

Government of Jersey

TRINITY SCHOOL

School Travel Issues & Options Report



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CONFIDENTIAL

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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 on the Island. 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 Trinity School in the Parish of Trinity.
- 1.1.3. Identifying issues and opportunities will be through an evidence-led approach, comprising the following two methods:
- 1.1.4. A school travel questionnaire, issued to parents and school staff, to collect information on existing travel patterns alongside views on current travel issues and feedback on possible solutions
- 1.1.5. Discussions with the school Head Teacher combined with a site visit to witness issues first-hand and conduct an audit of school access arrangements. This includes examining potential improvements to sustainable transport routes and connection within the local area. The outcomes from this approach are summarised in this report.
- 1.1.6. Thereafter a series of outline recommendations have been determined for further consideration. These are grouped by specific themes and cover infrastructure improvements, service provision and travel behaviour change initiatives. Information is also presented on indicative costs and delivery timeframes for these recommendations, to inform a selection and prioritisation process by GoJ.

1.2 REPORT STUCTURE

- 1.1.7. The remainder of this report is structured as followed:
 - 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 and the propensity for change. Also, presents a carbon assessment of current school travel patterns.
 - Section 4: Trinity School Travel Issues and Opportunities – outlines the issues and opportunities apparent from the site audit and travel survey presented sections 2 and 3.
 - Section 5: School Travel and Transport Objectives – provides an overview of the aim and objectives of this report.
 - Section 6: Proposed Highway Improvements – suggests ways to improve the highway network within the vicinity of the school.
 - Section 7: Proposed Additional Measures – proposes additional measures to highway improvements for the school.

- Section 8: Prioritisation of Measures – details the previously proposed measures and their levels of priority for Trinity School.
- Section 9: Delivery Framework – details a process for delivery of the recommendations identified.



2 EXISTING CONDITIONS

2.1 EXISTING CONDITIONS

- 2.1.1. Trinity Primary School is a primary school in Trinity, located directly north of St. Helier and to the east of St John. Trinity School is accessed from two gates. One entrance is located on Rue des Ruelles, just to the east of the A8 La Route de la Trinite and to the west of La Rue du Mont Pellier. The other entrance is located on A8 La Route de la Trinite. The school is bounded by partly woodland and partly residential areas to the north and largely surrounded by woodland and fields.
- 2.1.2. **Figure 2-1** illustrates the vehicular and pedestrian access to Trinity School.
- 2.1.3. Trinity has a predominantly local catchment, but some year groups have pupils from more areas of the island. There are approximately 213 students, ranging between 3 and 11 years of age. The school has approximately 26 full time education staff members and its curriculum covers a wide range of subjects.
- 2.1.4. The school morning arrival times for Years 1 to 6 are between 08:25 and 08:40, with nursery and reception children arriving between 08:40 and 08:50. The afternoon departure times vary. Nursey and reception finish at 14:45, Years 1 and 2 finish at 14:50 and Years 3 to 6 finish at 15:00.
- 2.1.5. Site visit
- 2.1.6. A site visit was undertaken on Friday 17th September during the school morning arrival period. The weather during the site visit was dry and cloudy. The site visit included the area outside the school on Rue des Ruelles and Route de La Trinite, the pedestrian route to the Riley Field car park and the Route de La Trinite / Route d'Asplet junction.
- 2.1.7. During the site visit, parents parked in the Riley Field car park and walked to school via the pedestrian route. A school crossing patrol is provided to cross Route de la Trinite. There was also a drop-off system outside the school gate on Rue des Ruelles. Queuing vehicles regularly extended back along Rue des Ruelles to Route de la Trinite while pupils were being dropped off. These queues quickly built and quickly cleared.
- 2.1.8. Pupils and staff can access the school through various travel options which are described herein.

Figure 2-1 - Pedestrian and Vehicular Access Points to the School

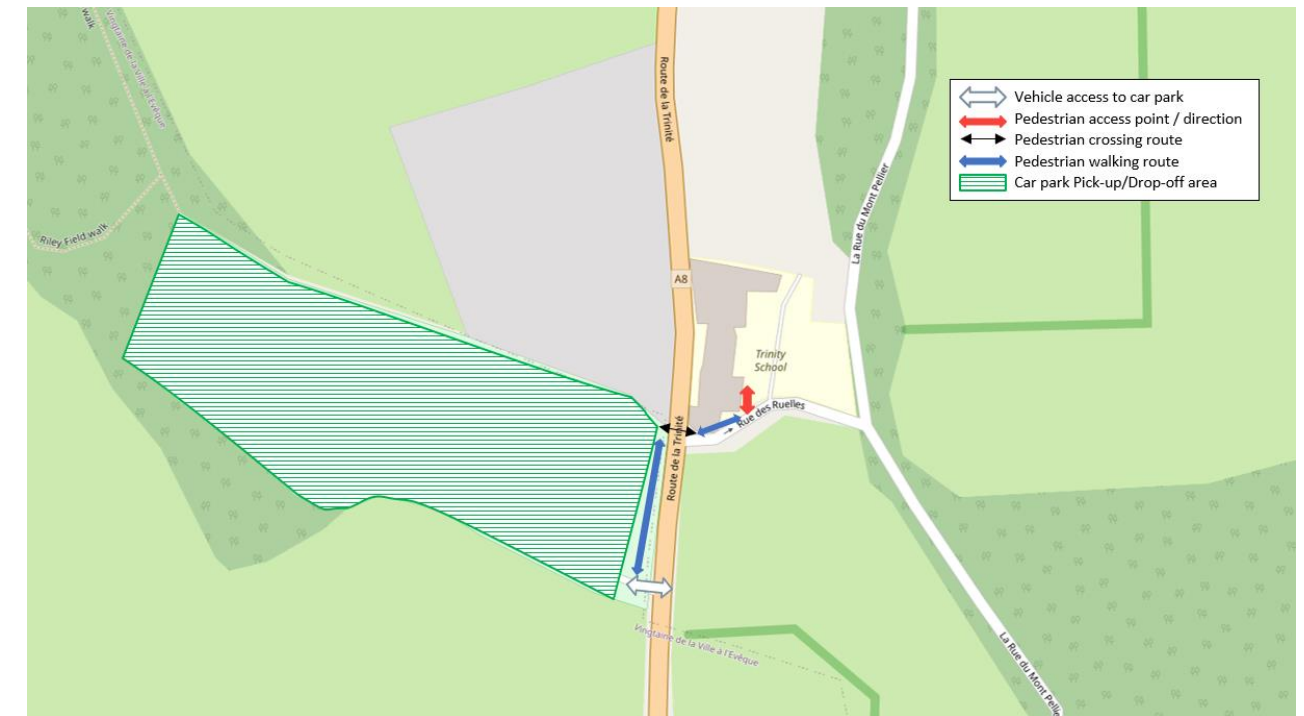
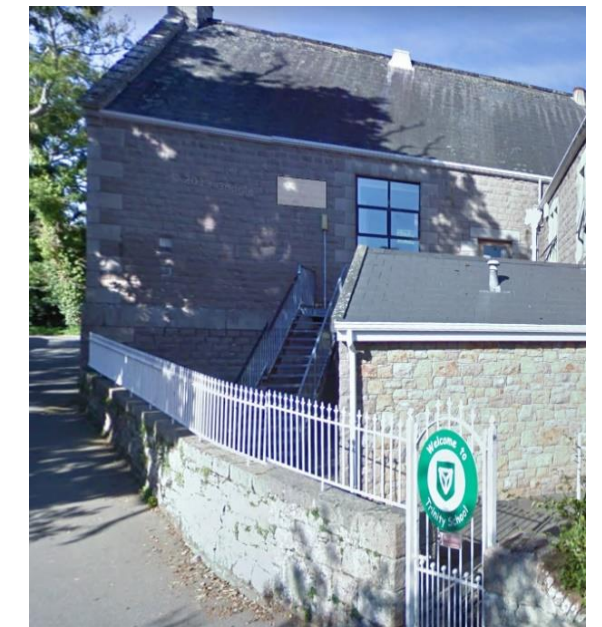


