

Chingford Mount Child Friendly District Research and Feasibility Study

ZCD Architects July 2022

‘It was a wonderful opportunity for young people to exercise a student voice with local decision makers... young people should always be listened to and the process of listening is as important as the outcomes... don’t be too hung up on the outcome... let’s enjoy the journey... they may come up with things we haven’t thought of’

Has Mahir, Senior Vice Principal Chingford Foundation School

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1.0 EXECUTIVE SUMMARY

CHANGE
RAIN → FAIR



The design and co-production element for Part 2

Executive Summary

This project sits within a wider programme of work by LB Waltham Forest to improve Chingford Mount Town Centre, a suburban town centre in the north of the borough, at the junction of New Road, Hall Lane and the A112 (Chingford Mount Road). Like other town centres, The Mount, as it is known locally, is subject to changing shopping patterns and is in need of a future adaptation strategy for the 21st Century.

There are two parts to this report - Part 1 is a **qualitative and quantitative research** element, involving desktop analysis and input from young people, and Part 2 is a **design and co-production** element. The results of the research provides a set of recommendations for the local authority and a pilot upon which to base future town centre initiatives. The designs, for public realm interventions (shown here in part), are derived from the research and young people's co-production input.

Chingford Mount is a place for children and young people. The design proposals celebrate Chingford Mount as a place where children and young people feel at home and where they are welcome and are visible.



Above: Students complete surveys

A child friendly Chingford Mount

Children and young people have a their own specific needs, which are regularly overlooked in terms of wider strategic objectives, beyond education and youth services. This project focuses on children and young people in the context of The Mount, their local town centre. The future of our high streets depend on fully inclusive strategies. ZCD Architects welcome the opportunity to focus, in this instance, on this age group and to provide the local authority and stakeholders with an indepth study and recommendations that will help shape The Mount and other town centres across the borough.



We have worked with over 100 young people and their enthusiasm and ideas have been galvanising. Young people have a strong sense of connection to their local area and on the whole they are positive about The Mount, finding it a friendly place. They feel safe there during the day, but less so after dark. This is primarily to do with other people, of their own age or older.

Although the younger children that we talked to tend only to visit The Mount to shop with their parents, as children get older The Mount becomes a place to meet friends, hang out and not necessarily spend money. Yet both the environment and the other people using the town centre may not be best supporting these needs. Indeed the variety of shops and spaces to hang out, means young people often choose Westfield as a place to spend time, which will further add to the decline of local shopping centres, such as The Mount.

That said, more than half of young people we surveyed visit The Mount at least once a week, with 37% going there most days. They use the shops to buy food, but also toiletries, books and other items. The Mount's offer as a local and frequently visited space should be built upon.

The extensive research has revealed many opportunities for making Chingford Mount more child friendly. There is much learning Waltham Forest can take from this project to inform their long term town centre policies and strategies. The diagram opposite represents these key findings.



What do young people spend their money on at the Mount?

PHONE/ ELECTRONICS
TOILETRIES/ BEAUTY CARE
BOOKS/ STATIONARY
I DON'T KNOW
I DON'T SPEND MONEY THERE
SUPERMARKET
TAKE AWAY FOOD
RESTAURANT
OTHER THINGS

Child-friendly high streets: A vision diagram for Chingford Mount

- Survey findings
- Wishes of the young people (ref. Brief developed by secondary school students)
- Draft Chingford Mount Framework Town Centre recommended improvements which are important to children and young people
- Indicates this need is outside the scope of this project and should be addressed as part of wider borough considerations
- Indicates there is the potential for this project to address this need

At The Mount

Provide more age appropriate seating. Both children and young people think there is not enough seating at The Mount.

Provide WiFi and charging points.

Improvements to the Mount

The council has earmarked Albert Crescent for improvements, including a potential pedestrianisation plan. Albert Crescent sits in the heart of The Mount and the opportunity it presents has the potential to provide enough space for young people to feel welcome, meet and spend time.

When asked to design new seating, the young people provided us with a variety of ideas. They like to relax and recline, to charge their phones and to rest. They also thought about shelter from the rain. These are not needs exclusive to young people, but seating can be an emotive subject and the sight of a group of young people gathering can be enough for adults to raise concerns, despite it being a natural and important part of their development as well as their enjoyment of place.

We urge the council to consider seating that allows them to gather in different ways, in a space that is well activated, overlooked and accessible. Our designs incorporate their wishes and add an element of playfulness; two swings for singles or couples and places for young children to walk and balance.

The layout of the Chingford Mount area is mostly streets lined with cars, which means that children experience a low level of playing out and calling on friends in general. For girls it is lower than boys. Playing out is one of the quickest and cheapest ways for children to get their daily exercise needs and contributes hugely to their sense of wellbeing. Whilst the town centre may not be able to contribute to their daily play needs it does become another barrier to reaching more formal play areas. In this context younger children's play and transport needs should be taken into account when considering future town centre transport options.

The designs also include their voices. We used playful story telling to think of fantastical scenarios at The Mount so that young people's voices can be visibly seen and enjoyed in the new proposals. In this way the intention of the project is foregrounded – a place for young people, whether shopping with their parents or spending time there as they get older.

More widely

Develop a child friendly sustainable transport strategy. Most, but not all children and young people in the Chingford area know how to cycle. Few cycle regularly. Sustainable transport solutions should take this into consideration

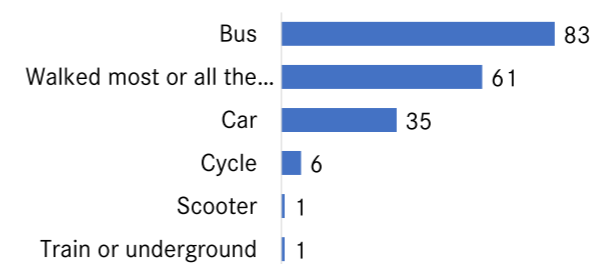
Improvements to active travel

Our findings clearly show few students who participated in the surveys at the schools involved, both primary and secondary, cycle. We frequently find, on this and similar projects, the aspiration to cycle declines from primary to secondary aged students.

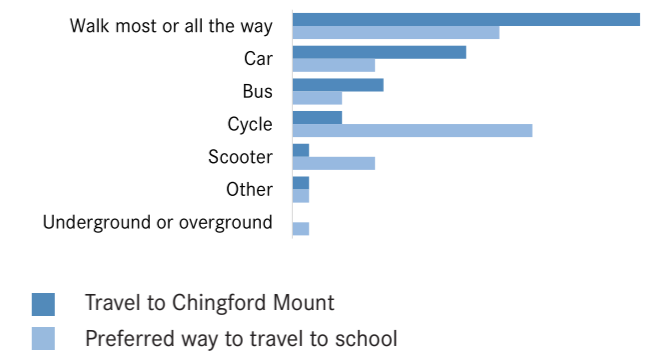
We strongly suggest Waltham Forest need a policy and strategy in place which prioritises the need to create environments across the whole borough which promote active travel, especially as a normal part of everyday school life, making it an easier and safer choice for children and young people.

The strategy should highlight the special daily requirements of children and young people and set out principles and objectives which, for example, promote 'safe routes' to schools and colleges, encourage improvements to cycle storage infrastructure at schools and colleges, promote development of school travel plans and promote provision of information, training and practical support to educate about and encourage safe cycling.

Below: Summary of secondary school children's responses to the question 'How did you travel to school this morning?'



Below: Summary of primary school children's responses to questions about travel to school





The design and co-production element for Part 2

A child friendly process

The process of involving children and young people in research and design is something that ZCD Architects are experts in. A typical desktop study grew into a comprehensive child friendly research project, asking children and young people to analyse spaces themselves, carrying out extensive survey work and testing different ways of reviewing and discussing space and place. Giving young people the means to carry out the work means giving them access to equipment (such as cameras), asking them to complete primary research (speaking to shop keepers) and revealing to them the complexity and importance of carrying out a thorough analysis of their area. The children at the primary school were excited to photograph the local Art Deco detailing, enjoying the area's history, as well as capturing the movement of people and buses and responding to the presence of heavy traffic.

By the end of the project, the young people were able to clearly articulate the process and were

'I learnt with the right connections we can make a change, young people aren't entirely powerless with the space we live in.'

confident to talk about the idea of a child friendly town centre with local adult residents. The end of this project should mark the beginning of the next phase of work – a dialogue between other stakeholders, making sure they are drawn into the process that has been started and the public realm improvements that could be made. Timely discussions and dialogues between stakeholders is vital and this should be planned from the outset as well as going forward.

This process, carefully documented in this report, acts as a pilot for other town centre projects in the borough and beyond.



Above: Students discuss their ideas with representatives of community group Love South Chingford

Our recommendations for future child friendly processes are:

Objectives

Set simple, clear objectives from the start. For example is the project about co-production, is it about dialogue between different groups or is it about intensive research? Avoid setting out to achieve too much.

Think about a range of needs. Young people aren't looking for one thing, they need variety and choice. Good youth services, space to study, affordable food and retail, places to hang out without spending money.

A child friendly/youth friendly project should have children and young people at its heart. They should be involved from the outset and their input should be meaningful. It is important to demonstrate this both in the process and in the outcomes - that they have been a key part of the project and that their ideas were taken seriously and not ignored, shelved or overlooked.

Make promises and keep them. Young people will want safe places, benches to relax on, places to play, peace, quiet and respect. Protect their wellbeing and don't remove what they need for the sake of adults. If there are challenges, then look at ways in which the project, or wider organisational changes can support a coming together of people and issues.

Learn how to listen well. Use lived experience to build a picture of a place, talk about familiar experiences such as playing and hanging out and ask them to describe these in the context of the place. Don't start with assumptions.

Children and young people have a unique insight into their local area, consider them experts. Young people tend to spend the most amount of time outside, and the spaces and places are important to them. Manage their expectations, but don't start by limiting their experience - young people need places to gather and adults to support them to do that.



People and public spaces

Young people tend to react more strongly to the way other people make them feel, than about the place itself. If they have the support and permission to use a space in the way they would like then they are likely to react very positively. On the other hand, other people can make them feel unsafe, unwanted and unwelcome. From signage (such as no ball games signs) to being banned from using different places, they are often experiencing a place in very different ways to adults.

Management strategies should take into account the way young people use space and support them to feel safe and included.

Participation process

Identify local schools to work with and make sure they can support a group of young people to work with for the duration of the project. Aim to keep pupils' input within a six to nine month period and ideally within one academic year.

Tailor the process to meet the schools requirements. Primary schools tend to want a whole year group involved, so devise sessions that give pupils short exercises that can be carried out in a whole class setting, with clear deliverable outputs.

Girls and boys might feel differently. Girls get cat called in public spaces and boys can be stop and searched. Spend time finding out about these issues and thinking of ways to mitigate against them.

Future town centres

Young people are the future, but they are also existing in the here and now. Town centres can offer a place to feel part of the community, somewhere to shop, to meet friends and to hang out.

Young people use town centres regularly, but they are drawn to bigger shopping centres that can often make them feel more welcome and allow them to spend more time with friends. Town centres can't replicate everything that a shopping centre offers, but they can create better public spaces that help young people feel included.

Young people are looking for places to hang out with their friends and not necessarily spend any money. Local authorities are well placed to support that need and to consider where that might happen both internally and externally.

Help provide a variety of affordable shops to meet their needs.

Transport and play

Busy and noisy traffic is not always noticed by young people in the context of what they expect in a town centre. However, local authorities have a duty to meet young people's needs and consider their transport requirements, their growing lungs and their health and well being. In meeting sustainable transport goals, care should be taken to understand young people's aspirations and take their transport needs into consideration.

Children are unlikely to use town centres independently, meeting their needs means understanding their visits alongside parents and carers. Play for younger children may not be appropriate in a town centre setting

2.0 INTRODUCTION

Introduction

This report presents the work undertaken for the 'Child Friendly District Research and Feasibility Study' for Chingford Mount, commissioned by LB Waltham Forest.

It describes in detail the process and the findings of the work undertaken, starting with a desktop analysis then through a series of workshops with school children in the Chingford area and finishing with public realm interventions for Albert Crescent.

The project has a number of objectives:

- To undertake a project that primarily focuses on the needs of local children and young people.
- It acts as a pilot for future town centre based projects.
- It provides funding ready design proposals for the local authority.

At each stage we have sought to foreground children and young people's voices and their lived experience. To begin with this involves listening and gathering evidence and helping them build skills involved in the briefing and design process.

ZCD Architects developed a bespoke approach to the project and used it as an opportunity to test and develop a range of methodologies, based on their experience working with children and young people. The process involves both qualitative and quantitative data gathering, through desktop analysis, a focus group approach and a school wide survey.

At each stage we have been able to reflect on the work carried out with the local authority, through presentations to the project team and steering group. We have also been able to take the young people through the process as well, feeding back to them both the data and findings as they emerged.

Their input into the design process has been carefully considered and the brief has evolved from general conversations as well as specific design ideas.

Their input culminated in a session where they were able to present the process back to other local people in a knowledgeable and articulate way, speaking about their local area and their needs. The designs that have evolved alongside this work, reflect a mature understanding of the way in which

a town centre can provide space and permission for them to use their local area in ways that are appropriate for young people - a playful space to meet, relax and socialise.

Project Team

ZCD Architects are project research and design lead. They are a multidisciplinary design practice with specialist child friendly engagement, urban research and design experience. Dinah Bornat (ZCD director) is a former Mayor's Design Advocate (MDA) and leading expert on child friendly cities. Dinah was involved in the production of 'Making London Child Friendly' report and reviewing other policies that sit alongside the London Plan.

ZCD teamed up with Fiona Scott from Gort Scott Architects who has provided feedback on the emerging research and design as the project evolved. Gort Scott have a strong track record in evidence based research into the high streets and town centres of London. They led the delivery of the report 'High Streets and Town Centres - Adaptive Strategies' for the 'Good Growth by Design' programme. Cost consultants Stockdale have provided cost input for the design element.

Research Methodology

Phase 1 of the project was a detailed programme of research that included:

An introduction to the site: Carried out to give a physical and spatial understanding of the Chingford Mount area.

A review of the planning, policy and strategic context: This was to understand Waltham Forest's wider priorities and objectives as well the ongoing regeneration context for the Chingford Mount town centre and surrounding area.

Desk-based mapping: In order to identify the existing context that affects young people's experiences in the town centre and wider area spaces. For this exercise we mapped transport, time travel, crime, existing local youth trip generators and cultural infrastructure spaces.

Research with school pupils: We were able to use a variety of methods with two age groups - children from Lime Academy Larkwood and secondary pupils from Chingford Foundation School and South Chingford Foundation School.

The work with the pupils involved a mix of qualitative and quantitative research methods in order to provide a snapshot of young people's experiences in the Chingford Mount area.

For the quantitative element we surveyed 84 pupils from year 5 at Lime Academy Larkwood and received 190 completed surveys from Chingford Foundation School and South Chingford Foundation School.

The gathered student responses were compared to other school surveys (across England) undertaken in previous workshops led by ZCD Architects.

We worked with a smaller group of pupils from Chingford Foundation School and South Chingford South Foundation School, which allowed us to have more focused conversations about the Chingford Area. This, along with their analysis, gave us a more detailed picture of the town centre, whilst at the same time building their skills towards preparing them for the second phase of the project, which was focused on the co-production of public realm interventions.

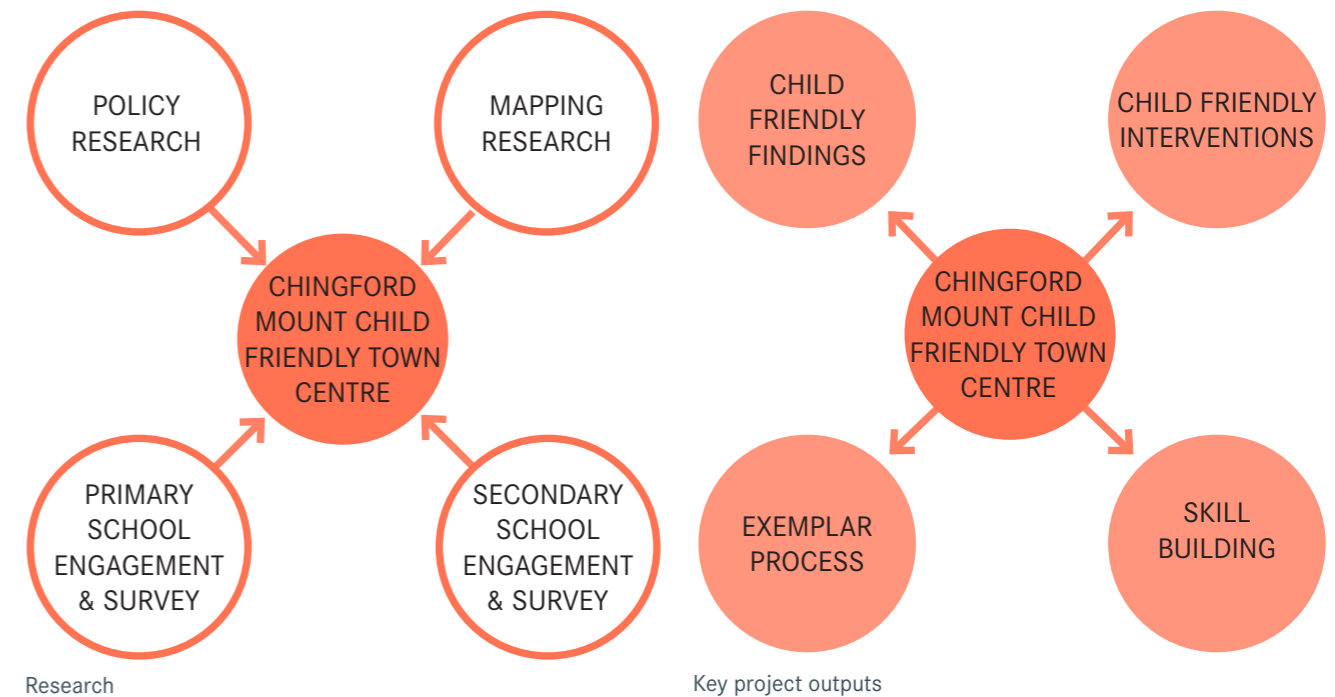
Design

The second phase of the project, Phase 2, was a design element. ZCD Architects were asked to produce two to three 'funding ready' public realm interventions. We used the knowledge gained through the research to start testing ideas with the secondary school group, whilst also drawing in some designs from our primary school sessions.

The intention of this programme is to show a clear development of ideas that are appropriate, child centred and deliverable.

At the end of the project we presented design ideas to the young people for their feedback. Rather than just seek approval, we made sure other local people were present to witness the process, show how it is possible to draw others in and for the young people to be able to clearly articulate their involvement in the project.

The project is now in a position to move forward, with an empowered group of young people who have had their lives taken seriously, their ideas listened to and have taken part in an open and transparent process about how to make improvements to a town centre in their local area.



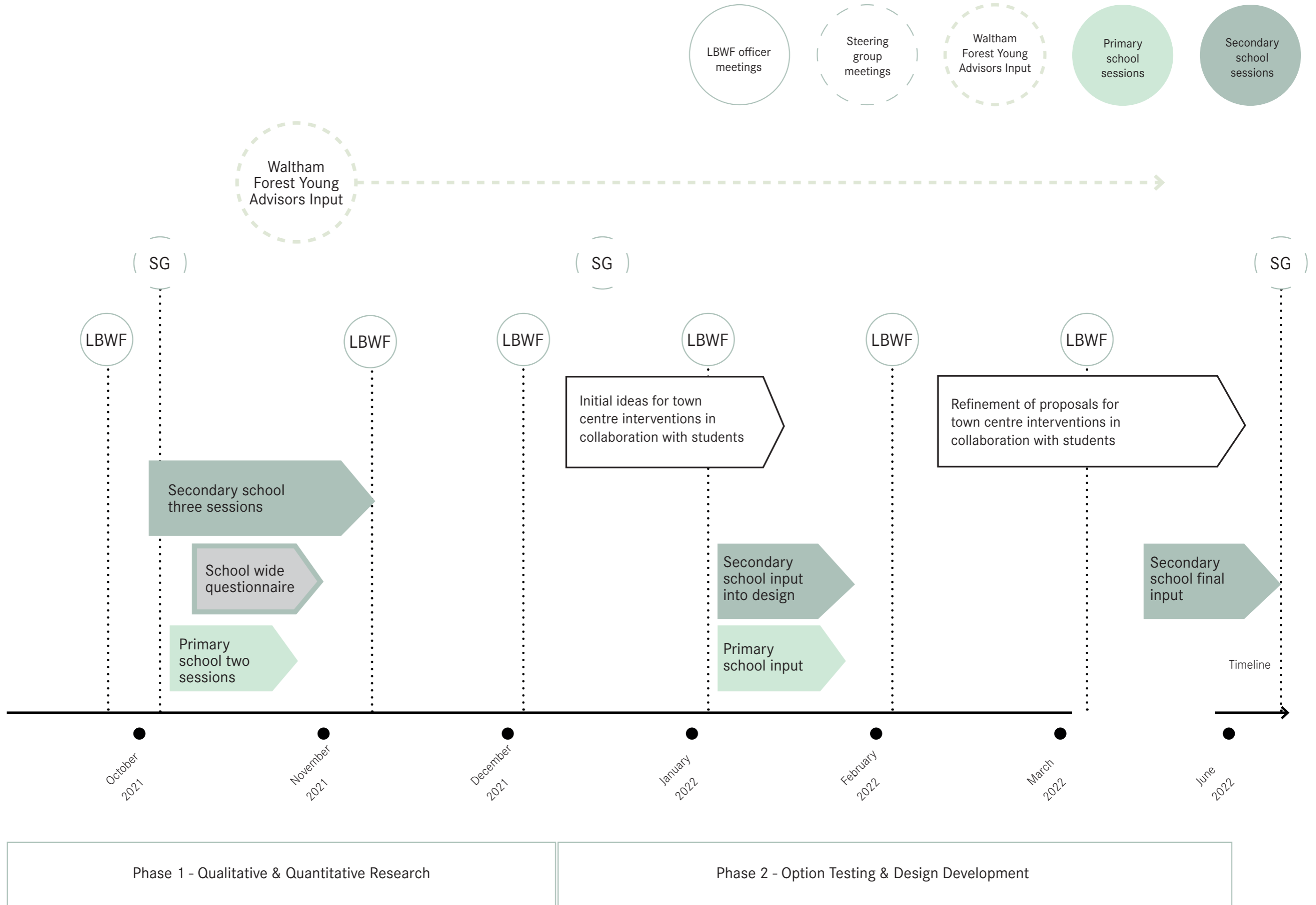
'I learnt with the right connections we can make a change, young people aren't entirely powerless with the space we live in.'

Student

'This was an amazing experience, would benefit a lot of people.'

Student

Project Timeline



3.0 PHASE 1: ON-SITE & DESKTOP RESEARCH

Chingford Mount

Chingford Mount is a district town centre located in South Chingford area in the north of the London Borough Waltham Forest. It is known local as 'The Mount'.

It is situated directly on the junction of New Road, Hall Lane and the A112 (Chingford Mount Road), a single carriageway road that connects directly to Stratford and Docklands.

Generally the area is residential and predominantly low rise and low density. Housing stock is typically terraced housing with many homes having off-street parking.

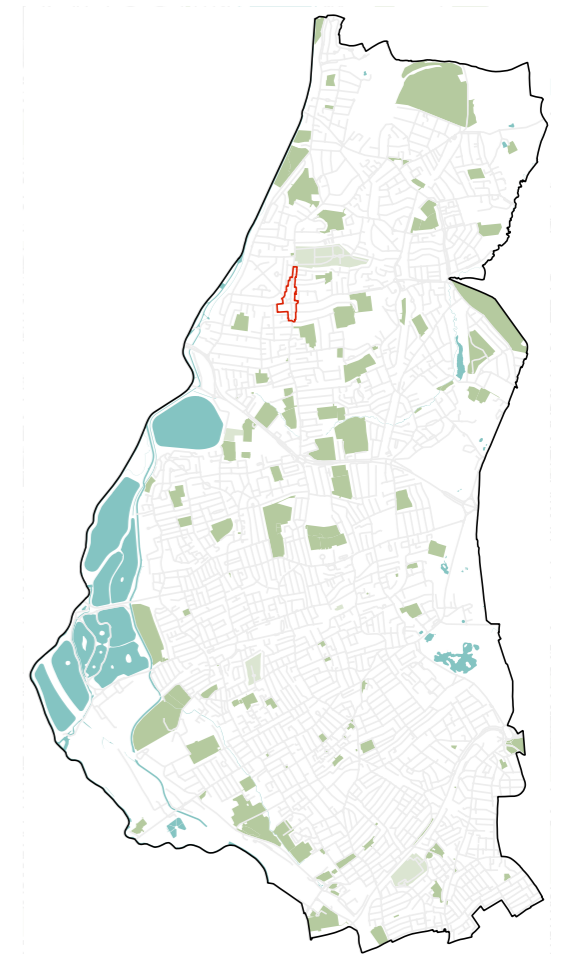
These were our initial observations:

Opportunities

- Green infrastructure and biodiversity i.e. lined with mature London Plane trees, low level planting and flower beds, pockets of small green spaces
- Connection to local parks and open spaces
- Well used cafes with outdoor seating
- Wide pavement along Old Church Road accommodating cycle parking, planting beds and seating
- A variety of play amenity and social infrastructure within a 15 minute walk

Challenges

- Hall Lane and New Road rate very poorly on the Healthy Streets Index, as a result of air and noise pollution, traffic dominance, walkability and lack of green infrastructure
- Vehicle dominance at the junction of Old Church Road and New Road/ Hall Lane
- Buses waiting along Albert Crescent create a barrier between the open square and the popular retail uses
- Pedestrian routes between open spaces are intersected by busy roads



KEY:

○ Project boundary ○ Borough boundary

0 1km N



The junction of Old Church Road, New Road and Hall Lane is dominated by traffic



Children under 15 are not permitted in the Chingford Mount cemetery unaccompanied



The town centre is well served by buses. Public seating at Albert Crescent is well used by visitors



Old Church road is tree lined with a variety of trees and planting, and provides cycle parking and seating along its length



No football in residential shared gardens



Memorial Park - fenced designated play for younger children, alongside a wild area and an area of loose play features for older children



The High Street



Old Church Road
Streetscape to the east



Chingford Mount Road
Streetscape to the west



Albert Crescent
Parade to the west



Cherrydown Avenue
Streetscape to the south



Cherrydown Avenue
Streetscape to the north



Hall Lane
Streetscape to the south



Hall Lane
Streetscape to the north



Chingford Mount Road
Streetscape to the east



Old Church Road Streetscape to the west

Policy Research

Introduction

The following documents were reviewed to provide a baseline understanding of relevant policy and document context to this project.

- Child Friendly Planning in the UK
- The London Plan
- Making London Child-Friendly
- High Streets & Town Centres Adaptive Strategies
- Developing a night time strategy
- Mosaic Public Sector Segmentation 2020
- Chingford Mount Town Centre Framework
- Pedestrianising Albert Crescent

Children are notable in their absence from national planning policy. This report, written by Dinah Bornat, Jenny Wood and Aude Bickquet highlights the different efforts of the four nations to help draw attention to children's rights and their needs in planning terms, despite this lack of support at a national level.



The London Plan

- S4 has specific regard to the play and recreation needs of children and young people giving a holistic view of how the whole environment should support children's and young people's ability to be free to play and move independently.
- GG1 and SD6 recognise that town centres are for everyone

Making London Child Friendly GLA

- Proposes four lenses of inquiry - policy, participation, management and design - to promote an integrated and holistic approach to independent mobility.
- Proposes a number of opportunities for this project, which is a low density suburban area, for real world testing the report's findings at the local level.

High Streets & Town Centres: Adaptive Strategies GLA

- Highlights what is unique about high streets and that they are much more than retail, they offer opportunities for social integration, well-being, environmental sustainability, civic and cultural space and appropriate responses to data advances. This project is an opportunity to view these considerations from a child/young person perspective.

Developing a Night Time Strategy GLA

- The report touches on the importance of considering the impact after dark on the life of children and youth and their ability to play out and participate in the life of a district.

Draft Chingford Mount Town Centre Framework

- This comprehensive document sets out principles and guidance for improvements to Chingford Mount town centre. Initiatives are long term and short term (of which this project is one).
- The need for a child and youth perspective is highlighted alongside a need for more provision of activities for this age group.
- This project should keep in step with work of this report and be mindful of the development proposals set out.

Report Summary & Opportunities

The new London Plan, adopted March 2021 sets out the framework for how London will develop over the next 20-25 years and the Mayor's vision for Good Growth.

Under GG1 Building strong and inclusive communities section it outlines to "support and promote the creation of a London where all Londoners, including children and young people, older people, disabled people, and people with young children, as well as people with other protected characteristics, can move around with ease and enjoy the opportunities the city provides, creating a welcoming environment that everyone can use confidently, independently, and with choice and dignity, avoiding separation or segregation".

Furthermore, under Policy SD6 Town centres and high streets it outlines "The delivery of a barrier-free and inclusive town centre environment that meets the needs of all Londoners, including disabled and older Londoners and families with young children, should be provided. This may include Shopmobility schemes, the provision of suitably designed crossing points, dropped kerbs and tactile paving, seating and public toilets."

The London Plan now has specific regard to the play and recreation needs of children and young people. S4 gives a wide strategic view point and has a holistic view of how the whole environment should support children's and young people's ability to be free to play independently.



GLA - High Streets & Town Centres: Adaptive Strategies



Summary & Opportunities for this Project

This report led by Gort Scott with the GLA and collaborators (completed 2020) provides guidance, inspiration, thought pieces, references, precedents and case studies which examine how London's high streets and town centres can adapt and diversify to deliver good growth that is socially and economically inclusive and environmentally sustainable. The emphasis is on innovative strategies and actions which respond to specific place-based environmental, social or economic challenges.

The report emphasises that high streets are much more than retail, they offer opportunities for social integration, well-being, environmental sustainability, civic and cultural space and appropriate responses to data advances (we could view what these might mean from a child/young person perspective).

A number of challenges/opportunities are explored:

- Changing social habits and expectations
- The evolving consumer economy
- Delivering intensification and mix
- Delivering on housing demand
- Managing data, digitalisation and technology
- Austerity and the loss of social infrastructure
- Unacceptable levels of pollution and congestion
- Adapting to and mitigating climate change
- Evolving jobs and work styles
- Changes to public amenities and civic services
- Rethinking of traditional governance structures

10 propositions are examined using case studies and precedents:

- Support the high street economy for a future shaped by experience and convenience
- Creatively reuse vacant or underused retail units and department stores to support strategic values
- Build on what already exists to plan for a successful mix of activities and uses on the high street
- Ensure existing community value is retained and enhanced within a process of change and significant restructuring

- Use data insight to support businesses on the high street
- Promote social integration and deliver social value through enterprise on the high street
- Make the high street a model for sustainable living and public well-being
- Enable a flourishing culture for work on the high street
- Adapt the high street to support cultural and civic life to foster social inclusion and interaction
- Embed community participation as part of a long term strategy for the high street

Specific to this project the report finds:

High streets are particularly important for disabled Londoners, young people, women and older Londoners. As such, they have an important role to play in how these groups build relationships and participate locally, as well as how equality barriers are addressed. The report calls for inclusive strategies to support those who are most excluded, to enable them to participate and to benefit from London's opportunities and successes.

Dan Hill suggests 'shared mobility, autonomous or otherwise, could reduce the number of cars required by 80 per cent, revealing a street not defined by parking and queues of traffic but instead by vibrant life, whether biodiverse green and blue infrastructure or kids playing football, a far more social space'.

The report concludes by setting out the principles and practices of a mission oriented approach:

- Create long-term participatory structures
- Be mission-oriented and define change
- Develop organisational resource and skills over time
- Support inclusive economies
- Design and plan for intense, mixed uses
- Manage assets innovatively
- Experiment and prototype
- Evaluate in a dynamic way and digitally transform

Making London Child Friendly

Summary & Opportunities for this Project

This report by Publica and Erect Architecture with the GLA (launched Jan 2017) is the first step in examining a series of indicators, principles, examples of best practice and recommendations for a child friendly London, with a focus on independent mobility.

The report proposes four lenses of inquiry - policy, participation, management and design - to promote an integrated and holistic approach to independent mobility.

This project is an opportunity to real world test the report's findings at the local level especially in relation to:

- What independent mobility looks like in lower density outer London where there are greater distances between destinations but potentially more access to open space, than in a more densely built central area. This is an area which has been studied in less detail to understand the relationship between different housing typologies, streets, transport and independent mobility.
- The development of contextual and place-based knowledge and policy related to independent mobility, to help promote a variance in child-friendly social, physical, cultural and infrastructural agendas.

- The ways in which children and young people can best participate in neighbourhood planning and development
- Co-ordination with boroughs and youth groups to foster engagement in built environment design, planning and policy development
- Research and analysis of different management plans for a variety of housing and spatial typologies relevant within a borough, which could be used to inform standardised borough approaches for new developments and public realm improvements
- Better understanding of how technical infrastructure elements such as highway and street features perform to either enable or hinder the independent mobility of children and young people.
- Evaluation of built environment interventions, including public realm and housing typologies, to understand how they perform in terms of access, use, overlooking and acoustics
- Understanding of the size, type and quality of children and young people specific infrastructure. For example, details on successful features of mobility routes that connect children's amenities and spaces around a local area
- Research into alternative methods of measuring and providing space for children and young people, beyond the current square metre approach of spatial planning.

"Policy S4 Play and informal recreation A Boroughs should:

- 1) prepare Development Plans that are informed by a needs assessment of children and young person's play and informal recreation facilities. Assessments should include an audit of existing play and informal recreation opportunities and the quantity, quality and accessibility of provision. Boroughs should consider the need for cross-borough collaboration where appropriate
- 2) produce strategies on play and informal recreation facilities and opportunities, supported by Development Plan policies, to address identified needs.
- B Development proposals for schemes that are likely to be used by children and young people should:
 - 1) increase opportunities for play and informal recreation and enable children and young people to be independently mobile
 - 2) for residential developments, incorporate good-quality, accessible play provision for all ages. At least 10 square metres of playspace should be provided per child that:
 - a) provides a stimulating environment
 - b) can be accessed safely from the street by children and young people independently
 - c) forms an integral part of the surrounding neighbourhood
 - d) incorporates trees and/or other forms of greenery
 - e) is overlooked to enable passive surveillance
 - f) is not segregated by tenure
 - 2) for residential developments, incorporate good-quality, accessible play provision for all ages. At least 10 square metres of playspace should be provided per child that:
 - a) provides a stimulating environment
 - b) can be accessed safely from the street by children and young people independently
 - c) forms an integral part of the surrounding neighbourhood
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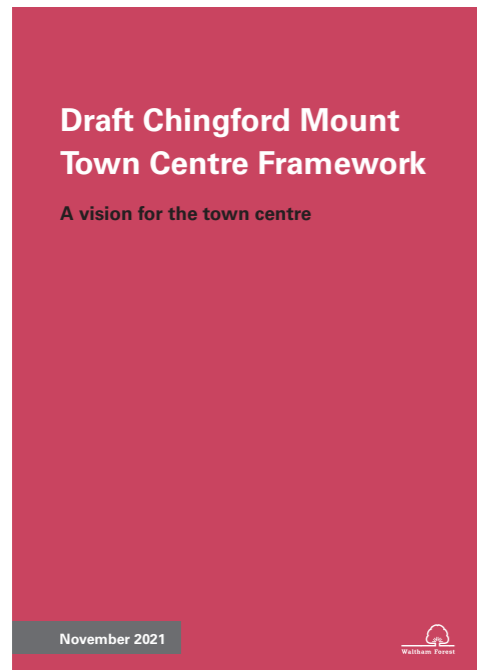
- f) is not segregated by tenure
- 3) incorporate accessible routes for children and young people to existing play provision, schools and youth centres, within the local area, that enable them to play and move around their local neighbourhood safely and independently"

"5.4.2 Many children and young people, however, find that there are limited opportunities for them to play in their local neighbourhood. This is often not because of a lack of formal play provision, but due to restrictive street design and layouts, poor links between spaces for play and recreation, and the threat of busy roads and traffic. Developments should encourage children and young people to move around freely through safe streets and footpath networks that connect to more formal play provision, green spaces and parks, and that follow the Healthy Streets Approach"



Above: The four lenses of the inquiry promote an integrated and holistic approach to independent mobility

Draft Chingford Mount Town Centre Framework



Report Summary & Opportunities for this Project

This document is draft and is intended to be adopted as a Supplementary Planning Document (SPD).

