



Government of Jersey

GROUVILLE SCHOOL

School Issues and Opportunities Report





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1 INTRODUCTION

1.1 BACKGROUND

- 1.1.1. WSP has been appointed by the Government of Jersey (GoJ) 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 Grouville School in Grouville 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 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 conduct an audit of school access arrangements. This includes examining potential improvements to sustainable transport routes and connection 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 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 STRUCTURE

- 1.2.1. The remainder of this report is structured as follow:
 - 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.
 - Section 4: Baseline carbon assessment of current school travel patterns.
 - Section 5: School Travel 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 Highway Improvements – suggests ways to improve the highway network within the vicinity of the school.
 - Section 8: Proposed Additional Measures – proposes additional measures to highway improvements for the school.
 - Section 9: Prioritisation of Measures – details the previously proposed measures and their levels of priority for delivery.
 - Section 10: Conclusion and Next Steps – details a process for delivery of recommendations identified.



2 EXISTING CONDITIONS

2.1 EXISTING CONDITIONS

2.1.1. Grouville School is a primary school located in the parish of Grouville, in eastern Jersey, with St Clement to its south and St Martin to its north. Grouville school has five different access points, with two located on La Croix to the east of the school, two on La Rue de la Haye des Puits to the south of the school (one being the main reception / pedestrian entrance), and the fifth one off the private road between La Rue de la Haye des Puits and the A3 La Rue a Don to the west of the school. Both La Croix and La Rue de la Haye des Puits as well as the private road between the A3 and La Rue de la Haye des Puits have one ways systems.

2.1.2. **Figure 2-1** illustrates the vehicular and pedestrian access points to Grouville School as described above, including the direction of vehicular routes and where parking and pick up areas are located.

2.1.3. Grouville has a local catchment area, however, a small proportion of pupils travel from further parishes. The school has approximately 400 students ranging between 3 and 11 years of age and approximately 40-50 full time education staff members. Its curriculum covers a wide range of subjects.

2.1.4. Morning arrival times are between 08:30 and 08:45, with parents able to drop off their children at the access points to the east and west of the school where the gates are monitored by staff members.

2.1.5. Afternoon pick up times vary for different year groups: nursery pupils are picked up between 14:00-14:30; reception pupils leave between 14:45-14:55; and the times for the other years begin at 14:55. The northernmost gate located on La Croix is only used for picking up Years 3 and 5 and their siblings.

Site Visit

2.1.6. A site visit was held on Tuesday 16th November 2021 during the school afternoon departure times. The weather during the site visit was dry and cold. The site visit was attended by GoJ (Operations and Transport), the Headteacher of Grouville and WSP transport planners. The site visit primarily focused on La Croix, La Rue de la Haye des Puits and the private road to the west of the school where pick up occurs on school grounds. The private road which is located between La Rue de la Haye des Puits and La Rue a Don can be seen in **Image 1**.

2.1.7. During the site visit (i.e. afternoon departure times), a limited degree of congestion was observed around the perimeter of the school, with an efficient pick-up system implemented. Whilst many vehicles queued along La Croix to pick up pupils from the northernmost gate, the private road was used as a one-way system for collection, from La Rue de la Haye des Puits and exited onto La Rue a Don, and queuing by the field gates occurring as shown in **Image 2**.

2.1.8. The various travel options which pupils and staff can use to access Grouville School are described herein.

Figure 2-1: School Access Points

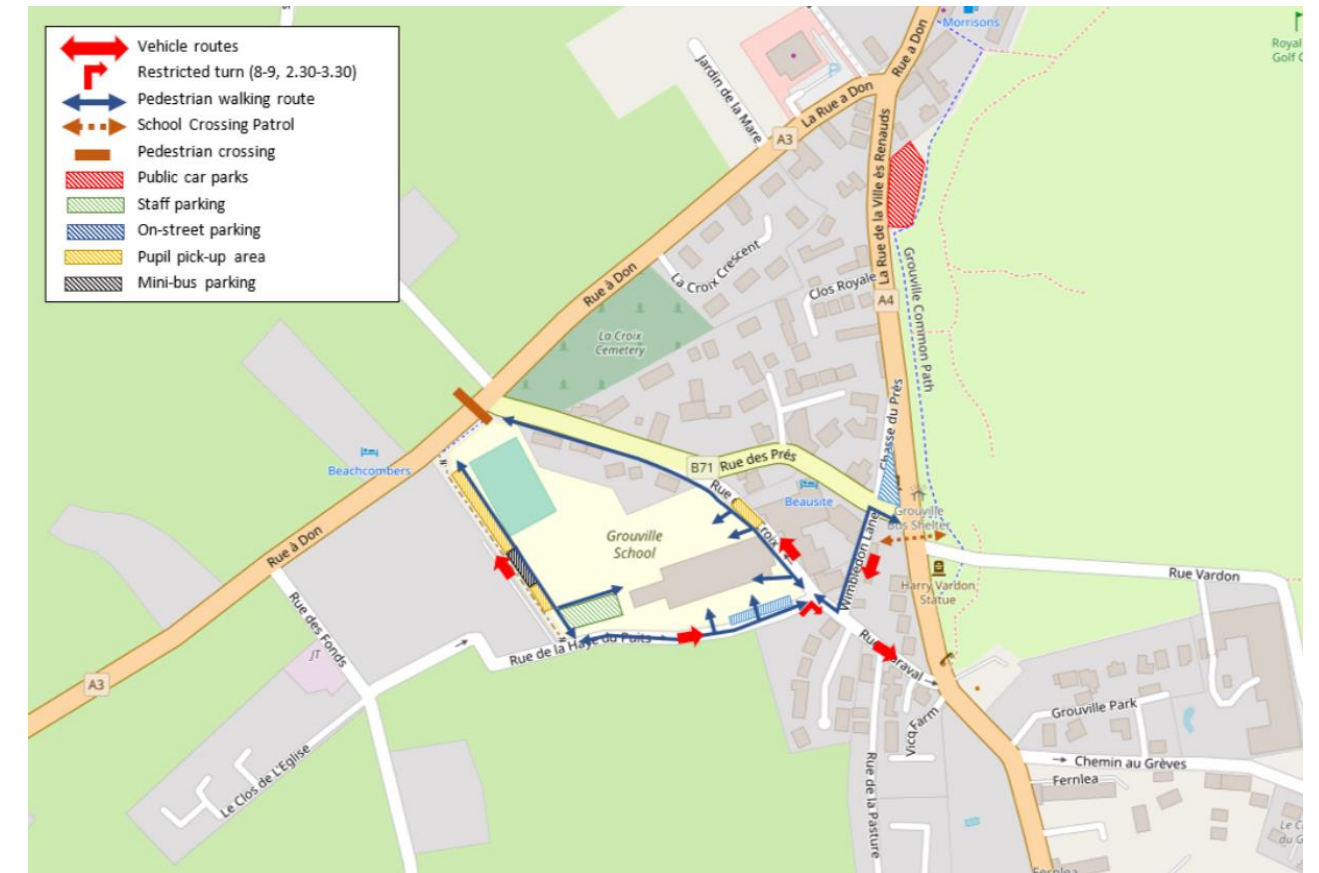


Image 1 and 2: Pick up area between La Rue de la Haye des Puits and La Rue a Don



Access on Foot

- 2.1.9. Grouville School’s main entrance is located on La Rue de la Haye Du Puits, however, there is no footpath along this road. Additionally, there are three gates located on La Croix, which can also be accessed by foot, similarly to La Rue de la Haye Du Puits, the road is lacking footpaths. There is a short footpath located to the south of La Croix but does not extend along the whole road.
- 2.1.10. **Image 3** show the lack of footpaths outside the main school entrance on La Rue de la Haye Du Puits and **Image 4** shows narrow footway at the Wimbledon Lane / La Croix junction being widened by placing cones in the carriageway.

