

An Evaluation of the **'Travelling to School Initiative'** Programme

Final Report / October 2010

Appendices



Appendix A – TTSI Complementary Initiatives and Government Programmes

A.1 Walking to School Initiative Grant

Launched by the DfT in November 2006, the 'Walking to School Initiative Grant' scheme was introduced to encourage more schools in England to set up 'walking buses' or alternative school-based walking initiatives to increase the number of primary aged pupils walking to school. Schools wanting to set up a 'walking bus' or alternative walking initiative, bid for funding to DfT and funding was allocated to successful schools via local authorities.

Maintained primary schools wanting to set up a new 'walking bus' or expand an existing one were able to apply for a grant of £1,000 a year for up to three years to enable them to do so. In order to qualify for a grant for the first year, they had to have a reasonable expectation of being able to save on average an additional five return car trips a day. In order to receive funding for the second and third years, schools had to provide evidence that they had set up or expanded the 'walking bus' or that it had saved the required number of car trips and expected to continue to do so.

Schools wanting to set up a new alternative walking initiative or expand an existing one were able to apply for a grant of £500 a year for up to three years to enable them to do so. In order to qualify for a grant for the first year, they had to have a reasonable expectation of being able to save, on average, an additional two and a half return car trips a day. To receive funding for the second and third years, schools had to provide evidence that they had set up or expanded the initiative, had saved the required number of car trips and expected to continue to do so. Initiatives set up by schools included WoW (Walk Once a Week) and Go for Gold.

A.2 Walk to School Week / Walk to School Month

Walk to School Week is a national awareness week organised in spring each year by Living Streets and ACT TravelWise as part of their Walk to School campaign. Parents, teachers and local authorities are encouraged to run fun events and activities to raise awareness about walking to school. It is hoped that this will persuade more children and parents to walk during the designated week and that they will then move on to walking to school more regularly. Walk to School Month is a month long awareness event held in October every year where schools across the world join forces to promote walking to school. Schools are not expected to take part for the whole month but it provides the opportunity for them to do so whenever it is most convenient.



Above: Walk to School certificate

DfT has for some years provided a grant to Living Streets to pay for a full-time co-ordinator for the Walk to School campaign. No specific funding is provided to local authorities; instead they are expected to use their own resources to fund activities.

A.3 Cycling Initiatives

The DfT, through Cycling England, funds a number of cycling initiatives that are specifically targeted towards schools and young people. These initiatives include Bikeability training, Links to Schools and Bike It.

National Standard Cycle Training

The National Standard for Cycle Training (the National Standard) was launched in 2005 as Cycling Proficiency for the 21st Century. It provides a much higher standard of cycle training than previous schemes, including an on-road element. It is designed to give children and adults alike the confidence and skills required to deal with today's road conditions. In 2007, Bikeability was launched as the National Standard award scheme. Through Cycling England, the DfT aims to provide funding to enable 500,000 Year 6 children in England to take part in Bikeability training by 2012.

Links to Schools

Launched in October 2004, the Links to Schools initiative is a project that provides infrastructure (safe links) to support cycling and walking to schools in England. It focuses on improving or constructing new cycling and walking links between the National Cycle Network and local schools.

Bike It

Bike It is an initiative that began in 2005. It provides funding for officers that promote cycling in schools. Each officer works with around 12 schools per year to apply measures that help overcome barriers to cycling to school. Potential solutions include cycle training, secure cycle parking, identifying a school champion and promotional events e.g. bike breakfasts. The results can be quite significant, with typically 10% of children in Bike It schools regularly cycling to school (the national average is just 2%). The aim of Bike It is to create a pro-cycling culture in schools which continues long after the Bike It officer has left. The main role of Bike It officers is to:

- explain the benefits of cycling;
- contribute to classroom work;
- address safety concerns with the help of the local authority and other partners;
- share good practice with school management teams;
- organise practical cycling activities; and
- generate positive publicity.

A.4 Healthy Schools

The Healthy Schools programme aims to equip children and young people with the skills and knowledge required to make informed health and life decisions. Schools carry out various initiatives to try and achieve National Healthy School Status, with grants available from the government to set up different initiatives around the four core themes:

- Personal Social and Health Education;
- Healthy Eating;
- Physical Activity; and
- Emotional Health and Well Being.

These four themes each have a number of associated criteria that schools need to fulfill in order to achieve Healthy School status. One of the criteria under the Physical Activity theme is that the school has an STP in place, or is working towards having one in place.

The programme links in with the TTSI as both programmes promote the physical activity benefits of walking and cycling to/from school.

A.5 Eco Schools

This programme provides a framework for schools to help embed sustainability into school life. Once registered on the Eco School scheme, schools follow a seven step process which aims to address a variety of environmental themes. Schools then aim towards achieving one of three awards – Bronze, Silver and Green Flag Award, which represent excellence in the field of environmental activity.

A key requirement for the transport theme is to produce a STP.

A.6 Sustainable Schools

DCSF have established a 'National Framework for Sustainable Schools' which provides schools with a list of requirements to achieve sustainability status.

The National Framework was founded on three themes - a commitment to care, an integrated approach and a selection of 'doorways' or sustainability themes. There are eight 'doorways' through which schools can choose to initiate or extend their sustainable school activity, with one doorway being 'travel and traffic'. Schools are encouraged to be models of sustainable travel, where vehicles are used only when absolutely necessary.

This is perhaps the programme with the most overlap and relevance to TTSI, not just because of the specific 'travel and traffic' doorway but because the ultimate aim is for all activities that are not part of the core curriculum to be encompassed within the Sustainable Schools framework.

A.7 Sustainable Modes of Travel Strategy (SMoTS)

As part of the Education and Inspections Act 2006, DCSF introduced the requirement for all authorities to have a 'Sustainable Modes of Travel Strategy' (SMoTS), which would promote the use of sustainable travel and seek to meet the travel and transport needs of children and young people in their area.

Authorities were tasked to undertake an assessment of pupil needs and an audit of sustainable transport infrastructure, which fed into a strategy for developing infrastructure to meet the needs of children and young people and to update this each year.

A separate evaluation¹ of SMoTS was completed in January 2008.

A.8 Cycle Towns and Cities

From 2008/9 to 2009/10, DfT has awarded a total of £55m of funding to 17 Cycling Towns and a Cycling City. This funding will be match-funded by the local authorities, bringing the total funding to over £100m for the three years. In addition to the six existing Cycling Demonstration Towns, which gained their status in 2005, 11 new Cycling Towns and Bristol, the first Cycling City, were chosen in 2008 from bids and detailed plans submitted by 74 local authorities in England. The Cycling Towns and City are all actively encouraging cycling for children, especially for school journeys, by organising events, training, Bike It, Go Ride officers and cycle parking.

A.9 Sustainable Travel Towns

In 2004 Darlington, Peterborough and Worcester were selected to share £10 million of revenue funding over 5 years to demonstrate the effect that a sustained package of Smarter Choice

¹ Evaluation of Sustainable Modes of Travel Strategy. Report for the Department of Children, Schools and Families (MVA Consultancy, Jan 2008).

measures could have when coupled with infrastructure improvements. The funding for this project finished in March 2009 and an evaluation report was published in 2010².

² The Effects of Smarter Choice Programmes in the Sustainable Travel Towns, Report to the Department for Transport (Sloman et. al., February 2010).

