



## How have MCCs School Street pilots impacted on local residents

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## How have the Manchester School Streets pilots impacted on residents?

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**Thank you** to all survey respondents and interviewees for sharing their views, and to the project partners (Manchester City Council, TfGM and Walk Ride Greater Manchester).



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## Executive summary

- This report describes the findings of research to understand the impacts of the Manchester City Council (MCC) School Street pilots on residents. Transport for Greater Manchester (TFGM) have evaluated the pilots from the perspective of pupils and their parents and carers.
- We undertook a survey, traffic observations and interviews between June 2023 and January 2024 (section 2).
- For five of the schools (Manley Park, Our Lady's, St Paul's, St James' and St Augustine's) respondents' overall perceptions of the School Streets were positive. In contrast, respondents local to Brookburn Primary School and Manchester Communication Primary Academy had overall negative perceptions of their local School Street (section 3.2.5).
- Respondents reported that the pilots have had both benefits (safer street outside school, perceived better air quality, active travel, more physical space) and detrimental impacts (shifting of traffic, inconsiderate driving, parking, community division, increased congestion) upon residents (section 3.2.5).
- The engagement activities undertaken by Walk Ride Whalley Range received positive feedback in the survey and contributed to high positive perceptions of the Manley Park School Street (section 3.1.2).
- When asked to reflect on how their local School Street was implemented, 27% of respondents perceived that there was insufficient consultation by schools and the local authority prior to implementation, 67% of these responses came from residents local to Brookburn Primary School. Respondents from Manchester Communication Primary Academy and St James' reported that pre-existing issues with school parking were exacerbated by the School Street (section 3.1.2).
- 51% of respondents changed their daily routines whilst School Street restrictions were in place (3.2.2), particularly those living close to the Brookburn Primary School Street pilot.
- Across all pilots, respondents reported that access to non-residents was affected, including for visitors, taxis, and delivery drivers. At the time of the pilot, School Streets were not listed on 'map apps' hindering both those seeking access and through-traffic. To address this, more coherent systems of redirecting existing traffic should be implemented as part of a School Street intervention (section 3.2.4).
- Managing the School Street with volunteers was a significant commitment, and drivers often ignored the School Street restrictions when no enforcement was in place. Survey respondents noted that relying on volunteers for enforcement led to uncertainty knowing when the barriers and marshals would be in place and expressed concern over volunteer burn-out and impacts on their well-being.
- We asked for suggestions for how School Streets could be improved. 68% of suggestions proposed adaptations to the scheme, including better enforcement and communication and supporting 'park and stride' measures. 17% called for integrated approaches to reduce parents/carers driving to school and 13% wished to see their local scheme stopped (section 3.2.6).
- For School Streets to achieve local public support, all elements of the local community will need to be engaged and for the School Street to be implemented as a meaningful collaboration between a school, it's local community and local decision makers (section 4).

## 1. Introduction

A School Street is a legal closure of the road to motorised traffic (such as cars, vans, and lorries) outside the school gate at drop-off and pick-up times, during term time. The road remains open to anyone walking, cycling, or wheeling (using a wheelchair or mobility scooter) at these times; residents and essential vehicles are allowed through. School Streets were first introduced in the UK in 2015, and there are now up to 800 concentrated in cities across the country. For a number of years, many schools across Manchester, including the seven pilot schools, have run School Streets as a 'one' off, on occasions such as 'Clean Air Day' to raise awareness of the effects of air pollution from vehicles on health, particularly on children who are more vulnerable to harm.

In 2021, TfGM allocated £500,000 of active travel funding to pilot School Streets initially for 50 school across Greater Manchester (GM) but revised to 40 after discussions with Local Authorities. Seven schools in the Manchester City Council Local Authority area took part in the pilot. The pilots at Brookburn Primary School in Chorlton and Manley Park Primary School in Whalley Range were led by the community, rather than the school, building on their previous experience of organising School Streets (for example OSC, n.d). All participating schools chose their own approach to managing their School Street pilot as outlined in Table 1. On occasion, the Brookburn Primary School PTA requested support with traffic management from MCC. The initial funding paid for Experimental Traffic Regulation Orders, marshal training and materials including signage and bollards (MCC, 2024), with MCC providing additional funding later in the pilot. Table 1 provides an overview of the School Streets; Appendix A describes the schools and their School Street layout.

School Streets are usually introduced with the primary aim of improving air quality and road safety around schools but have also often been combined with campaigns to change how children travel to and from school, such as cycling, walking or wheeling, thereby improving general health (Belcourt-Weir, Cannell and Pearce, 2022). Snaije, L. and Abril, D. (2022) highlight the potential for School Street schemes to forge positive community perceptions, as well as creating spaces for public joy and wellbeing. The stated aims of the TfGM trial (TfGM n.d.), mirror the main aims of School Streets summarised in Clarke (2022):

- Reduce congestion and vehicles travelling through the School Street.
- Reduce pollution around the school entrance.
- Encourage more walking, cycling and active journeys from pupils and parents/carers.
- Result in less inconsiderate parking and dangerous manoeuvres.
- Create a calmer, safer and cleaner environment.
- Encourage independent mobility.
- Create space for community connection and sociability.

Funded by a grant from the University of Manchester Participative Research fund, researchers from the University of Manchester monitored the impact of the School Streets Pilot on residents, undertaking traffic behaviour observations and traffic counting, along with a survey and interviews with local residents. This report presents the findings for each school and across the seven schools. Research into the impact of the pilot on pupils, their parents and carers has been undertaken by Transport for Greater Manchester (TfGM). Partners from MCC, TfGM and

Walk Ride Greater Manchester formed a co-ordination group for our project, which had the following objectives:

1. To understand how School Streets, including how a School Street is managed and other contextual factors, impact on traffic on the School Street itself, and on adjacent or nearby roads.
2. To understand the diverse impacts of the School Streets intervention on residents living on the School Streets, and in the surrounding area.

Table 1. Overview of Manchester School Street pilots (as of September 2023)

	Brookburn	Manley Park	MCP	Our Lady's	St Augustine's	St James'	St Paul's
<b>Area of Manchester</b>	Chorlton	Whalley Range	Harpurhey	Whalley Range	Monsall	Rusholme	Withington
<b>Type of road (all residential)</b>	Through-road	Through-road	Cul-de-sac	Through-road	Through-road	Cul-de-sac	Cul-de-sac
<b>Points of entry</b>	2	2	1	4	2	1	1
<b>Supporting infrastructure</b>	Car park	Near-by cycle lane	Car park but no safe crossing	Near-by cycle lane		Off-road cycle lane	temporary low traffic neighbourhood trial nearby; school crossing
<b>Lead partner</b>	PTA	Walk Ride Whalley Range	School	School	School	School	School
<b>Approach to School Street management</b>	Co-ordinated by PTA; volunteer marshals and barriers (am and pm, 3 days a week)	Co-ordinated by WRWR; volunteer marshals and barriers, am and pm, aiming for 5 days/week, but dependent on volunteer capacity	School co-ordinated; barriers (am and pm), staff marshals (pm)	School co-ordinated; intermittent use of barriers and staff marshals	School co-ordinated; staff managed barriers on a Friday when staffing allows	School co-ordinated; staff and volunteer managed barriers (am and pm)	No barriers or marshals - school contacts parents seen entering area
<b>Pre-pilot context – all schools had one day closures for Clean Air Day</b>		Other schools nearby	Prior issues with school traffic, other school nearby, school concerns over child-safety	Other school nearby	School concerns over child-safety	Prior issues with school traffic, partly due to other schools nearby	Implemented own version of School Street during Covid-19, prior to the trial

## 2. Data collection methods

Table 2 lists the methods used to evaluate the impact of the School Street pilots within their respective communities; University of Manchester researchers conducted the data collection, with support from MCC Neighbourhood Officers for the Traffic Observations. All data collection materials were developed collaboratively by the project steering group.

Table 2. Data collection methods

Data collection method	Data collected
Automated vehicle counters	Traffic volumes
Traffic observations	Driver behaviour
Survey	Perceptions of impacts of School Streets on residents and the locality
Interviews	In-depth discussions with residents who indicated in the survey that they would like to share their experiences in more depth

### 2.1. Automatic traffic counters

At the outset of the project, we aimed to install automated traffic counters on streets close to the School Street restricted zones to count vehicles and assess the extent of traffic displacement and change in overall levels. In total 13 ‘[Telraam](#)’ traffic sensors were installed covering all of the School Street schools with the exception of St Augustine’s, however over time it became apparent that they were not working as expected due to siting issues with sensors. Comparison manual counts were performed for the most promising locations to validate the sensor data which confirmed, unfortunately, that the data was not reliable.

### 2.2. Overview of traffic observations

In-person traffic observations assessed driver behaviours in the vicinity of the School Street closures. Table 3 summarises the data collection, including the approach to managing the School Street at the times of observation. Traffic monitors noted traffic behaviours using the methodology outlined in [Sustrans \(2022\)](#), which was amended following pilot observations and discussions with the schools and the project steering group (Table 4). Observations were undertaken by a team including volunteers from Walk Ride GM, MCC Neighbourhood officers and PhD researchers from UoM. Observers were provided with training and used a common template to record driver behaviours, however data validation revealed differences in how traffic observations were recorded. For this reason, we have focused our analysis on overall patterns in the data, rather than undertake a quantitative comparison between the schools.

Table 3. School Street traffic observations

School	Barriers and marshals	Barriers only	No enforcement
Brookburn (Brb)	10 <sup>th</sup> July 2023 (am and pm)		12 <sup>th</sup> July 2023
Manley Park Primary School (MaP)	4 <sup>th</sup> July (am) 6 <sup>th</sup> July (pm)	4 <sup>th</sup> July (pm) 11 <sup>th</sup> July (am)	6 <sup>th</sup> July (am)
Manchester Communication Primary Academy (MCP)	28 <sup>th</sup> June (pm) 6 <sup>th</sup> July (pm)	28 <sup>th</sup> June (am) 6 <sup>th</sup> July (am)	
Our Lady's' RC Primary School (OuL)	29 <sup>th</sup> June (pm - site2)	29 <sup>th</sup> June (am) 29 <sup>th</sup> June (pm – site 1)	
St Augustine's C of E Primary School (StA)			14 <sup>th</sup> July (am and pm) 17 <sup>th</sup> July (am)
St James' C of E Primary School (StJ)	3 <sup>rd</sup> July (am and pm) 13 <sup>th</sup> July (am and pm)		
St Paul's CE Primary School (StP)			29 <sup>th</sup> June (am and pm) 18 <sup>th</sup> July

Table 4. Traffic behaviours monitored

Category	Examples
Inconsiderate parking	Parking on double yellow lines, keep clear lines, pavement parking, parking across driveways
Hazardous driving	Manoeuvring in the School Street junction
Unauthorised entry	
Endangering life	Collisions and near collisions between cars and people, children crossing busy roads unaccompanied
Anti-social behaviour	Aggressive behaviour, idling engines
Safe behaviours	

### 2.3. Overview of survey and interviews

In September and October 2023, survey flyers were hand-delivered to households who had received a consultation letter from Manchester City Council and additional households in areas where our traffic observations showed impacts on local residents. The number of flyers delivered varied between schools depending on the number of households local to the school, and whether we could access residential flats; the latter reduced the potential number of respondents particularly for St Augustine's Primary School and Manchester Communication Primary Academy. Both the flyer and survey were in English, also limiting the gathering of residents' views. Residents were invited to complete an online survey or to contact the research team to request a paper version. For each school we offered the opportunity to take

part in a prize draw for a £25 ‘love to shop’ voucher as a thank you to respondents for their time in completing the survey.

The survey asked residents who wished to share their reflections on the pilots in more detail to register for an interview and residents, local to each school street, were selected to provide a range of perspectives. In line with our ethics approval, we contacted interviewees twice, at which point we did not contact them further if they did not respond. Interviews were conducted online and over the phone in December 2023.

The University of Manchester proportionate research ethics committee approved the research.

Table 5 shows the survey response rates, and number of interviews undertaken for all schools in the pilot.

*Table 5. Overview of survey and interviews conducted*

<b>School</b>	<b>Flyers delivered</b>	<b>Survey responses (within restricted area)</b>	<b>Response rate</b>	<b>Interviews</b>
Brookburn Primary School (Brb)	400	112 (20)	21%	6
Manley Park Primary School (MaP)	260	31 (10)	11%	1
Manchester Communication Primary Academy (MCP)	40 <sup>1</sup>	11 (5)	22%	1
Our Lady’s RC Primary School (OuL)	340	20 (1)	6%	2
St Augustine's C of E Primary School (StA)	86 <sup>1</sup>	21 (5)	*	0
St James’ C of E Primary School (StJ)	131	21 (2)	*	1
St Paul’s CE Primary School (StP)	115	11 (4)	8%	1
<b>Total</b>		<b>227 (47)</b>		

\*a response rate has not been indicated as the survey was also distributed via the school to increase numbers of responses; <sup>1</sup> response rate potentially reduced due to difficulty in accessing flats.

### 3. Findings

In this section we present our findings on the impact of Manchester’s School Street pilots on survey respondents, focusing first on the implementation of the pilot before moving on to the impact of the pilot on local residents. There are a small number of other studies that have evaluated the impact of School Streets on residents, and each section of the report begins with a literature review to put the Manchester results in context.

### 3.1. Implementation

#### 3.1.1. Literature review on implementation

Insights from other School Streets highlight that for School Streets to achieve local public support, all elements of the local community will need to be engaged. As the charity Sustrans explains, to be successful School Streets will need a meaningful collaboration of local grassroots support and political leadership (Sustrans, no date).

Practically speaking it is important that the initiating party builds their case for introducing a School Street first, such as by first researching the air quality, CO<sub>2</sub> emissions, number of collisions etc. near to the school (Clarke, 2022; Kono, 2021). Location of the school is also a crucial factor, with some streets, such as cul-de-sacs, better lending themselves to restrictions on motorised traffic than others. Ideally, preparatory work will investigate adjacent and nearby streets to see the likely impact of displacement of school and through traffic, and the displacement of parking (Kono, 2021). Again, if this is likely to cause major disruption for local residents and road users, additional work will have to be undertaken to mitigate against this.

#### 3.1.2. Awareness of school street pilots

For all schools, local residents received letters from Manchester City Council ahead of the pilots, as part of the statutory consultation process for the Traffic Regulation Order. Schools also undertook their own communication and engagement with local residents, including sending letters and holding public events. Overall, 89% of those who returned our survey (n=191) had heard of the School Street pilot, with the proportion for each school indicated in Figure 1.