Potential catchment for journeys on foot

- 2.1.11. 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 Grouville 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.
- 2.1.12. In accordance with the above methodology, **Figure 2-2** includes walking isochrones for 10 and 20 minutes to/from the school. This indicates that Grouville Village, the east of Grouville Arsenal and the south west of Gorey are within a 20-minute walking distance, which includes residential areas close to the school. La Ville es Renauds, Chemin au Greves and part of La Rue a Don are all within a 10-minute walking distance from Grouville.
- 2.1.13. Through the use of anonymous pupil postcode data, it can be identified from **Figure 2-2** and **Figure 2-3** that 16% of Grouville School pupils are within a 10-minute walking distance from/to the school and additional 20% can walk to/from the school within a 10 to 20-minute walking trip.
- 2.1.14. Areas further afield are likely to be considered too far to walk for many, and may be more conducive to cycling, public and shared transport for the remaining pupils who live outside the 20-minute walking catchment area for the school. The future focus on promoting walking, including developing improved route connections to the school from the surrounding area, might best be targeted within the areas indicated as well as in consideration of the existing patterns to help identify specific walking desire lines and potential route connections.

Figure 2-2: Walking Isochrone

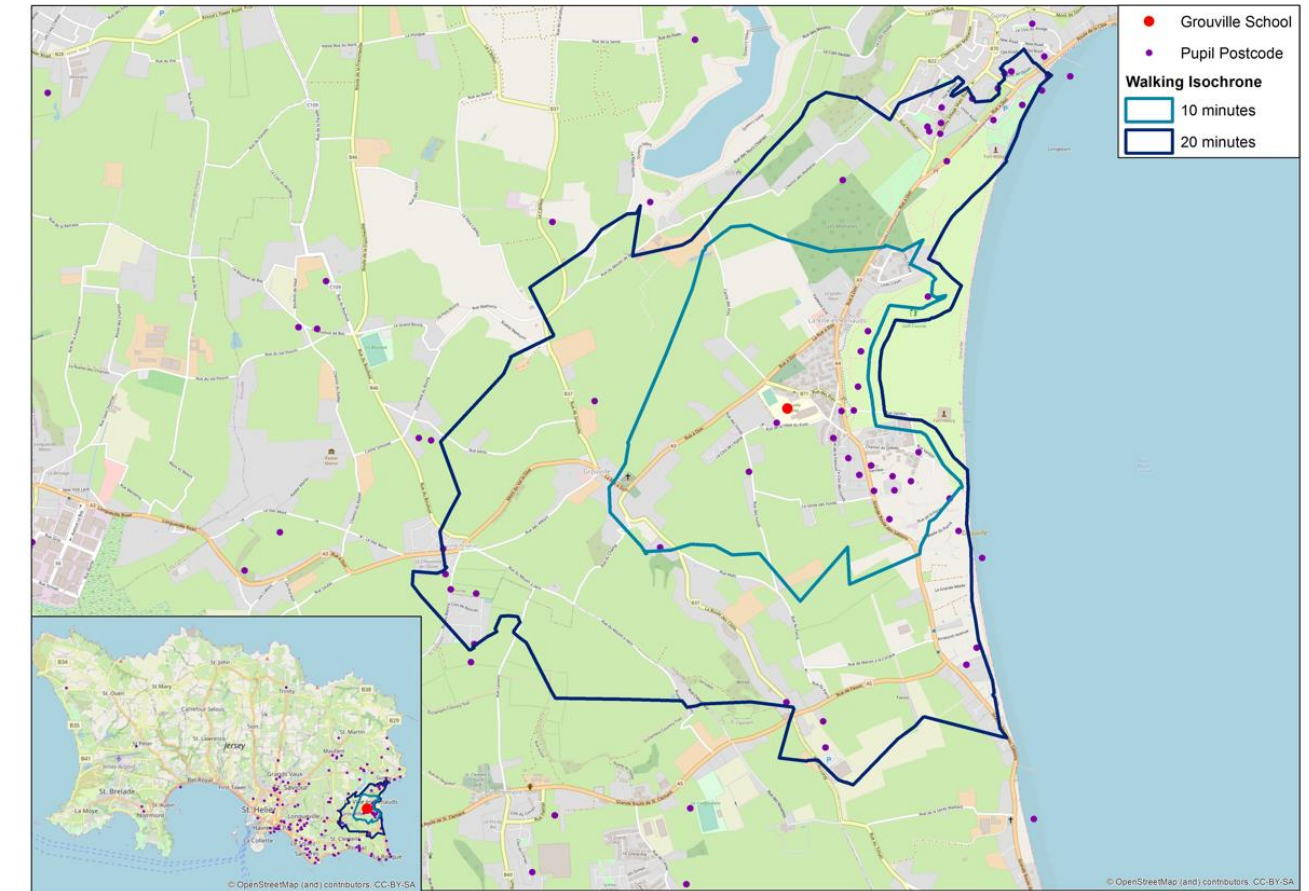


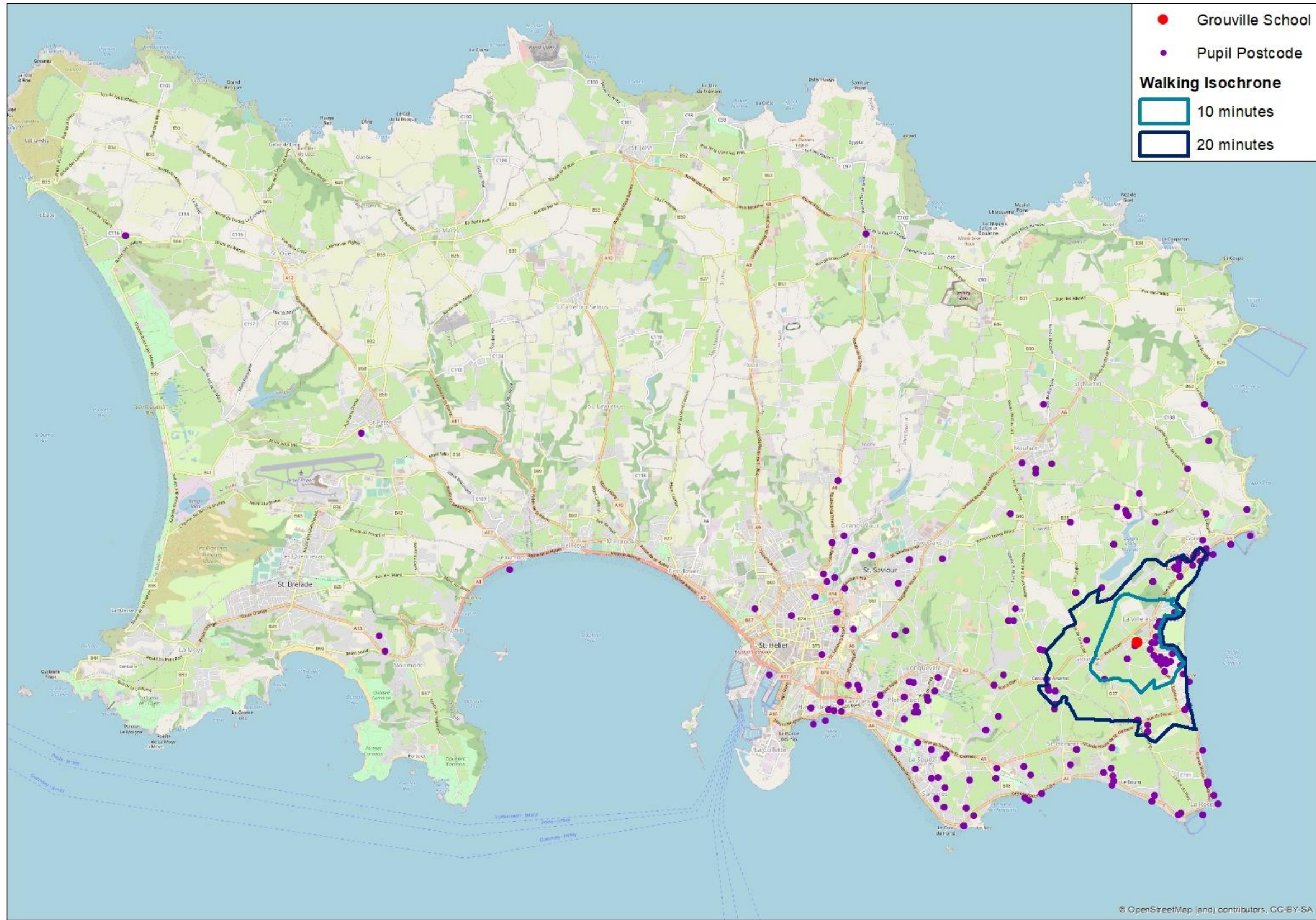
Image 3: No footpaths on La Rue de la Haye des Puits



Image 4: Footpath widened by cones



Figure 2-3: Extended walking isochrone to identify postcodes within walking distance of Grouville



Access by Pedal Cycle 

- 2.1.15. There is no cycling infrastructure along La Croix nor on La Rue de la Haye des Puits, both bounding the school. Due to the narrow road conditions and volumes of vehicles adjacent to the school, the promotion of cycling to young children on these roads may be challenging whilst sharing the space with other vehicles.