Image 1: Entrance on La Route de la Trinite



Image 2: Entrance on Les Ruelles



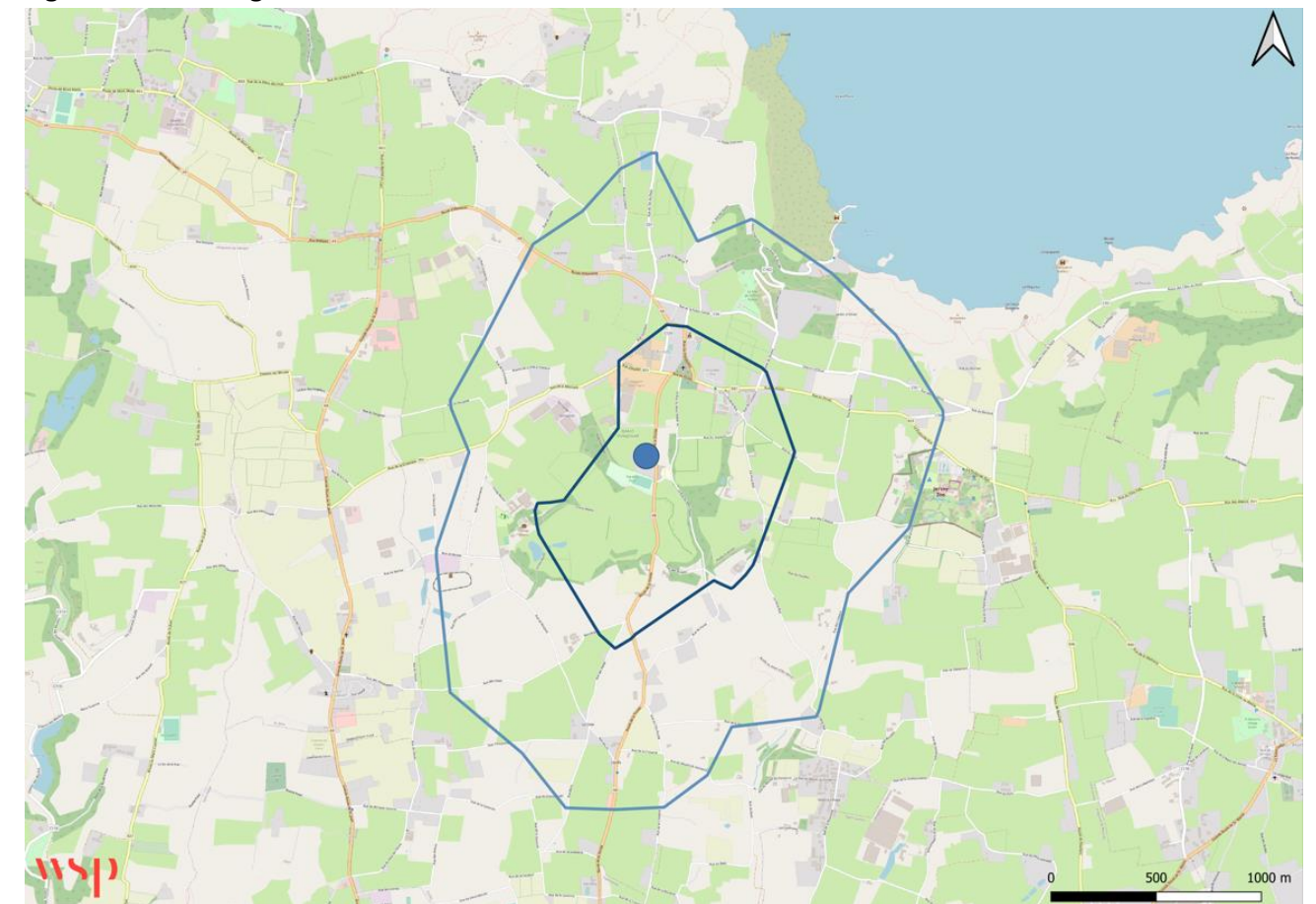
Access on foot

- 2.1.9 Trinity entrance is accessible on foot via Rue des Ruelles, where there is a virtual footpath painted on the left-hand side of Rue des Ruelles. However, the nearest footpath is located on the western side of La Route de La Trinite and crossing to Rue des Ruelles is facilitated by a school crossing patrol. Additionally, there is an entrance on La Route de la Trinite, but this is directly off the road with no footpath leading to it.
- 2.1.10 In the immediate vicinity of the school entrance there is no pedestrian infrastructure, although a virtual footway has been placed on Rue des Ruelles from the cross point on La Route de la Trinite to the school entrance. There is no dedicated crossing on La Route de la Trinite however crossing during the morning arrival times are facilitated by the school Lollipop Man.
- 2.1.11 There is no footpath located outside the entrance on La Route de la Trinite, despite a footpath provided on the opposite western side of the road.
- 2.1.12 Potential catchment for journeys on foot
- 2.1.13 An isochronal map for walking is shown in Figure 2-2. This has been created, using a geographic information system (GIS) tool, to indicate accessibility to Trinity 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.
- 2.1.14 Figure 2-2 includes walking isochrones for 10 and 20 minutes out from the school. This indicates that Le Puits, La Ville a L'Eveque, Le Hurel and La Croix are within a 20-minute walking distance, which includes residential areas close to the school. Trinity Village is accessible within a 10-minute walk from Trinity.
- 2.1.15 This information serves to inform where the relative potential for walking journeys to and from Trinity exists. Locations further afield are likely to be considered too far to walk for many, and may be more conducive to cycling, public and shared transport. The future focus on promoting walking, including developing improved route connections to Trinity from the surrounding area, might best be targeted within the areas indicated and informed by further analysis of pupil home postcodes to help identify specific walking desire lines and potential route connections.

Bus Services

- 2.1.16 The nearest bus stops to Trinity School are located approximately 50 metres from the entrance on Rue des Ruelles and approximately 30 metres from the school entrance on La Route de la Trinite.
- 2.1.17 There are no designated school bus services for Trinity School.

Figure 2-2 - Walking Isochrone



Images 3: Les Ruelles from La Route de La Trinite

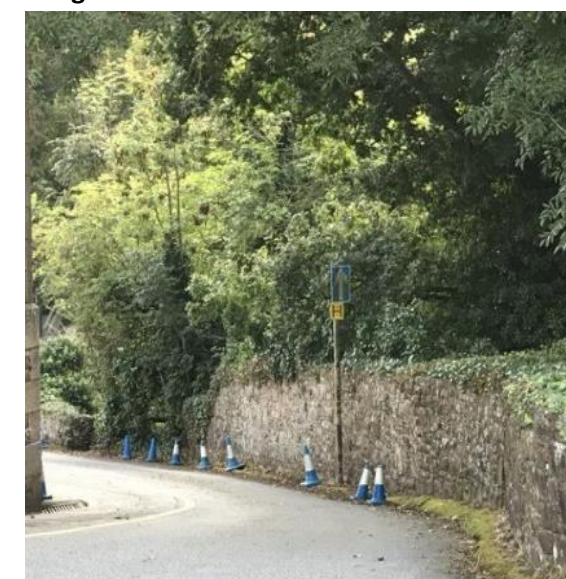


Image 4: Footpath along La Route de La Trinite



Access by Cycle



- 2.1.18 There is no cycle infrastructure located within the immediate vicinity of the school entrance on Rue des Ruelles nor on La Route de la Trinite and and La Rue du Mont Pellier. The local nature of the roads suggests cycling is less likely to be a viable route to/from school.
- 2.1.19 There was little cycling parking observed around the school site.
- 2.1.20 Image 5 shows a cyclist going into the school via the entrance on La Route de la Trinite, where their bicycle is halfway in the middle of the road whilst trying to enter and there is no safe entry for people using this entrance.