Figure 2 illustrates how respondents to our survey found out about their local School Street pilot highlighting the importance of communication and engagement with local residents beyond the statutory consultation process, to avoid local residents being unaware of the scheme as revealed in Figure 1. 20% of respondents from Brookburn, 32% of respondents from Manley Park and 13% of respondents from Our Lady's reported hearing about their local pilot via multiple communication channels. The responses for the 'other' category for Brookburn were: Chorltonville residents' Association (n=4); Brookburn PTA (n=4); being unable to drive down Brookburn Rd (n=5); letter from local politician (n=2). The responses for the 'other' category for Manley Park were: Parenthub app (n=2); Walk Ride Whalley Range (n=2). The responses for the 'other' category for St Paul's were being asked to host a traffic counter (n=1); notified as a local councillor (n=1).

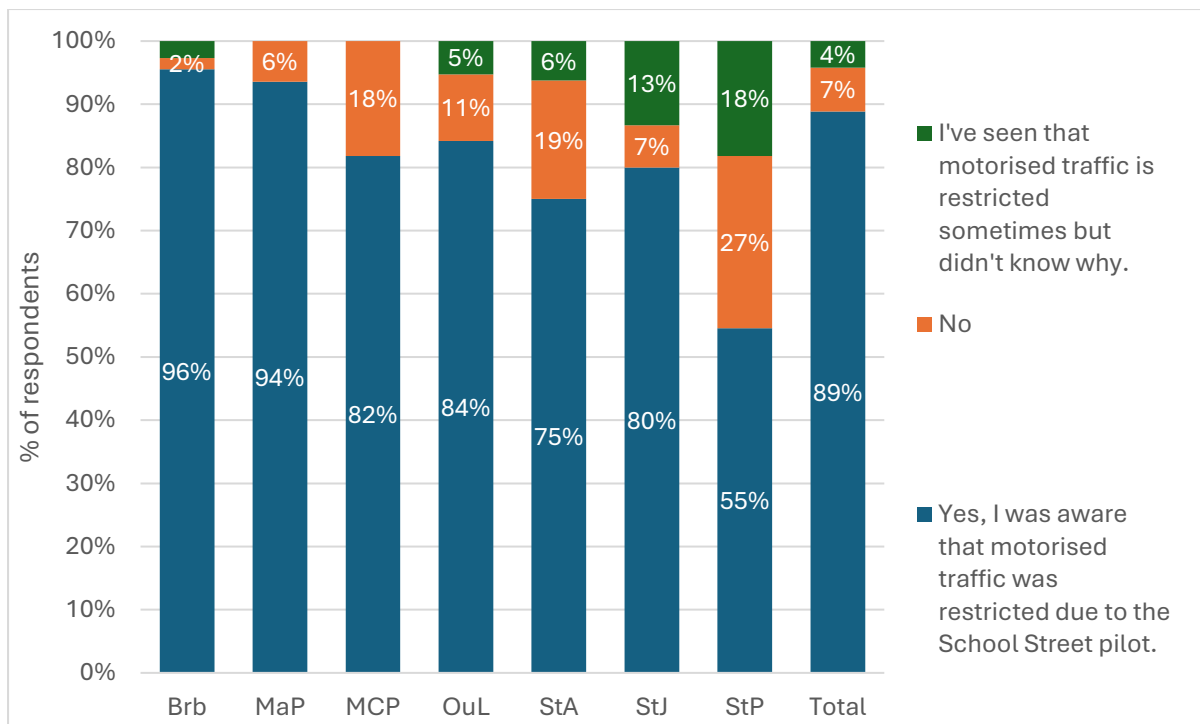


Figure 1. Awareness of School Street pilots amongst local respondents (n=215)

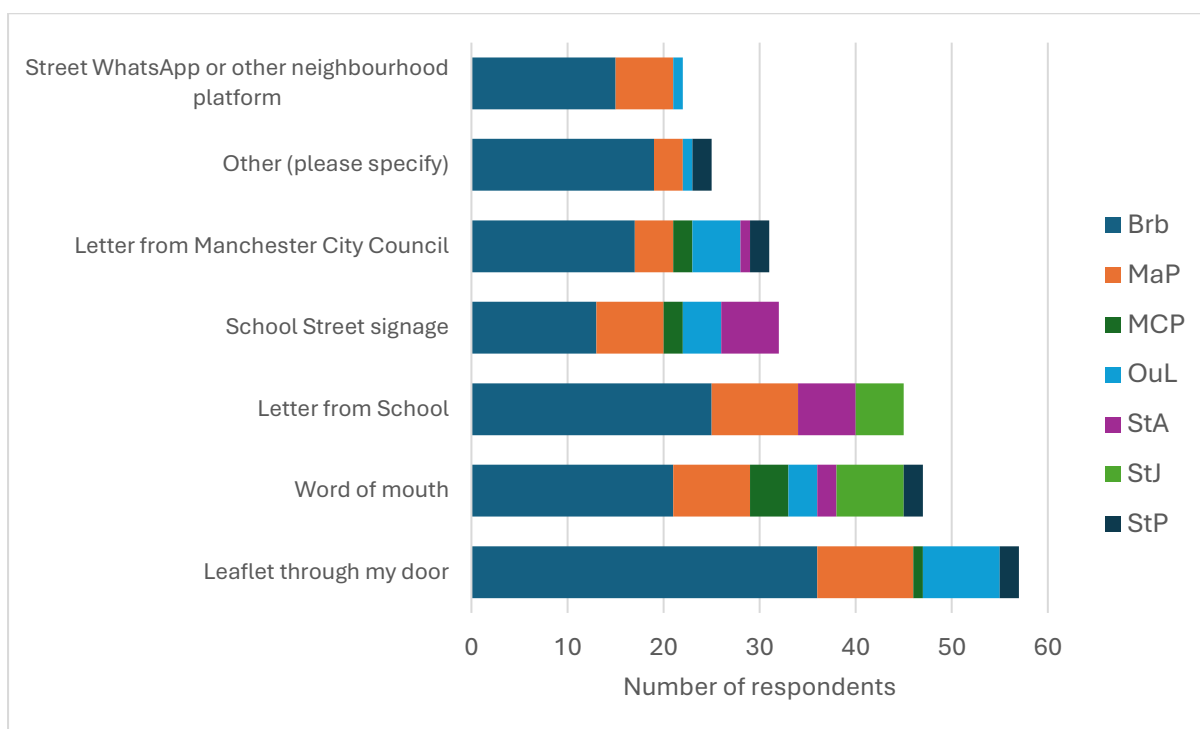


Figure 2. How did respondents find out about their local School Street pilot? (n=192)

We sought residents' views on how the School Street pilot was designed and implemented with 192 respondents sharing their views. 30% of these made no comment, however 27% noted poor consultation prior to the pilots, and 17% felt that the views of residents were not taken into account ahead of implementation. Taken together the pre-pilot consultation is likely to have contributed to the negative perceptions of the pilot for respondents. This was reported by some

respondents, particularly in relation to Brookburn Primary School, where the highest number of returned surveys is indicative of both strong support and opposition within the local community. The approach to engagement taken by Walk Ride Whalley Range, who co-ordinated the Manley Park School Street, was praised by many respondents to the Manley Park survey. Respondents from Manchester Communication Primary Academy and St James' reported longstanding concerns and issues with school parking. For respondents living close to Manchester Communication Primary Academy these date back to 2015 when the school opened. Respondents living close to St James' attributed issues to there being two schools close to each other, St James' and Manchester Grammar School.

## 3.2. *Impacts*

### 3.2.1. Literature review on impacts

Recent research has shown School Street schemes to have improved perceptions of safety and reduced danger among parents/carers, schools' staff and local residents (Belcourt-Weir, Cannell and Pearce, 2022; Noble et al., 2021; TfL, 2022) and tend to become more popular among these groups after their implementation than before (Davis, 2020; Noble et al., 2021).

School Streets can lead to some motorised traffic being displaced to nearby roads, however in many instances there is still a net reduction in the number of cars overall (Belcourt-Weir, Cannell and Pearce, 2022; Davis, 2020). Furthermore, research by Davis (2020) and Sustrans (2022) showed that displacement did not have a significant impact on the safety or number of collisions on these roads. In research by TfL (2022) in London, borough officers highlighted their positive impact on the wider community when implemented with other measures to improve local roads and street environments.

Nonetheless, according to a report by (Hopkinson and Goodman, 2021), the wider impact of School Street schemes implemented by themselves is limited and to truly change travel behaviour, School Streets should be seen as one of a suite of options, including safer walking and cycling routes (Clarke, 2022; Ozbil et al., 2021; Wangzom et al., 2023), creating greater parental support for active school travel (Mah et al., 2017), increasing local school attendance (Cass and Faulconbridge, 2016; Easton and Ferrari, 2015) and addressing the link between travel to school and the commute to work (Cass and Faulconbridge, 2016; Wen et al., 2008), rather than as a panacea on its own (Clarke, 2022).

### 3.2.2. Traffic and driver behaviours

In this section we reflect on the impact of the School Street pilots on traffic and driver behaviours in the vicinity of the School Street restricted zones. Traffic and survey data is presented for each school, and the layouts of the School Streets are in Appendix A.

#### 3.2.2.1. *Brookburn Primary School*

The Brookburn Primary School Street is on a through road, with 2 entry points. The School Street is managed by the PTA, with barriers and marshals on the days of operation, which, at the of the research, was on set days, 3 times a week. The results of the traffic observations are presented in Figure 3

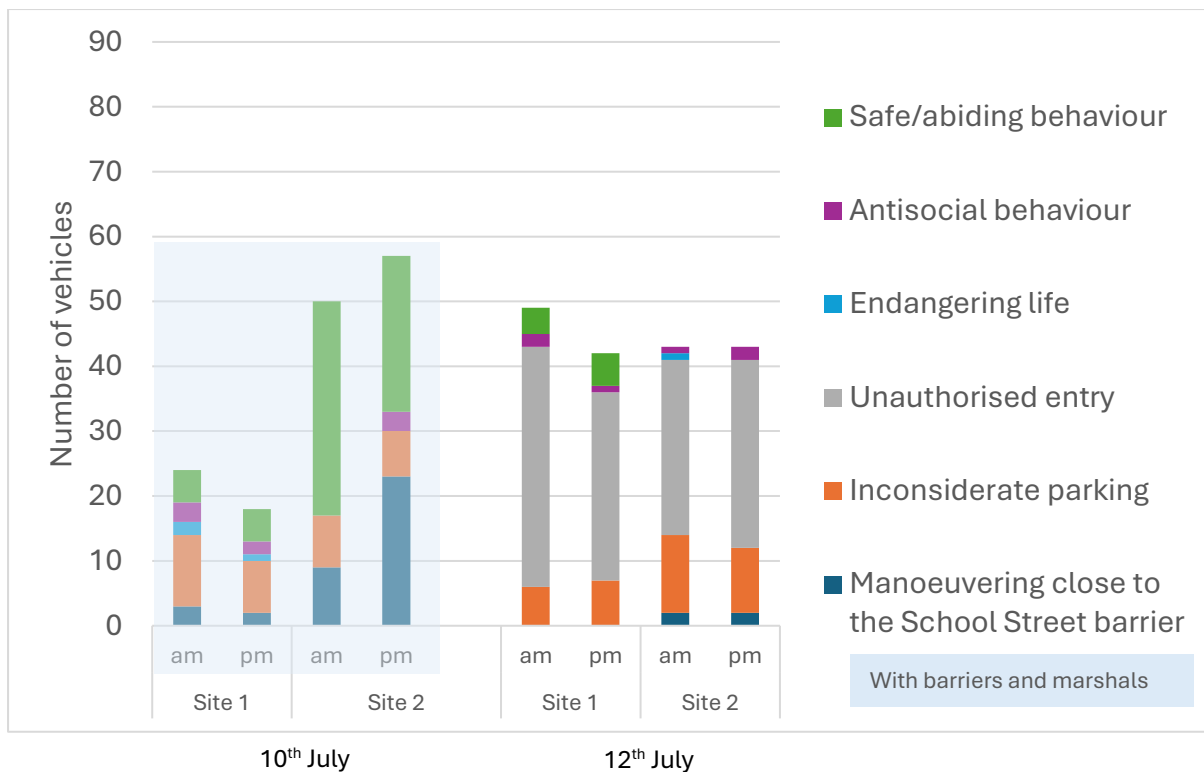


Figure 3. Results of traffic observations at Brookburn School. Site 1: junction of Brookburn Rd and Claude Rd; Site 2: cobbled lane on Brookburn Rd

Enforcement with barriers and marshals (10<sup>th</sup> July – blue shading)

- The end of the School Street at the **junction of Claude Road and Brookburn Road (site 1)** was much quieter of the two, with less than half the numbers of vehicles. The most common behaviour was inconsiderate parking namely parking across driveways, on pavements and grass verges, and causing obstructions. These issues with parking were also reported by survey respondents.
- The end of the School Street at the **junction of Brookburn Road and Ivygreen Road (site 2)**, was significantly the busier of the two, with around twice the numbers of vehicles. There are two parking areas that were used by parents/carers, the Bowling Green Pub and the Chorlton Ees carpark, which reduced instances of inconsiderate on-street parking. Survey respondents report concerns over vehicles manoeuvring, and our observations recorded higher numbers at this site compared to site 1, including a bin lorry needing to reverse away from the barrier.
- At both sites, we observed greater numbers of cyclists than at other schools with the exception of Manley Park Primary School; children and parents/carers arriving by bike, and other cyclists using Brookburn Road.
- Managing the School Street with volunteers requires significant effort, and drivers do not observe the School Street restrictions when there are no marshals; survey respondents highlighted concerns about the reliance on volunteers, and not knowing when the barriers and marshals would be in place.
- Instances of harassment of marshals by drivers and dangerous driving were reported by survey respondents; dangerous driving was observed on two occasions during our

observations. Survey participants also reported occasions where drivers have felt harassment from marshals and reported that they have been unhelpful. The survey gives no indication of the frequency of such experiences.

No enforcement (12<sup>th</sup> July)

- Drivers considered the road to be open to traffic despite the signage indicating that traffic is restricted.
- Instances of manoeuvring in Brookburn Road at the observation sites were much reduced as vehicles drive along Brookburn Road without restriction, though the area outside the school was not within the observed area.