- 2.1.16. There is cycle parking located on the grounds on Grouville School which can be seen in [Image 5](#). This is located to the west of the school buildings on the school field.

Potential catchment for cycling journeys

- 2.1.17. An isochronal map for cycling journeys to Grouville 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.
- 2.1.18. Using anonymous pupils' postcode data, it can be identified from [Figure 2-4](#) that 54% of Grouville School pupils live within a 10-minute cycling distance to/from school, and additional 41% can cycle to/from the school within a 10 to 20-minute cycle ride.
- 2.1.19. The remaining pupils located outside the cycling catchment area are likely to consider their distances too far to be cycled and may be more conducive to public and shared transport. 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.

Figure 2-4: Cycling Isochrone

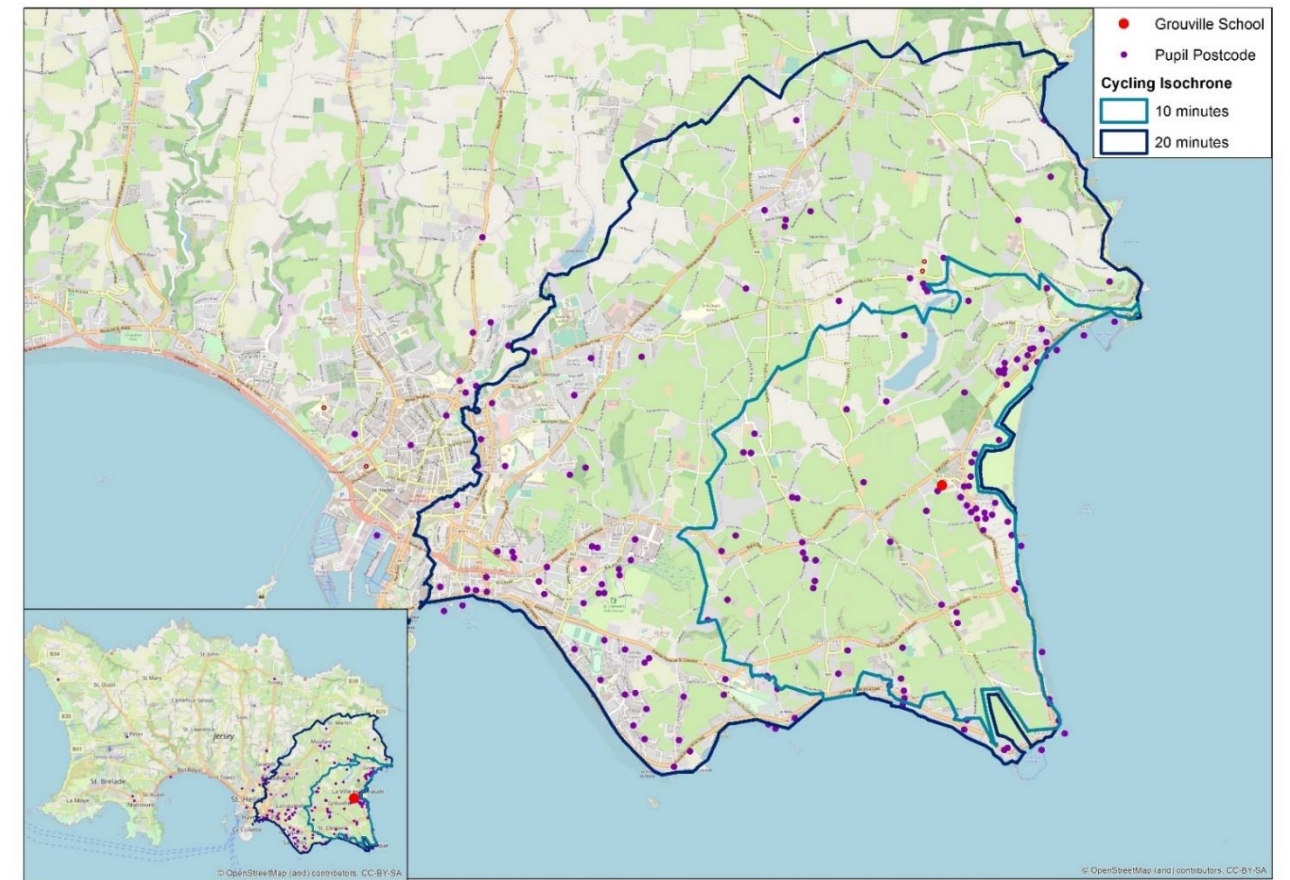


Image 5: Bicycle Storage on Grouville School Field



Bus Services

- 2.1.20. The nearest bus stop to Grouville School is Grouville Station Bus Stop which is located approximately 170 meters from the entrances to the school on Rue De La Croix and is illustrated in [Image 6](#).
- 2.1.21. The bus stop is served by service 31 which is on the Le Roquier School route and stops at Grouville Station Bus Stop at 07:50 and 15:35. Additionally, there is a public bus service that stops at Grouville Station which is Service 1 which usually departs from Liberty Bus Station during the morning every 15-20 minutes from 06:25am and arrive at Grouville Station every 20-25 minutes from 06:47am. During the afternoon, there are services from 15:09 that depart from Grouville Station every 15-25 minutes, with four services every hour.
- 2.1.22. The current student fares for the school bus services vary between 85p and £1.20. These are detailed below.
 - Cash Student Fare = £1.20
 - Contactless Student Fare = £1.00
 - AvanchiCard Student Fare = 85p
- 2.1.23. The AvanchiCard is available to children ages 5 to 15 years old and students in full-time education and used to travel on any school bus services. The AvanchiCard can be topped up at any time online or at Liberation Station via card or cash.