Potential catchment for cycling journeys

- 2.1.21 An isochronal map for cycling journeys to Trinity is shown in Figure 2-3. Journey times were 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.
- 2.1.22 As shown, the school can be accessed within a 20-minute cycle from the whole of the north east of the island, which includes the parishes of St Helier, St Saviour, St Martin, Trinity, Grouville, St John and St Lawrence. Settlements including St Martin's Village, St Helier Town Centre, St Martin's Village and St John's Village are all accessible within a 20-minute cycle journey.
- 2.1.23 Parishes outside a 20-minute cycle distance are St Ouen, St Brelade, St Peter, St Clement and St Mary.
- 2.1.24 Only the parish of Trinity and the east of St John are accessible within a 10-minute cycle journey. This includes Bouley Bay, Les St Germaines, Ville es Normans and La Croix.
- 2.1.25 This information can help inform where the relative potential for cycling journeys to and from Trinity exists. Locations further afield are likely to be considered too far to cycle and may be more conducive to public and shared transport. Further analysis of pupil home postcode locations could be undertaken to determine where trips are originating from and which may fall within a reasonable cycling distance from Trinity. Subsequent analysis could further determine the main desire line for journeys to the school and determine which routes should become the focus for targeted investment in cycling facilities to support active travel.

Private Vehicle

- 2.1.26 Vehicular access to Trinity School is provided off La Route de la Trinite to the west and La Rue de Mont Pellier to the east, however, there is no parking on the school site. Staff and parents park in the Riley field car park, which can be seen in Image 6.
- 2.1.27 There is a drop-off system outside the school gate on Rue des Ruelles where parents queue to drop off their child(ren). The vehicles regularly extended back along Rue des Ruelles to Route de la Trinite while pupils were being dropped off but heavy traffic congestion is not caused, especially as cars did not park or wait in the area after the child had been dropped off.
- 2.1.28 Additionally, afternoon departure times are staggered due to parking reasons.

Figure 2-3 - Cycling Isochrone (10 minutes dark blue, 20 minutes light blue)

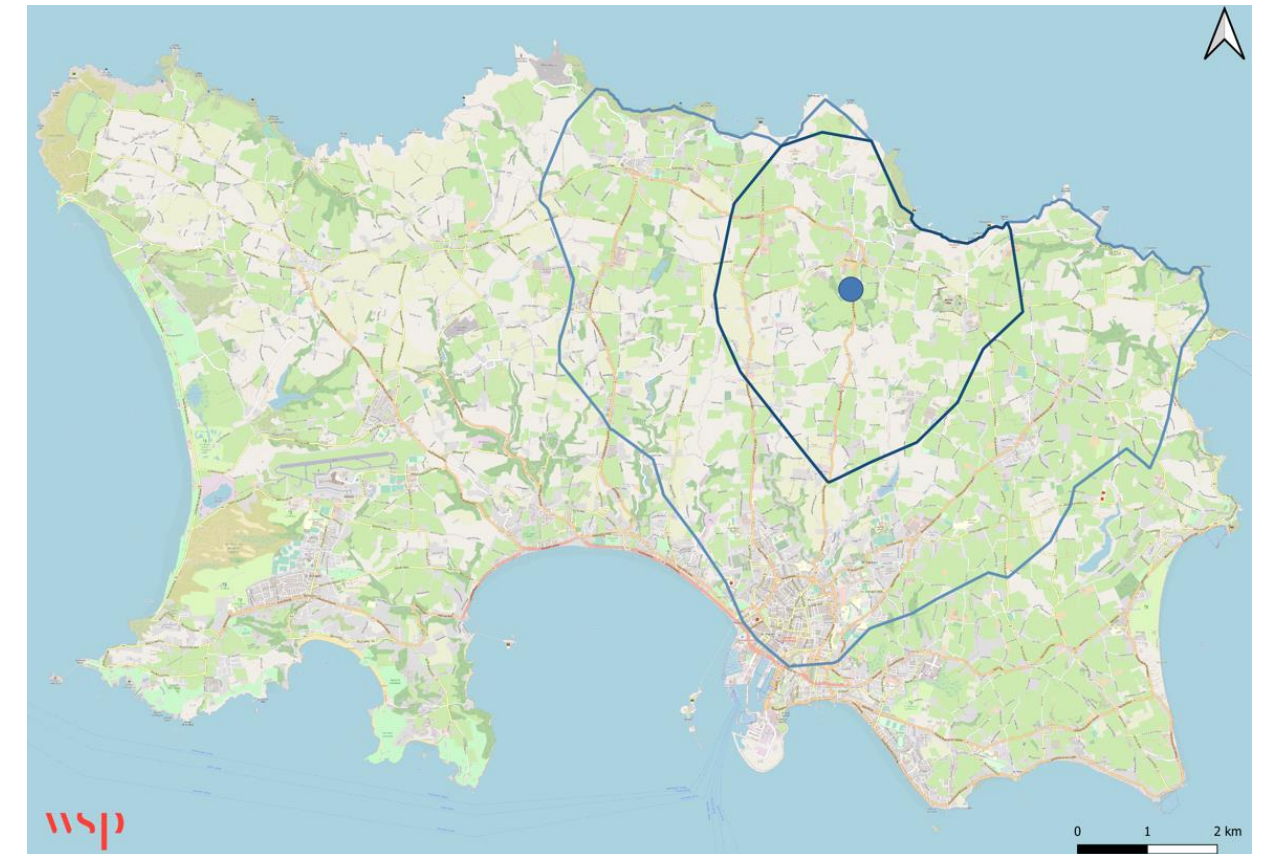


Image 5: Cyclist entering La Route de la Trinite access



Image 6: Riley Field car park



3 TRAVEL SURVEY RESULTS

3.1 PREAMBLE

- 3.1.1 A school travel questionnaire was issued to parents of Trinity pupils to collect information on existing travel patterns, whilst also allowing the parents to express any travel and transport concerns they may have. The questionnaire also provided an opportunity for parents to feedback on what they believe would be the possible solutions to improve and help resolving travel issues Trinity has.
- 3.1.1. A total of 12 parents responded to the questionnaire, which equates to a 6% response rate based on the current pupil numbers at the school.
- 3.1.2. The information collected from both surveys has been incorporated and used to inform the measures set out in Sections 7 and 8 however with more importance being given to on-site observations due to the low level of survey engagement.
- 3.1.3. This section will present the findings from the parents’ questionnaire, identifying current travel patterns and potential future travel patterns before providing a summary of the results.