The report identifies 8 physical assets and opportunities:

- Albert Crescent's Strong Urban Character
- A Well Defined High Street
- Generous Public Realm
- Council Owned Sites
- Green Spaces (Memorial Park & Chingford Mount Cemetery)
- Council Owned Retail Parade

The Report identifies 6 physical challenges and weaknesses:

- Lost Heritage Assets
- Underutilised Town Centre Buildings
- Albert Crescent Isolated from Wider Public Realm
- Cars Prioritised Over Pedestrians and Cyclists
- Green Spaces Disconnected from the Town Centre
- Poor Quality Public Realm

8 Guiding Principles are identified:

- A town centre for everybody
- Celebrate local
- Transform Albert Crescent
- A better town for walking and cycling
- Support social enterprise and innovation
- Ensure quality and craftsmanship
- Bring the forest to the High Street
- Showcase what makes Chingford Mount special

The emerging vision includes:

- Transformation of Albert Crescent as a flexible public space connected with the wider high street public realm
- Integrated public realm and shop front improvements along Old Church Road, utilising Council owned buildings to set exemplars for quality and opportunities for

- Highways alterations to reduce dominance of buses and cars around Albert Crescent as well as improved pedestrian crossings
- Improved public realm at intersection of east-west streets
- Mixed use redevelopment of the council car park and Sainsbury's to provide new retail, community and employment uses
- A redeveloped site to retain or reprovide community facilities whilst delivering new homes, enhanced public realm and walking/cycling routes.
- Improved connections between the Town centre and Memorial park
- Landmark building and junction improvements contributing to a prominent townscape context.

The overarching public realm framework sets out 10 recommendations which integrate new development with wider improvements:

- Open Green Space
- Transform Albert Crescent
- Connecting to Green Spaces
- Memorial Park
- Public Transport
- De-cluttering and Improved Crossings
- Greening the High Street
- Improve the environment for pedestrians and cyclists
- Animated Side Streets and Corners
- Shopfront Improvements

8 projects are proposed:

- 158 & W16 Bus Stands Relocation
- Albert Crescent Pedestrianisation
- Chingford Mount Rd/Hall Lane junction

improvements

- Town Centre Shopfront Improvement Scheme
- Animated Side Streets and Corners
- Old Church Road - walking, cycling and public realm improve
- Hall Lane - walking cycling and public realm improvements
- 8 Chingford Mount Road - walking cycling and public realm improvements

Potential site allocations are identified as:

- Former South Chingford Library
- Sainsbury's Hall Lane
- Albert Corner

Short term initiatives are:

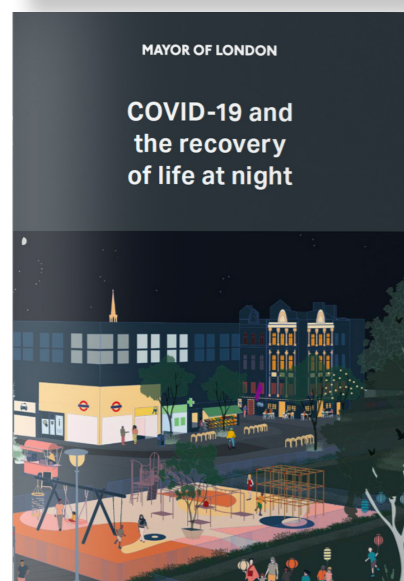
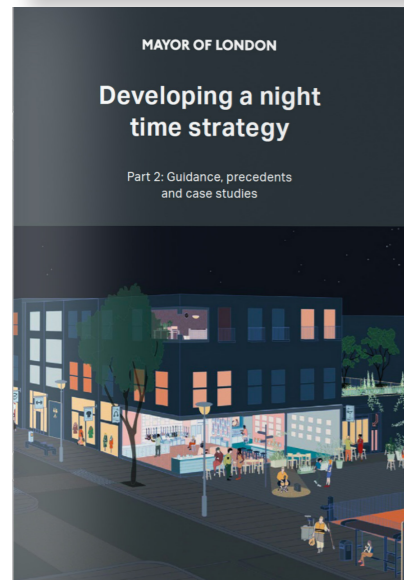
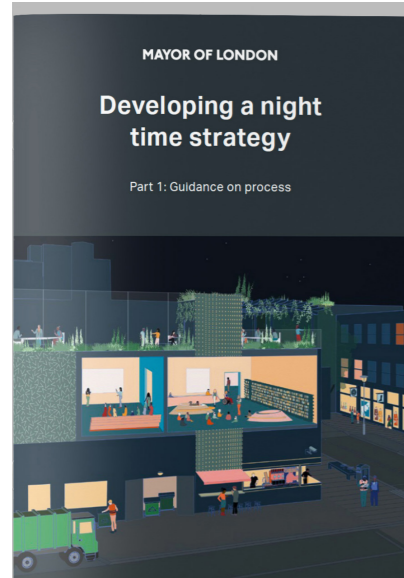
- 'Treasures of Chingford Mount' map
- Prototyping Changes to Albert Crescent through Family Fun day events
- Skills Development
- Meanwhile Use & Entrepreneurship
- Making Chingford Mount a Child-Friendly district
- Murals & Street Art
- Choose Local campaign for development hoardings plus a social media campaign
- Market trading & outdoor pop up opportunities

A key conclusion of the report is the need for more opportunity for the participation of young people in the life of the town centre.

	 A Town Centre for everybody	 Celebrate Local	 Transform Albert Crescent	 A better town centre for walking and cycling	 Support social enterprise and innovation	 Ensure quality and craftsmanship	 Bring the forest to the high street	 Showcase what makes Chingford Mount special
Making Chingford Mount a Child-Friendly District	✓	✓				✓	✓	✓

Above: Extract showing Placemaking Principles which are linked to this project Making Chingford Mount a Child-Friendly district

GLA Developing a Night Time Strategy



Report Summary & Opportunities for this Project

The triptych of GLA 'Developing a night strategy' and 'Covid-19 and the recovery of life at night' guides for local authorities published in 2020 sets out an evidence base for boroughs' night time plans to boost evening activity and post COVID-19 pandemic night time economy recovery.

The report touches on the importance of stakeholder engagement and feedback from different walks of life including children and youth as well as examples and precedents of family and child friendly night time activities, facilities and events including active play for children after dark.

A number of opportunities are explored based on case study precedents:

- Reduced children and youth ticket prices for night time events and activities
- Family friendly night time activities in the parks
- Re-purposing social infrastructure spaces such as libraries to activate them in the evenings with the focus on children and youth activities
- Outdoor play after dark
- Extending later opening hours for childcare facilities

The following themes are addressed within the strategy:

- Public realm
- Civic and public life
- Communities, planning and governance
- Social responsibility and management of the economy after 6pm
- The economy after 6pm
- Stewardship and public / private interface
- Social infrastructure
- Lighting
- Biodiversity and areas of darkness

Desktop Survey

This section sets out and analyses information gathered from official research streams in order to build up a picture of Chingford Mount streets, public realm, formal play spaces, transport and green infrastructure, and organisations for young people.

The following pages include:

- Mosaic Public Sector Segmentation extract maps
- PTAL and transport infrastructure
- Time mapping analysis
- Propensity to cycle: school travel
- Traffic collisions by mode & age
- Healthy Streets Index map
- Air pollution (NO2)
- Sound pollution
- Youth crime and ASB hotspots
- Economic activity of children
- Youth groups and organisations, and cultural consumption locations
- Formal play provision
- Green space deficiency
- Accessibility heat map
- Figure ground drawing
- Town centre land use map
- Night economy map

Household Income Profile

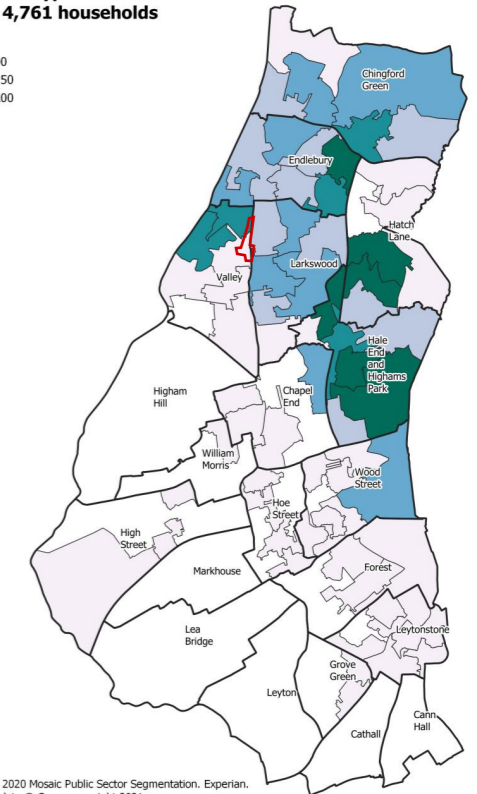
Report Summary & Opportunities for this Project

The following maps are extracts from the Mosaic Public Sector Segmentation 2020 report. They show the predominant household types within the study area in the borough wide context. These maps allow us to understand the types of households the young people might live in. There are five types of households in Waltham Forest, of which three are relevant to the study area.

Cafés and Catchments are affluent families with growing children who can afford to live in upmarket housing within city environs. These families have good incomes and enjoy comfortable middle class lives, while enjoying the proximity to professional jobs and access to shopping, leisure and entertainment that living within a city gives them.

Household Type: Cafés and Catchments Total = 4,761 households

- 1 - 50
- 50 - 100
- 100 - 150
- 150 - 200
- 200+

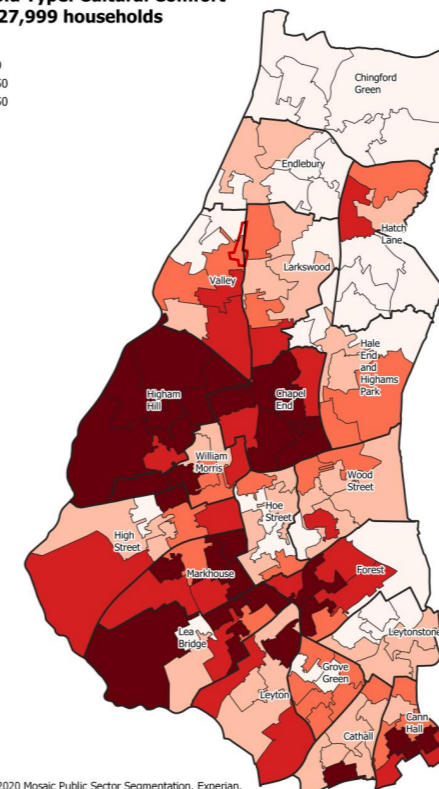


Data source: 2020 Mosaic Public Sector Segmentation. Experian. Contains OS data © Crown copyright 2021.

Cultural Comfort are thriving families with good incomes, enjoying comfortable lifestyles living in varied suburbs. Due to the location, housing is expensive in these urban residential areas.

Household Type: Cultural Comfort Total = 27,999 households

- 1 - 50
- 50 - 149
- 149 - 250
- 250 - 350
- 350+

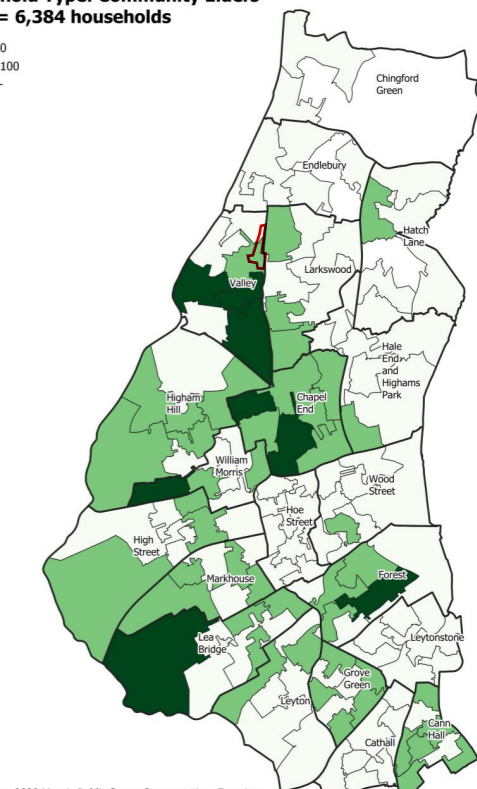


Data source: 2020 Mosaic Public Sector Segmentation. Experian. Contains OS data © Crown copyright 2021.

Community Elders are established older households who own city homes in diverse neighbourhoods. Long-settled members of these communities, some have adult children still living at home.

Household Type: Community Elders Total = 6,384 households

- 1 - 50
- 50 - 100
- 100+



Data source: 2020 Mosaic Public Sector Segmentation. Experian. Contains OS data © Crown copyright 2021.

PTAL and transport infrastructure

Public Transport Accessibility Levels measures for locations are rated from 0-6b with 6b being the highest.

PTAL within the Chingford Mount town centre area is 3. This occurs along all the main roads.

The north south designated cycle routes pick up Chingford Mount south of the centre. Chingford Foundation and Parkside Primary School are not on the cycle route and aren't connected to the Mount.

Buses tend to connect within the borough north south and east west.

KEY:

- Bus stops
- Bus routes
- Designated cycle routes
- School boundaries
- Chingford Mount Town Centre

PTAL score (2021):

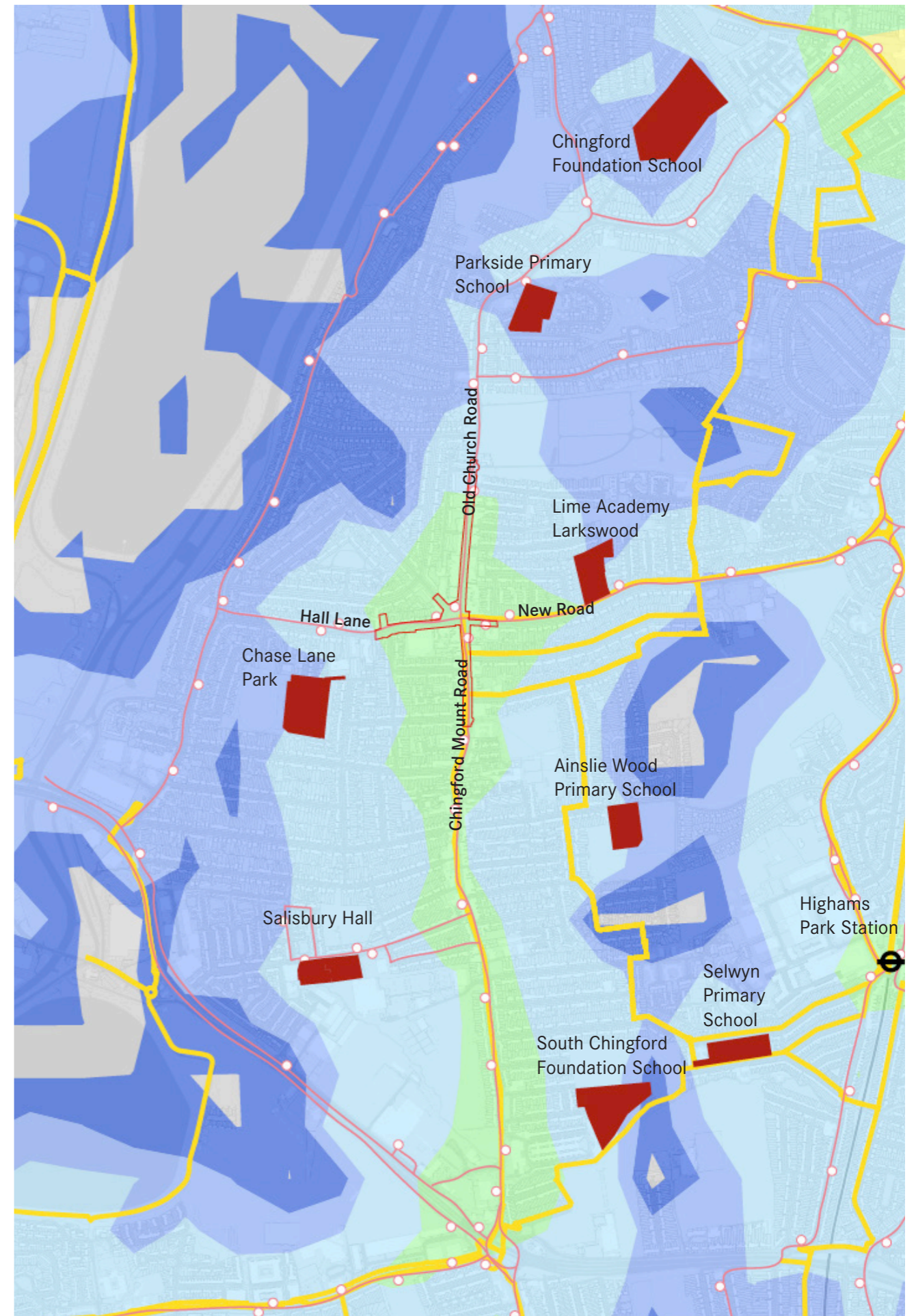
- 3
- 2
- 1b
- 1a
- 0

Bus routes:

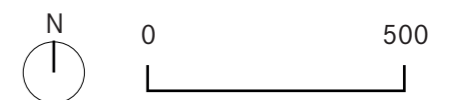
- 97 Chingford Station ↔ Stratford City
- 158 Chingford Mount ↔ Stratford
- 215 Lea Valley Campsite ↔ Walthamstow Central
- 357 Chingford Hatch ↔ Whipps Cross Hospital
- 385 Chingford Station ↔ Slisbury Hall Sainsbury's
- 397 Slisbury Hall Sainsbury's ↔ The Broadway
- 444 Chingford Station ↔ Turnpike Lane Station
- 657 Bancroft's School ↔ Slisbury Hall Sainsbury's
- W16 Chingford Mount ↔ Leytonstone Station
- N26 Charing Cross Station ↔ Chingford Station

Highams Park Station routes:

- London Liverpool Street ↔ Chingford Rail station



Source: Ordnance Survey MasterMap, TFL and other free XYZ datasets



Propensity to cycle: school travel

This data comes from 2011 school census showing the percentage distribution of LSOAs (Lower Layer Super Output Areas). Overall propensity to cycle to school uptake in 2011 was 0-3% which is below the London average of 4%.

KEY:

— Chingford Mount Town Centre

● Schools

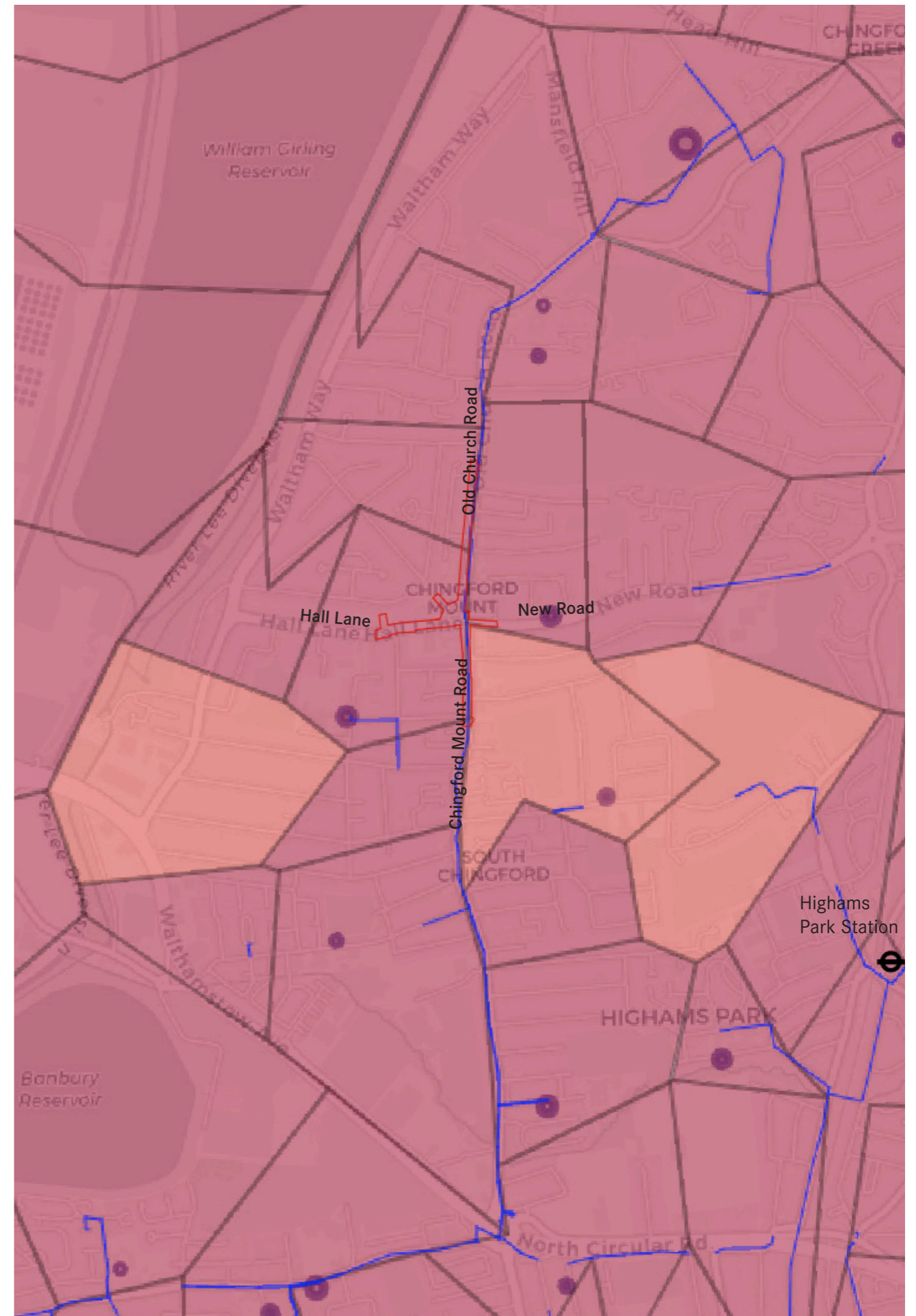
— Quickest routes (all legal routes not taking into account cyclist preference but chosen for directness)

○ Chingford area LSOAs

% cycling to school (School census 2011):

● 0-1%

● 2-3%



Traffic collisions by mode & age

Child collisions are concentrated mainly along Chingford Mount Road. There were 12 collisions involving children within 15 minutes of walking distance from Chingford Mount in 2019.

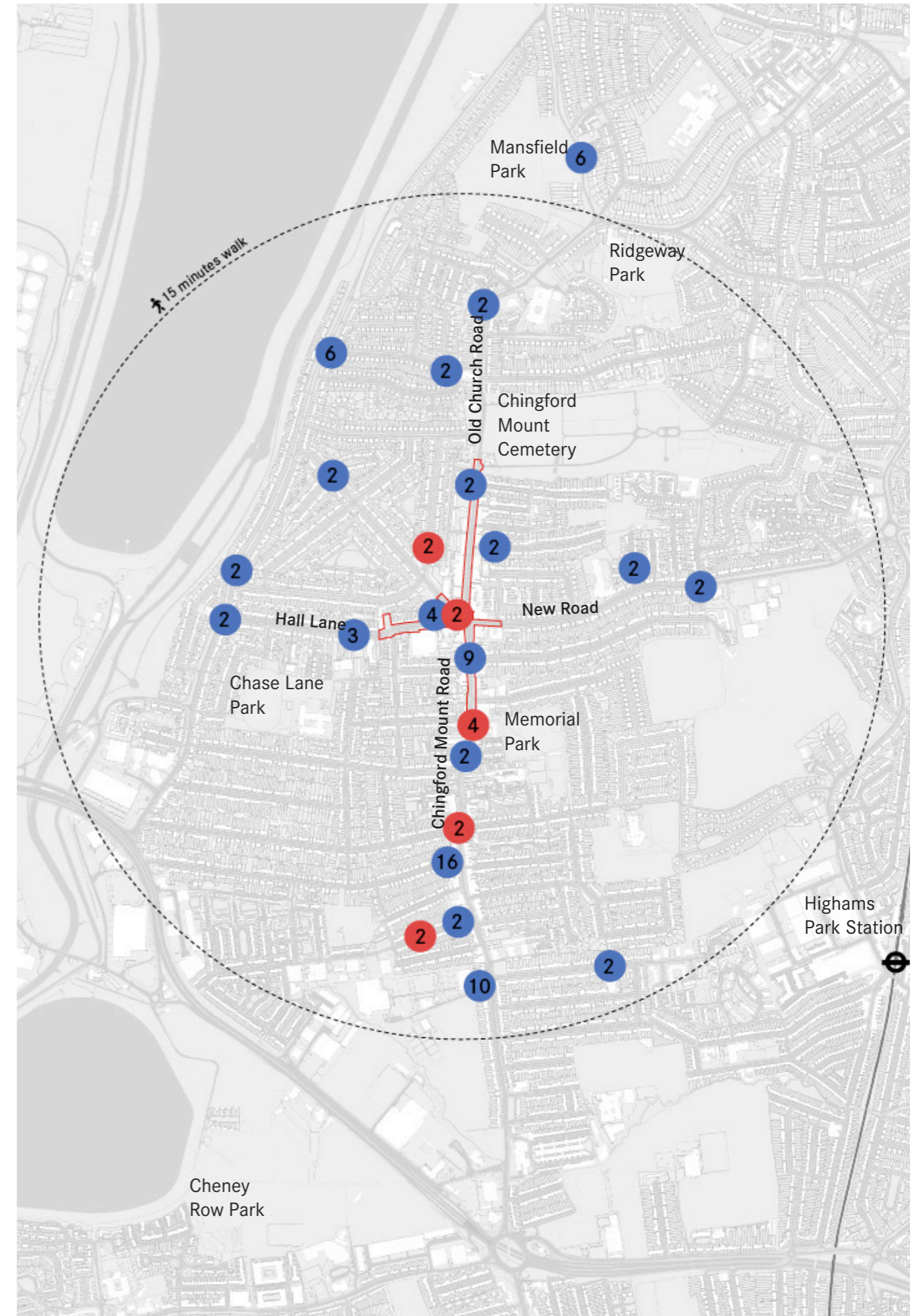
KEY:

— Chingford Mount Town Centre

Collisions all by transport modes (in 2019) location and number:

● Child (15 years and below)

● Adult or unknown age



Source: TFL

Healthy Streets Index map

Healthy Streets is a framework of 10 Indicators (illustrated adjacent) which reflect key factors determining the appeal of streets for walking, cycling and spending time in.

The Index combines expert datasets for noise, air quality, traffic dominance, pavement space, tree cover, street network and public transport connectivity, land use, population and attractors

The main east-west road through Chingford Mount, Hall Lane - New Road including Albert Crescent, has a low index performance. The main north-south road, Chingford Mount Road - Chingford Mount Road, has medium performance except for the main junction. Minor local streets in the main have a medium to high index performance.

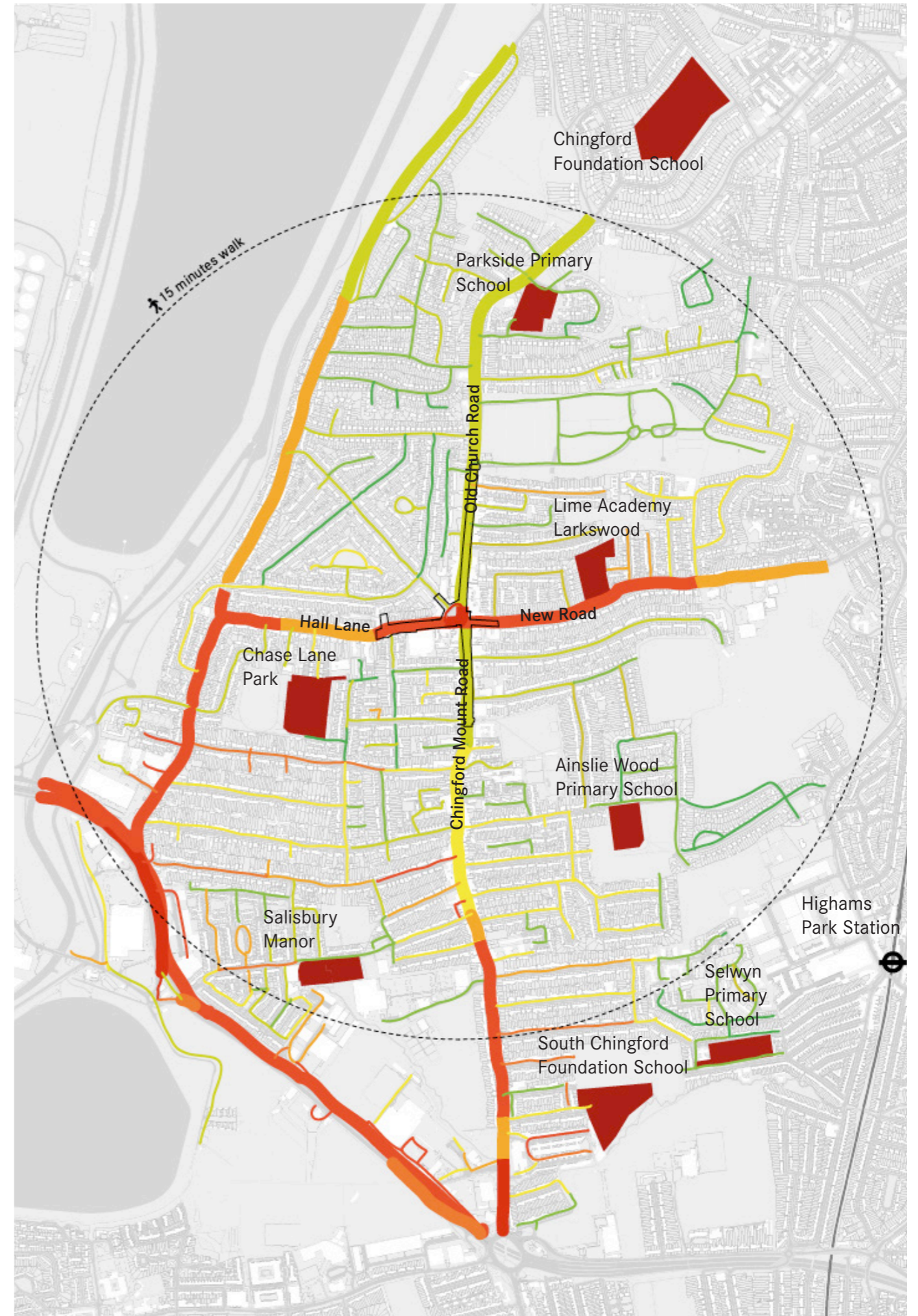
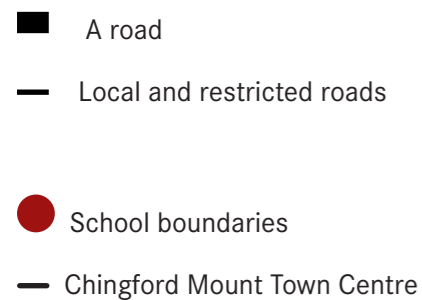
It should be noted the index is able only to give a good general indication of how healthy each street is, it does not reflect the details of all the street features and the perceptions and experiences of each person.

KEY:

Healthy streets index rank:



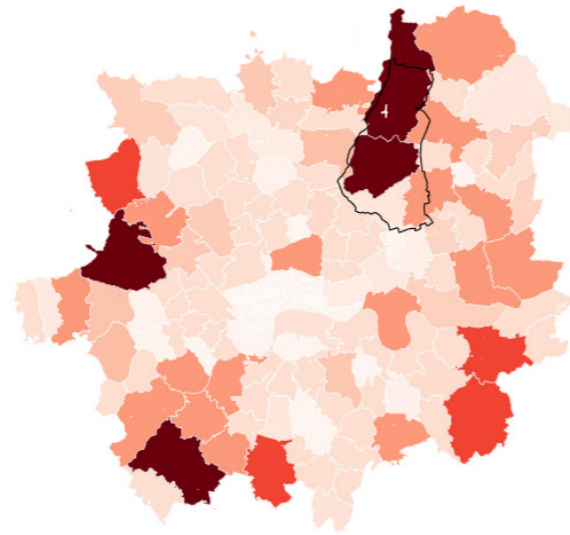
Road types (thickness shown indicated road type):



Source: Healthy Streets

Number of licensed vehicles per Post Town number

Map indicating licensed vehicles per Post Town number boundary in the second quarter of 2021. The study area is located in the highest vehicular ownership area within the borough with 26,987 licensed vehicles. In comparison, the UK average is 11,459 licensed cars per Post Town boundary.



Wider context map indicating licensed vehicles per Post Town number boundary in the second quarter of 2021.

KEY:

● Chingford Mount Town Centre

No. of licensed vehicles within postcode boundaries at the Q2 of 2021:

● 25-30k

● 20-25k

● 15-20k

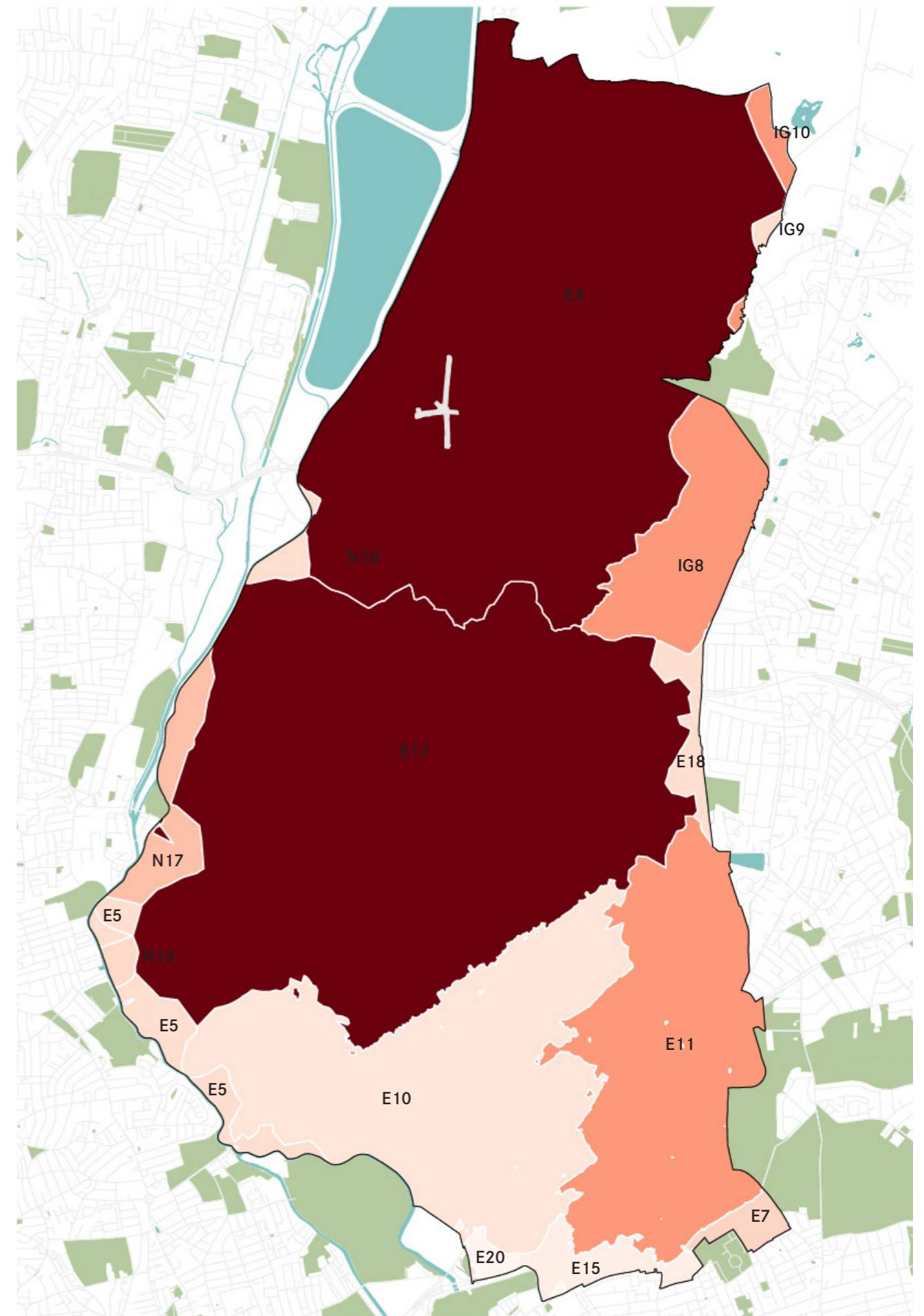
● 10-15k

● 5-10k

● 0-5k

○ Post Town number boundaries

○ Waltham Forest borough boundary



Source: Office for National Statistics

Air pollution (NO2)

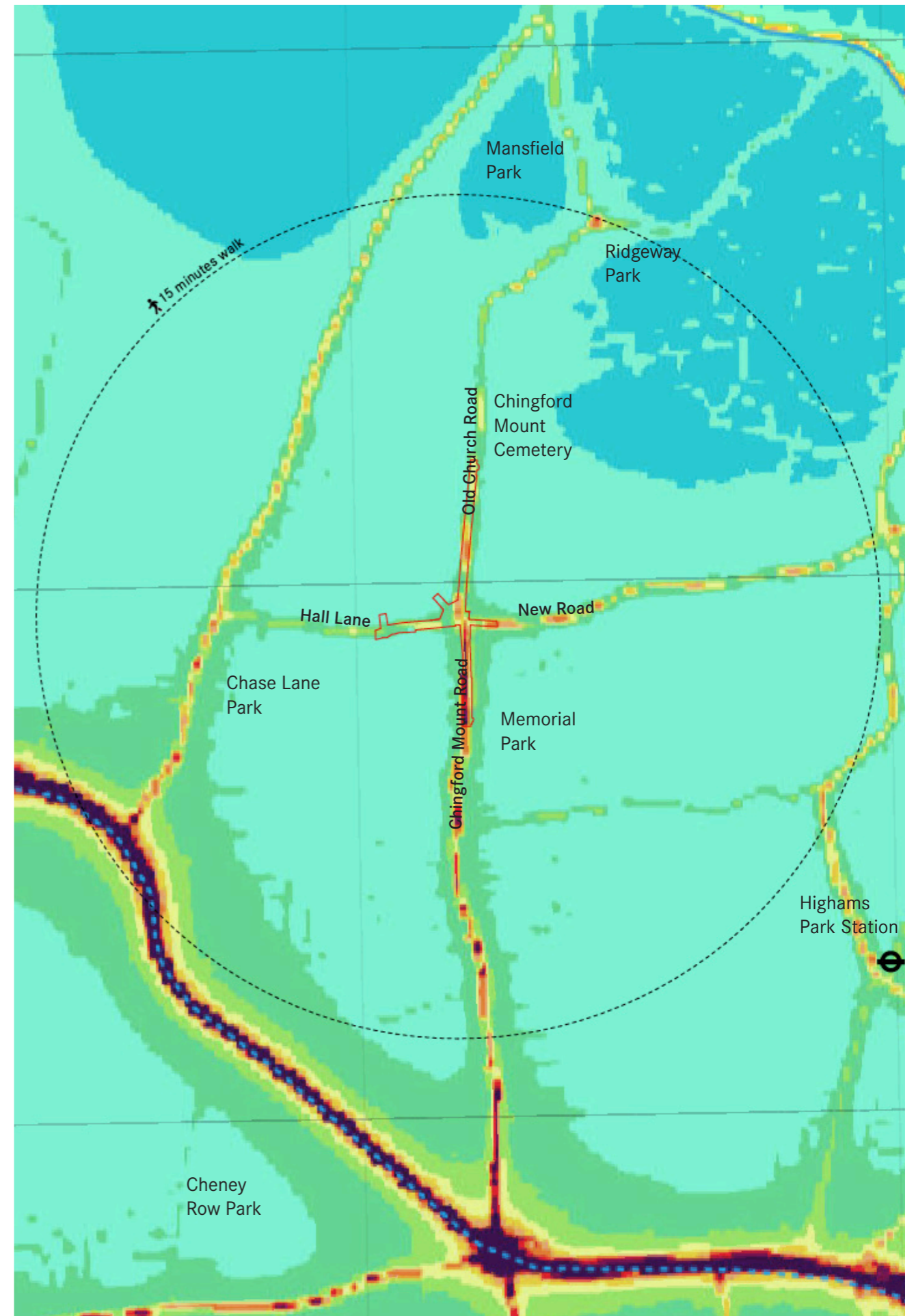
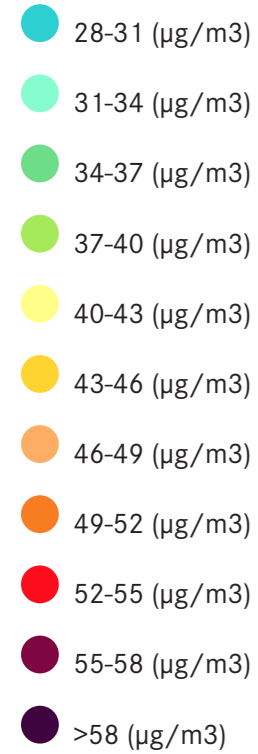
Pollution levels along the Mount main roads are considerably higher than the legal limit (40 µg/m³).

