

Engagement Summary

Corstorphine and Carrick Knowe School Streets

Part of the Corstorphine Connections Low Traffic
Neighbourhood Project



10 November 2021

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Sustrans is the charity making it easier for people to walk and cycle.

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

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Document control

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Introduction: Why engage now?

The *Corstorphine Connections* project aims to make the area safer and more comfortable for residents walking, cycling, wheeling and spending time in the local streets and outdoor spaces of Corstorphine. To meet these objectives, the City of Edinburgh Council is considering the development of a Low Traffic Neighbourhood (LTN) in the area.

The Sustrans Pocket Places project team are supporting on engagement and design of placemaking interventions within the wider *Corstorphine Connections* area. Placemaking means changes we can make to the street, for example, using benches, planters and artwork so that the area is more attractive, safe, accessible and friendly for school children and people who live nearby to get around by walking, wheeling and cycling.

This engagement aims to give the local community a further opportunity to help shape the design of the placemaking of the Corstorphine Connections project, following on from earlier stages of engagement.

Engagement activities aimed to:

- raise awareness in the local community of the potential for placemaking improvements which could be implemented as part of the LTN
- create design proposals for placemaking based on previous engagement and with new input from local school children
- give local school children tools to be part of the process of designing safer and more comfortable streets around their school and to empower them to advocate for their own and other's ideas for creating a better environment for walking and cycling – firstly, within their classrooms and secondly, within the wider community at an event outside their school
- give the local community an opportunity to feedback on these placemaking design proposals and influence their development.

The engagement activities are summarised in the table below.

Engagement and Communications Activity

Dates	Activity	Audience reach
29.09.21-05.11.21	Remote engagement at Carrick Knowe Primary	Approx. 297 pupils 11 class teachers and assistance from 1 Pupil Support Assistant
29.09.21-05.11.21	Remote engagement at Corstorphine Primary	Approx. 216 pupils 8 teachers and assistance from 1 Pupil Support Assistant
25.10.21	Household flyering	Approx. 185 households
25.10.21	Door-to-door knocking	Approx. 100 households
29.09.21 – 14.11.21	Online promotion and Consultation Hub	Twitter, Facebook and press release. Designs shown on Consultation Hub. Several of the children's designs were shared in a video to promote the event which was viewed 297 times.
5.11.21	Face-to-face event outside Carrick Knowe Primary School	Approx. 150 people
5.11.21	Face-to-face event outside Corstorphine Primary School	Approx. 200 people
25.10.21 to 14.11.21	Online survey	305 responses

Remote Engagement with Schools

In September 2021, Sustrans contacted both schools and the community representatives of each school on the Community Reference Board for the wider LTN project. Through online meetings, it was arranged that Sustrans would supply activity packs and supporting information for teachers to engage the pupils in the co-design of their respective school streets (the areas between the existing restrictions marked by planters and signage). These were delivered between 29th September and 29th October 2021.

At the request of Corstorphine Primary School, the project team introduced the activity via video link to three P7 Classes, who considered the activity as part of their Politics and Environment topic. Other classes were also supplied the activity and in total approximately, 297 pupils took part in the activity.

At Carrick Knowe Primary School, the activity was facilitated by the JRSO Organiser and the eight Junior Road Safety Officers (JRSOs), who represent classes P4-P7, to help promote road safety issues within the school and local community. The JRSOs consulted with each of their classes involving approximately 216 pupils.

Activity 1 – Visionary thinking

For this activity, children worked in small groups to think about what changes they would make to their school street and their route to school feel comfortable to walk and cycle on.

Classes were supplied with an 'ideas palette' which included images of placemaking measures and prompt questions to inform and inspire (see appendix 1). Classes were encouraged to talk about these together and draw on the picture frame (see appendix 2) some of the most popular ideas.

You can see an example of children talking through their ideas [here](#):

<https://www.youtube.com/watch?v=KT-hBxdN9oU>

What did we find out?