Private Vehicle

- 2.1.24. Vehicular access to Grouville is provided from La Rue de la Haye Du Puits, which leads to staff car parking and a drop off / pick up area previously shown in [Images 1 and 2](#).
- 2.1.25. Whilst most of the staff at Grouville can park in the staff car park on site (see [Image 7](#)), there is insufficient capacity to accommodate all members of staff, with some staff having to park on La Rue de la Haye Du Puits.
- 2.1.26. It was observed from the site visit that many parents park and walk from the cenotaph which is located to the east of Grouville School next to La Grande Route Des Sablons.
- 2.1.27. There is currently a 20mph speed limit on both La Rue de la Haye Du Puits and Rue De La Croix, however, there is a 30mph speed limit on La Grande Route Des Sablons, where there is currently no formal crossing for school pupils, and a 40mph speed limit on La Rue a Don, where again, there is no formal crossing and a road where many pupils walk along.
- 2.1.28. Additionally, despite the 30mph speed limit, there are speeding issues on La Grande Route Des Sablons, with some visibility issues also occurring on the roads along the perimeter of the school.

Image 6: Grouville Bus Stop



Image 7: Staff Car Park



3 TRAVEL SURVEY RESULTS

3.1 PREAMBLE

3.1.1. A travel survey organised and distributed by Grouville School in May 2021 has been analysed for the purposes of providing further insight into existing travel patterns at the school. A total of 72 parents responded to the survey, which equates to an 18% response rate based on current pupil numbers at the school.

3.1.2. The information collected from the survey has been incorporated and used to inform the measures set out in Section 7 and Section 8, also importance being given to on-site observations since the survey that has been used did not include information regarding desired measures to encourage sustainable travel.

3.1.3. This section presents the findings from the parents' questionnaire, identifying current travel patterns and potential future travel patterns before providing a summary of the results.

Current Travel Patterns

3.1.1 **Figure 3-1** illustrates the modal split for journeys Grouville Primary School from the parent survey.

3.1.2 Most respondents (60%, 43) stated the car is their main form of travel to/from Grouville Primary School. Walking is the second most popular mode used to travel to/from Grouville Primary School, with 18% of respondents (13) stating this mode as their main form of current travel. Cycling (both traditional and cargo bike) represents 8% of respondents' travel choice (6) and bus and car share follow with 6% of respondents choosing each of these modes (4 respectively).

3.1.3 The above findings do not reflect the large proportion of pupils who live within the 20-minute walking and cycling catchment areas from the school (36% and 95% respectively) that can be seen in Figure 2-2 and Figure 2-4.

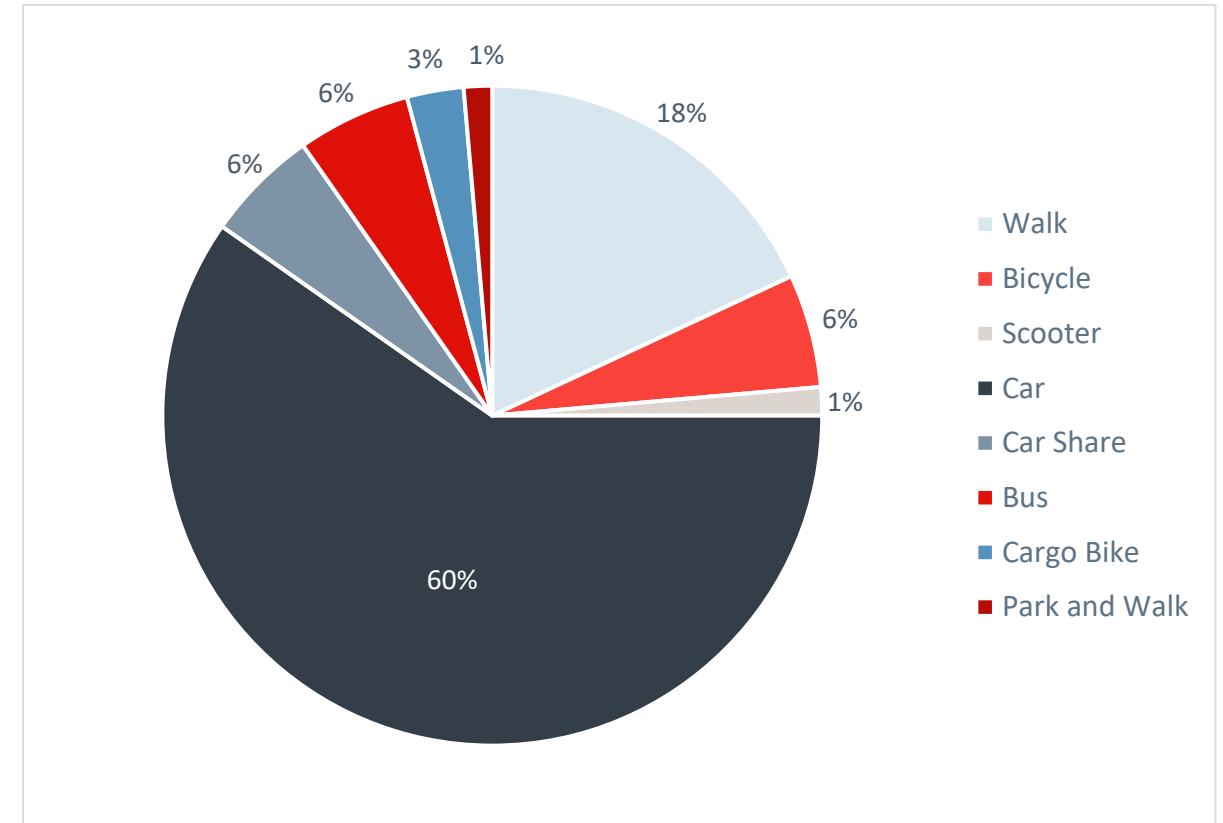
Reasons for Modal Choice

3.1.4 The distance to travel to school is the main reason for current mode of travel, with longer distances being the predominant reason (33%, 24) and short distances following (17%, 17).

3.1.5 Subsequent responses refer to using their current travel mode for convenience, including dropping their pupil off is part of their journey to work. Additional reasons for current modal choice are reflected in Figure 3-2 as provided by parents.