3.2.2.2. *Manley Park Primary School*

The Manley Park School Street is on a through road, with 2 entry points. The School Street was managed by Walk Ride Whalley Range, aiming to have both barriers and marshals in place each morning and afternoon. 77% of shifts were covered from January-July 23, and 56% of shifts from September 23-July 24. Site 1 observed traffic at the junction of Park Drive and College Road, site 2 observed traffic at the junction of Upper Chorlton Road (a busy main road) and College Drive. The results of the traffic observations are presented in Figure 4.

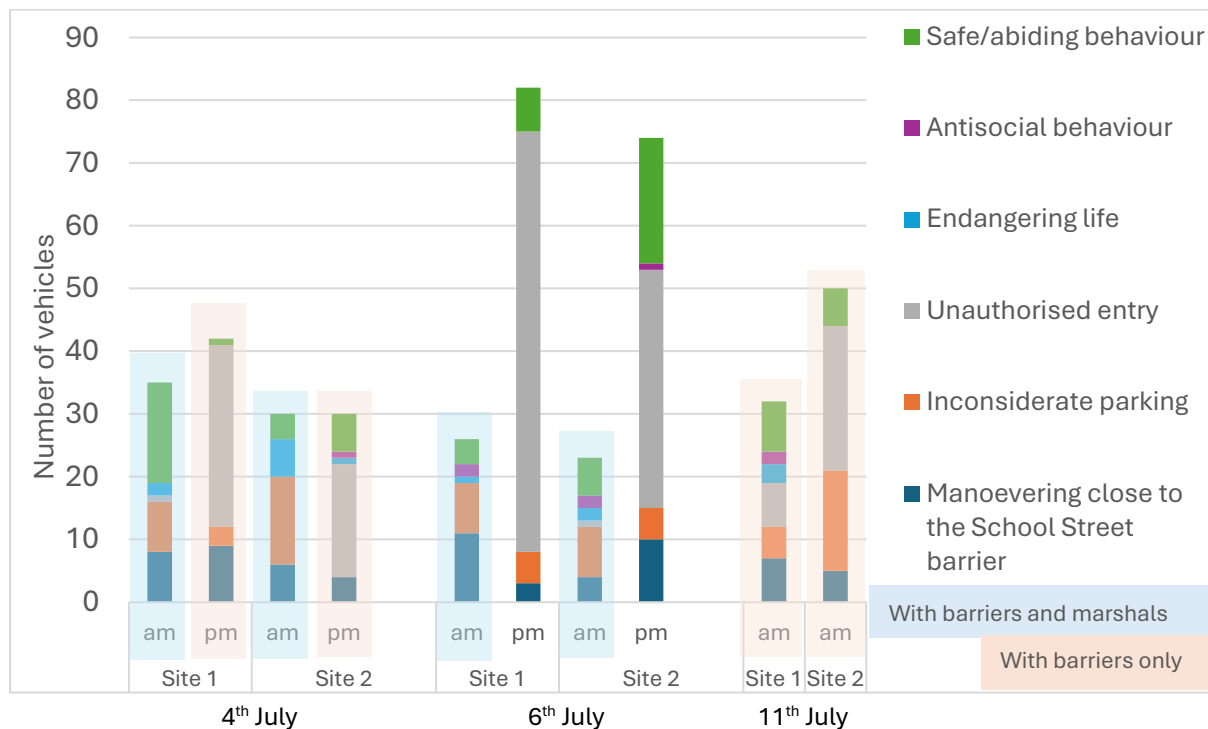


Figure 4. Results of traffic observations at Manley Park Primary School. Site 1: junction of Park Drive and College Rd; Site 2: junction of College Rd and Upper Chorlton Rd

Enforcement with barriers and marshals (blue shading)

- At the junction of College Drive and Park Drive (site 1) the most common behaviour was drivers turning round close to the barrier, sometimes vehicles taking children to school, and

sometimes through-traffic. There are no yellow lines or other markings, and the primary type of inconsiderate parking was pavement parking.

- At the junction of Upper Chorlton Road and College Road (site 2), there are six parking bays on the far side of the road, and double yellow lines along the cycle path. When bollards and marshals were present, the most common impact was inconsiderate parking, across drives when no parking spaces were available, or in the cycle lane. Younger children were usually walked to school by their grown-up, with older children commonly being dropped off.
- Managing the School Street with volunteers requires significant effort, and drivers did not observe the School Street when there were no marshals; survey respondents highlighted concerns about the reliance on volunteers.
- When the School Street was enforced by marshals, marshals reported instances of harassment by drivers, and dangerous driving; this was observed on two occasions during our observations.
- At both sites, we observed greater numbers of cyclists than at other schools; children and carers travelling by bike, and other cyclists using College Rd.

#### Enforcement with barriers only (orange shading)

- When the bollards were in place, but there are no marshals enforcing the School Street, vehicles drove down College Road by passing between the bollards or barriers; traffic observations suggested this is mainly through-traffic, with only a small number being parents/carers taking children to school.
- The presence of the bollards confused some drivers who were unsure what to do, some turned round, others carried on with other cars following where they saw someone going through.

#### No enforcement

- Drivers regarded the road as being open to traffic despite the signage indicating that traffic is restricted.
- Volunteers from the local and school community put the bollards in place and marshal the School Street, co-ordinated by Walk Ride Whalley Range. Maintaining this support was a significant undertaking, and whilst parents tended to observe the restrictions when there were no marshals, other drivers did not. Survey respondents shared concerns about the reliance on volunteers and concerns over burnout and the impact of harassment from drivers on the volunteers.

#### *3.2.2.3. Manchester Communication Primary Academy*

The Manchester Communication Primary Academy School Street closes a cul-de-sac (Parkstead Drive – site 1). Site 2 is on Kelvington Drive, a cul-de-sac with a cut-through to Parkstead Drive, which respondents reported was used for parking by parents and carers. The School Street was managed by the school, with barriers in place morning and afternoon, with a marshal from school staff in the afternoon. The results of the traffic observations are presented in Figure 5.



Figure 5. Results of traffic observations at Manchester Communication Primary Academy School. Site 1: Parkstead Drive; Site 2: Kelvington Drive

#### Parkstead Drive (site 1)

- Of the cars that were being driven to take children to school, or else to visit the school, the main observed behaviours involved inconsiderate parking such as parking on the pavement, parking on double-yellow lines and parking at the barrier.
- On five occasions cars also drove onto and down the pavement, where children were walking, to park, thereby also causing an obstruction to pedestrians. In one instance, there was a near collision when a car reversing down the pavement nearly hit a child on a scooter.
- Whilst it was difficult to determine whether all cars that entered the School Street were authorised to do so, the vast majority of those entering then stopped to put the cones back into place.
- Parkstead Drive was a major through route for children arriving from Tavistock Square; having no crossing near the School Street barrier made this a significant 'danger zone' for children and their parents and carers arriving at school.
- The residents' survey highlighted those respondents living on Parkstead Drive felt that their street was safer, with less risk of a collision between a car and a child.

#### Kelvington Drive (site 2)

- Kelvington Drive is a cul-de-sac estate, with nine parking bays at the entrance and resident parking on driveways. Next to Lathbury Road, there is a stretch of Parkstead Drive, which is a cul-de-sac with resident on-street parking. A walkway on Kelvington Drive leads to Manchester Communication Primary Academy. There are no enforceable parking

restrictions, for example a ‘controlled parking zone’ (CPZ), or red or yellow lines, on either Kelvington Drive or this part of Parkstead Drive.

- The traffic observations, the resident survey and interviews highlighted that during the morning and afternoon school drop-off times, parents and carers parked to drop their children at school in the area around Kelvington Drive and Parkstead Drive. Our observations suggest a concentration of activity during a 15-minute window.
- Interviews with respondents highlighted that when the small number of parking bays at the entrance to Kelvington Drive were full, between half and two thirds of cars parked on pavements, sometimes blocking the entrances to respondents’ drives causing inconvenience to respondents. This has led to instances where respondents report being confronted by parents when they’ve been asked to move their cars.
- To exit the cul-de-sac, drivers have to turn round, this resulted in bottlenecks as cars try to enter and exit at the same time; we observed near-collisions between cars, and on one occasion a near-collision between a car and a person.

#### 3.2.2.4. Our Lady’s RC Primary School

The Our Lady’s School Street restricts access to Whalley Road, a residential through-road with four entry points. Site 1 observed drivers approaching the School Street barriers close to the junction of Russell Road and Whalley Road. Russell Road is a residential street with on-road parking of residential vehicles. Site 2 observed drivers approaching the School Street barriers at the junction of Sylvan Avenue and Whalley Road. Sylvan Avenue is a residential street with on-road parking of residential vehicles. When the school was implementing the School Street pilot, motorised vehicle access to Whalley Road was restricted by barriers placed across the roads with some, but not all, entry points attended by school staff. Our understanding is that parents and carers were not engaged or received limited communication about the School Street from Our Lady’s. The results of the traffic observations are presented in Figure 6.

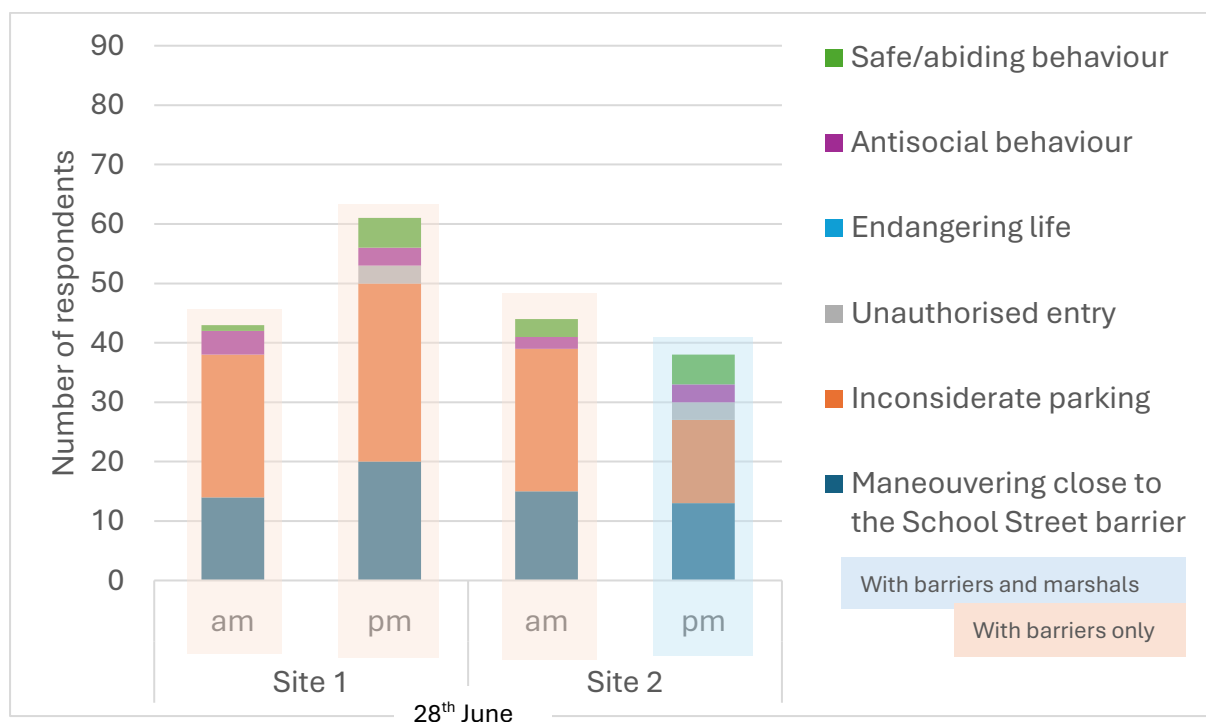


Figure 6. Results of the Our Lady’s traffic observations. Site 1: Russell Ave, site 2: Sylvan Ave

At both sites, most drivers parked on the street and either walked children to school or dropped them off to walk to school on their own. On both Russell Road and Sylvan Avenue, drivers parked on the pavement, sometimes across dropped curbs and on the corner. The School Street barrier at the junction of Russell Road and Whalley Road effectively turned Russell Road into a cul-de-sac causing most cars to turn round, some manoeuvring close to the School Street barrier. Sylvan Avenue provides access to Our Lady's from Upper Chorlton Road, and with Whalley Road closed, cars that wished to return to Upper Chorlton Road turned round, either in Sylvan Avenue or close to the School Street barrier. The impact of parent/carers parking on surrounding streets was highlighted by survey respondents and in the interviews.

On the day that we observed traffic and driver behaviours we saw no instances of near collisions or other behaviours endangering the safety of children travelling to school.

### 3.2.2.5. St Augustine's C of E Primary School

The St Augustine's School Street restricts access to St Augustine's Street, and was enforced on a Friday, when staffing levels allow, with barriers and school staff as marshals. Site 1 observed drivers approaching the School Street area close to the junction of St Augustine St and Ridgewood Ave. Both streets are residential, with residential on-street parking on St Augustine St and residential parking bays in Ridgewood Ave. Site 2 observed drivers approaching the School Street area at the junction of St Augustine St and Rushwick Ave. Both are residential streets with on-road parking for residential vehicles.

