Appendix 2 – Background Information
- School Street - Concept design work

East Sussex County Council School Streets

Engagement 2022

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Contents

Background

East Sussex County Council (ESCC) School Streets Trial 2021

In 2021 ESCC undertook a School Streets trial programme at six schools in order to:

- Increase walking and cycling to school
- Align with the new Government Cycling & Walking strategy
- Support local ‘active travel’

The aims were to **enable more people to walk and cycle to school,** and in doing so, improve safety on the journey to school, to reduce congestion outside of the school and to improve health and wellbeing.

To implement the six week trial schemes, ESCC introduced Temporary Traffic Regulation Orders (TTRO) at each school street to prohibit motor vehicles during two hour windows at drop-off and pickup times. To enforce these temporary closures, 2m portable barriers were managed by paid stewards, who were trained and supervised by Sustrans. Access for emergency vehicles was permitted as well as essential vehicle access to residential properties. Traffic flows and the operation of the schemes were monitored using traffic counters and low resolution cameras.

Throughout the School Street trials ESCC, Sustrans and the Schools engaged and consulted with the wider community to seek their views. During the trials, schools were required to promote active travel and complete a monitoring programme involving Hands Up and Opinion Surveys.

Background

Steps after the School Street Trial 2021

After the 2021 School Street trials, ESCC **reviewed the monitoring and evaluation reports** for each scheme, as well as the **findings from the independent assessment of the sites**, which were undertaken to understand where more permanent measures could potentially be considered.

This evidence was used to inform the prioritisation of three schools, where further assessment would be undertaken to determine whether a more permanent scheme could be delivered. The schools included:

- Southover CofE Primary School, Lewes
- All Saints CofE Primary School, Bexhill
- Langney Primary School, Eastbourne

Each school was supportive of exploring possible options for a permanent school street, and agreed to work with ESCC and Sustrans to facilitate community and student based workshops.

Engagement Approach

School Streets engagement 2022

To enable both students and wider stakeholders to be part of the process, ESCC and Sustrans delivered two workshops at each school. One for stakeholders including parents, staff, local residents and groups, and the other for student representatives. All stakeholders with differing opinions about the school street trial were encouraged to participate, to enable different experiences to be shared and heard by a range of people, and for possible design solutions to meet differing needs.

Aims of engagement:

- Reflect on the school street trial and identify issues and opportunities
- Find possible design solutions for a permanent school street that were bespoke for each school
- Empower and enable children to be part of the process, and have their voices heard
- Co-design possible design solutions, to be considered for potential inclusion in future bids for funding

Key Stakeholders

ESCC invited the following stakeholders to be part of the co-design workshops at all schools:

Engagement Findings and Concept Designs

Southover CofE Primary School

Student and Stakeholder School Street engagement 2022

School Context

School Information

Name: Southover CofE Primary School

Headteacher: Mr. Fadden

Number of Pupils: c.420

Engagement 2022

In order to hear from both young people and local stakeholders Sustrans and ESCC ran the following workshops:

- **Student Workshop** with 20 student representatives
- **Stakeholder Workshop** with 20 local stakeholders

School entrance

Student Workshop
Reflections on the School Street Trial

To understand **how the School Street trial was experienced by students, and gain an insight into the opportunities** for a permanent School Street, students were asked to reflect on what Potters Lane and The Course are like with and without a School Street scheme.

Sustrans staff took students outside onto Potters Lane to enable students to point out different features and situate themselves on the road.

What is the street like without a School Street?

Students described Potters Lane and The Course **as unpleasant and unsafe for pedestrians**, with narrow and crowded pavements, fast moving cars and poor visibility. Students remarked that those with sensory impairments would find the street particularly difficult to navigate.

"Narrow pavement gets full and then you cannot go onto the street"- Student

"You are pushed into the road, no pavement in some places" - Student

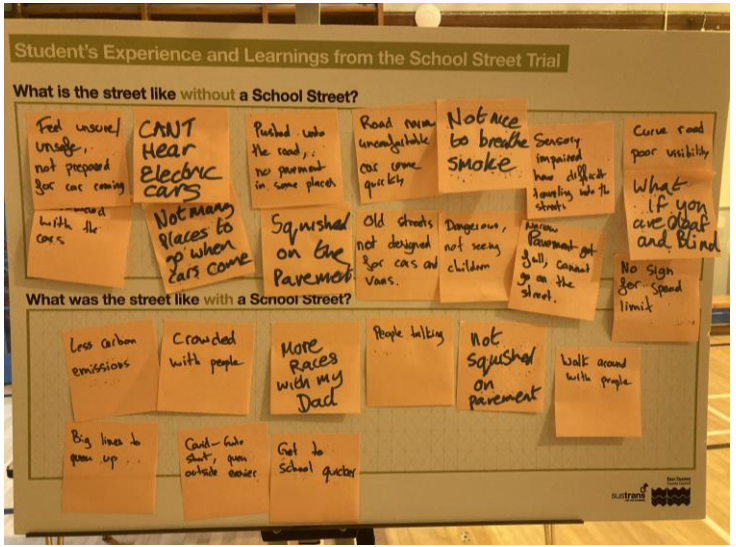
Student Workshop
Reflections on the School Street Trial

What was the street like <u>with</u> the School Street?

Although some students described the street as ‘crowded’, as people queued for the school gates due to Covid-19 control measures put in place, they said there was **more space for people to walk around as they were no longer ‘squished’ onto the pavement**. Some students also noted that the School Street gave them **more opportunities for social interaction and play** and made the **school journey quicker**.

“Not squished on pavement” – Student

“I had more races with my dad” – Student



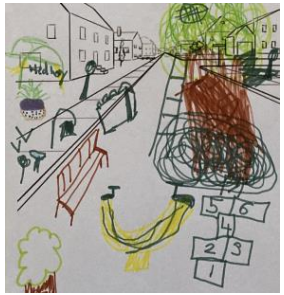
Students reflections

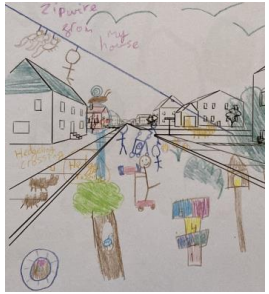
Student Workshop
‘Dream’ School Street Designs

After reflecting on what Potters Lane is like *with* and *without* a school street, students were asked to imagine and design their dream permanent school street. Students were asked to be creative and think big, and talk about their designs to the class, so staff were able to fully understand their reasoning and the features they had included.

Key themes:

- **Play** - The most common theme among students’ designs was creating spaces for play. This included ideas for **pavement games** like hopscotch, creating **obstacle courses** and adding football pitches. Students also wanted the space to **promote social interaction**, with benches to sit on and spaces to relax and meet friends.



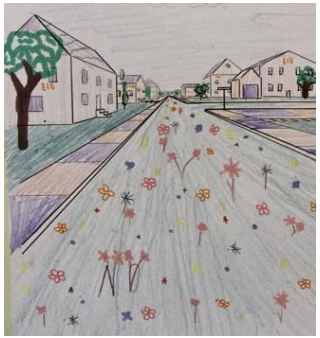




Student Workshop
‘Dream’ School Street Designs

Key themes (continued):

- **Nature** - Another common theme was bringing nature into the designs. Students wanted **greening** with more flowers, trees and grass, and opportunities to attract wildlife to the street – five students suggesting **adding bird feeders**. Some students also suggested adding **eco-friendly elements** such as solar panels and wind turbines.

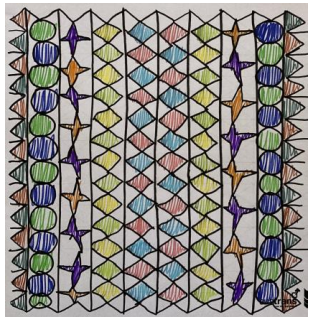
- **Active Travel** - Students also wanted to make the space better for active travel. This included the addition of **cycle lanes**, **signage** instructing cars to slow down and **blocking vehicle access** on street.

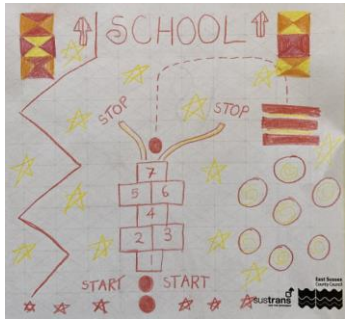


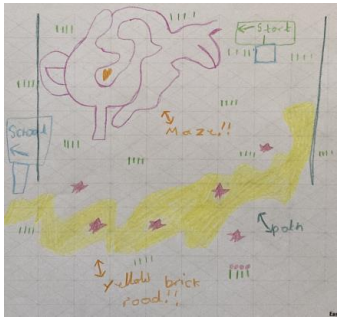
Student Workshop
Street Artwork Designs

Students were also given a second design task which asked them to turn the ‘grey’ tarmac into a design of their choice. They were asked to think about what they would like to see on the ground outside their school and what would tell people this was a ‘School Street.’

All students’ designs included lots of **bright colours**. Many suggested **patterns such as swirls or dots**. Another common theme was **nature**, including flowers and animals in the artwork, others included **games** in their designs, like hop-scotch and mazes. Writing with **positive messages** was also common including ‘be happy’, ‘school rocks’, ‘stay safe’.