3.2 CURRENT TRAVEL PATTERNS

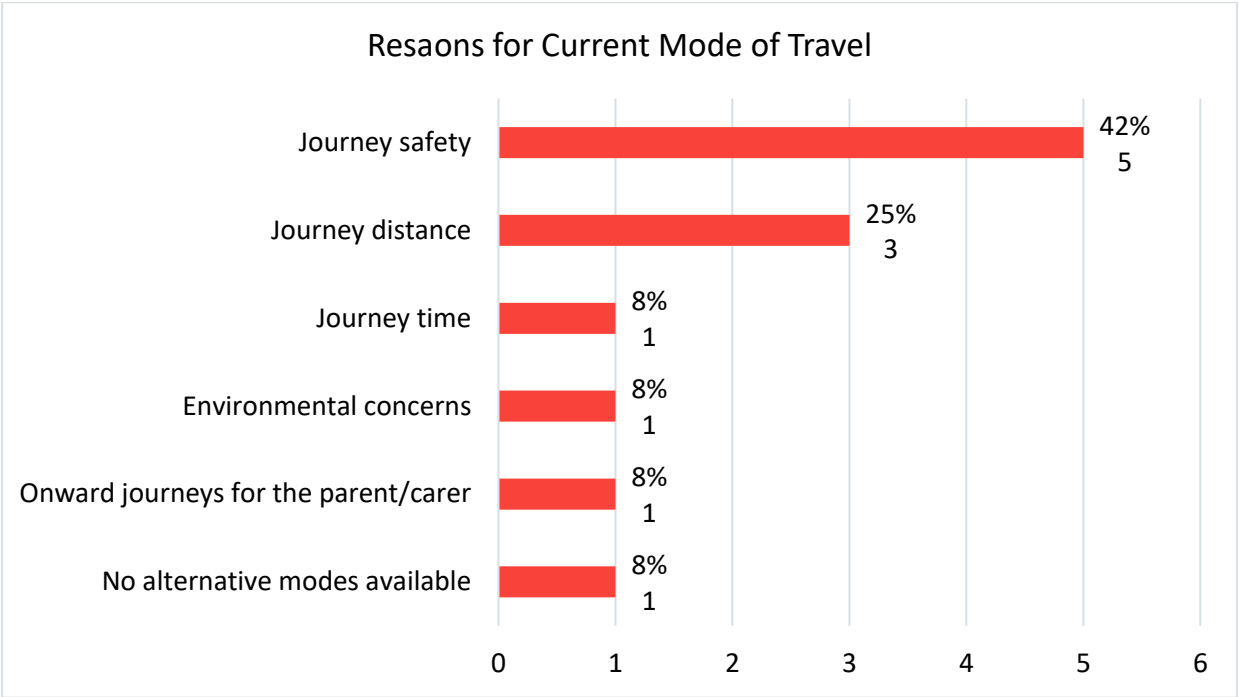
Modal Split for Current Travel Patterns

- 3.1.2 Based on the questionnaire response, currently private car is the only mode of travel used by parents to travel to and from Trinity, with 100% of parent respondents (12) using this mode. This is likely to reflect having pupils from external parishes and the rural area in which Trinity is located; however, it should be noted that:
 - 50% of parents respondents who travel to Trinity by car stated their home parish as Trinity (6);
 - journey distance and time was only reported to be their main reason for their travel choice by 33% of respondents (4); and
 - safety was the main reason for choosing the car to travel to/from Trinity by 42% of respondents (5).
- 3.1.3 Information on journey times was also collected in survey. It was observed that 100% of the respondents have journey times under 15 minutes. There may therefore be scope for these journeys to travel to school by a short bus trip, or either cycle or walk depending on where they live.
- 3.1.4 It should be however noted that the level of engagement to the survey has been low, and therefore these results may not be representative to all Trinity pupils’ patterns.

Travel Concerns

- 3.1.5 Specific concerns were evident in some responses regarding their reason to choose their travel mode. This included journey safety on 42% of responses. Despite the above, only one parent reported to have unresolved travel issues, this single response representing 8% of responses. The issues reported are high traffic speeds near school, high traffic volume near schools, cycling and walking safety.
- 3.1.6 **Figure 3-1** shows the reasons for current travel mode.

Figure 3-1 – Reason for Current Mode Travel

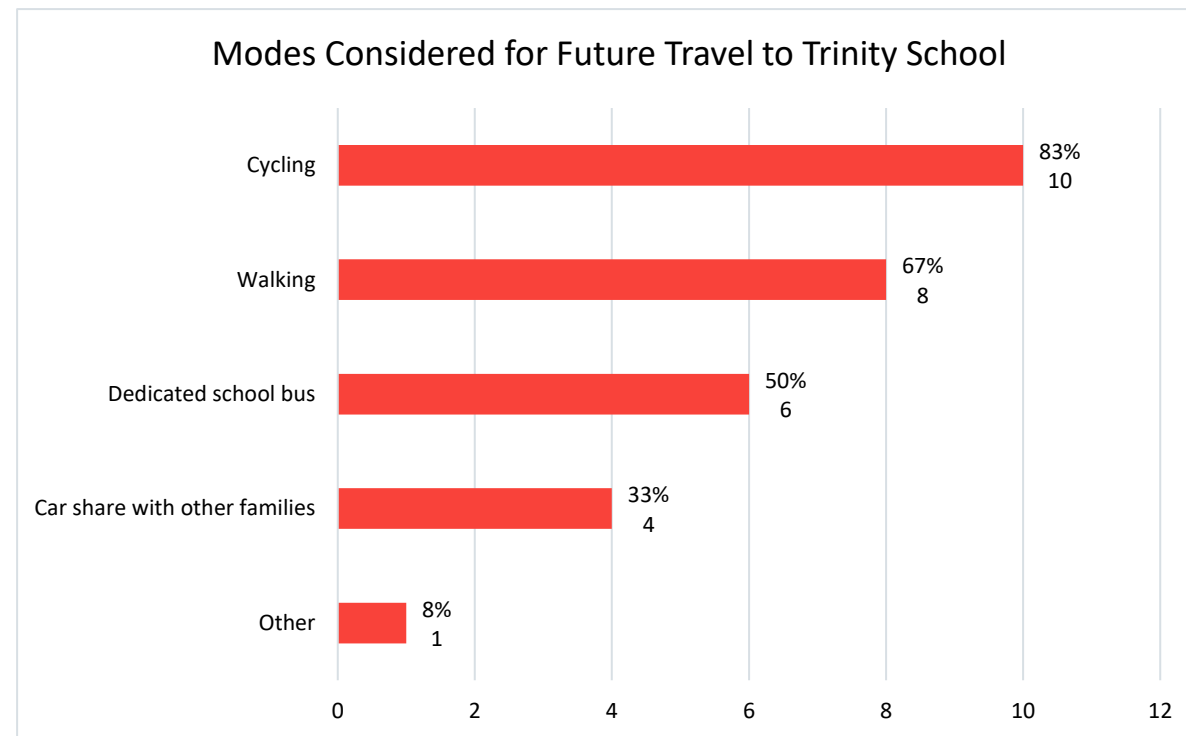


N = 12 (100% of respondents)