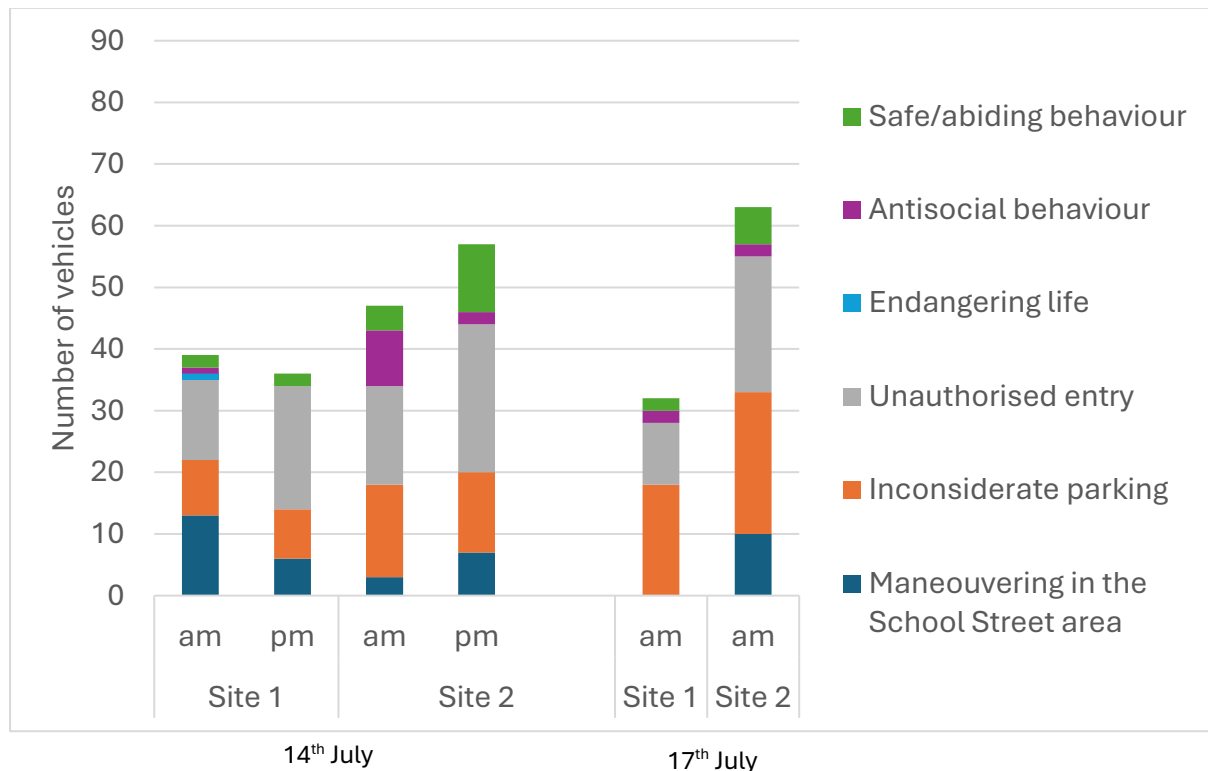


Figure 7. Results of the St Augustine's traffic observations. Site 1: Ridgewood Ave, site 2: Rushwick Ave

No enforcement – all days

- When there were no barriers to restrict traffic from entering the School Street area outside St Augustine’s, most, but not all, parents, and carers, taking children to school, parked outside the school.
- Those that did not enter the School Street area sometimes parked on Ridgewood Ave, where there are ten marked parking spaces outside houses, and others parked on St Augustine Street outside the restricted area.
- With limited parking spaces, around a third of drivers parked on the pavement or on the ‘yellow zigzag’ lines outside the school (in the case of site 2).
- It is clear, from the survey, that parent/carers parking on surrounding streets affects respondents, primarily through congestion and parked cars reducing the road to a single lane. As the school was not able to enforce the School Street regularly survey responses about the impact of school parking are likely to highlight the everyday impact of school parking on respondents, rather than be the result of the pilot.

3.2.2.6. *St James’ C of E Primary School*

St James’ is located on Cromwell Range in Rusholme and is a cul-de-sac with a student residence and a ‘Gym Group’ gym located on the same stretch of road. The School Street is enforced by a barrier and marshals from the school community including parents and staff. Site 1 observed traffic on Cromwell Range. Site 2 observed traffic on Danes Road from the footpaths to St James’ and Manchester Grammar School down to Brighton Grove. Figure 8 presents the results of the traffic observations for site 1 only; for site 2 we include a qualitative discussion only as Danes Road is used to access both Manchester Grammar School and St James’.

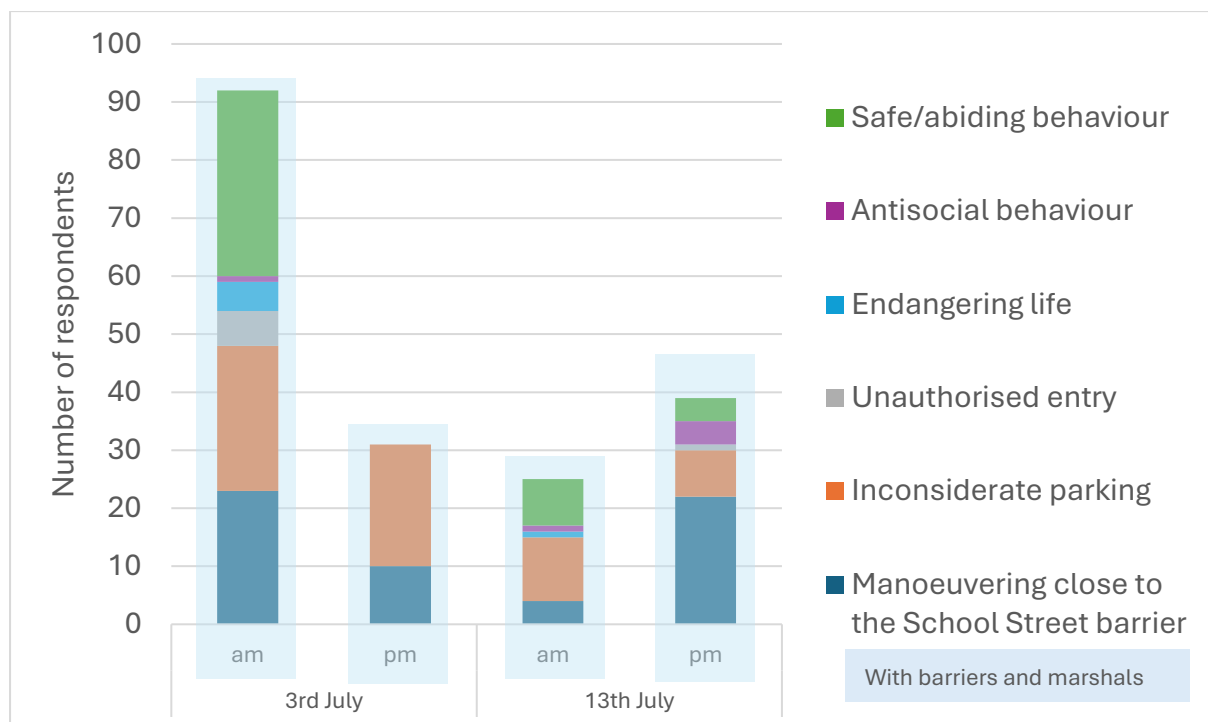


Figure 8. Results of the St James’ traffic observations. Site 1: Cromwell Drive

### Site 1 (Cromwell Range)

- Our observations took place after the end of the university term, which reduced on-street parking on Cromwell Range. Parents and teachers explained that the street is usually more congested during the university term, with deliveries to student halls exacerbating problems with inconsiderate parking and manoeuvring.
- With the barrier in place, cars entering Cromwell Range needed to turn round to exit and did so either in front of the barrier or in the entrance to the gym.

### Site 2 (Danes Road)

We undertook traffic observations on Danes Road and Brighton Grove following discussions with the school and local residents. With access to St James' and MGS from Danes Road, there were significant numbers of vehicles taking children to both schools, with inconsiderate parking and manoeuvring in residential streets. A staff member from MGS was present to manage parking, and preventing cars entering the cul-de-sac end of Danes Road, however once the staff member left cars were able to enter Danes Road. Survey respondents report long-term issues with school parking exacerbated by MGS opening a new gate and, more recently, the St James' School Street. Respondents report high numbers of cars, inconsiderate parking and driving, with instances of 'appalling' behaviour experienced, on occasion, by respondents.

#### 3.2.2.7. St Paul's C of E Primary School

St Paul's C of E Primary School (St P) is located on St Paul's Road, a cul-de-sac in Withington. The School Street has been in place since the COVID-19 pandemic. At the times of our observation, motorised vehicle access to St Paul's Road was not restricted by barriers or marshals, but instead the school would contact parents if the school became aware that they had accessed the restricted zone during the hours of operation. Survey respondents reported that in the past the School Street was managed with barriers and marshals, though did not say when that was.

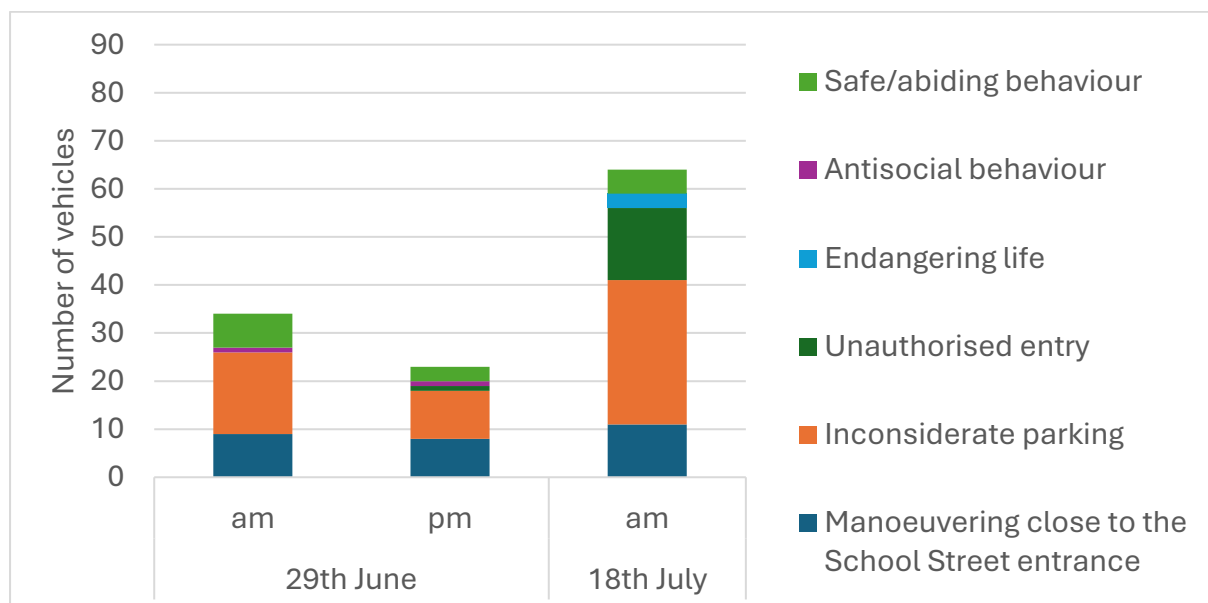


Figure 9. Results of the St Paul's traffic observations. Site 1: Cromwell Drive

Access to St Paul’s Rd is from Parsonage Rd, a narrow road with a right-hand junction near the junction of Parsonage and St Pauls Rd (Egerton Crescent). Pupils and those walking them to school often walked both on the road and pavement of St Paul’s Road, particularly around 08:40 when it gets busy. On the days of observation, the streets felt very chaotic at times, particularly when cars entered and exited St Pauls Rd at the same time. There were two empty parking bays on Egerton Crescent and two on Parsonage Rd. When these were full, cars parked either on Egerton Crescent or Parsonage Rd on the pavement. There is a zebra crossing on Parsonage Rd which offers a safe crossing for those walking to school, although drivers also used it as a place to stop when dropped children off at school.

### 3.2.3. How has the School Street Pilot affected journeys made by respondents?

Overall, across all the schools, 49% of respondents reported making no changes to their journeys because of the School Street restrictions, with 51% reporting making changes either in the morning, the afternoon or both. A higher proportion of respondents local to the Brookburn Primary School (65%) and Manchester Communication Primary Academy (55%) School Streets reported routinely making changes during the times the School Street restrictions were in place, compared to the other schools (Figure 10).

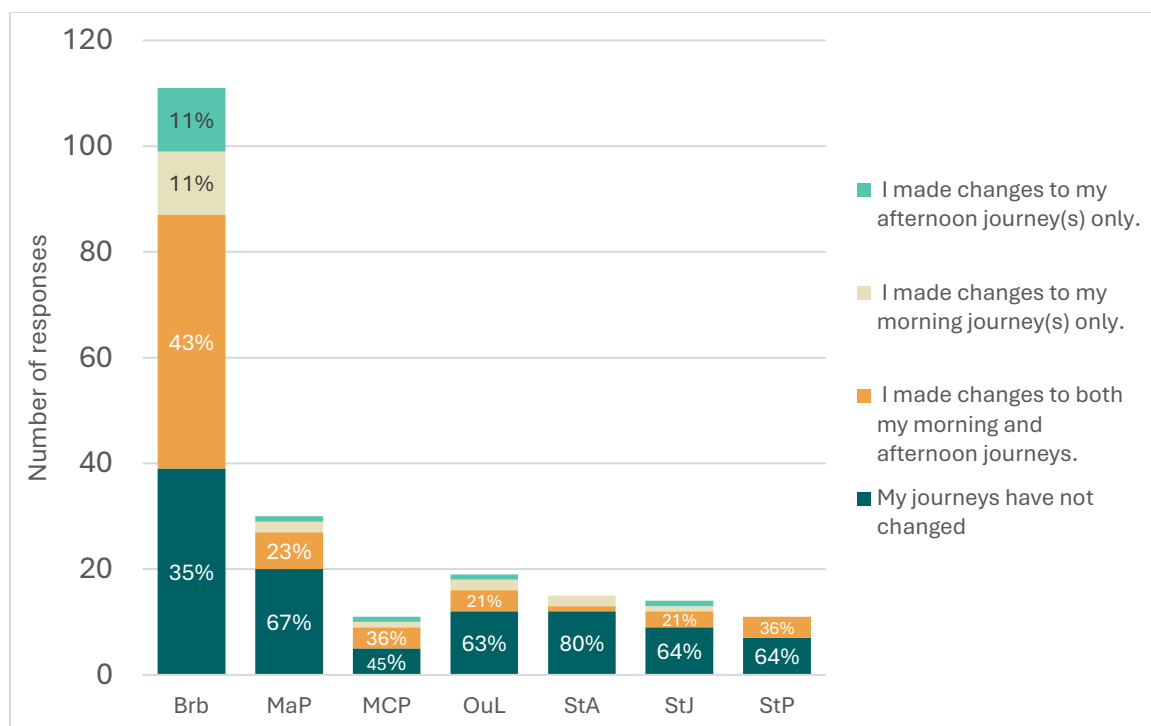


Figure 10. Have respondents routinely changed their journeys at times when the School Street trial is happening? (all school, n=211)

Figure 11 illustrates how respondents have routinely changed their journeys whilst the school street restrictions were in place. Survey respondents noted that restrictions coincided with the times that people may be travelling to work or taking children to school. Table 6 highlights that respondents living **within** the restricted zones changed the timing of their journeys to avoid the

School Street restrictions, and respondents living **close** to the restricted zones, particularly where School Streets are on through-roads, typically took a different route.

Across the School Street pilots, 92 respondents (41%) live close to Brookburn Primary School, with 28 of these respondents reporting that they have had to change their route as a result of the School Street restrictions on Brookburn Rd. Respondents highlighted the limited alternative routes for respondents from the Chorltonville Estate, and that these were longer, and more congested, causing inconvenience and stress.