According to TfL, 'Young children are particularly vulnerable to the effects of air pollution because it can stunt their lung growth.'

KEY:

— Chingford Mount Town Centre

Annual average concentrations of nitrogen dioxide (NO2) in 2016:



Source: GLA London air quality map

Sound pollution

Chingford Mount Road, Old Church Road, and New Road areas reach constant levels of road noise of 74.9 dB, with noise pollution spilling into Mansfield Park, Chingford Mount Cemetery and Larks Wood.

KEY:

— Chingford Mount Town Centre

Road noise class (indicates the annual average noise levels for the 16-hour period between 07:00 – 23:00):

- >75.0 dB(A)
- 70.0 - 74.9 dB(A)
- 65.0 - 69.9 dB(A)
- 60.0 - 64.9 dB(A)
- 55.0 - 59.9 dB(A)

Rail noise class:

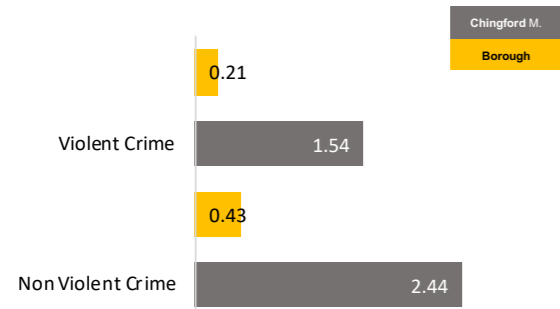
- 70.0-74.9 dB(A)
- 65.0 - 69.9 dB(A)
- 60.0 - 64.9 dB(A)
- 55.0 - 59.9 dB(A)



Youth crime and ASB hotspots

The borough average for legal cases against 11-17 year olds is 40-60 legal cases between 2018 and 2021. Youth crime levels at Chingford Mount between these dates are 60-80 legal cases which is above average in the west (Valley) and below average in the north and east of Chingford Mount (Larkswood and Endlebury).

Violent and Non-Violet Hotspots can be found at the main road crossings and to the north of Central Mount. Compared to the borough, the rate of offences is disproportionately higher for both non-violent and violent crimes.



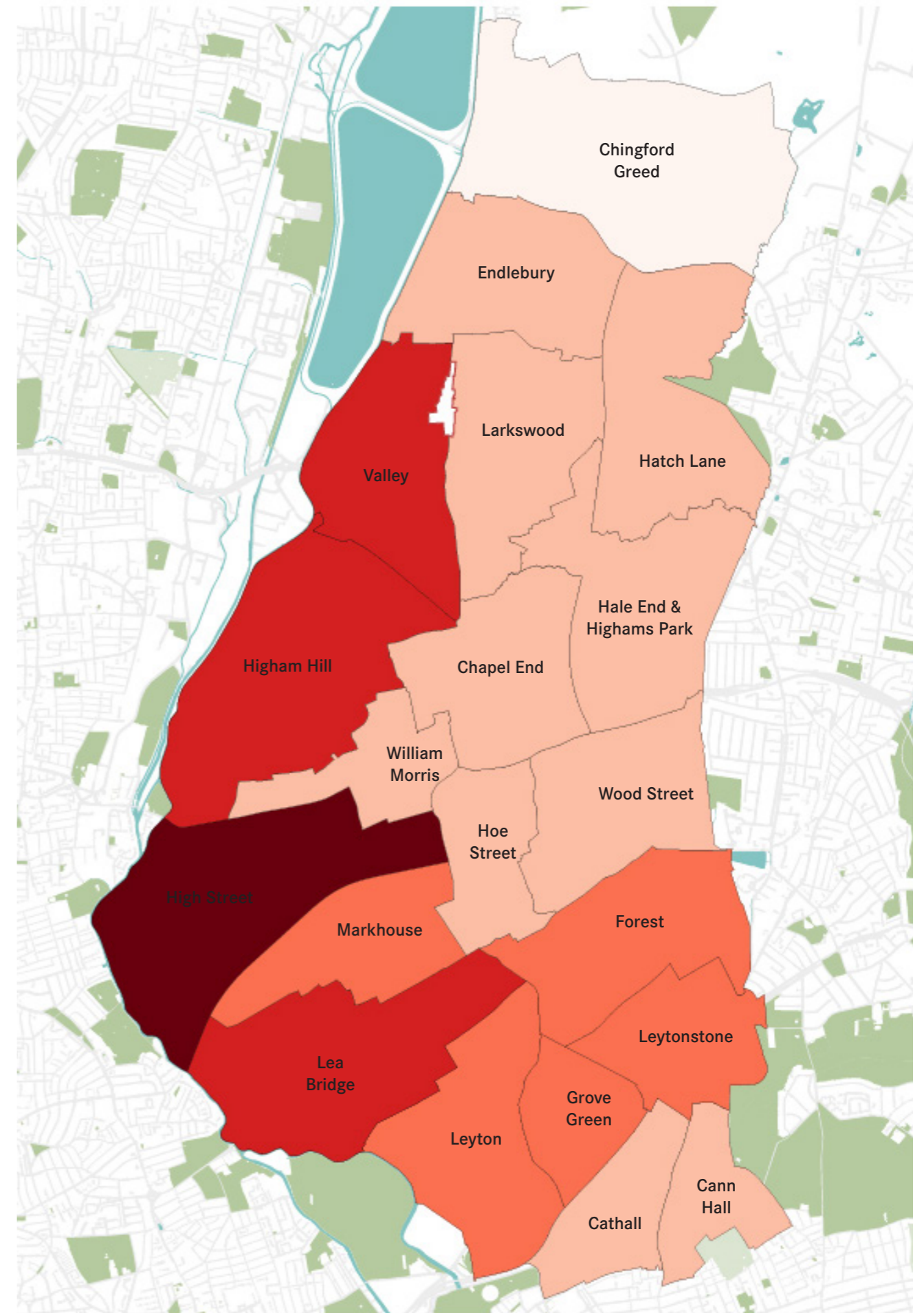
Above: An extract from the Chingford Mount ASB/ Crime 2020 report shows the crime and ASB hotspots on Chingford Mount and how they compare to borough crime statistics.

KEY:

○ Chingford Mount Town Centre

A count of people proceeded against age 11-17 yo between 01/01/2018 and 30/09/2021:

- 18-20
- 20-40
- 40-60
- 80-94
- 60-80
- Ward boundaries



Source: Metropolitan Police Data Office

Income deprivation affecting children

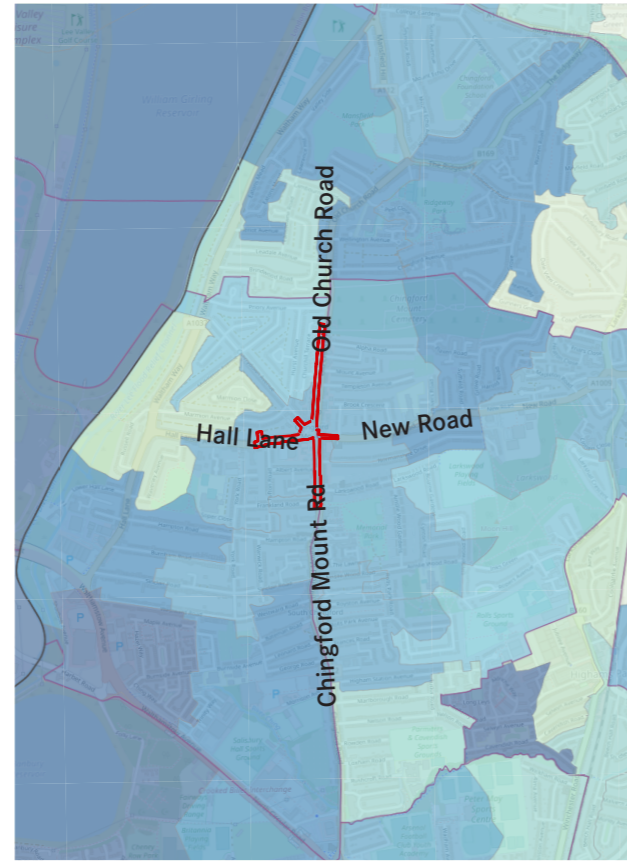
Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived areas in 2019.

The map shows the percentage distribution in 2019 of LSOAs (Lower Layer Super Output Areas) within the study area.

Since 2015 (adjacent map) there has been a decrease in deprivation when comparing the 2015 and 2019 data.

Chingford Mount falls within areas of high income deprivation affecting children with a number of site allocations nearby as highlighted. There are pockets of low deprivation levels outside of Chingford Mount town centre demise.

Schools are distributed throughout.



Above: The IDACI map for 2015. When the map for 2019 is compared there is a clear decrease in deprivation, with the 2019 data showing lower percentages of deprivation. The areas within the town centre that stayed the same (30%-40%) are in the west of the town centre.

KEY:

— Chingford Mount Town Centre

● School boundaries

● Site allocations

○ Chingford LSOAs

Deciles of deprivation:

● 10% most deprived

● 50% least deprived

● 20% most deprived

● 40% least deprived

● 30% most deprived

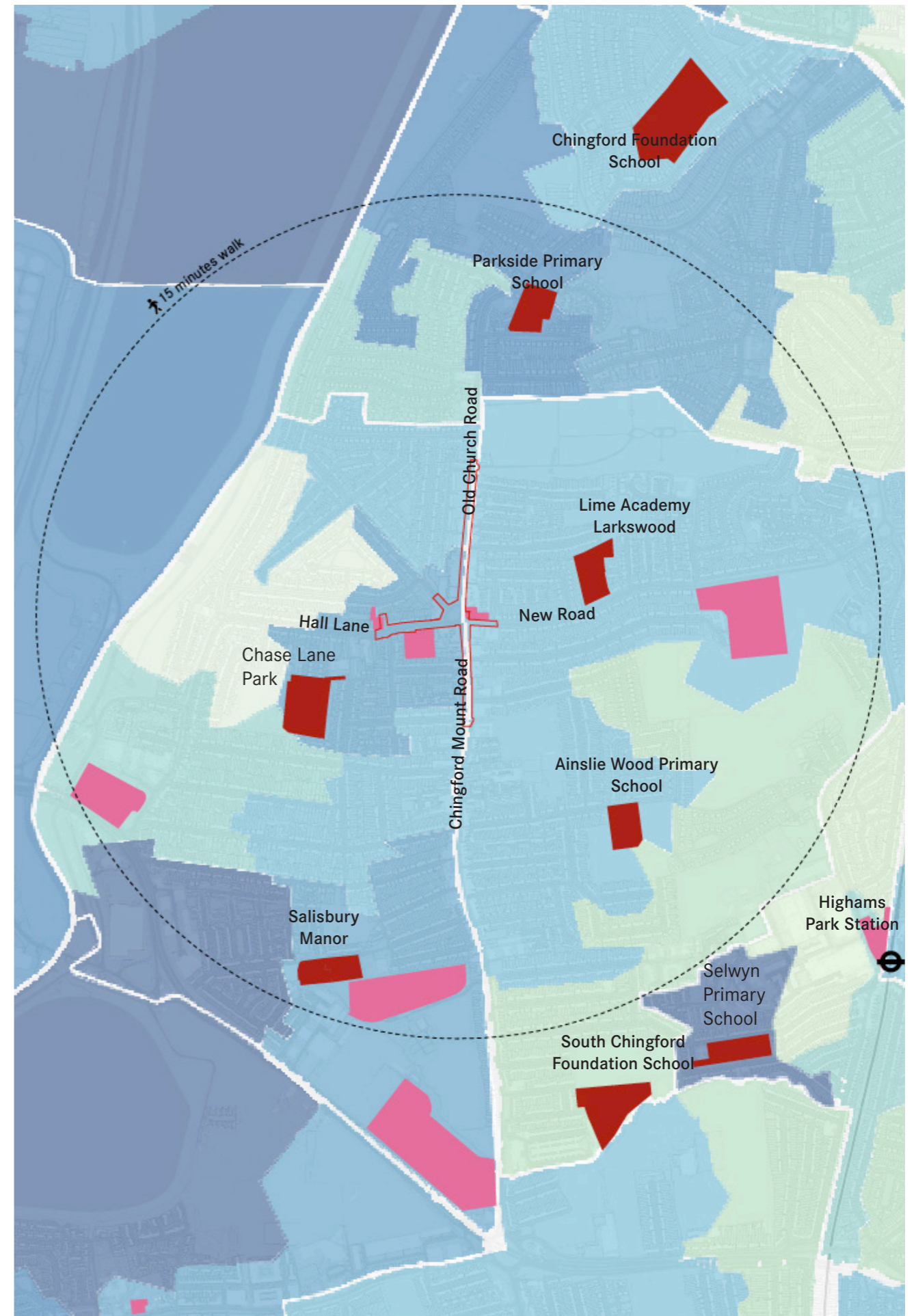
● 30% least deprived

● 40% most deprived

● 20% least deprived

● 50% most deprived

● 10% least deprived



Source: Waltham Forest Local Plan (LP2) 2020 -2035, communities.gov.uk 2019 data

Youth groups and organisations, and cultural spaces

There are a number of active youth groups, clubs, organisations and cultural consumption spaces in the area which are highlighted on the map and listed below.

Sport clubs make up just under half of the provision in the area. Those highlighted in bold are situated within or adjacent to the town centre boundary. This shows that currently there is a mixed offer of activities for young people.

Cultural:

1. South Chingford Community Library
2. Ma-Wah a Gallery

Creative and performing arts clubs and groups:

3. ShowKids Chingford Drama School
4. 1Note2Notes Music Academy
5. Youth Centre / Stagecoach Chingford Performing arts

Education support clubs and groups:

6. Kip McGrath Education Centre
7. Chingford Hall Children Centre
8. Get to know Animals Zoo

Play groups and clubs:

9. Resources for Autism, Team games
10. Yellow Birds Play Academy


Sport clubs and groups:


11. Kick start soccer for girls
12. The Arsenal Football Club Youth Academy
13. Chingford Karate Club
14. Heathcote Table Tennis Club
15. Roding Karate Club
16. Waltham Forest Amateur Boxing Club
17. Chingford School of Tennis
18. West Essex Cricket & Tennis Club
19. Loughton Sub-Aqua Club
20. Chingford Rugby Football Club
21. Peter May Karate Club
22. COG Cycling Club



Other:

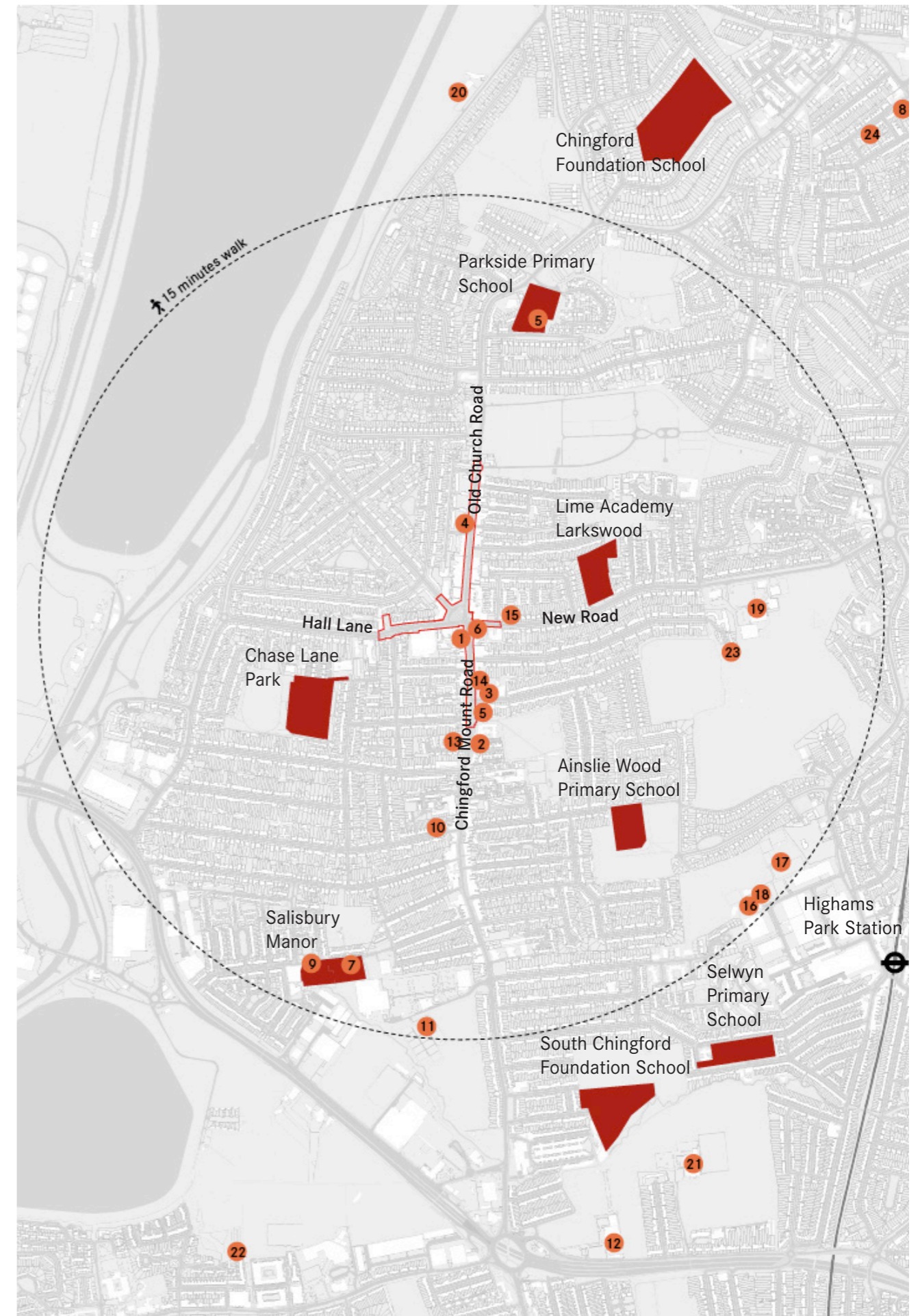
23. Scouts Hub
24. 27F Squadron ATC

KEY:

 Local youth space location

 School boundaries

 Chingford Mount  Town Centre



Source: Desktop mapping, GLA Cultural Infrastructure Map

Formal play provision

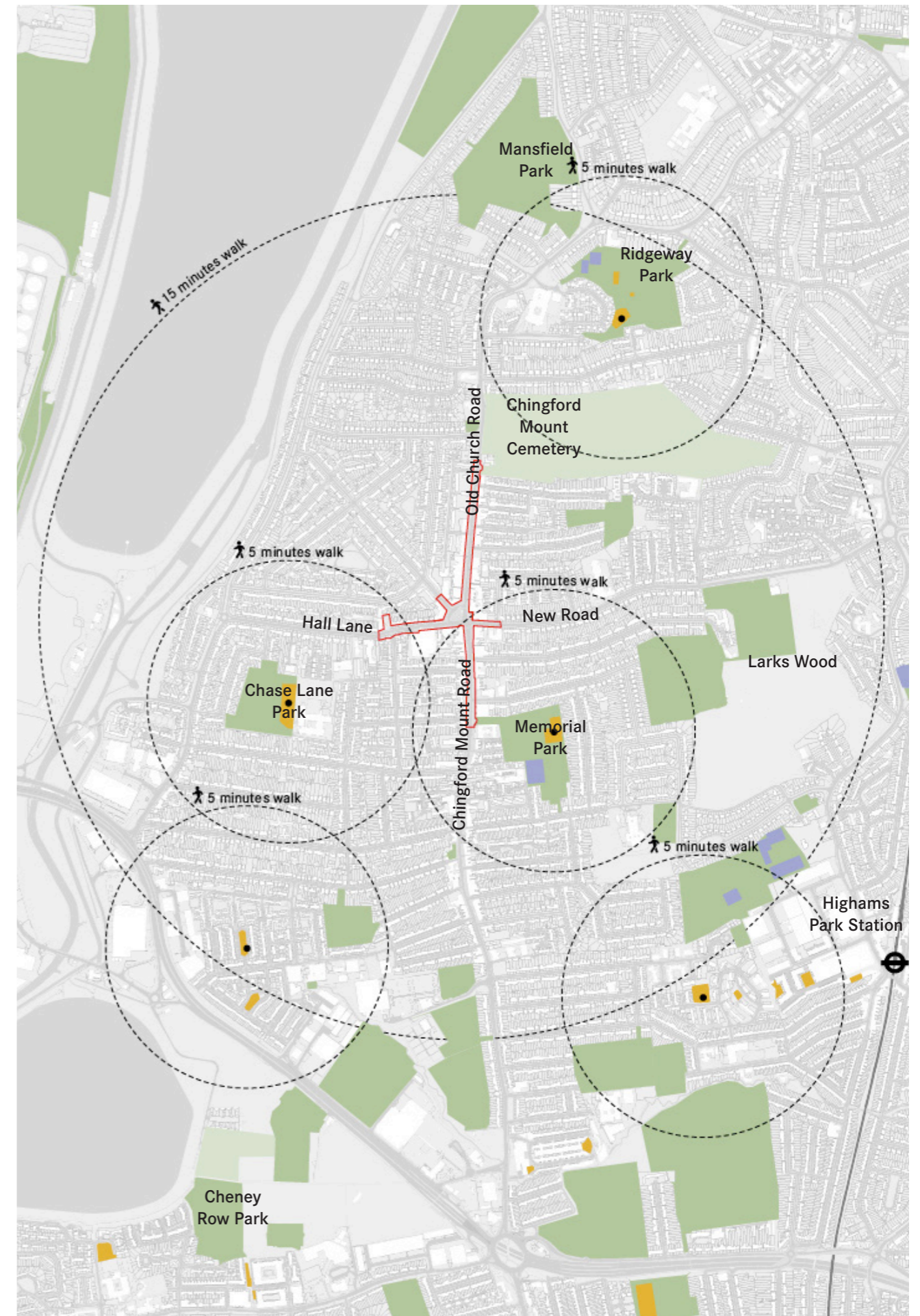
This map shows formal play provision areas and an approximate 5min walking radius from their centre. Formal play provision is limited to the north of Chingford Mount. Play for children does not need to be restricted to defined areas, but should be encouraged within the public realm, distributed equally throughout public spaces.

Tim Gill, an independent researcher on childhood play, writes

“...the ultimate goal of child-friendly urban planning is to turn the playground inside-out. Rather than building play reservations, the job of child-friendly planner/designer is to remove the fences and gates, and invite children into the public realm beyond, so they can enjoy rich, engaging experiences and encounters with the people and places around them.” (page 20, Urban Playground, 2021)

KEY:

- Chingford Mount Town Centre
- Formal play areas
- Designated games courts
- Green open space
- Cemetery



Source: Ordnance Survey MasterMap

Green space deficiency

Parts of Chingford Mount town centre are within an Access to Nature Deficiency Area. Active green spaces are located mainly to the south and east of the town centre. To the north, Chingford Mount Cemetery offers a large area of green space, however it is restricted in terms of activity for young people.

KEY:

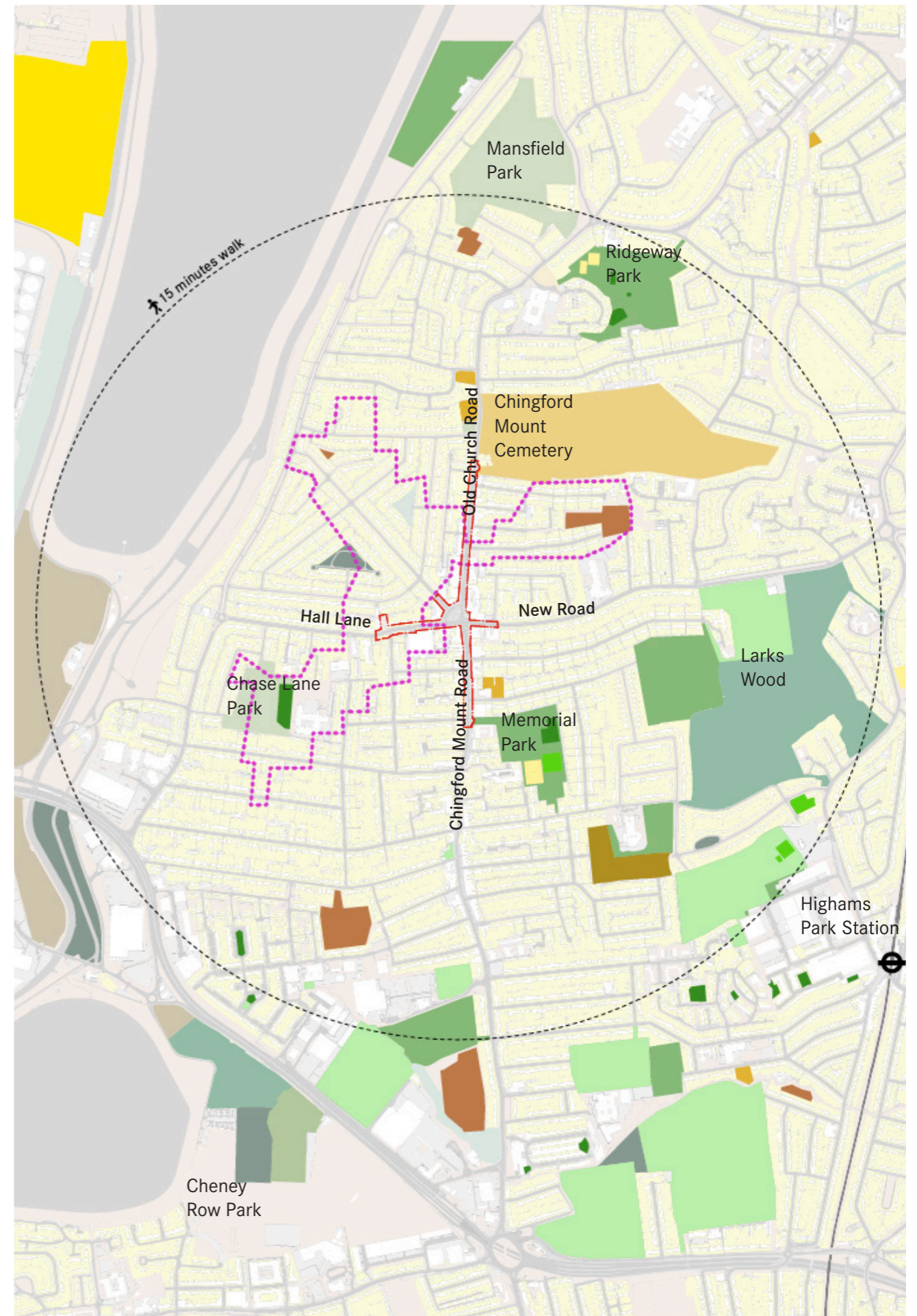
- Chingford Mount Town Centre
- ⋯ Access to Nature Deficiency Area

Active green and open spaces:

- Play space
- Playing fields
- Other sports facility
- Public park or garden
- Public woodland
- Walking and cycling route
- Green amenity space

Restricted green and open spaces:

- Private green space
- Tennis court
- Golf course
- Bowling green
- Nature reserves
- Religious grounds
- Cemetery
- Formal garden
- Allotments
- Road island / verge / other
- Vacant land



Source: Ordnance Survey MasterMap, Waltham Forest Local Plan Core Strategy 2012

Figure ground

The map indicates public space, external and internal.

There is limited internal public space within the town centre. Internal public space is restricted to the South Chingford Community Library and St Edmund's Community Centre. Note that of these two spaces, only the Library would normally offer unrestricted public access during opening hours without the need of advanced booking etc.

The wide footpaths that sit within the town centre boundary provide ample external public space along with Albert Crescent.

KEY:

Healthy streets index rank:

○ External public space

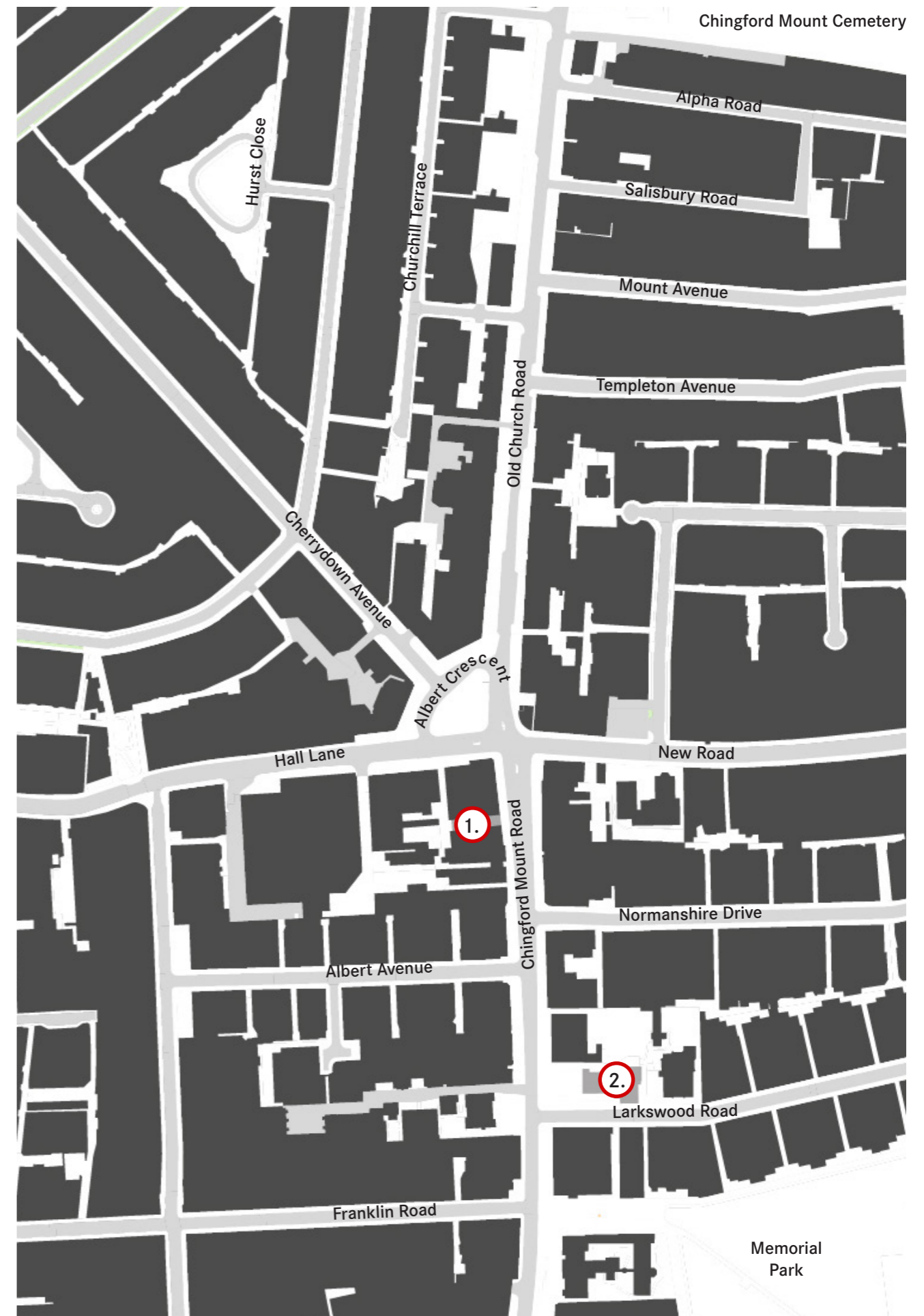
● Internal public space:

1. South Chingford Community Library

2. Saint Edmund's Community Centre

○ Roads only

● Buildings



Town centre land use map (ground floor)

The three largest single land uses within the Chingford Mount town centre are Sainsbury's and Iceland Foods supermarkets, and multi-storey Chingford Mount Shoppers Car park.

KEY:

Ground floor land uses

Retail:

- Professional service
- Professional service-beauty
- Shop
- Restaurant or cafe
- Take-away
- Groceries

Community:

- Community Centre
- Religious institution
- Public House
- Library

Other:

- Betting shop
- Car park
- Vacant

In a survey conducted by ZCD at Lime Academy Larkwood, 50% of surveyed year 5 students said they visit food and beverage places on the Chingford Mount, excluding takeaway fast food places.

The following are shops and places students mentioned they visit on the Chingford Mount:

Shops:

1. The Works discount shop
2. Rathbone's and Card factory card shops
3. Poundstretcher discount shop
4. Haven House Children's Hospice
5. Charity Shops

Restaurant or cafe:

6. La Rocca restaurant
7. Costa Coffee

Groceries:

8. Sainsbury's supermarket
9. Hugs and Mugs food and wine
10. Iceland supermarket
11. Oltenia Traditional Romanian Shop
12. Turkish Supermarkets
18. Tesco supermarket

Community:

14. Library

Take-away:

15. KFC Fast food restaurant
16. Wenzel s the Bakers
17. Greggs
18. Subway

Professional services:

19. Eye test places
20. Boots Pharmacy and Beauty

Uses shown are indicative and observed only. These may not be the use as defined within the Town & Country Planning (Use Classes) Order 2020.