3.3 FUTURE TRAVEL PATTERNS

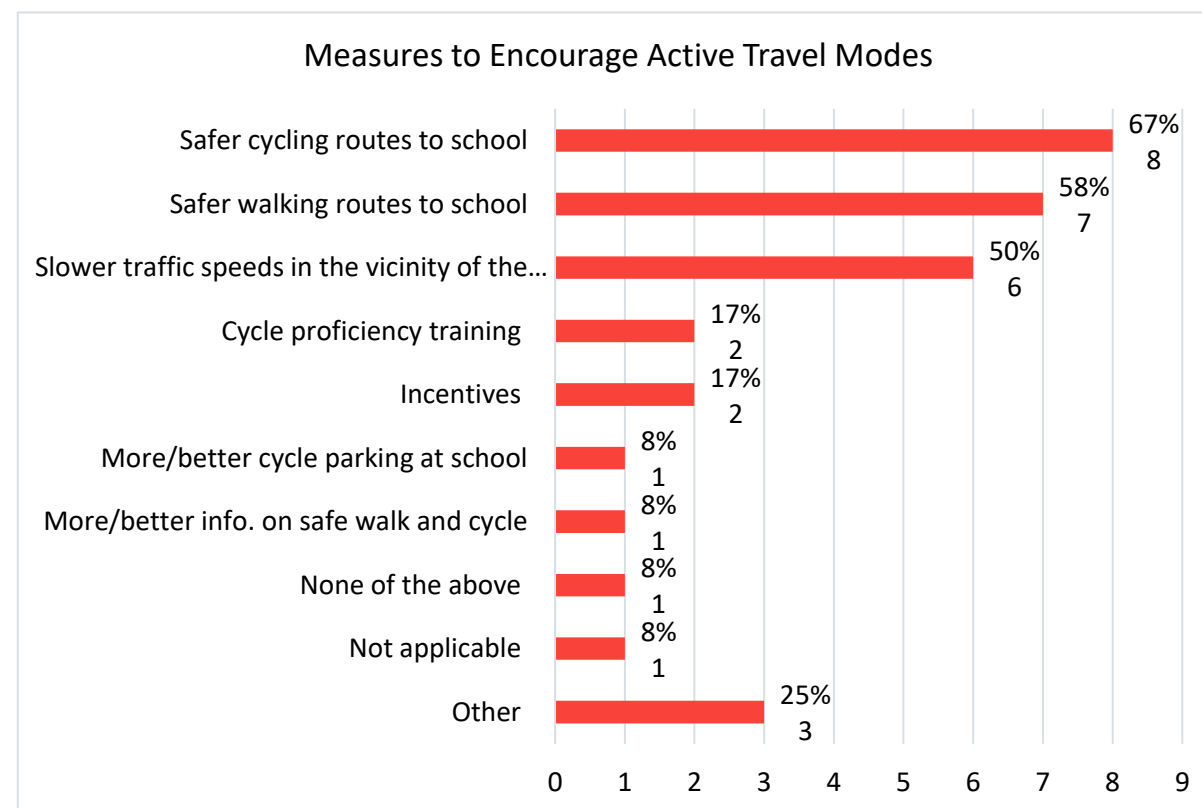
- 3.3.1 When asked whether they would consider pupil's using an alternative mode of transport for travelling to Trinity, 10 out of the 12 respondents stated they would, whilst 2 stated they would not.
- 3.3.2 Amongst parents who would consider changing travel mode, the most considered travel mode was cycling. This was followed by walking and a dedicated school bus. These results are seen in **Figure 3-2**.
- 3.3.3 When asked what measures will encourage them to allow pupils to cycle or walk to school, safer walking and cycling routes and slower traffic speeds were commonly cited. Responses are illustrated in **Figure 3-3**. Other reasons mentioned walking bus as a measure to encourage walking to school.
- 3.3.4 Similarly, measures to encourage bus as a mode of travel to school was asked. 42% of the responses mentioned more direct bus services while one quarter of respondents stated more regular bus services would encourage travel by bus to school in future. Safer access routes between bus stop and school, improved information and improved waiting facilities were also chosen options with response with less than 10% of responses of each. This is shown in **Figure 3-4**.
- 3.3.5 Moreover, nearly all respondents were interested in a School Street initiative been implemented outside the school in future. A School Street is a road outside a school with temporary restrictions to motor traffic during drop-off/pick-up times with restrictions applying to both school traffic and through-traffic. This results in a safer and cleaner environment for children.

Figure 3-2 – Potential future mode of travel



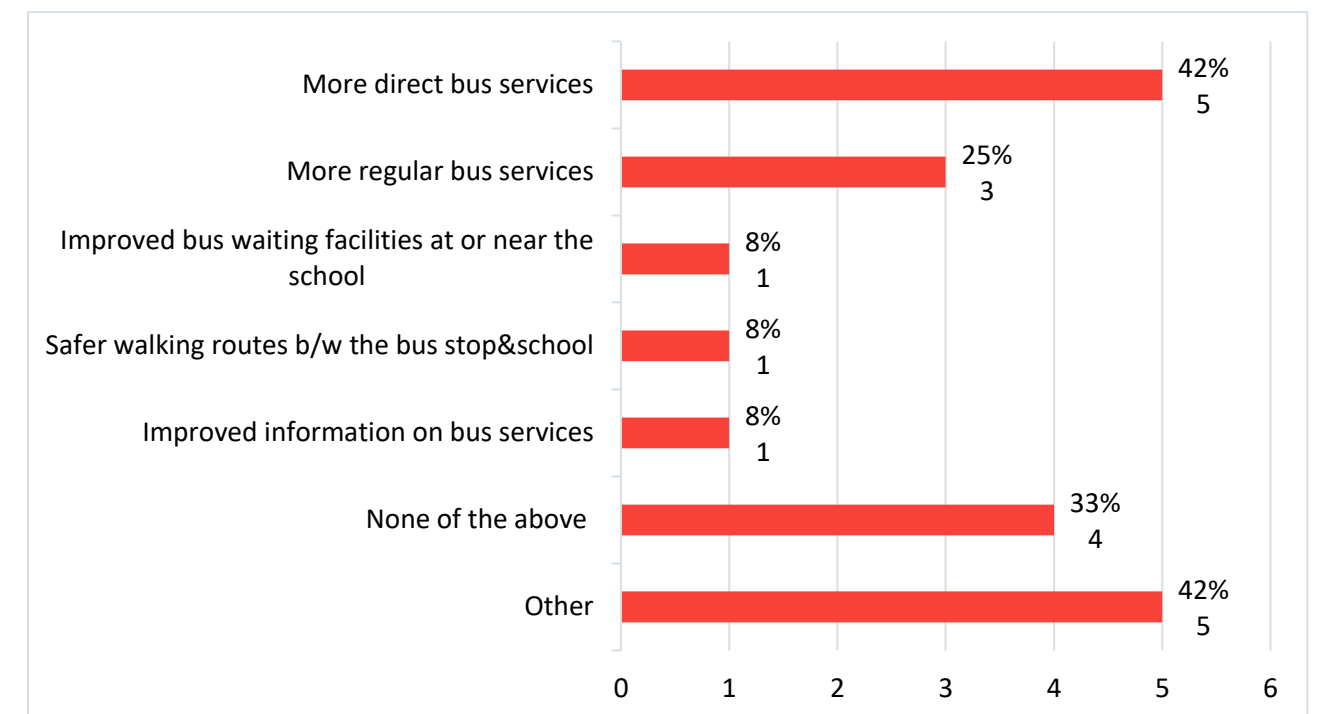
N = 29 responses, 12 respondents (100% of 12 respondents). Note % are over total respondents to survey.

Figure 3-3 - Measures to encourage active travel to school



N=32 responses, 12 respondents (100% of 12 respondents). Note % are over total respondents to survey.

Figure 3-4 - Measure to encourage bus as a mode of travel to school



N=20 responses, 12 respondents (100% of 12 respondents). Note % are over total respondents to survey.