Appendix B – Research Questions and Evidence Base

B.1 Overview

The table below presents the detailed research questions identified in the project brief, indicates which section(s) of the report address(es) each of the questions, and describes the evidence base used.

Strand 1: School Travel Plan Outcomes	Relevant Section(s) of Report	School Census Data	School Survey	STA Survey	Workshops	Case Studies
What evidence is there that STPs have reduced car use for journeys to and from school and to what extent	Section 4.3	Y	Q13, 4	Q7,8	Y	Y
What evidence is there that STPs that are reviewed and revised contribute to sustained modal shift.	Section 4.5.1	-	Q8	Q9,10, 11,12	Y	Y
To what extent do accreditation and other schemes that encourage regular reviews and updating of STPs contribute to maintaining reductions in car use?	Section 4.5.1	Y	-	Q13,14, 16,17	-	-
To what extent do LAs, schools and the whole school community see a benefit and value in having a STP.	Section 4.3.2, Section 4.4, Section 4.6.1	-	Q11,12,19, 20,21,22,25, 26	Q7,8	Y	Y
Are STPs the appropriate framework by which to deliver sustainable travel on the school journey in the future.	Section 4.6.2	-	Q13,14,15, 16, 55	-	Y	-
To what extent have STPs enabled children to benefit from increased physical activity.	Section 4.4	Y	Q17,18	-	Y	Y
To what extent is obesity and/or reducing carbon emissions a motivating factor for schools.	Section 4.2.5	-	Q19,20,21,2 2	-	Y	Y
To what extent do STPs inform Sustainable Modes of Travel Strategies.	Section 4.4	-	-	-	Y	-
To what extent do STPs help LAs to target resources into sustainable travel, in addition to helping schools to acknowledge their role in encouraging sustainable travel and addressing travel and transport barriers in the vicinity of their school.	Section 4.4	-	Q27,28	-	Y	-
To what extent do levels of deprivation impact on modes of travel and the success or otherwise of STP initiatives.	Section 3.2.1, Appendix F	Y	-	-	-	-
For what reason did some schools choose not to have an STP.	Section 4.2.6	-	Q10	-	Y	-
To what extent did STAs sufficiently engage Independent Schools in the TTSI project and has there been any negative attitudes that has influenced their decision.	Section 4.2.1	-	-	-	Y	-

To what extent did having an STP raise awareness amongst children about the benefits of walking and cycling and addressing safety concerns amongst parents.	Section 4.4	-	Q23,24,41	-	Y	Y
Have changes in the admission arrangements impacted on the success of the STPs? As distance travelled to school increases due to changes in admission arrangements has this led to negative impacts on the objectives of STPs?	Section 4.5.2	-	Q29,30,31,32	-	-	-
To what extent does the absence of appropriate on – site infrastructure impact on the success of sustainable travel initiatives and what is specifically needed to rectify this	Section 4.5.2	-	Q37,38	-	Y	-
To what extent does the absence of appropriate off – site infrastructure on the success of sustainable travel initiatives and what specifically is needed to rectify this?	Section 4.5.2 Chapter 8.3.2	-	Q39,40	-	Y	-
What further help do schools think they need in order to encourage more children to walk and cycle and reduce car use?	Chapter 8, Chapter 9	-	Q42,55	-	-	Y
Does the development and implementation of an approved STP result in greater reductions in car use than interventions developed without an STP?	Section 4.3	Y	-	-	Y	-
Strand 2: School Travel Advisers	Relevant Section(s) of Report	School Census Data	School Survey	STA Survey	Workshops	Case Studies
How important was the role of the STA in supporting schools to develop school travel plans; would they have done so without an STA to help them	Section 5.3	-	Q50, 51	-	-	-
What did schools think about the scope and quality of advice given by STAs and what did they feel were their main benefit?	Section 5.3	-	Q44,45,46,47,48,49, 52, 53, 54	-	-	-
Which of the STAs behaviours are most effective and should the adviser force have been an external organisation.	Section 5.3	-	Q43,46,47, 53	-	Y	-
How important was their location within a local authority organisational structure to delivering on the initiative's aims.	Section 5.2.2, Section 5.2.7	-	-	-	Y	-
To what extent do STAs liaise with MIS Officers and others in their LA to ensure the accuracy of School Census data submitted by schools?	Section 5.2.7	-	-	Q19, 20	Y	-

To what extent has school travel planning/promotion of sustainable travel to school been mainstreamed in local authorities and at what level with details of any innovative organisational structures?	Section 4.4, Section 5.2.2, Section 5.2.7, Section 11.6	-	-	-	Y	-
Was there an appropriate balance of STAs located within Education, Transport and Environment departments within LAs and to what extent did STAs work across service boundaries.	Section 5.2.2.	-	-	Q6	Y	-
Was the level of funding and grade (knowledge and skills) of the STA post in LAs appropriate.	Section 5.2.3 Section 5.3	-	-	-	Y	-
Was there a correlation between the proportion of time spent in schools by STAs with degree of modal shift. This will depend on the level of data gained from STAs	Section 5.2.6	-	Q43	Q18	Y	Y
To what degree did the RSTAs provide sufficient and appropriate support to the STA workforce.	Section 5.2.7, Section 6.2.2	-	-	Q21	Y	-
Was the size of the STA work force appropriate to deliver the project within the time scale of the TTSI.	Section 5.3	-	-	Q21	Y	-
What contribution have the STAs made in ensuring LAs comply with the statutory duty to promote sustainable travel and publish a Sustainable Modes of Travel Strategy.	Section 4.4 Section 5.2.7	-	-	-	Y	-
How influential were STAs in building partnerships between LAs and schools to enable increases in active travel on the school journey.	Section 4.4 Section 5.2.7	-	Q46	-	Y	-
Strand 3: Regional School Travel Advisers	Relevant Section(s) of Report	School Census Data	School Survey	STA Survey	Workshops	Case Studies
To what extent was the RSTA role appropriate to meeting the needs of the project.	Section 6.3	-	-	Q21	Y	-
To what extent did the support offered by the RSTAs enable the STAs to deliver on the project aims and achieve lasting modal shift in schools	Insufficient evidence	-	-	-	Y	-
How valuable were the relationships developed with staff in Government Offices (as DCSF Field Forces and relationships with Transport teams) in helping RSTAs engage with LA officers at a senior level and influence their transport, education and other policies to reflect central Government priorities.	Section 6.2.2	-	-	-	Y	-

Was the part time nature of the RSTA secondments appropriate to delivering on the responsibilities of the role, or would a different proportion of time spent on the RSTA role have been more appropriate.	Section 6.2.1	-	-	-	Y	-
To what extent did the Project Board provide sufficient and appropriate support to the RSTAs.	Section 6.2.2	-	-	-	Y	-
Strand 4: Regional School Travel Curriculum Advisers	Relevant Section(s) of Report	School Census Data	School Survey	STA Survey	Workshops	Case Studies
To what extent has the work of the RSTCAs with specific schools in the Y&H region (lesson plans etc) assisted the integration of sustainable travel issues into the curriculum.	Section 7.3	-	-	-	Y	-
To what extent has the RSTCA role been appropriate to the needs of the project.	Section 7.2, Section 7.3	-	-	-	Y	-
Has the RSTCA curriculum work with schools within the Y&H region been disseminated to other regions, and where it has, have schools found it useful.	Section 7.2, Section 7.3	-	-	-	Y	-
To what extent has the work of the RSTCAs helped to accelerate a reduction of car use in schools where they have worked	Section 7.3	Y	-	-	Y	-
Strand 5: Walking to School Initiatives	Relevant Section(s) of Report	School Census Data	School Survey	STA Survey	Workshops	Case Studies
What factors determined whether schools were able to set up their schemes and to what extent have they been successful.	Section 8.3	-	-	-	Y	Y
How critical is the practical support of the local authority in determining this, particularly in the case of 'walking buses'.	-	-	-	-	-	-
How can the local authority best provide this support.	-	-	-	-	-	-
Where schools have a walking to school initiative, what proportion of children in the schools, participate.	Section 8.2.2	-	Q33, 34	-	-	Y
What proportion of children who start off walking once a week through a scheme such as WoW, go on to walk on a regular basis.	-	-	-	-	-	Y
Which are the most successful local authorities and what has led to their success.	Section 8.4	Y	-	-	-	-