Copyright ZCD Architects

Night economy map

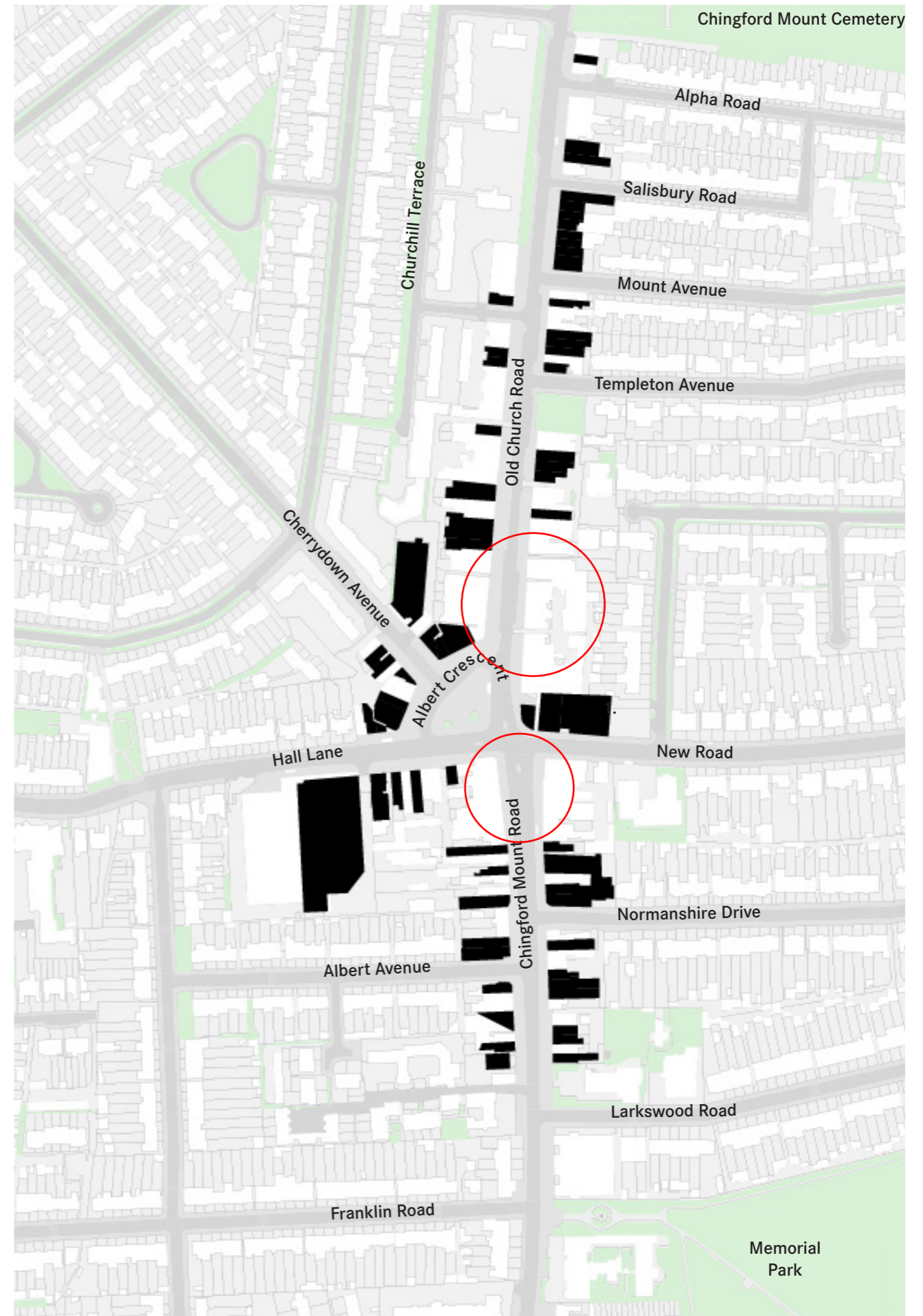
Evening and night-time economy places are present but not evenly distributed across the town centre.

South of Chingford Mount Road, New Road and Hall Lane junction there is a lack of evening and night-time economy. There is a pocket of daytime economy only places on either side of Old Church Road just north of Iceland Supermarket.

KEY:

Ground floor uses:

- Evening and night economy locations
- Pockets of daytime only activity



Desktop Research: Key Findings



ACCESS

PTAL is highest 3 along main roads, this is neither high or low

There is no connection to underground or overground trains

There is greater connectivity north - south than east - west

There is limited cycle provision to the north and west of the town centre

Overall propensity to cycle to school uptake in 2011 was 0-3% which is below the London average of 4%.

The figure ground indicates generous pedestrian zones e.g. Albert Crescent and north-south high street



PLACEMAKING

Areas to the immediate west of Chingford Mount are deficient in nature and access to green open space

Formal play provision is in place at Memorial Park, Ridgeway Park and Chase Lane Park

Indoor public space within the town centre is very limited

The majority of youth space provision in the area is focused on sports activities but these are generally located further away from the town centre

There is a lack of social and community facilities

Amenities are mainly comprised of food shops and food and drink takeaways

In some areas of the town centre, evening and night-time economy activities are lacking



PEOPLE

Generally households are comfortably well off and more elderly

The percentage distribution of Income Deprivation is not high - this aligns with the household profile

Youth Crime (age 11-17) levels are comparable with median rates within the rest of the borough

There are two anti-social behaviour and crime hotspots on Chingford Mount



TRAFFIC

Main roads are over legal pollution levels

Sound pollution is high

Hall Lane - New Road and Albert Crescent have a low performance in the Healthy Streets index

In 2019 within a 15 minute radius of the town centre, 12 traffic collisions involved children under the age of 15yrs

Car ownership is high compared to the rest of the London average

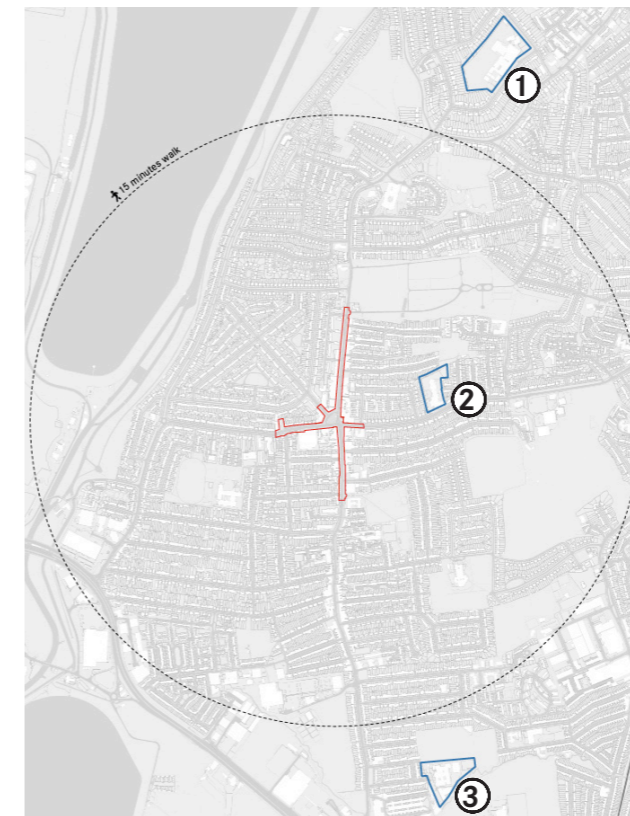
4.0 PHASE 1: RESEARCH WITH YOUNG PEOPLE

Youth Engagement

ZCD Architects approach to engagement with children and young people is about listening to and hearing what they tell us about their local spaces and places, in particular through discussions about their lived experiences.

Our processes are designed to work on children's own terms, we go to them, and include involvement from the rest of the project team so that they can hear first hand what matters to children and young people in their local area. The aim is to support children and young people to initiate their own strategies and concepts for town centre improvements and invite adults into their conversations on their own terms.

We have worked directly with children and young people who go to school very close to Chingford Mount town centre, and are most familiar with the challenges and opportunities of the area. The whole Year 5 group of Lime Academy Larkswood, in close proximity to Chingford Mount, worked with us in the primary school sessions 01 -02. A small focus group comprising year 8 -11 from Chingford Foundation and South Chingford Foundation secondary schools, within 15-20min walk of the town centre, worked with us in secondary school sessions 01-03. We paid the secondary students in vouchers for their time and contribution.



KEY:

- Project boundary
- School boundary
- 15 min walk

- ① Chingford Foundation School
- ② Lime Academy Larkswood
- ③ South Chingford Foundation School

The Process

Research with Young People

Phase 1

Dialogues and strategic thinking



Walking tours



Set objectives



Phase 2

Design



Reflect



Next steps

Quantitative and qualitative evaluation



YOUTH ENGAGEMENT TIMELINE

1. LISTEN



2. LOOK



3. LEARN



4. PRESENT



5. FINALISE



6. OCCUPY & EVALUATE

PROJECT TIMELINE

RESEARCH & IDEA DEVELOPMENT



DEVELOP PROJECT PROPOSALS



FINALISE PROPOSALS



DELIVER

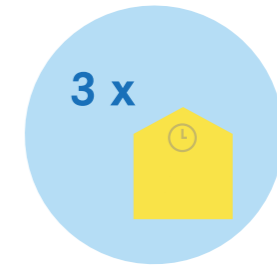
The Methodology

The techniques that we use draw on their knowledge as local experts and focus not on what they 'like' or 'don't like', but rather on how they feel about places, where they have agency and control, and how this relates to their sense of happiness and well-being. Through working in this way we can also teach children and young people how to analyse the spaces that they know, which then helps them to begin to look at the proposals for their new neighbourhood.

We have used the 'Voice Opportunity Power' (VOP) toolkit, developed by ZCD with Grosvenor, tcpa and Sport England, with Chingford Foundation and South Chingford Foundation pupils adapting the scope and details to meet the specifics of the project. We have used similar but simplified techniques with the children in year 5 at Lime Academy Larkswood.

The toolkit is tried and tested and recognised as representing best practice. Typical activities include walking tours, an introduction to our 'Red Amber Green (RAG)' traffic light analysis and photography, all carried out by the pupils themselves. We also hold whole class and smaller group interviews and discussions and use drawing and writing to convey ideas. For the secondary pupils we work towards producing a manifesto or brief which is a clear set of wishes that they want to see achieved.

Senior regeneration and landscape officer from Waltham Forest Council, Silvia Amoros, attended the secondary school sessions 01-04 and witnessed production of their brief.



Input from 3 schools



100+ students age 9-16 participated in the workshops



Total of 3x town centre visits with students



An online survey was sent to a total of 2064 students



274 completed surveys

4.1 PRIMARY SCHOOL ENGAGEMENT

Primary School: Session 1

Date: 12th October 2021

Attendees: 3 classes in Year 5, Dinah Bornat, Zivile Volbikaite from ZCD Architects, school teachers and assistants.

Format: Survey sheets, travel to school and the Mount survey. Worksheets are shown in the appendix.



We carried out one 90 minute session with each class.

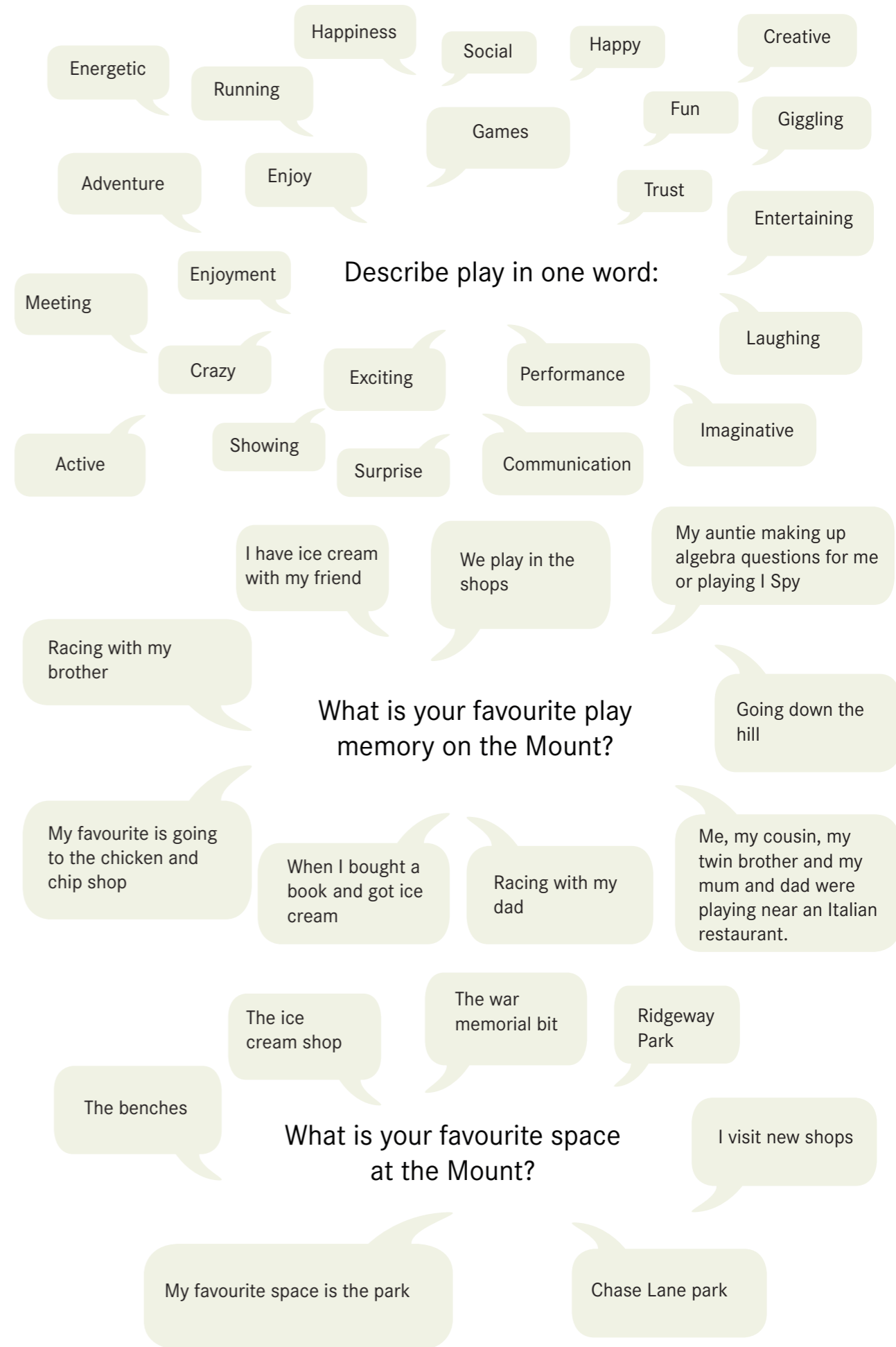
Session Aims: The aim of this session was to introduce the project and to look at how the children get around their local area, which spaces they like and don't like and to start looking at where they play.

Play is a way of introducing autonomy and well being and is particularly effective in this age group. Children's freedom to play varies widely from place to place and is based on a number of factors.

Session Details: We began by asking the children about their favourite play memory and how would they describe play in one word. A significant amount of students' play memories were indoors at their homes. Several recounted times at parks or on holiday with friends and family. Some had memories of situations with an element of risk, where despite themselves or others almost getting hurt, the memory is still good.

Following the short discussion with the students, we then handed out survey sheets, with questions about play, travel to school and the Mount, and activities and spaces at the Mount. The results of the travel survey are shown on the following pages.

The last activity with the students entailed a drawing exercise about their travel to school and the Mount. Students shared their favourite spaces and fun things they perceived in both locations. When asked about the school, students had many play memories in the school playground and favourite spaces within the school environment. When they were asked similar questions about the Mount, students mentioned the nearby parks, war memorial area, shops or fast food restaurants.



Primary School: Session 2

Research with Young People

Date: 19th October 2021

Attendees: 3 classes from Year 5, Dinah Bornat, Zivile Volbikaite from ZCD Architects, school teachers and assistants.

Format: Survey sheets, interviewing shop-keepers. Worksheets are shown in the appendix.

84

CHILDREN
IN-PERSON

9-10

YRS



Above: Students interviewing the D.I.Y. store shopkeeper.



Above: Students taking pictures of the Mount.

We carried out one 90 minute session with each class.

Session Aims: The aim of this session was to take the children to The Mount and get them to understand more about the shops and shop keepers and then start having ideas for new shops.

Session Details: The children were organised into groups and the class was taken to a section of The Mount where we were able to visit a group of shops that were close by. Every child was able to visit one shop, with their group, and carry out a short interview with the shop assistant. Whilst the groups were interviewing, some children were able to use our cameras to take photos of the immediate area.

This was the first school trip since covid restrictions and the children were very excited. Children enjoy finding out about their local area, particularly talking to shop keepers and learning more about their local shops.

The children took turns to interview shop keepers and take photographs. Whilst waiting their turn they watched and counted the traffic vehicles on the high street.

On returning to the classroom each child was given a worksheet and asked to draw their favourite shop and/or shop front.

The results of their work can be found over the next few pages.



Map showing shops visited by all three classes

KEY:

- Town Centre uses
- Primary school: interview routes
- ① Primary school: shopkeepers interview locations:
- 1. Aroma Cafe

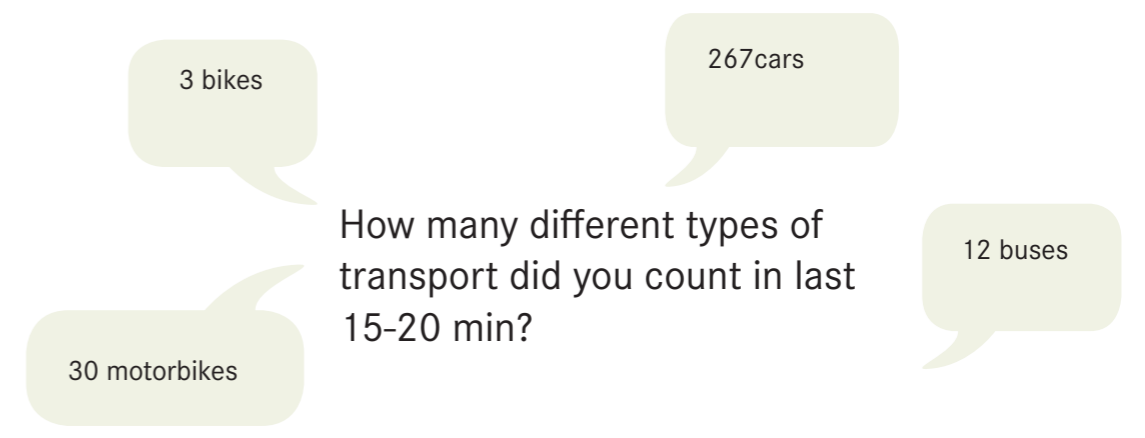
- 2. Chingfood
- 3. Chingford Hobby House
- 4. Ace Coffee And Creams
- 5. The Carpet Shop
- 6. Hugs And Mugs
- 7. Halifax
- 8. Haven House

- 9. I-Technics
- 10. The London Florist
- 11. Home-Fix
- 12. Churchill Estates
- 13. Shelina Jewellers
- 14. Scrivens Opticians
- 15. Hi-Fi Tech

- 16. Eggfree Cake Box
- 17. Kes Barbers
- 18. Shenx Boutique



Photo taken by a student



Above: Some of the students' traffic count responses at the Mount



Above: Students doing a traffic count on Chingford Mount Road



Above: Students about to interview the staff at Churchill Estates



Photo taken by a student



Above: Shopkeepers responses from the surveys that students conducted at the Mount

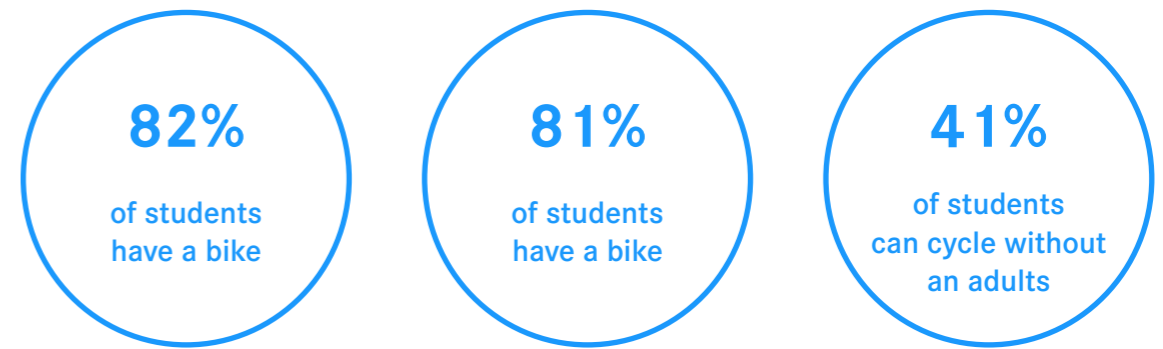


Above: Selection of students' photos of the Mount

Primary School: Survey Results

Research with Young People

Active travel

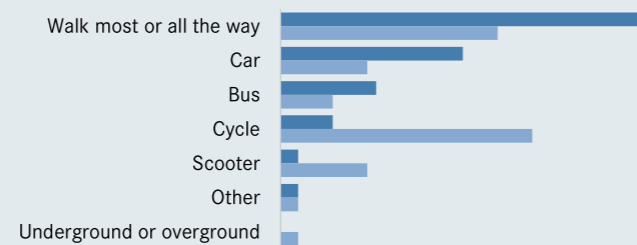


‘HOW DO YOU GET TO CHINGFORD MOUNT USUALLY & ‘HOW WOULD YOU LIKE TO GET TO CHINGFORD MOUNT?’

50% of respondents usually walk to the Mount, 1 in 14 respondents usually cycle there.

Respondents would prefer other means of transport to car when commuting to the Mount.

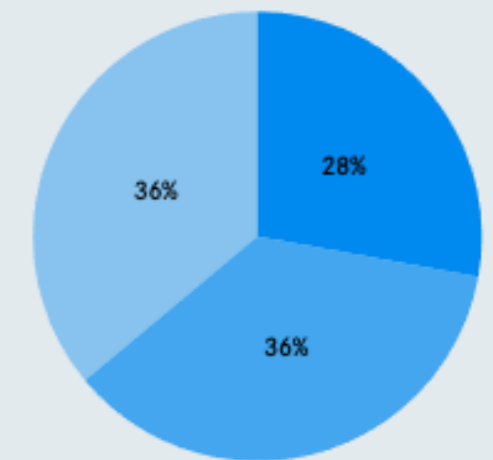
- Travel to Chingford Mount
- Preferred way to travel to Chingford Mount



HOW OFTEN DO YOU CYCLE?

1 in 3 of the surveyed students cycle most days.

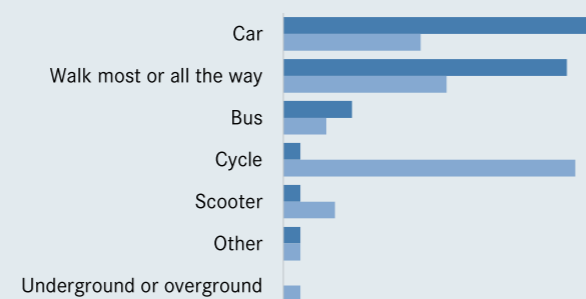
- Most days
- A few days a week
- Hardly ever



‘HOW DID YOU GET TO SCHOOL THIS MORNING?’ & ‘HOW WOULD YOU LIKE TO BE ABLE TO TRAVEL TO AND FROM SCHOOL?’

40% of respondents would like to cycle to school. Currently the majority of the surveyed students are either driven or walk to school.

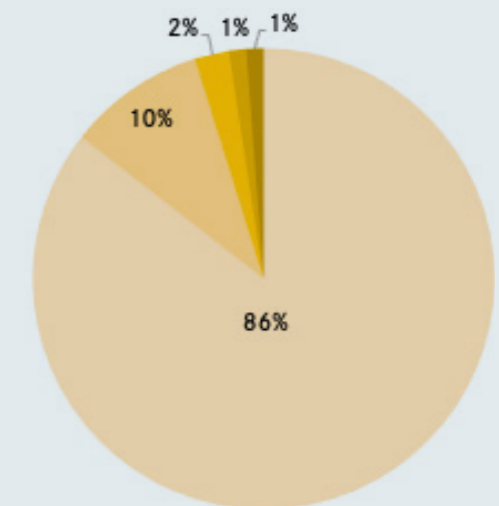
- Travel to school
- Preferred way to travel to school



WHEN YOU GO TO CHINGFORD MOUNT WHO DO YOU GO WITH?

1% of the surveyed students travel to the Mount on their own.

- With parent(s)/ carer(s)
- Older sibling
- Older child
- Someone the same age/younger
- On my own



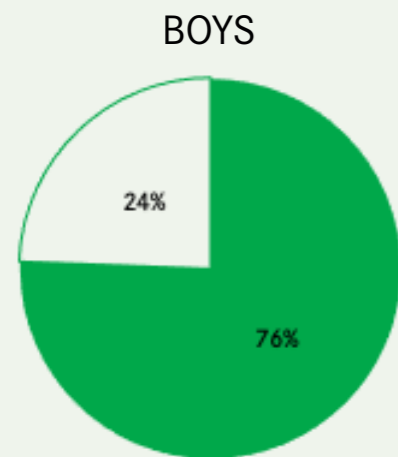
Primary School: Survey Results

Research with Young People

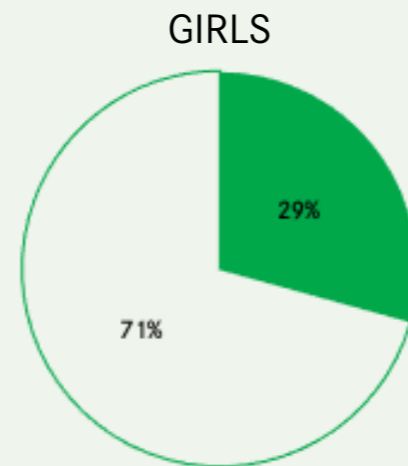
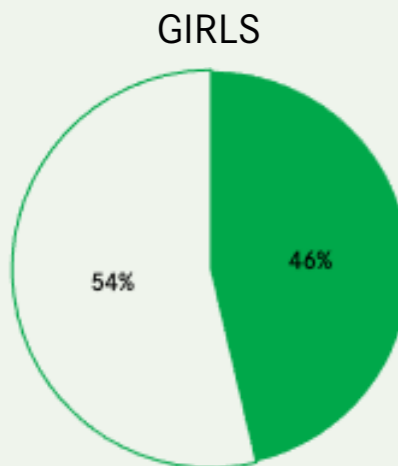
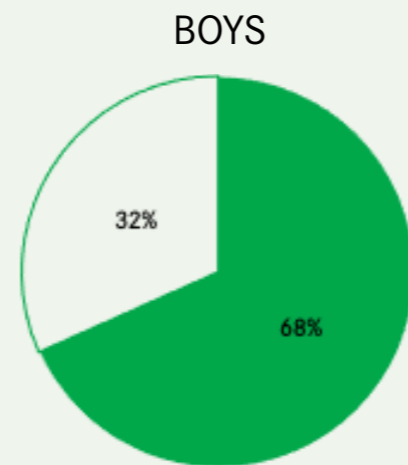
Play

The results of the play survey give us an insight into children's independence and autonomy. Boys are more likely to be allowed to play out and call on friends than girls. As previously mentioned, play and playing out is linked to children's health and wellbeing.

ARE YOU ALLOWED TO PLAY OUTSIDE WITHOUT AN ADULT?



ARE YOU ALLOWED TO GO AND CALL ON YOUR FRIENDS ON YOUR OWN?



■ Yes
□ No

Chingford Mount

All 84 surveyed students have been to the Mount. The following pages show how often students go to the Mount, the places they visit and what they think of the Mount.

HOW OFTEN DO YOU GO TO THE MOUNT?

32% of surveyed students go to the Mount every day. 7% of surveyed students go to the Mount less often than once a month .



WHEN YOU GO TO CHINGFORD MOUNT, WHAT DO YOU USUALLY DO THERE?

60% of surveyed students, when they go to the Mount, go to the shops most often. 6% of surveyed students go to a park when they visit the Mount.



WHEN YOU GO TO CHINGFORD MOUNT, WHAT PLACES DO YOU VISIT?

62% of surveyed students visit food and beverage or fast food places.



Primary School: Survey Results

Research with Young People

Chingford Mount



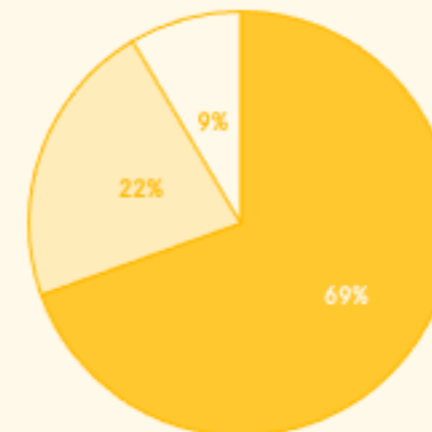
WHAT'S THE BEST THING ABOUT THE MOUNT?

TRANSPORT
EVENTS
PEOPLE PARKS
SHOPS
ENVIRONMENT
SOCIALISING
PLACES FOR LEISURE

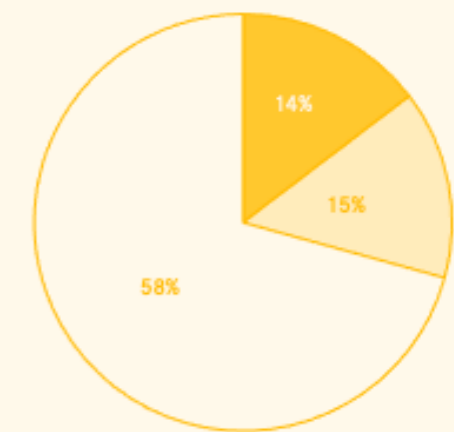
WHAT'S THE WORST THING ABOUT THE MOUNT?

TYPES OF SHOPS
PEOPLE LITTER
UNCLEANLINESS
TRAFFIC PUBLIC REALM
NOTHING FOR CHILDREN
LACK OF PARKING

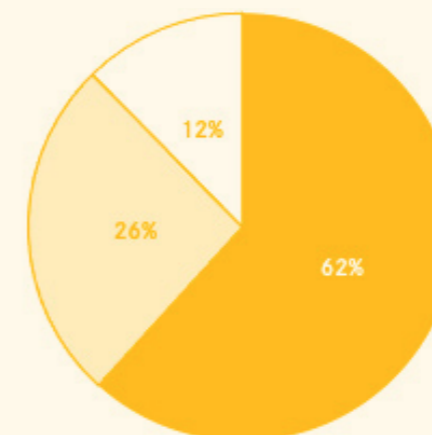
DO YOU FEEL SAFE AT THE MOUNT DURING THE DAY?



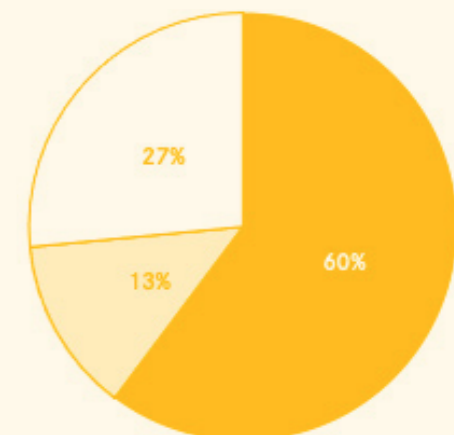
DO YOU FEEL SAFE AT THE MOUNT AFTER DARK?



DO YOU THINK THE MOUNT IS A PLACE FOR CHILDREN?



DO YOU THINK THERE ARE TOO MANY CARS AT THE MOUNT?



■ Yes
■ I don't know
■ No



Primary School: Key Findings

Research with Young People



ACCESS

Primary school children mainly drive or walk to the Mount. They would prefer to cycle or walk

Very few primary school children go to the Mount on their own

There appears to be a low level of playing out or calling on friends compared to previous studies of other areas

High numbers of children have bikes but under half ride independently. There is a difference between boys and girls responses with boys scoring higher.

Primary school children are more likely to own a bicycle compared to the secondary school survey



PLACE

Children mostly visit shops and also food and drink outlets

Children thought the shops were, by far, the best thing about the Mount (the Memorial Park, the environment and people were equally rated after shops)

Many of the children think the Mount is a nice place

Just over half of the children think the Mount is a nice place to play

Just over a quarter of the children think the worst thing about the Mount is the uncleanliness

Almost half of the children think the Mount doesn't have enough green space

Overall children tend to think the Mount does not have enough things to do, is not a clean and tidy space and doesn't have enough seating, but the numbers were not significantly higher than other responses



PEOPLE

Many of the children feel safe at the Mount during the day. Boys feel more unsafe than girls

Almost the same number don't feel safe after dark. Girls feel more unsafe than boys

Over half of the children think the Mount is a place for them



TRAFFIC

Over half the children think there are too many cars

Secondary School: Session 1

Date: 4th October 2021

Attendees: Year 8,9,11 students, Dinah Bornat and Zivile Volbikaite from ZCD Architects, Silvia Amoros from London Borough of Waltham Forest.

Format: In-person workshop session, conversations, RAG rating of spaces, survey development.

14
CHILDREN
IN-PERSON

12-16
YRS

Session Aims:

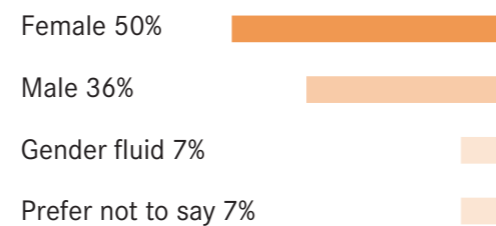
The aim is to introduce the project and to begin to understand young people's lived experience, introduce the concept of the brief, build skills and plan a walking tour for the next session.

Session Details

We began asking for their favourite play memory and asked about their best place and worst place in the local area.

We introduced the RAG system for analysing spaces and discussed different local shopping centres, comparing each, using a red, amber or green analysis. We divided the thinking about each space into four subject headings: place, time, permission and transport. The students gave insights under these headings.

Findings from this and other conversations are shown opposite.



4.2 SECONDARY SCHOOL ENGAGEMENT

Buses annoying but useful; cycling easy but drivers can be scary.

During the day, bustling with people commuting to work, shops in operation Very vibrant atmosphere.

During the day Mount is not a very attractive place e.g. no historic structures or any structures that appeal to me. During the night it is not safe at all because there are times where I have witnessed drug deals happen.

Doesn't matter what time, always a bad place to be. Only worsens at night because of people who hang around the area.

There are some rules and some relaxed rules. And it's sometimes friendly but there's not a lot of child stuff there only the parks are there.

During the weekends it is a great place to spend time with friends - 11am-4:30pm. After 5pm when it gets dark - dangerous.

Public spaces don't have many restrictions, fun, open, crowded.

Above, excerpts from the students' notes



Secondary School: Session 1

Research

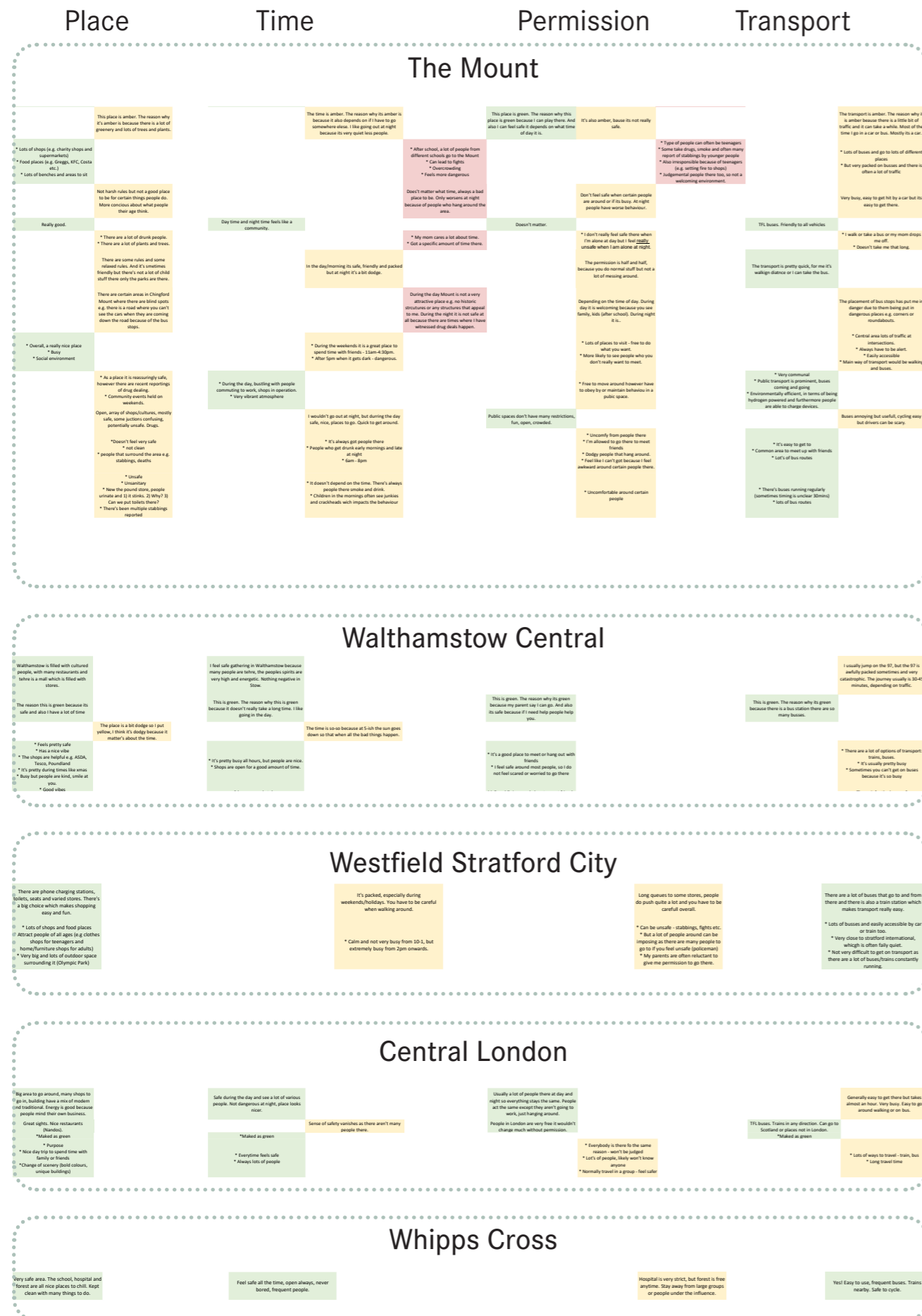
Students wrote about the Mount (using the RAG traffic light system) under the four headings of place, time, permission and transport.