3.1.6 As journey distance was listed as the top two reasons for current mode, Figure 3-3 reflects the distance respondents have reported to travel to school, although more detail of travelled distances can be seen in the provided isochrones and postcode plotting presented in the previous section.

Figure 3-1: Current Travel Patterns



N = 72 (100% of respondents)

Figure 3-2: Reasons for current modal choice

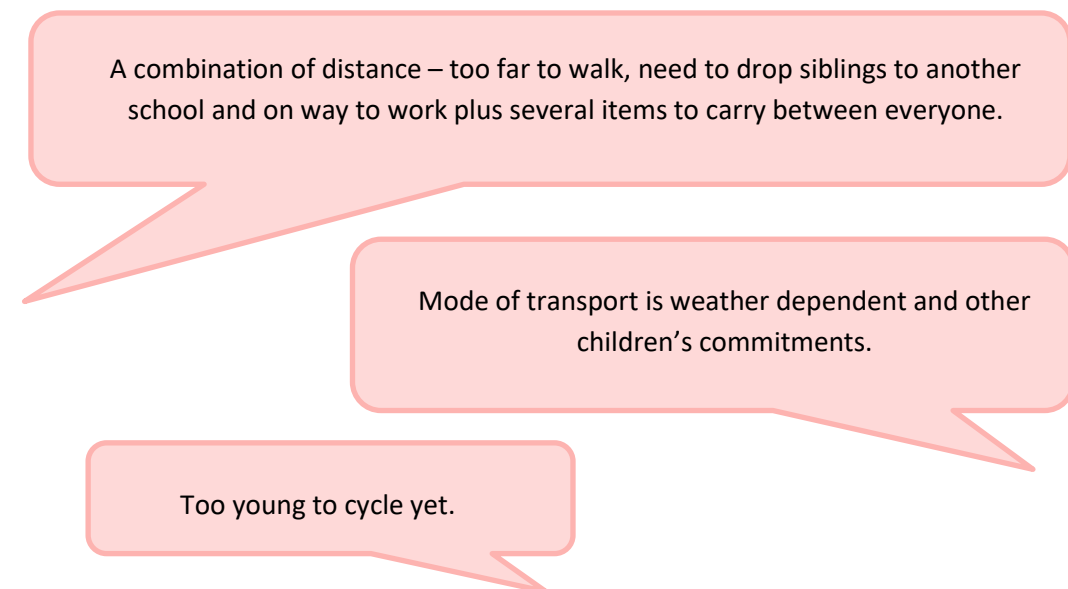
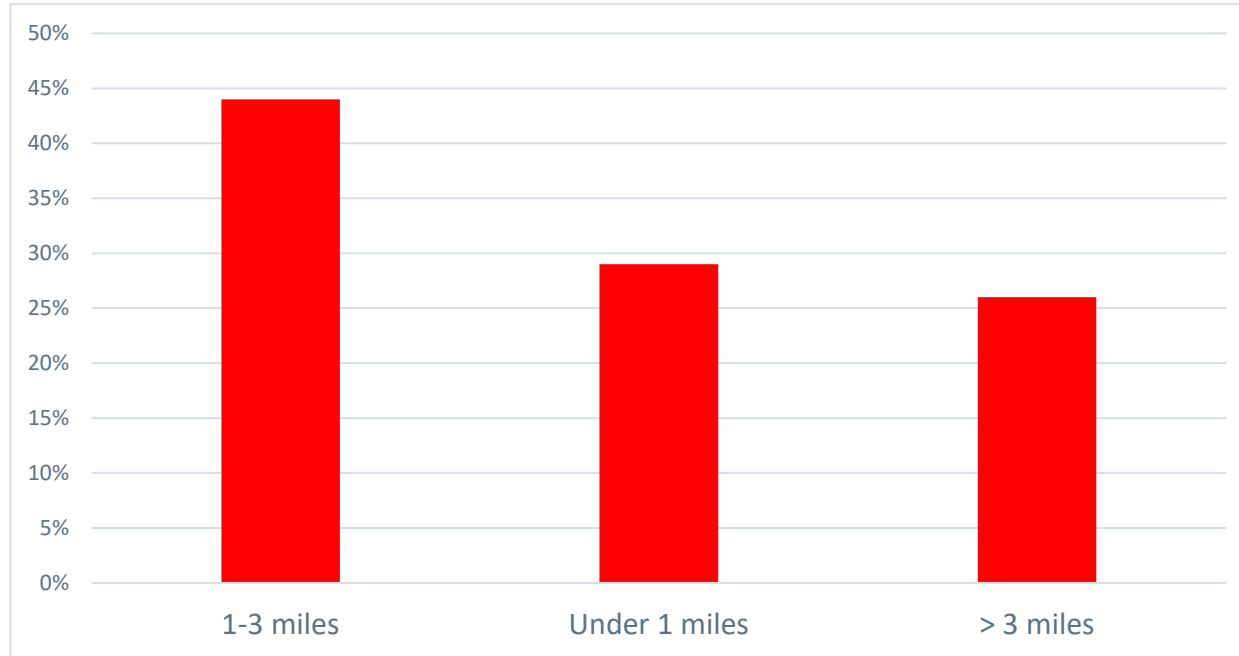
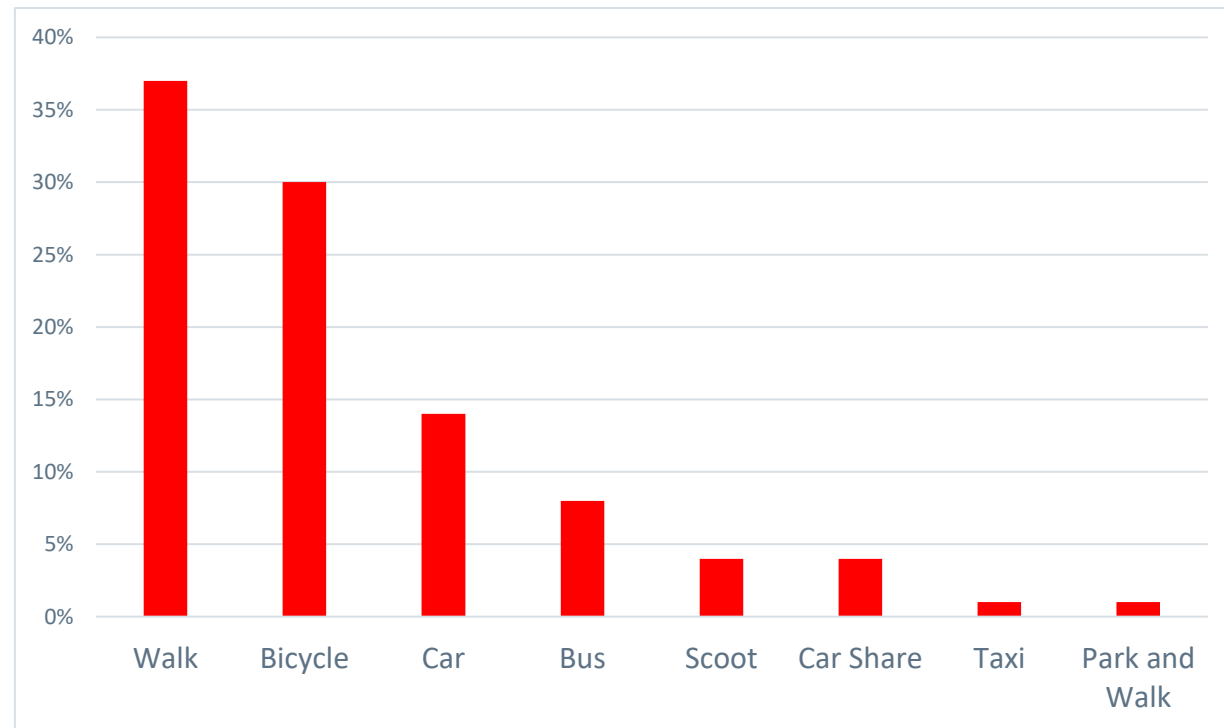


