

Government of Jersey

ROUGE BOUILLON SCHOOL

School Issues and Opportunities Report



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ROUGE BOUILLON SCHOOL

School Issues and Opportunities Report

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PROJECT NO. 70070620

DATE: JUNE 2023

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1 INTRODUCTION

1.1 BACKGROUND

- 1.1.1. The Government of Jersey (GoJ) School Travel Planning Project aims to identify issues and opportunities associated with travel and transport at selected schools. The purpose is to help inform future transport investment plans and initiatives that will promote more active and sustainable school travel patterns, support air quality and net zero carbon objectives, and help alleviate localised traffic congestion.
- 1.1.2. This report focusses on Rouge Bouillon School St Helier Parish.
- 1.1.3. Identifying issues and opportunities will be through an evidence-led approach, comprising the following two methods:
 - A school travel questionnaire to collect information on existing travel patterns alongside parent/carer/pupil views on current travel issues and feedback on possible solutions; and
 - Discussions with the school Head Teacher, combined with a site visit to witness issues first-hand and to conduct an audit of school access arrangements. This includes examining potential improvements to sustainable transport routes and connections within the local area.
- 1.1.4. The outcomes from this approach are summarised in this report.
- 1.1.5. Thereafter a series of outline recommendations have been determined for further consideration. These are grouped by specific themes and cover both highway infrastructure improvements and wider travel behaviour change initiatives. Information is also presented on how these recommendations might be prioritised for any future investment programme by GoJ.

1.2 REPORT STRUCTURE

- 1.2.1. The remainder of this report is structured as follows:
 - Section 2: Existing Conditions provides an overview of the school and existing conditions related to travel and transport.
 - Section 3: Travel Survey Results summarises key elements from the travel survey results, presenting current travel patterns, feedback from parents/carers, and the propensity for change.
 - Section 4: Baseline Travel Carbon Assessment details current school travel pattern carbon outputs.
 - Section 5: School Travel and Transport Issues and Opportunities outlines the issues and opportunities apparent from the site audit and travel survey presented Sections 2 and 3.
 - Section 6: School Travel and Transport Objectives provides an overview of the aim and objectives of this
 report.
 - Section 7: Proposed Measures proposes wider measures for the school.
 - Section 8: Prioritisation of Measures details the previously proposed measures and their levels of priority for delivery.
 - Section 9: Conclusion and Next Steps details a process for delivery of recommendations identified.









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Commented [GV2R1]: @Heald, Victoria This is how the previous phases were presented. Formatting will follow the First Tower completed report which is going to GoJ for review 23/05.

2 EXISTING SCHOOL AND TRANSPORT CONDITIONS

2.1 EXISTING CONDITIONS

- 2.1.1. Rouge Bouillon School is a primary school located in the parish of St Helier, in central Jersey. Rouge Bouillon school has one access point for school pupils and one access point for nursery pupils, both located on Brighton Road.
- 2.1.2. **Figure 2-1** illustrates the vehicular and pedestrian access points to Rouge Bouillon School as described above, including the direction of vehicular routes and where parking and pick up areas are located.
- 2.1.3. Rouge Bouillon has a local catchment area; however, a small proportion of pupils travel from further parishes. The school has 360 students ranging between 3 and 11 years of age and 70 full time education staff members. Its curriculum covers a wide range of subjects. The school has a 30-place Nursery on-site and has an Additional Resource Centre (ARC) for up to 16 pupils with autism, which has an island-wide catchment.
- 2.1.4. Morning arrival times are typically between 08:00 and 08:40, with breakfast pre-school club from 07:45 and supervision in the playground from 08:10. Afternoon pick up times vary for different year groups: Nursery and Reception classes finish at 14:45 and the rest of the school finish at 15:00. An after-school club runs from 15:00-17:30.

Site Visit

- 2.1.5. A site visit was held on 20 March 2023 during the school's morning drop off times. The site visit primarily focused on Brighton Road, where drop off occurs close to school grounds, and Brighton Lane which is a foot and cycle path.
- 2.1.6. During the site visit a limited degree of congestion was observed along Brighton Road. Some parents parked vehicles along the single yellow line and keep clear areas to take pupils into the school grounds. The drop kerb outside the school is for staff to utilise underground staff parking and parents on foot bring pupils into school have to cross this staff vehicle access as shown in **Image 1**. Cars parked or idling to drop of pupils can be seen in **Image 2**.
- 2.1.7. The various travel options which pupils and staff can use to access Rouge Bouillon School are described herein.

Figure 2-1: School Access Points

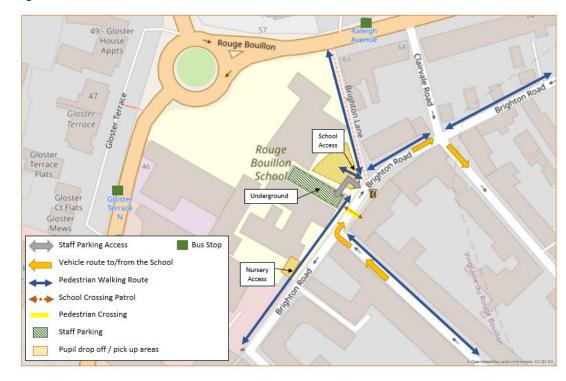


Image 1 and 2: Drop off area on Brighton Road for school pupils



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Access on Foot

- 2.1.8. Rouge Bouillon School's main entrance is located on Brighton Road; this has a narrow footway on both sides (Image 3). Additionally, the school can be accessed via Brighton Lane which is a foot and cycle path (Image **4**).
- 2.1.9. Midvale Road is approximately 150 m to the east of the school. Midvale Road has recently been reconfigured to re-prioritise space for pedestrians. Footways have been widened on both sides of the road to improve safety for pedestrians.



Image 3: Footpaths on Brighton Road

Image 4: Foot and cycle path on Brighton Lane



Potential catchment for journeys on foot

- 2.1.10. An isochronal map for walking is shown in Figure 2-2. This has been created using a geographic information system (GIS) to indicate accessibility to the school on foot from the surrounding area. The tool calculates approximate journey times (assuming a walking speed of 5km/h) and assumes journeys follow the highway network. It should be noted that the GIS tool does not account for local topography, nor the relative attractiveness of walking routes, and therefore the walking catchment shown is indicative only.
- 2.1.11. In accordance with the above methodology, Figure 2-2 includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that residential areas in central St Helier are within a 20-minute walking distance from the school.
- 2.1.12. Using anonymous pupil postcode data1, it can be identified from Figure 2-2 and Figure 2-3 that 46% of Rouge Bouillon School pupils are within a 10-minute walking distance from/to the school and an additional 34% can walk to/from the school within a 10 to 20-minute walking trip.