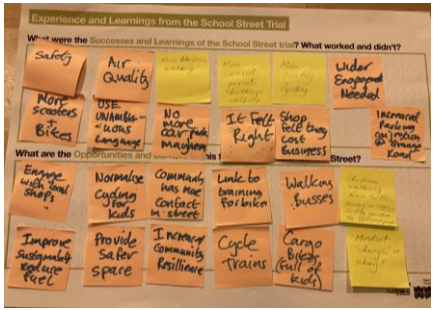


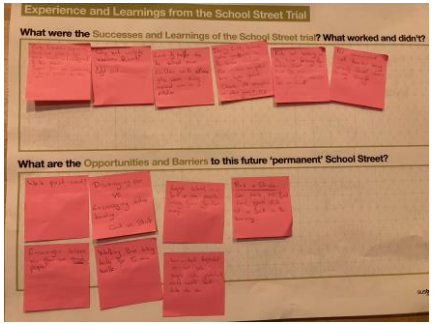


Stakeholder Workshop
Learning from the School Street Trial

Learnings from the School Street:

- Stakeholders were **largely positive** about the school street trial.
- Many noted that it **had increased the number of children walking, cycling, and scooting** to school.
- Stakeholders also commented that it had **improved safety, air quality and increased conviviality** among parents.
- Stakeholders raised **some issues** with the school street trial. A few commented that it had **increased traffic and parking congestion on nearby roads**, particularly Grange Road.
- Some stakeholders also suggested that **communication** about the School Street could be improved, including better explanations about the exemptions and **using unambiguous language** in communications.

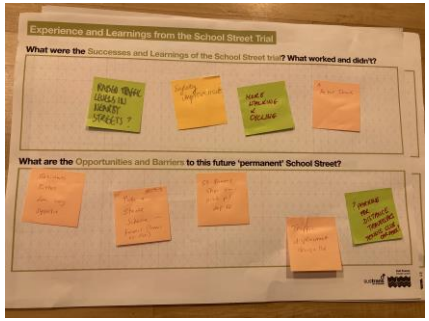


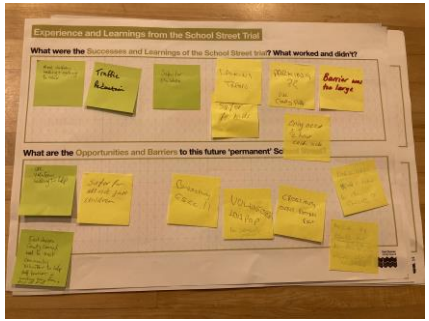


Stakeholder Workshop
Learning from the School Street Trial

Opportunities for a permanent School Street:

- Stakeholders were **positive about the creation of a permanent school street**, suggesting it would improve safety and increase community connections and resilience.
- Stakeholders suggested that **additional complementary activities** could be included to help encourage active travel, such as **walking buses**, **cycle training** and **increasing crossings** for those walking from further afield.
- Some stakeholders suggested additional **lollipop crossings** and **park and strides**.
- Stakeholders also suggested that communications should be about **encouraging active travel** rather than about cars.
- Some comments highlighted the **opportunity for increased safety** with the implementation of a permanent school street.





Stakeholder Workshop
Reflections of own experiences

Stakeholders were asked…*Think back to when you were in Primary School, what were the streets like then? What did you use the streets for? What would you have liked to have seen on your streets as a child/ young person?*

"Streets empty of cars!"

"Train and bus to school from 10/11 years old."

"Walked in woods."

"More local schools."

"Less cars."

"Bus… start of socialising."

"Play on streets all day long."

"Less fear."

"More play on the streets."

"Tuck shops."

"Walk to school alone age 6."

"More people walked in the roads because pavements were narrower."

"Traffic calming."

"Not unusual to cycle with friends."

Stakeholder Workshop
Discussed Design Solutions

Stakeholders worked in groups with Sustrans and ESCC staff to discuss possible design solutions in light of the learnings and opportunities identified during the school street trial. Stakeholders wrote comments and annotated a map of the local area.

Key themes:

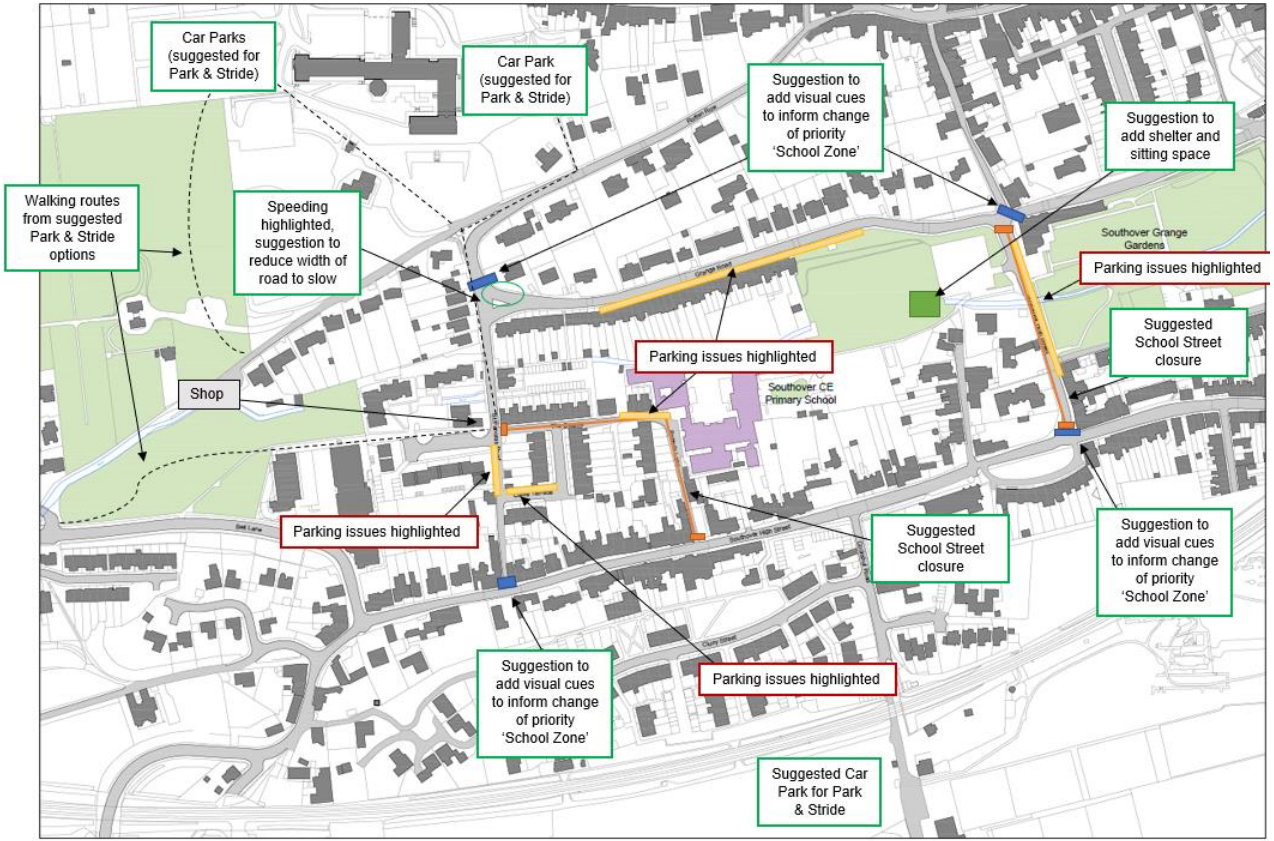
- **Park & Stride -** Popular design solutions from stakeholders included the creation of multiple park and stride locations (see map), with clear walking/cycling routes to school. Parking restrictions were also suggested on particular roads (see map).
- **Cycle Infrastructure** - Another common suggestion was improvements to cycling infrastructure, including cycle paths and increased bike/scooter parking – with one stakeholder commenting that the topography south of the school was particularly suited for cycling.

Stakeholder Workshop
Discussed Design Solutions

Key themes (continued):

- **Traffic calming** - Stakeholders suggested additional traffic calming measures including speed bumps on Grange Road and the use of plants to slow traffic and narrow streets. This is in addition to suggested street closures, with Potters Lane mentioned a couple of times.