Figure 3-3: Journey distance travelled to the school



N = 72 (100% of respondents)

Figure 3-4: Preferred mode of travel



N = 71 (99% of respondents)

3.2 FUTURE TRAVEL PATTERNS

- 3.2.1. When asked what their preferred mode would be used by their child to travel to school, 26 parent respondents (37%) stated walking, this being the most popular response. Cycling was the second preferred mode with 21 respondents (30%). [Figure 3-4](#) shows the percentage of respondents who would prefer to travel by each mode.
- 3.2.2. Although the most popular preferred mode was walking, respondents provided feedback suggesting that there are safety issues regarding walking to/from the school. This was a common theme, along with cycle safety, dedicated school bus for older pupils in the school and potential car sharing.
- 3.2.3. The survey also asked respondents what would make them feel safer to allow their children to walk or cycle to/from the school. This was an open-ended question, with a snapshot of responses displayed in [Figure 3-5](#).
- 3.2.4. Common themes were the introduction of cycle paths, footpaths and safe crossings around the school. Additionally, there was a comment regarding cars parking along the roads and pavements within the vicinity of school, which “should be monitored, particularly during drop off/pick up times”.

Figure 3-5: Comments regarding safety of walking/cycling to Grouville

The lane leading to school is too narrow. A path or pavement needs to be taken from the fields on the right to widen the road and make it safer.

Some proper pedestrian crossings from the golf course across the roads to the school.

Cycle lanes and I think school children high vision tops would be good to encourage other kids to wear them

Install traffic lights / pedestrian crossing on La Rue de la Haye des Puits just before it meets La Croix and on La Rue a Don near the top of the playing field. Remove the parking outside of the school and replace with pavement and or cycle lane.

3.3 SAFETY INFORMATION

- 3.3.1. The survey sent out by Grouville also asked respondents if they had been involved in any accidents or near misses when travelling to/from the school within the last year. The great majority of responses (93%, 67) reported they had not been involved in an accident, however 5 respondents (7%) reported they had.
- 3.3.2. One particular comment stated that:
- “My daughter was hit by a car while crossing the road outside of the school on La Rue de la Haye des Puits just before it meets La Croix”*
- 3.3.3. Another comment also referred to a child being hit by a car and a car accident. The other two responses do not provide any information on their accident. Further investigation is recommended in collaboration with GoJ Road Safety and Police Officers.
- 3.3.4. In addition to the above, 25% of respondents (18) reported having been involved with a near miss when travelling. This represents one quarter of respondents having caught in near misses when travelling to/from Grouville. The common theme throughout the near miss responses relates to vehicles driving carelessly on the roads surrounding the school particularly on La Rue a Don.
- 3.3.5. These reports of high incident and near-miss rates for the school area suggest some road safety concerns are apparent, and conditions should be investigated around the school.

3.4 SUMMARY

- 3.4.1. The travel survey has highlighted the current high propensity for pupils to be driven to Grouville Primary School. This is despite a relative high proportion of pupils living within walking and cycling distance from school, suggesting there may be opportunities to encourage greater levels of active travel to school with the right supporting investment.
- 3.4.2. Despite the above, there is an apparent willingness amongst pupils/parents to considering changing their travel to school choices, mainly towards walking and cycling, with many respondents reporting these changes could be made with additional safe supporting infrastructure being provided.

4 BASELINE TRAVEL CARBON ASSESSMENT

4.1 CARBON METHODOLOGY

- 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 Grouville Primary School, specifically looking at the emissions generated from car use to/from the school.
- 4.1.2 To estimate the total carbon emissions produced by vehicles travelling to and from Grouville, 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.
- 4.1.3 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 of trips by the distance between the centre point of their home parish and the school.
- 4.1.4 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 petrol/diesel/plug in hybrid / battery and unknown private cars, motorbike, bus, taxi, cycle and walk.

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 (tonnes CO₂e) for Car Types Travelling to JCG

Car Type	Number of Pupils who travel by each mode (Scaled up)	Emissions Per Pupil	Total Annual Emissions x Pupils (tonnes CO ₂ e)
Car (Average)	258	154.63	39,903
Local Bus	22	67.97	1,525
Taxi	0	0	0
Cycle	22	0	0
Walk	67	0	0
Scooter	4	0	0
Cargo Bike	11	0	0

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

	Emissions per mode per parish (tonnes CO ₂ e)							Total
	Average Car	Local Bus	Taxi	Cycle	Walk	Scooter	Cargo Bike	
Grouville	10,527	402	0	0	0	0	0	10,930
St Brelade	1,402	54	0	0	0	0	0	1,455
St Clement	5,678	217	0	0	0	0	0	5,895
St Helier	9,226	353	0	0	0	0	0	9,579
St John	0	0	0	0	0	0	0	0
St Lawrence	0	0	0	0	0	0	0	0
St Martin	4,258	163	0	0	0	0	0	4,421
St Mary	0	0	0	0	0	0	0	0
St Ouen	1,183	45	0	0	0	0	0	1,228
St Peter	414	16	0	0	0	0	0	430
St Saviour	6,979	267	0	0	0	0	0	7,246
Trinity	237	9	0	0	0	0	0	246
Total	39,903	1,526	0	0	0	0	0	41,428

- 4.1.5 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.

5 GROUVILLE SCHOOL TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFETY AND SCHOOL ACCESS ARRANGEMENTS

Issue 1:

Lack of safe pedestrian crossings around the school, specifically on the A3 La Rue a Don, La Rue de la Haye des Puits, La Croix and the A4 La Grande Route des Sablons.

Why is this an issue?

- 5.1.1. Grouville Primary School is located at the south-western edge of Grouville village. There are residential areas to the north and east of the school where a cluster of pupils live, as well as connections with the wider area. There are no existing controlled crossings to facilitate pedestrians crossing the key routes through the area and around the school. A school crossing patrol is provided on the A4.
- 5.1.2. Difficulty crossing increases the likelihood of collisions between vehicles and pedestrians and may also act as a barrier to people walking or cycling to school.

What are the opportunities?

- 5.1.3. The provision of pedestrian crossings at a number of these locations would help pedestrians cross the road safely, and provide more accessible and user-friendly routes to school.

Issue 2:

Lack of pedestrian infrastructure and pedestrians walking in the carriageway on La Croix, La Route des Pres and La Rue de la Haye Du Puits

Why is this an issue?