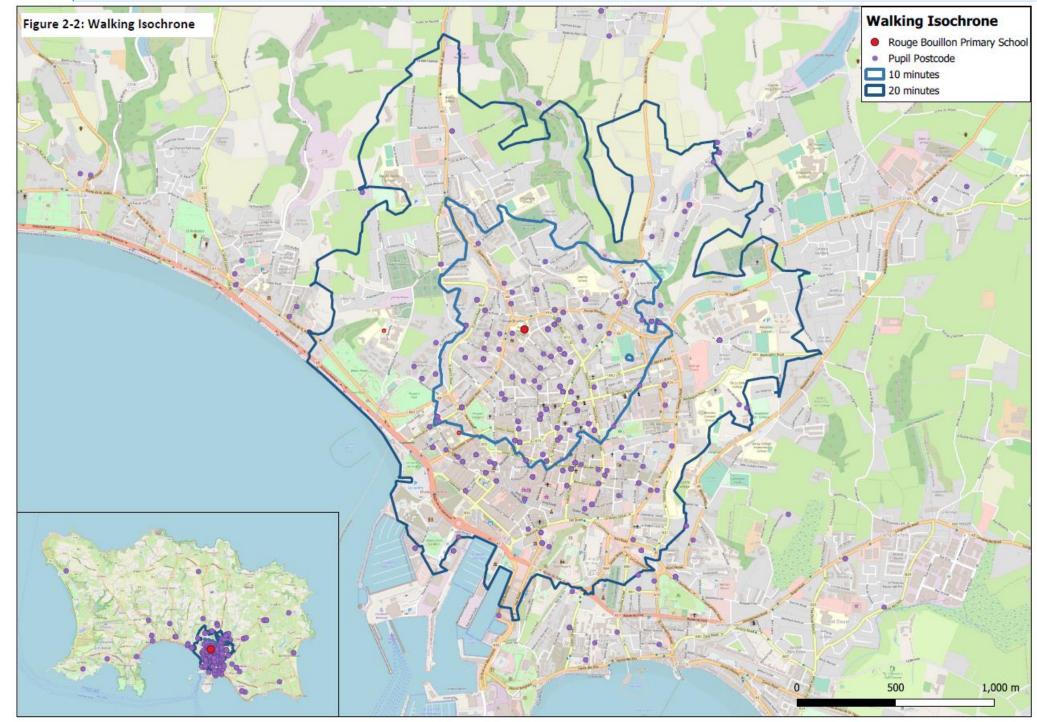
¹ Based on 2020/2021 data

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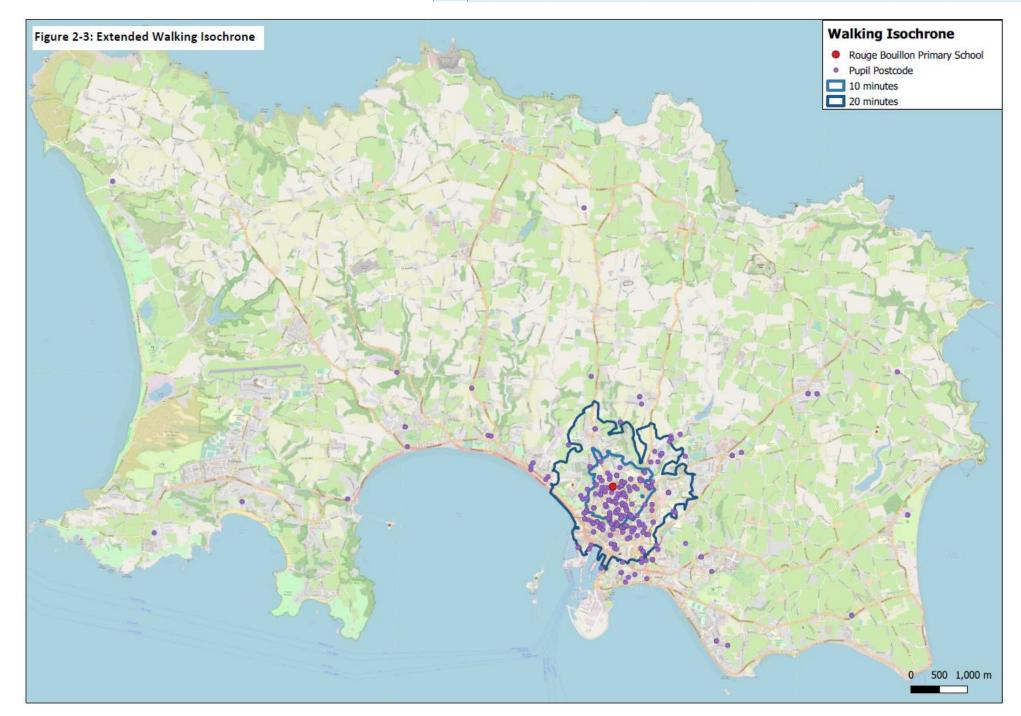
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CONFIDENTIAL June 2023 Page 9 of 28 Figure 2-3: Extended Walking Isochrone - Postcodes Not in Walking Distance of Rouge Bouillon School



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Access by Cycle 💦

- 2.1.13. There is no cycling infrastructure along Brighton Road, however, Brighton Lane is a foot and cycle path.
- 2.1.14. No cycle parking is provided within the school grounds, nor near to the school entrance. Image 5 shows a parent/carer bike with child carrier outside the school.

Image 5: Bicycle with Child Carrier at Rouge Bouillon School



Potential catchment for cycling journeys

- 2.1.15. An isochronal map for cycling journeys to the school is shown in **Figure 2-4**. Journey times have been calculated by assuming a cycling speed of 18km/h and the tool assumes cycle journeys follow the highway network. It should be noted that the GIS tool does not account for the topography of Jersey and therefore realistic cycle distances may vary slightly from the map.
- 2.1.16. Using anonymous pupils' postcode data, it can be identified from **Figure 2-4** that 93% of Rouge Bouillon School pupils live within a 10-minute cycling distance to/from school, and additional 5% are within a 10 to 20-minute cycle ride.

Bus Services

- 2.1.17. The nearest bus stop to Rouge Bouillon School is the Raleigh Avenue stop on the A14 located approximately 100 m from the school. An additional bus stop (the Gloster Terrace s the A9 (Rouge Bouillon), close to the Jersey Fire & Rescue Service Site.
- 2.1.18. The school has used the A9/A14 roundabout junction carriageway to station school buses alighting directly from the playground.
- 2.1.19. Dedicated school buses (services 37, 57, and 880) stop on Raleigh Avenue at 07:39, 0 respectively. In the morning the 37 and 57 also stop on Gloster Terrace (N) at 07:37 and 07: also stops at Gloster Terrace (S) in the afternoon at 15:35.
- 2.1.20. The Raleigh Avenue stop is also served by service 19, an hourly bus on the Le Pouquelaye rou Liberation Station at 07:20 and 08:00 and arrive on Raleigh Avenue at 07:23 and 08:06. Durin this service departs at 15:51, arriving to Liberation Station at 16:15.
- 2.1.21. Gloster Terrace is served by service 5 (an hourly bus on the St Johns Church route) and buses depart Liberation Station at 07:05 and 8:20 and arrive at Gloster Terrace between 08:25-08:33. During the afternoon, this service departs approximately at 15:41 which arr Station at 15:54.
- 2.1.22. The current student fares for the school bus services vary between £1.03 and £1.30. The below:
 - Cash Student Fare = £1.30
 - Contactless Student Fare = £1.08
 - AvanchiCard Student Fare = £1.03
- 2.1.23. The Avanchi18 pass is a discounted unlimited bus travel pass available to children aged under. The Avanchi18 pass costs £20 per annum and can be used on all public buses at any
- 2.1.24. The StudentAvanchicard is also available to those in full-time education which offers a disc