Strand 6: Cycling Schemes	Relevant Section(s) of Report	School Census Data	School Survey	STA Survey	Workshops	Case Studies
To what extent have each of the initiatives in isolation been shown to increase cycling (and walking) and reduce car use for journeys to school.	Section 9.4 – Insufficient evidence to address this fully	-	-	-	Y	Y
The extent to which the initiatives when taken together have been shown to increase cycling (and walking) and reduce car use for journeys to school, and whether there are any optimum combinations. <i>Dependent on the availability of data but may be difficult to identify 'optimum combinations'</i>	Section 9.4	Y	-	-	Y	Y
What are the main factors which determine the degree of success (or lack of it) in a particular location	Section 9.3	-	Q37,38,39,40,41,42	-	-	Y
The extent to which the success of the initiatives is dependent on the school having a STP in place.	Section 9.3	-	-	-	Y	Y
To determine the extent to which their effectiveness is influenced by whether they are in a CCT, CDT, SST or other LA area where there are other area-wide sustainable travel interventions in place.	Section 9.4	-	-	-	-	-

Appendix C – Schools Survey

C.1 Introduction

An on-line School Survey was distributed to a sample of 5,000 (non-independent) schools in September/October 2009, out of a total of 22031 primary, secondary and special schools in England¹.

The purpose of the survey was to understand the impact of the TTSI from a schools' perspective, focusing on:

- the impact of the TTSI;
- the effectiveness of School Travel Plans;
- the success of walking and cycling initiatives; and
- the importance of School Travel Advisers.

The 20 minute self-completion survey comprised of 57 predominantly closed questions. Respondents were also given the opportunity to expand on their answers to some of the questions.

The questionnaire sought to gather the views from a member of each school who had responsibility for some aspect of travelling to school (i.e. head teachers, deputy head teachers, governors, teachers, or assistants). Each school approached to participate in the research could only submit one response to the questionnaire.

Stratification

The sample of 5000 schools was stratified by:

- English Region;
- Local Authority type – County, London Borough, Metropolitan and Unitary;
- School type – Primary, Secondary and Special;
- School size – defined as <171 (small) and =>172 (large) for primary schools, and <876 (small) and =>877 (large) for secondary schools; and
- Urban/Rural location – based on Defra output area classification.

Sample response rate

All efforts were made to encourage schools to participate in the online survey and maximise response rate. The profile of the achieved sample was monitored throughout the research process, and where necessary prompting emails were re-sent to the target sample to assist with filling the quotas for each strata group.

All of the returned surveys were subject to sense and logic checks before being analysed in detail to ensure that there were no obvious anomalies in the data.

In total, 576 responses were received: 409 were completed in full, (including six from independent schools), and a further 167 were partially completed. This gave a survey response rate of 11.5%, or 8.2% for full responses. It should however be noted that in terms of representing the views of all schools in England, this accounts for just 2.6% of schools, or 1.9% for full responses.

Table C.1 provides details on the achieved sample, compared to the target sample by each of the survey strata.

¹ The original sample size of 5,000 was based on advice from DfT / DCSF regarding the appropriate number of schools to involve in the survey.

Table C.1 - Percentage of Respondents in each stratum

Category		Target Sample	Achieved Sample		Difference
	Total	5000	576		
Region	East Midlands	9.5%	8.3%	47	-1.2%
	East of England	11.7%	11.1%	63	-0.5%
	London	10.9%	20.6%	117	9.8%
	North East	5.5%	2.5%	14	-3.0%
	North West	14.7%	11.8%	67	-2.9%
	South East	15.6%	19.2%	109	3.6%
	South West	10.9%	9.9%	56	-1.0%
	West Midlands	10.7%	8.1%	46	-2.6%
	Yorkshire and Humber	10.5%	8.5%	48	-2.1%
	<i>Base</i>	5000	567*		
Size	Large	50.0%	56.2%	281	6.2%
	Small	50.0%	43.8%	219	-6.2%
	<i>Base</i>	4761*	500		
School Type	Primary	80.1%	70.5%	396	-9.6%
	Secondary	15.1%	20.8%	117	5.7%
	Special	4.8%	8.7%	49	3.9%
	<i>Base</i>	5000	562***		
LA Type	County	52.5%	47.3%	268	-5.2%
	London Borough	10.9%	20.3%	115	9.4%
	Metropolitan District	21.1%	17.5%	99	-3.6%
	Unitary Authority	15.5%	14.8%	84	-0.6%
	<i>Base</i>	5000	567		
Urban / Rural (Output Area classification)	Rural	29.7%	26.1%	143	-3.6%
	Urban	70.3%	73.9%	405	3.6%
	<i>Base</i>	5000	548****		

*Not all schools provided a local authority or school names and hence could not be assigned to a region

** Size of school not calculated for Special schools.

***Whilst the survey stratification was only based on primary, secondary and secondary schools, the achieved sample was also completed by 6 independent schools, and these responses have been included in the analysis

**** Not all schools provided a name or postcode and hence could not be assigned to an Output Area classification.

The following observations can be made:

- whilst there are some variations between the profile of the achieved sample and the target sample, in general this variation is relatively small;
- a higher proportion of responses were achieved from schools in London (20.6% compared with a target of 10.9%) and the South East (19.2% compared with a target of 15.6%), with fewer than expected responses achieved in other regions - only 14 responses were achieved in the North East;
- a lower proportion of responses were achieved from primary schools (70.5% compared with a target of 80.1%), with more than expected responses from secondary schools (20.8% compared with a target of 15.1%) and special schools (8.7% compared with a target of 4.8%).

Completion of Survey

Over half of the surveys were completed by either a head or deputy head teacher (51.4%), and a further 16% were teachers, and 12% administrators. Responses from Governors only made up just over 2% of all responses.

Those respondents stating 'Other' to this question included business manager (6%), learning mentor (2%) and travel plan officer (1.5%).

Table C.2 – Role within School

Response	Number of Respondents	% of Total Respondents
Head Teacher	187	32.5%
Deputy Head Teacher	109	18.9%
Governor	13	2.3%
Teacher	90	15.6%
Teaching Assistant	8	1.4%
Administrator	69	12.0%
Other	100	17.4%
Total	576	100%

Statistical analysis (Confidence intervals)

Confidence intervals are used to indicate the reliability of an estimate. How likely the interval is to contain the parameter is determined by the confidence level or confidence coefficient. Increasing the desired confidence level will widen the confidence interval.