3.4 SUMMARY

- 3.3.6 The travel survey has highlighted the current high propensity for pupils to be driven to Trinity by private car, which reflects the school's wider island catchment, whereby some pupils will be travelling significant distances that may not be viable by other modes. The private car also presents convenience to many parents making onward journeys to work, or to take another sibling to a different school, although 42% of respondents (5) stated their reason to travel by car is related to safety concerns.
- 3.3.7 However, there is also a clear propensity to change travel patterns in some instances, with 10 out of 12 parents responding with a willingness to consider alternative options should specific issues be overcome, and if the alternatives presented are viable and convenient.
- 3.3.8 Enhancing or adding to existing bus services to better align with school operating requirements and that are direct, as well as delivering improved footways, crossings and cycle infrastructure may boost levels of shared and active travel.
- 3.3.9 Overall investment in promoting more sustainable travel options will also be necessary to raise awareness and ensure parents are better informed about the full range of travel options available and the benefits they may present.

4 BASELINE TRAVEL CARBON ASSESSMENT

- 4.1.1 A baseline travel carbon assessment has been conducted to determine the current levels of carbon emissions generated by the travel patterns of those attending Trinity. This has been produced for both pupil travel and staff travel and is detailed in this section.

Calculation Methodology

- 4.1.2 To calculate the total carbon emissions produced by vehicles travelling to and from Trinity, Greenhouse Gas Conversion factors (UK Government, the most relevant comparable source) for company reporting were applied for each mode, which were then multiplied by the total distance travelled by each mode. This was calculated in kgCO₂e to encompass all emissions produced by vehicles.
- 4.1.3 Firstly, the average annual number of trips taken by each mode was determined by applying the average number of school days within one year in Jersey (160 days).
- 4.1.4 Secondly, the total annual mileage was calculated for each respondent by multiplying the distance to the school from the centre point of each parish by the number of annual trips to site. Parishes were used as a proxy for trip distance as home postcode information for a more detailed and accurate assessment was unavailable. Mileage was then doubled to account for two-way trips (i.e. home to school, and school to home). Emissions were also calculated for different types of vehicle engine (petrol, diesel, hybrid etc.) based on the responses from the questionnaire.
- 4.1.5 Total annual emissions are then calculated as the sum of the emissions across each mode, for each respondent. An expansion factor was then applied to reflect the full school population rather than just the number of respondents to the questionnaire.
- 4.1.6 From conducting a carbon assessment for Trinity, the annual total emissions for each car type has been calculated shown below in [Table 4.1](#).

Table 4-1 – Total Annual Emissions (kg CO₂e) for Car Types Travelling to Trinity

Car Type	Estimated No/ Pupils Travelling by Car Type	Total Annual Emissions (kg CO ₂ e) 1 Car	Total Annual Emissions x Pupils (kg CO ₂ e)
Car (Petrol)	71	875.25	62, 143
Car (Diesel)	142	845.77	120,099
Car (Plug-In Hybrid)	0	486.7512	0
Car (Battery Electric)	0	275	0
Car (Average)	0	861	0



5 TRINITY SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1

Limited awareness and restricted visibility of pedestrians in the road

Why is this an issue?

- 5.1.1. During the site visit, it was observed the pedestrian route to the school on Rue des Ruelles is an on-carriageway route marked by a single line. Whilst bollards and cones have been provided, their purpose is unclear to drivers.
- 5.1.2. As demonstrated in [Images 7 and 8](#), the turning from La Route de la Trinite onto Rue des Ruelles is sharp, falls steeply downhill and the building lines restrict visibility. As a result, drivers will have poor visibility of children walking on the virtual footway. This may discourage some parents from allowing their children to walk from the Riley Field Car Park to school.
- 5.1.3. There are no footpaths located on La Rue du Mont Pellier.
- 5.1.4. Additionally, there is no crossing infrastructure between the western footpath on La Route de la Trinite and Rue des Ruelles, so crossing is reliant on a school crossing patrol.

What are the opportunities?

- 5.1.5. There are multiple opportunities to help improve the pedestrian infrastructure within the vicinity of the site to ensure safer routes. These are outline below:
 - Review of walking routes
 - Crossing improvements on La Route de la Trinite
 - More visible virtual footway on Rue des Ruelles

Image 7: Restricted visibility onto Rues des Ruelles



Image 8: Visibility towards La Route de la Trinite



5.2 RELIANCE ON SINGLE OCCUPANT CAR RAVEL

Issue 2

Poor pedestrian connectivity to the school.

Why is this an issue?

- 5.2.1. Where footways are provided around the school these are typically narrow and along the side of busy roads. This may discourage from parents from using or allowing their children to use these routes, increasing the reliance on car travel.
- 5.2.2. The pedestrian route to the main pupil entrance is on Rue des Ruelles is a carriageway walking route demarked by a line. Five bollards have been provided to provide some form of segregation, one of these had been struck and was dislodged and propped up against the school. [Image 11](#) shows the La Route de la Trinite crossing. There is no dropped kerb on the western side for the crossing. The dislodged bollard can also be seen on the right.
- 5.2.3. At the Route de la Trinite / Route d'Asplet junction, there is limited footway provision, no crossing facilities and poor visibility (see [Image 10](#)). This junction could form part of the walking route between the village and the school. The alternative route is via the local lanes where there are no footways or of-carriageway routes (see [Image 9](#)).

What are the opportunities?

- Improved pedestrian crossing facilities
- Improved pedestrian footways

Image 9: Pedestrians walking in the road



Image 10: Pedestrian provision at Route d'Asplet



Image 11: School Crossing Patrol assisting crossing



Image 12: Riley Field capacity and parking issues



Issue 3

Riley Field car park capacity issues during morning arrival times.

Why is this an issue?

- 5.2.4. It was observed from the site visit that during the morning arrival times, Riley Field car park was very busy and almost at capacity. Additionally, staff of Trinity School use this car park, so, a combination of staff and parent/visitor vehicles demand takes up a lot of available capacity, preventing those who may be using the field during the morning or departure times of Trinity. [Image 12](#) shows Riley Field car park during morning arrival times.

What are the opportunities?

- Marked bays in Riley Field car park

5.3 LIMITED USE OF SHARED TRANSPORT

Issue 4

Lack of direct / regular bus services to and from Trinity School.

Why is this an issue?

- 5.3.1. The travel survey indicated that all 12 respondents currently drive their children to school. However, six identified that they would consider travelling by bus. More direct and regular bus services were identified as measures that would encourage bus as a mode choice for travelling to school.
- 5.3.2. The rural nature of the school there is a greater likelihood of parents driving their children to/from school, either as an individual journey or as part of multi-purpose trip. The observed demand in the car park and on Rue des Ruelles supports this.
- 5.3.3. Whilst there is a public bus stop close to the school, the timings are not conducive to school-run use.

What are the opportunities?

- Improved bus frequency, optimised to school drop-off / pick-up times
- Dedicated school bus services

5.4 TRAVEL INFORMATION AND PROMOTION

Issue 5

Minimal provision of travel information and promotion of sustainable transport modes that can be used to travel to/from Trinity

Why is this an issue?

- 5.4.1 Although the school has a Travel Plan, there is presently minimal online information for parents to see what sustainable travel options there are for their children. Without being provided with adequate information about alternative travel modes this may increase the likelihood of car-based school travel as the perceived default option for parents.

What are the opportunities?

- 5.4.2 There are various opportunities to promote sustainable travel to Trinity and inform parents of their child's travel options. These include:
- Sustainable School Travel Campaigns
 - Use of social media
 - School activities on sustainable transport
 - Use school website to inform on current travel options
 - Leaflets handed out to parents at the start of each term detailing school travel information

5.5 SUMMARY

- 5.5.1. This section has outlined the school travel and transport issues and their opportunities that have been identified from the information gathered from a site audit and the travel survey results ([Sections 2 and 3](#)).
- 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 proposing highway and access improvements in [Section 7](#) and wider measures in [Section 8](#).