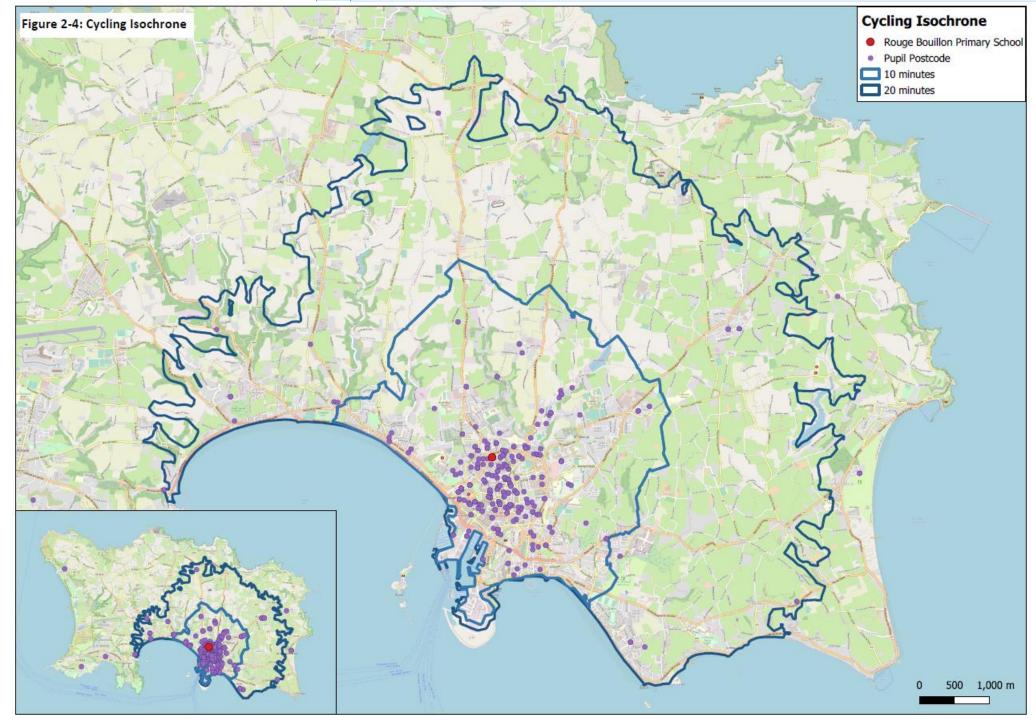
Private Vehicle 🛛 🖚

- 2.1.25. Vehicular access is provided along Brighton Road, a one-way road. Certain roads in the vici
- 2.1.26. Staff can access the underground parking shown in Image 6 and Image 7.

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		buses we can add in the blank space?
(Rouge Bouillon),		Commented [GV12R11]: Once TCs accepted the
stop) is located on		formatting will be adjusted. Will see if we can get some.
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for boarding and		highlighted – has this been confirmed yet?
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		not encouraged but they do bikeability for year 5 & 6.
07:37, and 08:00		Email sent to Jersey Sport confirming what bikeability is
50; the 37 service		offered.
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oute; buses depart	\	Commented [GV14R13]: Site notes from AW. Need to
ing the afternoon,		check if still current or was done historically.
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07:09-07:16 and		
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Figure 2-4: Cycling Isochrone - Postcodes in Cycling Distance of Rouge Bouillon School



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Image 6: Staff Parking Access - Brighton Road



Image 7: Staff Car Park Entrance - Brighton Road



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3 **TRAVEL SURVEY RESULTS**

3.1 PREAMBLE

- A school travel survey was issued at the school in March 2023 to collect information on existing travel 3.1.1 patterns and to understand existing issues, opportunities, and the potential for change. The survey also provided an opportunity for parents/carers to relay their thoughts on possible solutions to improve school travel to and from the school. School staff were also issued a school travel survey to express their travel and transport patterns and concerns.
- 5.4.1 There was a total of 63 responses to the parent/carer survey, which equated to a 18% response rate based on the current pupil numbers at the school (360), however, this response rate may be higher if a parent/carer has more than one child attending the school. A total of 28 staff responded to the survey, representing a 40% response rate based on the current staff numbers of the school (70).
- 5.4.2 This section presents the findings from the surveys independently in consideration of the level obtained responses, identifying current and potential future travel patterns as well as travel concerns. The information collected from the surveys has been incorporated and used alongside on-site observations and discussions with the headteacher the school to inform the measures set out in Section 7 and Section 8 of this report.

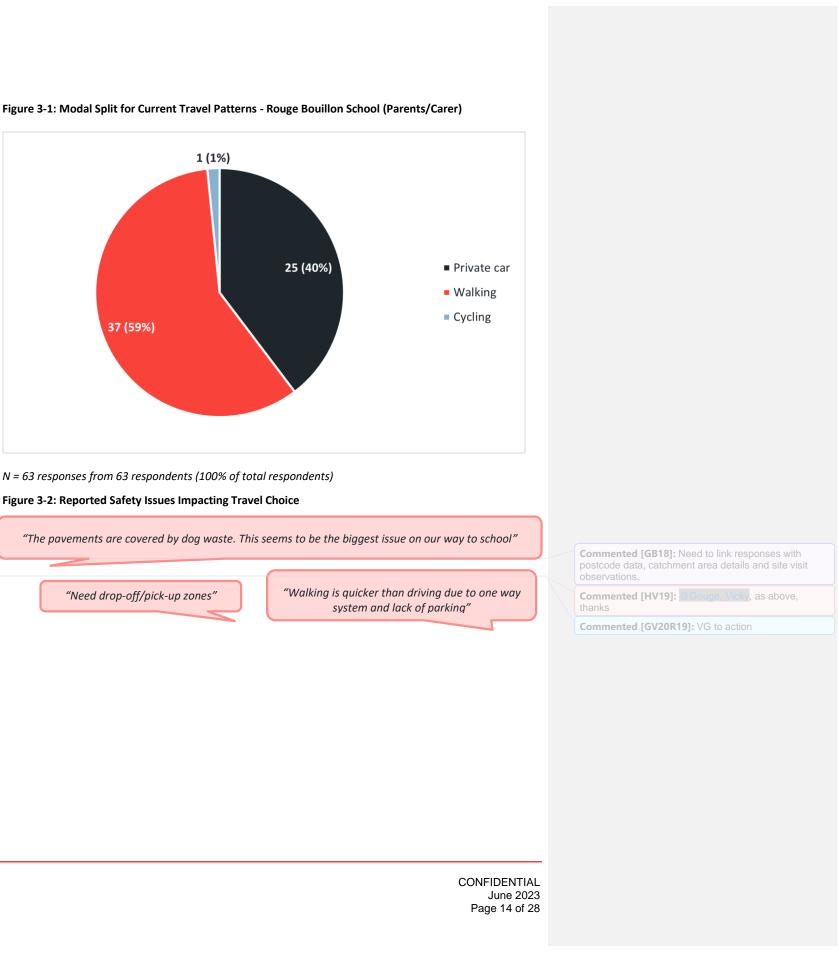
3.2 **CURRENT TRAVEL PATTERNS – PUPILS**

Mode Split from Current Travel Pattern

- 3.2.1. Figure 3-1 illustrates the modal split for journeys to/from the school based on the responses from the parent/carer survey. Walking was the main mode of travel to/from the school (37 respondents), whilst only one respondent selected cycling. The use of private car was the second most popular mode (25 respondents).
- 3.2.2. Despite the low survey response rate, the walking mode share aligns with the proportion of pupils who live within the school walking catchment area (isochrones detailed in Section 2). Cycling was the least reported mode, despite, 98% of pupils living within cycling distance of the school (Figure 2-4).

Reasons for Mode Choice

3.2.3. Journey distance was reported by 34% of respondents as the main reason for their current travel mode. This was followed by 18% of respondents reporting journey time as their reason for current mode of travel. Subsequent responses were split as follows: no alternative modes available (11%); journey safety (10%); journey cost and onward journey for parents/carers (8%); environmental concerns (8%); disability, visual impairment or mobility impairment (2%); and other (2%).