Confidence intervals have been calculated to identify the 'error margin' associated with percentage responses to specific survey questions. The interval or error margin represents the range of values within the total population which the sample result can expect to lie, assuming the sample responses are representative of those of the total population. The confidence interval increases as the sample size increases, and is associated with an assumed probability (typically 95%).

The maximum confidence or error margin associated with a sample size of 576 is +/- 4.1%. This increases to +/- 4.9% for fully completed sample of 409 responses.

Note, however, that despite stratifying the sample, the small proportion of all schools represented in the sample means that it is unlikely that the sample truly represents the views and experiences of all schools. This limits how the survey findings can be analysed and reported.

C.2 Headline Survey Results

The following section presents the headline survey results. Where appropriate, these have also been presented by school type (primary, secondary, and special) and region.

Q7. Does your school have a School Travel Plan?

Table C.3 - Q7. Does your school have a School Travel Plan?

	Total	Percentage
Yes	497	88%
In development	54	9%
No	16	3%
Total	567	100%
No response	9	-

Table C.4 - Q7. Does your school have a School Travel Plan? By school type

	Primary		Secondary		SEN	
Yes	351	90%	100	88%	33	69%
In development	34	9%	13	11%	7	15%
No	6	1%	1	1%	8	17%
Total	391	100%	114	100%	48	100%

Table C.5 – Q7. Does your school have a School Travel Plan? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Yes	39	52	111	11	59	88	50	38	41
In development	7	7	1	2	4	19	4	6	3
No	1	4	3	1	2	1	2	0	2
Total	47	63	115	14	65	108	56	44	46

Q8. Approximately how often do you revise your School Travel Plan?

Table C.6 – Q8. Approximately how often do you revise your School Travel Plan?

	Total	Percentage
Once every 6 months	39	8%
Once every year	273	55%
Once every 2 years	92	19%
More than once a year but less than once every 2 years	15	3%
Less than once every 2 years	22	4%
Have not reviewed / revised	51	10%
Total	492	100%
No response	5	-

Table C.7 - Q8. Approximately how often do you revise your School Travel Plan? By school type

	Primary		Secondary		SEN	
Once every 6 months	26	8%	5	5%	3	9%
Once every year	198	57%	53	53%	17	53%
Once every 2 years	71	20%	15	15%	6	19%
More than once a year but less than once every 2 years	8	2%	6	6%	1	3%
Less than once every 2 years	14	4%	8	8%	0	0%
Have not reviewed / revised	31	9%	13	13%	5	16%
Total	348	100%	100	100%	32	100%

Table C.8 - Q8. Approximately how often do you revise your School Travel Plan? By school type

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Once every 6 months	5	2	6	3	5	7	3	2	2
Once every year	19	27	87	3	22	46	27	17	23
Once every 2 years	8	11	12	2	17	16	11	8	7
More than once a year but less than once every 2 years	0	1	1	0	2	6	1	4	0
Less than once every 2 years	1	3	0	2	3	6	3	1	3
Have not reviewed / revised	5	8	4	1	9	7	5	5	6
Total	38	52	110	11	58	88	50	37	41

Q9. If your school does not have an STP, when will one be in place?

Table C.9 – Q9. If your school does not have an STP, when will one be in place?

	Total	Percentage
Within the next 3 months	18	26%
Within the next 6 months	18	26%
Within the next year	19	27%
Don't know	11	16%
Never	4	6%
Total	70	100%
No response	1	-

Of the four schools that responded 'never' – all four are special schools.

Table C.10 - Q9. If your school does not have an STP, when will one be in place? By school type

	Primary		Secondary		SEN	
Within the next 3 months	10	26%	4	29%	4	27%
Within the next 6 months	10	26%	5	36%	3	20%
Within the next year	12	31%	4	29%	1	7%
Don't know	7	18%	1	7%	3	20%
Never	0	0%	0	0%	4	27%
Total	39	100%	14	100%	15	100%

Q11. My school does / will benefit from having an STP

Table C.11 – Q11. My school does / will benefit from having an STP

	Total	Percentage
Strongly Agree	93	19%
Agree	271	56%
Neither Agree or disagree	86	18%
Disagree	13	3%
Strongly Disagree	4	1%
Don't Know	11	2%
N/A - no plans to implement	5	1%
Total	483	100%
No response	93	-

Table C.12 – Q11. My school does / will benefit from having an STP. By school type

	Primary		Secondary		SEN	
Strongly Agree	64	19%	21	21%	5	14%
Agree	199	60%	54	53%	10	28%
Neither Agree or disagree	48	14%	25	25%	12	33%
Disagree	12	4%	0	0%	1	3%
Strongly Disagree	1	0%	1	1%	2	6%
Don't Know	9	3%	0	0%	2	6%
N/A - no plans to implement	1	0%	0	0%	4	11%
Total	334	100%	101	100%	36	100%

Table C.13 - Q11. My school does / will benefit from having an STP. By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Strongly Agree	11	4	22	3	16	20	7	3	4
Agree	29	25	56	5	29	48	29	21	25
Neither Agree or disagree	6	12	17	1	7	17	11	8	7
Disagree	0	4	1	0	2	3	0	3	0
Strongly Disagree	0	1	0	0	0	1	1	0	1
Don't Know	0	2	3	0	1	3	0	1	0
N/A - no plans to implement	0	0	1	0	0	1	1	1	1
Total	46	48	100	9	55	93	49	37	38

Q12. What have you found / do you think are the benefits of having an STP?

Table C.14 – Q12. What have you found / do you think are the benefits of having an STP?

Instructions: Please give each of the benefits an INDIVIDUAL rank, from 1 to 10, 1 being the most beneficial. (For example 1 = Reducing car use, 2 = Community cohesion, 3 = Support curriculum content... 10 = encouraging walking / cycling)

	1	2	3	4	5	6	7	8	9	10
Reducing car use	54	84	62	56	47	43	35	37	35	30
Encouraging walking/cycling	167	111	67	37	24	25	14	15	11	12
Assistance with travel issues	39	36	53	50	55	53	61	55	54	27
Assistance with planning permission	13	19	14	28	26	30	52	53	71	174
Enhancing community cohesion	17	23	38	46	70	72	70	61	53	33
Increasing engagement with pupils/students	30	40	64	93	64	62	52	40	29	9
Provision of appropriate safety measures	82	70	53	47	45	34	39	40	49	24
Accreditation for Healthy Schools	58	57	66	62	55	38	44	55	31	17
Support curriculum content	15	23	33	33	67	63	67	69	60	53
Total	475	463	450	452	453	420	434	425	393	379

Q13. Do you believe STPs have been an effective way to encourage sustainable journeys to school?

Table C.15 – Q13. Do you believe STPs have been an effective way to encourage sustainable journeys to school?

	Total	Percentage
Yes	299	63%
No	92	19%
Don't Know	85	18%
Total	476	100%
No response	100	-

Table C.16 - Q13. Do you believe STPs have been an effective way to encourage sustainable journeys to school? By school type

	Primary		Secondary		SEN	
Yes	223	68%	57	58%	11	31%
No	53	16%	24	24%	12	34%
Don't Know	54	16%	18	18%	12	34%
Total	330	100%	99	100%	35	100%

Table C.17 - Q13. Do you believe STPs have been an effective way to encourage sustainable journeys to school? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Yes	31	23	73	5	34	57	24	19	27
No	7	13	13	3	13	20	10	9	4
Don't Know	8	10	12	1	8	15	13	9	7
Total	46	46	98	9	55	92	47	37	38

Q14. Please provide reasoning for your answer to Q13

Table C.18 – Q14. Please provide reasoning for your answer to Q13 (Open question)

Instructions: For example: If you answered 'no', what measures do you think would be more effective at increasing walking and cycling? If you answered 'yes', why do you think a STP is so effective?