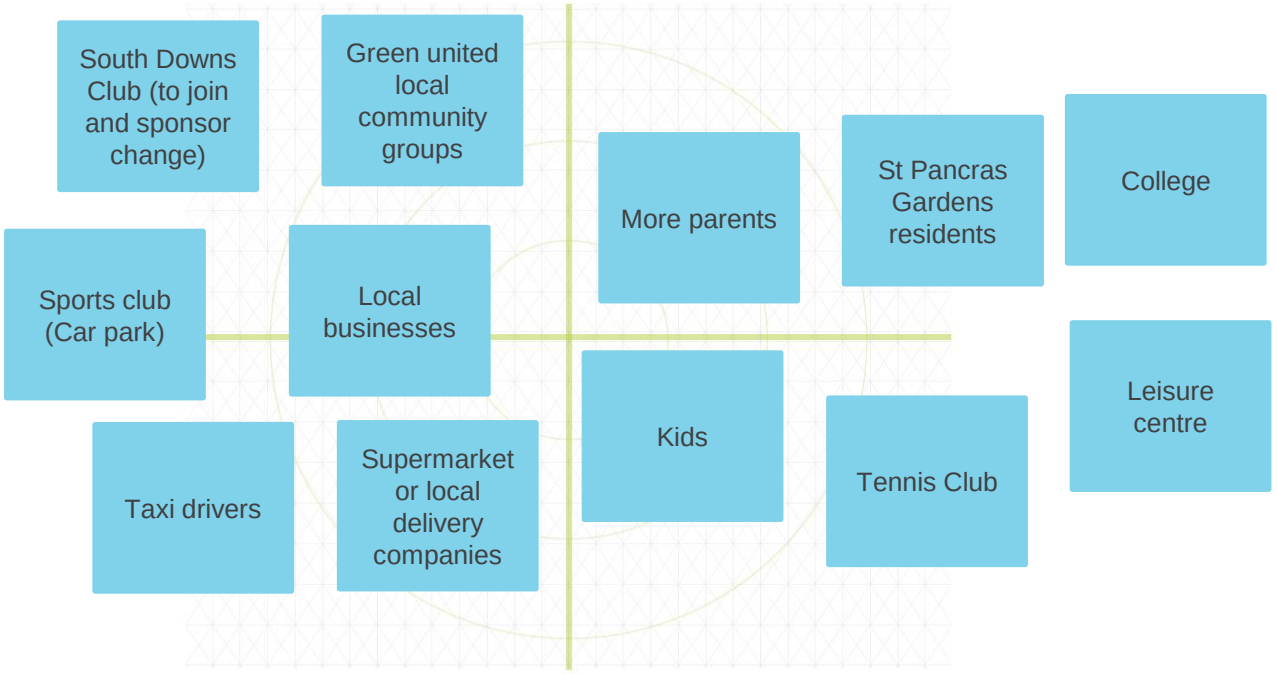
- **Complimentary measures** - Stakeholders also had suggestions for additional measures and activities to complement the school street. These included encouraging bus use, making multiple car ownership more expensive and having car share at County Hall. Other suggested communicating the ‘big picture’ to parents, and road safety talks to students.



Stakeholders used maps to aid discussions and highlight issues and locations for possible design solutions.

Stakeholder Workshop
Stakeholder Mapping

Stakeholders were asked to note who else is there in the community that ESCC should engage with to help make a possible permanent school street successful.



Concept Designs

Introductions

- The engagements highlighted the need to focus the intensity of potential interventions around the immediate school streets but also to address simultaneously issues and opportunities across the greater area.
- Following the design sessions, the plan was to develop **two Concept Design plan**: One for more immediate/short term actionable interventions vs. one for a more longer term vision of the area.
- **The short term concept design will focus around the more immediate need of addressing the school streets** – through multiple actionable interventions that can be rapidly installed. These could potentially be implemented through an Experimental Traffic Regulation Order (ETRO). This would allow stakeholder to trial a solution of a long period of time and adapt the design to encompass the learnings into future more permanent interventions.
- **The long term concept design sets a direction and vision for the greater area.** It was developed based off the needs, issues and opportunities highlighted by local stakeholders during the engagement event. This vision is flexible (not a final design) and can be used to stimulate and steer a conversation towards a common and agreed direction. Additionally, based off the learnings of the ETRO, some of the longer term concept designs could be integrated gradually overtime.

Short term Concept Designs

Opportunities and Challenges

Opportunities	Challenges
Potters Lane is already a one-way residential street with very little traffic flow. Any type of access change wouldn't have a massive impact on surrounding area traffic.	The challenges are mainly condensed within drop off and pick up time, seeing an intensification of active travellers and drivers clashing and competing for the space. Scheduled restrictions to allow other users to have easy access outside of school hours might be the best approach.
Potters Lane has loading bay installed near the entrance of the school. Unfortunately these are used for parking at the moment but it is space that could be re-allocated for other uses.	Due to the historic nature of the area, Potters Lane was not built to welcome heavy vehicle traffic flow and parking. With road width and strict conservation rules any type of interventions will need to be very carefully agreed, planned, reviewed and tested.
Cleve Terrace and the early section of the Course have potential for vehicular movement, manoeuvring and parking.	
Experimental Traffic Regulation Orders (ETROs) are great ways to trial a solution over a long period of time and adapt the work to encompass the learning into future more permanent interventions.	

Short term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Planters and Signage	Traffic calming; Parking	Planters and school street signage placed at the entries of the school streets would communicate to visitors and passers-by that it is not a street to drive through (or park in) during certain times. These scheduled traffic calming measures can be optimal to still allow normal access outside school hours, while keeping children safe at drop off and pick up time. Additionally, planters on the west side of The Course and north dide of Cleve Terrace would reduce the width of the carriageway, and act as traffic calmers, as only one vehicle at a time will be able to enter and exit the street. Note: some coordination with local services might be needed to check access times and enable deliveries.
Street Patterns	Traffic Calming	Street patterns designed by local children are to be used strategically on Potters Lane to communicate to visitors that it is a school zone. These will instinctively incite drivers to slow down and avoid parking in the area. The quality of the existing carriageway will need to be assessed prior to considering any opportunities for street patterns to be installed.
Continuous footway	Pedestrian/Cycle Infrastructure	There is an opportunity to install continuous footway at the entrance of the Potters Lane. Paired up with good signage, these will help communicate that the street welcomes and is used by active travellers i.e. scooters, pedestrians and cyclists. However, consideration will need to be given to Conservation Area status.

Short term Concept Designs

Drawing

Key:	
	Street pattern
	Planter / traffic filter
	Continuous footway

For the short term design, no point closure or collapsible bollards are proposed (see long term concept design next). Instead, the school street will trial an enforceable Pedestrian and cycle zone only (except for resident) during scheduled times through signage (see image). Paired up with other visual cues (planters and patterns) it relies on using communication and place-making to encourage behaviour change.

Mood board – design solution examples

Examples of potential interventions

Planters - chicane

Street patterns

Continuous footway

Planters – placemaking/greenery

Reworked street entrance

Pocket park

Long term Concept Designs

Opportunities & Challenges

Opportunities	Challenges
Establishing a long-term vision/approach for the whole area will enable consideration to identified issues and potential solutions, subject to further feasibility and the availability of funding.	Measures need to be implemented around the greater area to stop illegal parking on the kerb, this is currently leading to poor visibility around corners, dangerous manoeuvrability, and limiting available space for pedestrians, cyclists and scooters. These measures will depend on further feasibility work and funding, and the acceptability within a conservation area.
In time, some consideration to other parking measures and initiatives should be trialled i.e. park & stride, residential parking, zone change, to limit illegal and dangerous street and verge parking.	A greater area approach will require more planning, coordination, resources, consultations and time. Although a challenge and a lot of work, further measures could potentially be trialled and gradually implemented through an ETRO to reduce risks.
Both entrances of Southover CofE (Potters Lane and Southover High Street) need to be addressed. Both sides with their respective issues are incrementally linked. There are issues of hazardous parking and dangerous manoeuvring on both access points to the school.	The Course and Potters Lane are residential streets. If a point closure is added, vehicle access needs to be maintained for residential, emergency and service vehicles.

Long term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Planters and Signage	Traffic calming ; Parking	Planters, school street signage and fresh road markings should be placed at the entries of the neighbourhood streets to communicate to visitors and passers-by they are entering a space with a lot of active travellers. Planters can also be used as chicanes for calming traffic and reducing speed of vehicles.
Street Patterns	Traffic Calming	In the long run, if the quality of the carriageway supports it, street patterns should be installed at both ends of Potters Lane and The Course, and along the road, to communicate to visitors that they are entering a school streets area. The earlier you insert these elements, the more time you give drivers to absorb the information and understand they are entering a different space, and to proceed accordingly.
Continuous footway	Pedestrian/Cycle Infrastructure	There is an opportunity to install continuous footways throughout the neighbourhood. These will make the experience of pedestrians a lot more agreeable, facilitate easy and safe street crossing, and avoid verge parking on key junctions/intersections.
Parking Measures	Parking	Park and stride alongside changes to the parking zone “E” would allow parents to park for free before 9:00.This would limit illegal parking on kerbs and allow parents to park in designated spaces.

Long term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Resting space and shelters	Pedestrian/Cycle Infrastructure	The lack of shelter and resting points near both school entrances has been pointed out as an issue. Parents often sit in their car (with the engine running) while waiting for their child. Providing shelter and sitting opportunities would ensure parents are protected from the weather at all times while waiting, creating space for social interactions, and providing resting points for people with mobility issues.
Access Restrictions	Street Closure	Southover Potters Lane is a good location to install a permanent point closure, in the form of bollards and planters. Permanent measures would allow for a strong, simple and direct message for a school street. Any type of point closure would need to ensure residents and workers would still have access to the street. Collapsible bollards are to be avoided as this requires a level of logistics, maintenance, legal procedures and long-term coordination that may be too complex, and above the capacity of what the schools can do. Note: If modal filters are made permanent, the access to the street is not prevented, but the road will become a dead-end and two-way. The implication is that there is enough space to either manoeuvre to turn around or backtrack.