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Travel Concerns

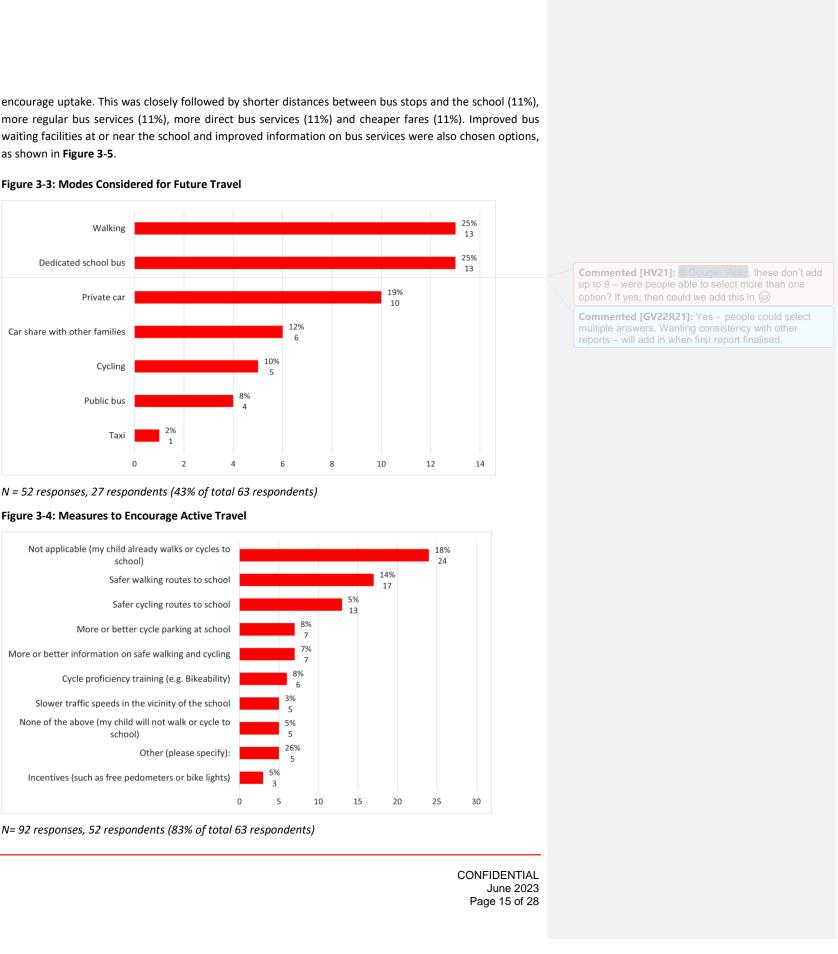
- 3.2.4. When asked about transport issues that impact pupil's journeys to and from school, 54 respondents (86%) reported that no travel issues were experienced, out of which 33 walked to school, one cycled, and the remaining 20 respondents drove.
- Of the nine respondents who reported they did experience issues with travel to/from the school, six stated 3.2.5. insufficient parking near the school; four respondents selected high traffic levels; cycling safety (three), missing or inadequate footways were reported (also three respondents); and missing or inadequate cycles ways and crossings, illegal parking, and public bus fare and school bus capacity (each option had two respondents). Other issues minorly reported included high traffic speeds near the school, walking safety, school bus fare and public bus capacity (Figure 3-2).

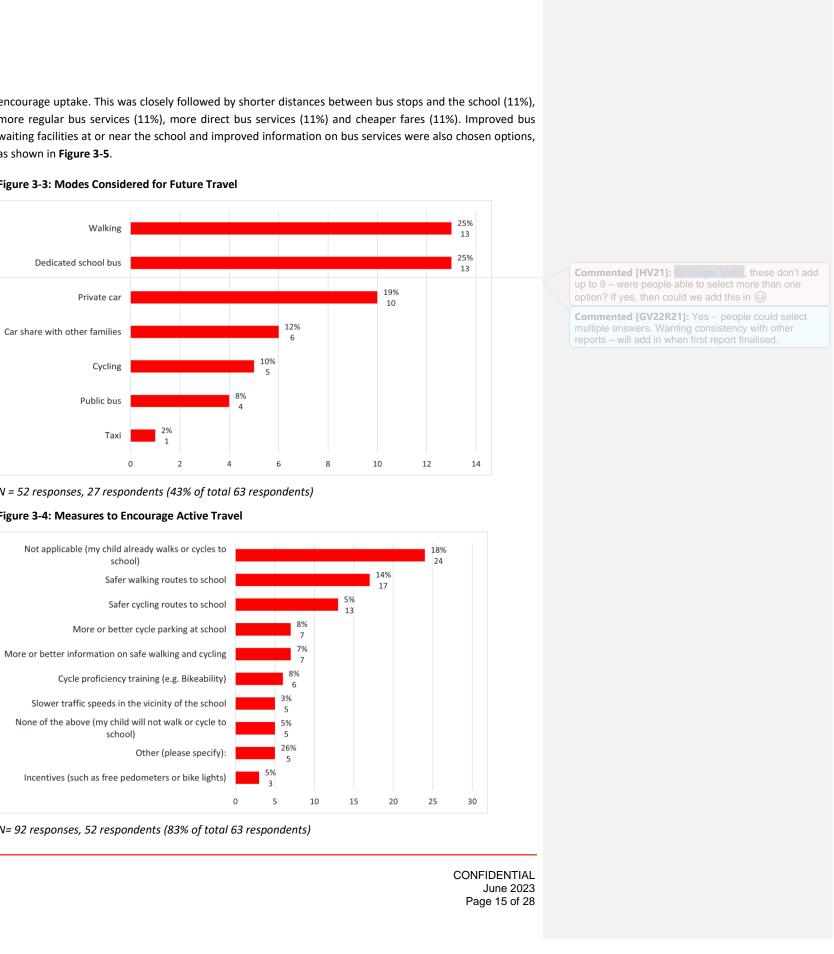
Journey Times

3.2.6. Information of journey times was also collected from the survey with nearly half of respondents having a journey time between 16 and 30 minutes, and 27 respondents (43%) having a journey time of less than 15 minutes. Additionally, 6% of respondents have a journey time between 31 and 45 minutes, and the remaining one respondent had a journey time between 46 and 60 minutes.