Identified themes	Total	Percentage
No evidence/special school	64	14%
Initiatives help encourage	73	16%
Proof school making effort	4	1%
Helps to gain funding	30	7%
Created modal shift	45	10%
Educates the children	31	7%
Raises awareness	86	19%
Provides a focus point	63	14%
Involves all	58	13%
Sets targets/plan of action	42	9%
Hard to change parents lifestyle	39	9%
More parental support needed	12	3%
Road safety issues	27	6%
Too much work involved	8	2%
More resources needed	13	3%
Free choice of schools	3	1%
STP has no real impact	12	3%
Large catchment area	18	4%
Rural	14	3%
Pupils already walk	9	2%
Total	461	-
No response	108	-

Q15. Do you believe STPs will continue to be an effective way to encourage sustainable travel to school in the future?

Table C.19 – Q15. Do you believe STPs will continue to be an effective way to encourage sustainable travel to school in the future?

	Total	Percentage
Yes	288	61%
No	66	14%
Don't Know	115	25%
Total	469	100%
No response	107	

Table C.20 - Q15. Do you believe STPs will continue to be an effective way to encourage sustainable travel to school in the future? By school type

	Primary		Secondary		SEN	
Yes	210	64%	55	59%	17	49%
No	43	13%	14	15%	6	17%
Don't Know	76	23%	24	26%	12	34%
Total	329	100%	93	100%	35	100%

Table C.21 - Q15. Do you believe STPs will continue to be an effective way to encourage sustainable travel to school in the future? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Yes	26	20	69	6	36	53	26	21	25
No	10	10	8	2	10	13	6	5	2
Don't Know	7	15	20	1	9	24	15	11	11
Total	43	45	97	9	55	90	47	37	38

Q16. Please provide reasoning for your answer to Q15

Table C.22 – Q16. Please provide reasoning for your answer to Q15 (Open Question)

Instructions: For example: If you answered 'no', what measures do you think will be more effective at increasing walking and cycling? If you answered 'yes', why do you think a STP will continue to be so effective?

Identified themes	Total	Percentage
Supports other initiatives	15	3%
Health benefits	15	3%
Sustainability/environment	30	7%
Improved safety/security	12	3%
Involves all	17	4%
Raises awareness	30	7%
Ensures continued awareness	51	11%
Parents support needed	29	6%
Rural/large catchment area	11	2%
Safety issues	26	6%
Majority already walk	4	1%
Shows evidence of improvement	26	6%
Provides structure and review	43	10%
Community cohesion	17	4%
Focuses resources/thoughts	44	10%
Shorter plans/help needed	13	3%
Depends on funding granted	20	4%
Depends on help	27	6%
Brought cohesion	12	3%
Encouragement with continuation	30	7%
More encouragement for parents	7	2%
Still unsure of impact/SS/location	52	11%
Total	455	-
No response	121	-

Q17. To what extent do you agree or disagree that School Travel Plans enable children to benefit from increased physical activity?

Table C.23 – Q17. To what extent do you agree or disagree that School Travel Plans enable children to benefit from increased physical activity?

	Total	Percentage
Strongly Agree	67	15%
Agree	237	54%
Neither Agree nor disagree	97	22%
Disagree	27	6%
Strongly Disagree	5	1%
Don't Know	9	2%
Total	442	100%
No response	134	-

Table C.24 - Q17. To what extent do you agree or disagree that School Travel Plans enable children to benefit from increased physical activity? By school type

	Primary		Secondary		SEN	
Strongly Agree	53	17%	8	9%	5	15%
Agree	180	58%	37	42%	17	52%
Neither Agree nor disagree	57	18%	34	38%	5	15%
Disagree	15	5%	8	9%	3	9%
Strongly Disagree	3	1%	0	0%	2	6%
Don't Know	5	2%	2	2%	1	3%
Total	313	100%	89	100%	33	100%

Table C.25 - Q17. To what extent do you agree or disagree that School Travel Plans enable children to benefit from increased physical activity? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Strongly Agree	4	11	21	0	10	14	7	5	5
Agree	26	63	117	14	28	46	23	15	24
Neither Agree nor disagree	10	1	3	0	11	15	12	12	5
Disagree	0	2	18	0	4	6	3	2	1
Strongly Disagree	0	5	3	3	1	1	0	0	1
Don't Know	1	2	0	0	0	2	1	0	1
Total	41	84	162	17	54	84	46	34	37

Q18. Why do you think this? Please provide a reason to your answer in Q17

**Table C.26 – Q18. Why do you think this?
Please provide a reason to your answer in Q17 (Open question)**

Identified themes	Total	Percentage
Enjoyment	8	2%
Encouragement	19	4%
Unsure/special school	23	5%
Incentives	13	3%
Quality time	6	1%
Schemes within school instead	19	4%
Plans encourage walking/cycling	255	53%
Links with other initiatives	16	3%
Safety	10	2%
STP does not affect	23	5%
Other aspects contribute	17	4%
Local environment/school type	37	8%
Parents attitude/lifestyle	31	6%
N/A	4	1%
Total	481	100%
No response	95	-

Q19. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the benefits of active travel?

Table C.27 – Q19. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the benefits of active travel?

	Total	Percentage
Strongly Agree	56	13%
Agree	249	56%
Neither Agree nor disagree	87	20%
Disagree	38	9%
Strongly Disagree	5	1%
Don't Know	7	2%
Total	442	100%
No response	134	

Table C.28 - Q19. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the benefits of active travel? By school type

	Primary		Secondary		SEN	
Strongly Agree	42	13%	10	11%	3	9%
Agree	183	58%	46	63%	19	58%
Neither Agree nor disagree	56	18%	21	24%	7	21%
Disagree	24	8%	10	11%	3	9%
Strongly Disagree	4	1%	0	0%	1	3%
Don't Know	4	1%	2	2%	0	0%
Total	313	100%	89	100%	33	100%

Table C.29 - Q19. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the benefits of active travel? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Strongly Agree	3	26	57	5	9	14	4	5	2
Agree	28	1	0	0	26	41	26	17	23
Neither Agree nor disagree	8	5	2	1	13	15	8	7	8
Disagree	2	2	14	1	5	10	6	5	2
Strongly Disagree	0	0	2	0	1	1	1	0	1
Don't Know	0	63	117	14	0	3	1	0	1
Total	41	97	192	21	54	84	46	34	37

Q20. Why do you think this?

Table C.30 – Q20. Why do you think this?
Please provide a reason to your answer in Q19 (Open question)

Identified themes	Total	Percentage
Encouragement	5	1%
Unsure/special school	29	6%
Incentives	9	2%
Schemes within school instead	2	0%
Raises walking/cycling aware	38	7%
Promotional/special events	11	2%
School discussion	7	1%
Links with other initiatives	3	1%
Socio/psychological	2	1%
Parents should encourage	178	35%
Successful with staff	32	6%
School location/safety	27	5%
Lack of enthusiasm	50	10%
Children don't understand link	5	1%
More work needed	2	0%
Other initiatives, not STP	70	14%
Other responses	41	8%
Total	511	100%
No response	65	-

Q21. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the environmental benefits of active travel?