- 5.1.4. There are pedestrian accesses to the school on La Croix and La Rue de la Haye Du Puits. On both roads there are no footways or marked pedestrian walking routes. There is also a short section on La Route des Pres where there is no footway provided.
- 5.1.5. Pedestrians, particularly those walking with pushchairs or young children, are particularly vulnerable and at risk of being hit by passing vehicles.
- 5.1.6. On La Croix and La Rue de la Haye Du Puits, pedestrian flows are likely to be high due to proximity to the school. La Croix is also used as a drop-off and pick-up location where vehicles wait, meaning parked cars are liable move off at any time, the carriageway is also narrow along this section.

What are the opportunities?

- 5.1.7. The provision of new physical footways where space constraints permit, or clearly marked virtual footways, will help to provide safer routes to/from school. Additional signage will also help increase awareness of pedestrians using these routes.
- 5.1.8. Other measures could include traffic management around the school area, a school street on La Croix to help provide safer environments outside the school gate, or designated areas to park and walk / park and wait ahead of pick-up time.

Image 8: Pedestrians in the road on La Croix



Image 9: Pedestrians walking with no safe infrastructure on La Route des Pres



5.2 RELIANCE ON SINGLE OCCUPANT CAR TRAVEL

Issue 3:

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

Why is this an issue?

- 5.2.1. Based on the postcode and survey data, a significant number of pupils travel to Grouville School from outside of the Parish despite the information received that the school has a localised catchment area. The rural nature combined with other personal reasons means travel is typically undertaken by car by the majority of pupils in accordance with the survey results. 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?

- 5.2.2. 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
 - New / improved bus and school bus services between St Helier and Grouville.

5.3 LIMITED USE OF SHARED TRANSPORT

Issue 4:

Low proportion of pupils reporting to travel by shared transport i.e. school bus / car sharing.

Why is this an issue?

- 5.3.1. From the survey results, there are low levels of shared transport to/from Grouville School, with car sharing and bus only having 4 respondents each (6% of total 72 respondents). This may be because there is only one bus service that stops at Grouville bus stop with frequencies which don't align with school start and finish times.

What are the opportunities?

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

5.4 SUMMARY

- 5.4.1. 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.
- 5.4.2. 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**.

Image 10: Parking outside of the front of Grouville on La Rue de la Haye Du Puits



6 SCHOOL TRAVEL AND TRANSPORT OBJECTIVES

6.1 TRAVEL AND TRANSPORT OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Grouville 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 Grouville. 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 Grouville, 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 Grouville, 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	<ul style="list-style-type: none"> Manage the overall demand for single occupancy car trips to and from the school site
O2	<ul style="list-style-type: none"> Manage parking demands and optimise the allocation and management of available car parking
O3	<ul style="list-style-type: none"> Improve road safety and minimise potential conflict between motor vehicles and other road users
O4	<ul style="list-style-type: none"> Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
O5	<ul style="list-style-type: none"> Enhance the quality and availability of travel information and advice for pupils, parents and staff
O6	<ul style="list-style-type: none"> Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

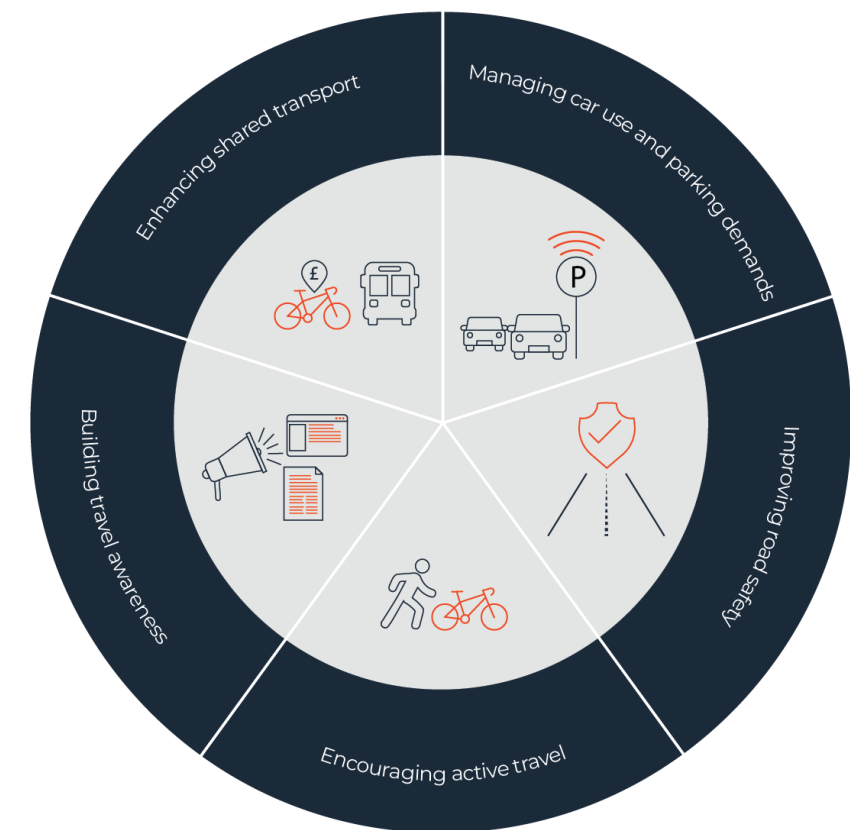
6.2 DEVELOPING POTENTIAL SOLUTIONS

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 Grouville 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 following a case study review conducted by WSP, 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 Grouville, followed by an overview of wider measures to achieve more sustainable travel outcomes at the school.

7 HIGHWAYS AND ACCESS IMPROVEMENT

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	Zebra crossing and surface treatment, La Rue a Don	New zebra or Jersey style crossing on La Rue a Don to connect the school with residential areas to the north and west.	O3, O4, O6	Improved pedestrian accessibility and crossing facilities to encourage parents/pupils to walk to/from the school, particularly from the north and west. May include a surface treatment to highlight the crossing.
H2	Zebra crossing, surface treatment and visibility improvements on La Grande Route des Sablons	New zebra or Jersey style crossing on La Grande Route des Sablons to connect the school with residential areas to the south and east, and also the new shared route along the coast.	O3, O4, O6	Improved pedestrian accessibility and crossing facilities to encourage parents/pupils to walk to/from the school, particularly from the south and east, the new shared route along the coast and alternative drop-off/pick-up points. May include a surface treatment to highlight the crossing. Vegetation trimmed to improve visibility on the northbound approach.
H3	Widened footway at the La Croix / Wimbledon Lane junction	Widened footway at the La Croix / Wimbledon Lane junction to improve pedestrian access and space	O3, O4	Cones are currently used to widen the footway at this location. A widened footway will formalise this, and provide additional space for crossings. Tightened kerb radii due to the widening may encourage lower speeds.
H4	Virtual footway scheme on La Croix and La Rue des Pres	A virtual footway on La Croix and on La Rue des Pres between La Croix and the existing footway. Light segregation on La Rue des Pres.	O3, O4	This would provide a safe walking route without reducing carriageway space where required for larger vehicles. Pedestrians currently walk in the carriageway. Light segregation could be considered on the section on La Rue des Pres. Scope to connect with the new crossing on La Rue a Don.
H5	Study to investigate new pedestrian routes along La Rue de la Haye Du Puits	A study to investigate new pedestrian routes along La Rue de la Haye Du Puits.	O3, O4	There is no pedestrian provision on La Rue de la Haye Du Puits. There was evidence of people walking in the verge or on the bank alongside the school fence. The study would investigate and propose a range of on/off-carriageway routes that could be considered.