Long term Concept Designs/Future possibility example

Drawing

LEGEND

- Street Patterns/Shared space
- Shelter/sitting
- Planter/traffic filters
- Park & Stride
- Continuous Footway/ Informal Crossings
- Build-outs
- Bollards/Access Restriction

SHE BOX - Safety Health and Environment Information
The following items are unusual hazards or environmental factors that a competent and experienced contractor may not otherwise identify in the construction (C), operation (O), maintenance (M) or demolition (D) of this scheme: 1. **Unknown buried services (C,M,D)** 2. **Narrow access routes with turning height and width restrictions (C,M,D)** 3. **Access routes close to heritage buildings sensitive to vibration (C,M,D)**

All Saints CofE Primary School

Student and Stakeholder School Street engagement 2022

School Context

School Information

Name: All Saints CofE Primary School

Headteacher: Mr. Taylor

Number of Pupils: c.254

Engagement 2022

In order to hear from both young people and local stakeholders, Sustrans and ESCC ran the following workshops:

- **Student Workshop** with 12 student representatives
- **Stakeholder Workshop** with 19 local stakeholders

Student workshop

Student Workshop
Reflections on the School Street Trial

To understand **how the School Street trial was experienced by students and to gain an insight into the opportunities** for a permanent School Street, students were asked to reflect on what All Saints Lane is like with and without a School Street scheme.

Sustrans staff took students outside onto All Saints Lane to enable students to point out different features.

What is the street like without a School Street?

Students described there being **limited space outside the school for pedestrians**, particularly with cars parked on the kerb. They commented that cars created **safety hazards** around **speeding** and **issues with air quality**. A number also described that their parents made use of park and stride options.

"Stressful" – *Student*

"Park on side of the road" – *Student*

Student Workshop
Reflections on the School Street Trial

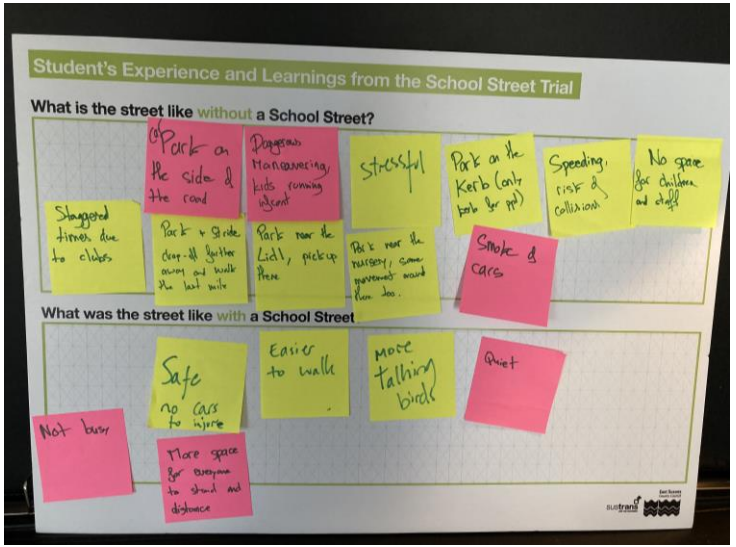
What was the street like with the School Street?

Students described a **positive experience** of the School Street. They commented that with the road closed to vehicles, it was **easier and safer to walk**, less busy and quieter.

"Easier to walk" – *Student*

" More talking birds" – *Student*

"Safe, no cars to injure" – *Student*



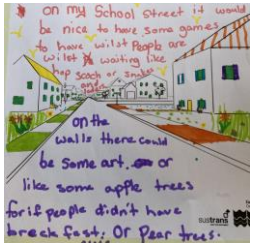
Students reflections

Student Workshop
‘Dream’ School Street Designs

After reflecting on what All Saints Lane is like *with* and *without* a school street students were asked to imagine and design their dream permanent school street. Students were asked to be creative and think big and talk about their designs to the class so staff were able to fully understand their reasoning and the features they had included.

Key themes:

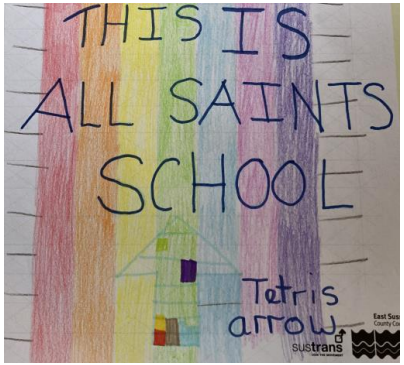
- **Play** - The most common theme among students’ designs was creating opportunity for play, included adding play equipment like trampolines and slides, pavement games like hopscotch, and space for playing football.
- **Seating** - Students also wanted more seating and places to get food.
- **Nature** - Nature also came through strongly in the designs, with students wanting more greening and elements to attract wildlife, like birdfeeders and bug hotels.

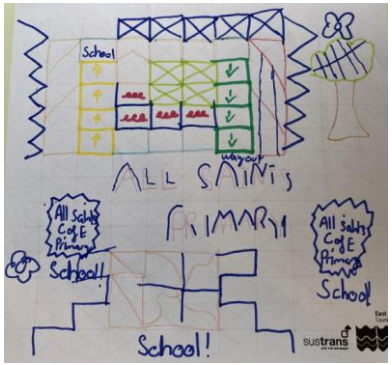


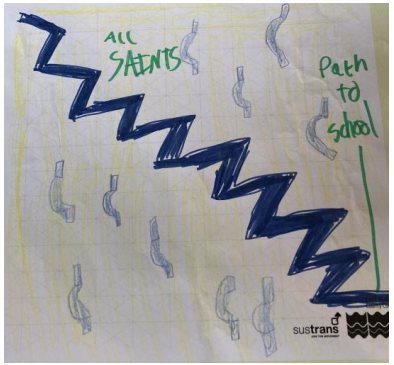
Student Workshop
Street Artwork Designs

Students were also given a second design task which asked them to turn the ‘grey’ tarmac into a design of their choice. They were asked to think about what they would like to see on the ground outside their school and what would tell people this was a ‘School Street.’

Student’s designs included **signage welcoming people** to the school, and **wayfinding arrows** on the pavement with routes to the entrances. **Colourful patterns**, like rainbows and zigzags, were also common. **Nature** also came through strongly, with ideas for designs incorporating sunsets, flowers, and food.







Stakeholder Workshop
Learnings from the School Street Trial

Learnings from the School Street:

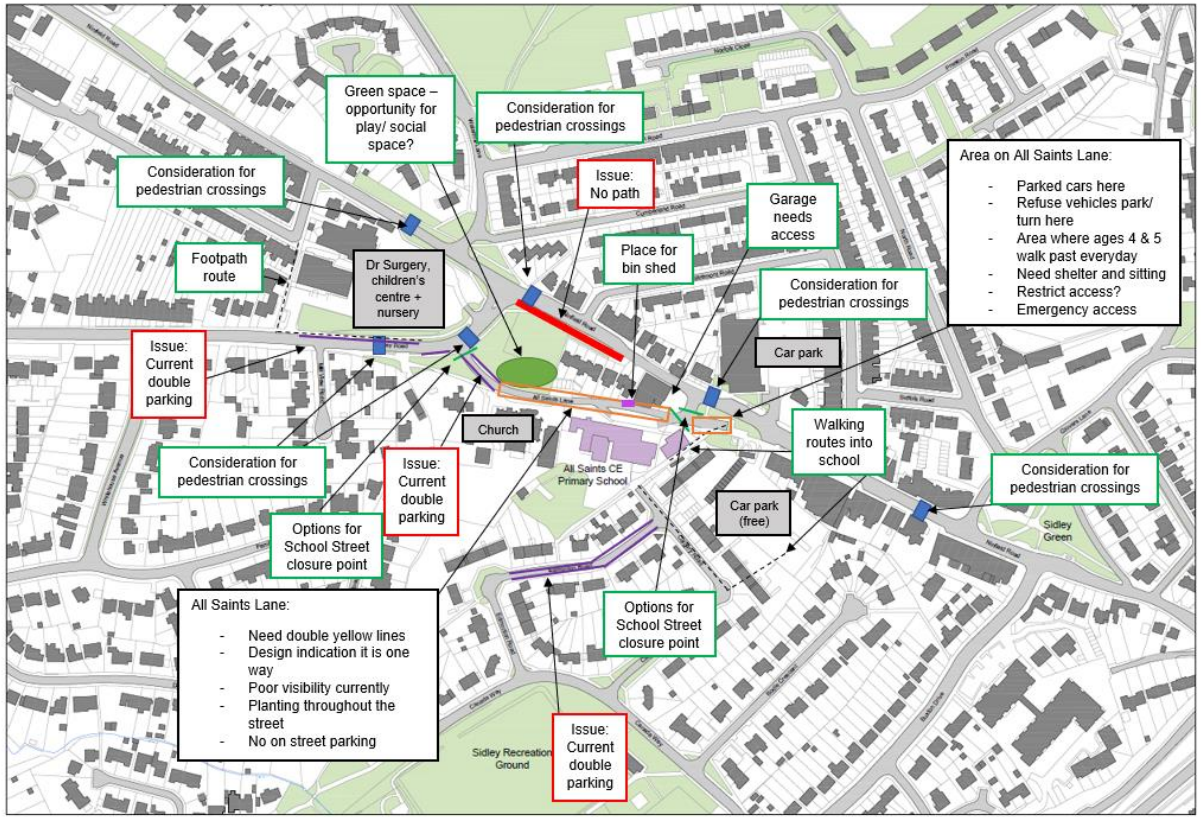
- Stakeholders were **overwhelmingly positive** about the school street.
- They noted that the **street felt safer**, there was **more space** and **less congestion**.
- Stakeholders commented that this made them feel **more confident walking to school** and produced a calmer, **more positive environment** with spaces for social interaction.
- Stakeholders were also largely positive about the implementation of the school street, commenting that the **barriers were effective at stopping vehicles,** whilst also ensuring residents had access.
- Stakeholders noted **some issues with vehicles using the garage forecourt to manoeuvre** and parking in front of driveways blocking resident access.
- Stakeholders noted a **few potential barriers to a permanent School Street**. These included needing space for **petrol tankers to manoeuvre**, **access to the church** and the fact that around **half of school staff are non-local**. They also highlighted the need to consider **the timings of the nursery** attached to the school.

