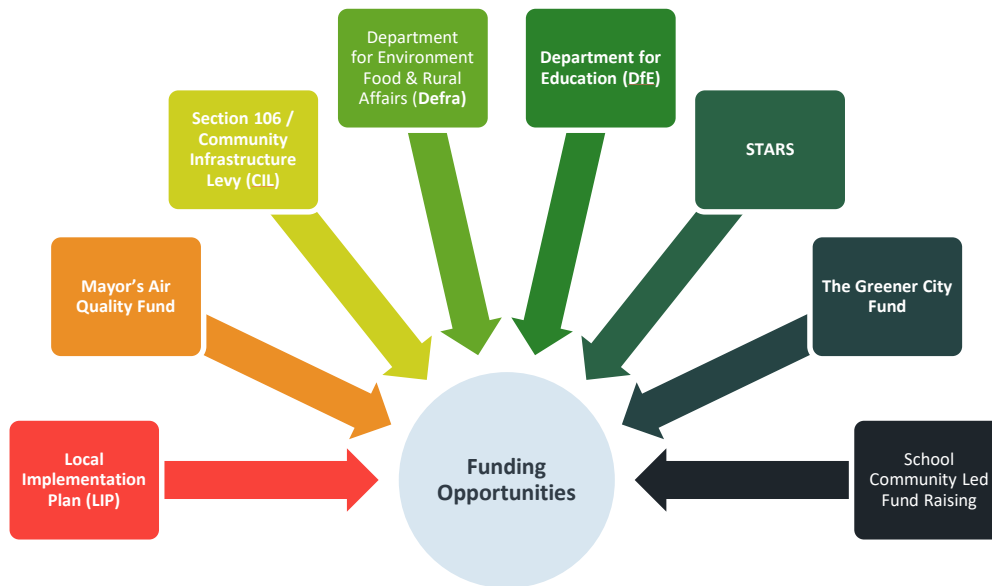
- Active travel is supported and encouraged, both for journeys to and from the setting and for trips (e.g. walking, scooting)
- The setting is signed up to receive air quality alerts from [www.airtext.info/alerts](http://www.airtext.info/alerts)
- There are activities and information available for parents and carers to support sustainability including: active travel, recycling or energy saving
- Practitioners are able to discuss and advise parents and carers on active travel

5.7.6. The full programme is due for official launch in spring 2018 which is intended to reach all 13,000+ settings and providers of childcare across London.

## **5.8 FUNDING OPPORTUNITIES**

5.8.1. A wide range of potential funding sources are available and should be considered to progress some of the measures outlined above, as set out in the figure below.

**Figure 10 – Summary of funding opportunities**



5.8.2. Below, we discuss each of these in turn and set out the criteria associated with obtaining these funding opportunities, to enable the borough / schools to understand what measures they could progress with the funding opportunities that exists.

**Local Implementation Plan (LIP)**

5.8.3. A primary source of funding is linked to the Local Implementation Plan (LIP) 3 that will provide spending from April 2019 until April 2020, with bidding closing in October 2018. The guidance on bidding specifically references the need to improve air quality at schools:

*'2.34 In the short-to medium-term, there must be a particular focus on action to reduce air, pollution, reducing exposure to it and tackling pollution hotspots, which boroughs should support through their LIP. Locations that have large numbers of vulnerable Londoners, such as schools, should be prioritised for action. **In particular, the boroughs have an important role in ensuring recommendations from the Mayor's school air quality audit programme are implemented, and LIP funding can be directed at both the audits and the delivery of measures.'***

5.8.4. It is expected that recommendations from the audits can be implemented by the London boroughs using funding from TfL's Local Implementation Plan (LIP) funding stream, but this is subject to boroughs prioritising this area. It is ultimately at the discretion of the borough to follow this guidance and allocate money to fund the measures outlined above.

5.8.5. Whilst the Mayor has allocated funding for the first 50 audits, he expects the London boroughs to roll this out so that every school that is located in an area of high pollution can benefit from this approach. LIP funds are a source of funding for this, and guidance is being developed, alongside an audit toolkit and template, to be used locally to complete school air quality audits for other schools.

**Mayor's Air Quality Fund (MAQF)**

5.8.6. The MAQF is a £20 million fund, over ten years to support new projects by London boroughs to improve air quality. The first round of funding supported a wide range of projects, including: freight

consolidation, green walls, low emission vehicles, reducing pollution from construction sites and digital signage to reduce engine idling.

- 5.8.7. In summer 2018, the third round of MAQF funding will open for applications (for projects commencing in April 2019).

**Section 106 / Community Infrastructure Levy (CIL)**

- 5.8.8. Section 106 (S106) agreements and Community Infrastructure Levy (CIL) are potential sources of funding towards measures to address local air pollution.
- 5.8.9. S106 agreements, also known as planning obligations, are legal agreements made between local authorities and developers, and designed to address issues that new developments may cause or worsen on local infrastructure. The content of a S106 agreement is agreed during the consultation period of the planning application and the agreement is prepared by the council's solicitor.
- 5.8.10. A Community Infrastructure Levy (CIL) is a planning charge introduced by the government via the Planning Act 2008. It provides a means of ensuring that a new development contributes to the cost of the infrastructure that the development will rely on, such as schools and roads.
- 5.8.11. The levy applies to most new buildings and charges are based on the size and type of the floor space being created. The idea behind the CIL is that it's fairer, faster and more certain than the system of S106 planning obligations, which are negotiated on a case-by-case basis and that contributions can be sought in accordance with local policy objectives.

**Liveable Neighbourhoods**

- 5.8.12. A Liveable Neighbourhood scheme will deliver attractive, healthy and safe neighbourhoods for people and involves changes to improve conditions for walking and cycling and reducing traffic dominance – all of which can play a part in reducing air pollution. The types of measures that can be funded via this programme may include new pedestrian crossings, a network of good cycle routes, redesigned junctions, restrictions on motor traffic in town centres as well as wider improvements against each of the ten Healthy Streets Indicators.



- 5.8.13. The programme has a budget totalling £85.9m over the five financial years (2017/18 – 2021/22), excluding the funding for the remaining Major Schemes that will be completed during this period. Although costs will vary considerably from scheme to scheme, it is expected that TfL contributions for most schemes will fall within a range of £1m to £10m, with the majority probably under £5m.

**Department for Environment Food & Rural Affairs (Defra) Air Quality Grant Scheme**

- 5.8.14. Defra's air quality grant scheme provides funding to eligible local authorities to help improve air quality. The scheme helps local authorities to make air quality improvements and to meet their statutory duties under the Environment Act 1995. It has awarded over £52 million in funding to a variety of projects since it started in 1997.

- 5.8.15. It is noted that the applications for 2017 to 2018 has now passed (December 2017) but it is recommended that Local Authorities submit future applications to implement some of the measures outlined within this report. It is noted that LA's have previously successfully applied for funding some behavioural / awareness raising measures. For example, the London borough of Islington was awarded £50,000 as part of a school focussed awareness and engagement campaign.

### Department for Education (DfE)

- 5.8.16. There may be scope for delivering some of the measures identified through DfE funding for school buildings and land, including capital funding for schools and academies, such as the Condition Improvement Fund, Priority School Building Programme, Early Years Capital Fund.

- 5.8.17. Additionally, the Salix Energy Efficiency Loan Scheme provides funding for schools and colleges through DfE, to reduce energy costs through the installation of energy efficiency technologies.



This funding would apply to measures designed to reduce emissions through improving building energy use – such as replacing an older boiler with a heat pump, or increasing building insulation. To receive funding a project would need to save energy as well as improve air quality, and energy savings would need to have a payback period of eight years or less. In addition, the project must not exceed a maximum cost of £200 per tonne of CO<sub>2</sub> saved.

### Greener City Fund

- 5.8.18. The Mayor's Greener City Fund ([www.london.gov.uk/greenercity](http://www.london.gov.uk/greenercity)) includes a range of programmes to create and improve green spaces and encourage tree planting in London. This is part of the Mayor's commitment to making a London a National Park City.
- 5.8.19. Two grant schemes, offering grants between £5,000 and £50,000 are open to applications from schools:

- Community Tree Planting Grants will support applicants to plant trees and help improve children's access to nature. This includes supporting tree planting in areas where there are currently low levels of tree cover, or where trees could help tackle issues such as air pollution. The next funding round will open in spring 2018 for projects to take place in the winter 2018/19.
- Community Green Space Grants aim to improve and increase green space across London, and can include greening playgrounds or routes to school, or natural play space for children. The next funding round will open in summer 2018 for projects to take place in 2019.

### RE:FIT

- 5.8.20. RE:FIT London is jointly funded by the GLA and the European Union European Regional Development Fund, and is helping to achieve the Mayor's aim for London to be a zero carbon city by 2050. The programme is designed to help public sector organisations save carbon, energy and money by retrofitting buildings to make them more energy efficient, from simple measures like lighting and controls to solar panels. Since it was established in 2009 the programme has not only reduced carbon emissions, but also resulted in large guaranteed energy savings (typically around 15-25%).