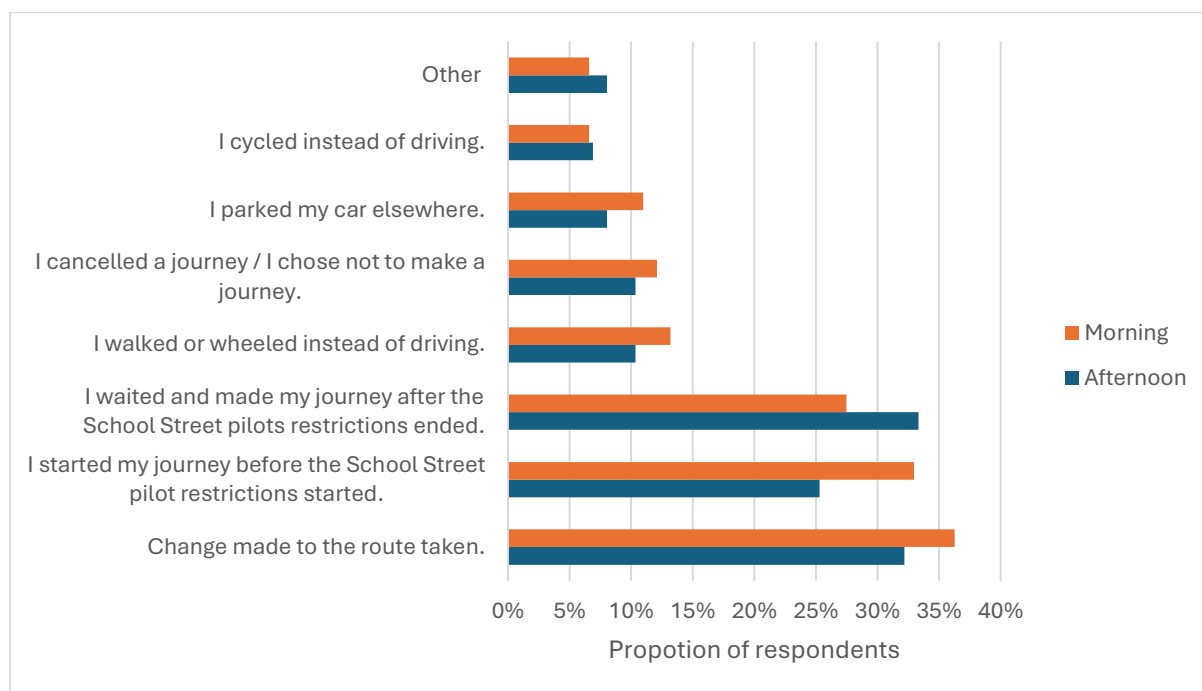


Figure 11. How have respondents routinely changed their journeys whilst the School Street restrictions are in place? (all schools)

Table 6. Predominant ways in which journeys have routinely changed whilst the School Street restrictions are in place

	Journey route changed	Changes made to the timing of a journey
Respondents living <b>within</b> the restricted zone		Brb, MaP, OuL, StA, StP
Respondents living <b>near</b> the restricted zone	Brb, MaP	

**Outside the times of the School Street Pilot**, Figure 12 indicates that, across all schools, some respondents changed how they travel, choosing not to make a journey and using the car less, although the vast majority made no changes to their usual routines.

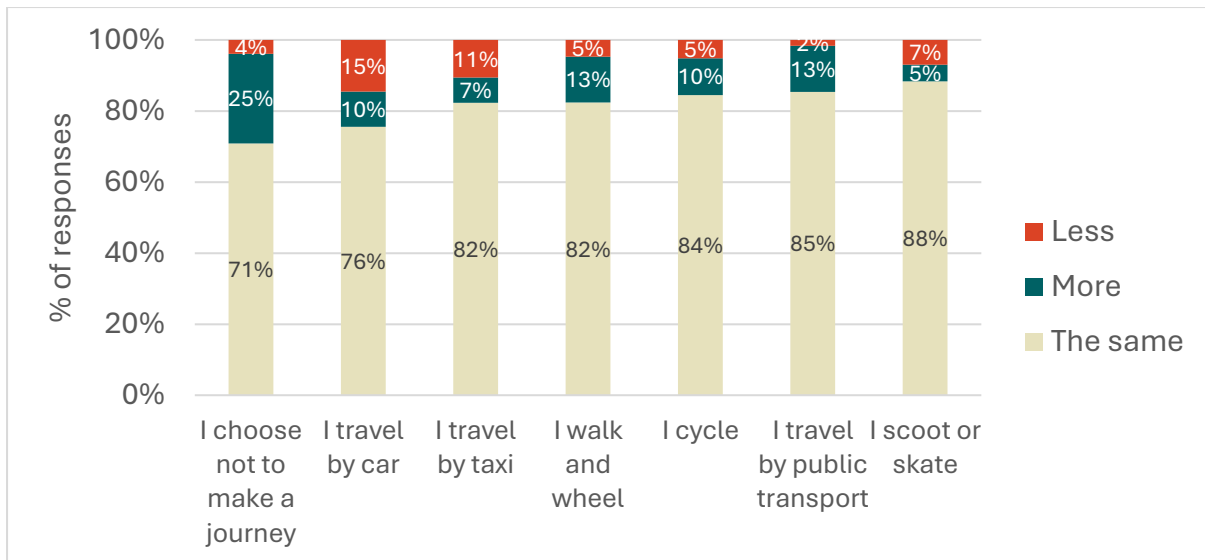


Figure 12. Compared to before the School Street started, when I make journeys outside of the School Street restriction times. ... (all schools)

### 3.2.4. How does the School Street affect access by non-residents?

Figure 13 illustrates whether access by non-residents was affected by the School Street restrictions. The survey asked whether access was affected but not how often access may have been affected. In the Brookburn Primary School and Manley Park Primary School surveys, some respondents cautioned that access is not frequently affected contrary to what may be reported by others.

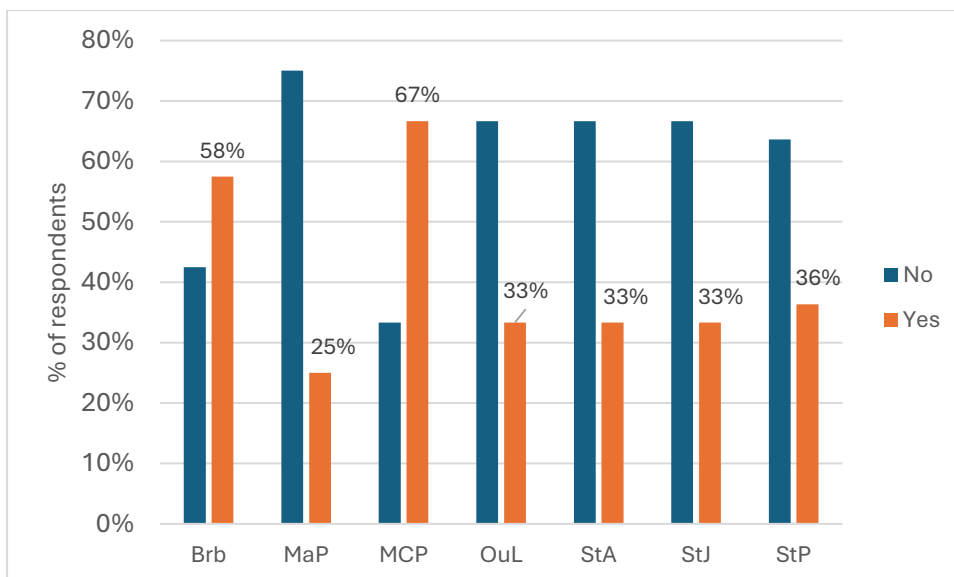


Figure 13. Has the School Street pilot affected anyone who is not a resident and needs access by vehicle to your home? (all schools)

Figure 14 highlights that access for diverse types of non-residents has been affected, with the survey providing qualitative insights into why access was affected; reasons varied according to the local road layout and the management of the School Street.

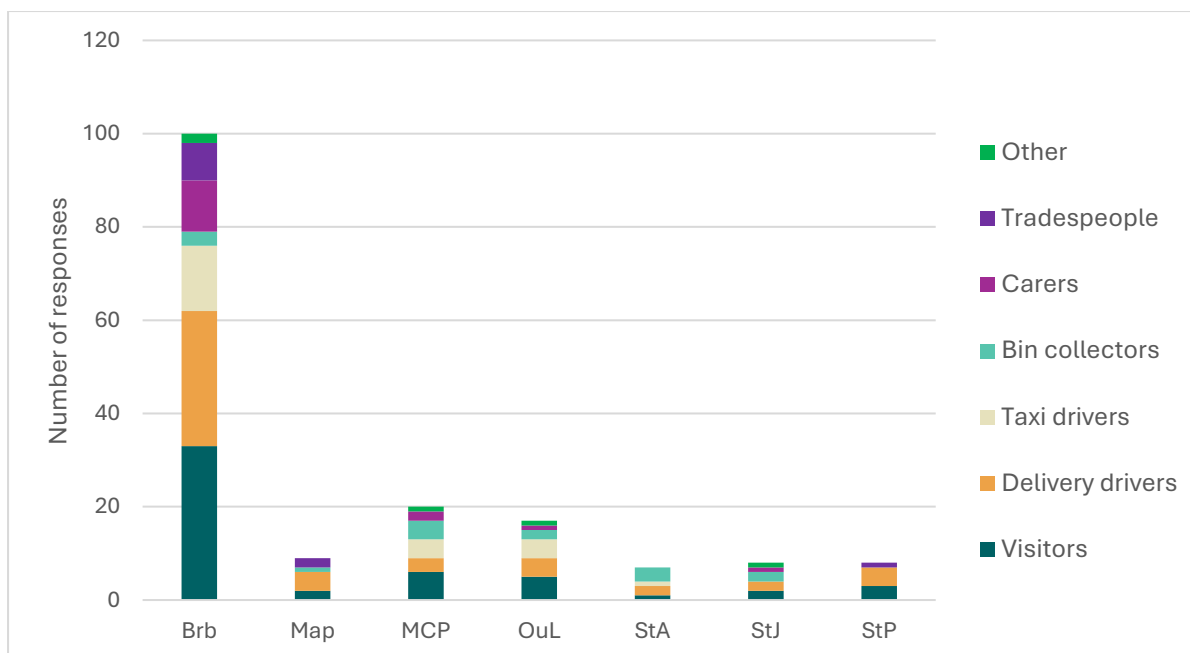


Figure 14. Access to non-residents affected by School Street restrictions

#### Access to respondents living **within** the School Street area

For four schools (Brookburn, Manley Park, MCP and Our Lady's) where respondents live **within** the School Street area and access was restricted with barriers and marshals, (albeit infrequently for Our Lady's) respondents reported that delivery drivers have not been able to gain access to make a delivery and taxi drivers have waited outside the entrance requiring people to walk to the taxi, which impacts negatively on respondents with mobility issues. In some instances, respondents reported asking tradespeople to come before or after the restrictions, and others explained that sometimes tradespeople have driven across the pavement to get access. For Our Lady's, a business inside the restricted area and the St Luke's centre explained that clients have sometimes had to walk from the School Street entrance or move barriers themselves when marshals were not in attendance.

At St Augustine's, the School Street was only enforced on a Friday when staffing allowed, however respondents highlighted the congestion caused by school traffic when the School Street was not in operation. This affected access by non-residents, and particularly for refuse collection. Similarly, respondents living close to St Paul's, where there no barriers on the School Street, reported problems with access due to congestion from school parking when the School Street is not in operation.

#### Access to respondents living **near** the School Street area

Access to respondents living near a School Street area is affected in two ways, first due to school traffic congestion and second when drivers had to detour around a School Street closure. For respondents living near to Manchester Community Primary Academy on Kelvington Drive, congestion prevented visitors and taxis from accessing homes, with significant impacts on older residents. Similarly, respondents living on Dane's Road and Brighton Grove, close to St

James' School, reported congestion due to parents and carers parking, though a contributing factor is that there are two schools close by with some survey respondents noting that more problems are caused by traffic associated with Manchester Grammer School.

Respondents living near Brookburn Primary School, in particular those living in Chorltonville, reported that delivery drivers and visitors have been the most affected, with taxi drivers, carers and tradespeople to a lesser extent. 45 respondents to the Brookburn Primary School survey explained how access has been affected (Figure 15).

At the time of the survey, none of the School Streets were marked on 'map apps' meaning that visitors, taxis and carers were not given alternative routes. This increased manoeuvring close to the School Street entrances, caused inconvenience to drivers and sometimes anger directed at volunteer marshals. The Manley Park closure was added to Waze and Google Maps in January 2024 by a Walk Ride Whalley Range volunteer.