Table C.31 – Q21. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the environmental benefits of active travel?

	Total	Percentage
Strongly Agree	58	13%
Agree	251	57%
Neither Agree nor disagree	91	21%
Disagree	30	7%
Strongly Disagree	3	1%
Don't Know	9	2%
Total	442	100%
No response	134	-

Table C.32 - Q21. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the environmental benefits of active travel? By school type

	Primary		Secondary		SEN	
Strongly Agree	42	19%	13	15%	2	6%
Agree	184	59%	47	53%	17	52%
Neither Agree nor disagree	59	19%	23	26%	8	24%
Disagree	20	6%	5	6%	4	12%
Strongly Disagree	1	0%	0	0%	2	6%
Don't Know	7	2%	1	1%	0	0%
Total	313	100%	89	100%	33	100%

Table C.33 - Q21. To what extent do you agree or disagree that School Travel Plans help raise awareness regarding the environmental benefits of active travel? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Strongly Agree	3	5	15	0	11	13	2	5	3
Agree	30	24	56	5	27	38	29	21	18
Neither Agree nor disagree	6	8	17	1	12	21	11	4	11
Disagree	2	6	0	1	4	8	3	3	3
Strongly Disagree	0	1	0	0	0	1	0	0	1
Don't Know	0	0	2	1	0	3	1	1	1
Total	41	44	90	8	54	84	46	34	37

Q22. Why do you think this? Please provide a reason to your answer in Q21

**Table C.34 – Q22. Why do you think this?
Please provide a reason to your answer in Q21 (Open question)**

Identified themes	Total	Percentage
Unsure/special school	33	6%
Discussion within schools	50	9%
Highlights needs/consequences	143	27%
Promotional info	23	4%
Links to other initiatives	64	12%
Focus/spotlight on issues	35	7%
Promotes reduced carbon	16	3%
Already in curriculum	36	7%
Not always passed to parents	24	5%
Part of raising awareness	33	6%
STP not focussed on environment	25	5%
Awareness could be higher	26	5%
STPs do not encourage	11	2%
Attitudes not changing	12	2%
Total	531	100%
No response	45	-

Q23. To what extent do you agree or disagree that School Travel Plans helps address parents' safety concerns associated with walking and cycling

Table C.35 – Q23. To what extent do you agree or disagree that School Travel Plans helps address parents' safety concerns associated with walking and cycling

	Total	Percentage
Strongly Agree	53	12%
Agree	191	43%
Neither Agree nor disagree	107	24%
Disagree	64	15%
Strongly Disagree	12	3%
Don't Know	15	3%
Total	442	100%
No response	134	-

Table C.36 - Q23. To what extent do you agree or disagree that School Travel Plans helps address parents' safety concerns associated with walking and cycling By school type

	Primary		Secondary		SEN	
Strongly Agree	41	13%	9	10%	2	6%
Agree	140	45%	40	45%	10	30%
Neither Agree nor Disagree	73	23%	21	24%	11	33%
Disagree	44	14%	14	16%	4	12%
Strongly Disagree	8	3%	3	3%	1	3%
Don't Know	7	2%	2	2%	5	15%
Total	313	100%	89	100%	33	100%

Q24. Why do you think this? Please provide a reason to your answer in Q23 (Open question)

**Table C.37 – Q24. Why do you think this?
Please provide a reason to your answer in Q23 (Open question)**

Identified themes	Total	Percentage
Not sure/special school	47	11%
School discussion	12	3%
Cycle safety courses	42	10%
Other safety initiatives	61	14%
General safety awareness	53	12%
Local council involvement	20	5%
Reassurance to parents	51	12%
Forum to raise concerns	70	16%
Safety concerns remain	69	16%
Parents make decision	54	13%
Lack of awareness	10	2%
Lack of parent interest	18	4%
Travel plan doesn't cover it	8	2%
Only as part of initiatives	8	2%
Safety already in curriculum	7	2%
Total	427	100%
No response	149	-

Q25. Do you believe that having an STP in place makes the walking, cycling and other initiatives that form part of the STP more effective?

Table C.38 – Q25. Do you believe that having an STP in place makes the walking, cycling and other initiatives that form part of the STP more effective?

	Total	Percentage
Initiatives are more effective	292	67%
STP makes no difference	94	22%
Don't know	51	12%
Total	437	100%
No response	139	-

Table C.39 - Q25. Do you believe that having an STP in place makes the walking, cycling and other initiatives that form part of the STP more effective? By school type

	Primary		Secondary		SEN	
Initiatives are more effective	216	70%	57	65%	16	48%
STP makes no difference	63	20%	20	23%	10	30%
Don't know	30	10%	11	13%	7	21%
Total	309	100%	88	100%	33	100%

Q26. Why do you think this? Please provide a reason to your answer in Q25

**Table C.40 – Q26. Why do you think this?
Please provide a reason to your answer in Q25 (Open question)**

Identified themes	Total	Percentage
Not sure/special school	49	11%
Links to other initiatives	22	5%
Events help promote walking and cycling	18	4%
Independence to pupils	2	1%
Reviewing/monitoring useful	35	8%
Common goal and focus	69	16%
Raises/ensures awareness	95	22%
Timeframe/plan of action	61	14%
Funding	25	6%
Help and ideas	22	5%
Depends on local area/school	14	3%
Down to parent choice	10	2%
No difference	62	14%
Too much teacher pressure	8	2%
Total	433	-
No response	143	-

Q27. What funding have you received to help implement an STP or other sustainable transport initiatives?

Table C.41 – Q27. What funding have you received to help implement an STP or other sustainable transport initiatives? (Tick all that apply)

	Total	Percentage
Bikeability	84	15%
Eco Schools	16	3%
Healthy Schools	82	15%
Walking to School Initiative Grant	106	19%
School Travel Plan Grant	72	13%
Other	74	14%
None	111	20%
Total	545	-

Table C.41 - Other funding sources selected in Q27

Identified themes	Total	Percentage
Funding for a bike shed	17	3%
Local council/authority fund	22	4%
DCSF	2	0%
Small grant scheme	8	2%
TfL or Mayor grants	6	1%
Green Travel Plan	1	0%
Sustrans	5	1%
N/A	11	2%
Money still unspent	1	0%
Safer routes to school	1	0%
Total	74	14%

Q28. How has this extra funding been used to support you travel to school objectives / initiatives? (Open question)

Table C.42 – Q28. How has this extra funding been used to support you travel to school objectives / initiatives? (Open question)

Identified themes	Total	Percentage
Cycling/walking improvements	3	1%
Bike shelter/storage	141	44%
Cycle training	39	12%
Equipment: hi-vis jackets, helmets	33	10%
Enhanced entrance/outdoor	31	10%
Traffic calming	48	15%
Improved signage	11	3%
New pedestrian areas	12	4%
Covered shelters	70	22%
Announcement boards	2	1%
Initiatives/prizes	15	5%
Promotion	1	0%
Initiatives	9	3%
School Bus	1	0%
Total	324	-
No response	141	-

Q29. Changes in entitlement to free home to school travel for children from low income families may have resulted in an increase in the distance some children travel to school. Do you believe this has been the case in your school?

Table C.43 – Q29. Changes in entitlement to free home to school travel for children from low income families may have resulted in an increase in the distance some children travel to school. Do you believe this has been the case in your school?