Stakeholder Workshop
Discussed Design Solutions

Stakeholders worked in groups with Sustrans and ESCC staff to discuss possible design solutions in light of the learnings and opportunities identified during the school street trial. Stakeholders wrote comments and annotated a map of the local area.

Key themes:

- **Parking** - Stakeholders were keen for the design to consider solutions to current parking issues, highlighting parking along All Saints Lane (see map) and Edmonton Road as particular problem areas.
- **Pedestrian facilities** - Design solutions improving pedestrian experiences were also common, including additional crossings on Turkey Road, wider pavements on Church Street and speed limits on Ninfeld Road.
- **Vehicle access** - Stakeholders were supportive of closures but highlighted the need to consider school refuse access, and access to the garage, which includes a petrol station (see map).
- **Signage** - Stakeholders also emphasised the need for clear signage around the School Street.

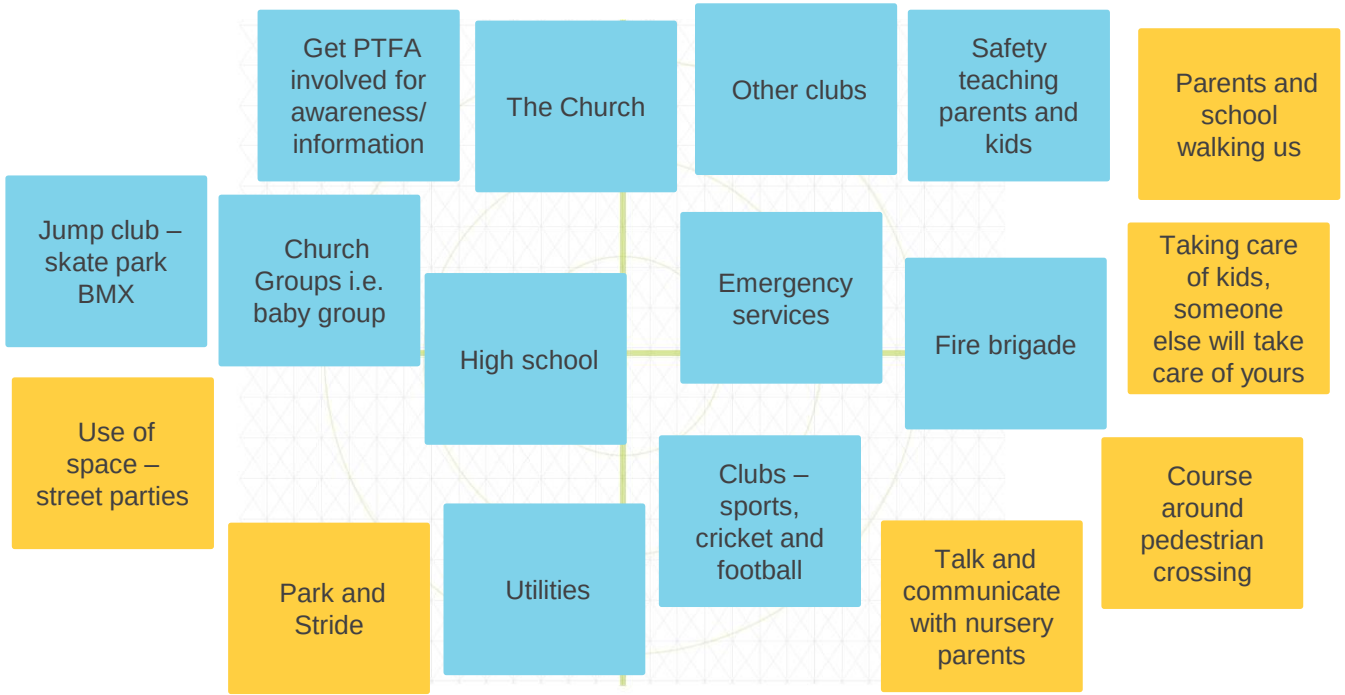


Stakeholders used maps to aid discussions and highlight issues and locations for possible design solutions.

Stakeholder Workshop
Stakeholder Mapping

Stakeholders were asked to note who else is there in the community that ESCC should engage with to help make a possible permanent school street successful.

Stakeholders also suggested additional measures.



Concept Designs

Introductions

- The engagements highlighted the need to focus the intensity of potential interventions around the immediate school streets but also to address simultaneously issues and opportunities across the greater area.
- Following the design sessions, the plan was to develop **two Concept Design plan**: One for more immediate/short term actionable interventions vs. one for a more longer term vision of the area.
- **The short term concept design will focus around the more immediate need of addressing the school streets** – through multiple actionable interventions that can be rapidly installed. It would potentially be implemented through an Experimental Traffic Regulation Order (ETRO). This would allow stakeholder to trial a solution of a long period of time and adapt the design to encompass the learnings into future more permanent interventions.
- **The long term concept design sets a direction and vision for the greater area.** It was developed based off the needs, issues and opportunities highlighted by local stakeholders during the engagement event. This vision is flexible (not a final design) and can be used to stimulate and steer a conversation towards a common and agreed direction. Additionally, based off the learnings of the ETRO, some of the longer term concept designs could be integrated gradually overtime.

Short term Concept Designs

Opportunities & Challenges

Opportunities	Challenges
All Saints Lane is already a one-way side street with very little generic traffic flow. Any type of access change wouldn't have a massive impact on surrounding area traffic.	The challenges are mainly condensed within drop off and pick up time, seeing an intensification of active travellers and drivers clashing and competing for the space. Scheduled restrictions to allow other users to have easy access outside of school hours might be the best approach.
Both entrances on All Saints Lane are quite large, there is an opportunity to reduce the carriageway width for more traffic calming impact.	The garage needs to retain access to the east edge of All Saints for their broken down vehicle. Any type of interventions would need to consider the vehicles garage users.
Experimental Traffic Regulation Orders (ETROs) are great ways to trial a solution over a span of time and adapt the work to encompass the learning unto future more permanent interventions.	

Short term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Planters and Signage	Traffic calming ; Parking	Planters and school street signage should be placed at the entries of the school streets to communicate to visitors and passers-by that it is not a street to drive through or park on during certain times. These scheduled traffic calming measures can be optimal to still allow normal access outside school hours, while keeping children safe at drop-off and pick-up. Note: some coordination with local services might be needed, to avoid service vehicles accessing the area during restricted times.
Street Patterns	Traffic Calming	Street patterns designed by local children are to be used (after carriage way quality assessment) strategically on All Saints Lane to communicate to visitors that it is a school zone. These will incite drivers to slow down instinctively and avoid parking in the area.
Continuous footway	Pedestrian/Cycle Infrastructure	There is an opportunity to install continuous footways at the west entrance of All Saints Lane. Paired up with good signage, these will help communicate to drivers to slow down and also offer pedestrians safe prioritised transition in/out and across All Saints Lane.
Pavement Extension	Pedestrian/Cycle Infrastructure ; Traffic Calming	Pavement extension at the west entrance of All Saints Lane, would provide more pavement space for pedestrians and create safer crossings. It also serves to reduce the width of the carriageway, this acts as a traffic calming measure, as only one car at a time could pass (thus giving way if multiple vehicles are entering/exiting) and forcing them to slow down due to the narrow space.

Short term Concept Designs

Drawing

Key:	
	Street pattern
	Planter / traffic filter
	Continuous footway
	Pavement extension / buildout

For the short term design, no point closure or collapsible bollards are proposed (see long term concept design next). Instead, the school street will trial an enforceable Pedestrian and cycle zone only (except for resident) during scheduled times through signage (see image). Paired up with other visual cues (planters and patterns) it relies on using communication and place-making to encourage behaviour change.