- 5.8.21. The RE:FIT London Programme Delivery Unit is an expert team which provides free end to end support to deliver projects.
- 5.8.22. The RE:FIT framework of energy service companies saves time and resources for organisations that are procuring retrofit services and works and – because it is an energy performance contracting framework - guarantees energy and cost savings. Schools in particular benefit from being able to procure through this framework via a fast-track route. Further information is available at [www.london.gov.uk/refit](http://www.london.gov.uk/refit)

### **TfL STARS Reward Scheme**

- 5.8.23. Whilst there is no specific funding attached to STARS, as gaining STARS accreditation helps boroughs to achieve their targets for reducing school related car travel, and increasing cycling and walking, they often choose to link it to incentives – such as local grant funding through their LIP programmes and priority access to other opportunities.
- 5.8.24. It is important for boroughs to highlight that a possible benefit of getting STARS Accreditation is that it will potentially enable them to access funding for a variety of measures that contribute towards improving air quality and health. In broad terms, funding can be secured if the proposed measure:

- Promotes one aspect of safer and smarter travel choices (walking, cycling, scooting, safer / smarter driving, public transport and road safety).
- Helps the school reduce congestion (and pollution) in the vicinity of the school.

- 5.8.25. Ideas include, but are not limited to:

- Training – pedestrian skills, scooter safety, balance bike, cycling
- Cycling – storage, helmets, pool bikes, bike market, Dr Bike
- Resources – sustainable travel and road safety books, reflective and fluorescent products
- Staffing – supply cover to allow STP staff training and workshop attendance.

- 5.8.26. It is increasingly important that boroughs seek to create a portfolio of funding opportunities, and with that in mind other potential funding sources include:

- **Local Clinical Commissioning Groups.(CCG)** - <https://www.nhscc.org/ccgs/>
- **Health and Wellbeing Boards:**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/215261/dh\\_131733.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215261/dh_131733.pdf)
- **Charitable Trusts**
- **Local business funding**
- **Consortium approach** – pooling funding with other boroughs and achieve economies of scale

### Other Funding Sources

- 5.8.27. There are several grant funding bodies who may be interested in funding recommendations particularly if a borough links up with a community organisation - <https://www.dsc.org.uk/category/fundraising/funding-sources/>
- 5.8.28. Boroughs could also seek to influence the Joint Strategic Needs Assessment process undertaken by Health and Well Being Boards and Directors of Public Health. This is the process which looks at local clinical, health and well-being population needs, and on which CCGs base their funding priorities.

### Other sources of funding for green infrastructure

- 5.8.29. Potential sources of funding for green infrastructure in schools include:

- The Tree Council's **Trees for Schools** programme offers grants between £100 and £700 to fund tree planting [www.treecouncil.org.uk/grants/trees-for-schools](http://www.treecouncil.org.uk/grants/trees-for-schools)
- The **Woodland Trust** offers free trees for schools [www.woodlandtrust.org.uk/get-involved/schools/trees-for-schools/](http://www.woodlandtrust.org.uk/get-involved/schools/trees-for-schools/)
- The **Gregg's Foundation Environmental Grants** offer up to £2,000 for projects that improve the physical environment in a way that will improve people's lives, including in schools where the project is accessible to the wider community [www.greggsfoundation.org.uk/environmental-nt](http://www.greggsfoundation.org.uk/environmental-nt)
- **Tesco Bags of Help** offer up to £4,000 to a wide range of projects, including environmental improvements to school grounds [www.groundwork.org.uk/Sites/tescocommunityscheme](http://www.groundwork.org.uk/Sites/tescocommunityscheme)
- **The Big Lottery Fund's Awards for All programme** offers up to £10,000 for a wide range of projects that "improve the places and spaces that matter to communities", including schools [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk)
- **Learning Through Landscapes Nature Grants Scheme** –grants will re-open in Spring 2018 [www.ltl.org.uk/naturegrants](http://www.ltl.org.uk/naturegrants)
- **Trees for Cities** – are a charity able to match-fund the remaining shortfall after the financial contribution towards the project from the land owner. Their most notable schools programme is the Edible Playgrounds programme, which includes the design and creation of an edible teaching garden space within school grounds. Their other programmes include School Greening projects (mini forest style spaces, wildlife areas, biodiversity features) and Trees for Schools, a programme funded by Defra and delivered in partnership with the Woodland Trust. <https://treesforcities.org/projects/schools/>
- **Groundwork London** – are an environmental regeneration charity specialising in community-based green interventions and behaviour change, with a team of landscape Architects and community officers who can support schools in designing and implementing green interventions, supporting the curriculum and taking a 'whole school' approach to understanding air quality. They also manage programmes that could offer funding for schools in considering their interventions, and fundraising support. Contact [londonairquality@groundwork.org.uk](mailto:londonairquality@groundwork.org.uk), [www.groundwork.org.uk/london](http://www.groundwork.org.uk/london)

### School Community Led Fund Raising Initiatives

- 5.8.30. As well as the specific funding opportunities outlined above, there is an important role for the School, Ward Councillors, the Parent's Teachers Association (PTA) and School Governors, both in a lobbying and leadership capacity, and as vehicles for fundraising to support and promote particular measures and initiatives.

## 5.9 MONITORING

- 5.9.1. An important outcome of the school air quality audits will be in assessing the effectiveness of different schemes and initiatives implemented, so that the findings can be used to continually update and refine the toolkit of measures for use in future audits.
- 5.9.2. Whilst it will likely prove difficult to disaggregate the impact of a range of measures when implemented simultaneously, by recording this information across all participating schools in London, and pooling the findings, it will provide some useful overall insights into what types of solutions work best in practice amongst a given set of conditions.
- 5.9.3. In order to undertake these assessments and build on the existing evidence available, it will be essential to establish an effective baseline dataset, and plan a programme of monitoring post implementation of any measures. This monitoring may include a wide range of metrics including surveys, traffic information, and air quality monitoring. The scope for monitoring should be proportionate to the extent of the problem and the scale of the investment.
- 5.9.4. Where possible such monitoring should cover:
- Key pollutants (NO<sub>x</sub>, PM<sub>10</sub>, PM<sub>2.5</sub>), and/or
  - a range of other suitable metrics (i.e. travel to school mode shares, STARS and Healthy Schools accreditations, traffic counts (as a proxy for road transport emissions), school buildings and boiler conditions, surveys and behavioural responses of parents/staff).
- 5.9.5. The Mayor recently announced the trial of new air quality monitoring sensors in hundreds of hot spots across London, including schools, as well as fleet of mobile sensors, which if successful may be used to monitor localised air quality around the school, in addition to the network of existing monitors when already located near the school.
- The GLA will be seeking to maintain the dialogue with boroughs, and to facilitate the sharing of findings and experiences as different measures and initiatives are implemented following the audits. This will enable an assessment of their effectiveness in reducing sources of, or exposure to, local air pollution. It is envisaged this will take place 6-12 months after the audit programme is concluded.

# Chapter 6 - Next Steps

## 6 CHAPTER 6 - NEXT STEPS

6.1.1. Based on our experiences in undertaking the audit, we found there to be a passionate group of individuals representing both the school and the borough council, who were eager to make a difference, and enthusiastic about delivering a range of solutions to improve local air quality for the children, and the wider community as a whole.



6.1.2. The borough and key stakeholders should investigate the scope for rapidly delivering key measures from the recommendations, in order to achieve a combination of quick win improvements for the school, but also thinking more holistically about how some of the medium to longer term recommendations can be progressed, to deliver transformational change, to the lasting benefit of future generations.'

6.1.3. By participating in this audit the following steps have been completed:

- Identified the sources of outdoor air quality and potential exposure by primary school children.
- Engaged school communities, including in a review of their TfL STARS travel plan, educating stakeholders about the impacts of air pollution and providing recommendations on activities, initiatives and policies that the primary school could implement to further reduce emissions and/or exposure.
- Engaged with the borough to inform the feasibility of the proposed recommendations.
- Recommendations for the boroughs consideration and future implementation.

6.1.4. In order to take forwards the recommendations identified within this report, the borough council will need to continue to work closely with the school and local community, building on the relationships already in place.

6.1.5. A wide range of potential funding sources are identified within the report, and borough councils and schools are encouraged to apply for these where appropriate to maximise the potential for delivering the recommendations.

6.1.6. The School and wider school community, including School Governors, have an important leadership role in ensuring that measures to reduce exposure and emissions are included in the school's strategic plan.

6.1.7. STARS is an ongoing process, and the school should continue working towards the targets they have set, and continue adding to their air quality related activities, and uploading evidence to contribute towards achieving and sustaining higher levels of accreditation.

6.1.8. An important outcome from this project will be to build on our knowledge of how effective different measures prove to be over time, so that the findings can be used to continually update and refine the toolkit of measures for use in future audits.

6.1.9. We also hope that the borough and school will come together as part of a wider School Air Quality forum, to share their experiences with other boroughs and schools facing similar challenges.