	Total	Percentage
Yes	28	7%
No	277	64%
Don't Know	128	30%
Total	433	100%
No response	143	-

Q30. Approximately what number of children in your school have been affected by these changes?

Table C.44 – Q30. Approximately what number of children in your school have been affected by these changes?

	Total	Percentage
Not Sure	4	15%
0-2%	11	41%
2-5%	5	19%
5-10%	5	19%
50% or more	2	7%
Total	27	100%
No response	1	-

Q31. What kind of impact has / will this have on the success of your STP?

Table C.45 – Q31. What kind of impact has / will this have on the success of your STP?

	Total	Percentage
Strong positive impact	0	0%
Slight positive impact	1	4%
No real impact	9	32%
Slight negative impact	11	39%
Strong negative impact	4	14%
Don't Know	3	11%
Total	28	100%

Q32. Please give details to explain why you believe these changes have had / will have this impact to your STP (Open question)

Table C.46 – Q32. Please give details to explain why you believe these changes have had / will have this impact to your STP (Open question)

Identified themes	Total	Percentage
Increase in car use	7	35%
No more free travel	4	20%
Pupils more reliant on parents	4	20%
Should now monitor school taxi	2	10%
Cheaper to use local, rather than school buses	1	5%
Only a small handful involved	2	10%
Total	20	100%
No response	8	-

Q33. Does your school have any walking to school initiatives in place – regardless of whether they form part of your STP?

Table C.47 – Q33. Does your school have any walking to school initiatives in place – regardless of whether they form part of your STP?

	Total	Percentage
Yes	208	48%
No	215	50%
Don't Know	10	2%
Total	433	100%
No response	143	-

Table C.48 - Q33. Does your school have any walking to school initiatives in place – regardless of whether they form part of your STP? By school type

	Primary		Secondary		SEN	
Yes	188	61%	13	15%	2	6%
No	111	36%	74	84%	28	88%
Don't Know	7	2%	1	1%	2	6%
Total	306	100%	88	100%	32	100%

Table C.49 - Q33. Does your school have any walking to school initiatives in place – regardless of whether they form part of your STP? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Yes	15	17	56	1	27	35	18	20	17
No	23	27	28	6	26	45	26	12	20
Don't Know	3	0	3	1	0	2	0	1	0
Total	41	44	87	8	53	82	44	33	37

Q35. Does your school have any cycling to school initiatives in place – regardless of whether they form part of your STP?

Table C.50 – Q35. Does your school have any cycling to school initiatives in place – regardless of whether they form part of your STP?

	Total	Percentage
Yes	249	58%
No	169	40%
Don't Know	10	2%
Total	428	100%
No response	148	-

Table C.51 - Q35. Does your school have any cycling to school initiatives in place – regardless of whether they form part of your STP? By school type

	Primary		Secondary		SEN	
Yes	196	65%	41	47%	7	22%
No	97	32%	45	51%	25	78%
Don't Know	8	3%	2	2%	0	0%
Total	301	100%	88	100%	32	100%

Table C.52 - Q35. Does your school have any cycling to school initiatives in place – regardless of whether they form part of your STP? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Yes	25	25	50	4	31	45	24	21	21
No	15	18	31	4	19	33	20	12	16
Don't Know	1	0	4	0	2	3	0	0	0
Total	41	43	85	8	52	81	44	33	37

Q37. To what extent do you agree that the absence of appropriate ON-SITE infrastructure impacts on the success of sustainable travel initiatives?

Table C.53 – Q37. To what extent do you agree that the absence of appropriate ON-SITE infrastructure impacts on the success of sustainable travel initiatives?

	Total	Percentage
Strongly Agree	122	29%
Agree	180	43%
Neither Agree nor Disagree	64	15%
Disagree	36	9%
Strongly Disagree	11	3%
Don't Know	11	3%
Total	424	100%
No response	152	-

Q40. To what extent do you agree that the absence of appropriate OFF-SITE infrastructure impacts on the success of sustainable travel initiatives?

Table C.54 – Q40. To what extent do you agree that the absence of appropriate OFF-SITE infrastructure impacts on the success of sustainable travel initiatives?

	Total	Percentage
Strongly Agree	199	47%
Agree	164	39%
Neither Agree nor Disagree	30	7%
Disagree	16	4%
Strongly Disagree	2	1%
Don't Know	13	3%
Total	424	100%
No response	152	-

Q41. What do you perceive as the main barrier(s) to getting more children to walk and cycle to school?

Table C.55 – Q41. What do you perceive as the main barrier(s) to getting more children to walk and cycle to school? (Open question)

Identified themes	Total	Percentage
Weather	23	6%
Parents dropping children off	107	26%
Convenience of car	12	3%
Unsafe routes/safety	155	37%
Lack of bike storage	24	6%
Parents attitudes	115	27%
Distance	76	18%
Cost of a bike	8	2%
School situation/type	43	10%
Distance - catchment area	10	2%
None	3	1%
N/A	3	4%
Total	419	-
No response	167	-

Q42. What further help do you think your school needs in order to encourage more children to walk and cycle?

Table C.56 – Q42. What further help do you think your school needs in order to encourage more children to walk and cycle? (Open question)

Identified themes	Total	Percentage
Safer walking routes	7	8%
More initiatives	7	8%
Cycle storage	10	11%
Cycle paths	12	13%
Cycle training	8	9%
Cycle changing facilities	2	2%
More buses	2	2%
LA support	2	2%
Walking/Cycle paths	3	3%
Further support from STA	1	1%
Incentives	1	1%
Outside speakers	7	8%
Safer local roads	12	13%
National campaign	1	1%
More funding	8	9%
Total	90	100%
No response	486	-

Q43. On average, how often are you in contact with the Local Authority's School Travel Adviser (STA)?

Table C.57 – Q43. On average, how often are you in contact with the Local Authority's School Travel Adviser (STA)?

	Total	Percentage
Weekly	7	2%
Monthly	43	10%
4-6 times a year	71	17%
2-3 times a year	118	28%
Once a year	93	22%
Less than once a year	67	16%
Never	23	5%
Total	422	100%
No response	154	

Table C.58 - Q43. On average, how often are you in contact with the Local Authority's School Travel Adviser (STA)? By school type

	Primary		Secondary		SEN	
Weekly	7	2%	0	0%	0	0%
Monthly	33	11%	9	10%	1	3%
4-6 times a year	53	18%	14	16%	2	6%
2-3 times a year	78	26%	25	29%	13	41%
Once a year	65	22%	20	23%	6	19%
Less than once a year	48	16%	13	15%	5	16%
Never	13	4%	5	6%	5	16%
Total	297	100%	86	100%	32	100%

Table C.59 - Q43. On average, how often are you in contact with the Local Authority's School Travel Adviser (STA)? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Weekly	0	0	6	0	0	1	0	0	0
Monthly	2	1	24	0	7	3	2	2	2
4-6 times a year	5	5	23	0	8	14	6	5	3
2-3 times a year	15	13	13	3	14	25	13	11	9
Once a year	13	6	15	3	14	12	11	8	11
Less than once a year	6	10	4	2	8	17	8	4	8
Never	0	8	0	0	0	5	3	3	4
Total	41	43	85	8	51	77	43	33	37

Q44. How would you rate the advice and help given by your STA when developing your STP?

Table C.60 – Q44. How would you rate the advice and help given by your STA when developing your STP?