Mood board – design solution examples

Examples of potential interventions

Planters - chicane

Street patterns

Continuous footway

Planters – placemaking/greenery

Reworked street entrance

Pocket park

Long term Concept Designs

Opportunities & Challenges

Opportunities	Challenges
Establishing a long-term vision/approach for the whole area will ensure that issues are not displaced elsewhere, and all variables are considered simultaneously for a holistic impact i.e. traffic, parking, active travellers etc.	Measures needs to be implemented around the greater area to stop illegal parking on the street and the kerb. This is currently leading to poor visibility around corners, dangerous manoeuvrability, and limiting available space for pedestrian, cyclist and scooters on All Saints lane.
In time, some form of parking measure should be trialled i.e. park & stride, residential parking, zone change, so as to limit illegal and dangerous street and verge parking.	A greater area approach requires more planning, coordination, resources, consultations and time. Although a challenge and a lot of work, measures can be trialled and gradually implemented through an ETRO to reduce risks.
Near the entrance of All Saints Lane, there is a lot of space for interventions and manoeuvring, especially with the drop off bay used by the garage and the small pocket park next to it. That space has a lot of potential to be re-allocated for other uses and/or be improved upon.	Ninfield Road is currently a very busy high street, a lot of vehicle traffic goes along it with little decent cycling and pedestrian infrastructure on it. The crossing in front of Lidl is badly placed and although provides a direct route, it gives poor visibility to pedestrians and drivers due to the street gradient.
In the long run, All Saints Lane could welcome a point closure. The street width, being a secondary axis and residential would allow it to be closed to outside traffic while remaining access to residents, workers and service/emergency vehicle	All Saints Lane is a residential street with a church. If a point closure is added, vehicle access needs to be maintained for residents, church visitors, emergency and service vehicles.

Long term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Planters and Signage	Traffic calming ; Parking	Planters, school street signage and fresh road markings should be placed at the entries of the neighbourhood streets to communicate to visitors and passer-by they are entering a space with a lot of active travellers. Planters can also be used as chicanes as well for calming the traffic and speed of vehicles.
Street Patterns	Traffic Calming	Street patterns should be intensified on All Saints Lane to communicate to incomers that they are entering a school streets area. The earlier you insert these elements the more time you give drivers to absorb the information and understand they are entering a different space.
Continuous footway	Pedestrian/Cycle Infrastructure	There is an opportunity to install continuous footways throughout the neighbourhood, these will make the experience of pedestrians a lot more agreeable, safe, help with street crossing and avoid verge parking on key junctions.
Parking Measures	Parking	They are many great options for Park and Stride in the area, this would allow parents to park for free elsewhere and finish the last section of their trip on foot. Additionally, it would limit illegal parking on kerbs and allow parents to park in designated spaces.

Long term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Resting space and shelters	Pedestrian/Cycle Infrastructure	The lack of shelter and resting points near the school entrances has been pointed out as an issue. Parents often sit in their car (with the engine running) while waiting for their child. Providing shelter and seating would ensure parents are protected from the weather at all times while waiting, creating a space for social interactions and providing resting points for people with mobility issues.
Access Restrictions	Street Closure	All Saints Lane is a good location to install a permanent point closure in the shape of bollards and planters. Permanent measures would allow for a strong, simple and direct message for a school street. Any type of point closure would need to ensure residents and workers (including the garage) would still have access to the street. Collapsible bollards are to be avoided as this requires a level of logistics, maintenance, legal procedures and long-term coordination that may be complex, and above the capacity of what the schools can do. Note: If modal filters are made permanent, the access to the street is not prevented, but the road will become a dead-end and two-ways. The implication is that there is enough space to either manoeuvre to turn around or backtrack.

Long term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Greenery	Traffic Calming	There is an opportunity to add greenery at both entrances of All Saints lane. On the west side, with the kerb extension, the space could welcome tree planting to communicate and change the feel of the street even more strongly towards active travel. On the east side, there is already a small pocket park that could be upgraded to allow more greenery, a natural green buffer to Ninfield Road. In times the drop off bay space used by the garage could also be reconverted and reallocated for other uses (if an alternative replacement for the garage is found).

Long term Concept Designs/Future possibility example

Drawing

LEGEND

- Street Patterns
- Planter/traffic filters
- Continuous Footway
- Bollards/Access Restriction
- Pavement extension/buildout
- Greenery/Tree Planting
- Seating/Shelter

SHE BOX - Safety Health and Environment Information

The following items are unusual hazards or environmental factors that a competent and experienced contractor may not otherwise identify in the construction (C), operation (O), maintenance (M) or demolition (D) of this scheme:

1. **Unknown buried services (C,M,D)**
2. **Conflict with public highway users at junctions (C,M,D)**
3. **Consider location of utilities and avoid overhead cables (C,M,D)**

Langney Primary School

Student and Stakeholder School Street engagement 2022

School Context

School Information

Name: Langney Primary School

Headteacher: Mr. Bowles

Number of Pupils: 575

Engagement 2022

In order to hear from both young people and local stakeholders Sustrans and ESCC ran the following workshops:

- **Student Workshop** with 10 student representatives
- **Stakeholder Workshop** with 14 local stakeholders

Student workshop

Student Workshop
Reflections on the School Street Trial

To understand **how the School Street trial was experienced by students and gain an insight into the opportunities** for a permanent School Street, students were asked to reflect on what Chailey Close is like with and without a School Street scheme.

Sustrans staff took students outside onto Chailey Close to enable students to point out different features and situate themselves on the road.

What is the street like without a School Street?

The students had a **mixed perception** of the street. One described the **road as busier** with cars, whilst another commented that they had **more space**. One student also noted that the **residents had access to their homes**, whilst another already described using a **park and stride** to get to school.

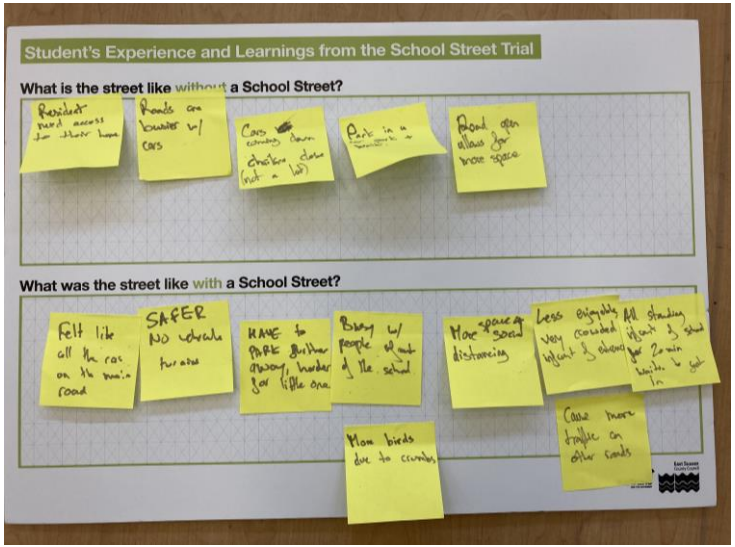
Student Workshop
Reflections on the School Street Trial

What was the street like with the School Street?

Several students described the **street as busier** and more **crowded with large queues** – however this is likely the influence of COVID regulations in place at the time. Another noted that it was **safer for pedestrians** without traffic. Some students also commented that there was **more traffic on other roads**.

"SAFER. No vehicles turning." – Student

"Less enjoyable, very crowded in front of entrance." – Student



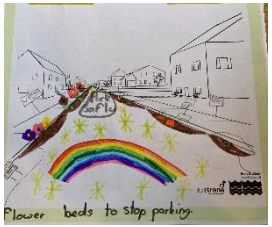
Students reflections

Student Workshop
‘Dream’ School Street Designs

After reflecting on what Chailey Close is like *with* and *without* a school street students were asked to imagine and design their dream permanent school street. Students were asked to be creative and think big and talk about their designs to the class so staff were able to fully understand their reasoning and the features they had included.

Key themes:

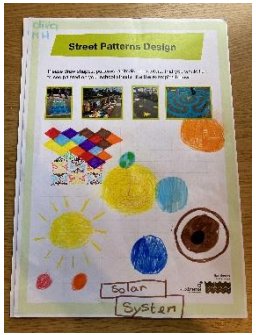
- **Nature** - A common theme among the students’ ideas was incorporating nature into the designs, with greening and space for animals.
- **Seating** - The students also wanted to see more seating and space for play, including ideas for pavement games like hopscotch and skipping ropes.
- **Cycle infrastructure** - Some students’ designs also included improved cycling infrastructure, like bike parking and a colourfully painted cycle lane. This was in addition to signs instructing cars to slow down and encouraging people to walk and cycle.

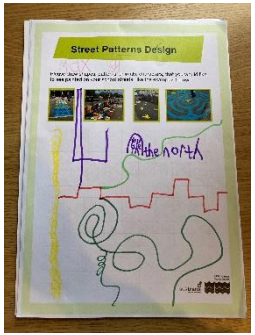


Student Workshop
Street Artwork Designs

Students were also given a second design task which asked them to turn the ‘grey’ tarmac into a design of their choice. They were asked to think about what they would like to see on the ground outside their school and what would tell people this was a ‘School Street.’

Nature was also a common theme among the designs for street artwork – with ideas like animals, flowers, rainbows, and planets. Others included **colourful patterns** and **games**, including hopscotch and mazes. Writing in the designs included **messages around the environment** and being **kind to the world**, whilst others welcomed students to the school.