Place	Time	Permission	Transport
<p>This place is amber. The reason why it's amber is because there is a lot of greenery and lots of trees and plants.</p> <ul style="list-style-type: none"> * Lots of shops (e.g. charity shops and supermarkets) * Food places (e.g. Greggs, KFC, Costa etc.) * Lots of benches and areas to sit 	<p>The time is amber. The reason why its amber is because it also depends on if I have to go somewhere else. I like going out at night because its very quiet less people.</p>	<p>This place is green. The reason why this place is green because I can play there. And also I can feel safe it depends on what time of day it is.</p>	<p>The transport is amber. The reason why it is amber beause there is a little bit of traffic and it can take a while. Most of the time I go in a car or bus. Mostly its a car.</p>
<ul style="list-style-type: none"> * Lots of shops (e.g. charity shops and supermarkets) * Food places (e.g. Greggs, KFC, Costa etc.) * Lots of benches and areas to sit 	<p>Day time and night time feels like a community.</p>	<ul style="list-style-type: none"> * After school, a lot of people from different schools go to the Mount * Can lead to fights * Overcrowding * Feels more dangerous 	<ul style="list-style-type: none"> * Type of people can often be teenagers * Some take drugs, smoke and often many report of stabbings by younger people * Also irresponsible because of teenagers (e.g. setting fire to shops) * Judgemental people there too, so not a welcoming environment.
<p>Really good.</p>	<p>Does't matter what time, always a bad place to be. Only worsens at night because of people who hang around the area.</p>	<p>Don't feel safe when certain people are around or if its busy. At night people have worse behaviour.</p>	<ul style="list-style-type: none"> * Lots of buses and go to lots of different places * But very packed on busses and there is often a lot of traffic
<ul style="list-style-type: none"> * There are a lot of drunk people. * There are a lot of plants and trees. 	<p>* My mom cares a lot about time.</p> <p>* Got a specific amount of time there.</p>	<p>* I don't really feel safe there when I'm alone at day but I feel <u>really</u> unsafe when I am alone at night.</p>	<p>Very busy, easy to get hit by a car but its easy to get there.</p>
<p>There are some rules and some relaxed rules. And it's smetimes friendly but there's not a lot of child stuff there only the parks are there.</p>	<p>In the day/morning its safe, friendly and packed but at night it's a bit dodge.</p>	<p>The permission is half and half, because you do normal stuff but not a lot of messing around.</p>	<p>TFL buses. Friendly to all vehicles</p>
<p>There are certain areas in Chingford Mount where there are blind spots e.g. there is a road where you can't see the cars when they are coming down the road because of the bus stops.</p>	<p>During the day Mount is not a very attractive place e.g. no historic strcutures or any structures that appeal to me. During the night it is not safe at all because there are times where I have witnessed drug deals happen.</p>	<p>Depending on the time of day. During day it is welcoming because you see family, kids (after school). During night it is..</p>	<p>The transport is pretty quick, for me it's walkign diance or I can take the bus.</p>
<ul style="list-style-type: none"> * Overall, a really nice place * Busy * Social environment 	<ul style="list-style-type: none"> * During the weekends it is a great place to spend time with friends - 11am-4:30pm. * After 5pm when it gets dark - dangerous. 	<ul style="list-style-type: none"> * Lots of places to visit - free to do what you want. * More likely to see people who you don't really want to meet. 	<ul style="list-style-type: none"> * I walk or take a bus or my mom drops me off. * Doesn't take me that long.
<ul style="list-style-type: none"> * As a place it is reassuringly safe, however there are recent reportings of drug dealing. * Community events held on weekends. 	<p>* During the day, bustling with people commuting to work, shops in operation.</p> <p>* Very vibrant atmosphere</p>	<p>* Free to move around however have to obey by or maintain behaviou in a pubic space.</p>	<p>The placement of bus stops has put me in danger due to them being put in dangerous places e.g. corners or roundabouts.</p>
<p>Open, array of shops/cultures, mostly safe, some junctions confusing, potentially unsafe. Drugs.</p>	<p>I wouldn't go out at night, but durring the day safe, nice, places to go. Quick to get around.</p>	<p>Public spaces don't have many restrictions, fun, open, crowded.</p>	<ul style="list-style-type: none"> * Central area lots of traffic at intersections. * Always have to be alert. * Easily accessible * Main way of transport would be walking and buses.
<ul style="list-style-type: none"> * Doesn't feel very safe * not clean * people that surround the area e.g. stabbings, deaths 	<ul style="list-style-type: none"> * It's always got people there * People who get drunk early mornings and late at night * 6am - 8pm 	<ul style="list-style-type: none"> * Uncomfy from people there * I'm allowed to go there to meet friends * Dodgy people that hang around. * Feel like I can't got because I feel awkward around certain people there. 	<ul style="list-style-type: none"> * Very communal * Public transport is prominent, buses coming and going * Environmentally efficient, in terms of being hydrogen powered and furthermore people are able to charge devices.
<ul style="list-style-type: none"> * Unsafe * Unsanitary * New the pound store, people urinate and 1) it stinks. 2) Why? 3) Can we put toilets there? * There's been multiple stabbings reported 	<p>* It doesn't depend on the time. There's always people there smoke and drink.</p> <p>* Children in the mornings often see junkies and crackheads wich impacts the behaviour</p>	<ul style="list-style-type: none"> * Feel like I can't got because I feel awkward around certain people there. * Uncomfortable around certain people 	<p>Buses annoying but useful, cycling easy but drivers can be scary.</p>
			<ul style="list-style-type: none"> * It's easy to get to * Common area to meet up with friends * Lot's of bus routes
			<ul style="list-style-type: none"> * There's buses running regularly (sometimes timing is unclear 30mins) * lots of bus routes

Secondary School: Session 1

Research

Student opinions for the Mount compared to other shopping centres



Secondary School: Session 2

Date: 14th October 2021

Attendees: Year 8 & 9 students, Dinah Bornat and Zivile Volbikaite from ZCD Architects, Silvia Amoros from London Borough of Waltham Forest.

Format: Survey sheets and walking tours. Worksheets are shown in the appendix.

7
YOUNG PEOPLE
IN-PERSON

12-14
YRS

Session Aims:

The aim of the second session was for the young people to show us their local area and to start thinking about a brief for the public realm interventions.

Session Details:

The session started with a recap of the previous session after which we transferred by minibus to Chingford Mount. We walked through the Central Mount area, stopping outside the library and green spaces and looking at shops north of the Mount. In total we looked at five spaces on the High Street, which were each given a distinctive name by the students.

We asked the students to rate each of the five spaces according to the RAG system both during the day and after dark for different age groups. The results are displayed in the graphs on the following pages. We handed out four cameras and asked the students to take their own photographs during the walking tour.

During the tour, members we held more detailed conversations with the young people about each space, what they felt about it and what they would like to see improved.

Returning to school, we continued with the thoughts from the previous session, completing the first draft of the brief using post-it notes.



Above: Students rating spaces in the Mount using RAG system and writing down their observations and reasoning.



Above: Students taking pictures of the Mount spaces and areas they find interesting.



Above: Students creating the first draft of the brief.

Secondary School: Session 2

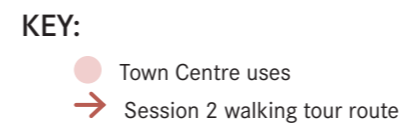
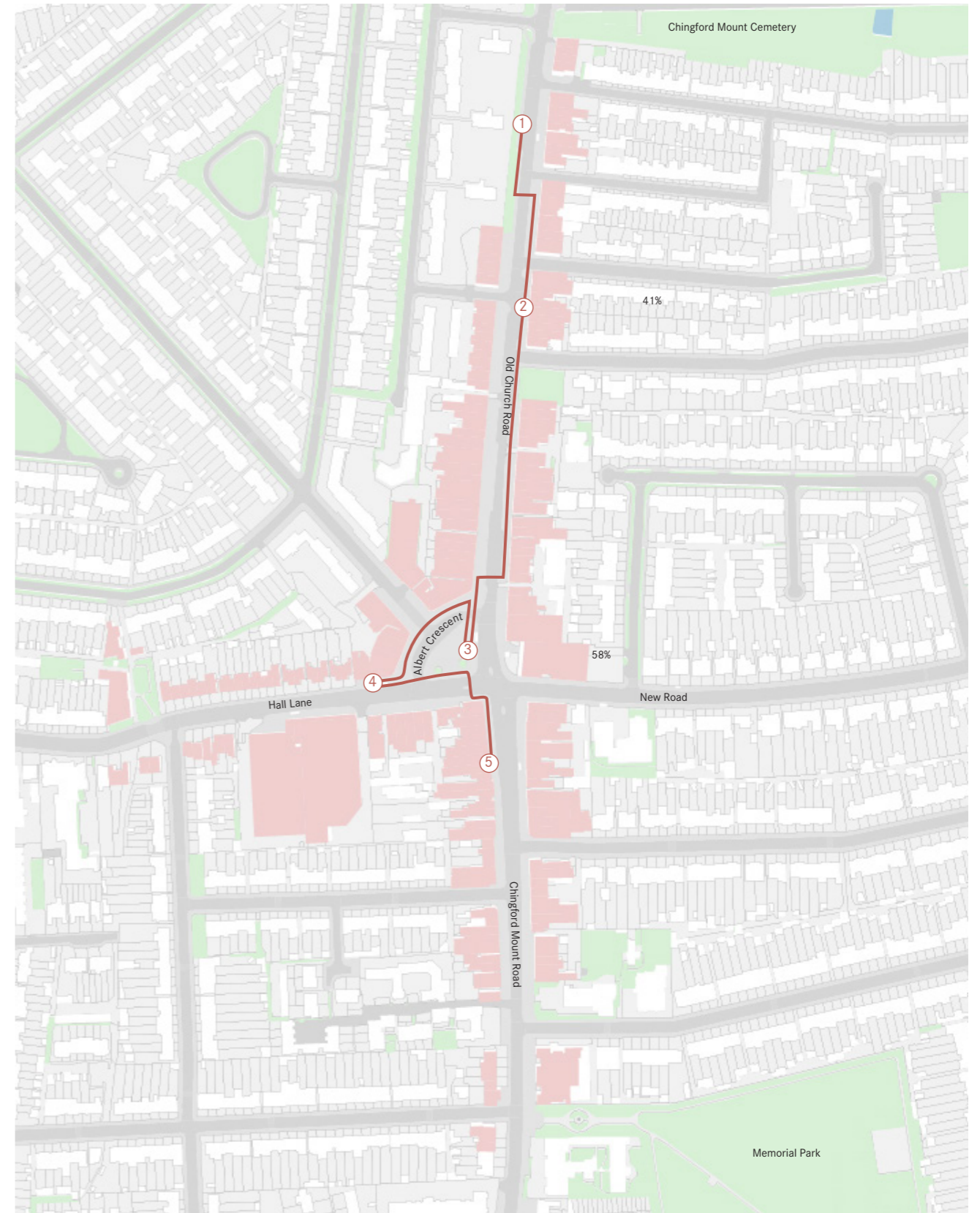
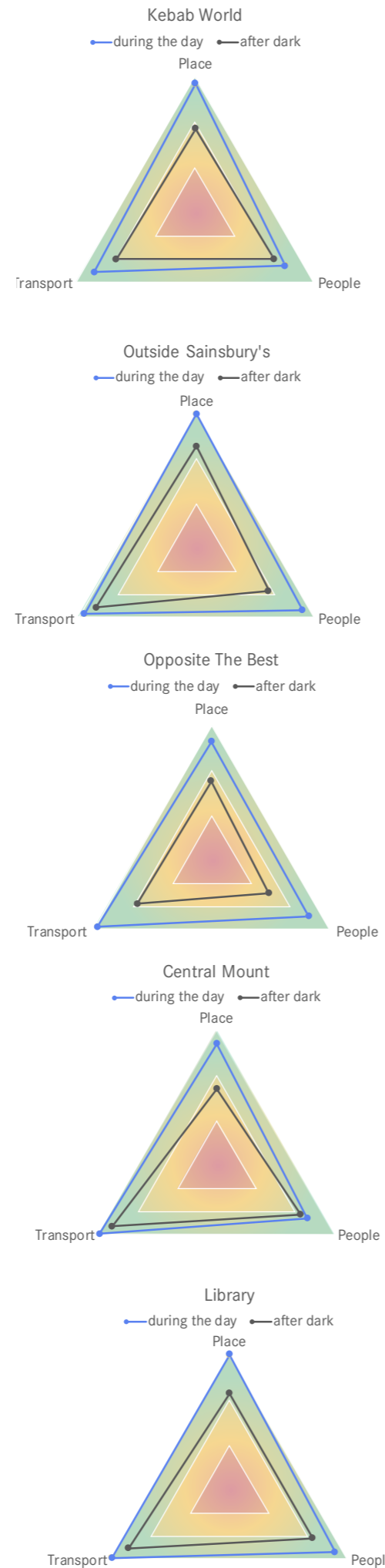
Research

Results of RAG scoring for each space.

The pupils scored each place in terms of three elements, place, people and transport. For each they could give a score of green, amber or red. They were asked to score for 'during the day' or 'after dark'. The scores were added up and an average given. The gold line is during the day and the dark line is after dark. This method has been developed from our 'space based' work which

Overall most spaces are scored 'green' during the day, with a slightly lower score for Central Mount and opposite The Best in terms of how they feel about other people.

After dark the spaces generally score similarly for transport, but less for how the place feels and for other people.



- ⑤ Secondary school: walking tour stops:
1. Opposite The Best
 2. Kebab World
 3. Central Mount
 4. Sainsbury's
 5. Library



Secondary School: Session 3

Research

Date: 16th November 2021

Attendees: Year 8 and 9 students, Dinah Bornat and Zivile Volbikaite from ZCD Architects, Silvia Amoros from London Borough of Waltham Forest.

Format: In-person workshop, conversations, worksheets, walking tour of Walthamstow Central.

12
YOUNG PEOPLE
IN-PERSON

12-14
YRS

Session Aims: The aim of this session was to carry out a similar exercise in another local town centre so that we could start to compare and contrast the two.

Session Details: This workshop started with a reminder of the previous session and an explanation about the walking tour of Walthamstow Central. Each young person was given a plan of Walthamstow Central town centre and a set of worksheets before we took a short bus drive to the site. We started at the mid point of the High Street and asked the young people to analyse the space at High Street and Willow Walk junction and then walked them through the high street towards Walthamstow Central Station. Altogether, they analysed five spaces and we held a number of conversations about each of the spaces. Once again we handed out four cameras so that they could take their own photographs.

Back at South Chingford Foundation, we completed the design brief and grouped their ideas into eight themes. For each theme we asked them for a statement as a heading.



Above: Walking tour of Walthamstow Central - students observing space by Empire Cinemas



Above: Students finalising brief for the Mount



Above: Selection of students' memories noted in the places we visited within Walthamstow Central. All memories were positive in contrast to the Chingford Mount memories were students mentioned anti-social behaviours they have witnessed.



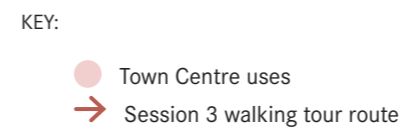
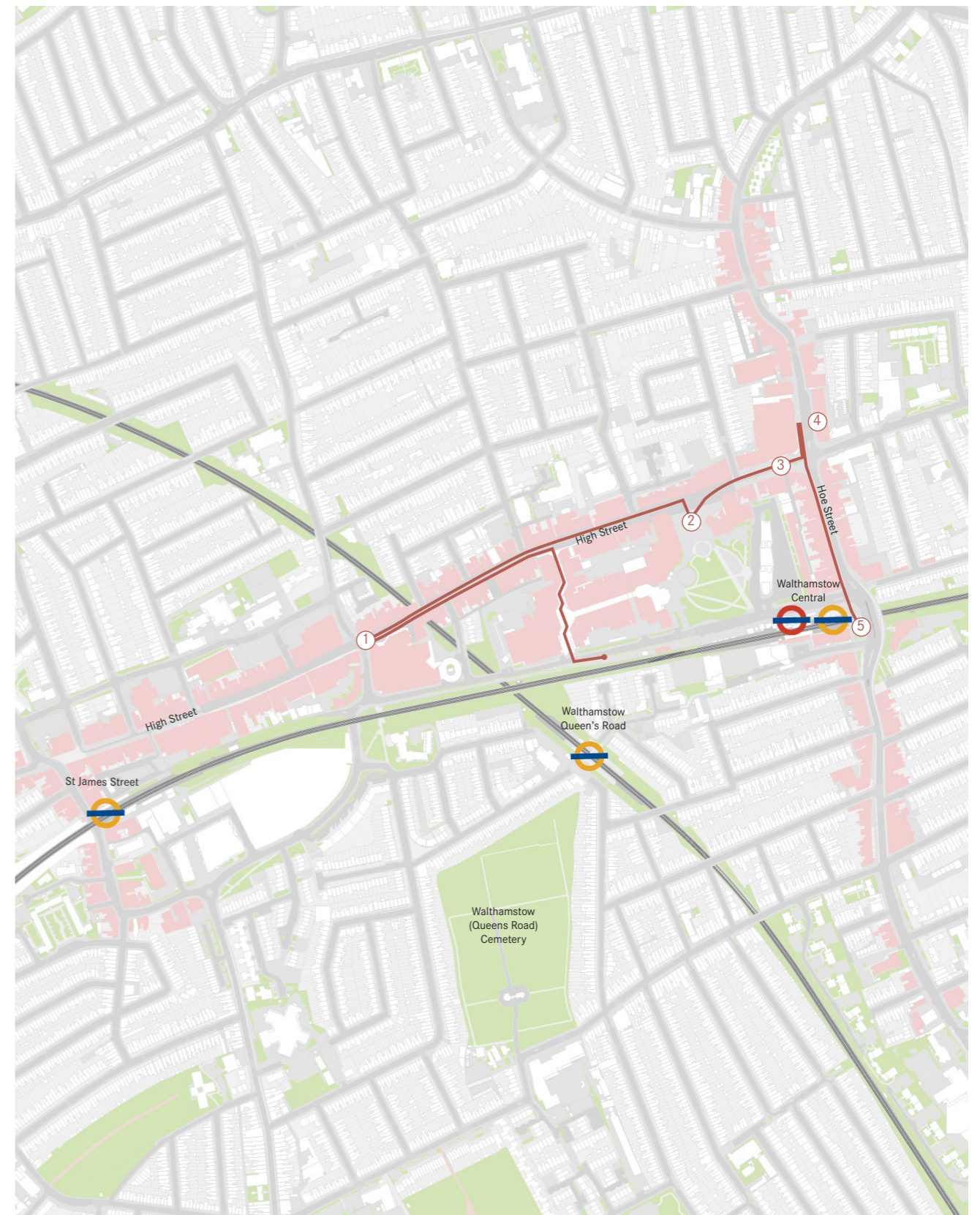
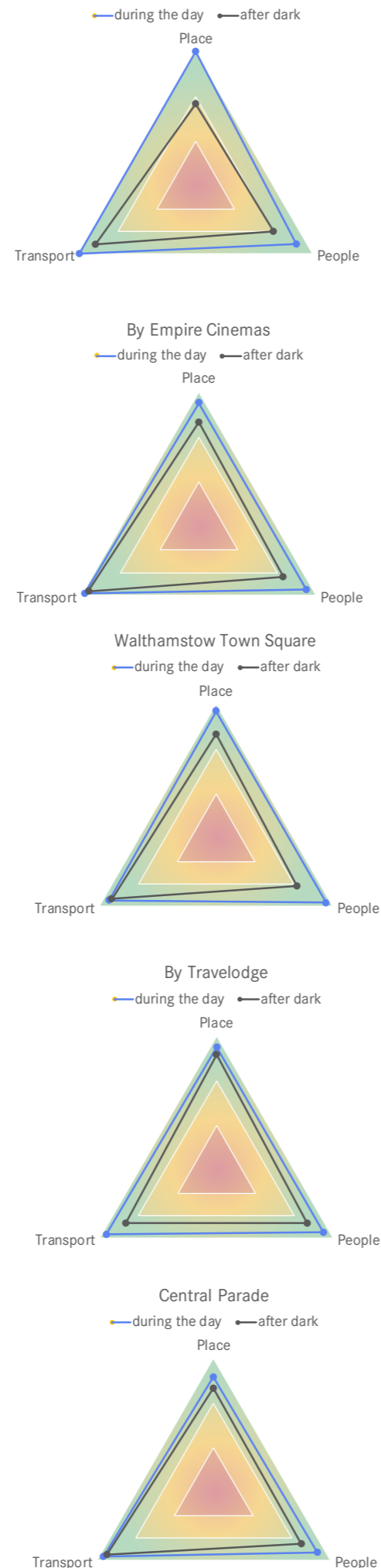
Secondary School: Session 3

Research

When we visited Walthamstow Central it was less busy than at a weekend. Despite their being plenty of pedestrians, students felt it was 'quiet'.

Compared to the scoring for Chingford Mount, they scored spaces better after dark.

In general transport stays similar after dark and people and place reduce, but less so than at Chingford Mount.



- ⑤ Secondary school: walking tour stops:
1. By Sainsbury's
 2. Walthamstow Town Square
 3. By Empire Cinemas
 4. Central Parade
 5. By Travelodge

Secondary School: Session 3

Research

The full brief, produced during sessions two and three.

The Mount Brief



We want trees and nature

- More trees for shade and shelter
- More flowers or blossom trees
- Plant trees to remember people
- More greenery
- More colour



We want a welcoming and attractive place

- Benches in public spots across the Mount, not just in one part
- Public toilets that are maintained
- Bottle refill station
- Sheltered areas by the Mount
- Water fountains
- Central areas surrounded by seating at the top of the town centre
- Benches near restaurants
- Historical plaques or stands
- Different colour coded roads so people know where to go
- Areas to dispose of all kinds of waste: recycling bins and bins for gum and cigarettes
- People that help remove litter & gum
- More bins near bus stops
- Designated areas for fly-tipping and trash bags



We want information

- Phone charging points
- Free WiFi stations
- More libraries or making existing one more accessible
- More culture
- Live bus time boards
- Directional signs



We want transport & safety

- More illuminated crossing points
- More crossings near certain spaces
- Clear pathways for mobility
- Wheelchair and people who are unable to walk friendly crossings
- Have wide space for cycles
- Cycling and crossing points
- Separate areas for cars and pavement
- Add more bike lanes
- Bicycle rental stations
- Electric car fuelling stations
- Bicycle stands
- Less cars > more bikes > less pollution
- Electric scooter rental
- More security



We want young play

- Hopscotch near Central Mount
- Snakes and ladders at the bus stops
- Children areas and parks
- Indoor play areas
- Areas for younger children to sit and play on
- Small exercise area by bus stop



We want more interesting and diverse places

- More entertainment
- There should more libraries around the area. Lots of libraries encourage people to learn.
- Oriental / Asian shops (head scarves)
- Better range of shops and restaurants
- Free food stalls for homeless or not

Secondary School: School Wide Survey

Research

This section presents the results of the school-wide survey conducted from October 7th until November 24th, 2021. 190 students completed the survey.

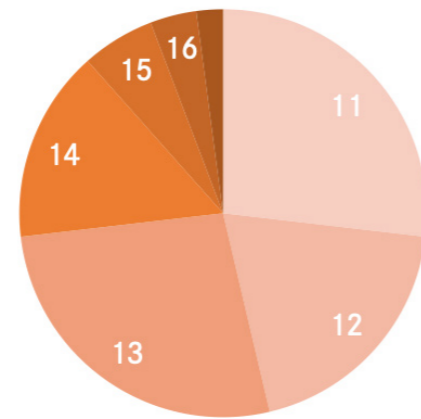
The survey was conducted on Google Forms and divided into four sections:

- Travel (completed out by 190 students)
- Town centres and Chingford Mount (completed out by 190 students)
- The Mount (completed out by 135 students)
- A bit about you /demographics survey (completed out by 190 students)

The response rate reduced to the number that had previously visited the amount.

When asked to justify their answer, students were able to provide as much or as little information as they liked, so some survey questions were occasionally left blank.

HOW OLD ARE YOU?



Survey themes summary

The survey responses are divided into five different themes. They are as follows:

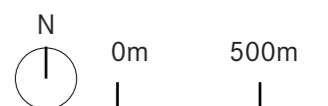
1. Respondents profile
2. Cycling
3. What students like about green spaces
4. What students like about town centres
5. What students like about the Mount



KEY:

Responders' distance from home to the Mount by foot:

- 0-5min (20% of responders)
- 6-15min (25% of responders)
- 16-30min (27% of responders)
- more than 30min (28% of responders)



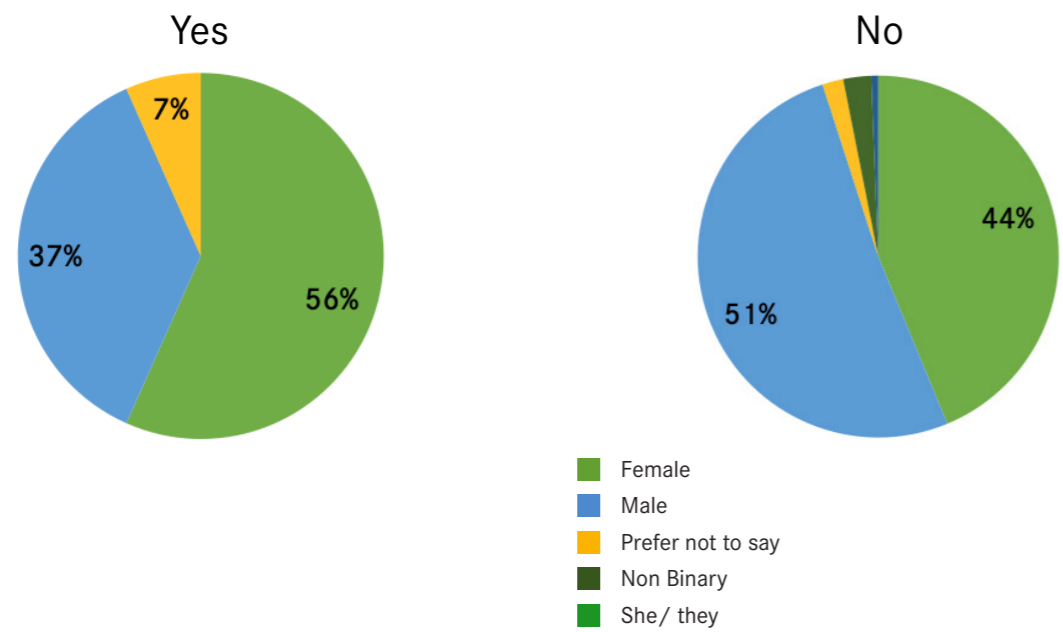
Secondary School: School Wide Survey

Research

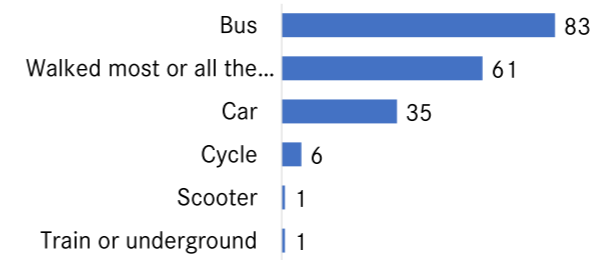
Cycling and general travel preferences



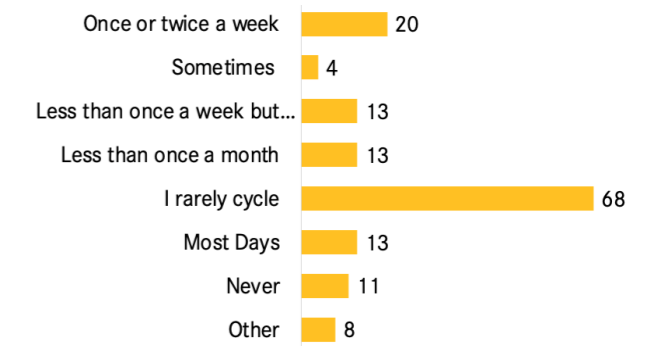
CAN YOU RIDE A BIKE?



'HOW DID YOU TRAVEL TO SCHOOL THIS MORNING?'



HOW OFTEN DO YOU CYCLE?'



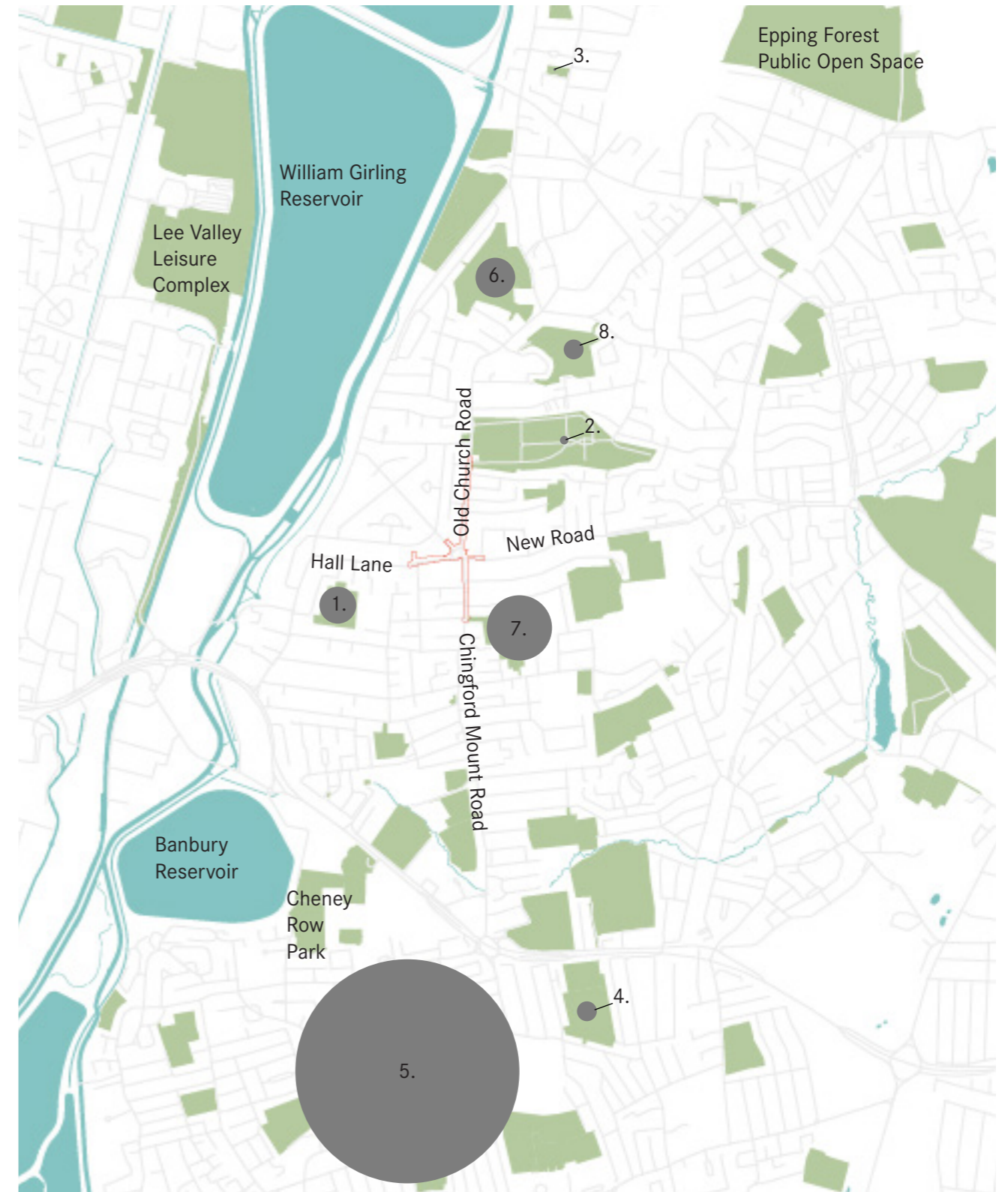
Secondary School: School Wide Survey

Research

Green space

CAN YOU TELL US WHY YOU CHOSE THIS GREEN SPACE OR PARK AS YOUR FAVOURITE?

GOOD MEMORIES ABOUT THE PLACE
ENVIRONMENT / SURROUNDINGS
PLAY EQUIPMENT / FACILITIES
PROXIMITY
THINGS TO DO
SIZE OF THE SPACE
HABIT OF GOING THERE
FRIENDS ARE THERE
ACCESSIBILITY



KEY:

This map depicts the parks and green spaces students chose as their favourites in the local area. The size of each park point location is proportional to how many students chose it as their favourite:

- 1. Chase Lane Park 7%
- 2. Chingford Mount Cemetery 2%
- 3. Drysdale Park 0.5%
- 4. Kitchener Road Sports Ground 4%
- 5. Lloyd's Park 42%
- 6. Mansfield Park 3%
- 7. Memorial Park 12%
- 8. Ridgeway Park 4%

Secondary School: School Wide Survey

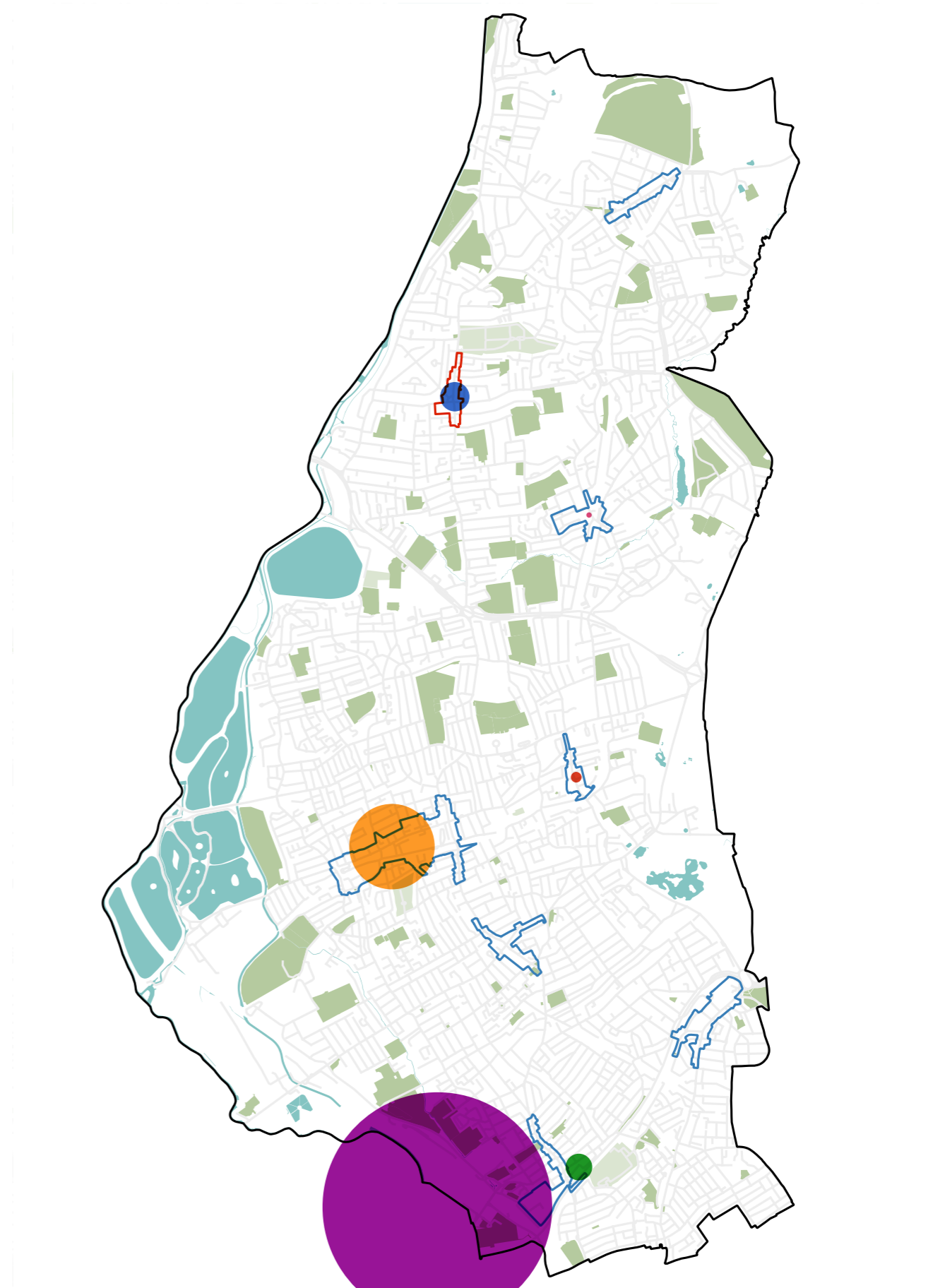
Research

Town centres

CAN YOU TELL US WHY YOU CHOSE THIS SHOPPING CENTRE AS YOUR FAVOURITE?