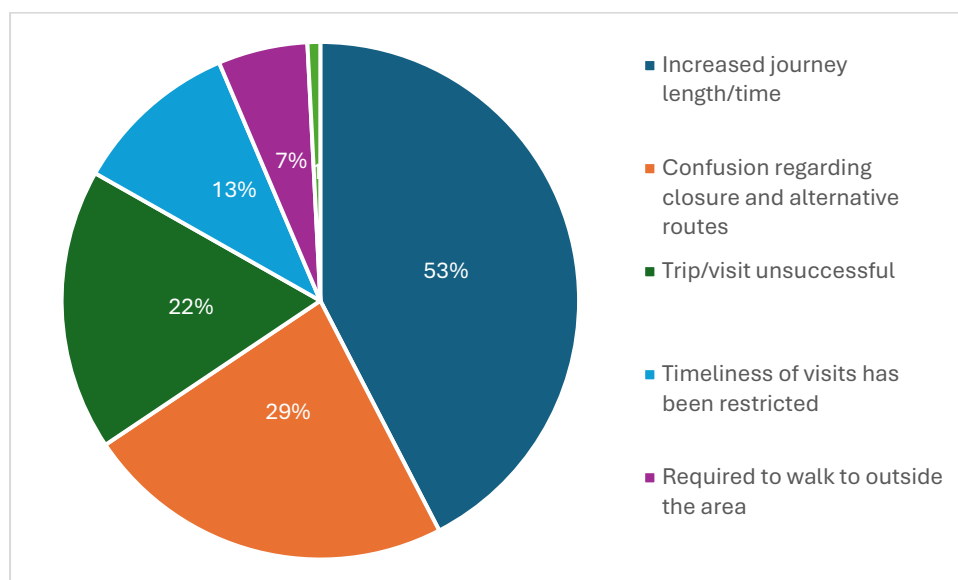


Figure 15. Impact of School Street pilot on visitors to Brookburn Primary School respondents

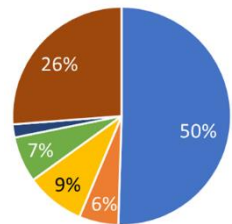
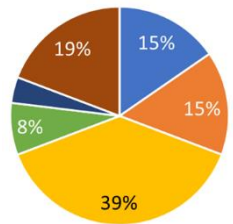
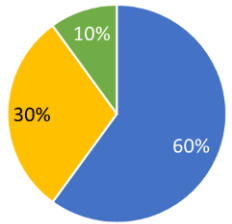
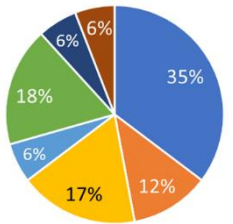
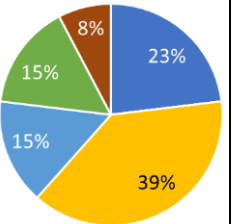
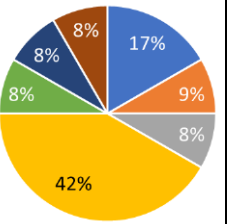
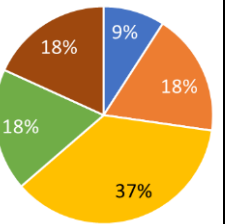
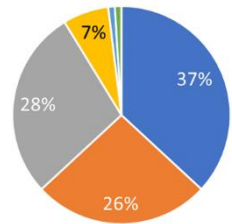
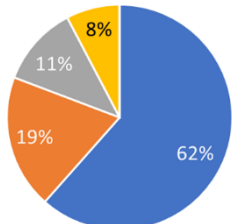
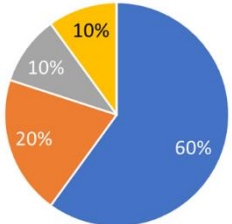
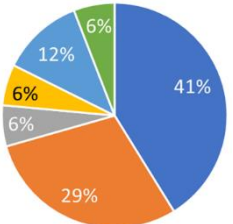
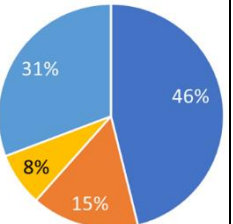
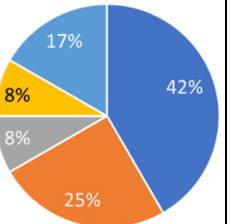
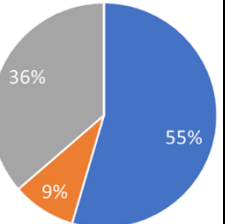
### 3.2.5. Local respondents' perceptions of the School Street pilots

Table 7 illustrates respondents' perceptions of the best and worst things about their respective School Street pilot. Looking across the schools as whole, the following observations can be made.

- Overall, 20% of respondents noted that the best thing about the pilot was that the streets felt safer. The perception of increased safety was reported across all schools, except for Brookburn Primary School.
- Overall, 23% of respondents noted that the worst thing about the pilot was that streets were more congested. This was the case across all schools, apart from St James'.

- Overall, 18% of respondents noted that the best thing about the pilot was improved air quality was better compared to 1% who noted poorer air quality as the worst thing about the pilot. Air quality was perceived to be better across all schools.
- Overall, 20% of respondents noted that the worst thing about the pilot was that it was harder to travel to their destination. This was most commonly noted by respondents for St Paul's and Brookburn Primary Schools.
- Across all schools except for MCP, the School Streets were perceived as encouraging more physical activity, with 19% overall highlighting this as the best thing about the pilot.
- The 'other' category allowed respondents the opportunity to share the best and worst things about the School Street pilot from their perspective.
  - When asked for the best thing about their local School Street pilots, respondents from Brookburn Primary School and MCP, chose 'other' more than any other category, taking the opportunity to share that there was no 'best thing' about the pilot from their perspective.
  - Parking issues and displaced traffic were commonly listed as the worst things about School Street pilots, although some respondents also used this category to share that there was nothing bad about the pilot from their perspective.
  - For Brookburn and Manley Park Primary Schools, the School Streets located on through-road and managed by marshals; respondents highlighted tensions between marshals and drivers, and instances of angry exchanges on both sides.
  - St Augustine's is unique in that respondents highlighted that the worst thing about the pilot was that restrictions were not implemented.

Table 7. Best and worst things about your local School Street pilot (all schools)

	Brookburn n=103	Manley Park n=26	MCP n=10	Our Lady's n=17	St Augustine's n=13	St James' n=12	St Paul's n=11
<b>Best thing about the pilot</b>							
Topics highlighted in 'other category'	Nothing/none Prioritising people over cars	Nothing Awareness of active travel	Nothing/none	Nothing/none	The closure has not been implemented	Benefits need to be assessed over a wide area	People walk further
<b>Worst thing about the pilot</b>							
Topics highlighted in 'other category'	Displaced traffic Parking issues Local tensions Lack of flexibility Nothing	Displaced traffic Parking issues Impact on volunteers Angry drivers Impact on disabled drivers	Displaced traffic Nothing Everything	Displaced traffic Nothing Strife with drivers	The closure is not enforced	Parking issues Nothing	Nothing 'it's brilliant'

Key – Best

- Other (please specify)
- Easier to travel to my destination
- More physical space
- Encourages socialising
- Less congestion
- Feels safer
- Better air quality
- Encourages more physical activity

Key – Worst

- Other (please specify)
- Harder to travel to my destination.
- Less physical space on the street.
- More congestion.
- Feels more dangerous.
- Worse air quality.

Figure 16 illustrates the overall perceptions of the School Street pilots across the seven schools. The overall figures are strongly influenced by the number of respondents to the Brookburn Primary School survey (103 out of 192 respondents), with negative perceptions dropping from 42% to 26% when looking across the pilot schools excluding Brookburn Primary School.

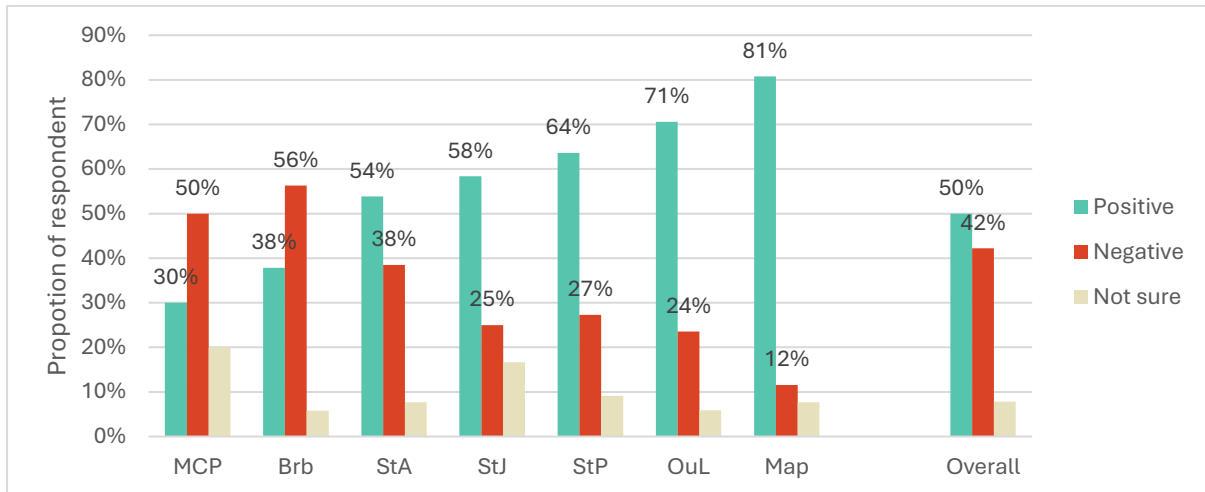


Figure 16. Overall perceptions of the School Street pilots (all schools, n=192)

Respondents were asked to share the reasons for their answer. The free text comments from the 96 respondents who indicated that they felt positive about the School Streets pilot were coded with themes based on their content illustrated in Figure 17. The same methodology was applied to the 81 comments from respondents that indicated they felt negative about the School Streets pilot, as illustrated in Figure 18.

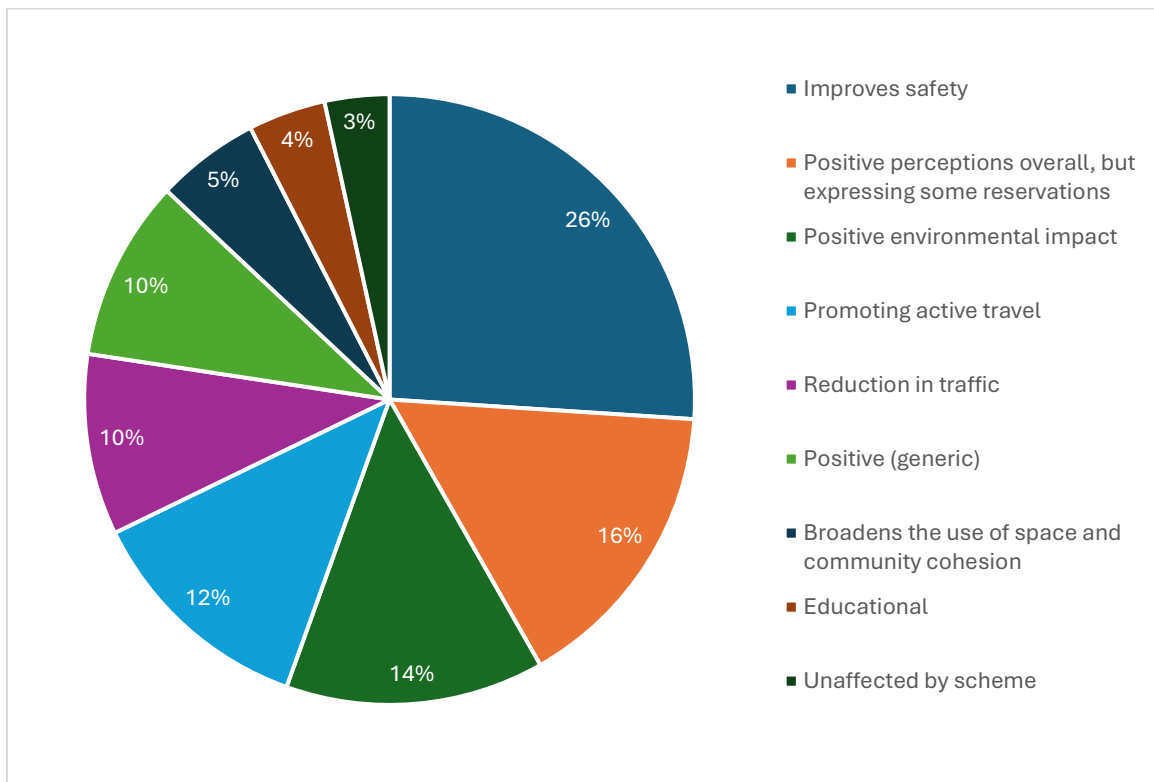


Figure 17. Reasons that respondents felt positively about their local School Street pilot (n=96)

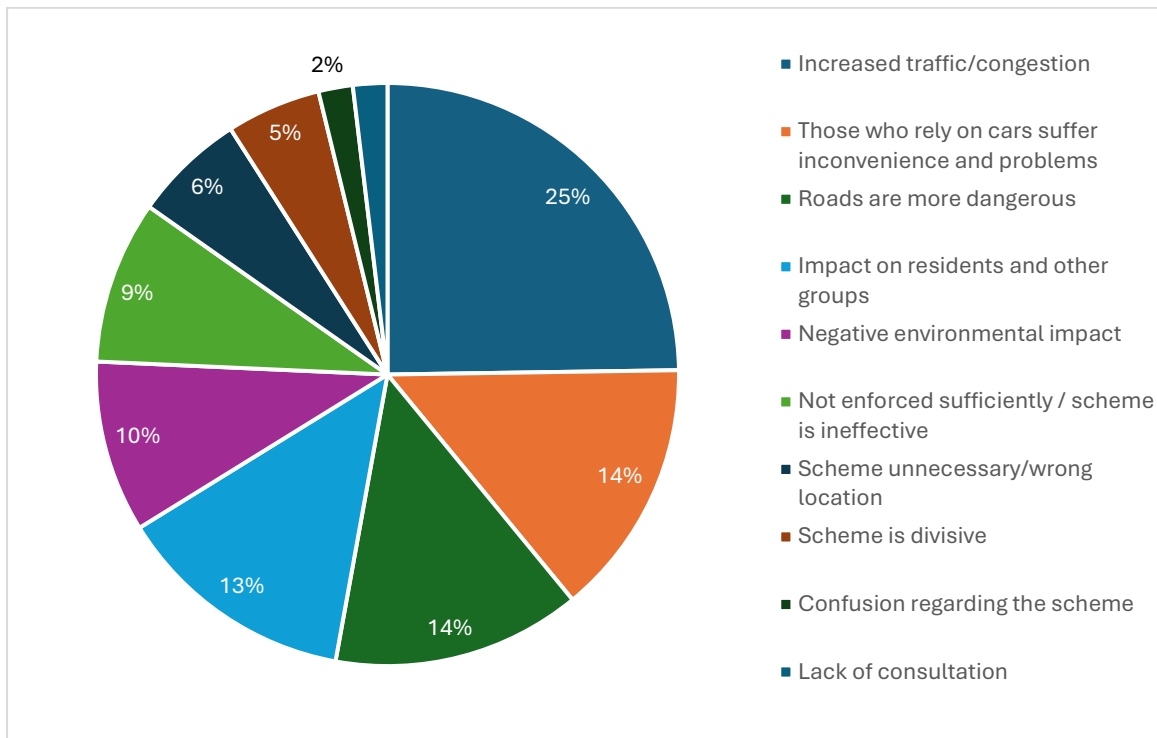


Figure 18. Reasons that respondents felt negatively about their local School Street pilot (n=81)

### 3.2.6. Improvements to the pilots

Survey respondents have first-hand experience of their local School Street so we sought their views on how the pilots could be improved. 141 respondents offered suggestions that were coded thematically and are summarised in Figure 19 (number of coded suggestions = 196).