3.3 **FUTURE TRAVEL PATTERNS - PUPILS**

- 3.3.1. When asked whether they would consider using an alternative mode of travel to/from the school, 36 respondents (57%) stated they would not, whilst 27 respondents (43%) stated they would.
- 3.3.2. Amongst the 36 respondents who would not consider changing their current travel mode, 28 (44%) walked, with the remaining seven respondents travelling by private car (11%). One respondent cycled. Amongst the 27 respondents who would consider changing travel mode, 18 (29%) travel by private car, while the remaining respondents that were willing to change travel mode currently walked.
- 3.3.3. As determined in Figure 3-3, the mode that most would consider shifting to from their present mode of choice was split between walking (25%) and the use of a dedicated school bus (25%). Among the 13 respondents who choose walking as a potential mode, all presently use private vehicle for their travel. This was followed by 10 respondents (19%) that would consider cycling, and 6 respondents (12%) who would consider car sharing with others.
- 3.3.4. The survey also asked what measure would encourage respondents to allow pupils to walk/cycle more to the school. As displayed in Figure 3-4, 20 respondents provided an indication; 18% selected safer walking routes to school, and 14% said safer cycling routes. This was followed by more or better cycle parking at school (8%), and more or better information on safe cycling and walking (8%).
- 3.3.5. Regarding cycling, of the five respondents considering this as a potential future mode of travel to/from school, four travel by car and one walked. Safer cycling routes was the most popular measure to encourage cycling, with three of the five respondents stating this. Slower traffic speeds in the vicinity of the school and cycle proficiency training (e.g., Bikeability sessions) were the second most-stated measure, with 2 of the 5 respondents stating these. Additionally, more or better cycle parking at school and incentives would also encourage an uptake in cycle as a mode of travel to/from school.
- 3.3.6. Similarly, measures to encourage bus as a mode of travel to school was asked. Safer walking routes between the bus stop and school was the most popular measure, with 12% of respondents stating this would





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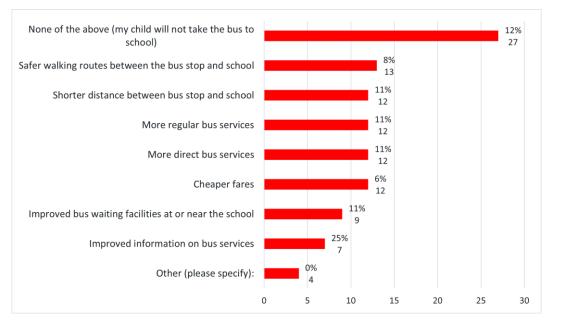


Figure 3-5: Measures to encourage travel by bus to school

N= 108 responses, 63 respondents (100% of total 63 respondents)

3.4 STAFF SURVEY

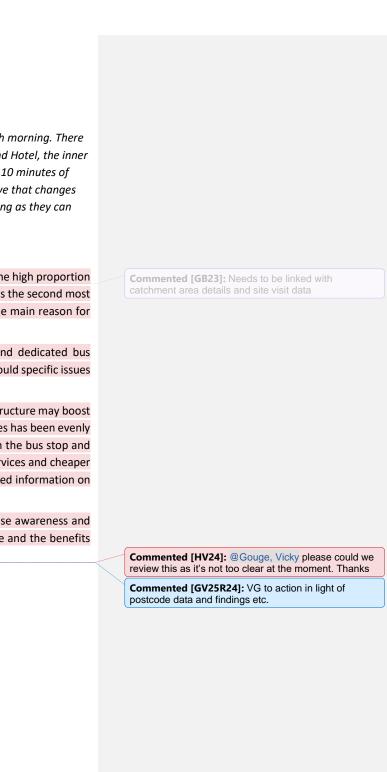
- 3.4.1. A total of 28 staff responded to the survey, representing a 40% response rate based on the current staff numbers of the school (70).
- 3.4.2. Most staff respondents (23, 82%) reported using private car as their main mode to school with 21 of staff arriving before and departing after the main pupil arrival and departure period.
- 3.4.3. Walking was reported as main mode of travel to/from school by four staff respondents. Additionally, one other member of staff reported in the survey that they cycle to/from the school.
- 3.4.4. When asked about travel issues experienced when travelling to and from the school, 22 staff respondents (79%, most of which currently drive) reported to have no concerns. All members of staff who reported experiencing any travel issues referred to high traffic volumes near school, insufficient parking, cycling safety, missing or inadequate cycleways, missing or inadequate footpaths, and public bus fares. Of the four respondents who walk to/from the school, one reported to experience travel issues, which included insufficient parking and high traffic volumes near school.
- 3.4.5. Open comments on travel were received from eight members of staff, all of whom currently travel by private vehicle. Some of the comments are as follows:
 - "Too many one-way roads including the recently changed Midvale road makes it very difficult to get to Rouge Bouillon school."
 - "Queen's Road is a nightmare in the mornings."
 - "Poor parking on school premises."

"There is an excessive amount of traffic flowing from Bel Royal onto the avenue each morning. There is also at least 15 minutes' worth of traffic trying to merge from the side of the Grand Hotel, the inner road by people's park and the bottom of Westmount Road from 7:40. Then another 10 minutes of traffic flowing towards the roundabout at Queens Road from that point. I also believe that changes into the timings of the bin men emptying people's bins before school needs addressing as they can often hold up traffic for several more minutes if stuck behind them"

3.5 SUMMARY

- 3.5.1. The travel survey highlighted that a high propensity of pupils walk to school. This reflects the high proportion of pupils who are within a 10 and 20-minute walking catchment of the school. Private car is the second most used travel mode to travel to/from the school, with 64% of those who drive reporting the main reason for driving to be journey distance.
- 3.5.2. There is an apparent propensity to change travel patterns, mainly towards walking and dedicated bus services, with many respondents reporting a willingness to consider alternative options should specific issues be overcome, and if the alternatives presented are viable and convenient.
- 3.5.3. Delivering improved cycling infrastructure, cycle training, and improved pedestrian infrastructure may boost levels of active travel. Additionally, a wide range of measures to encourage the use of buses has been evenly chosen by respondents, with the three more popular being safer walking routes between the bus stop and school, shorter distance between bus stop, more regular bus services, more direct bus services and cheaper fares, followed closely by improved bus waiting facilities at or near the school and improved information on bus services.
- 3.5.4. Overall investment in promoting more sustainable travel options will be necessary to raise awareness and ensure parents/carers are better informed about the full range of travel options available and the benefits they may present.

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4 BASELINE TRAVEL CARBON ASSESSMENT

4.1.1. A baseline travel carbon assessment has been conducted to estimate the current levels of carbon emissions generated by the travel patterns of the pupils attending the school, specifically looking at the emissions generated from car use to/from the school.

4.2 CARBON METHODOLOGY

- 4.2.1. To estimate the total carbon emissions produced by vehicles travelling to and from the school, UK Government greenhouse gas conversion factors for company reporting (the most relevant comparable source) were applied for each mode. Data from the travel surveys has been used to determine how pupils travel to/from their home parish to school. Use of postcode data has enabled the survey responses to be factored up to enable a carbon assessment for the school to be carried out.
- 4.2.2. The annual number of trips has been assumed to be 320, based on 160 school days per year and a two-way trip each time. The total annual mileage per pupil was calculated by multiplying the annual number trips by the distance between the centre point of their home parish and the school.
- 4.2.3. The travel mode proportions for each parish that were obtained through the travel survey were applied to the annual trip number, to identify annual mileage by mode. The modes identified were car (petrol/diesel/plug-in hybrid/battery electric vehicle/car share) and bus (dedicated school bus/public bus), taxi, cycling and walking.
- 4.2.4. The UK Government conversion factors were then applied to the annual mileage to determine the annual emissions by vehicle type and parish. The emissions have been calculated in kgCO₂e. These are shown in **Table 4-1** and **Table 4-2**.