6.1.10. A wide range of guidance and useful literature is available to support further studies, schemes or initiatives with the aim of improving local air quality:

- **GLA** – Local Authorities and Air Quality – A summary of action taken by London boroughs to improve air quality -  
[https://www.london.gov.uk/sites/default/files/borough\\_air\\_quality\\_report\\_2017\\_final\\_2.pdf](https://www.london.gov.uk/sites/default/files/borough_air_quality_report_2017_final_2.pdf)
- **GLA** – Updated Analysis of Air Pollution Exposure in London  
[https://www.london.gov.uk/sites/default/files/aether\\_updated\\_london\\_air\\_pollution\\_exposure\\_final\\_20-2-17.pdf](https://www.london.gov.uk/sites/default/files/aether_updated_london_air_pollution_exposure_final_20-2-17.pdf)
- **British Lung Foundation** - Air Pollution Guidance for School Staff  
([https://neu.org.uk/system/files\\_force/publication-files/NEU%20BHF%20air%20pollution%20guidance%20FINAL.PDF?download=1](https://neu.org.uk/system/files_force/publication-files/NEU%20BHF%20air%20pollution%20guidance%20FINAL.PDF?download=1))
- **DfE** - Guidelines on ventilation, thermal comfort, and indoor air quality in schools
- **Better Places for People** (World Green Building Council) – Indoor Air Quality at Schools

## **Appendix A – The Mayor's commitment to improving air quality: Key Documents**

## The Mayor's commitment to improving air quality: Key Documents

The Mayor is implementing a significant programme of measures to reduce London's deadly air pollution and protect the health and wellbeing of all Londoners, enshrined within the following key documents:

- **The London Environment Strategy** – a bold and ambitious strategy, with a particular focus on air quality. This is the first strategy to bring together approaches to every aspect of London's environment, including: air quality, green infrastructure, climate change mitigation and energy, waste, adapting to climate change and ambient noise.  
[https://www.london.gov.uk/sites/default/files/london\\_environment\\_strategy\\_draft\\_for\\_public\\_consultation.pdf](https://www.london.gov.uk/sites/default/files/london_environment_strategy_draft_for_public_consultation.pdf)
- **The Draft London Plan** - published in November 2017, places a considerable emphasis on air quality, with policy S|1 stating that London's air quality should be significantly improved, and exposure to poor air quality, especially for vulnerable people, should be reduced.  
<https://www.london.gov.uk/what-we-do/planning/london-plan>
- **The Mayor's Transport Strategy 2018** - The Mayor has set out ambitious plans to improve transport in London over the next 25 years in his draft Transport Strategy. It includes record investment in new and improved rail, tube and bus services, an unprecedented focus on walking and cycling, and a commitment to make the entire transport system zero-emission by 2050.  
<https://www.london.gov.uk/sites/default/files/mayors-transport-strategy-2018.pdf>
- **Expanding the Ultra Low Emission Zone (ULEZ) and tightening the Low Emission Zone (LEZ)**  
[https://consultations.tfl.gov.uk/environment/air-quality-consultation-phase-3b/user\\_uploads/supporting-information-document-updated-12.12.17.pdf](https://consultations.tfl.gov.uk/environment/air-quality-consultation-phase-3b/user_uploads/supporting-information-document-updated-12.12.17.pdf)

A wide range of further information, guidance, funding and useful literature is available to support further studies, schemes or initiatives with the aim of improving local air quality, including, but not limited to:

- **Local Authorities and Air Quality** – A summary by the GLA of action taken by London boroughs to improve air quality -  
[https://www.london.gov.uk/sites/default/files/borough\\_air\\_quality\\_report\\_2017\\_final\\_2.pdf](https://www.london.gov.uk/sites/default/files/borough_air_quality_report_2017_final_2.pdf)
- **Updated Analysis of Air Pollution Exposure in London** – GLA  
[https://www.london.gov.uk/sites/default/files/aether\\_updated\\_london\\_air\\_pollution\\_exposure\\_final\\_20-2-17.pdf](https://www.london.gov.uk/sites/default/files/aether_updated_london_air_pollution_exposure_final_20-2-17.pdf)
- **British Lung Foundation** - Air Pollution Guidance for School Staff  
([https://neu.org.uk/system/files\\_force/publication-files/NEU%20BHF%20air%20pollution%20guidance%20FINAL.PDF?download=1](https://neu.org.uk/system/files_force/publication-files/NEU%20BHF%20air%20pollution%20guidance%20FINAL.PDF?download=1))
- **Guidelines on ventilation, thermal comfort, and indoor air quality in schools** – DfE -  
<https://www.gov.uk/government/consultations/ventilation-thermal-comfort-and-indoor-air-quality-in-schools>
- **Better Places for People** (World Green Building Council) – Indoor Air Quality at Schools -  
<http://www.worldgbc.org/sites/default/files/Better%20Places%20for%20People%20-%20Schools%20Briefing%20Notes%20-IAQ.pdf>
- **Air quality alerts** - Each school has been provided with further information via email on what the alert means, and how to reduce pupils' personal exposure [AirQualityLondon@london.gov.uk](mailto:AirQualityLondon@london.gov.uk)
- **Control of Dust and Emissions during Construction and Demolition SPG** prepared by the GLA, which includes requirements for construction sites to monitor air quality and share the results with the borough – <https://www.london.gov.uk/what-we-do/planning/implementing-london-plan/supplementary-planning-guidance/control-dust-and>
- **The Mayor's Greener City Fund** - [www.london.gov.uk/greenercity](http://www.london.gov.uk/greenercity)
- **RE:FIT London** - jointly funded by the GLA and the European Union European Regional Development Fund, and helping to achieve the Mayor's aim for London to be a zero carbon city by 2050 as part of the Mayor's £34m Energy for Londoners programme. The programme is designed to help public sector organisations save carbon, energy and money by retrofitting buildings to make them more energy efficient. The RE:FIT framework of energy service companies saves time and resources procuring retrofit services and works. Schools in particular benefit from being able to procure through this framework via a fast-track route. Further information is available at [www.london.gov.uk/refit](http://www.london.gov.uk/refit)

**MAYOR OF LONDON**



## **Appendix B – Audit Template**

# SCHOOL AIR QUALITY AUDIT TEMPLATE

## School Name:

Address:

Key Telephone Contact:

Key Email Contact:

Head Teacher:

School Staff (name/role):

School Staff (name/role):

School Staff (name/role):

Borough Name:

Sub-region:

Borough AQ Officer:

Borough TP Officer:

Borough School Transport Officer:

WSP Auditor/s:



Audit Date:

Audit Time:

Weather Conditions:

Any exceptional circumstances:

Notable Events/ Traffic incidents:

## Background Information

1. Pupil Numbers:
2. Building Description
3. School Building Age
  - a. Any extensions (building age)
  - b. Any planned growth?
  - c. BREEAM rating (if available)
4. Mode share and trip numbers, recent trends
  - a. Walk
  - b. Cycle
  - c. Public Transport
  - d. Car
  - e. Other
5. STARS status:

## 6. Local Area Type

- a. City Centre
- b. Major Centre
- c. Metropolitan Centre
- d. Suburban
- e. Residential

## 7. Road Type

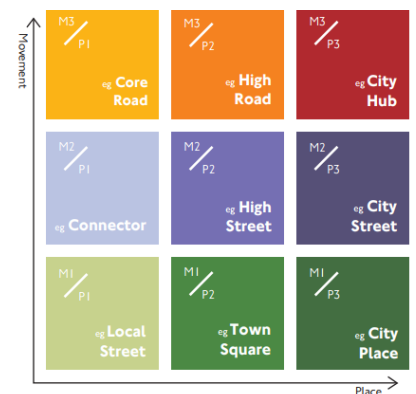
- a. TLRN Road
- b. Main Road
- c. Near Main Road
- d. Residential Street
- e. Cul-de-sac

## 9. Proximity to Road

Distance to largest adjacent road (m):