Stakeholder Workshop
Learnings from the School Street Trial

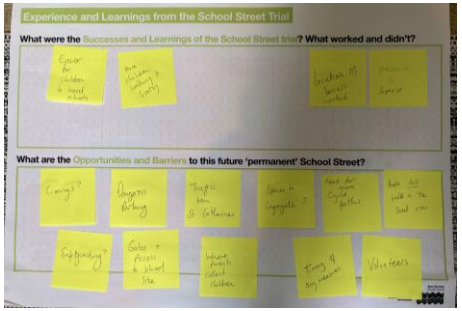
Learnings from the School Street:

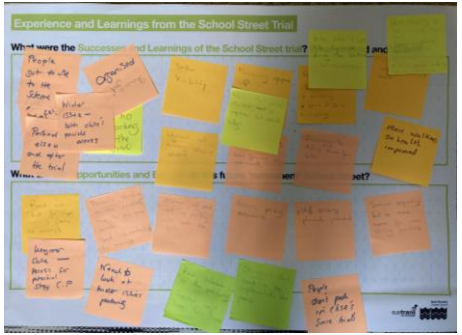
- Stakeholders were largely **positive about the trial school street**.
- Many noted that they had **observed more people walking, cycling, and scooting** to school, and that it had **improved safety and visibility**.
- Others remarked that it was **well implemented**, with helpful and **well organised stewarding**.
- However, the stakeholders also noted that there were **some accidents** on the street, including scooters conflicting with pedestrians.
- Others remarked that the School Street **was impacted by covid restrictions** meaning that the street was crowded.

Stakeholder Workshop
Learnings from the School Street Trial

Opportunities for a permanent School Street:

- When asked about a permanent school street stakeholders raised several **barriers to its implementation**.
- They noted that **dangerous parking would be an issue** with little space for parents to collect children – leading to access difficulties for residents.
- Others noted issues around **access to the school site**, including for staff parking.
- Stakeholders also emphasised the need to **consider the timings** of a permanent school street, with ideas for staggered starts for different year groups.





Stakeholder Workshop
Discussed Design Solutions

Stakeholders worked in groups with Sustrans and ESCC staff to discuss possible design solutions in light of the learnings and opportunities identified during the school street trial. Stakeholders wrote comments and annotated a map of the local area.

Key themes:

- **Parking -** Common design solutions from the stakeholder workshop included adding new car parks, including a new staff-only car park (see map for location ideas).
- **Cycle Infrastructure** - Stakeholders also wanted improved pedestrian and cycling infrastructure, including more crossings (see map), improved paths through the park, improved lighting on paths and cycle lanes.

Stakeholder Workshop
Discussed Design Solutions

Key themes (continued):

- **Traffic calming** - Stakeholders suggested additional traffic calming measures including speed bumps on Etchingham Rd and the use of planters to slow traffic and narrow streets..
- **Additional measures** - Complimentary measures were also suggested including rewards for active travel, walking buses, car-sharing schemes, and a lollipop person. The workshop also brought up several issues to consider in the designs including the need for local people to park, limited visibility and fast-moving traffic at junctions and the risk of displaced traffic.

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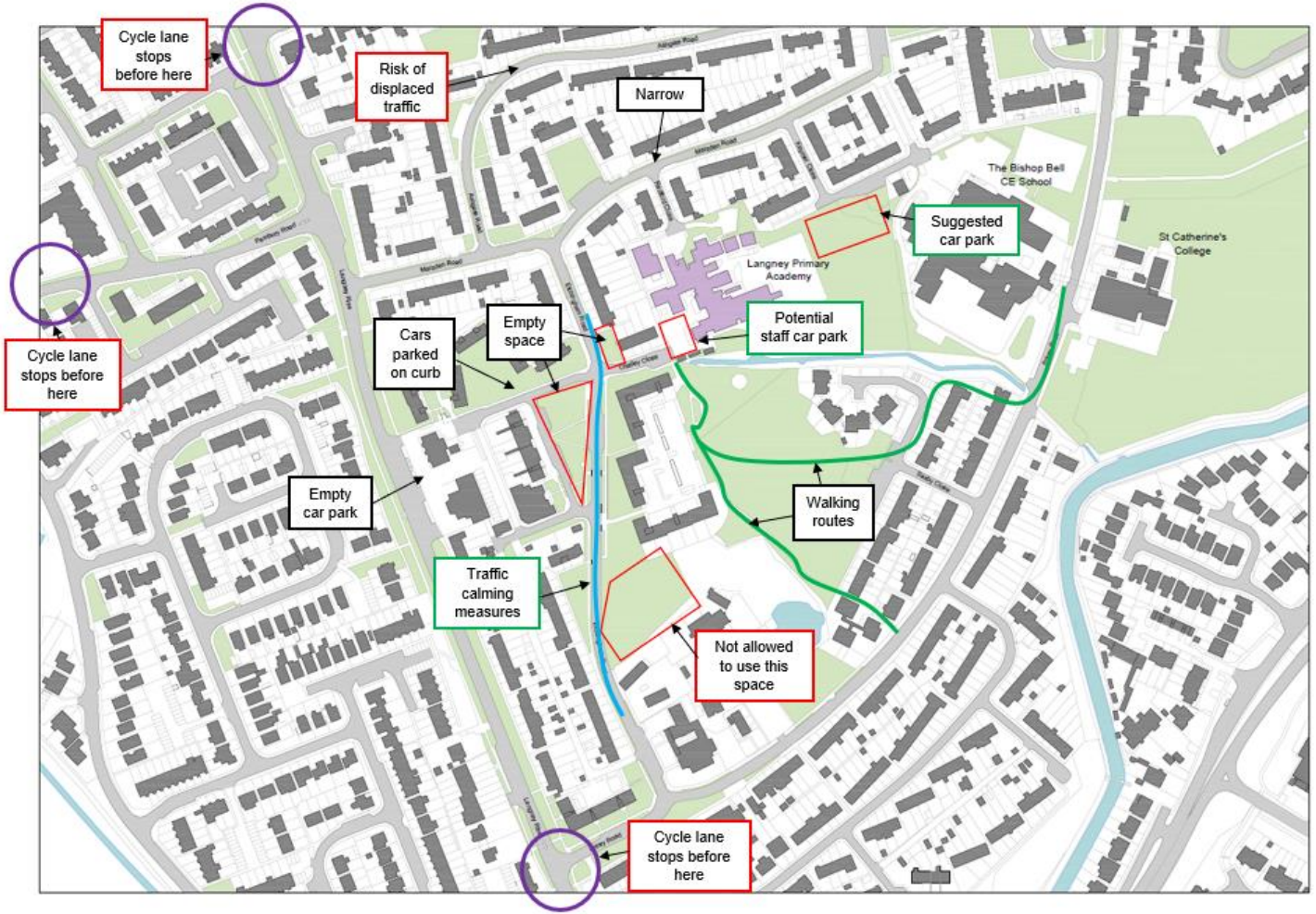
Stakeholders used maps to aid discussions and highlight issues and locations for possible design solutions.



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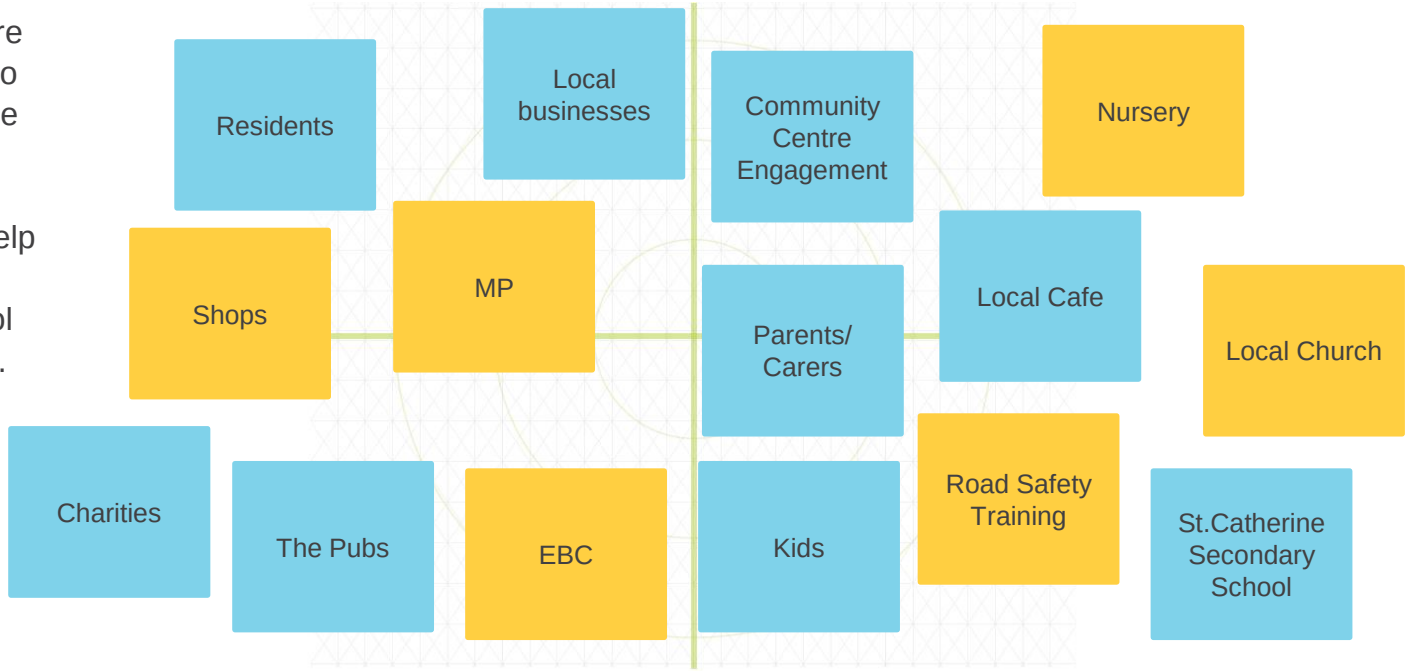
Stakeholder Workshop
Stakeholder Mapping

Stakeholders were asked to note who else is there in the community that ESCC should engage with to help make a possible permanent school street successful.