COMMUNITY
ATMOSPHERE
THINGS TO DO
QUANTITY / VARIETY OF SHOPS
HABIT OF GOING THERE
PROXIMITY

- Westfield Shopping Centre
- Walthamstow Central
- Chingford Mount
- Wood Street
- Stratford Shopping Centre
- Highams Park High Street
- None of the above
- I don't know



School wide survey - Borough-wide town centres cluster map by answer sum value



Secondary School: School Wide Survey

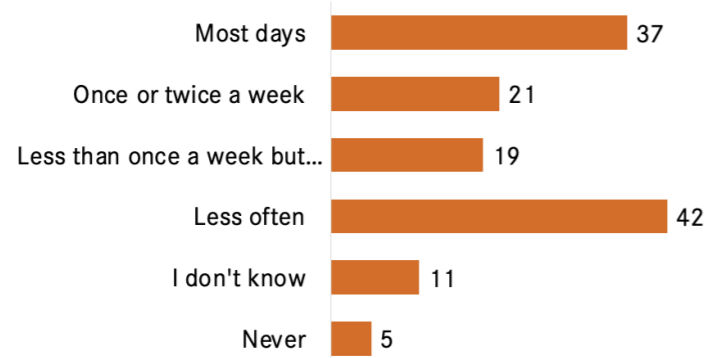
Research

Chingford Mount

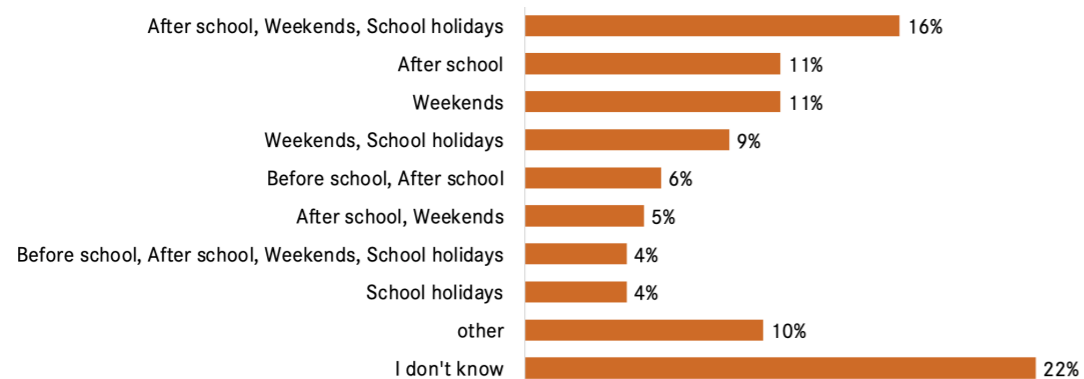
WHEN YOU GO TO THE MOUNT WHAT DO YOU SPEND MOST OF YOUR MONEY ON?

PHONE/ ELECTRONICS
 TOILETRIES/ BEAUTY CARE
 BOOKS/ STATIONARY
 I DON'T KNOW
I DON'T SPEND MONEY THERE
 SUPERMARKET
 TAKE AWAY FOOD
 RESTAURANT
 OTHER THINGS

HOW OFTEN DO YOU USUALLY GO TO THE MOUNT?



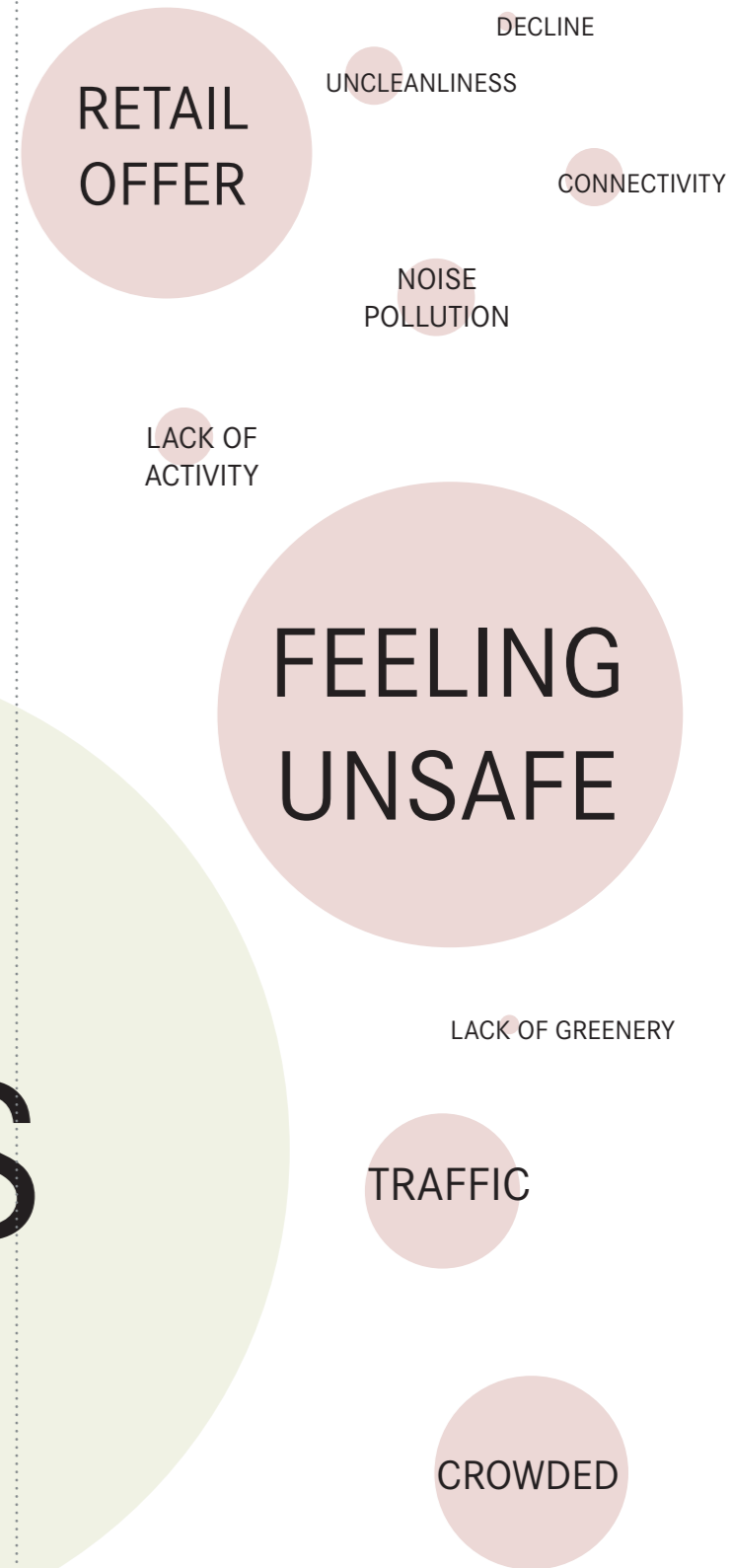
WHAT TIMES OR DAYS DO YOU VISIT THE MOUNT?



What are the good things about the Mount? (word cloud by answer sum value)



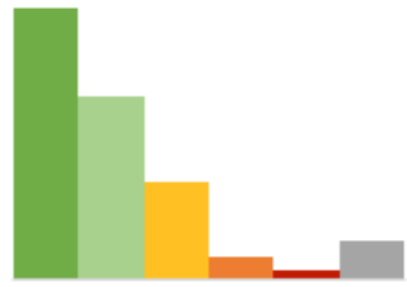
What are the bad things about the Mount? (word cloud by answer sum value)



Secondary School: School Wide Survey

Research

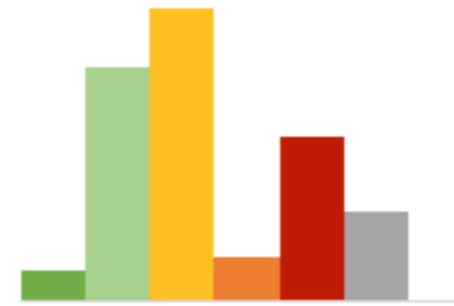
Chingford Mount



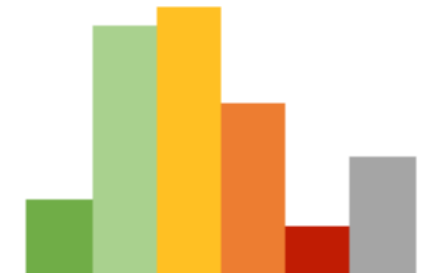
ITS EASY FOR ME TO GET TO THE MOUNT



I THINK THE MOUNT IS A PLACE FOR YOUNG PEOPLE



I THINK THE MOUNT HAS ENOUGH TREES AND GREENERY



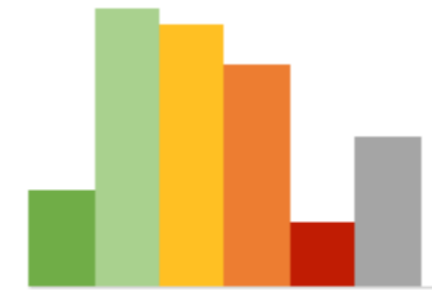
I THINK THE MOUNT HAS ENOUGH SEATING



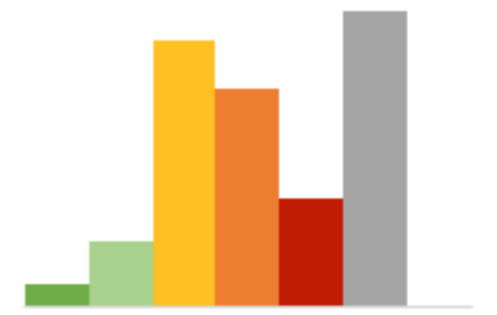
I THINK THE MOUNT IS A FRIENDLY PLACE



I THINK THE MOUNT IS A PLACE WHERE PEOPLE FROM DIFFERENT BACKGROUNDS ARE ABLE TO GET ON WELL TOGETHER



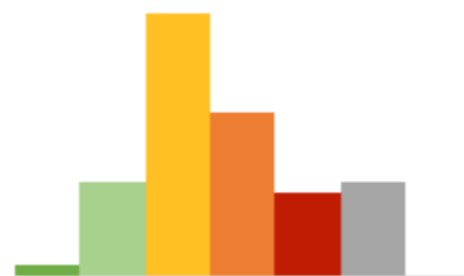
MY FRIENDS AND I CAN SPEND TIME AT THE MOUNT WITHOUT SPENDING MONEY



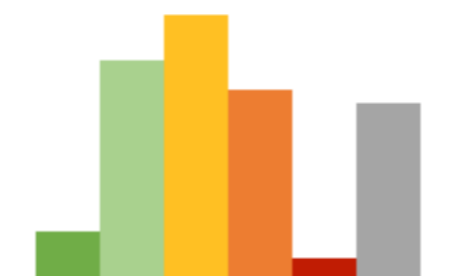
I CAN ACCESS FREE WIFI AT THE MOUNT



I THINK THE MOUNT IS SAFE DURING THE DAY



I FEEL SAFE IN THE MOUNT AFTER DARK



I THINK THE MOUNT HAS ENOUGH LIGHTING IN THE EVENING/ NIGHT



Secondary School: Key Findings

Research



ACCESS

Most of the survey respondents get to school by bus or walk. Almost one fifth travel by car.

Many of the survey respondents can ride a bike, less own a bike, over third are not allowed out on their bikes without an adult and of those who are able to cycle almost a half rarely do so.

Almost a third of respondents have not been to the Mount. Of those that do most visit regularly, after school, at weekends and during school

Many respondents agree it is easy to get to the Mount. Of all questions relating to feelings about the 4 themes this generated the strongest positive response.



PLACE

Lloyds Park is the most visited and most popular open space by far. The most preferred reason for favouring a green space is things to do (size of space, proximity and play equipment are close behind in equal measure)

Westfield is by far their most favourite shopping centre, with Walthamstow Central, which is the most visited, the second most popular.

For over half of respondents quantity and/or variety of shops is important in their choice of a favourite shopping centre.

One fifth of respondents don't spend money, one fifth spend most of their money at the supermarket and one fifth spend most of their money at takeaways.

Many do not have strong feelings either way about the environment. Slightly more think there is enough greenery than don't.

Many are ambivalent about the Mount meeting their shopping needs with slightly more disagreeing. Slightly more agree there is enough to do at the Mount than disagree

Slightly more agree there is enough seating than disagree. Many disagree there is enough wifi and many don't know. Slightly more agree there is enough lighting than disagree with quite a few not knowing.



PEOPLE

More disagree that the Mount is a place for children than agree, but many are ambivalent.

Many agree the Mount is a place for them, is a friendly place and is a place where diverse people can get along. The slightly stronger positive response was to their feelings about it being a place for them.

Questions about people and safety during the day generated a strong positive.

Many agree they feel safe during the day but after dark many respond that they feel unsafe.

Feelings about being able to spend time at the Mount with friends without spending money are in the main positive.



TRAFFIC

Many agree there are too many cars at the Mount but when asked if the amount of traffic bothers them positive and negative responses are fairly even.

Many more disagree that the Mount is too quiet than agree.

5.0 PHASE 2: DESIGN

5.1 PRIMARY SCHOOL ENGAGEMENT

Primary School: Session 3

Date: 7th February 2022

Attendees: 3 classes Year 5, Dinah Bornat and Rebecca Woodward from ZCD Architects, school teachers and assistants.

Format: Survey sheets, travel to school and the Mount survey. Worksheets are shown in the appendix.

Students:



Session Aims: The aim of this third session was to give the students opportunity to think imaginatively about Chingford Mount and to create and illustrate brief narratives about their town centre. Working with a lot of pupils, we wanted a chance for their voices to be represented as part of the design.

Session Details: We began with a reminder of the project and their contribution so far. We also showed them some of the work by the secondary school students.

We undertook a group exercise in story telling, using the 'consequences' game. Students took it in turns to contribute sentences to a story - they were asked to create a story starting with the sentence: 'A Funny Thing Happened at Chingford Mount'. Some of the final stories were read out, to much laughter.

Students were then each given a worksheet with a circular motif and a sheet of words they had previously used to describe play. They were asked to create a sentence using the words Chingford Mount and one of the words around the circle and asked to illustrate the sentence.

5.2 SECONDARY SCHOOL ENGAGEMENT

Secondary School: Session 4

Date: 1st February 2022

Attendees: Year 8 & 9 students, Dinah Bornat and Rebecca Woodward from ZCD Architects, Silvia Amoros from London Borough of Waltham Forest.

Format: In-person workshop, 3D sketch modelling, drawing and writing

Students

13
YOUNG PEOPLE
IN-PERSON

12-14
YRS

Session Aims: The aim of this session was to start the students with some ideas for public realm interventions and ask them to start designing themselves. We wanted to work in 3D form and with narrative, giving them a broad opportunity to input.

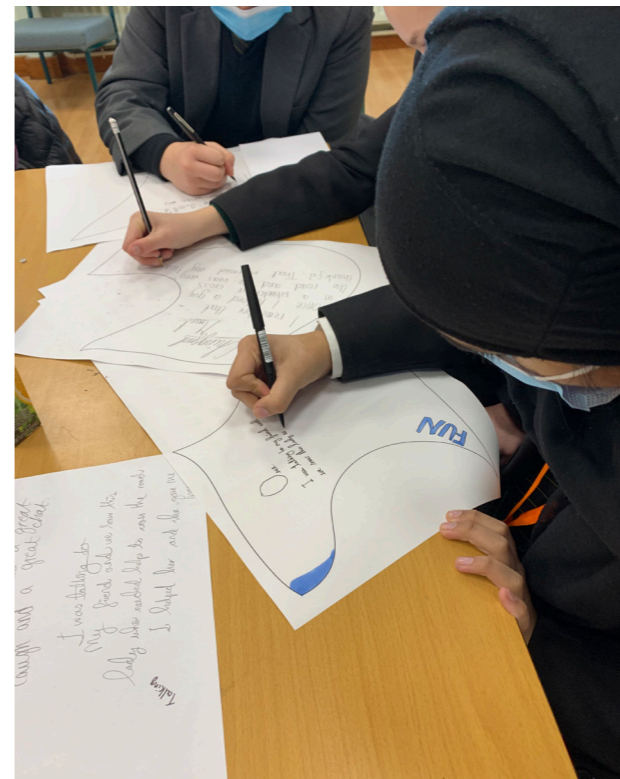
Session Details: The workshop started with a recap of previous session achievements and a summary of key survey findings. We reminded the young people they had set out very clear wishes in their brief, and noted the survey message was also very clear; Chingford Mount is a place for children and young people.

We undertook a group exercise in story telling, using the 'consequences' game, as an ice breaker and to encourage the students to think about narratives. Students took it in turns to contribute sentences to a story - they were asked to create a bad and dark story about Chingford Mount. The final stories were read out.

In the next exercise students were asked to create scale models to illustrate their design ideas for benches - place to sit, eat, meet and dwell, potentially located in Albert Crescent and at the north and south ends of the high street. Once they had created a design, each student presented their design back to the rest of the group.

Finally, each created a short story and graphic for an individual piece of paving for Albert Crescent. We laid out each piece in an interlocking pattern.

We thanked students for their contribution and spoke about next steps.



Above: Students illustrate pieces of Albert Crescent



Above: Students create scale model bench prototypes



Secondary School: Session 4



Above: 3D models for seating ideas by students of Chingford Foundation School and South Chingford Foundation School

I forgot to CHARGE MY PHONE, but I find the bench that has CHARGING PORTS

Ergonomic design; you can have a smaller one for CHILDREN and a bigger one for adults

We were BORED. We saw this cool bench with some rock climbing, so we STARTED CLIMBING

It started to RAIN and I found this cool looking bench that had the SHELTER

How might you use the bench you have designed?

A bench for when it's RAINING or when it's like really sunny, you can hide from it

It accommodates for about FIVE PEOPLE and you can sit and enjoy and CONVERSE

It caters for your FRIENDS and FAMILY

You know what would be even better than sitting down? LYING DOWN on a SLANTED bench

On top of that for CHILDREN, it's got a slab. So it's like, it's like a bench with a SLIDE

Above: Students spoke about their 3D models

Secondary School: Session 4



Above: Students illustrate the paving of Albert Crescent

Secondary School: Session 5

Date: 27th June 2022

Attendees: Chingford Foundation and South Chingford Foundation Schools: Year 8 & 9 students, Has Mahir and Helen Hare; ZCD Architects: Rebecca Woodward, Cordula Weisser and Rowan Stewart; London Borough of Waltham Forest: Cllr Elizabeth Baptiste (Commissioner for Shaping Places), Silvia Amoros (Senior Regeneration and Landscape Officer (North)), Martha Lawson (Deputy Head of Area Regeneration (North)) and Fay Cannings (Town Centre Lead (North)); Love South Chingford: Naila Mir (Chair), Valerie Lewis (member), Marina Wellington (member); Young Advisors Waltham Forest: Faith Agba-Butler (Trustee)

Format: In-person workshop at 228 Chingford mount Road, conversations, writing and presentation

Students

13
YOUNG PEOPLE
IN-PERSON

12-14
YRS

Session Aims: The aim of this final session was to celebrate the students achievements, give them

a platform in a safe setting to speak to the wider community and capture feedback on the process and designs.

Session Details: The workshop started with introductions and a summary of the session.

ZCD briefly recapped the project and process using 8 exhibition boards prepared for the session.

The students and community members sat together and played a game of consequences, as an icebreaker and to generate potential stories for the designs.

ZCD described the designs in more detail and asked the students and community members to place a gold star on their preferred colourway option for each of the structures.

We asked the students to each complete a feedback survey while having informal conversations with community adults, prompted by the survey questions. In 5 small groups and with the help of the community adults, they prepared short presentations based on their responses to one of the survey questions.

Students made short presentations, then the adults also spoke and reflected on the session and the project. Each student received a certificate.



Above: Young people, the project team and community representatives come together

Secondary School: Session 5



Above and adjacent: Young people share their ideas with each other and older representatives of the community

Session Findings:

We asked the students to recap what the project was about:

They all agreed it was about making Chingford Mount more 'child friendly'. Responses also included:

'To make Chingford better for everyone and mostly more safe for children, by adding more seats, greenery, larger shelters, local toilets, more bins, plenty of charging, and some water fountains, phone box, rent'

'This project is about making Chingford child friendly, by making it safer, brighter and more fun for children. But the changes that will be made are not only for children but for all ages'

'It was about engaging with young people'

We asked the students to recap what they did:

Students listed most of the activities undertaken. Interestingly many of the students noted the activities of the last session and their active involvement in the design process. We know they enjoyed this hands-on co-design sessions. Responses included.

'I hand crafted models'

'We worked on brainstorming our ideas and create objects related to what children might enjoy like swings, slides etc.'

'I designed a bench, I took photos of (the) mount and said how I felt in different areas around (the) mount'

'The architectural development program has enabled our youth to share our perspectives and to accommodate our desired approach in sharing Chingford Mount. After all we have engaged in interactive sessions regarding and articulated thoughts on developing the mount.'

We asked the students what they had learnt from the project:

The responses are revealing. Young people noted they had learnt they had a voice, which is of value and has a right to be listened to.

'I learnt that young people have a voice and can be heard by adults. I got experience in architecture. And I understand how it works and how long it could take to process the ideas.'

'Renovating takes a lot of time and effort to plan, even more to complete.'

'Don't stick to being basic, there's more to explore - environmental wise'

'I learnt people have many ideas they suppress and should speak more confidently about what they want'

'My opinion can change a lot in my surroundings.'

'I learnt that not only do things need to look appealing but also need to be safe. I have also learnt the history and the significance chingford had.'

'We have a voice and it is important and we got experience in architecture.'

'I learnt that Chingford Mount isn't very child friendly but that should change in the future.'

Secondary School: Session 5



Above: Young people share their ideas with each other and older representatives of the community



We asked the students what Waltham Forest could add or change to the project:

Students spoke about design.

‘More shops for kids and may be more child care. Toilets somewhere etc. more shelter.’

‘There can also be more youth spots e.g. chalk area.’

‘Safety, presence of a warden, indoor dedicated for youth, pet friendly.’

‘Advertise this project so we get everybody’s opinion and thoughts.’

‘You could add more children places, play centres, child care, toilets, etc.’

They also spoke about the process.

‘More sessions and maybe include more children.’

‘Waltham Forest could add certain ideas from the project, this could allow the community to feel more engaged and give them confidence to speak out.’

We asked the students if there was anything they would like to add:

Some students took the opportunity to give more feedback on the designs.

‘An area for teens to stay, hangout. A fun place to either stay with your friends or on your own.’

‘You could add a water fountain to make it more appealing.’

‘It is alright but they could add more bins to the area.. adding shelters and protection.’

‘Nothing, most of things we wanted have been added.’



Above: Young people present their ideas to each other and older representatives of the community

Other students commented on the process.

‘There are certain ideas that we could add from this project. If we do so it would be so beneficial if we see a change and would change multiple people’s mindsets to improve instead of reduce.’

‘I learnt with the right connections we can make a change, young people aren’t entirely powerless with the space we live in.’

‘This was an amazing experience, would benefit a lot of people.’

Description

The extensive research has revealed many opportunities for making Chingford Mount more child friendly. There is much learning Waltham Forest can take from this project to inform their long term town centre policies and strategies. The diagram opposite represents these key findings.

As part of this commission we were tasked with developing specific short to mid term funding ready and deliverable designs in response to project findings. Our site specific proposals start to address some of the elements of the diagram.

The young people set out very clear wishes in their brief and likewise the survey message was also very clear; Chingford Mount is a place for children and young people. In response to this we felt that specific design proposals should reflect the survey message and celebrate Chingford Mount as a place where children and young people feel at home and where they are welcome and are visible, with the young people's brief providing clues as to the detail.

In conclusion we have proposed two bold and comprehensive interventions located on Albert Crescent. The crescent is a key civic space at the heart of the town centre. It is a place where children and young people should have an input, presence and visibility and feel welcome to spend time at their own pace and will. In addition we have proposed a smaller intervention, based on the detail of the larger structures, for location on the high street.

These permanent structures incorporate wishes listed in the young people's brief and also themes represented in their design ideas. The structures incorporate planting, play, seating, lighting, wifi and charging. One of the larger structures also incorporates shelter from the rain and sun. Structures are modelled in granite pavers and precast concrete with timber panelling to seating areas and polyester powder coated steel supporting swings and an overhead canopy. Designs are articulated to reflect the art deco context of Albert Crescent. The granite pavers and concrete incorporate stories, words and motifs by the children and young people.

The designs for the two larger interventions were shown to and well received by the students. Feedback included suggestions to enlarge the canopy, incorporate PVs for solar charging and incorporate drinking water fountains. They also made wider suggestions to support the use of the structures, such as public wcs and community wardens.

5.3 DESIGN PROPOSALS



Child-friendly high streets: A vision diagram for Chingford Mount



Structure 1: Intervention incorporating planting, swings and tiered seating

Structure 2: Intervention incorporating planting, seating and shelter



Above: Artist impression to show the approximate location of the two interventions. This drawing is indicative only.



Structure 1: Intervention incorporating planting, swings and tiered seating

This structure has:

- A large planter and tree with a surround for seating and running along
- Two double seat swings suitable for the enjoyment of a young person or an adult

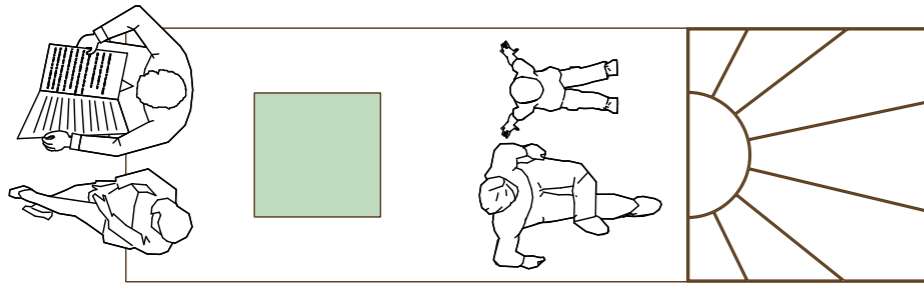
- Tiered seating so a crowd can watch a performance at the centre of the square
- Uplighting, charging points, free wifi
- Stories, words and motifs by local children and young people



Structure 2: Intervention incorporating planting, seating and shelter

This structure has:

- Two large planters with a surround for seating which is sloped towards its ends to enable climbing and reclining
- A canopy for shelter from the rain and prevailing winds
- Seating with a high back to catch the warmth of the afternoon sun
- Downlighting, charging points, free wifi
- Stories, words and motifs by local children and young people



Structure 3: Intervention incorporating planting and seating

This structure has:

- One small planter with a surround for seating which is sloped towards its ends to enable climbing and reclining
- Stories, words and motifs by local children and young people

Primary School Research Survey and Responses

6.0 APPENDIX

Your age: _____

Are you a: Girl Boy Prefer not to say

Other (please state _____)

Please answer the questions as best you can – there are no right or wrong answers.
Please ask if you have any questions.

TRAVELLING TO AND FROM SCHOOL

1) How did you get to school this morning?
(Only tick one box, to show the main method you used)

Walked most or all the way
 Cycled
 Bus
 Underground train
 Car
 Scooter
 Other (please state _____)

2) Who did you travel to school with this morning?
(Only tick one box)

Travelled on my own
 With an older child but no adult
 With a child of the same age or younger but no adult
 With a parent or carer (can be with other children too)
 Other (please state _____)

3) How would you like to be able to travel to and from school?
(Only tick one box)

Walk most or all the way
 Cycle
 Bus
 Underground or overground
 Car
 Scooter
 Other (please state _____)

PLAY

4) Are you allowed to play outside without an adult?
 YES
 NO

5) Are you allowed to go and call on your friends on your own?
 YES
 NO

6) How often do you go out to play with friends?
(Only tick one box)

Most Days
 A Few Days Each Week
 Hardly Ever
 I Don't Play Outside with Friends

CYCLING

7) Do you have a bicycle now?
 YES
 NO

8) Can you ride a bicycle?
 YES
 NO (if answer is no, move to question 11)

9) Are you allowed to go outside on your bike without an adult?
 YES
 NO

10) How often do you typically cycle?
(Only tick one box)

Most Days
 A Few Days Each Week
 Hardly Ever
 I Don't Have a Bicycle

CHINGFORD MOUNT

11) Have you ever been to Chingford Mount?
 YES
 NO (if your answer is no, you can finish your questionnaire now)

12) Do you go through Chingford Mount on your way to school?
 YES
 NO

13) How often do you go to Chingford Mount?
(Only tick one box)

Every day
 A few times a week
 Once a week
 About once a month
 Less often than once a month
 Other (please state _____)

14) How do you usually go to Chingford Mount?
(Only tick one box)

I walk most or all the way
 I cycle
 I take a bus
 I take underground or overground
 I go in a car
 I go by scooter
 Other (please state _____)

15) How would you like to be able to travel to Chingford Mount?
(Only tick one box)

Walk most or all the way
 Cycle
 Bus
 Underground or overground
 Car
 Scooter
 Other (please state _____)

16) When you go to Chingford Mount, who do you usually go with?
(Only tick one box)

I go with my parent(s) or carer(s) (can be with other children too)
 I go on my own
 I go with my older sibling
 I go with my friend who is older than me
 I go with my friend who is the same age as me or younger than me

17) When you go to Chingford Mount, what do you usually do there?
Write your answer below:

18) When you go to Chingford Mount, what shops or places do you visit?
Write your answer below:

19) What is the best thing about Chingford Mount?
Write your answer below:

20) What is the worst thing about Chingford Mount?
Write your answer below:

21) Do you think Chingford Mount is a nice place?
Write your answer below:

YES
 NO
 I don't know

Primary School Research Survey and Responses

22) Do you think Chingford Mount is a nice place to play?
Write your answer below:

YES
 NO
 I don't know

23) Do you think Chingford Mount is clean and tidy place?
Write your answer below:

YES
 NO
 I don't know

24) Do you think Chingford Mount is a place for children?
Write your answer below:

YES
 NO
 I don't know

25) Do you think Chingford Mount has enough things to do?
Write your answer below:

YES
 NO
 I don't know

26) Do you feel safe at Chingford Mount during the day?
Write your answer below:

YES
 NO
 I don't know

27) Do you feel safe at Chingford Mount after dark?
Write your answer below:

YES
 NO
 I don't know

28) Do you think Chingford Mount has enough trees and greenery?
Write your answer below:

YES
 NO
 I don't know

29) Do you think Chingford Mount has enough seating?
Write your answer below:

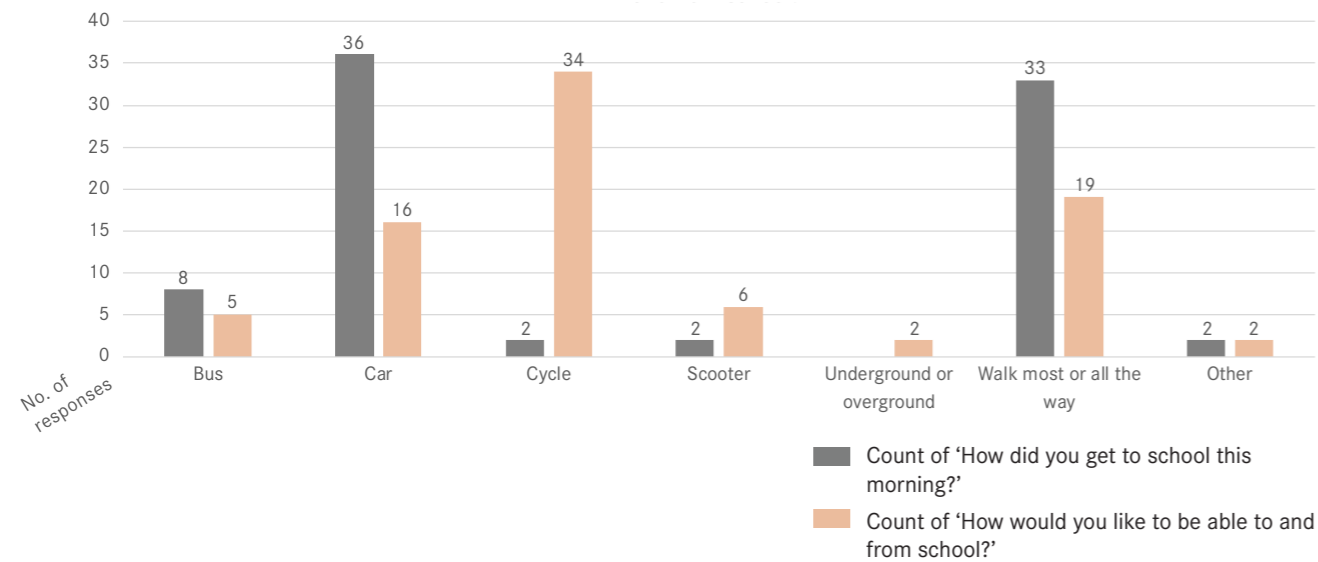
YES
 NO
 I don't know

30) Do you think there are too many cars at Chingford Mount?
Write your answer below:

YES
 NO
 I don't know

Thank you very much for your help!

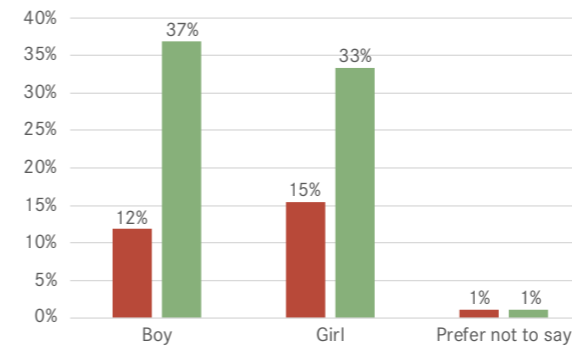
Count of '1. How did you get to school this morning?' versus '3. How would you like to be able to travel to and from school?' responses.



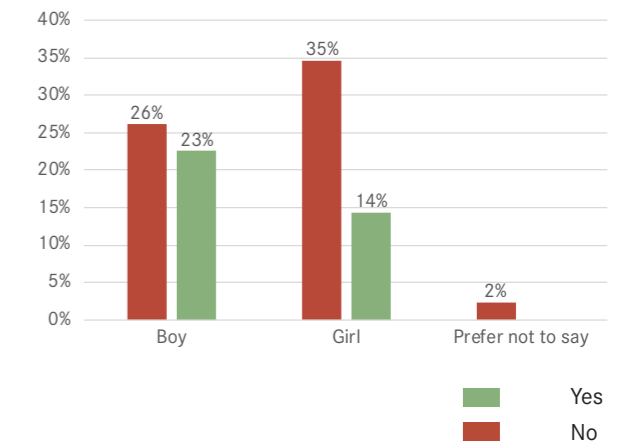
2. Who did you travel to school with this morning?



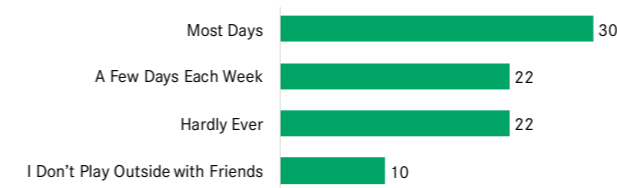
4. Are you allowed to play outside without an adult?



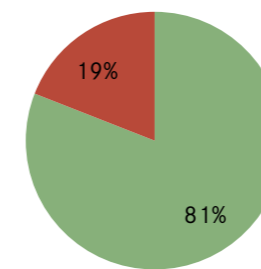
5. Are you allowed to go and call on your friends on your own?



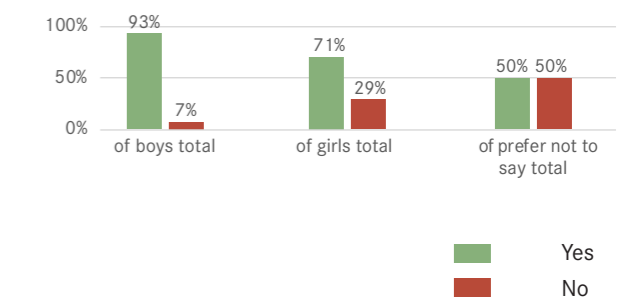
6. How often do you go out to play with friends?



7. Do you have a bicycle now?

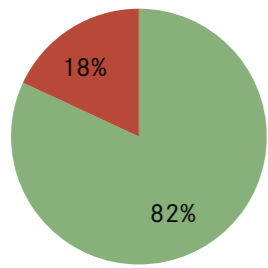


Do you feel safe at the Mount after dark? Gender split

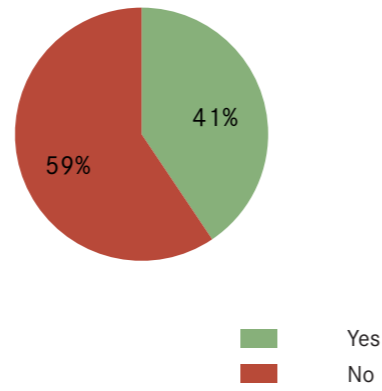


Primary School Research Survey and Responses

8. Can you ride a bicycle?



9. Are you allowed to go outside on your bike without an adult?



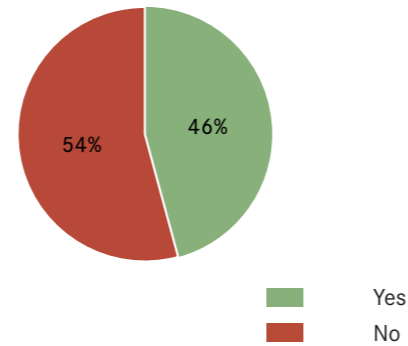
10. How often do you typically cycle?