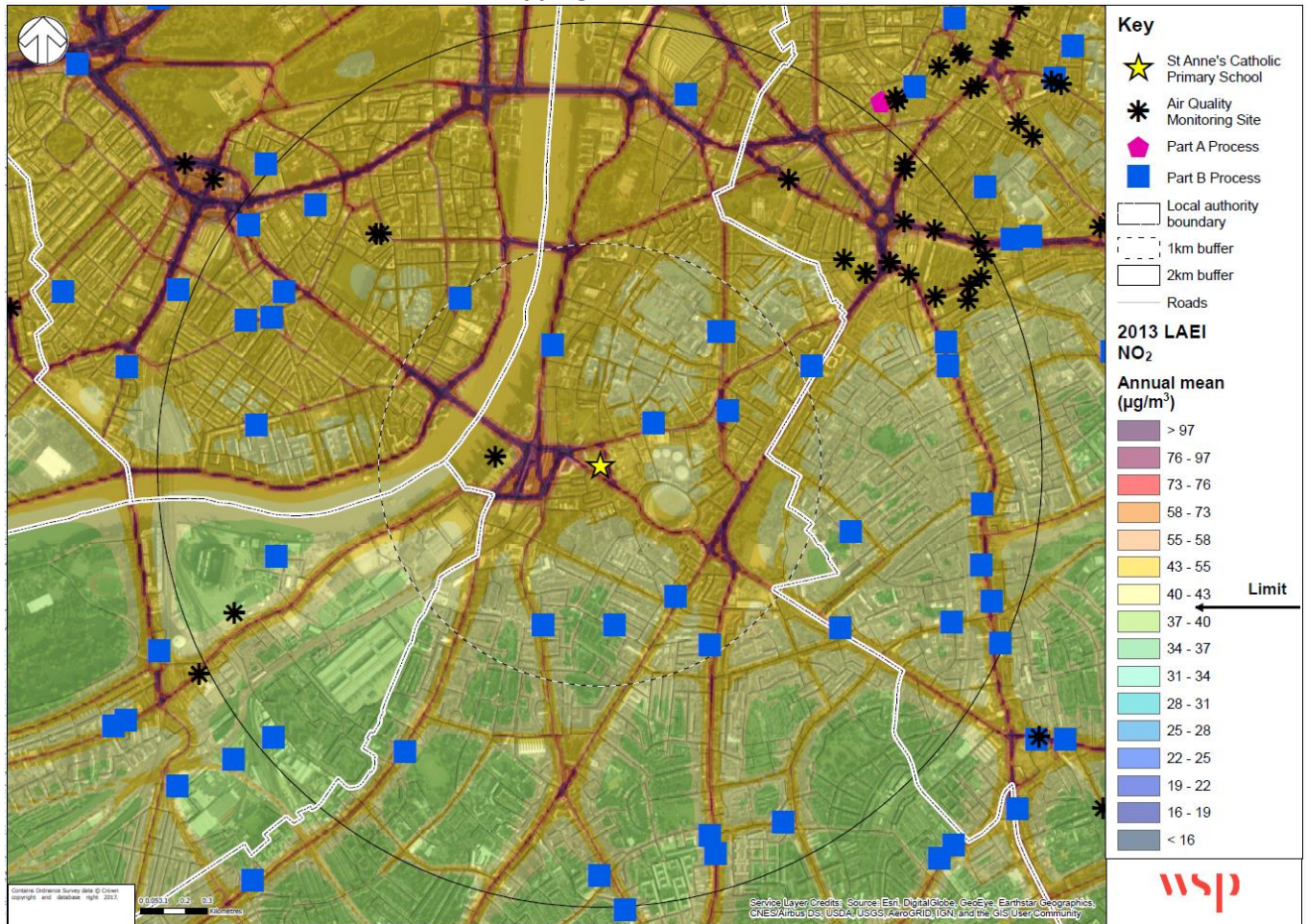
## 10. Context Notes from School/Borough:

## 8. Street Type (Movement/Place)

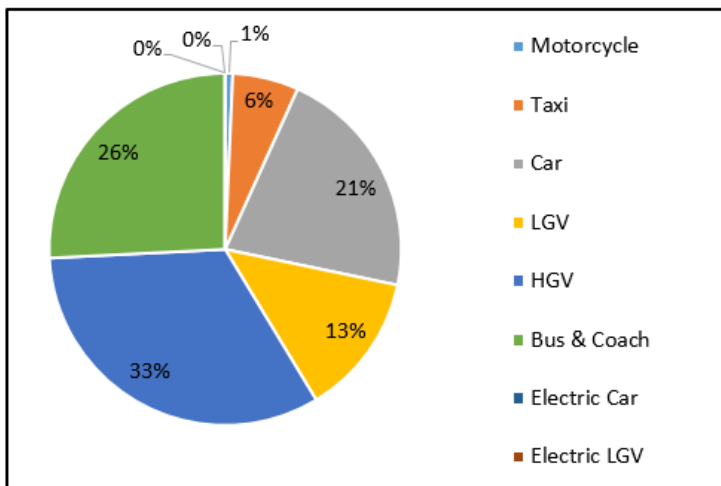


# AIR QUALITY MODELLING RESULTS

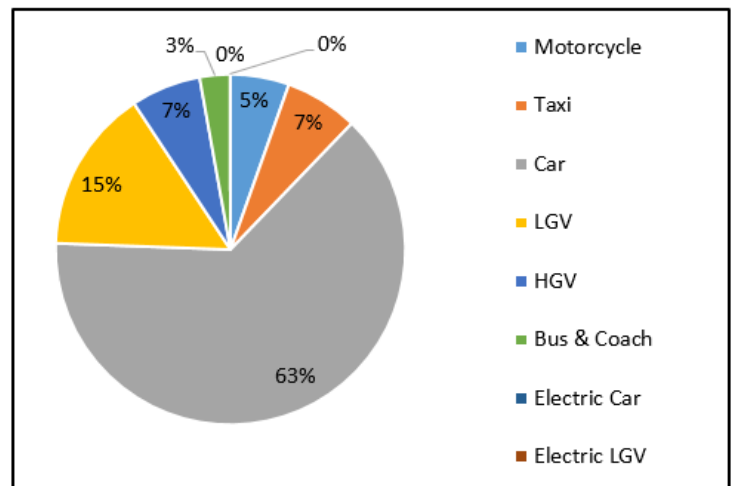
## NO2 Mapping



## Road Transport Emissions – Split by Source Sector



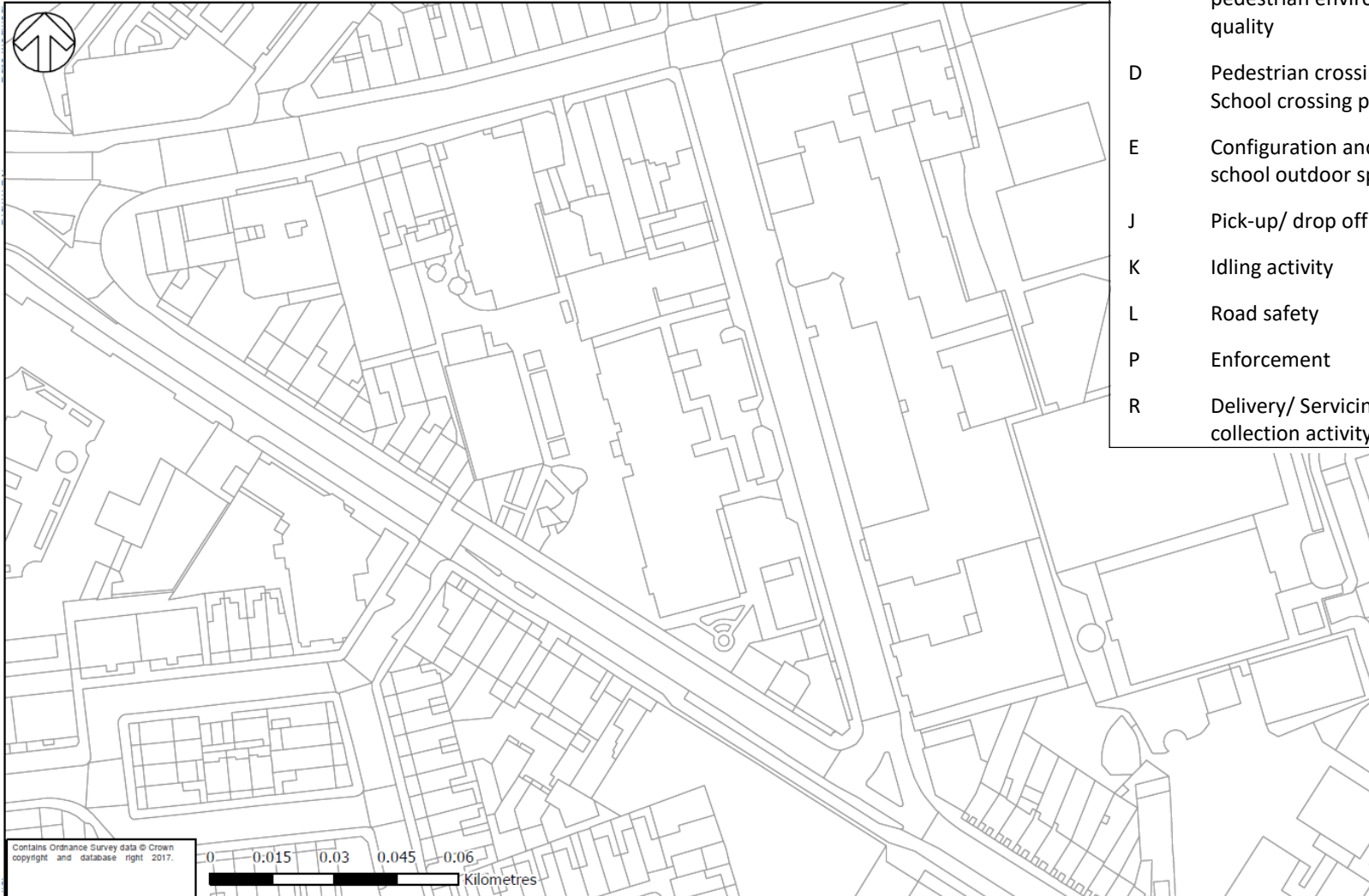
## Road Transport Volumes (Split by Type)



# SCHOOL GROUNDS AUDIT CHECKLIST

- 1) Work through checklist - Label each observation/issue with applicable letter (A, B, C)
- 2) Add number prefix if multiple (A1, A2)
- 3) Verify context plan – i.e. bus stop, tube station locations

School Grounds Checklist		S	School Visitor parking
A	Vehicle access & egresses	T	School Staff parking
B	Pedestrian access & egresses	U	School Vehicles (i.e. Minibus)
C	Key walking routes and pedestrian environment quality	V	Other Parking
		Y	Cycling environment quality
D	Pedestrian crossings/ School crossing patrols	Z	Extent of Trees/ Shrubs/ Green barriers
E	Configuration and use of school outdoor space	*	Emissions from on-site energy generating plant
J	Pick-up/ drop off activity	+	Localised industrial sources
K	Idling activity	!	Construction activity
L	Road safety	#	Street canyons
P	Enforcement		
R	Delivery/ Servicing/ waste collection activity		