8 WIDER MEASURES

8.1.1. In addition to highway and access improvements in the vicinity of Grouville School, 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 6](#). These are summarised in the below tables.

Table 8-1: Grouville Primary School Recommended Measure: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a School Travel Plan for Grouville Primary School	A School Travel Plan specific to Grouville Primary 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 set out the chosen travel planning measures and be able to determine travel modal share targets and prepare the monitoring and review strategy for the success of the Travel Plan. This way, Grouville Primary School will be able to understand which measures are being effective, which ones have to be reviewed, if new measures are required, and the yearly progress 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.	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 congestion on the roads surrounding the school and in consideration of the pupils' postcode clusters as illustrated in Section 2.

Table 8-2: Grouville Primary School Recommended Measure: Improving Road Safety

Ref.	Measures	Description	Supporting Objective	Justification
W3	School Safety Zone (SSZ)	<p>GoJ should explore the merits of creating a School Safety Zone (SSZ) for the roads surrounding the school.</p> <p>Traffic calming could be achieved by increasing the prominence of the pedestrian environment to encourage more responsible driving from passing traffic.</p> <p>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.</p>	O1, O2, O3, O4	<p>A SSZ (alongside other measures as listed below) could improve road safety in the vicinity of the school and the main pedestrian routes into the area, helping to achieve a shift to active travel modes.</p> <p>Also, reduced traffic levels in the vicinity of the school and new or improved walking and cycling routes would help encourage parents to walk and cycle their children to school or enable them to do so.</p> <p>The SSZ may directly complement investment in other measures identified.</p>

Table 8-3: Grouville Primary School Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W4	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.	O1, O4, O5	<p>Considering the high level of pupils living within walking and cycling distance to Grouville Primary School, and compared to the low level of pupils who have reported to walk or cycle to school, these measures would help parents and pupils consider to walk, scoot or cycle to school with walking/scooting and cycling maps denoting the safest and most direct routes.</p> <p>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 Grouville Primary School 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.</p>
W5	Reward-based Participation Schemes	<p>GoJ should consider funding a scheme that encourages participation and active travel through reward-based incentives have grown in popularity in recent years.</p> <p>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 includes 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 “<i>create a legacy for their projects and give pupils some ownership over the spaces outside their schools</i>”. An example can be seen in Figure 8-1.</p> <p>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’.</p>		
W6	Audit and develop key walking routes to Grouville Primary School	<p>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.</p> <p>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.</p>	O1, O3, O4	<p>36% of Grouville Primary School pupils live within walking distance from the school however a significantly lower level of walking has been reported in the survey. This measure could make the biggest difference in walking choice also in consideration of walking routes safety concerns that have been reported, and significantly add up to the current level of pupils who have stated to walk to school.</p>

Ref.	Measures	Description	Supporting Objective	Justification
W7	Audit and develop key cycling routes to Grouville Primary School	<p>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.</p> <p>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-focused highway improvement schemes.</p>	01, 03, 04	Considering that 94% pupils live within cycling distance to school, and that safer cycling infrastructure has been reported as one of the reasons of the low cycling uptake, this measure would encourage parents to cycle their children to school / allow them to cycle, therefore potentially making a significant difference in modal choices.
W8	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	This measure is required to enable cycling to school and to complete measure W9 (audit and develop cycling routes to Grouville Primary School).
W9	Cycle Training (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 expanded to all age ranges to ensure pupils at Grouville Primary School benefit from developing skills and confidence to become safe cyclists to overcome the current lack of infrastructure (should the current situation not be improved).	01, 04, 05	The travel survey indicates a low level of cycling to/from Grouville Primary School. Alongside this, the most reported travel concern reported has been the high level of traffic on roads adjacent to the school. Cycle training will help confidence for parents and pupils to cycle on 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.

Image 11: Banner Design Competition Example (related to Measure W5)



Table 8-4: Grouville Primary School Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W10	Sustainable School Travel Campaigns	<p>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.</p> <p>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.</p>	All	<p>Sustainable school travel campaigns are an active way of making all sustainable travel measures for Grouville Primary School pupils and parents publicly available.</p> <p>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. These can be advertised also via the regular newsletter which Grouville Primary School issues fortnightly.</p>
W11	Targeted Use of Social Media	<p>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.</p> <p>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.</p>	All	<p>Grouville Primary School Facebook community is comprised of 512 people who follow this social network (as of 13th January 2022). Despite the high number of users exposed to Grouville Primary School Facebook account, the interaction rate of the school profile is low (with very few “likes” or comments on the published posts). No Twitter or Instagram accounts have been found for the school.</p> <p>The creation of social media accounts including Twitter and Instagram and the creation of a targeted communication strategy through these will increase the visibility of Grouville Primary School 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.</p>
W12	Classroom / Assembly Activities on Sustainable Travel	<p>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 Grouville Primary School pupils, and also for them to feedback to their cohort on their own experience, views and ideas.</p>	All	<p>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.</p>

Table 8-5: Grouville Primary School Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W13	Review of Bus Services to/from School	A review of bus services to/from Grouville Primary 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.	O1, O3, O6	Grouville Station bus stop is only served by one bus service, with frequencies which don't align with school entry and exit times. Therefore, Grouville pupils are not being given the choice of travelling by bus, forcing those living outside the walking and cycling catchment area or those not being able to walk and cycle to travel to school by car.

9 PRIORITISATION OF MEASURES

9.1.1. The previous two sections have 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.

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 (between 1-3) for each criterion. Scoring has been undertaken by WSP applying subjective professional judgement. The maximum score for any measure is 18 points. Measures 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	Zebra crossing and surface treatment, La Rue a Don	2	2	2	3	3	2	14	HIGHER
H2	Zebra crossing, surface treatment and visibility improvements on La Grande Route des Sablons	2	2	2	3	3	2	14	HIGHER
H3	Widened footway at the La Croix / Wimbledon Lane junction	1	1	3	3	2	3	13	HIGHER
H4	Virtual footway scheme on La Croix and La Rue des Pres	2	2	2	3	2	2	13	HIGHER
H5	Study to investigate new pedestrian routes along La Rue de la Haye Du Puits	2	2	1	2	2	2	11	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	Develop a School Travel Plan for Grouville Primary School	2	2	3	3	3	2	15	HIGHER
W2	School-run Car Sharing	2	1	3	3	2	3	14	HIGHER

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)	2	2	2	2	2	2	12	LOWER

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/Scouting and, Cycling Maps	1	1	3	3	2	3	13	HIGHER
W5	Reward-based Participation Schemes	2	2	1	3	3	2	13	HIGHER
W6	Audit and develop key walking routes to Grouville Primary School	2	2	3	2	2	2	13	HIGHER
W7	Audit and develop key cycling routes to Grouville Primary School	2	2	3	2	2	2	11	LOWER
W8	Improvement of Cycling Facilities at School	1	1	3	3	1	3	12	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 incl. banner design competitions	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	Review of Bus Services to/from School	2	2	2	2	2	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 Grouville. 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 Grouville

- 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 Grouville Parish.
- 10.2.2. Further engagement and dialogue with Grouville 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 Grouville 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.



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