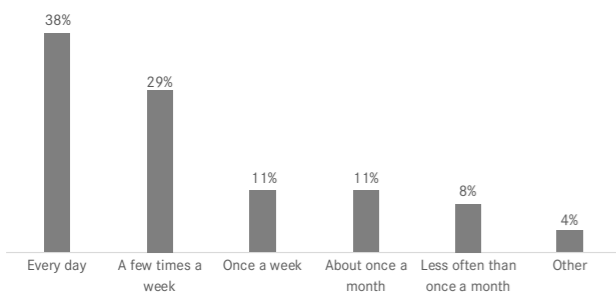
11. Have you ever been to Chingford Mount?

46%

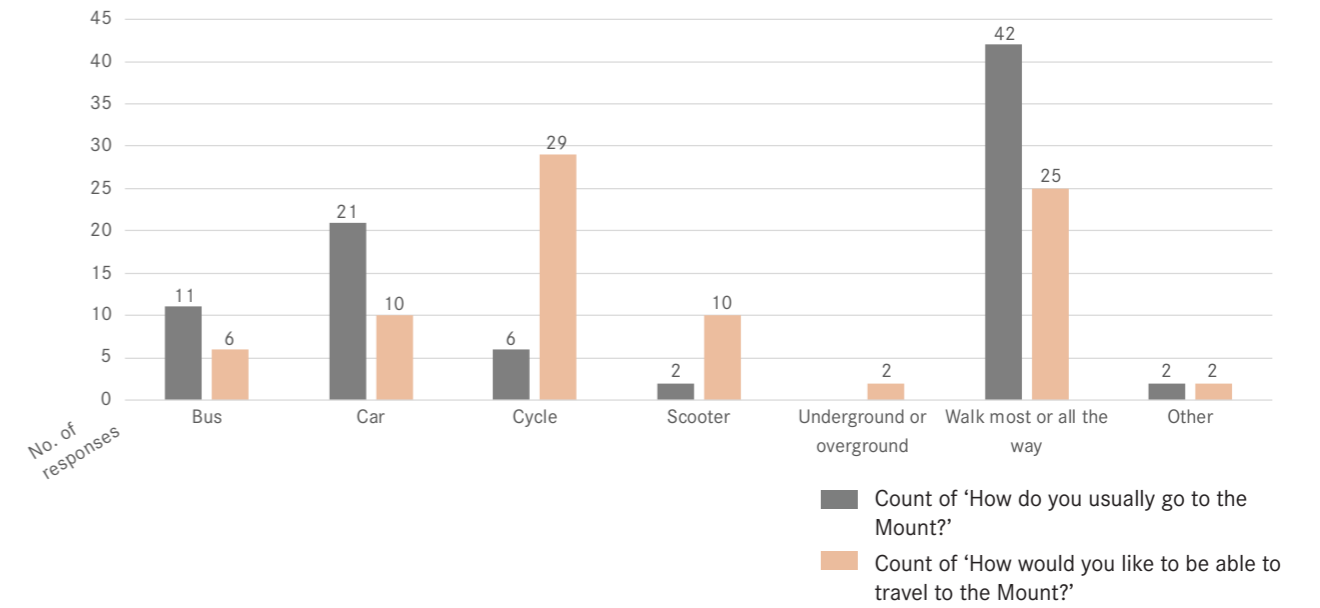
12. Do you go through Chingford Mount on your way to school?



13. How often do you go to the Mount?



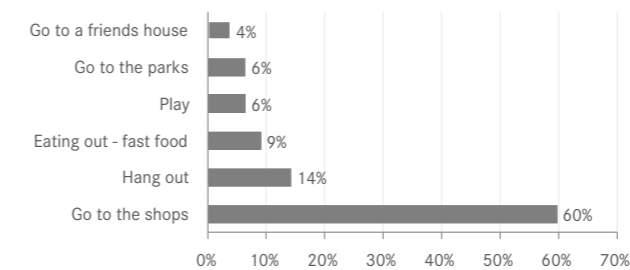
Count of '14. How do you usually go to the Mount?' versus '15. How would you like to be able to travel to the Mount?' responses.



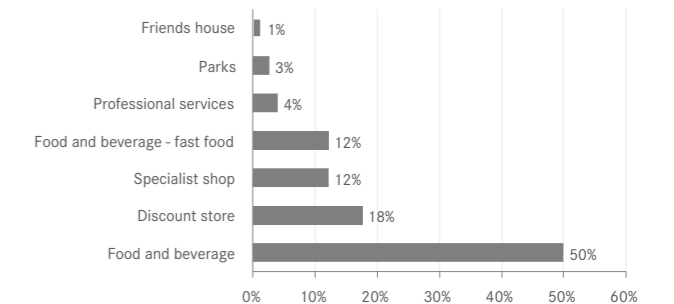
16. When you go to the Mount, who do you usually go with?



17. When you go to Chingford Mount, what do you usually do there?

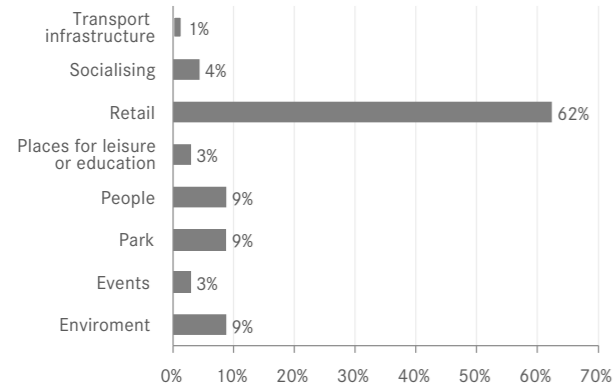


18. When you go to Chingford Mount, what shops or places do you visit?

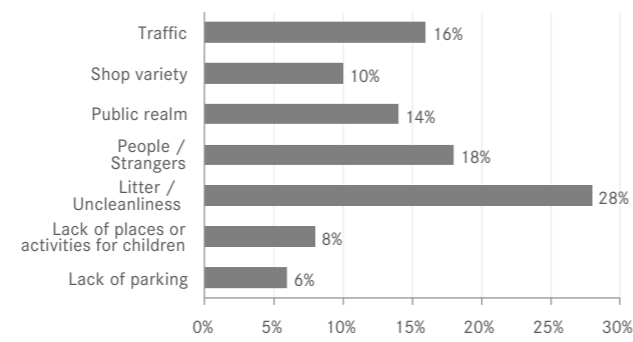


Primary School Research Survey and Responses

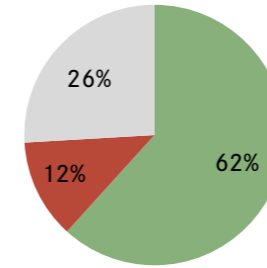
19. What is the best thing about the Mount?



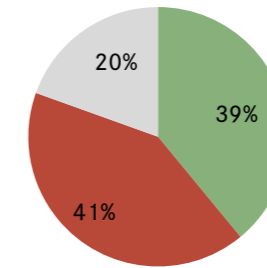
20. What is the worst thing about the Mount?



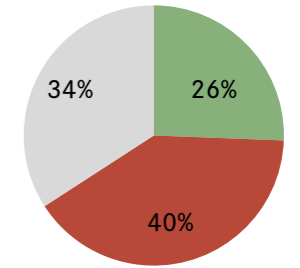
25. Do you think the Mount is a place for children?



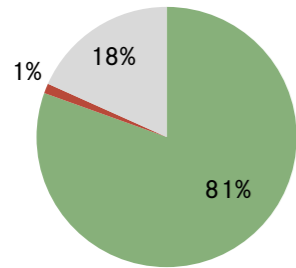
26. Do you think the Mount has enough things to do?



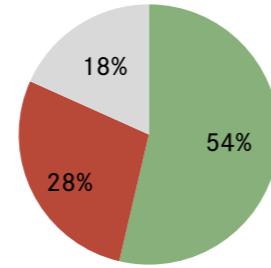
27. Do you think the Mount is clean and tidy place?



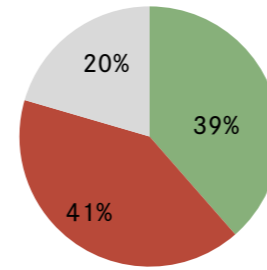
21. Do you think the Mount is a nice place?



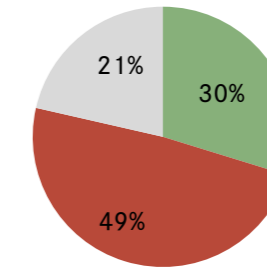
22. Do you think the Mount is a nice place to play?



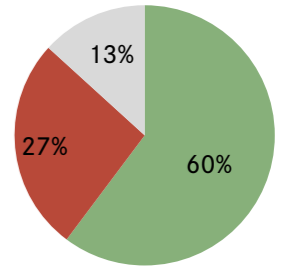
28. Do you think the Mount has enough seating?



29. Do you think the Mount has enough trees and greenery?

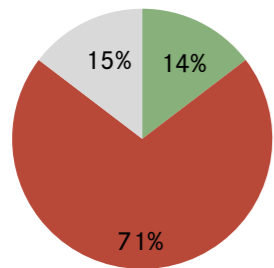


30. Do you think there are too many cars at the Mount?

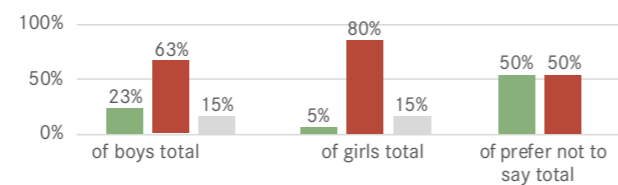


■ Yes
■ No
■ I don't know

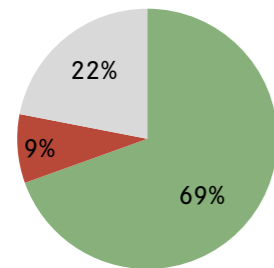
23. Do you feel safe at the Mount after dark?



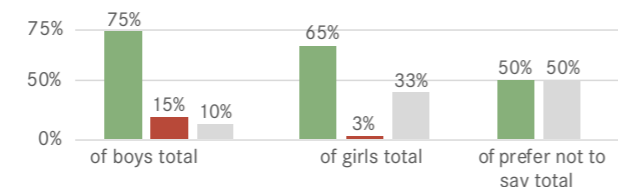
Do you feel safe at the Mount after dark? Gender split



24. Do you feel safe at the Mount during the day?



Do you feel safe at the Mount during the day? Gender split



■ Yes
■ No
■ I don't know

Secondary School Research Survey and Responses

05/07/2022, 12:59 Chingford Mount Town Centre Secondary School survey

Chingford Mount Town Centre Secondary School survey
ZCD architects have been asked by London Borough of Waltham Forest to look at Chingford Mount and to work with children and young people to find out what it is like for them. ZCD Architects are experts in what is called Child Friendly Cities. We design and think about places in cities and try to make them better for children and everyone.

Pupils from Year 9 at Chingford Academy and Chingford South Academy have helped us create this survey and we are asking all pupils in both schools to take part so we can hear from as many young people as possible.

We want to find out a few things about you, how you use the Mount and what you think about it. We will use your answers to help us think about some changes that could be made to the Mount that will make it better for young people your age.

Thank you for taking part!

*** Required**

SECTION 1: TRAVEL The following questions will be about travelling to school

1. How did you travel to school this morning? Tick the main method you used. *

Mark only one oval.

Walked most or all the way
 Cycle
 Bus
 Train or underground
 Car
 Scooter
 Other: _____

Cycling

2. Do you have a bicycle? *

Mark only one oval.

YES
 NO

3. Can you ride a bicycle? *

Mark only one oval.

YES
 NO Skip to question 6

You can ride a bicycle

4. Are you able to visit places on your bike without an adult? *

Mark only one oval.

YES
 NO

<https://docs.google.com/forms/d/1uZ2F0G4dUW0yYk3nT5T5ED4yR0Z2y8U7Twed8> 18

05/07/2022, 12:59 Chingford Mount Town Centre Secondary School survey

5. How often do you cycle? *

Mark only one oval.

Most days
 Once or twice a week
 Less than once a week but more than once a month
 Less than once a month
 I rarely cycle
 Other: _____

SECTION 2: TOWN CENTRES AND CHINGFORD MOUNT The following questions will be about the Mount and other town centres

6. Have you ever visited the following shopping centres? *

Check all that apply.

Chingford Mount
 Wood Street
 Walthamstow Central
 Stratford Shopping Centre
 Westfield Shopping Centre (in Stratford)
 North Chingford High Street (Station Road)
 Highams Park High Street
 South Woodford Shopping Centre or high street
 Central London
 None of the above
 I don't know

7. Do you have a favourite, if so, which one is your favourite? *

Mark only one oval.

Chingford Mount
 Wood Street
 Walthamstow Central
 Stratford Shopping Centre
 Westfield Shopping Centre (in Stratford)
 North Chingford High Street (Station Road)
 Highams Park High Street
 South Woodford Shopping Centre or high street
 None of the above
 I don't know

8. Could you possibly tell us why that place is your favourite? *

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05/07/2022, 12:59 Chingford Mount Town Centre Secondary School survey

15. Who do you usually go with to the Mount? *

Mark only one oval.

I go on my own
 I go with older brothers or sisters
 I go with younger brothers or sisters
 I go with same age or younger friends
 I go with older friends
 I go with a parent or carer / guardian
 I don't go to the Mount
 Other: _____

16. Which times or days do you visit the Mount? *

Check all that apply.

Before school
 After school
 Weekends
 School holidays
 I don't know
 Other: _____

Things to do at the Mount The following questions are about the Mount and the things you usually do in the Mount.

17. When you go to the Mount, what do you spend most of your money on? *

Mark only one oval.

Take away food
 Restaurant
 Supermarket
 Books / stationary
 Toiletries / beauty care
 Phone / electronics
 Market stalls
 I don't spend money at the Mount
 Don't know / prefer not to say
 Other: _____

18. What are the good things about the Mount? *

<https://docs.google.com/forms/d/1uZ2F0G4dUW0yYk3nT5T5ED4yR0Z2y8U7Twed8> 58

05/07/2022, 12:59 Chingford Mount Town Centre Secondary School survey

19. What are the bad things about the Mount? *

Please tell us how strongly you agree or disagree with the following statements:

20. Transport at the Mount *

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
It is easy for me to get to the Mount	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think there are too many cars at the Mount	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think there are too many bicycles/scooters at the Mount	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think there are too many buses at the Mount	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of traffic at the Mount never bothers me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. The Mount as a place *

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I think the Mount is a place for children (5-11 year olds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount is a place for young people (12-18 year olds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount is a friendly place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount is a place where people from different backgrounds are able to get on well together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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05/07/2022, 12:59 Chingford Mount Town Centre Secondary School survey

9. Have you ever visited the following parks and open spaces? *

Check all that apply.

Chingford Mount Cemetery
 Memorial Park
 Ridgeway Park
 Chase Lane Park
 Mansfield Park
 Kingfisher Sports Ground
 Larks Wood
 Drysdale Park
 Pimp Hall Park
 Lloyds Park
 Kitchener Road Sports Ground
 None of the above
 I don't know


10. Do you have a favourite, if so, which one is your favourite? *

Mark only one oval.

Chingford Mount Cemetery
 Memorial Park
 Ridgeway Park
 Chase Lane Park
 Mansfield Park
 Kingfisher Sports Ground
 Larks Wood
 Drysdale Park
 Pimp Hall Park
 Lloyds Park
 Kitchener Road Sports Ground
 None of the above
 I don't know
 Other: _____

11. Could you possibly tell us why that place is your favourite? *


The Mount The following questions are about the Mount. When we talk about the Mount in this survey it is the area around Albert Crescent, the High Street and shops. See the map below



<https://docs.google.com/forms/d/1uZ2F0G4dUW0yYk3nT5T5ED4yR0Z2y8U7Twed8> 38

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The Mount



12. Have you ever been to the Mount? *

Mark only one oval.

YES
 NO Skip to question 25

You've been to Chingford Mount.

13. How often do you usually go to the Mount? *

Mark only one oval.

Most days
 Once or twice a week
 Less than once a week but more than once a month
 Less often
 Never
 I don't know

14. If you were walking, how long would it take you to get to the Mount from your home? *

Mark only one oval.

0-5 mins
 6-15min
 15-30min
 more than 30min
 I don't know

Travel to the Mount

<https://docs.google.com/forms/d/1uZ2F0G4dUW0yYk3nT5T5ED4yR0Z2y8U7Twed8> 48

05/07/2022, 12:59 Chingford Mount Town Centre Secondary School survey

22. Safety at the Mount *

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I feel safe in the Mount after dark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount has enough lighting in the evening/night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the Mount during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. The Mount environment *

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I think the Mount has enough seating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount is too noisy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount is too quiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount is a clean place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount has enough trees and greenery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Things to do at the Mount *

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
My friends and I can spend time at the Mount without spending money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do all the shopping I want in the Mount	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the Mount has enough things to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to free Wifi in the Mount	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 3: A BIT ABOUT YOU The next questions are about you for us to make sure the research captures a variety of voices

25. Your age *

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26. What is your gender? *

Mark only one oval.

Female
 Male
 Non-binary
 Prefer not to say
 Other: _____

27. Would you describe yourself as having a disability? *

Mark only one oval.

Yes, I have a disability
 No, I don't have a disability
 Prefer not to say

What is your ethnic group? *

Mark only one oval.

Asian/Asian British
 Black/African/Caribbean/Black British
 Mixed / Multiple ethnic groups
 White / White British
 Prefer not to say
 Other: _____

28. How would you describe yourself? *

Mark only one oval.

Thank you very much for your help!

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Secondary School Research Survey and Responses

Chingford Mount Town Centre Secondary School survey

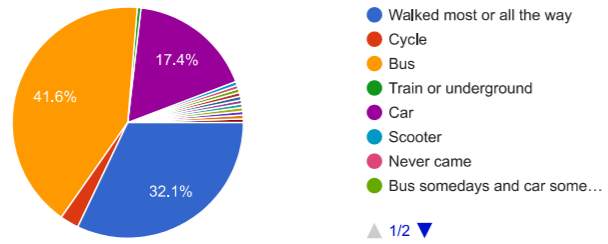
190 responses

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SECTION 1: TRAVEL

How did you travel to school this morning? Tick the main method you used.

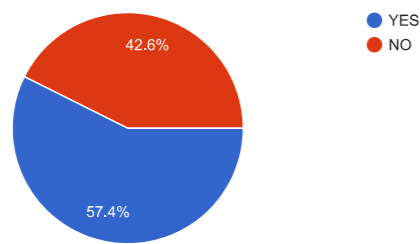
190 responses



Cycling

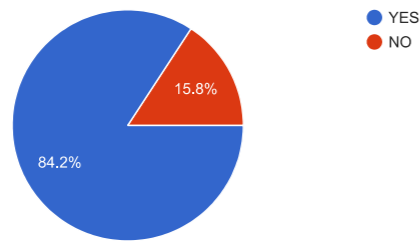
Do you have a bicycle?

190 responses



Can you ride a bicycle?

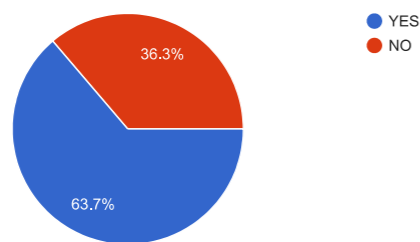
190 responses



You can ride a bicycle

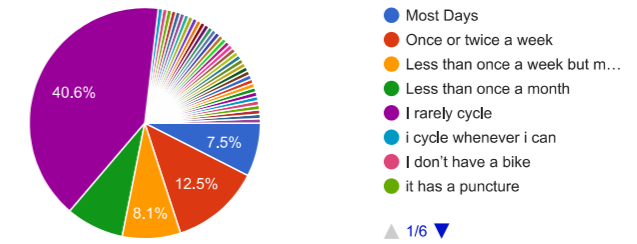
Are you able to visit places on your bike without an adult?

160 responses



How often do you cycle?

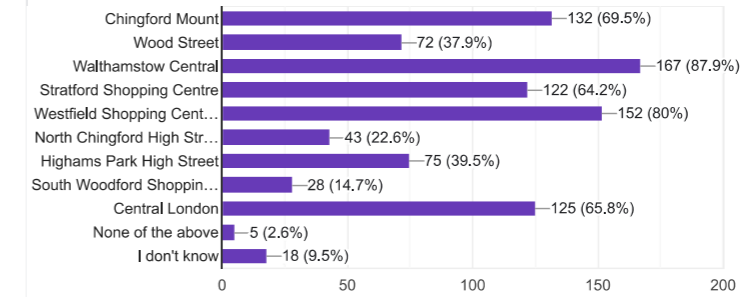
160 responses



SECTION 2: TOWN CENTRES and CHINGFORD MOUNT

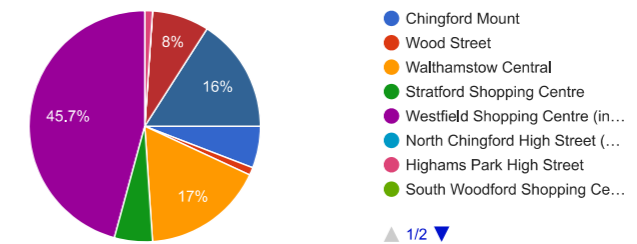
Have you ever visited the following shopping centres?

190 responses



Do you have a favourite, if so, which one is your favourite?

188 responses



Secondary School Research Survey and Responses

Could you possibly tell us why that place is your favourite?

146 responses

Shops

i dont have a favourite

.

Because there is lots of shops

it is big and has lods of shops.

Because it's a very good comunity

I don't know it has more varieties

it has so many options there and we go there if we need something that we can't find in our local shops, and it is also very big

i just buy more stuff to be honest

I mostly go there

N/A

it has my favourite shop urban outfitters

i really like the walthamstow mall

There is alot of shops and the boba there is very good

It has lots of different Shops To do shopping at

it has loads of good shops and has a lot of food options

lots of things to do

I go there most of the time

it as lots of clothes shops

Its nice

because subway makes good sandwiches

Because there is a lot of stuff there

i like it because it very big and there are alot of places to go

Because it's fun

Because there is a variety of shops in the same place and I like the atmosphere.

i have not been to them

Its big and has every available shop ect

Because there are lots of things to do there.

It has a lot of nice shops

More shops and more to do in Westfield

I like how there's many different shops you can visit, they do everything in my interest.

Because its close to me



3/21

There is a variety of shops.

It has a lot of shops and been there since a little kid

There is a lot of shops and fun places

It's close to my house

because it is big and has good shops

Because That Center Is Big And You Can Get Anything You Want There , Its A Really Crowded Place But Its Worth Going There.

Most shops are there

because of the mall

I don't know

I don't have a place that is my favourite.

It's a big shopping centre with lots shops

because its very coulerful and lots of room to walk

Its big

i dont know

chingford mount is my favourite because you get to know the places and cities.

they have many unique shops. For example, they have clothing, electronics and more.

Because Stratford has so many different shops

Walthamstow Central would possibly be because i have bben and you can find a lot of instresting facts there.

selfridges is my favourite because it has my favourite brands.

Because There aren't many people there, like in stratford.

Central London

Because its fun

There are lots of shops

because it is close

I dont know . Because I like going out and I like shopping

I haven't

beacuse i go there most of the time

Because I am more familiar with the centre.

It has a range of stores and is peaceful/relaxing in certain places

it is good

Theirs a variety of stalls with useful items.

You can eat, you can shop, and the Westfield building in general looks nice.

It looks cool and has really good quality items.



4/21

Secondary School Research Survey and Responses

The best shops and pretzels

Lots of place to go

its big

Like shopping

Coz it's have a lot of shops and it's nice to mess around

The shops

good shops

cause it has many shops & bubble tea

its my favourite because its where i go often and it kind of near my house

I don't have a favourite.

It's the one I been most

variety

loads of shops for you to pick from

chingford mount because you get to know the place a bit more and discover new things.

It has many places to choose from, most of these places are inspiring and has most of my interests.

Because Mans gotta get those fresh air forces STILLLLLLL

i dont have a favourite place

You could find anything there

It's big

More options and stores

I like this because it has many shops I can shop at.

Has the apple store and Lego store

you can buy a lot of stuff there and honestly its just fun

People that i know live there and they are like family.

I don't have one because it's not something I like doing

I don't know it has nice clothes

It has a lot of different shops all close together and it is not far from my house

They have lots of shops, and there are lots of buses that I can use there

all of them are good it has a nice atmosphere

Because it got everything

You can do a lot with your friends there

All shopping centres are there.

lots to do



It's where my mum works

Because there is a lot of places where I could visit and I could see lots and lots of things.
Stratford Shopping Centre is my favorite because there are lots of different shops to go to when you there.

it's the main one closest to me

The largest and more versatile shops and services

I can buy lots of things

because there is a lot of shops

I dont know just like it

It has a wider variety of shops

some places in Central London

they have great food there and I get most of my games from there where in the shop they allow you to go into a gaming room to all sorts of games.

It has a bobba tea shop :)

it it because they have many shops to go to

No

either chingford mount or stratford as i meet my friends there

Lots of stuff

Bus

because there is so much things we can do when you are bored and so much things you can buy and its also a good area to invite friends to go out for the day.

Closest

because we go there on the way to the cable cars

It's the nearest to me

Its close to me and ive learned to really like it apart from others which arent as good
better atmosphere and can travel looking nice and i also don't need to worry about the "postcode" bullsh** so i can travel with anyone lol

Becasue its the only one i go to.

Because it is big

my favourite is central london because theres lots of resturants

fun.

It's a nice and fresh environment and i like shopping

Because it is big

i can get all the clothes i want

Variety off food shops

Lot's of things there

lots of choice for shops

More shops meaning more variety and availability of things to buy and Stratford looks like a mini city after it was renovated for 2012 olympics

it has the best game store.

because they have the things that i want there

Because their's a lot more to do there than other places

Its local

i dont have an answer

I like going around London.

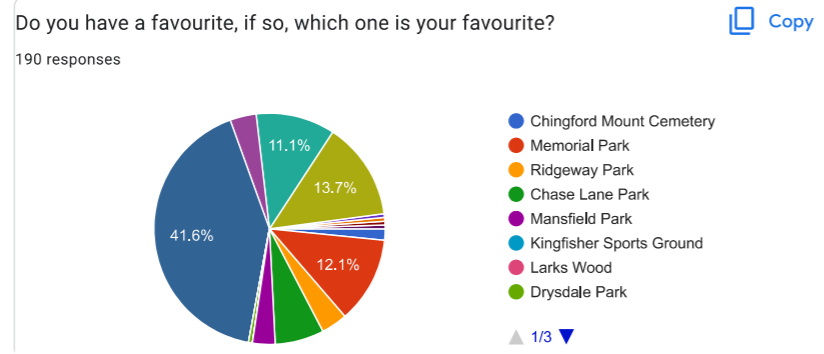
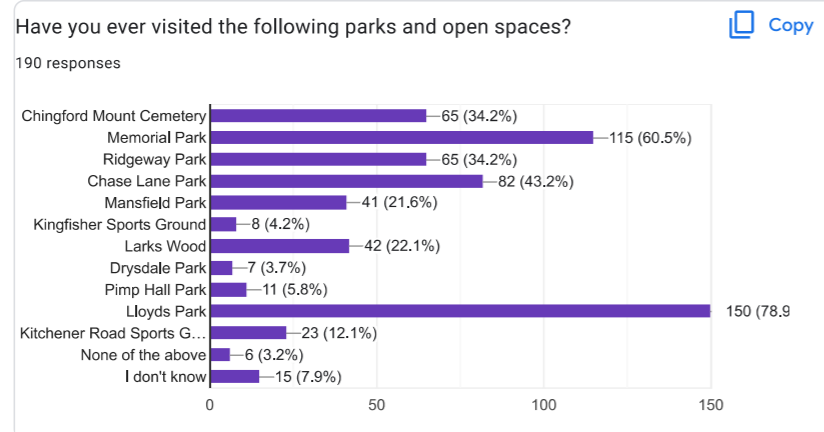
I've never been anywhere else.

Walthamstow cenral

Range of shops

It has loads of shops that i like and its a really great place for shopping sprees and stuff.

Secondary School Research Survey and Responses



Could you possibly tell us why that place is your favourite?

136 responses

- i dont know
- The only park I go to
- Because it has loads of space and loads of stuff to do.
- there is this swing tyre at the park that i really like giiong on with my sister.
- Because it has facilities such as gym, football, bicycle facilities and climbing frame
- I don't know
- i don't go there very often but it has plenty of space
- i can walk my dog there without a leash
- I mostly go there
- It's nice and has open spaces as well as climbing frames
- it has a skateboarding place
- lots to do close to home
- Most fun activities are set up there
- it is my favourite as it is near, it has a big grass field and playground
- none are
- i dont have one
- I go there most of the time
- Its big and has a lot of ducks and geoses
- as chase lane was my old school and i like the skate park
- A lot of the others have broken equipment
- Because it has a nice view
- its just fun to go there
- Near my house
- I grew up in the area and I go there with my friends a lot.
- because it has a lot space and also a tennis court
- Because there is lots to do
- there is lots of things to do
- Chase lane park is my favourite because theres lots of things to do there, and ive been going for years
- Broomfield park is my favourite
- Because its fun
- Is big and there are many activities you can do
- It's fun to hangout

Secondary School Research Survey and Responses

Because There Its A Open Area And There Is 2 Skate Parks , 2 Courts Of Basketball And A Exercise Area , Which Makes It A Sporting Park Sort Of.

None

because i go there every day

It is the closest park to me.

On August, there are funfairs in Lloyds Park and also it has lots of open fields to run around.

because it has a skate park and i live near it

Nearest to my house

chingford mount cemetry is my favourite because you can visit your parents if they died and if they did you won't forget them and that could go into your long term memory.

when i was 6, i used to always go there since their were many fun activities to do.

I've always lived near it

Lloyds Park is my favourite park because you will have so much fun and i enjoy playing there

thee goodest one for children and kitchener road sports ground has too many drug dealers at it

Because it's an open space and it's pretty fun to go there

Because I dont remember other park' names

Has more fun activities and larger area

The only on I go to

The only one I know

iv been there the most

None

beacuse it is right behind my house and i go there every week

It's quite a big park

Because I used to live near it and was normal to go there so I was familiar and comfortable with the area.

It's large and has nice views

the football pitch

there is most of my friends

It's honestly a really nice place to take a walk, yet chase lane has a lot of play sets!

Lots of activities

...

The zip line

It Close to my house

its been my favourite since i was very little



More activities and larger area

It is reAlly big

it's the closest park to me

i dont have a favourite

It is my favourite because I can go often as it is near my house.

It's nice to walk around there. It has nice surroundings.

very open, clean and peaceful

loyds park is my favourite because it is a fun place and you can have fun!

Chase lane park has been my most visited park, I live very close to it and went to chase lane.

I have no other friends

i always go there

It has an incredibly nice view.

Because it is near to me

Has more basketball hoops than ridgeway

i go there more often

It is my favourite because it has so many activities

Because it has a zip wire

Because i have a lot of memories from that park

I like how spacious it is and that lots of different people can do many things from clubs, to just having a walk.

Its nice to watch the sunset

A really nice view

big field

I don't know man

It has a lot of activities for young and old and it has a lot of entrances which make it accessible from every street

They have a good skatepark and lots of open space

it has a big place to walk so then i can walk and think

Because it nice

Most of my friends go there

No

great for calm walks

Its big and open. Lots of room to play frisbee.

Because there are a lot of things you could do in the Memorial Park.

I don't have a favorite.



Secondary School Research Survey and Responses

Only one I remember about
Its a really good park
because there is a bid tree you can climb
My primamry school was right next to it
I go there the most
When I get bored, I can go there to play football with some of my friends. Plus I also play for a team located there so I am there quite a lot.
Its near my house
it has lots of space and I like cycling around
No
go there the most
trees
Because i went to that park when i was really little with my cousin Aaliyah (she goes to our school) and it really reminds me of memories from a long time ago and the funny moments that i still laugh at till this day.
Closest
because it is the only one i have been to
It has nice scenery
That's where I made most memories with my friends
Its big it has basketball,skateing,tennis ect..
closer to my friend
Closest to my house.
its a big place
mayhem
I like that park the best as it has a skate park
none
It's close to us
Because it has a football court
i dont have a favourite
Lot of open spaces.
Its where i found most of my friends.
See people that I know there
very open and nice
Very big park lots of basketball courts and lots of random competition there .
it has lots of grassy areas.
because its masive and lots of activites
i always use to go when i was little and still do so its my favourite
Local to friends and has an ice cream shop :)
fun
South end
Its a nice place to go to with friends
I dont have a favourite

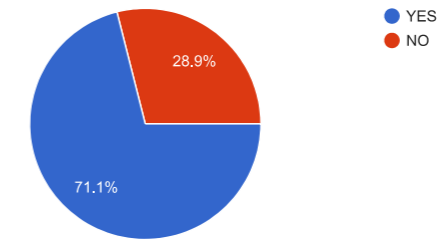
Only one I remember about
Its a really good park
because there is a bid tree you can climb
My primamry school was right next to it

35 more responses are hidden

The Mount

Have you ever been to the Mount? [Copy](#)

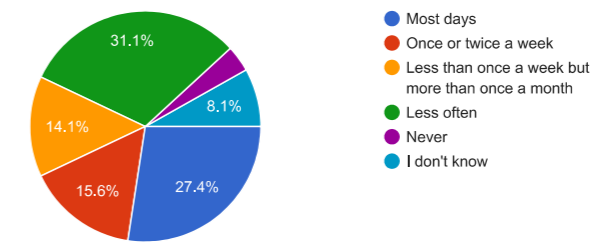
190 responses



You've been to Chingford Mount!