<b>SCHOOL GROUNDS OBSERVATION NOTES</b>	<b>Source</b> (i.e. factors influencing output of harmful emissions)	<b>Exposure</b> (i.e. factors influencing movement of children through an area, or waiting in an area)	<b>Feedback Notes</b> (i.e. from consultations, during observations/brainstorming session)
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# SCHOOL APPROACHES AUDIT CHECKLIST

- 1) Work through checklist - Label each observation/issue with applicable letter (A, B, C)
- 2) Add number prefix if multiple (A1, A2)
- 3) Verify context plan – i.e. bus stop, tube station locations



## School Approaches Checklist

- C Key walking routes and pedestrian environment quality
- D Pedestrian crossings/ School crossing patrols
- F Other pedestrian waiting spaces
- G Traffic volumes, flow and composition
- H Congested junctions
- I Road widths, speed limit and traffic calming measures
- J Pick-up/ drop off activity
- K Idling activity
- L Road safety
- M Road access restrictions
- N School Keep Clear hatching
- O Waiting and Loading restrictions
- P Enforcement
- Q Bus stops/ Coach stops
- R Delivery/ Servicing/ waste collection activity
- S School Visitor parking
- T School Staff parking
- U School Vehicles (i.e. Minibus)
- V Other Parking
- W On-street parking restrictions
- X Key nearby attractors/ traffic generators
- Y Cycling environment quality
- Z Extent of Trees/ Shrubs/ Green barriers
- \* Emissions from off-site energy generating plant
- + Localised industrial sources
- ! Construction activity
- # Street canyons

<b>SCHOOL APPROACHES OBSERVATION NOTES</b>	<b>Source</b> (i.e. factors influencing output of harmful emissions)	<b>Exposure</b> (i.e. factors influencing movement of children through an area, or waiting in an area)	<b>Feedback Notes</b> (i.e. from consultations, during observations/brainstorming session)
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## EXTERNAL CHECKLIST FACTORS – GUIDANCE FOR AUDITORS

Checklist Factors	Description	School Grounds	School Approaches	
A	Vehicle access & egresses	Level of activity (indic % of total movements)	x	
B	Pedestrian access & egresses	Level of activity (indic % of total movements)	x	
C	Key walking routes and pedestrian environment quality	Pedestrian Desire lines catered for? Footway widths (distance of peds from carriageway). Barriers/ obstacles to walking? Lighting? Public realm quality? Pedestrians from all walks of life? Shade and shelter? Places to stop and rest? Not too noisy? People feel safe? Things to see and do? People feel relaxed?	x	x
D	Pedestrian crossings/ School crossing patrols	Proximity to emissions sources? Safety. Convenience. Routed over crossing in proximity to traffic emissions? Wait time? Maintenance condition? Personal safety? Accessibility?	x	x
E	Configuration and use of school outdoor space	Playgrounds, outdoor spaces. Proximity to emissions sources, particularly where children are exposed for longer durations. Where do children spend time outside, during breaks, PE, queuing, off-site? Differ by age groups?	x	
F	Other pedestrian waiting spaces	i.e. outside the school gates, other areas children/parents wait		x
G	Traffic volumes, flow and composition	HGVs? LGVs? Taxis? ULEVs? Nature of flow – speed, stop-start?		x
H	Congested junctions	Congested - resulting in queuing vehicles, stop-start traffic and additional emissions?		x
I	Road widths, speed limit and traffic calming measures	Conducive to speeding, long crossing distances? Hostile/ unsafe?		x
J	Pick-up/ drop off activity	Drop off location/ activity	x	x
K	Idling activity	Where do vehicles idle, type, approx age, time, duration	x	x
L	Road safety	Illegal or undesirable manoeuvring, pedestrian accident data	x	x
M	Road access restrictions	Pedestrian Zones? No Motor Vehicles? Time based access restrictions?		x
N	School Keep Clear hatching	Where? Observed/ enforced?		x
O	Waiting /Loading restrictions	Single, double yellow lines? Kerb blips? Signage		x
P	Enforcement	How well are restrictions obeyed/ enforced?		x
Q	Bus stops/ Coach stops	Where do vehicles stop, type, approx age, time, duration? Which are used by children, where do children wait?		x
R	Delivery/ Servicing/ waste collection activity	Delivery to school or other site? Vehicle types, routing, timings, goods, locations	x	x
S	School Visitor parking	Where, how many, vehicle mix, active during visit	x	x
T	School Staff parking	Where, how many, vehicle mix, active during visit	x	x
U	School Vehicles (i.e. Minibus)	Where, how many, vehicle mix, active during visit	x	x
V	Other Parking	Nearby Resident/ P+D/ Business. Parking On-street/ off-street? Utilisation? Activity?	x	x
W	On-street parking restrictions	Resident Permit holder only? Business Permit holder? P+D? Unrestricted?		x
X	Key nearby attractors/ traffic generators	i.e. employment, supermarkets, shops, stations		x
Y	Cycling environment quality	Cycle parking? Evidence of demand? Cycle friendly/hostile? Cycle routes?	x	x
Z	Extent of Trees/ Shrubs/ Green barriers	Presence of planting and screening from roads	x	x
*	Emissions from on-site/ off-site energy generating plant	Gas-fired boilers and CHP Units	x	x
+	Localised industrial sources	Look out for additional part B sources not mapped – i.e. Dry cleaners, takeaway's etc. Car garages – painting cars	x	x
!	Construction activity	Are there any construction sites? Construction traffic routing? Visible dust? Visible dust suppression/monitoring in place?	x	x
#	Street canyons	Where building height on both sides of the road is greater than road width	x	x




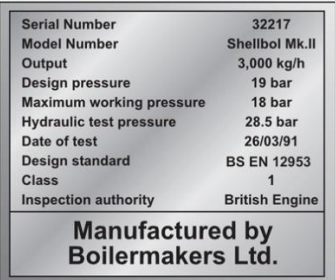
## SCHOOL BUILDING AUDIT CHECKLIST




Mark on plant room (i.e. Boiler Room).

<b>Internal Layout</b>	
Layout of building – class rooms and other rooms and exposure to emissions sources	Mark onto map – classrooms/assembly hall/staff room i.e. you could have store rooms or staff offices nearer the roads rather than classrooms. Class room windows fronting onto main road?

<b>Heating</b>	
Heat source type	e.g. gas boiler, heat pump, biomass boiler (wood fired, pellet fired, bio-diesel). Back up diesel generator?
Number	e.g. 3
Heating only or heating & hot water?	
Central or Distributed	i.e. single plant room or smaller local boilers
If central, common flue	i.e. do all the boilers run into a single large flue, or multiple small flues

<p>Height of flue?</p> 	<p>Take a picture</p> <p>Short - &lt;1m (i.e. similar to domestic boiler length of flue)  Medium – 1m to 2m (small to medium commercial boiler size of flue)  Tall – &gt;3m (for larger boilers)</p>
Boiler age	
Boiler manufacturer	
Boiler model	
Boiler Rating (kW output)	
<p>Insert picture of rating plate</p> 	<p>Take a picture – includes info on boiler age, manufacturer, model, rating.</p>
Boiler condition	(fair, poor, excellent etc.)
Supply fan? Variable speed?	(Sending air into boiler)
Boiler control system	Advanced (digital, PC) or manual?
Air Conditioning?	If so is it used – at what times of year and how frequently?
Local Heaters?	Standalone heaters around the school?
Are these used?	(e.g. in sports hall)
If yes, what kind?	Convection (warm air blower), radiant?
Fuel source	Gas or electric
Flue system	I.e. flue to outside building?
Control system	Simple, or advanced (e.g. tied to PC)
Maintenance Regularity	

<b>Ventilation</b>	
Form	i.e. centralised (air handling units), passive (windows)
If windows then	Do any of the classroom windows which are regularly opened for ventilation or cooling purposes, front onto pollution sources (i.e. main roads)?
If centralised system then	i.e. air handling units?
Air Handling Units  <p>An air handling unit; air flow is from the right to left in this case. Some AHU components shown are</p> <ul style="list-style-type: none"> <li>1 – Supply duct</li> <li>2 – Fan compartment</li> <li>3 – Vibration isolator ("flex joint")</li> <li>4 – Heating and/or cooling coil</li> <li>5 – Filter compartment</li> <li>6 – Mixed (recirculated + outside) air duct</li> </ul>	Single or multiple?
Fed from boiler or direct fired?	
Filters in place and changed regularly	should have bag and screen filters, changed at least every 6 months or on pressure difference
Air intake location	roof level?
Air intake suitable	clear of other vents, heat sources, extract outputs?
General condition of system	appears in good condition, average, dilapidated?
Extract from classrooms?	
Recirculation of extract air?	If so how much.

Control system	manual, PC (i.e. building management system)
Variable speed supply & extract?	Speed control on internal CO2 basis or temperature?

<b>Hot Water</b>	
Same as above or separate system?	
If separate:	
Gas or electric?	
Central or local?	i.e. one large central system or lots of small local water heaters
Control system?	i.e. timer, thermostat?
Well insulated?	must be greater than 25mm, ideally around 50mm on tank and pipework

<b>Kitchen</b>	
Extract system in place?	most likely extract from e.g. hobs
Extracts to...	Should exit to roof
Filtered?	Should have local filters for great if above hobs
Control System	Always on? On timed control?