6 SCHOOL TRAVEL AND TRANSPORT OBJECTIVES

6.1 SCHOOL TRAVEL OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Trinity 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 Trinity. This will drive the overall rationale for investment and is proposed as follows:

'To invest in measures that deliver more sustainable travel to school patterns at Trinity, promoting safer, 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 Trinity's, 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 States of Jersey environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.

Table 6-1: School Travel and Transport Objectives

Objective Reference	Objective
O1	• Manage the overall demand for single occupancy car trips to and from the school site
O2	• Manage parking demands and optimise the allocation and management of available car parking
O3	• Improve road safety and minimise potential conflict between motor vehicles and other road users
O4	• Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
O5	• Enhance the quality and availability of travel information and advice for pupils, parents and staff
O6	• Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

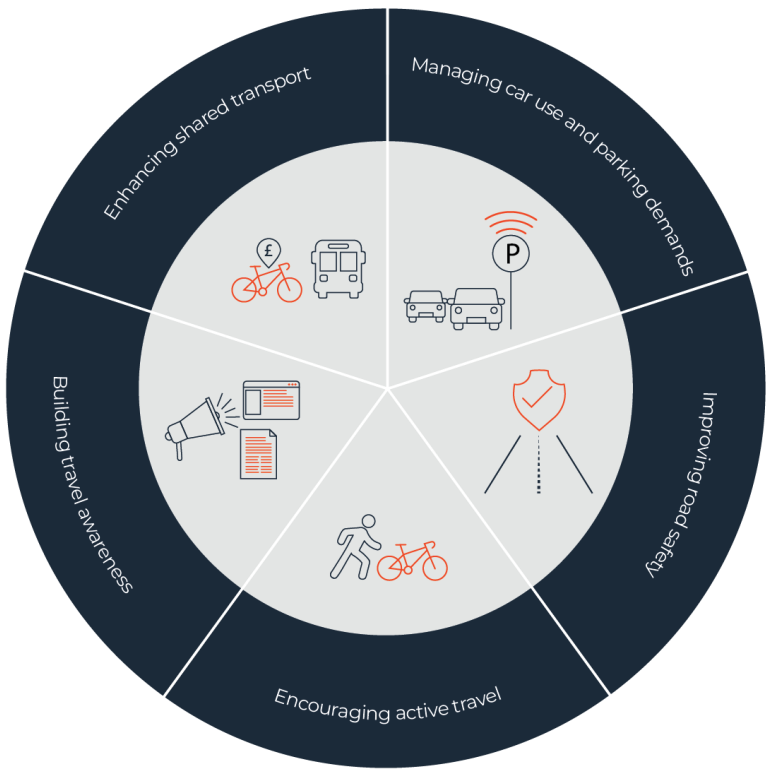
6.2 DEVELOPING POTENTIAL SOLUTIONS

6.2.1. Based on the 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 Trinity. 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, namely;

- Managing car use and parking demands
- Improving road safety
- Encouraging active travel
- Building travel awareness
- Enhancing shared transport



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 Trinity, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.

7 HIGHWAYS AND ACCESS IMPROVEMENTS

7.1.1 A number of highway interventions have been identified in response to the site observations, feedback through the travel survey and the resultant issues and opportunities identified. These are summarised below

Table 7-1 - Recommended Highway and Access Improvement Measures

Ref	Measures	Description	Supporting Objective	Justification
H1	Marked bays in the Riley Field car park	Marked bays in the Riley Field car park.	O2, O3, O4	Provision of marked bays will encourage vehicles to park sensibly to maximise capacity and discourage parking in unsafe locations.
H2	Virtual footway scheme on Rue des Ruelles	Virtual footway provided on Rue des Ruelles. Limited use of physical segregation due to narrow width and bends along the route.	O3, O4	This would provide clearly defined, safer without reducing carriageway space where required for larger vehicles.
H3	Provide improved crossing facilities	A feasibility study examining the options to provide a new/improved crossing close to the junction between Route de la Trinite and Rue des Ruelles. Localised footway and carriageway widening as required.	O3, O4	Improved crossing facilities would help parents and pupils cross Route de la Trinite safely. Approach speeds, visibility and space availability make it difficult to determine what form of crossing could be provided at this time and therefore it is suggested a feasibility study examine options and determine a preferred solution.
H4	20mph speed limit and advisory signage	Implementation of a permanent 20mph speed limit on roads around the School.	O2, O3, O4	Encouraging lower speeds in the area around the School may encourage greater use of the footways which are narrow.
H5	Improved crossing facilities at Route de la Trinite / Route d'Asplet junction	Improved crossing and footway at the junction between Route de la Trinite and Route d'Asplet.	O1, O3, O4	Improved pedestrian accessibility at the junction may encourage more parents/pupils to walk to school from the village centre.





8 WIDER MEASURES

8.1.1. In addition to highway and access improvements in the vicinity of Trinity, there are a wide range of additional 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 Chapter 5. These are summarised in the below tables.

Table 8-1 – Trinity Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	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.	O1, O2, O3, O6	Arranging car sharing options is forecasted to help reduce single family car trips and yet enable those who need to drive to school doing so, also relieving the operation of Riley Field Car Park so that it's better used and managed overall.
W2	Riley Field Car Park Management	It is recommended that an assessment of the operation of Riley Field Car Park can be made (e.g. by undertaking surveys) and a series of recommendations can be proposed in addition to marking up the bays again (as per Chapter 7). Improvements can be focused on the operation of the car park, the adjacent highway network during Trinity pick-up and drop-off times, or also even providing priority bays to car sharing users to strengthen other measures proposed within this report (e.g. W1).	O2, O3	Congestion in and around the car park was observed during the site visit at drop-off and pick-up times. Maximising the potential of this car park can help relieving congestion around the area and improving the drop-off / pick-up experience of parents and children.

Table 8-2 – Trinity Recommended Measure: Improving Road Safety

Ref.	Measures	Description	Supporting Objective	Justification
W3	School Safety Zone (SSZ)	GoJ should explore the merits of creating a School Safety Zone (SSZ) which can cover the sections of La Rue du Mont Pellier and Le Route de la Trinite in proximity to Trinity as well as Les Ruelles. Traffic calming can be achieved by increasing the prominence of the pedestrian environment to encourage more responsible driving from passing traffic. The SSZ should aim to provide an 'identity' for the roads outside the school, meaning that drivers will recognise their meaning and react accordingly. Measures associated with the SSZ could include the creation of a school zone 'gateway', murals or displays, themed bollards outside the school, different colour surface material etc.	O1, O2, O3, O4	A SSZ will help decrease the vehicular character of the roads adjacent to the school, this way encouraging active travel from residential areas within walking and cycling distance from Trinity. Also, slower traffic speeds in the vicinity of the school and safer walking/cycling routes will potentially encourage parents to walk/cycle their children to school or enable them to do so.
W4	Pedestrian Training (Footsteps Programme)	Buckinghamshire CC in England introduced a programme called 'Footsteps', which is a practical pedestrian training scheme for children aged 4-7 years old, which develops awareness of roads and helps them live safely with traffic. Children are taken into the local area with a volunteer trained tutor to observe the traffic and discuss road safety. There are three stages, green, amber and red. Each stage builds on the last, covering the basic 'Green Cross Code' then adding other aspects of road safety. Footsteps forms part of the wider portfolio of pedestrian training programme New Journey, which also includes First Steps for younger pre-school children and Making Tracks aimed at children moving on from primary to secondary school.	O1, O3, O4	A practical pedestrian training scheme – such as the Footsteps programme – will mean children at Trinity can be trained to develop greater road safety awareness, and how to behave when walking or scooting to school from residential areas which are within walking distance to Trinity. This will be helpful in combination with other existing initiatives such as the crossing patrol already in place for Trinity.