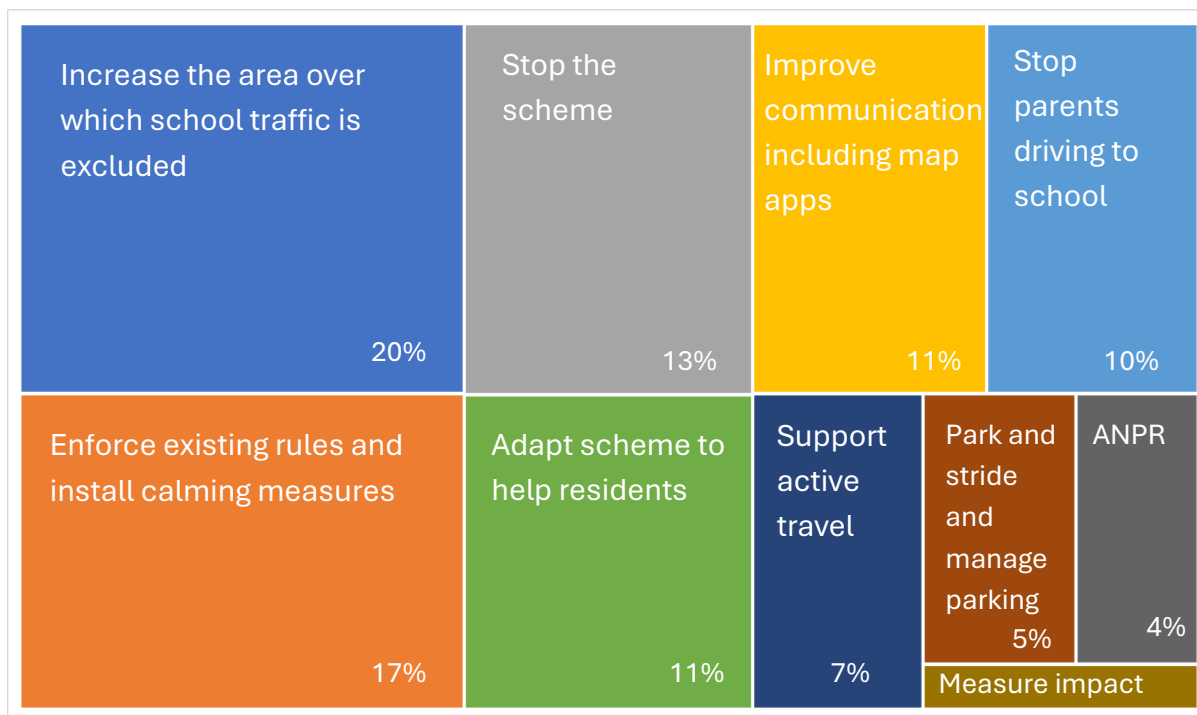


Figure 19. Respondents' suggestions for improving their local School Street

## 4. Conclusions

Each School Street is different in terms of implementation, road layout, supporting infrastructure and local community. In this section we provide an overview of key findings for each school in turn, before drawing conclusions from the study as a whole.

### 4.1. Brookburn Primary School

The Brookburn Primary School Street pilot was unique amongst the seven School Street pilots in that it elicited the strongest feelings within the local community with significantly higher numbers of surveys returned than for other pilots. Views expressed in the survey were highly polarised, respondents cited campaigns both supporting and opposing the pilot. Depending on their views of the pilot, respondents perceived that the scheme improved and reduced road safety, and improved and increased air pollution. Views also differed as to whether school traffic at Brookburn Primary School is a problem requiring a solution. Many respondents expressed concerns about its impact on community relations.

Respondents living in the section of Brookburn Road where traffic is restricted reported the area outside the school feeling safer and enjoying seeing more children walking to school; some highlighted inconvenience with access and some reported that visitors and delivery drivers found it harder to deliver to, and visit, their homes.

A large number of surveys were returned by respondents living on roads nearby, who reported a shifting of school parking to Claude Road and further down Brookburn Road with increased

congestion, inconsiderate parking and manoeuvring of school and through traffic in the areas close to the barriers. That said, our traffic observations noted that more vehicles used the other end of the School Street, and the car parks there. Many shared that the restrictions resulted in respondents from Chorltonville needing to make longer journeys to avoid Brookburn Road during the pilot times, similarly for visitors including carers, taxis and delivery drivers. The inconvenience, and a feeling that life was being made harder was clear from the survey responses. Respondents felt that the scheme does not address the travel habits of parents and carers, and that there was a lack of consultation with local respondents ahead of the pilot. Others noted that engagement had improved due to the efforts of the PTA, and that incidents were reducing the longer the pilot was in operation.

The Brookburn Primary School Street pilot is co-ordinated by the PTA who have managed marshalling, consultation and engagement with local residents at considerable effort in sometimes challenging circumstances with impacts on their well-being. Suggestions, from survey respondents, for adapting the scheme included expanding the scheme, better enforcement of the behaviour of parents/carers and increasing access to the restricted area to the residents of Chorltonville. A clearer role for the school could also increase the sense that the School Street is a collaborative effort between the school and parents. Many also stated that the scheme should be stopped to reduce impacts on respondents, particularly from the need to use different routes when it was in operation. Alternative schemes proposed to improve road safety and reduce air pollution around the school included area-wide traffic calming.

#### *4.2. Manley Park Primary School*

The Manley Park School Street pilot was the most consistently implemented of the seven pilots in the Manchester City Council area and received the most positive feedback of the seven MCC School Street pilots. Walk Ride Whalley Range have co-ordinated and supported the School Street, including engagement, community surveys, reporting back to the local community and managing the restricted area, publishing their findings and recommendations (WRWR, 2023). This work received significant praise from survey respondents, whilst acknowledging the commitment and efforts of volunteers. Respondents also noted that the local authority appeared to have taken a back seat and questioned whether the level of volunteer support was sustainable in the long term. Measures to enable active school travel, such as a 'bike bus' and environmental activities undertaken by pupils, such as litter-pick, were highlighted as positive knock-on effects.

Positive impacts of the School Street reflected that the road outside the school felt safer for children; negative views related to the shifting of parking and associated manoeuvring to other streets, with concern over a lack of consultation at the start of the pilot.

When the School Street restrictions were in place, those taking children to school, who would previously have parked outside the school on College Rd, parked on Upper Chorlton Rd, and further down College Rd. Observations show that cars often parked on pavements and sometimes blocked driveways. At the junction of College Drive and Park Drive the most common behaviour was drivers turning round close to the barrier; sometimes this is school related traffic and sometimes through-traffic. These parking and driving behaviours were also reported in the residents' survey.

To improve the implementation of School Streets, respondents wished for safe crossing points, improved communication (e.g. map apps), better enforcement of considerate and safe driving and parking behaviours amongst parents and carers, an expansion of the area, alternatives to relying on volunteers and integrated measures to encourage pupils to walk to school.

#### *4.3. Manchester Communication Primary Academy School*

The School Street was experienced very differently by respondents living within the restricted area, and those living nearby, particularly on the small estate around Kelvington Drive. Respondents living on Parkstead Drive, where traffic is restricted, reported feeling safer themselves, and that the street has become safer for children walking along the road to school. Members of the school community also highlighted that they also felt that the street was safer for children walking.

In contrast, our traffic observations and resident surveys highlighted that there has been a displacement of school traffic into an adjacent cul-de-sac area (Kelvington Drive) which caused issues for residents of this street from pavement parking and congestion which blocked access to driveways and prevents access for visitors. These issues particularly impacted on older or disabled residents who may rely on taxis and carers. Respondents also described instances of confrontation with parents/carers when they were asked to move their vehicles. Observations showed that cars often parked on pavements and sometimes blocked driveways, with the number of vehicles causing bottlenecks in the cul-de-sac, and increased incidences of near collisions between vehicles. Although these issues took place over a short space of time, particularly in the morning this coincided with the times respondents themselves were leaving for work or visited by carers. MCP is a relatively new school, and respondents reported being concerned about school traffic before the school was built and issues with school parking before the School Street pilot was implemented which have increased since parents were no longer able to access Parkstead Drive.

The main suggestion for improving the school street from respondents would be to expand the restricted School Street area to include the surrounding cul-de-sacs to which school traffic has been displaced and for the school to ensure that parents and carers use the alternative parking which has been allocated nearby, which was not used as respondents had been told it would be. A safe crossing route across Lathbury Road for children arriving from the estate near Tavistock Square would improve child safety.

#### *4.4. Our Lady's RC Primary School*

The majority of surveys were returned from households living on roads nearby, rather than within, the area where traffic is restricted. Respondents reported a shifting of school parking to Sylvan Avenue, Rowan Avenue and Russell Road with increased congestion and inconsiderate parking. Manoeuvring of school and through traffic, for example U-turns and 3-point turns were noted as impacting on safety in the areas close to the barriers, behaviours that we observed this on Russell Rd and Sylvan Ave. For some respondents these issues meant that the scheme caused more problems than it solved.

The Our Lady's School Street was implemented on an ad-hoc basis, with the school taking responsibility for putting in place barriers, with school staff marshalling these at times. Many respondents supported the initiative, however felt that the hands-off approach from the school,

and lack of support from the School Leadership made it more difficult to manage access to the restricted area and manage the parking and driving behaviour of those dropping children at school, and resulted in the School Street ceasing to be implemented. The main suggestions for improving the scheme from respondents was expanding the scheme and better enforcement of the behaviour of parents/carers and other drivers, though other respondents favoured alternative approaches to reducing school traffic e.g. car sharing and traffic attendants to enable children to journey to school unattended.

The feedback about the Our Lady's School Street was measured, with both positive and negative views expressed. Positive reflections related to the section of Whalley Rd outside the school feeling safer for children; negative views related to the shifting of parking and associated manoeuvring to other streets. The restrictions were reported to impact on clients of a local business, who were not able to drive to access the business by taxi when the barriers were in place, and clients using the St Johns Centre. These were the only non-resident respondents in all seven surveys.

To improve the implementation of School Streets, respondents wished for more consistent marshalling and times of operation, better enforcement and an expansion of the area, and integrated measures to encourage pupils to walk to school. Two respondents wished for the scheme to be stopped.

#### *4.5. St Augustine's C of E Primary School*

The St Augustine's School Street was led by the school with School Leaders committed to the School Street to improve child safety outside the school. The aim was to enforce the School Street on a Friday with barriers and marshalling by school staff, however staff levels did not enable this to happen consistently. This has resulted in a perception amongst survey respondents that the School Street was not happening, despite signage in place indicating that traffic is restricted at certain times. Traffic observations, conducted when the barriers were not in place, confirmed that most cars parked outside the school despite the School Street signage, although some parked on neighbouring streets, on the pavements where there were no parking bays free, and sometimes across driveways.

Respondents reported that school related traffic regularly caused congestion and with parking behaviours causing inconvenience. There was support for the School Street, and wider measures to improve safety, reduce air pollution and congestion arising from school traffic. The feedback about the St Augustine's School Street was measured, with positive and negative views expressed, although many respondents perceived that the pilot was not being implemented.

The main suggestions for improving the scheme from respondents was to enforce it more regularly and provide a dedicated 'drop-off' area for school traffic away from the school. Overall respondents were keen to see traffic calming measures in the area to reduce risk to everyone from speeding and dangerous drivers.

#### *4.6. St James' C of E Primary*

The St James' School Street was led by the school and enforced morning and afternoon with a barrier across the street and marshals from school staff and parents/carers. With Manchester

Grammar School close-by, respondents living close to the schools on Danes Rd and Brighton Grove explained that school traffic and parking has been a long-term issue prior to the School Street being implemented. The traffic observations confirmed the high numbers of vehicles using this area to park when taking children to school, with parking on pavements, obstructing corners and manoeuvring. In the view of survey respondents, this issue had worsened since the School Street was implemented, and whilst some respondents had engaged with local politicians, and the local schools, in relation to school traffic, they thought that their concerns had not been resolved. Respondents strongly supported greater collaboration between St James' and Manchester Grammar School to avoid build-up of traffic (and especially large vehicles) around Danes Road. Locking the gate for the MGS at this entrance was one solution proposed.

On the School Street itself (Cromwell Range) survey respondents perceived the street to feel safer, and the overall perceptions of the School Street were positive.

Respondents were keen for schools to work together to reduce the numbers of parents or carers driving their children to school and traffic calming measures in the area to reduce risk to everyone from speeding and dangerous drivers. In relation to the School Street itself, a dedicated parking area was suggested to keep school traffic away from local residents, with local authority enforcement to address inconsiderate parking and congestion.

#### *4.7. St Paul's C of E Primary*

The St Paul's School Street has been in operation since the COVID-19 pandemic and is not enforced through the use of barriers. Instead, the school contacts parents or carers if they are seen entering the School Street. Whilst some vehicles entered the School Street, many did not and with limited parking options there was often inconsiderate parking on pavements and across corners, with vehicles manoeuvring in narrow streets. Comments on the School Street expressed in the survey are very measured, whilst highlighting the issue of displaced parking, with suggestions for improvements focused on improving the parking and driving behaviours of what was described as a 'small group of selfish parents'.

#### *4.8 Overall conclusions*

In this report we sought to understand how School Streets, including how a School Street is enforced and other contextual factors, impact on traffic on the School Street itself, and on adjacent or nearby roads, and sought to understand the diverse impacts of the School Streets intervention on residents living on the School Streets, and the surrounding area.

The pilots have had both beneficial (safer street outside school) and detrimental impacts (inconsiderate driving and parking, community division) upon respondents. For five of the schools (Manley Park, Our Lady's, St Paul's St James' and St Augustine's) respondents' overall perceptions of the School Streets were positive. The majority of respondents local to Brookburn Primary School and Manchester Communication Primary Academy expressed negative views of the Schools Street pilot.

Some respondents have changed their daily routines whilst School Street restrictions were in place, most notably for Brookburn Primary School and Manchester Communication Primary Academy. These adaptations differed depending on whether respondents live within or close to

the School Street. For respondents living within the School Street, the most common change was to alter the time of a journey. Both the Manley Park Primary and Brookburn Primary School Streets are on through-roads, however respondents living close to Brookburn Primary School, particularly on the Chorltonville estate, reported the biggest impact on their journeys, requiring a detour to avoid the School Street, making journeys longer, increasing congestion on other streets and causing inconvenience. In all pilots, respondents reported that access by non-residents was affected, including visitors, taxis and delivery drivers. When this research was conducted, School Streets were not listed on 'map apps', which affected both those seeking access and through-traffic for those School Streets on through-roads. Similarly, at this time there was no publicly accessible information about the location and times of the MCC school streets, other than the on-site signage - so there was no way for non-residents to find out how/when/where they work. A lack of knowledge about the School Streets is likely to increase instances of manoeuvring close to School Street entrances, with volunteers often experiencing the frustrations of drivers as they are the ones having to explain that access is restricted.