Table 4-1: Total Annual Emissions (kg CO2e) by Mode Travelling to Rouge Bouillon Primary School

Vehicle Type	Number of Pupils (Based on postcode data)	Emissions (kg CO₂e Per Pupil Trip)	Total Annual Emissions (kg CO2e)
Car (Petrol)	94	52.59	4,941.04
Car (Diesel)	39	52.69	2,035.42
Car (BEV)	6	15.85	88.28
Cycling	6	0.00	0.00
Walking	204	0.00	0.00
	Total	121.13	7,064.74

Table 4-2: Breakdown of Emissions per Parish based on Survey and Postcode Data

	Emissions per mode per parish (kg CO ₂ e)			
	Petrol Car	Diesel Car	BEV Car	Total
Grouville	153	63	3	219
St Brelade	286	118	5	409
St Clement	217	89	4	311
St Helier	2842	1171	51	4063
St John	73	30	1	104
St Lawrence	115	47	2	164
St Martin	307	127	5	440
St Ouen	153	63	3	218
St Peter	232	95	4	331
St Saviour	563	232	10	804
Total	4941	2035	88	7065

4.2.5. This data presents a baseline estimate of current carbon emissions associated with how pupils are currently travelling to school. The calculations applied can form the basis for estimating changes in carbon emissions over time as travel planning measures are introduced and future monitoring surveys are undertaken.

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Commented [EK27R26]: Yes. I will update you.

Commented [EK28R26]: @Heald, Victoria This section is completed.

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5 ROUGE BOUILLON SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROUGE BOUILLON SCHOOL RELOCATION

- 5.1.1. The GoJ commissioned the *Town Primary School Review Concluding Report* (October 2022), to determine possible sites for the construction of one or more primary schools in St Helier. As well as a new two-form entry school that will be built at the Gas Place site, next to Millennium Park, Rouge Bouillon School was identified as requiring a new and suitable site between the Rouge Bouillon roundabout and Castle Quay, with construction potentially to be completed in 2027-2028.
- 5.1.2. Due to the number of years before the new school is built and operational, the opportunities provided below should still be considered, however, permanent costly infrastructure has been discounted at this stage.

5.2 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1:

Potential for conflict between pedestrians / cyclists and private vehicles due to vehicle crossover for staff to access the underground car park.

Why is this an issue?

5.2.1. The school is located on Brighton Road, which is one-way and single carriageway. Staff in private vehicles arriving in the morning and departing in the afternoon, must drive cross the footway outside the main school entrance, where pedestrians walk, to access the underground staff parking area. Cyclists are also directed to access this area via the dropped kerb to travel onto Brighton Lane which is a foot and cycle path. Although no accidents have been formally reported at this location, a few near misses were observed during the site visit.

What are the opportunities?

5.2.2. Definition of the vehicle crossover and walkway by painted lines to highlight to pedestrians/cyclists that the area is a vehicle crossover and a painted walkway to highlight to staff arriving/departing that pedestrians/cyclists could potentially cross the area and to give priority to pedestrians and cyclists.

Image 8: Staff Car Park Access - Crossover between Pedestrians/Cyclists and Private Vehicles



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5.3 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL

Issue 2:

Pupils travelling to area from further afield relying on the car as a means of travel

Why is this an issue?

5.3.1. Based on the survey data, a significant number of pupils travel to school by private car. The school provides for autistic children which has an island-wide catchment This results in an increased pressure on the local highway network causing congestion and delay as well as road safety concerns previously identified.

What are the opportunities?

- 5.3.2. There are a number of opportunities that could be considered to help reduce the reliance on single occupant car travel and the resultant impact on the local road network around the school, this could include:
 - Parking hubs within proximity to the school with good pedestrian/cycle connections to school;
 - Designated waiting areas for vehicles to wait rather than queue on the local roads; and
 - Encouraging car sharing arrangements for journeys to and from the school.

5.4 LIMITED USE OF SHARED TRANSPORT

Issue 3:

Low proportion of pupils reporting to travel by shared transport i.e. school bus/car sharing. Why is this an issue?

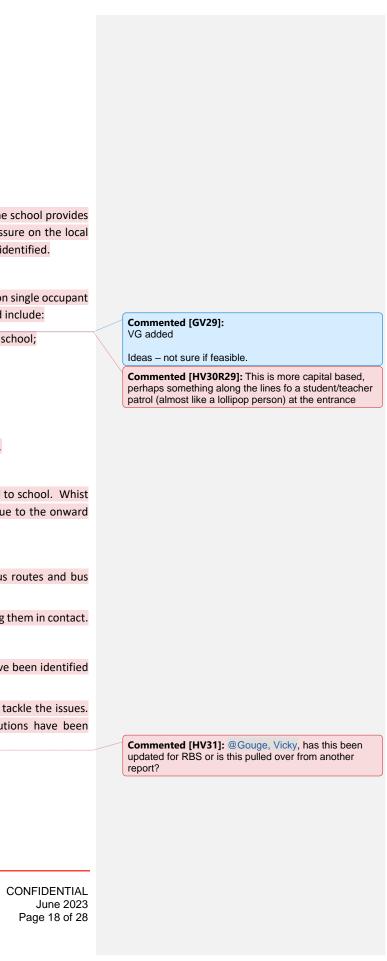
5.4.1. From the survey results, car sharing and bus were not selected as current modes of travel to school. Whist bus services are provided close to the school, the morning times are particularly early due to the onward journey to schools further away from central St Helier.

What are the opportunities?

- 5.4.2. There are multiple opportunities to increase uptake of shared travel such as revising bus routes and bus timetables.
- 5.4.3. Car sharing could be encouraged by creating a database of parents living nearby and putting them in contact.

5.5 SUMMARY

- 5.5.1. This section has outlined the school travel and transport issues and opportunities that have been identified from the information gathered from the site audit and the travel survey results.
- 5.5.2. The following sections will look more closely at the measures that can be put in place to tackle the issues.
 Section 6 will outline the objectives of this report, before stating how potential solutions have been developed. This will be followed by wider measures in Section 7.



SCHOOL TRAVEL AND TRANSPORT OBJECTIVES 6

6.1 TRAVEL AND TRANSPORT OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Rouge Bouillon School and has provided an indication of specific issues to address and opportunities to overcome them. However, before developing potential solutions, it is helpful to determine an overarching aim for promoting and facilitating more sustainable school travel patterns at Rouge Bouillon. This will drive the overall rationale for investment and is proposed as follows:

'To invest in measures that remove the road safety barriers to active and sustainable travel choices at Rouge Bouillon School, whilst promoting healthier and more environmentally friendly outcomes through initiatives that contribute to Jersey's net zero carbon targets.'

- 6.1.2. This aim will be supported by the following specific objectives outlined in **Table 6-1**.
- 6.1.3. Achieving these objectives will help deliver safer, more sustainable, and healthier travel patterns at Rouge Bouillon, helping to reduce the demand for car-based access at the school access during peak times. This will also contribute towards supporting wider public health and GoJ environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.

Table 6-1: School Travel and Transport Objectives

Reference	Objective
01	Improve road safety and minimise potential conflict between motor vehicles and other road users
02	Manage the overall demand for single occupancy car trips to and from the school site
03	Manage parking demands and optimise the allocation and management of available car parking
04	Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
05	Enhance the quality and availability of travel information and advice for pupils, parents, carers and staff
O6	Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

6.2 **DEVELOPING POTENTIAL SOLUTIONS**

- 6.2.1. Based on desktop research, site audits and travel survey results, a wide range of measures and initiatives have been identified to deliver sustainable transport solutions and outcomes at Rouge Bouillon School. The measures will not have the potential to wholly reduce existing reported issues, but each will capitalise on the opportunities identified and contribute directly or indirectly to helping improve the travel and access situation in and around the school.
- 6.2.2. Proposed measures are drawn from established industry best practice and with a focus on identifying measures appropriate in this context.
- 6.2.3. Measures are grouped by theme as shown in **Figure 6.1**.

Figure 6-1: Measures grouped by theme



6.2.4. Proposed measures are presented in the following two chapters, firstly with an overview of physical highway and access improvements in the vicinity of the school, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.