The ideas were reviewed for reoccurring themes and for standout ideas that would be deliverable within this project, these ideas were then incorporated into two visuals. One at the entrance to Carrick Knowe Primary School and the other at the Manse Street gateway to Corstorphine Primary School.

Carrick Knowe Reoccurring themes: animals, colour, pencil bollards, wayfinding (paw prints), seating, planters, colour/greenery on gates/railings

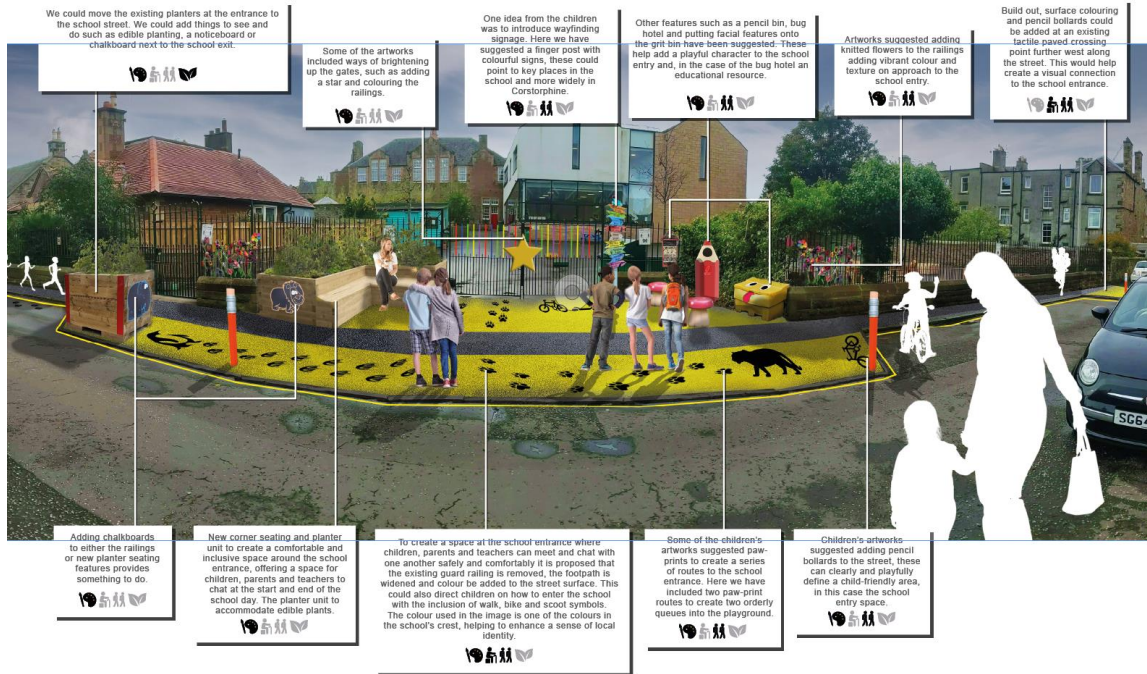
Corstorphine Reoccurring themes: colour, pencil bollards, space for cycling, creating more space, seating, planters, wayfinding (paw prints), colour/greenery on gates/railings, interactive games (hopscotch, chequers)

Standout ideas: glow in the dark features, lighting, 'Kind Bike Zone' signage, 'Hop, Skip, Jump' signage, Giraffe totem pole, mushroom seats, knitted flowers, animal paw prints

How will the designs respond?

A series of design boards were displayed at either the beginning or end of the school day outside each of the school entrances. The boards included a visual that illustrated a range of design interventions to create a more welcome, safe and enjoyable environment for pupils, teachers and parents/adults.

The image below shows the visual that was shown at Corstorphine Primary School. It incorporated some of the key themes the children identified around colour, seating, wayfinding and creating more space with measures such as animal footprints, knitted flowers, a star and rainbow colours on the railings, a planter seating unit and a new wayfinding totem sign pole.