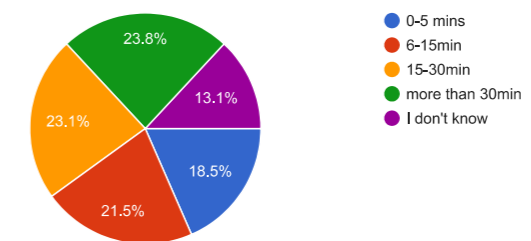
How often do you usually go to the Mount? [Copy](#)

135 responses



If you were walking, how long would it take you to get to the Mount from your home? [Copy](#)

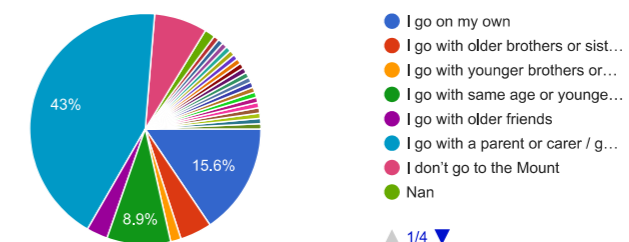
130 responses



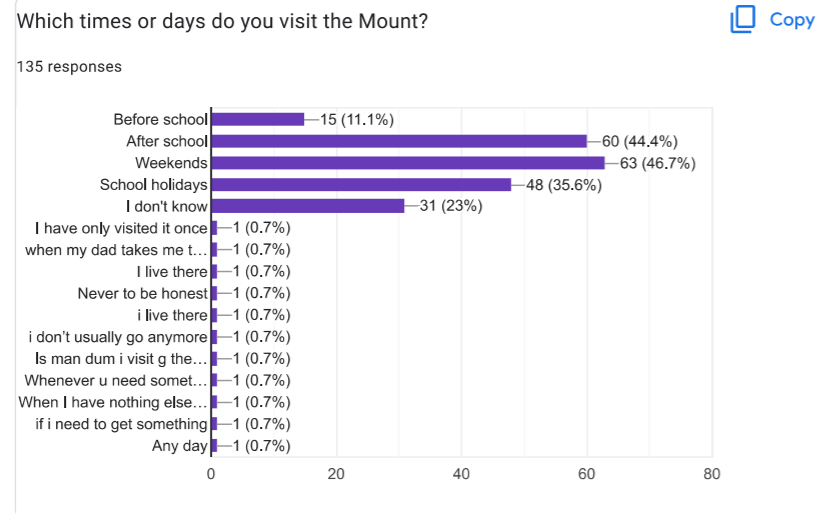
Travel to the Mount

Who do you usually go with to the Mount? [Copy](#)

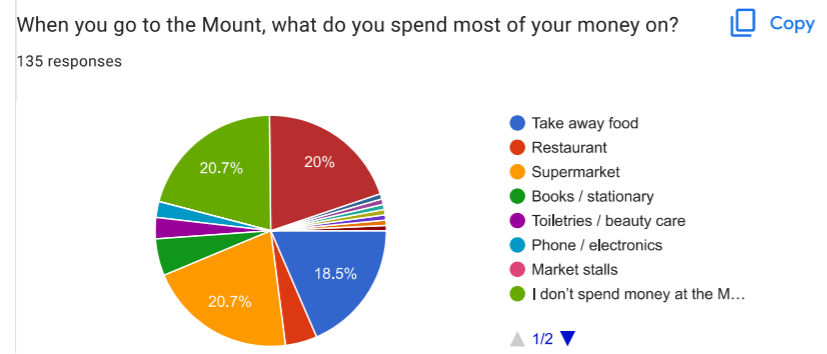
135 responses



Secondary School Research Survey and Responses



Things to do at the Mount



What are the good things about the Mount? [Copy](#)

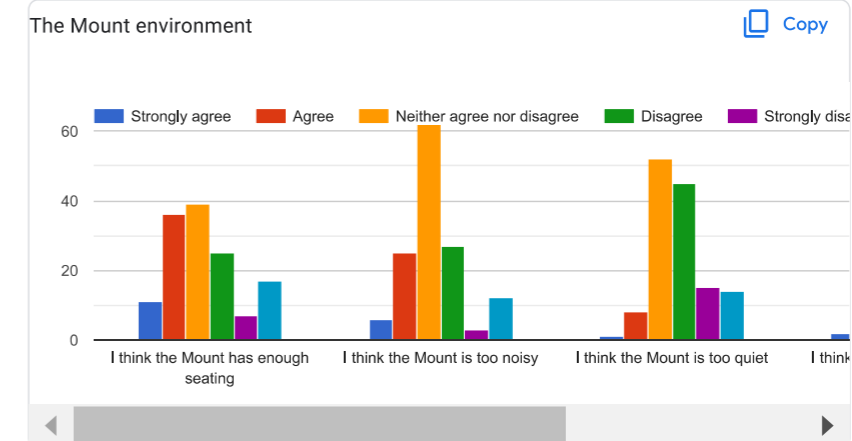
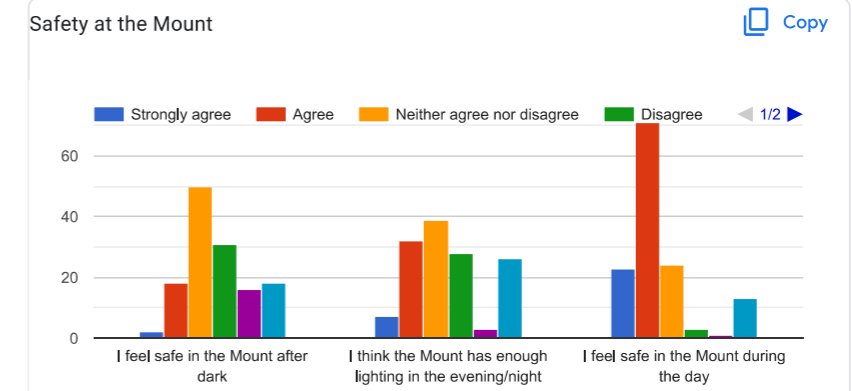
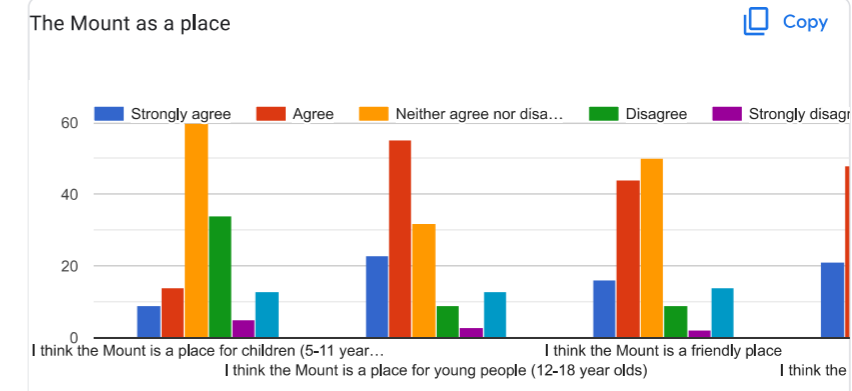
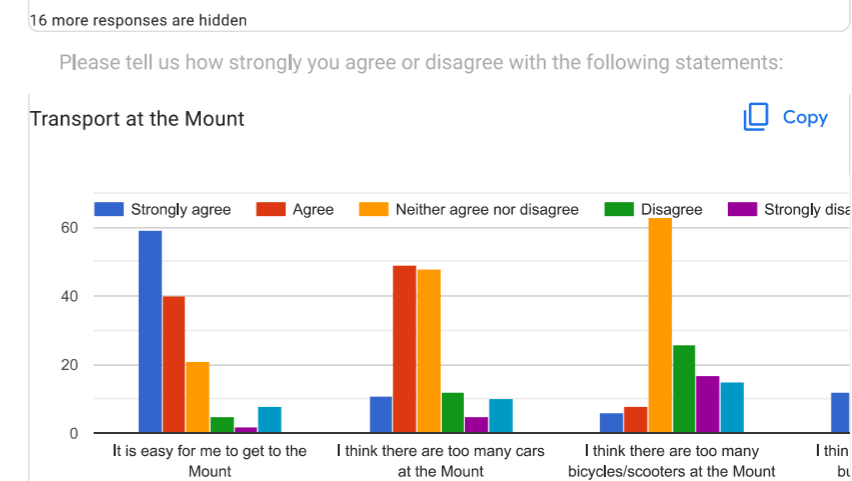
Category	Count
COMMUNITY	2
ENVIRONMENT	8
FOOD PLACES	14
FOOD PLACES, COMMUNITY	1
I'M NOT SURE	39
LANDSCAPE	1
LOCATION	6
PARK, FOOD PLACES	1
PARKS	1
SHOPS	50
SHOPS, FOOD PLACES	2
THINGS TO DO	4
TRANSPORT CONNECTIVITY	4
Grand Total	133

What are the bad things about the Mount? [Copy](#)

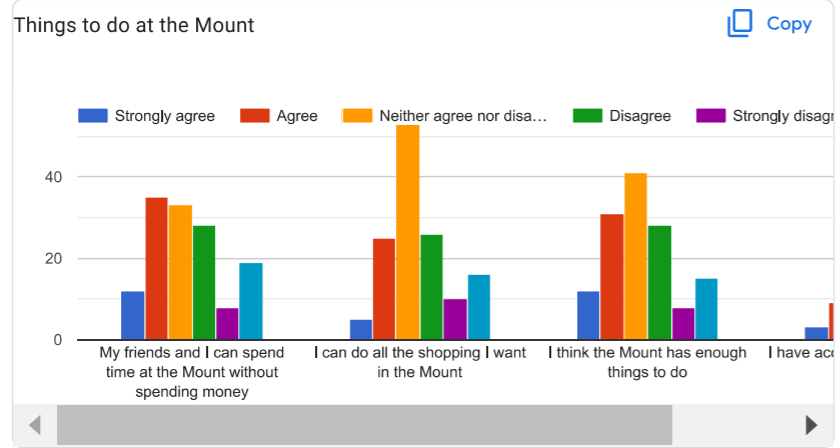
Category	Count
UNCLEANLINESS	1
CONNECTIVITY	3
CROWDED	10
DECLINE	1
FEELING UNSAFE	24
I'M NOT SURE	57
LACK OF ACTIVITY	3
LACK OF GREENERY, RETAIL OFFER	1
NOISE POLLUTION	2
NOISE POLLUTION	1
RETAIL OFFER	14
TRAFFIC	7
TRAFFIC, NOISE POLLUTION	1
UNCLEANLINESS	2
Grand Total	127

COMMUNITY	3
ENVIRONMENT	9
FOOD PLACES	17
I'M NOT SURE	39
LOCATION	6
PARKS	2
SHOPS	51
THINGS TO DO	4
TRANSPORT CONNECTIVITY	4

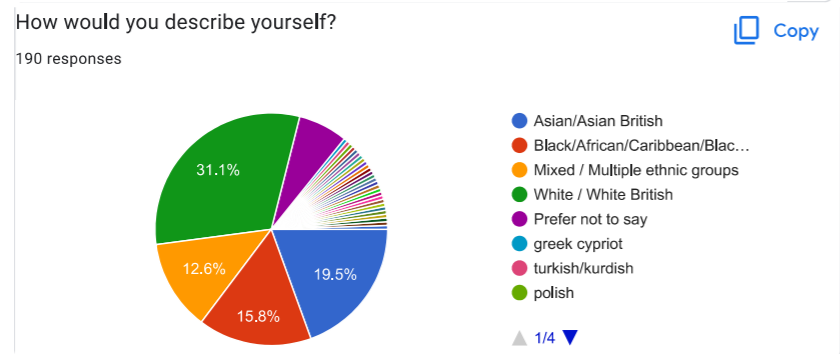
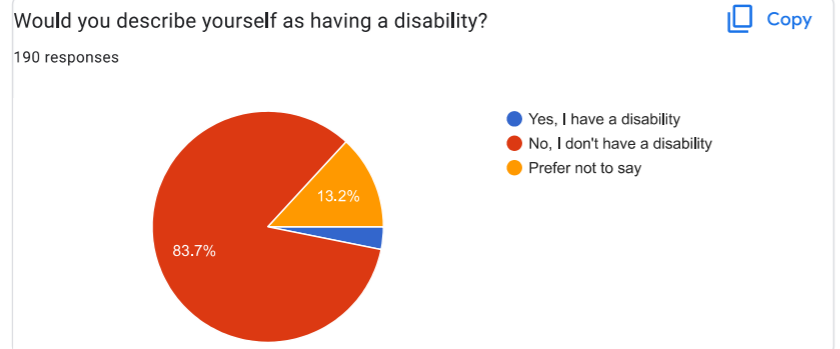
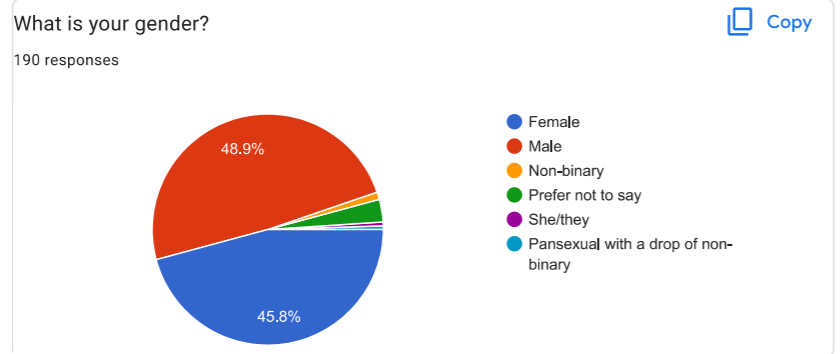
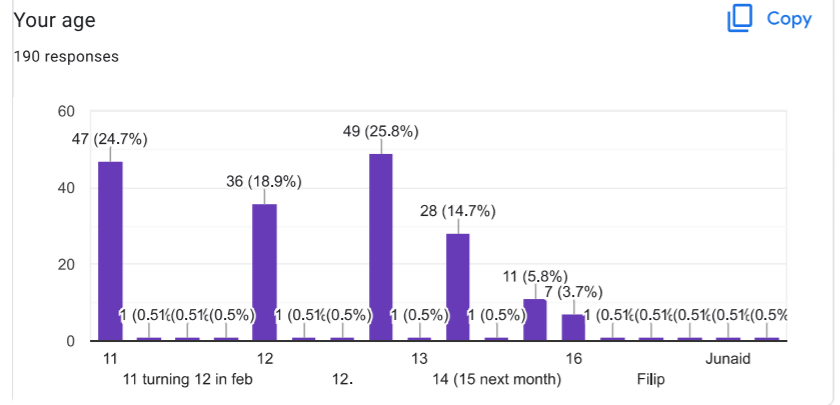
UNCLEANLINESS	3
CONNECTIVITY	3
CROWDED	10
DECLINE	1
FEELING UNSAFE	24
I'M NOT SURE	57
LACK OF ACTIVITY	3
LACK OF GREENERY	1
NOISE POLLUTION	4
RETAIL OFFER	15
TRAFFIC	8



Secondary School Research Survey and Responses



SECTION 3: A BIT ABOUT YOU



Estimate Costs - Subject to full design resolution

LBWF Chingford Mount - Estimate costs - 01.06.22

Structure 1: Blue with large planters and canopy

ID	Material	Key on drawings	Measurement	Approx measurement	Unit cost	Total
1	Overall area (for calc. of extg. paving removal, ground works etc.)	na	Approx total area	107.4m ²	108 m2	£130 £14,040
2	Granite pavers	4,5,6	Approx total area	73.3m ²	74 m2	£120 £8,880
3	Metal inlaid joint between pavers	7	Approx total length	161.6m	162 m2	£60 £9,720
4	Metal text to pavers	8	Assume 33% paver area	24.4m ²	25 m2	£300 £7,500
5	Reinforced concrete bench (smooth finish)	2,3	Approx ht x depth x length	0.45m x 0.4m x 9m	1 it	£3,500 £3,500
6	Low reinforced concrete wall (smooth finish)	2,3	Approx ht x depth x length	0.9m x 0.15m x 4.8m	1 it	£1,500 £1,500
7	High reinforced concrete wall (smooth finish)	2,3	Approx ht x depth x length	1.87m x 0.15m x 4.8m	1 it	£3,000 £3,000
11	Reinforced concrete surround to planter (smooth finish)	2,3	Approx ht x depth x length	0.45m x 0.4m x 26.3m	1 it	£15,000 £15,000
12	Perennial planting	1	Approx total area	10.513m ²	15 m2	£100 £1,500
15	Bespoke PPC metal canopy	9	na	1	1 it	£2,500 £2,500
16	Wifi + electric charging	na	na	yes	1 it	£1,500 £1,500
17	Lighting	na	na	10no.	10 nr	£600 £6,000

£74,640

Structure 2: Pink with tree and swings

ID	Material	Key on drawings	Measurement	Approx measurement	Unit cost	Total
1	Overall area (for calc. of extg. paving removal, ground works etc.)	na	Approx total area	117.7m ²	118 m2	£130 £15,340
2	Granite pavers	4,5,6	Approx total area	72.5m ²	73 m2	£120 £8,760
3	Metal inlaid joint between pavers	7	Approx total length	132.6m	133 m2	£60 £7,980
4	Metal text to pavers	8	Assume 33% paver area	24.2m ²	25 m2	£300 £7,500
5	Reinforced concrete bench (smooth finish)	2,3	Approx ht x depth x length	0.45m x 0.4m x 7.6m	1 it	£3,000 £3,000
7	High reinforced concrete wall (smooth finish)	2,3	Approx ht x depth x length	1.85m x 0.15m x 8m	1 it	£5,000 £5,000
8	Step 1 in reinforced concrete (smooth finish)	2,3	Approx ht x depth x length	1.35m x 0.4m x 8.74m	1 it	£10,000 £10,000
9	Step 2 in reinforced concrete (smooth finish)	2,3	Approx ht x depth x length	0.9m x 0.4m x 9.52m	1 it	£7,500 £7,500
10	Step 3 in reinforced concrete (smooth finish)	2,3	Approx ht x depth x length	0.45m x 0.4m x 10.31m	1 it	£4,000 £4,000
11	Reinforced concrete surround to planter (smooth finish)	2,3	Approx ht x depth x length	0.45m x 0.4m x 24.64m	1 it	£10,000 £10,000
12	Perennial planting	1	Approx total area	17.1m ²	17 m2	£100 £1,700
13	Semi mature tree	11	na	1	1 it	£1,500 £1,500
14	Two PPC bespoke swings (portal frames with overhead structure between)	10	na	1	1 it	£3,000 £3,000
16	Wifi + electric charging	na	na	yes	1 it	£1,500 £1,500
17	Lighting	na	na	10no.	10 nr	£600 £6,000

£92,780

	Blue structure (1)	Pink structure (2)
SUB-TOTAL	£74,640	£92,780
PRELIMINARIES	£11,196	£13,917
CONTINGENCY	£12,875	£16,005
SUB-TOTAL	£98,711	£122,702
PROFESSIONAL FEES	£14,807	£18,405
TARGET PROJECT COST	£113,518	£141,107
GRAND TOTAL		£254,625

assuming no VAT

Structure 3: High Street Bench

ID	Material	Key on drawings	Measurement	Approx measurement	Unit cost	Total
1	Overall area (for calc. of extg. paving removal, ground works etc.)		Approx total area	7.8m ²	8 m2	£130 £1,040
2	Granite pavers		Approx total area	2.2m ²	2 m2	£120 £240
3	Metal inlaid joint between pavers		Approx total length	12.3m	13 m2	£60 £780
4	Metal text to pavers		Assume 33% paver area	0.7m ²	1 m2	£300 £300
5	Perennial planting		Approx total area	0.59m ²	1 m2	£100 £100
6	Reinforced concrete surround to planter (smooth finish)		Approx ht x depth x length	0.45m x 0.4m x 6.3m	1 m3	£2,160 £2,160
7	Reinforced concrete bench to planter (smooth finish)		Approx ht x depth x length	0.45m x 0.4m x 1.6m	1 m3	£2,160 £2,160
8	Reinforced concrete recliner		Approx ht x depth x length	0.45m x 1.6m x 1.5m	1 m3	£2,160 £2,160
9	Wifi + electric charging		yes	1	1 nr	£1,500 £1,500

£10,440

	High Street Bench
SUB-TOTAL	£10,440
PRELIMINARIES	£1,566
CONTINGENCY	£1,801
SUB-TOTAL	£13,807
PROFESSIONAL FEES	£2,071
TARGET PROJECT COST	£15,878

assuming no VAT

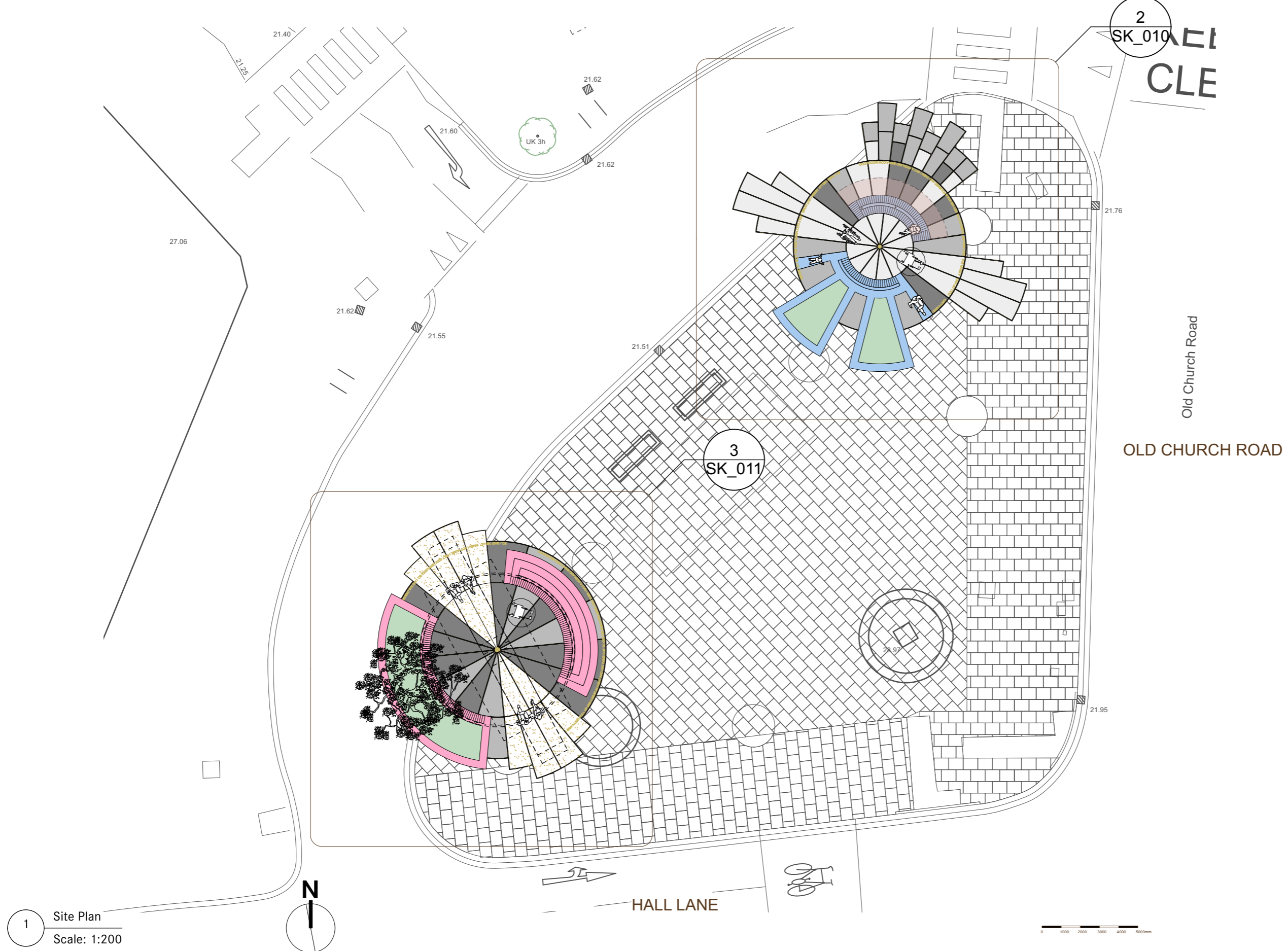
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1 Site Plan
Scale: 1:200

Note: These are initial design ideas - for information only. Designs require full co-ordination with existing infrastructure. Designs also require full consultation.

APPENDIX

B 03/08/2022 For Information Only

A 31/05/2022 Design Development

REV	DATE	COMMENT
B	03/08/2022	For Information Only
A	31/05/2022	Design Development

PROJECT
Chingford Mount Play Structure designs

CLIENT

LBWF

STATUS

For Information Only

DRAWING TITLE

Site Plan

PROJ NO.	DWG NO.	REV	SCALE
21120	SK_001	B	1:200@A3

DRAWN BY	CHECKED	FIRST ISSUED
ES	RW	03/08/2022

ZCD Architects

Unit 1.1, 1-5 Vyner Street, London, E2 9DG

info@zcdarchitects.co.uk 020 3095 9762

Design Drawings

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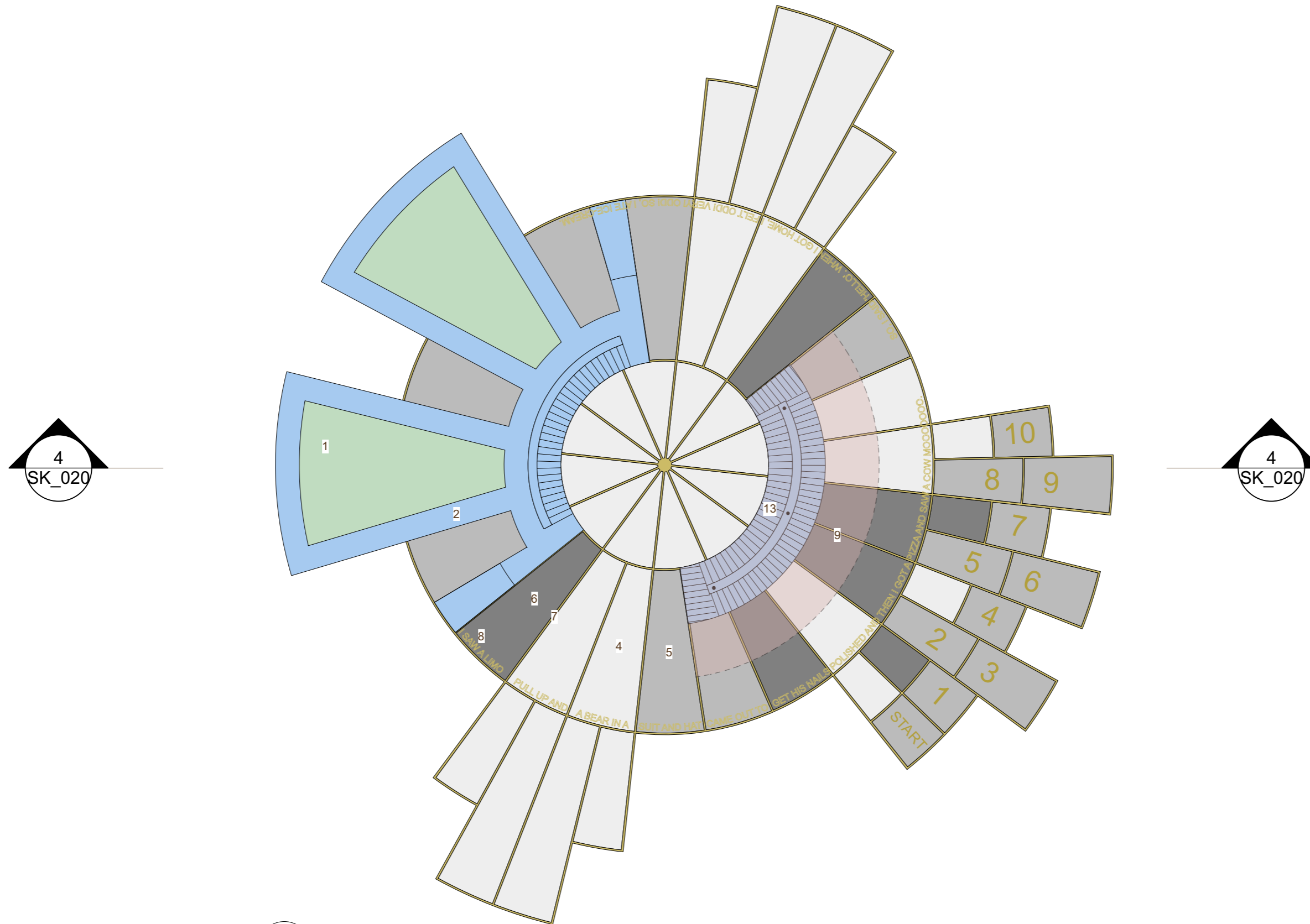
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Materials Key

1. Planter
2. Coloured reinforced concrete with multicoloured aggregate (colour tbc.)
3. Coloured reinforced concrete with multicoloured aggregate (colour tbc.)
4. Light grey granite
5. Mid grey granite
6. Dark grey granite
7. Metal inlaid joint tbc
8. Allow for text incorporated into granite pavers (etched/engraved/metal inlay) to 33% of pavers
9. PPC steel overhead rain cover
10. PPC steel swing
11. New tree
12. Poured rubber safety surface colour tbc.
13. Timber panels

N.B. Structures incorporate lighting, Wifi and charging points



2 Structure 1 Plan



Note: These are initial design ideas - for information only. Designs require full co-ordination with existing infrastructure. Designs also require full consultation.

APPENDIX

B 03/08/2022 For Information Only

A 25/05/2022 Design development

REV	DATE	COMMENT
B	03/08/2022	For Information Only
A	25/05/2022	Design development

PROJECT
Chingford Mount Play Structure designs

CLIENT

LBWF

STATUS

For Information Only

DRAWING TITLE

Structure 1 Plan

PROJ NO.	DWG NO.	REV	SCALE
21120	SK_010	B	Not to Scale

DRAWN BY	CHECKED	FIRST ISSUED
ES	RW	03/08/2022

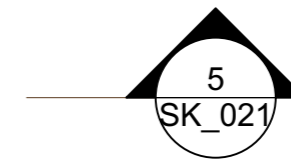
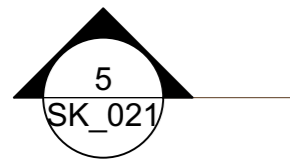
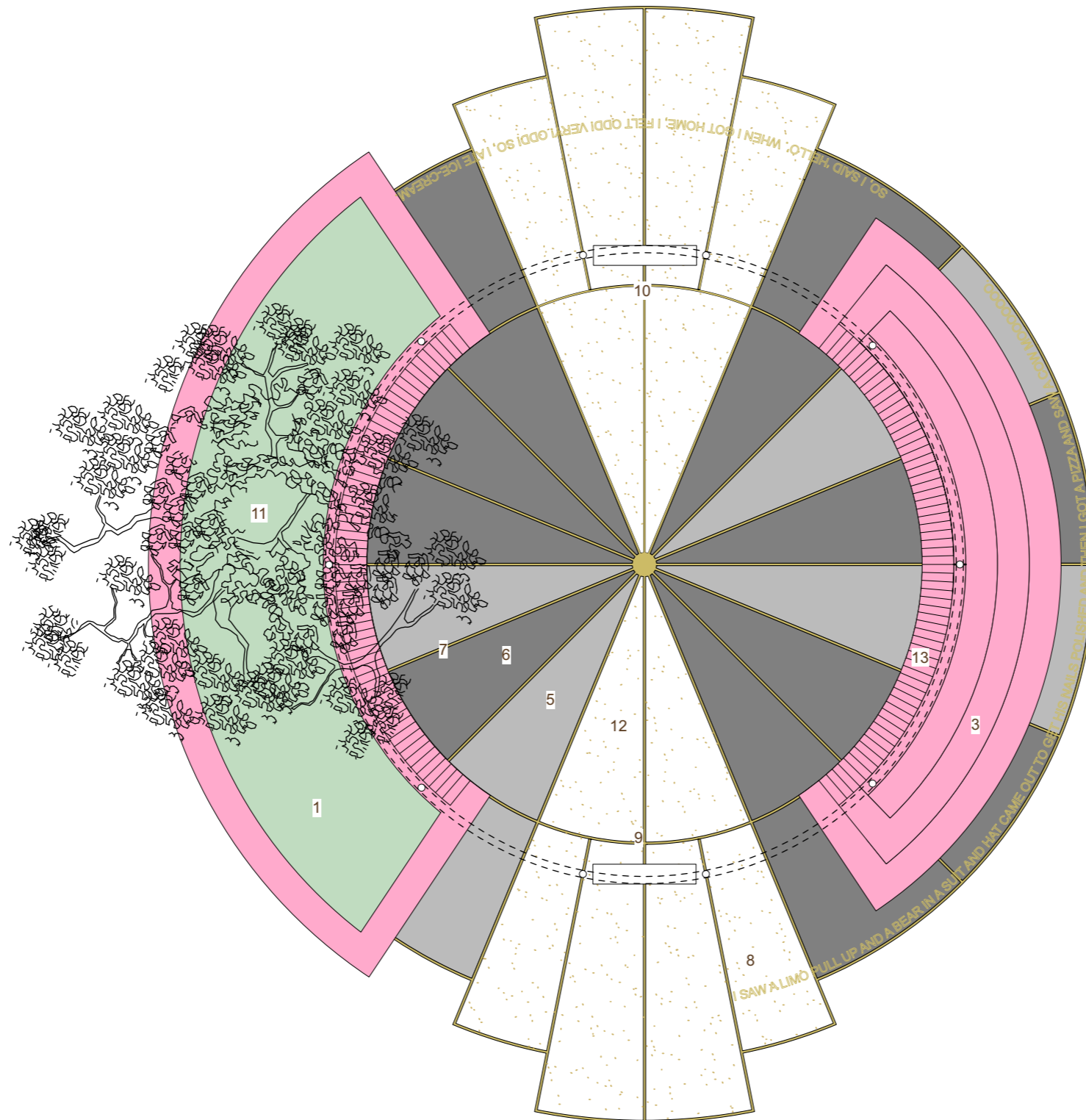
ZCD Architects

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12. Poured rubber safety surface colour tbc.
13. Timber panels

N.B. Structures incorporate lighting, Wifi and charging points



3 Structure 2 Plan



Note: These are initial design ideas - for information only. Designs require full co-ordination with existing infrastructure. Designs also require full consultation.

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REV DATE COMMENT

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DRAWING TITLE
Structure 2 Plan

PROJ NO.	DWG NO.	REV	SCALE
21120	SK_011	B	Not to Scale

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ES	RW	03/08/2022

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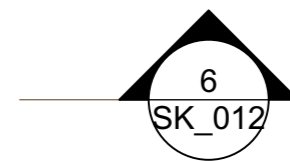
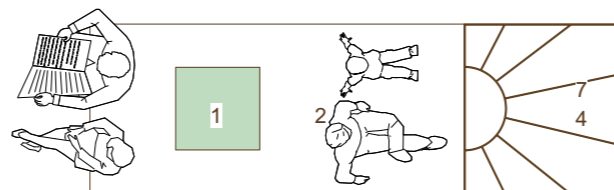
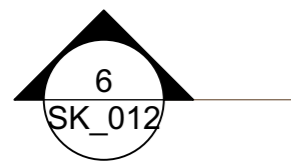
Materials Key

1. Planter
2. Coloured reinforced concrete with multicoloured aggregate (colour tbc.)
3. Coloured reinforced concrete with multicoloured aggregate (colour tbc.)
4. Light grey granite
5. Mid grey granite
6. Dark grey granite
7. Metal inlaid joint tbc
8. Allow for text incorporated into granite pavers (etched/engraved/metal inlay) to 33% of pavers
9. PPC steel overhead rain cover
10. PPC steel swing
11. New tree
12. Poured rubber safety surface colour tbc.
13. Timber panels

N.B. Structures incorporate lighting, Wifi and charging points



6 High Street Bench - Section



7 High Street Bench - Plan



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DRAWING TITLE
High Street Bench - Plan and Section

PROJ NO.	DWG NO.	REV	SCALE
21120	SK_012	B	Not to Scale

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Design Drawings

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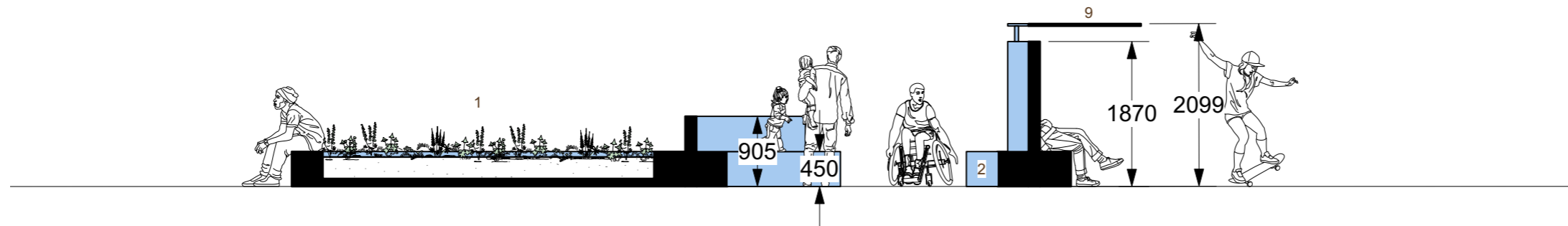
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4 Structure 1 Section



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DRAWING TITLE
Structure 1 Section

PROJ NO.	DWG NO.	REV	SCALE
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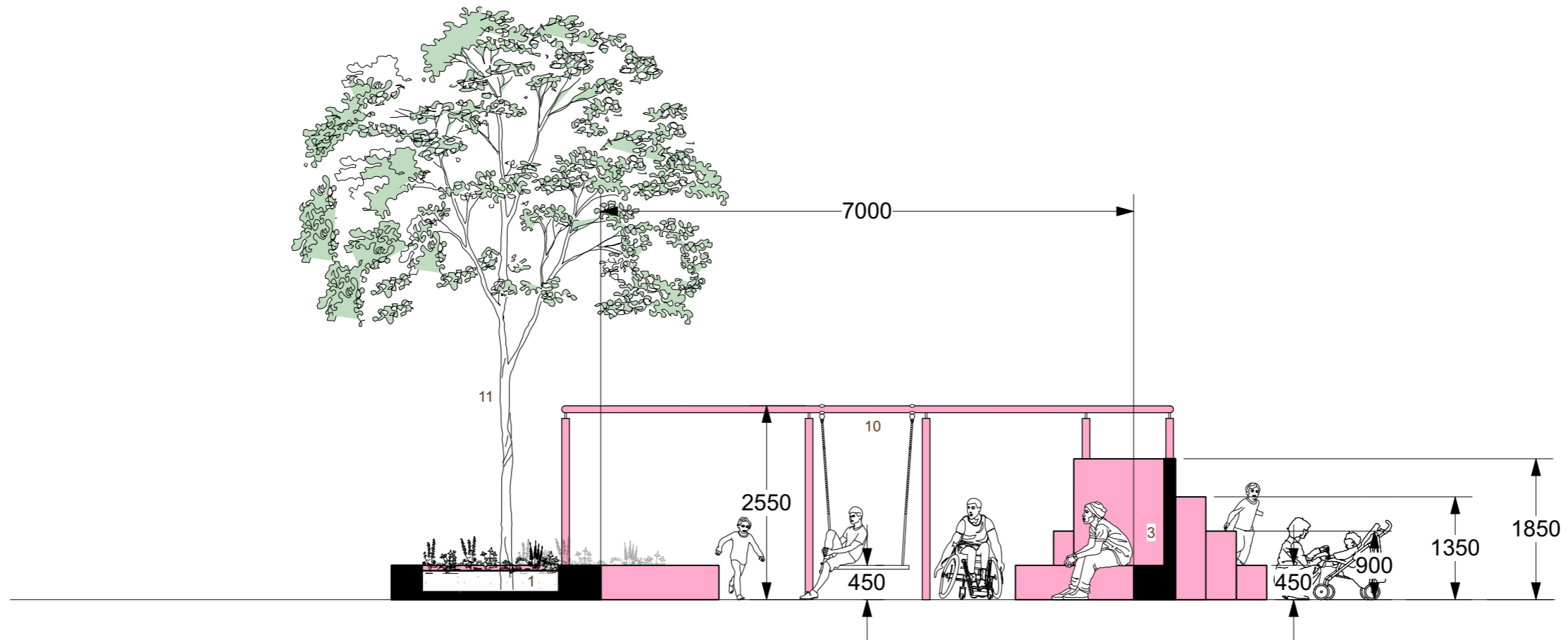
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5

Structure 2 Section



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DRAWING TITLE
Structure 2 Section

PROJ NO.	DWG NO.	REV	SCALE
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