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WIDER MEASURES 7

7.1.1. There are a wide range of measures to consider. Following a review of information from the travel survey, and considering industry best practice, this chapter presents a series of proposed measures grouped by theme and aligned to fulfilling the aim and objectives in Section 6. These are summarised in the below tables.

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan	A School Travel Plan specific to the school is recommended. This School Travel Plan should incorporate all measures that are planned to meet sustainable travel objectives and determine targets in relation to travel modal shares desired for the school, as well as introduce a monitoring and review strategy.	All	A School Travel Plan is the following natural step to this report to out the chosen travel planning measures and be able to determin travel modal share targets and prepare the monitoring and revie strategy for the success of the Travel Plan. This way, the school w able to understand which measures are being effective, which or need reviewing, if new measures are required, and the yearly pro- made towards any agreed targets.
W2	School-run car sharing	It is recommended that car-sharing be promoted to parents as informal arrangements that can be agreed, with the school facilitating a potential matching service. A simple questionnaire could be issued to facilitate matching details where very similar journeys are being made by parents which could be shared by agreement. If successful, this may help reduce the overall number of private car journeys otherwise conducting pick up and drop offs around the school access points. Alternatively, facilitating car sharing arrangement using app-based technologies could be beneficial and considered by the school as part of a pilot initially. One example is the Home Run app (<u>https://www.homerun-app.com/</u>) that can provide a software-based solution to connect prospective car-sharers and be managed within a dedicated online space for the school.	01, 02, 03, 06	Arranging car sharing options can help reduce the overall volume car trips, relieving localised congestion on the roads surrounding school and support reduction in transport emissions.

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Table 7-2: Rouge Bouillon School Recommended Measure: Encouraging Active Travel

R	lef.	Measures	Description	Supporting Objective	Justification
v	W3	Walking/scooting and, cycling maps	School-specific maps could be created denoting the most direct, safe and coherent route for active travel connections between the school and surrounding catchment. Maps can be distributed to parents/carers via school newsletters and be updated when required to reflect changes and improvements to local active travel networks.	02, 04, 05	
V	Ν4	Reward-based participation schemes	GoJ should consider funding a scheme that encourages participation and active travel through reward-based incentives have grown in popularity in recent years. Examples include 'Beat The Street' (operated in England by Intelligent Health) whereby 'beat boxes' are located on defined routes within the community and smartcards are issued to participants. Participants then tap boxes with their smartcard to indicate they have walked, or cycled, a specific route and earn points. Points are then aggregated for each school as part of a friendly competitive league, with prizes available for winning schools. The scheme fundamentally encourages walking and cycling activity over a defined period, and incudes the ability to quantify overall health benefits. There are other examples of competitions led by West Sussex County Council in collaboration with Sustrans, where students are invited to take part in a competition to design a sustainable travel banner to "create a legacy for their projects and give pupils some ownership over the spaces outside their schools". An example can be seen in Figure 7-1 . Alternative, cheaper options include a simplified scheme that could be run through the school. Pupils who walk, scoot or cycle to school could be rewarded with points/credits which are redeemable at certain levels for a small prize, such as books or additional 'golden time'.		Better information on walking and cycling routes was identified measure which would encourage Active Travel and these measures whelp parents and pupils consider walking, scooting or cycling to s with walking/scooting and cycling maps denoting the safest and direct routes. A reward-based participation scheme can also be a highly effective means of overcoming any inertia in choose walking, scooting or cycl by direct incentivising and rewarding change. For a set period more children at Rouge Bouillon Primary School can be encouraged to tria and experience active travel for some or all of their school journey; reinforcing in many instances that it may present a viable and convenient alternative to being driven to and from school.
V	N5	Audit and develop key walking routes to school	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including immediately adjacent streets which would benefit from a walking audit to identify their potential for upgrade and improvement. This could be conducted by a School Community Street Audit using an approach such as the UK Walking Route Audit Tool (WRAT) which is freely available online. This tool will assess the current suitability of walking routes against key criteria including directness, attractiveness, comfort, safety and coherence. The outcomes of the route audit process and be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.	01, 02, 04	59% of survey participants stated walking was their main mode of transport, however it was also reported that respondents who have chosen walking as a potential future mode, all of them presently us private car for their travel.

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Ref.	Measures	Description	Supporting Objective	Justification
W6	Audit and develop key cycling routes to school	GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, which would benefit from a cycling audit to identify their potential for upgrade and improvement. This could be conducted by a School Community Street Audit using an approach such as the UK Route Selection Tool (RST) which is freely available online. This tool will assess the current suitability of cycling routes against key criteria including directness, safety, gradient, connectivity and comfort. The process will also examine critical junctions on these routes to determine how improvements could be made for cyclists. The outcomes of the route audit process can be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.	01, 02, 04	Cycling is not currently encouraged by the school but does offer Bikeability scheme for Years 5 and 6. Safer cycling routes was the most popular measure to encourage cycling from survey respondents who would consider cycling as a potential future mode of travel to/from school. This measure would encourage parents to cycle their children to school/allow them to cycle, therefore potentially making a significa difference in modal choices.
W7	Improvement of cycling facilities at school	Cycle parking facilities at school are recommended to be reviewed so that spaces are implemented as well as safe and secure storage for cycling equipment (e.g. helmets). Changing facilities are also recommended to be reviewed and implemented if necessary.	01, 04	More or better cycle parking at school was selected as a measure to encourage an uptake in cycle as a mode of travel to/from school within the travel survey. This measure is required to enable cycling to school and to complete measure W7 (audit and develop cycling routes to school).
W8	Cycle training (Bikeability)	Jersey Sport offers Learn to Ride and Level 1 cycle training to all Year 5 children during the term time. In addition to this, winter balance bike sessions are offered to all Year 1 children (October to February). In the holidays Jersey Sport offers Balance Bikes (Reception – Year 1); Learn to Ride (Years 1-5); Fun Cycling (Years 1-5); Cycling with Confidence (Years 3-5); Level 1 (Year 4+); Level 2 (Year 5+); Level 1 & 2 combined (Year 5+) and Cycle Maintenance (Year 5+). Adults can also take part in Learn to Ride, Sofa2Saddle and Gaining Momentum programmes.	02, 04, 05	The travel survey indicated a low level of cycling to/from school. Cycle training will help confidence for parents and pupils to cycle or roads and has been reported as a measure which would encourage pupils to cycling. Should the review of cycling routes (W7) be also decided to be implemented, this measure could be highly effective

Figure 7-1: Banner Design Competition Example (related to Measure W9)