<b>Internal Conditions</b>	
Incidence of overheating	Occasional/regular/severe + temperature
Fresh Air	Does it feel "stuffy"? Need more fresh air?
Green plants within building?	If so, where?
Damp or mould present?	If so, where and to what extent?

<b>Comments</b>

## STAKEHOLDER DISCUSSION POINTS:

- 1) Is there anything you would like to add or comment on regarding our recorded observations? Where do children spend time outside, during breaks, PE, queuing, off-site? Differ by age groups?
- 2) Any comments on recent trends/ issues regarding travel to school? Travel patterns of children and parents etc.
- 3) What do you feel are likely to be key sources of emissions in and around the school?
- 4) Where do you feel exposure to poor air quality is greatest in and around to school?
- 5) Key initiatives already underway to promote sustainable travel and reduce emissions? Which have worked well? Which haven't?
- 6) What more could the school do to lessen incidents of exposure and reduce sources of emissions?
- 7) Based on the toolkit of measures, and the findings of the observations and analysis, what are the top 3 measures you would prioritise for the school?
- 8) What sources of funding do you feel may be available to contribute towards localised schemes to address poor air quality at the school?
- 9) Is there any planned growth at the school (in terms of number of pupils or the school building/ grounds)?
- 10) Are there any notable committed developments planned in the local area?
- 11) To what extent do you feel issues relating air quality are well understood by the children, parents, teachers, local community, borough officers and decision makers?
- 12) Are you aware of the air quality related lesson materials available?
- 13) Any other activities or behaviours not observed today you would wish to highlight?
- 14) Can you provide us with a copy of the deliveries log for the week of the audit?

## STAKEHOLDER FEEDBACK NOTES:

## **Appendix C – Engagement Material**

## Supporting material for Air Quality related lessons

Bespoke material for each school is provided to add value to lessons with a focus on air quality and the environment, including:

- Map of air pollution at the school;
- Pie charts summarising the type of traffic near the school and how much air pollution is produced by which vehicles.

For example, this information could be used in conjunction with LSx Part 2: Investigating Air Quality whereby the objectives are listed as:

- Collecting scientific evidence
- Carrying out fieldwork investigations
- Making a labelled field sketch

The bespoke air quality modelling outputs for each school can add value to the lesson plan by being used to summarise the 'baseline' conditions prior to any measures being implemented and to identifying areas to target fieldwork investigations.

The pie charts illustrating the type of traffic near the school and how much air pollution is produced by which vehicles can contribute towards LSx Part 4: Action Planning whereby pupils learn about:

- How decisions and actions can affect the quality of people's lives
- Different ways in which people can improve their environment
- How to present a persuasive argument
- To make real choices and decisions

An understanding of how you travel to / from school (as well as other non-school related journeys) and the impacts it has on air quality can provide them with knowledge to travel via active means i.e. walking, scooting and cycling where possible.

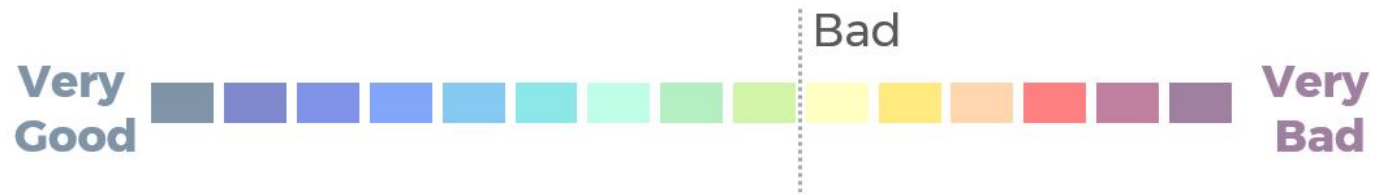
The above can be linked to the National Curriculum, namely Science, Geography, PSHE / Citizenship and English Speaking and Listening. It is recommended that these lessons / materials are delivered by teaching staff as part of wider initiatives, such as National Clean Air Day.

### Relevant Links:

- LSx: <http://www.lsx.org.uk/get-involved/schools/>
- National Clean Air Day: <https://www.cleanairday.org.uk/>
- London Curriculum: <https://www.anewdirection.org.uk/what-we-do/london-curriculum>

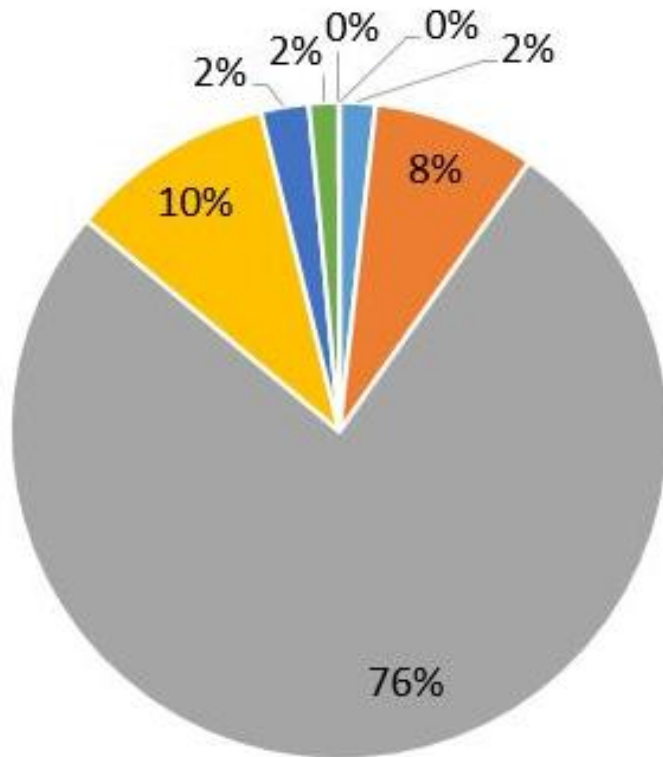


## St Mary's Catholic Primary School

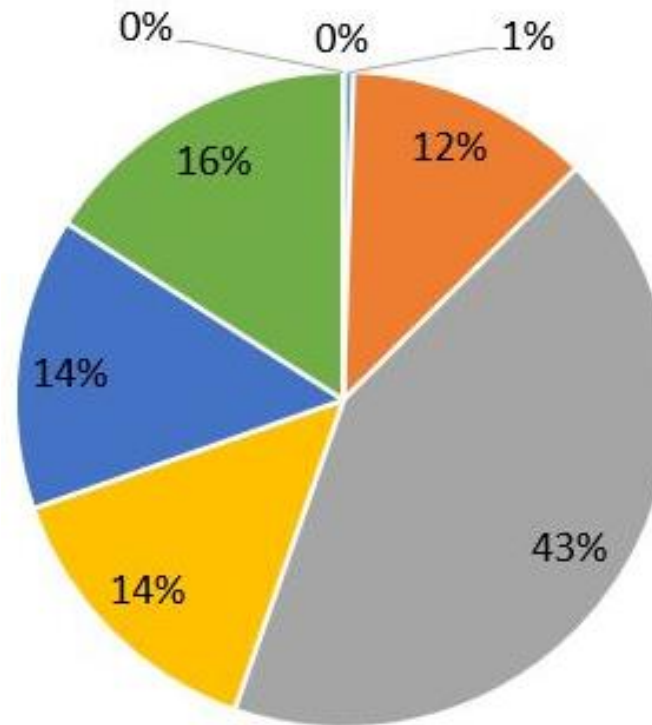


# St Mary's Catholic Primary School

**Chart 1 - Traffic near the school**



**Chart 2 - Air pollution by traffic near the school**



## Key

- Motorcycle
- Taxi
- Car
- Vans
- Lorries
- Buses & Coaches
- Electric Car
- Electric LGV

Contact [x@london.gov.uk](mailto:x@london.gov.uk) to receive the accompanying PowerPoint slides for your school.



Introduction to air pollution (20-30 minutes)

- Interactive presentation highlighting the issue of poor air quality, the causes, the impacts, and the types of measures that can have a positive impact on reducing poor air quality.
- Suitable for KS1 and KS2, with supplementary points for KS2.
- Use the discussion questions on each slide to encourage the children to volunteer their own ideas.
- Then reveal the answers, see if they got them all, and explain any they may have missed.



KS1/KS2

- It can be hard to describe can't it?
- It is made up of fumes (gas or smoke) and dust in the air.
- Sometimes you can see it or smell it.
- They are made up of gases, and tiny particles too small to see with the human eye.

KS2

- Nitrogen Dioxide (fumes/ gases)
- 'Particulate matter' or PM. The two main types are PM<sub>10</sub> and PM<sub>2.5</sub>.
- Really small particles – you could fit 40 PM<sub>2.5</sub> particles across the width of a human hair.