Concept Designs

Introductions

- The engagements highlighted the need to focus the intensity of potential interventions around the immediate school streets but also to address simultaneously issues and opportunities across the greater area.
- Following the design sessions, the plan was to develop **two Concept Design plan**: One for more immediate/short term actionable interventions vs. one for a more longer term vision of the area.
- **The short term concept design will focus around the more immediate need of addressing the school streets** – through multiple actionable interventions that can be rapidly installed. It would potentially be implemented through an Experimental Traffic Regulation Order (ETRO). This would allow stakeholder to trial a solution of a long period of time and adapt the design to encompass the learnings into future more permanent interventions.
- **The long term concept design sets a direction and vision for the greater area.** It was developed based off the needs, issues and opportunities highlighted by local stakeholders during the engagement event. This vision is flexible (not a final design) and can be used to stimulate and steer a conversation towards a common and agreed direction. Additionally, based off the learnings of the ETRO, some of the longer term concept designs could be integrated gradually overtime.

Short term Concept Designs

Opportunities & Challenges

Opportunities	Challenges
Both Redford Close and Chailey Close are residential streets that gives out on the school entrance. The main issue is surrounding parents drop and pick up time. Immediate change to the type of access would have no impact on surrounding area traffic.	Some urgent, immediate action should be taken to limit access and parking at Redford Close and Chailey Close, especially during drop off and pick up time. Redford Close experiences very high level of disruption due to parents parking on the kerb and their alley way during pick up and drop off.
Experimental Traffic Regulation Order (ETRO) are great ways to trial a solution over a span of time and adapt the work to encompass the learning into future more permanent interventions.	The challenges are mainly condensed within drop off and pick up time, seeing an intensification of active travellers and drivers clashing and competing for the space. Scheduled restrictions to allow other users to have easy access outside of school hours might be the best approach.
	Redford Close and Chailey Close are both dead end residential streets, as such, vehicle access is imperative to remain for residential, emergency and service vehicles.

Short term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Planters and Signage	Traffic calming ; Parking	Planters and school street signage should be placed at the entries of the school streets to communicate to visitors and passer-by that it is not a street to drive through or park during certain times. These scheduled traffic calming measures can be optimal to still allow normal access outside school hours, while keeping children drop off and pick up safe. Note: some coordination with local services might be needed to avoid service vehicle to try to access the area during restricted times.
Street Patterns	Traffic Calming	Street patterns designed by local children, are to be used strategically on both Chailey Close and Reford Close, to communicate to visitors that it is a school zone. These will incite drivers to slow down instinctively and avoid parking in the area.
Continuous footway	Pedestrian/Cycle Infrastructure	There is an opportunity to install continuous footways at both entrance. Paired up with good signage, these will help communicate to drivers to slow down and also offer pedestrians safe transition in/out and across Chailey Close and Redford Close.
Pavement Extension	Pedestrian/Cycle Infrastructure ; Traffic Calming	Pavement extension at both entrances of Langney Primary School would provide more pavement space for pedestrian and create safer crossing. It also serves at reducing the width of the carriageway, this acts as a traffic calming measure, as only one car at a time could pass (thus giving way if multiple vehicle are entering/existing) and forces them to slow down due to the narrow space.

Short term Concept Designs

Drawing

Key:	
	Street pattern
	Planter / traffic filter
	Continuous footway

For the short term design, no point closure or collapsible bollards are proposed (see long term concept design next). Instead, the school street will trial an enforceable Pedestrian and cycle zone only (except for resident) during scheduled times through signage (see image). Paired up with other visual cues (planters and patterns) it relies on using communication and place-making to encourage behaviour change.

Mood board – design solution examples

Examples of potential interventions

Planters - chicane

Street patterns

Continuous footway

Planters – placemaking/greenery

Reworked street entrance

Pocket park

Long term Concept Designs

Opportunities & Challenges

Opportunities	Challenges
Establishing a long-term vision/approach for the whole area will ensure that potential issues are not displaced elsewhere, and all variables are considered simultaneously for a holistic impact i.e. traffic, parking, active travellers etc.	Subject to the availability of funding, measures needs to be implemented around the greater area to stop illegal parking on the kerb, this currently leading to poor visibility around corners, dangerous manoeuvrability, and limiting available space for pedestrians cyclist and scooters.
In time, some form of parking measure should be trialled i.e. park & stride, residential parking, zone change, as to limit illegal and dangerous street and verge parking.	A greater area approach requires more planning, coordination, resources, consultations and time. Although a challenge and a lot of work, measures can be trialled and gradually implemented through ETRO to reduce risks.
In the long run, both Chailey Close and Reford Close could welcome a point closure. While a permanent one is not possible as both Closes are dead-ends. A collapsible bollard could be considered. There is a lot of implication i.e. legal, logistical, and coordination, but this would be the only option, if a point closure is really desired.	Without addressing the greater area, there is a high probability that issues i.e. traffic and parking, will be displaced on Etchingham Road. Traffic calming measures and parking restrictions in that section of the neighborhood are crucial to ensure that it doesn't get even more congested.
Current bicycle route and footpaths in the area need to be integrated with the school. The current network is disconnected but some easy patching up could create a more holistic network.	
Etchingham Road offers a lot of space and greenery potential. There are great opportunities to make that street a lot more pedestrian focused.	

Long term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Planters and Signage	Traffic calming ; Parking	Planters, school street signage and fresh road markings should be placed at the entries of the neighbourhood streets to communicate to visitors and passer-by they are entering a space with a lot of active travellers. Planters can also be used as chicanes as well for calming the traffic and speed of vehicles.
Street Patterns	Traffic Calming	Street patterns should be intensified on sections of Etchingham Road to communicate to incomers that they are entering a school streets area. The earlier you insert these elements the more time you give drivers to absorb the information and understand they are entering a different space.
Continuous footway	Pedestrian/Cycle Infrastructure	There is an opportunity to install continuous footways throughout the neighbourhood, these will make the experience of pedestrians a lot more agreeable, safe, help with street crossing and avoid verge parking on key intersections.
Parking Measures	Parking	There are not a lot of options for Park and stride in the area, either some parking space needs to be allocated near the shops on Langney Rise or some external street could offer some free parking. This would allow parents to park for free elsewhere and finish the last section of their trip on foot. Additionally, it would limit illegal parking on kerbs and allow parents to park in designated spaces.

Long term Concept Designs

Potential Interventions (see drawing)

Type	Topic(s) Addressed	Description
Resting space and shelters	Pedestrian/Cycle Infrastructure	The lack of shelter and resting points near the school entrances has been pointed out as an issue. Parents often sits in their car (with the motor on) while waiting for their child. Providing shelter and seating near the school, would ensure parents are protected from the weather at all times while waiting, create a space for social interactions and provide resting points for people with mobility issues.
Access Restrictions	Street Closure	A permanent street closure is not possible on Chailey Close and Redford Close, as they are already dead ends (thus it needs to be accessible for residents, waste lorries and safety vehicles). A collapsible bollard could be possible if further studies shows the need and desire but there is a lot of implication and coordination to do so and it might be difficult to keep it sustainable on the long run.
Greenery	Traffic Calming	There is an opportunity to add greenery at both entrance of Langney Primary School. With the kerb extension, there would be enough space to welcome additional greenery to communicate the space being for resident access only and pedestrian and cyclist.
Network Development	Pedestrian/Cycle Infrastructure	New pedestrian and cycling link should be added to connect the school to an improved existing network. This would encourage more people to travel actively.

Long term Concept Designs/Future possibility example

Drawing

LEGEND

- Street Patterns
- Planter/traffic filters
- Continuous Footway
- Pavement extension/buildout
- Greenery/Tree Planting
- Seating/Shelter
- Pedestrian/cyclist path
- Connected cycling lane

SHE BOX - Safety Health and Environment Information
The following items are unusual hazards or environmental factors that a competent and experienced contractor may not otherwise identify in the construction (C), operation (O), maintenance (M) or demolition (D) of this scheme: 1. **Unknown buried services (C,M,D)** 2. **Conflict with public highway users at junctions (C,M,D)** 3. **Consider location of utilities and avoid overhead cables (C,M,D)**

Next Steps

East Sussex County Council will:

- Discuss the potential options for delivering longer term School Street interventions with each of the schools and agree on an approach.
- Update the wider stakeholders on the preferred approach, and identify ESCC and external resource to manage the next stage of the School Streets project.

Sustrans yw'r elusen sy'n ei gwneud yn haws i bobl gerdded a beicio.

Rydym yn cysylltu pobl a llefydd, yn creu cymunedau byw, yn trawsnewid y daith i'r ysgol ac yn hwyluso taith hapusach ac iachach i'r gwaith.

Ymunwch â ni ar ein siwrne.

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We connect people and places, create liveable neighbourhoods, transform the school run and deliver a happier, healthier commute.

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