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Table 7-3: Rouge Bouillon School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W9	Sustainable school travel campaigns	Sustainable school travel campaigns can be scheduled for the first week of each term and be used to make emphasis on the benefits of sustainable travel and to inform of all options which are available to travel to and from the school. These campaigns may include specific events during school times or after school, including curriculum-linked sessions facilitated by experts on relevant topics, training sessions on walking and cycling safety, cycle training. All available information and advice should be actively offered to parents and pupils during the campaigns, which can as well be used to get feedback and recommendations from parents as well as to undertake monitoring surveys.	All	Sustainable school travel campaigns are an active way of making all sustainable travel measures for pupils and parents/carers publicly available. Also, reinforcing the knowledge of the measures and preparing sustainable travel training events and sessions during fixed weeks of year will increase the success rate of the measures. These can be advertised also via the regular newsletter which the school issues.
W10	Targeted use of social media	Developing a strategy to engage with parents through Facebook, Twitter and Instagram, and disseminate sustainable travel information through these social media is recommended as an easy and effective way of connecting with parents without making a direct approach, also keeping the sustainable travel agenda under their radar in a soft, indirect way. Updates about sustainable travel strategies for the school, progression of agreed measures, training sessions, events, or any other news can be also published through social media, this way raising awareness and increasing participation rates.	All	Rouge Bouillon Primary School Twitter Page had 234 followers (as of May 2023). The creation of social media accounts across Facebook and Instagran and the creation of a targeted communication strategy through thes well as twitter will increase the visibility of the school sustainable tra- strategy, also allowing for continuous encouragement of sustainable travel modes. Additionally, the ease of communication through socia media will make it more likely that feedback and ideas for improvem are regularly received from parents and local residents.
W11	Classroom / assembly activities on sustainable travel	Scheduled curriculum-linked sessions on sustainable, safe and healthy travel to school could be incorporated within lesson and assembly plans. This would be an opportunity to share information on travel options for the school pupils, and also for them to feedback to their cohort on their own experience, views and ideas.	All	Reinforcing the knowledge of the measures and preparing sustainable travel sessions as part of curriculum-linked activities will increase the success rate of the measures.

Table 7-4: Rouge Bouillon School Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W12	Review of bus services to/from school	A review of bus services to/from school is recommended to be undertaken. This is to determine whether improving the routes and frequencies to the school would be feasible so that this travel choice is offered to pupils.	01, 02, 06	Current service provision may be of limited benefit for school journe

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8 **PRIORITISATION OF MEASURES**

- 8.1.1. The previous chapter has presented a range of measures designed to fulfil the objectives outlined in Section 6, and which reflect the issues and evidence presented earlier in the report. Grouped by theme, the measures are not intended to be delivered in isolation and are anticipated to form a package of investment that can be delivered over time. However, not all measures may be supported, or can be funded and delivered, and inevitably a process of stakeholder review and prioritisation should inform the final selection of a preferred package of investment.
- 8.1.2. To assist Government of Jersey in determining which measures to prioritise, each has been assessed against a set of seven initial key criteria. These are as follows:

1. Road Safety Impact

- High (3) likely to result in a positive benefit for all user groups or a significant benefit for NMUs
- Medium (2) likely to result in a modest benefit for all user groups and NMUs
- Low (1) likely to result in a limited benefit for all user groups
- 2. Modal Shift Impact
- High (3) likely to result in a significant measurable increase in sustainable travel
- Medium (2) likely to result in a small measurable increase in sustainable travel
- Low (1) likely to result in a nominal measurable increase in sustainable travel
- 3. Carbon Reduction Impact
- High (3) likely to result in a significant measurable reduction in transport carbon emissions
- Medium (2) likely to result in a small measurable reduction in transport carbon emissions
- Low (1) likely to result in a nominal measurable reduction in transport carbon emissions
- 4. Delivery Cost (note these reflect the overall delivery costs and are indicative only).
- Low (3) < £10,000
- Medium (2) £10,000 £50,000
- High (1) > £50,000
- 5. Technical Deliverability
- High (3) no readily identifiable technical constraints on delivery
- Medium (2) requires additional feasibility assessment to determine deliverability
- Low (1) obvious/significant issues for deliverability to explore through feasibility assessment
- 6. Stakeholder Support
- High (3) likely to have no objections and probable support from stakeholders
- Medium (2) may be some objections and will require consultation but not significant delays
- Low (1) likely to be significant objections which could delay/prevent the measures
- 7. Timeframe
- Quick Win (3) readily deliverable within six months
- Medium term (2) deliverable within 18 months
- Longer term (1) deliverable in the longer term (over 18 months)
- 8.1.3. Each scheme, grouped by theme, has been assigned a provisional score (between 1-3) for each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any measure is 21 points. Measures scoring 16+ points are considered a higher priority for further detailed scheme development and delivery, with interventions scoring less than 16 considered a lower priority.

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Table 8-1: Managing Car Use & Parking Demands: Prioritisation of Measures

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score
W1	Develop a School Travel Plan for the school	1	2	2	3	3	3	2	16
W2	School-run car sharing	1	3	2	3	3	2	3	17

Table 8-2: Encouraging Active Travel: Prioritisation of Measures

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score
W3	Walking/scooting and, cycling maps	1	1	1	3	3	2	3	14
W4	Reward-based participation schemes	1	2	2	1	3	3	2	14
W5	Audit and develop key walking routes to the school	1	2	2	3	2	2	2	14
W6	Audit and develop key cycling routes to the school	1	2	2	3	2	2	2	14
W7	Improvement of cycling facilities at school	1	1	1	3	3	1	3	13
W8	Cycle training (Bikeability)	2	1	1	1	3	3	3	14

Priority
HIGHER
HIGHER
Priority
LOWER

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Table 8-3: Building Travel Awareness: Prioritisation of Measures

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score
W9	Sustainable school travel campaigns	3	1	1	3	3	3	3	17
W10	Targeted use of social media	1	1	1	2	3	2	3	13
W11	Classroom/assembly activities on sustainable travel incl. banner design competitions	2	1	1	3	3	3	3	16

Table 8-4: Enhancing Shared Transport: Prioritisation of Measures

Ref.	Measure	Road Safety	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score
W12	Review of bus services to/from the school	1	2	2	2	2	2	2	13

Priority
HIGHER
LOWER
HIGHER
Priority
LOWER

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9 CONCLUSION AND NEXT STEPS

9.1 CONCLUSION

- 9.1.1. The report has outlined opportunities and a series of measures to enhance sustainable travel patterns at Rouge Bouillon School. These have been determined through drawing on evidence from school travel surveys, site observations and discussions with the school. Taking a themed approach, the measures collectively present options to improve road safety, manage the demand for car-based mobility, encourage an increase in active travel and shared transport, the delivery of travel information and choice for customers, and reduce the impact of emissions from transport on the environment.
- 9.1.2. The following section outline the steps recommended to advance the proposals suggested in the report to the stage of an implementation programme.

9.2 NEXT STEPS

Review proposed measures and consult with Rouge Bouillon

- 9.2.1. A high-level initial prioritisation of measures provides GoJ with the basis for further discussion between stakeholders over which should be advanced, when and through what delivery mechanism. Some measures may represent relatively quick wins, and many complement existing sustainable mobility programmes and service provision on the island.
- 9.2.2. Further engagement and dialogue with the school on how measures are developed and delivered will foster a collaborative and dynamic approach to deliverability, increasing the likelihood future planned investment will be well-supported within the school community and local area, and add the most value.

Determine shortlist and define measures

- 9.2.3. Following further engagement with the school and wider stakeholders, including prospective delivery partners, a provisional shortlist of measures should be agreed. It is suggested these remain a combination of measures across each theme for a rounded approach to resolving existing issues and delivering a more comprehensive approach to promoting more sustainable school travel outcomes.
- 9.2.4. Funding sources will need to be identified and provisional budget allocations assigned. It is advised that budgeting is informed through further discussion with prospective delivery partners.

Develop implementation programme

9.2.5. Resources should thereafter be allocated to determine a rolling implementation programme drawing on the agreed shortlist of measures and funding availability. This should present information on how, when and through whom measures can be implemented, including any dependencies related to wider planned scheme proposals. Alongside an implementation programme an approach to monitoring and evaluating measures should be derived, providing a framework to determine how effective the chosen measures have been in securing the planned outcomes and providing an opportunity for adaptive learning as part of future sustainable mobility programmes in Jersey.

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