Beneficial impacts of School Streets for residents are likely to be improved with complementary measures such as modal traffic filters in the wider area, and initiatives within a school to reduce the number of parents driving to school. These would require additional resourcing (e.g. bike parking, travel plans). Detrimental impacts of School Streets could be reduced through the provision of 'park and stride' options, and enforcement and messaging from schools to manage the parking and driving behaviours of those parents and carers who do drive. The School Streets are most successful in reducing parking outside schools where the School Streets are managed using barriers and marshals. This is a huge commitment from volunteers which is not sustainable in the long term, or possible for a school where there is not the capacity and support in a local community, or staff numbers at the school itself to manage the restrictions. School Streets in other cities are enforced using ANPR technology, which some suggested would be required in the long term to make Manchester School Streets more viable, although others raised concerns that less digitally able residents may not be able register visitors when required.

Literature on School Streets (Sustrans n.d) highlights the importance of engagement and consultation with all elements of the local community prior to implementation, and that to be successful School Streets need a meaningful collaboration of local grassroots support and political leadership. Across the School Street Pilots, except for Manley Park Primary School, there was a feeling that the approach to pre-pilot consultation did not allow for the pilots to be modified in response to communities' concerns. Survey respondents and interviewees from St James' and Manchester Communication Primary Academy highlighted pre-existing issues related to school traffic which they felt have been exacerbated by the School Street. Moving forward, transparent engagement that allows for dialogue between residents, local leaders, TfGM and MCC would support the further deployment of School Streets, which cannot take place without the support of the local community and school leadership teams, and capacity within the school. Where there is collaboration between local communities, schools and local decision makers, the benefits of School Streets to reduce congestion, improve safety and local air quality can be achieved.

## 5. Limitations

- Timings and capacity meant that it was not possible to do surveys ‘before’ and ‘after’ implementation.
- Automated traffic counters did not work as anticipated, so it was not possible to monitor traffic outside of the traffic observations.
- We only have data on respondents’ perceptions, not those of parents or children which does not allow us to see the whole picture.
- Traffic observations are a snapshot of one or two days, and although a data collection protocol was in place there was a risk of inconsistencies in data collection. Due to time and capacity constraints it was not possible to do ‘control’ counts.
- We did not measure air quality, although TFGM have commissioned measurements at two schools involved in School Street pilots in Greater Manchester

## 6. Acknowledgements

This project was a collaboration between Anne Taylor (Manchester City Council), Anne Clark and Elizabeth Saul (TFGM), Cazz Ward and Emma Wilton (Walk Ride Greater Manchester), and Tyndall Manchester. Thank you to Angela Minas, Cazz Ward and Chris Walsh for peer review of the report, to Ella Foggitt for her input into the survey, and to Harry Barton, Louise Turner, Xintong Cao, Tuba, volunteers from Walk Ride Greater Manchester and MCC Neighbourhood Officers for conducting traffic observations.

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## Appendix A

### *Brookburn Primary School*

Brookburn Primary School has 437 pupils and is located on Brookburn Road. The School Street initially commenced on 2nd February 2023 but ceased on 6<sup>th</sup> February; it recommenced on 6<sup>th</sup> June 2023. The official hours of operation as indicated on the signage are between 8.00 - 9.00am and 2.00 - 3.30 (Monday to Friday) and at the time of this research barriers were in place and marshalled Mondays, Tuesdays and Thursdays 8.30-9.10am and 3.10-3.50pm. Motorised vehicle access to the stretch of Brookburn Rd indicated in (Figure 20) is restricted by movable barriers and marshalled at both ends by parent volunteers. In addition, signs before the School Street indicate the road ahead is closed at one end and shows direction of diversion. Exempt vehicles (residents, blue badge holders and discretionary access) are given access by the volunteer marshals moving, and replacing, the barrier.

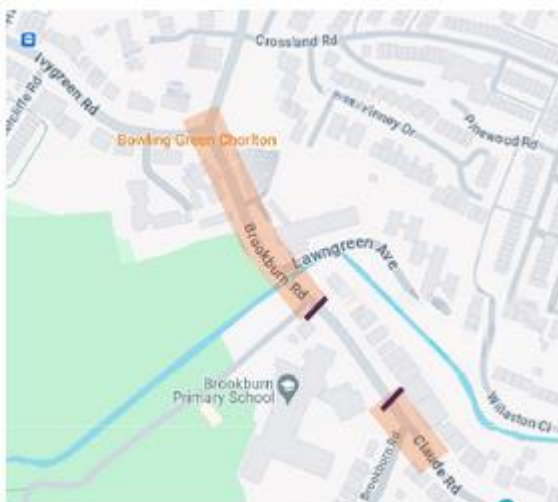


Figure 20. Site of Brookburn School Street Pilot and traffic observation locations

- Site 1 observed drivers approaching the School Street barriers at the junction of Claude Road and Brookburn Road.
- Site 2 observed drivers approaching the School Street barriers at the junction of Brookburn Road and cobbled street, observing towards Ivygreen Road and including the car park to the Bowling Green Pub and the entrance to the nature reserve car park.

### *Manley Park*

The junior site of **Manley Park Primary School** has 232 pupils and is located on College Road in Whalley Range. The School Street commenced on 6th February 2023; official hours of operation as indicated on the signage are between 8.15 - 9.00am and 2.45 - 3.30 (Monday to Friday). Motorised vehicle access to College Rd is restricted by barriers placed across the road

(Figure 21) and monitored by volunteers, co-ordinated by Walk Ride Whalley Range, who have actively supported the School Street Pilot. Access to exempt vehicles (residents, blue badge holders and discretionary access) is by the volunteer marshals moving, and replacing, the barrier.



Figure 21. Site of Manley Park school Street Pilot and traffic observation locations

- Site 1 observed drivers approaching the School Street barriers close to the junction of College Rd and Park Drive.
- Site 2 observed drivers approaching the School Street barriers at the junction of Upper Chorlton Rd and College Rd.

### *Manchester Communication Primary Academy*

**Manchester Communication Primary Academy** has 450 pupils, and is located on Parkstead Drive, a residential cul-de-sac. The School Street commenced on 27<sup>th</sup> February 2023; official hours of operation as indicated on the signage are between 8.15-9.15am (Monday to Friday), and 2.45-4.15pm (Monday to Thursday), 1.45-2.15pm (Friday). In practice, motorised vehicle access to Parkstead Drive is restricted by a barrier placed across the road and monitored by School staff for around 30 minutes in the afternoon.



Figure 22. Site of MCP School Street Pilot and traffic observation locations

- Site 1 observed driver behaviour on, and approaching, Parkstead Drive, including the School Street barrier.
- Site 2/3 observed driver behaviour on, and around, Kelvington Drive, chosen after feedback from residents and the school which identified the displacement of school traffic as an issue.

### *Our Lady's RC Primary School*

**Our Lady's RC Primary School (OuL)** has 214 pupils and is located on Whalley Road in Whalley Range. The School Street commenced on 27th February 2023 with barriers in place on an ad-hoc basis, rather than according to a set schedule; official hours of operation as indicated on the signage are between 8.15 - 9.15am and 2.30 - 3.30 (Monday to Friday). When the School Street was implemented, motorised vehicle access to Whalley Road was restricted by barriers placed across the roads as indicated in (Figure 23). Some, but not all, entry points were attended by school staff, and our understanding is that parents and carers were not engaged, or communicated with, about the School Street by the school.

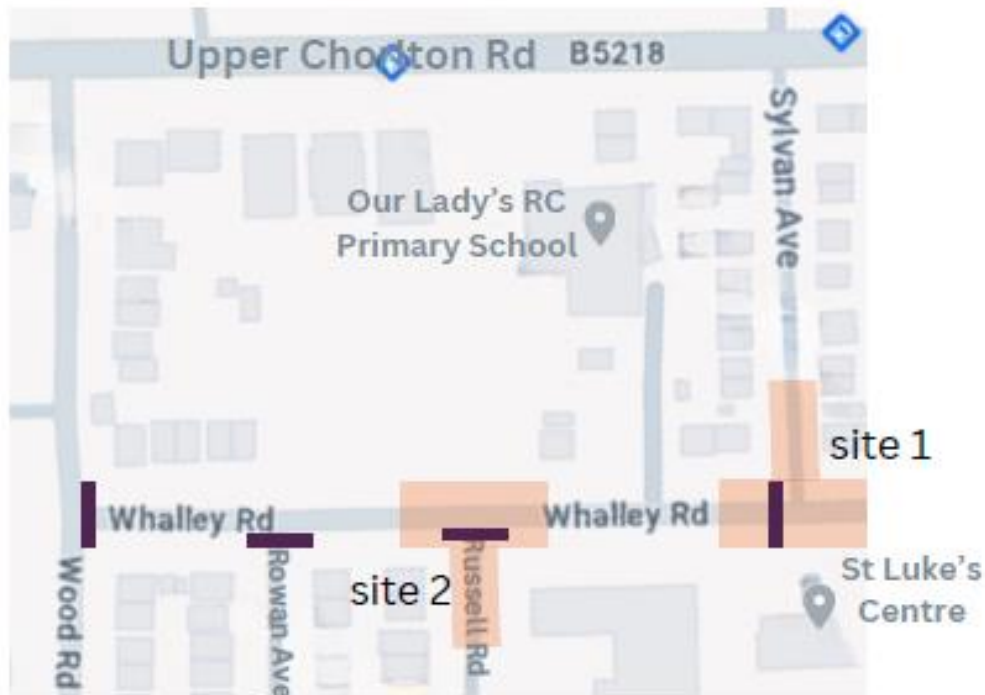


Figure 23. Site of Our Lady's School Street Pilot and traffic observation locations

- Site 1 observed drivers approaching the School Street barriers close to the junction of Russell Road and Whalley Road. Russell Road is a residential street with on-road parking of residential vehicles.
- Site 2 observed drivers approaching the School Street barriers at the junction of Sylvan Avenue and Whalley Road. Sylvan Avenue is a residential street with on-road parking of residential vehicles.

#### *St Augustine's C of E Primary School*

**St Augustine's C of E Primary School (StA)** has 223 pupils and is located on St Augustine St in Monsall. The School Street commenced on 6th February 2023, and the school enforces it on a Friday, when staffing levels allow, with barriers and school staff as marshals (Figure 23); official hours of operation as indicated on the signage are between 8.00 - 9.00 am and 3.00 – 4.15 (Monday to Friday). When barriers are in place, marshals move them to allow access to exempt vehicles (residents, blue badge holders and discretionary access).



Figure 24. Site of St Augustine's School Street Pilot and traffic observation locations

- Site 1 observed drivers approaching the School Street area close to the junction of St Augustine St and Ridgewood Ave. Both streets are residential, with residential on-street parking on St Augustine St and residential parking bays in Ridgewood Ave.
- Site 2 observed drivers approaching the School Street area at the junction of St Augustine St and Ruswick Ave. Both are residential streets with on-road parking for residential vehicles.

### *St James' C of E Primary School*

St James' C of E Primary School has 230 pupils and is located on Cromwell Range, a cul-de-sac in Rusholme where there is a student residence and a gym. Prior to the School Street pilot, parents and carers parking on the cul-de-sac when taking children to school frequently caused congestion, with manoeuvring, parking and driving down the cul-de-sac compromising road safety. Official hours of operations as indicated on the signage are 8.20-9am and 2.45-3.45pm every day. The School Street is managed with a movable barrier and marshals every day. Manchester Grammar School is located close by and both schools can be accessed by separate footpaths from Danes Road.



Figure 25. Site of St James' School Street Pilot and traffic observation locations

- Site 1 observed traffic on Cromwell Range.
- Site 2 observed traffic on Danes Road from the footpaths to St James' and Manchester Grammar School down to Brighton Grove.

### *St Paul's C of E Primary School*

**St Paul's C of E Primary School (St P)** has 334 pupils and is located on St Paul's Road in Withington. The School Street has been in place since the COVID-19 pandemic; official hours of operation as indicated on the signage are between 8.30 - 9.10am and 2.50 - 3.30 (Monday to Friday). When the School Street is in operation, motorised vehicle access to St Paul's Road is not restricted by barriers or marshals, but instead the school contacts parents if school staff are aware that they had accessed the restricted zone during the hour of operation.

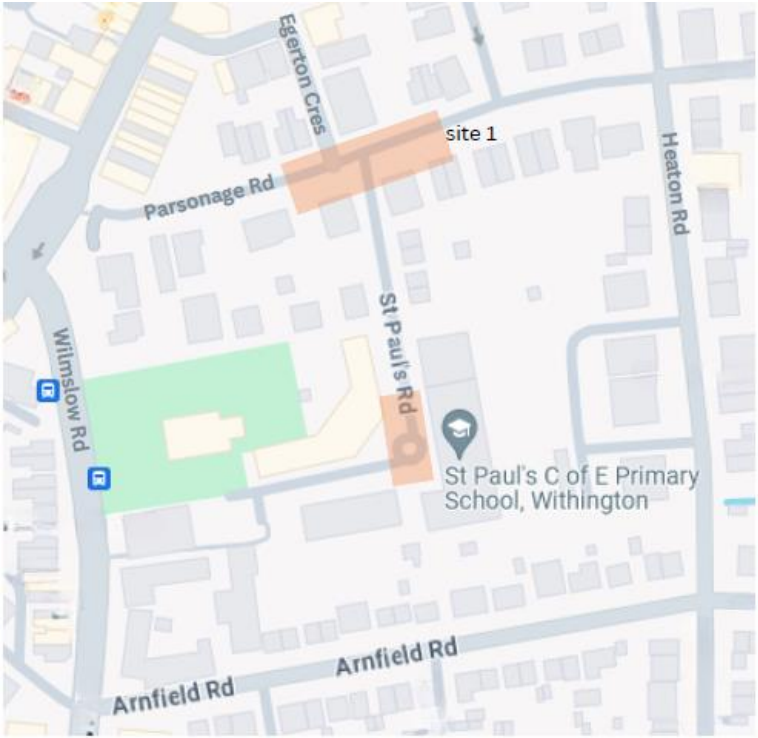


Figure 26. Site of St Paul's School Street Pilot and traffic observation locations

- Site 1 observed traffic at the junction of St Paul's Rd and Parsonage Rd