Table 8-3 - Trinity Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W5	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. These could be informed by analysing home postcode locations to ensure routes subject to higher potential demand and with a higher propensity for school trips to be walked or cycled are included. 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.	O1, O4, O5	Considering the nil level of active travel currently taking place at Trinity (as reported in the survey), these measures would help parents consider their children to walk, scoot or cycle to school with walking/scooting and cycling maps denoting the safest and most direct routes to Trinity. A reward-based participation scheme can also be a highly effective means of overcoming any inertia in choose walking, scooting or cycling by direct incentivising and rewarding change. For a set period more children at Trinity can be encouraged to trial 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.
W6	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. 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’.		
W7	Review of Walking Routes	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including La Route de la Trinite and La Rue du Mont Pellier and the A8 and B31 roads, 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.	O1, O3, O4	Considering the residential areas within walking distance from Trinity, safer walking routes to school would encourage parents to walk their children / allow their children to walk to school, optimising the idyllic rural location and nature walks to Trinity. Therefore, this measure could make a meaningful difference in modal choices.

Ref.	Measures	Description	Supporting Objective	Justification
W8	Review of Cycling Routes	GoJ should consider auditing and developing key cycling routes connecting the school with the surrounding area, , including La Route de la Trinite and La Rue du Mont Pellier and the A8 and B31 roads, 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.	O1, O3, O4	Considering the residential areas within cycling distance from Trinity, safer cycling routes to school would encourage parents to walk their children / allow their children to cycle to school, optimising the idyllic rural location of Trinity. Therefore this measure could make a meaningful difference in modal choices.
W9	Improvement of Cycling Facilities at School	Cycle parking facilities at school are recommended to be reviewed so that additional spaces are implemented as well as safe and secure storage for cycling equipment (e.g. helmets)	O1, O4	This measure is required to enable cycling to school and to complete measure W10 (audit and develop cycling routes to Trinity). Also, improving cycle parking facilities at school would encourage 12% of parents (6) to cycle their children to school / allow their children to cycle to school in accordance with the survey results.
W10	Bikeability	Bikeability is currently offered on the island by Jersey Sport. Within the 2021/22 academic year, Jersey Sport plan to offer the Level 1 to all Year 5 and 6 children island-wide. This programme could be continued at Trinity to ensure pupils benefit from developing skills and confidence to become safe cyclists.	O1, O4, O5	The travel survey indicates that no students currently cycle to school, however there are residential areas within the catchment area of Trinity which are within cycling distance to the school. Should the review of cycling routes (W7) be also decided to be implemented, this measure could be highly effective.

Table 8-4 – Trinity Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W11	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, etc. 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 Trinity publicly available. Also, reinforcing the knowledge of the measures and preparing sustainable travel training events and sessions during fixed weeks of the year will increase the success rate of the measures.

Ref.	Measures	Description	Supporting Objective	Justification
W12	Targeted Use of Social Media	Developing a strategy to engage with Facebook, Twitter and Instagram users and disseminate sustainable travel information through social media (from the existing Travel Plan to the measures coming up from this report) 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	Trinity's website does not seem to direct to any Facebook, Twitter or Instagram accounts. The targeted use of social media will increase the visibility of Trinity sustainable travel strategy, also allowing for continuous encouragement of sustainable travel modes. Additionally, the ease of communication through social media will make it more likely that feedback and ideas for improvement are regularly received from parents and local residents.
W13	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 children attending Trinity and for pupils to also 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 8-5 – Trinity Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W14	Dedicated Bus Service	A feasibility assessment could be undertaken to determine the potential for a dedicated bus service to be introduced for school children only. This may serve other schools in the vicinity to support service viability and share the associated service costs. This would provide additional public transport service capacity for school journeys locally and resolve parental concerns about shared transport between primary and secondary pupils.	O1, O6	Current bus services do not encourage Trinity pupils to use the existing offer. A dedicated bus for Trinity and other schools in the area would help increasing the bus share.

9 PRIORITISATION OF MEASURES

- 9.1.1. The previous two chapters have presented a range of measures designed to fulfil the objectives outlined in Chapter 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.
- 9.1.2. To assist Government of Jersey in determining which measures to prioritise, each has been assessed against a set of six initial key criteria. These are as follows:
1. **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
 2. **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
 3. **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
 4. **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
 5. **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
 6. **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)
- 9.1.3. Each scheme, grouped by theme, has been assigned a provisional score based on each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any intervention is 18 points. Interventions scoring 13+ points are considered a higher priority for further detailed scheme development and delivery, with interventions scoring less than 13 considered a lower priority.

Table 9-1: Highways and Access Improvements: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
H1	Marked Bays in Riley Field Car Park	1	1	3	3	2	2	12	LOWER
H2	Virtual Footway Scheme on Rue des Ruelles	1	1	2	2	2	2	10	LOWER
H3	Provide Improved Crossing Facilities	1	1	2	2	3	2	11	LOWER
H4	20mph Speed Limit and Advisory Signage	1	1	1	2	2	2	2	LOWER
H5	Improved Crossing Facilities on Route de la Trinite / Route d'Asplet Junction	1	1	2	2	2	2	10	LOWER

Table 9-2: Managing Car Use & Parking Demands: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	School Run Car Share Scheme	3	3	2	2	2	2	14	HIGHER
W2	Riley Field Car Park Management	1	1	3	3	2	2	12	LOWER

Table 9-3: Improving Road Safety: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W3	School Safety Zone (SSZ)	1	3	2	2	2	2	12	LOWER
W4	Pedestrian Training (Footsteps Programme)	2	2	2	2	3	2	13	HIGHER

Table 9-4: Encouraging Active Travel: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W4	Walking/Scooting and, Cycling Maps	1	1	3	3	2	2	12	LOWER
W5	Reward-based Participation Schemes	2	3	1	3	3	2	14	HIGHER
W6	Review of Walking Routes	1	1	3	2	2	2	11	LOWER
W7	Review of Cycling Routes	1	1	3	2	2	2	11	LOWER
W8	Improvement of Cycling Facilities at School	1	1	2	3	2	2	11	LOWER
W9	Cycle Training (Bikeability)	1	1	1	3	3	3	12	LOWER

Table 9-5: Building Travel Awareness Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W10	Sustainable School Travel Campaigns	1	1	2	3	2	2	11	LOWER
W11	Targeted Use of Social Media	1	1	2	3	2	3	12	LOWER
W12	Classroom/Assembly Activities on Sustainable Travel	1	1	3	3	3	3	14	HIGHER

Table 9-6: Enhancing Shared Transport: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W13	Dedicated Bus Service	2	2	1	2	3	2	12	LOWER

10 CONCLUSION AND NEXT STEPS

10.1 CONCLUSION

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

10.2 NEXT STEPS

Review proposed measures and consult with Trinity

- 10.2.1. 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. Other measures may be better advanced over the medium to longer terms, for example in close alignment with future major highway schemes being developed for Trinity Parish.
- 10.2.2. Further engagement and dialogue with Trinity 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

- 10.2.3. Following further engagement with Trinity 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.
- 10.2.4. Certain schemes will of course require additional definition and development; for example, transport impact assessments, developing outline designs and conducting safety audits. 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

- 10.2.5. Resource 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.