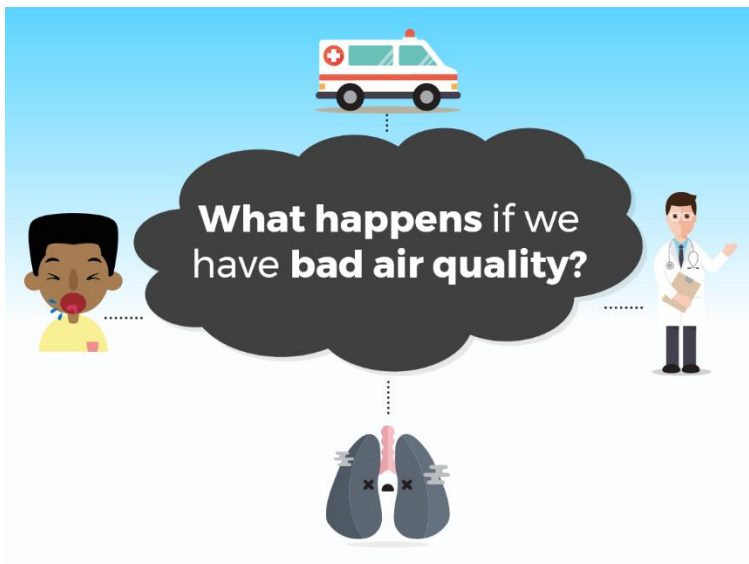


KS1/ KS2

- Factories
- Power stations
- Boilers heating houses, businesses, the school
- Chemicals from cleaning products etc.
- Transport produces a lot of pollution:
  - Cars, Taxis,
  - Lorries, Buses
- Large vehicles like lorries and buses cause a lot of pollution.

KS2

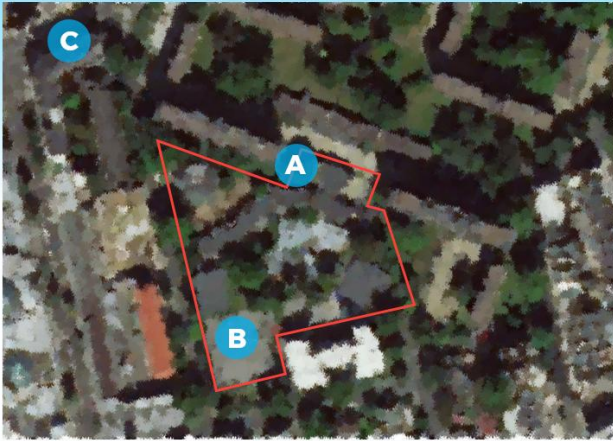
- Diesel vehicles are bad as they produce more Nitrogen Dioxide and Particulate matter'.
- Lorries, buses, and vans and taxis are often diesels.



KS1/ KS2

- Cough
  - Breathing difficulties
  - Asthma – makes it harder for people with asthma to breath
  - Makes us ill
  - May need to see the doctor or go to hospital
- 
- So it's a real problem we need to something about.

Where do you think you are most exposed to poor air quality?



KS1/ KS2

- Can anyone tell me what this image is?
- It's our school – point out features like the playground and main roads to get bearings.
- Based on what we've talked about, and what the causes of air pollution are, which place do you think is most polluted by show of?
  - A
  - B
  - C

KS1/ KS2

- Explain the bar along the top shows that areas in blue or green are good, areas in yellows/orange/red/purple are more polluted
- Well done to everyone who got it right
- Explain it's because all the traffic on the main roads is a major source of the pollution

How do you travel to school?



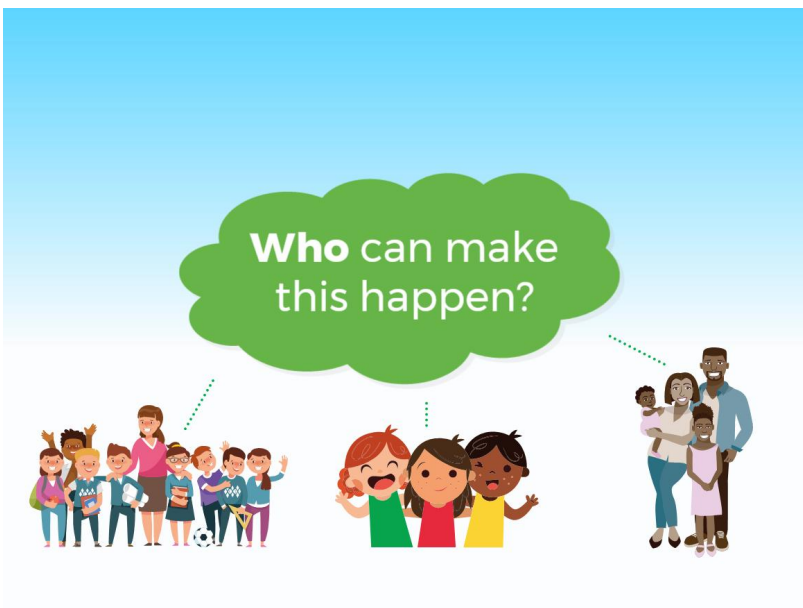
KS1/ KS2

- We've seen what a big part transport plays in air pollution, so let's think about how we travel to school
- Show of hands
- Which is best in terms of air pollution?
- Why?



KS1/ KS2

- Key in the ignition = stopping engine idling (where people leave the engine running when parked).
- More travel by walking, scooting, cycling ...or public transport
- Though we know some people may need to travel by car
- Electric cars
- Planting trees to capture and absorb some pollution (particulates)



KS1/ KS2

- Themselves
- Class mates
- Teachers
- Family
- Wider community
- The Council
- The Mayor
- Transport for London
- The Government
- ....everyone has a part to play

**MAYOR OF LONDON**

# **Appendix D – Toolkit of Measures to Improve Air Quality at Schools**

# The Mayor of London's School Air Quality Audits

## **Toolkit of Measures to Improve Air Quality at Schools**

May 2018



**MAYOR OF LONDON**



# Summary of Measures

1. HIGHWAY MEASURES	
<b>A</b>	<b>Anti-idling</b>
A1	Fines
A2	Campaigns, including driver engagement
A3	Information signage
<b>B</b>	<b>Reducing traffic flow</b>
B1	'School Streets'
B2	Collapsible bollards
B3	'Play Streets' ( <i>temporary measure</i> )
B4	Road closure
B5	Filtered permeability
B6	One-way streets/ No entry restrictions
B7	ULEV-only streets
B8	Width restriction (e.g. 7ft)
B9	Environmental weight limit signs
B10	Reallocate roadspace
B11	Weight restrictions
<b>C</b>	<b>Smoothing traffic flow/speed</b>
C1	Modify traffic calming
C2	Optimise traffic signals
C3	Junction improvements
<b>D</b>	<b>Reducing drop-off activity</b>
D1	Public Space Protection Orders
D2	School Keep Clear markings
D3	Double/single yellow lines
D4	Improve enforcement of restrictions
<b>E</b>	<b>Improved pedestrian and cyclist environment</b>
E1	Improved pedestrian environment - footway widening, kerb build-outs
E2	Improved crossing facilities on desire lines
E3	Traffic calming
E4	Improve Visibility of the School
E5	Cycle hangers
<b>F</b>	<b>Promote a switch to low emission vehicles</b>
F1	Ultra-low Emission Zone (ULEZ) & Low Emission Zone (LEZ)
F2	Comprehensive charging provision for ULEVs

<b>G</b>	<b>Parking/loading</b>
G1	Identify a Park & Stride site
G2	Remove or relocate parking/ loading bays and/or amend restrictions
G3	Introduce kerb blip loading restrictions
G4	Enforce parking restrictions
G5	Additional parking charges for more polluting vehicles
G6	Introduce or amend CPZ restrictions around school to restrict non-residents parking
G7	Parking rationalisations with ULEV car clubs
<b>H</b>	<b>Buses</b>
H1	Bus stop relocation
H2	Low emission buses
<b>I</b>	<b>Freight and Deliveries</b>
I1	Engage with local businesses to reduce freight/ delivery emissions
I2	Promote low emission vehicles for freight and deliveries
I3	Delivery Servicing Plans (DSPs) for new developments
I4	Re-time Borough commercial waste collection
<b>J</b>	<b>Construction</b>
J1	Planning conditions to reduce impacts of freight traffic
J2	Managing the impact of dust and emissions during construction and demolition
J3	Retrospective discussions with already permitted developments to lessen the impacts
J4	Non-Road Mobile Machinery Audit
<b>K</b>	<b>Planning Policy and Strategy</b>
K1	Healthy Streets approach, sustainable transport and roadspace reallocation from vehicular traffic
<b>L</b>	<b>Green Infrastructure</b>
L1	Green screens
L2	Trees, shrubs, planters
L3	Green Gateways
L4	Pocket parks

2. SCHOOL SITE MEASURES	
<b>M</b>	<b>School Grounds</b>
M1	Additional scooter/ cycle parking
M2	Staff car parking
M3	Anti-idling for deliveries
M4	Re-timing for deliveries
M5	Reduce number of deliveries, staff/visitor vehicle trips and/or use more sustainable modes
M6	Relocate pedestrian entrances
M7	Green screens
M8	Trees/ shrubs/ planters
M9	Green spaces
M10	Pupil & staff cycle parking
M11	Reduced waiting times to enter school grounds
M12	Relocate playgrounds and free flow spaces
M13	Co-ordinate start/ finish times with nearby schools
M14	Reconsider playground layouts to reduce exposure
M15	Sheltered waiting areas for parents/ guardians
<b>School Building</b>	
<b>N</b>	<b>School boilers/ heating</b>
N1	Upgrade aging boilers
N2	Install Optimising Compensator Control System for School Boilers
N3	Boiler flues and extraction equipment
N4	Reducing over-heating and tackling heat gain
N5	Replace aging radiators
<b>O</b>	<b>Improve product choice (e.g. cleaning products)</b>
O1	Improve product choice (e.g. cleaning products)
<b>P</b>	<b>Regular service &amp; maintenance of appliances and equipment</b>
P1	Regular service & maintenance of appliances and equipment
<b>Q</b>	<b>Improve school building insulation</b>
Q1	Improve school building insulation
Q2	Upgrade windows
Q3	Replace temporary classrooms with permanent structures
Q4	Green Roofs
<b>S</b>	<b>Ventilation / Air Filtration</b>
S1	Installation of Air Conditioning Units
S2	Introduce Air Filtration Systems
S3	Install HEPA Filters in Air Handling Units
S4	Other air filtration systems - air purifiers
<b>S</b>	<b>Other</b>
S1	Air quality monitoring and information provision eco-monitors and walking route maps.