The image below shows the visual that was shown at Carrick Knowe Primary School. It incorporated some of the key themes the children identified around animals, colour, greenery, seating, wayfinding and creating more space with measures such as animal footprints, 2d

images and 3d models of animals, vines and rainbow colours on the railings, a planter seating unit, the use of the words 'Hop, Skip and Jump' and 'Kind Bike Zone' by the entrance.

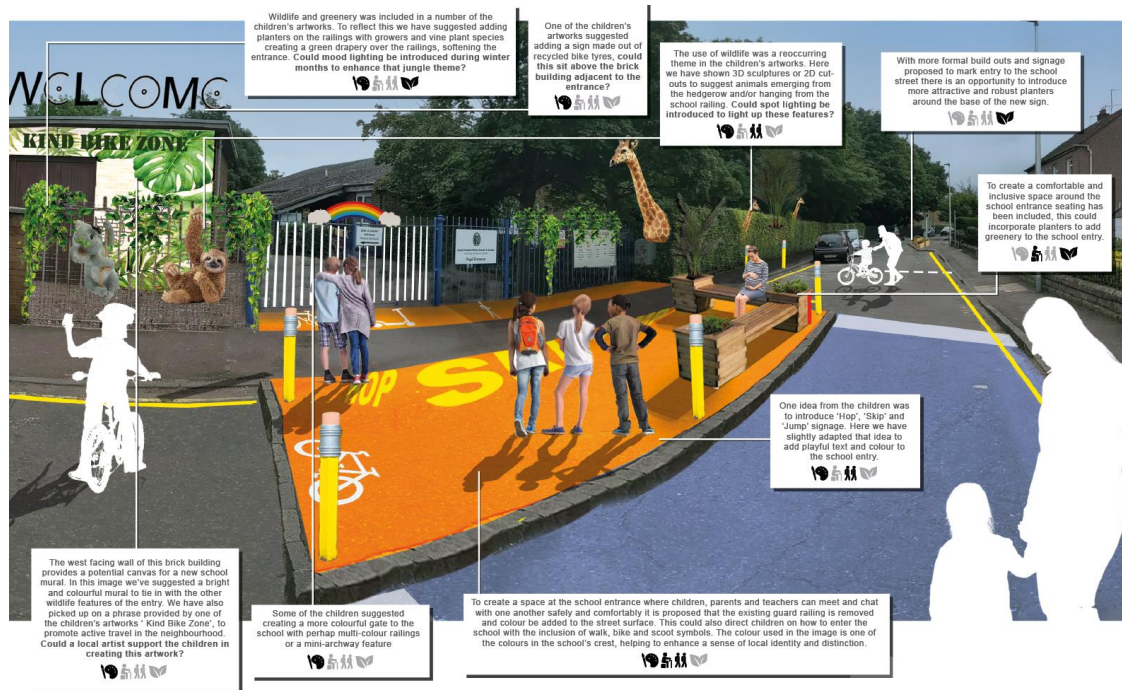


Figure 1: Ruben, JRSO for P5 suggested Kind Bike Zone signage.

Activity 2 – Mapping routes to school

What was the task

Children worked with stamps, stickers and marker pens to trace their routes to school. Some classes marked whether they walked or cycled. The routes were summarised and an infographic showing the most commonly walked/wheeled routes to school was created to indicate key areas would benefit the most pupils if improvements were made to the street (see appendix 3).

What did we find out?

The busiest areas were: Saughton Road Shops and Union Park for Carrick Knowe and Featherhall Terrace, Avenue and Crescent, Manse Road, the High Street and Ladywell Avenue for Corstorphine.

How will the designs respond?

The information gathered from the route mapping exercise will help inform the location of wayfinding features in the wider area to promote these most frequented routes as 'safe routes to school'. It will also feed into and support some of the wider measures being proposed in the area, particularly those around the local shops on Saughton Road North, a new pocket park on Featherhall Crescent and Corstorphine High Street where improvements for walking, wheeling and cycling are being progressed.