3. BEHAVIOURAL MEASURES	
T1	Attain improved STARS accreditation status, ultimately Gold status.
T2	Promote cleaner walking routes to school
T3	Promoting Park & Stride
T4	Promoting car sharing
T5	Walking Route Maps / Leaflets
T6	Parent and Public Workshops
T7	Prepare 'Welcome Packs' for new pupils / parents
T8	Deliver Air Quality focused lesson/s to children
T9	Awareness raising session amongst staff
T10	Daily monitoring of London Air website/ app
T11	Add Air Quality to Junior Citizenship Scheme
T12	Anti-idling campaign
T13	Attain an improved Award in Healthy Schools London, ultimately a Gold Award
T14	Awareness raising events amongst the wider community
T15	Cycle training and promotional initiatives
T16	Gamification to promote active travel
T17	Restrict or reduce personal deliveries
T18	CPD supporting teachers subject knowledge on air quality
T19	Walking Buses

4. WIDER MEASURES	
U1	Targeted scrappage scheme for polluting vehicles entering London
U2	Reform Vehicle Excise Duty
U3	Promote a transition to electric heating and heat pumps
U4	Reform Buildings Regulations to promote heat pumps
U5	Zero emission zones



# Summary of Measures, including Assessment Criteria

## Highway Measures

1. HIGHWAY MEASURES (Key Stakeholder: Borough/ TfL)																				
<b>E</b>	<b>Improved pedestrian and cyclist environment</b>																			
E1	Improved pedestrian environment - footway widening, kerb build-outs	X	X	L	L-M	S-M	H	X	X									Y	Y	Y
E2	Improved crossing facilities on desire lines		X	L	L-M	S-M	H	X	X									Y	Y	Y
E3	Traffic calming	X		L	L-M	S-M	H	X	X									Y	Y	Y
E4	Improve Visibility of the School	X		L	L	S	H	X										Y	Y	
E5	Cycle hangers	X		L	L-M	S	M		X								X	Y	Y	
<b>F</b>	<b>Promote a switch to low emission vehicles</b>																			
F1	Ultra-low Emission Zone (ULEZ) & Low Emission Zone (LEZ)	X	X	H	H	M	M		X									Y	Y	
F2	Comprehensive charging provision for ULEVs	X		L	M	M	M		X									Y	Y	Y
<b>G</b>	<b>Parking/loading</b>																			
G1	Identify a Park & Stride site	X		L	L	M	M													Y
G2	Remove or relocate parking/ loading bays and/or amend restrictions	X		M	L	S-M	M											Y	Y	
G3	Introduce kerb blip loading restrictions	X		L	L	S	M											Y	Y	
G4	Enforce parking restrictions	X		L	L	S	M	X										Y	Y	
G5	Additional parking charges for more polluting vehicles	X		M	M	M	L											Y	Y	
G6	Introduce or amend CPZ restrictions around school to restrict non-residents parking	X		M	M	M	L	X										Y	Y	
G7	Parking rationalisations with ULEV car clubs	X		L	M	L	L		X									Y	Y	
<b>H</b>	<b>Buses</b>																			
H1	Bus stop relocation	X		M	M	M	L											Y		
H2	Low emission buses	X		H	H	M	M											Y		

# Summary of Measures, including Assessment Criteria

## Highway Measures

1. HIGHWAY MEASURES (Key Stakeholder: Borough/ TfL)																			
<b>I</b>	<b>Freight and Deliveries</b>																		
I1	Engage with local businesses to reduce freight/ delivery emissions	X		M	L	M	L	X											Y
I2	Promote low emission vehicles for freight and deliveries	X		M	L	M	L		X										Y
I3	Delivery Servicing Plans (DSPs) for new developments	X		L	L	M	L												Y Y
I4	Re-time Borough commercial waste collection	X		L	M	M	M												Y Y
<b>J</b>	<b>Construction</b>																		
J1	Planning conditions to reduce impacts of freight traffic	X		M	L	M	L		X										Y
J2	Managing the impact of dust and emissions during construction and demolition	X	X	L	L	S	M											X	Y
J3	Retrospective discussions with already permitted developments to lessen the impacts	X		M	L	L	L		X										Y
J4	Non-Road Mobile Machinery Audit	X		L	L	S	M					X							
<b>K</b>	<b>Planning Policy and Strategy</b>																		
<b>K1</b>	Healthy Streets approach, sustainable transport and roadspace reallocation from vehicular traffic	X	X	H	H	L	L		X										Y Y
<b>L</b>	<b>Green Infrastructure</b>																		
L1	Green screens		X	L	L	S	H			X	X								Y Y
L2	Trees, shrubs, planters		X	L	L	S-M	M			X									Y Y
L3	Green Gateways		X	L	L	S	H			X									Y Y
L4	Pocket parks		X	L	M	S-M	H												Y Y

# Summary of Measures, including Assessment Criteria

## School Site Measures: school grounds

<b>2. SCHOOL SITE MEASURES (Key Stakeholder: School/ Borough)</b>																						
<b>M</b>	<b>School Grounds</b>																					
M1	Additional scooter/ cycle parking	X		L	L	S	H		X												X	
M2	Staff car parking	X		L	L	M	L		X													
M3	Anti-idling for deliveries	X		L	L	S	H															
M4	Re-timing for deliveries	X		L	L	S	M	X														
M5	Reduce number of deliveries, staff/visitor vehicle trips and/or use more sustainable modes	X		L	L	M	M	X														
M6	Relocate pedestrian entrances		X	L	L	S	M															
M7	Green screens		X	L	M	M	M			X	X		X									
M8	Trees/ shrubs/ planters			L	L-M	M	H						X					X				
M9	Green spaces		X	L	L	S	H															
M10	Pupil & staff cycle parking	X		L	L	S	H	X												X		
M11	Reduced waiting times to enter school grounds		X	L	L	S	H	X														Y
M12	Relocate playgrounds and free flow spaces		X	M	M-H	M	M				X	X										
M13	Co-ordinate start/ finish times with nearby schools	X	X	L	L	S	L	X														
M14	Reconsider playground layouts to reduce exposure		X	L	L	S	M															
M15	Sheltered waiting areas for parents/ guardians	X	X	L	L	S	M	X														

# Summary of Measures, including Assessment Criteria

## School Site Measures: school building

2. SCHOOL SITE MEASURES (Key Stakeholder: School/ Borough)																			
<b>School Building</b>																			
<b>N</b>	<b>School boilers/ heating</b>																		
N1	Upgrade aging boilers	X		L	L-H	S-M	M-H								X				
N2	Install Optimising Compensator Control System for School Boilers	X		L	L	S	H								X				
N3	Boiler flues and extraction equipment		X	L	L	S	M												
N4	Reducing over-heating and tackling heat gain	X		L	L-M	S	H						X	X					
N5	Replace aging radiators	X		L	M	S-M	M						X	X					
<b>O</b>	<b>Improve product choice (e.g. cleaning products)</b>																		
O1	Improve product choice (e.g. cleaning products)	X	X	L	L	S	H												
<b>P</b>	<b>Regular service &amp; maintenance of appliances and equipment</b>																		
P1	Regular service & maintenance of appliances and equipment	X		L	L	S	H												
<b>Q</b>	<b>Improve school building insulation</b>																		
Q1	Improve school building insulation	X		L	L-M	S-M	M-H				X	X	X						
Q2	Upgrade windows		X	L	L-H	S-M	M-H			X	X	X							
Q3	Replace temporary classrooms with permanent structures	X		L	H	M-L	M					X	X						
Q4	Green Roofs		X	L	M	M	M		X		X								
<b>S</b>	<b>Ventilation / Air Filtration</b>																		
S1	Installation of Air Conditioning Units		X	L	L-H	S-M	M-H						X						
S2	Introduce Air Filtration Systems		X	L	M	M	M						X						
S3	Install HEPA Filters in Air Handling Units		X	L	L	S-M	M						X						
S4	Other air filtration systems - air purifiers		X	L	L-M	S-M	M						X						
<b>S</b>	<b>Other</b>																		
S1	Air quality monitoring and information provision eco-monitors and walking route maps.	X	X	L	L	S	H								X				





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