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Public Engagement Events

Two outdoor pop up stalls were led by Sustrans on November 5th 2021:

- Manse Street, 11.30 – 2.30pm
- Lampacre Road, 8.30 – 10.30am

A third event was hosted at the entrance to St Margaret's Park, led by City of Edinburgh Council. A summary report of this can be found on the project webpage

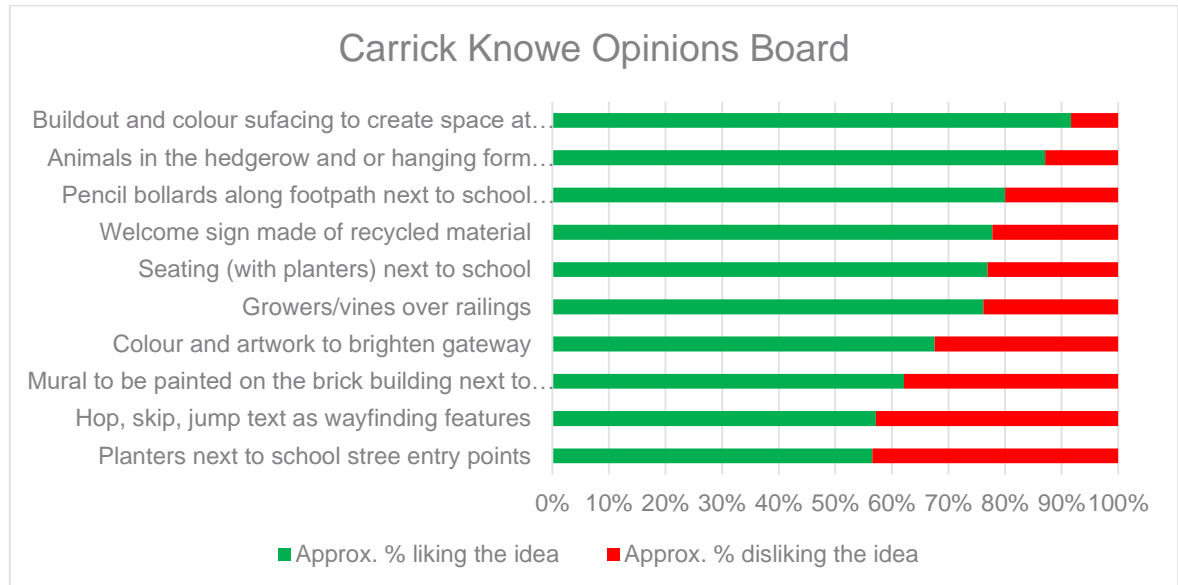
The railings were used as a display area and the design proposals were demarcated on the ground in chalk. A gallery of the pupil's artworks as well as a series of design visuals for the School Streets and Featherhall Pocket Park were displayed to demonstrate the potential for placemaking improvements. The areas covered included Manse Street, Featherhall Road, Featherhall Crescent, Tyler's Acre Road and Lampacre Road. The event also included an introduction to the wider placemaking scheme and a mapping activity to help identify future placemaking opportunities on the route to school.

Comments were gathered and recorded through conversation and through an opinions board by the project team and by encouraging attendees to add stickers to preferred placemaking measures.



Figure 2: Attendees at Corstorphine Primary School sharing their views on potential placemaking features.

Carrick Knowe Primary School: Summary of Feedback



The chart above shows the ideas ranked by most popular to least popular. Staff were asked to prompt people to explain a little bit more, how they had made their decision. Comments are summarised below according to theme.

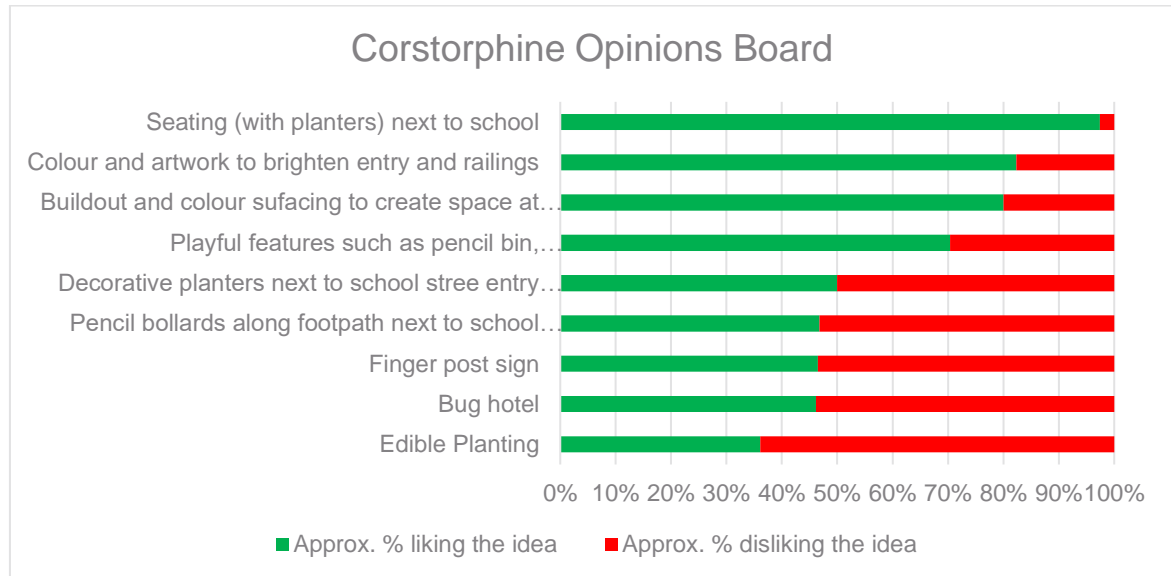
Planting and Greenery: Trailing plants and shrubs was more popular than edible plants.

Seating and Accessibility: Removing the railings and creating extra space outside the school gates with a buildout was generally supported. One parent questioned the safety of removing the railings.

Seating was supported by adults doing the school run and by children who noted that a lot of children use the area and that it should be designed for children. However, it was contentious among one group of residents, who remarked that anti-social behaviour at night time would be a problem if benches were installed. The JRSOs considered a compromise of seating that could be moved inside the school gates by the janitor at the end of the school day if there was a problem at night time.

Identity and Wayfinding: The JRSOs were pleased with the inclusion of the 'kind bike zone' wording and also noted it would be good to have a safe area to get off your bike on the build out and then walk over to the cycle parking. One parent noted that there was litter on their route to school, and that an audit of bins and additional bins would be welcome.

Corstorphine Primary School: Summary of Feedback



The chart above shows the ideas ranked by most popular to least popular. Staff were asked to prompt people to explain a little bit more, how they had made their decision. Comments are summarised below according to theme.

Planting and Greenery: Some people considered the planters marking the school street unattractive and too large. Two people commented that they obstruct visibility when driving. This influenced their opinion of adding more planters. One child asked if fake plants could be used so as not to attract insects and specifically bees.

Seating and Accessibility: There was a strong level of supported noted for the interventions and particularly the build out. Creating an area to sit and wait was popular. Several children and adults asked if shelter could also be provided.

One parent, new to the area, noted how important outdoor space was to socialising and getting to know people, especially with Coronavirus.

Colours and Play: Play features were popular with children and with adults who could see value in entertaining younger children while waiting for older siblings. A resident questioned if the pencil bollards were appropriate for a heritage area.

Featherhall Pocket Park Comments:

Comments related mostly to the restriction creating a need to use the right turn from Featherhall Avenue to Ladywell Road, which is perceived as difficult and unsafe.

Few comments were recorded regarding placemaking in this area, however staff noted that the 'green restorative' option appeared to be preferred with accessible seating and monitoring for anti-social behaviour. Further feedback on Featherhall Pocket Park was noted at the St Margaret's Park event.

General: It was noted the school street restrictions have made the area quieter and safer, and there was a lot of support for the interventions. Although there was a question if the restriction timings could be reduced to reflect local school opening/closing times and school holidays. There was a low level of concern about how the build outs would function and effect parking. One parent suggested more pencil bollards on the buildout and a resident suggested a retractable bollard for vehicular entry when needed.

This is a summary of comments, additional comments were recorded and shared with the project team.



Appendix

IDEAS PALETTE
Here are some ideas that might make your street feel more comfortable to walk and cycle on. Share these ideas with your class and find out what they like and what other ideas they have.

Prompt Questions:

- Would you like to see natural features added to help separate spaces, like grass and for people?
- What could you attach to the school railings to make the street look more welcoming and interesting?
- Would you like to see some vibrant and attractive colours added to the street surface?
- Do you think playful symbols and patterns should go on the street surface, such as the footprints of different animals found in Edinburgh Zoo?
- What kind of seating would you like on the street? Could it include flowers and plants?
- Do you think outdoor play could be added to the street?
- Could we show snaking routes for walking and cycling on the street?
- Could the street have some fun signage along it or something to mark the entrance?
- What other features would you like to see on the street, such as noticeboards, chalkboards or balancing logs?
- Would you like to see herbs grown near the school entrance to add a fresh welcoming smell?

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Figure 1: Ideas palette and prompt questions.

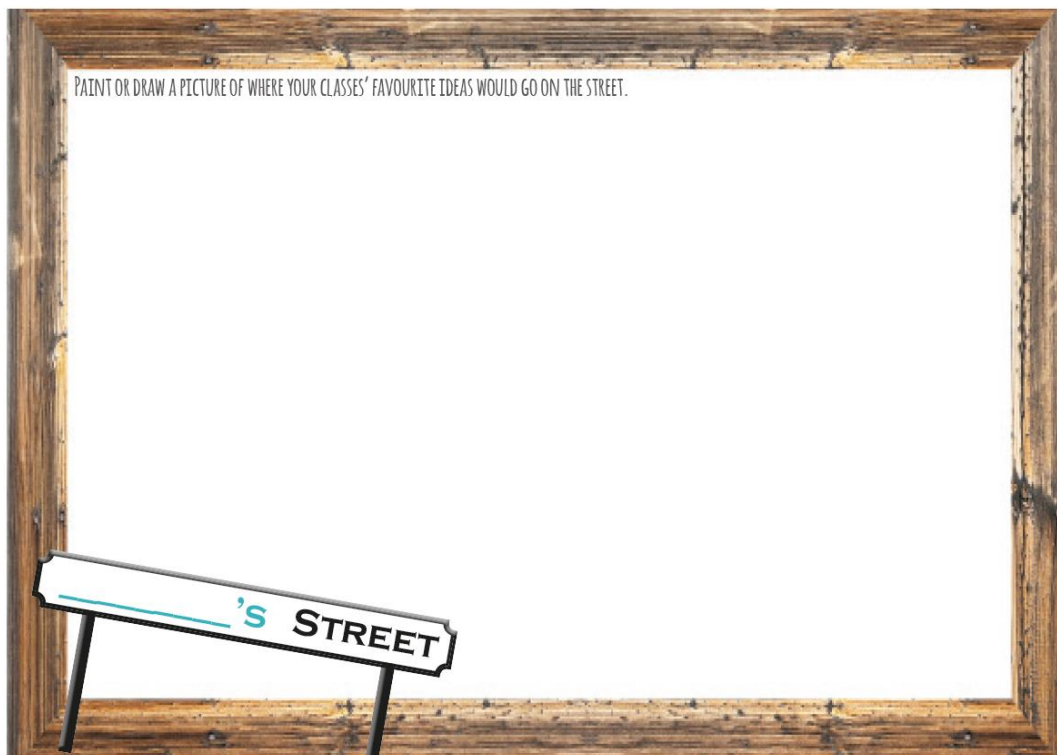


Figure 2: Picture frame for painting or drawings where ideas would go on the street.