	Total	Percentage
Very Helpful	202	48%
Helpful	141	33%
Neither Helpful or Unhelpful	29	7%
Unhelpful	3	1%
Very Unhelpful	2	1%
Don't Know	25	6%
N/A	20	5%
Total	422	100%
No response	154	-

Table C.61 - Q44. How would you rate the advice and help given by your STA when developing your STP? By school type

	Primary		Secondary		SEN	
Very Helpful	134	45%	50	58%	14	44%
Helpful	106	36%	25	29%	7	22%
Neither Helpful or Unhelpful	22	7%	6	7%	1	3%
Unhelpful	2	1%	0	0%	1	3%
Very Unhelpful	1	0%	0	0%	1	3%
Don't Know	19	6%	4	5%	2	6%
N/A	13	4%	1	1%	6	19%
Total	297	100%	86	100%	32	100%

Table C.62 - Q44. How would you rate the advice and help given by your STA when developing your STP? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Very Helpful	23	10	53	1	26	34	23	13	16
Helpful	11	18	24	5	16	26	14	15	11
Neither Helpful or Unhelpful	3	3	4	0	4	7	1	3	4
Unhelpful	0	2	1	0	0	0	0	0	0
Very Unhelpful	0	0	0	0	2	0	0	0	0
Don't Know	2	7	2	2	1	6	1	0	4
N/A	2	3	1	0	2	4	4	2	2
Total	41	43	85	8	51	77	43	33	37

Q45. How would you rate the advice and help given by your STA since completing your STP?

Table C.63 – Q45. How would you rate the advice and help given by your STA since completing your STP?

	Total	Percentage
Very Helpful	130	31%
Helpful	124	29%
Neither Helpful or Unhelpful	52	12%
Unhelpful	3	1%
Very Unhelpful	1	0%
Don't Know	20	5%
Have not had contact with STA since implementation	58	14%
N/A – have not implemented a travel plan	34	8%
Total	422	100%
No response	154	-

Table C.64 - Q45. How would you rate the advice and help given by your STA since completing your STP? By school type

	Primary		Secondary		SEN	
Very Helpful	95	32%	27	31%	7	22%
Helpful	84	28%	29	34%	9	28%
Neither Helpful or Unhelpful	42	14%	6	7%	4	13%
Unhelpful	2	1%	0	0%	1	3%
Very Unhelpful	1	0%	0	0%	0	0%
Don't Know	15	5%	3	3%	2	6%
Have not had contact with STA since implementation	41	14%	12	14%	2	6%
N/A – have not implemented a travel plan	17	6%	9	10%	7	22%
Total	297	100%	86	100%	32	100%

Table C.65 - Q45. How would you rate the advice and help given by your STA since completing your STP? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Very Helpful	10	6	40	2	16	22	11	10	11
Helpful	16	9	27	3	17	15	17	9	10
Neither Helpful or Unhelpful	2	7	6	0	9	15	4	5	4
Unhelpful	0	1	1	0	0	1	0	0	0
Very Unhelpful	1	0	0	0	0	0	0	0	0
Don't Know	2	4	1	2	4	2	2	2	0
Have not had contact with STA since implementation	6	14	6	1	2	11	4	4	10
N/A – have not implemented a travel plan	37	41	81	8	48	66	38	30	35
Total	41	43	85	8	52	81	44	33	37

Q46. What do you think are the benefits of having a STA when developing your STP?

Table C.66 – Q46. What do you think are the benefits of having a STA when developing your STP?

Instructions: Please give each of the benefits an INDIVIDUAL rank, from 1 to 10, 1 being the most beneficial. (For example 1 = provides innovative ideas, 2 = provision of information, 3 = facilitates engagement with engineers... 10 = undertakes surveys)

	1	2	3	4	5	6	7	8	9	10
Provides innovative ideas	44	74	69	52	44	29	29	34	17	12
Provision of information	128	76	58	41	38	23	21	13	5	8
Facilitates engagement with engineers	10	19	23	26	31	32	24	39	39	117
Increases engagement with teachers	4	19	17	27	39	47	67	69	60	46
Assists with securing funding	86	76	72	44	27	37	22	16	17	11
Increases engagement with local community	13	14	30	34	41	56	56	56	56	39
Provision of additional staff resource	19	20	19	37	38	43	48	49	61	52
Increases engagement with pupils	21	25	31	49	52	52	53	50	45	29
Provides motivation to continue with programme	65	68	53	49	49	31	32	27	22	10
Undertakes surveys	19	25	36	40	41	47	38	32	53	55
Total	404	411	395	395	408	395	386	407	406	386

Q47. If you could give one main benefit of having a STA when implementing and maintaining your STP, what would this be?

Table C.67 – Q47. If you could give one main benefit of having a STA when implementing and maintaining your STP, what would this be? (Open question)

Identified themes	Total	Percentage
Advice/guidance	109	28%
Motivation/focus	49	12%
Support	43	11%
Knowledge/expertise	59	15%
A point of reference/someone to go to for help	34	9%
Ideas	32	8%
Time	13	3%
Don't Know	10	3%
None	5	1%
Had no/little contact with STA	3	1%
Access to funding	24	6%
Total	393	100%
No response	183	

Q48. Do you think the quality of your STP is better than it would have been without the help of a STA?

Table C.68 – Q48. Do you think the quality of your STP is better than it would have been without the help of a STA?

	Total	Percentage
Yes - significantly better	243	69%
Yes - slightly better	87	25%
No noticeable difference	25	7%
Total	355	100%
No response	165	-

Table C.69 - Q48. Do you think the quality of your STP is better than it would have been without the help of a STA? By school type

	Primary		Secondary		SEN	
Yes - significantly better	169	58%	51	61%	17	55%
Yes - slightly better	61	21%	22	26%	4	13%
No noticeable difference	21	7%	3	4%	1	3%
Don't Know	28	10%	4	5%	4	13%
Do not have a School Travel Plan	10	3%	4	5%	5	16%
Total	289	100%	84	100%	31	100%

Table C.70 - Q48. Do you think the quality of your STP is better than it would have been without the help of a STA? By GO region

	EM	EE	Lon	NE	NW	SE	SW	WM	Y&H
Yes - significantly better	26	1	2	0	34	39	26	19	22
Yes - slightly better	8	11	14	0	12	20	8	7	6
No noticeable difference	2	63	117	14	2	4	1	3	1
Don't Know	2	13	54	7	1	8	4	1	3
Do not have a School Travel Plan	2	4	8	0	1	4	4	3	3
Total	40	92	195	21	50	75	43	33	35

Q49. Why do you think this?

Table C.71 – Q49. Why do you think this? (Open question)

Identified themes	Total	Percentage
Yes – lack of time otherwise	18	5%
Yes –Wouldn't have known where to start	32	8%
Yes – STA provided support	34	9%
Yes – Advice/knowledge given	236	60%
Yes – Motivation	8	2%
Yes – More detailed than it would have been	3	1%
No – STA was not much help	15	4%
No contact with STA/did without STA	9	2%
Don't Know	12	3%
Don't Know – new to post	10	3%
Did not know support was available at the time	1	0%
N/A - No STP	15	4%
Total	393	100%
No response	183	-

Q50. Would you have developed and implemented a STP without the help of your STA?

Table C.72 – Q50. Would you have developed and implemented a STP without the help of your STA?

	Total	Percentage
Yes	82	21%
Possibly	167	42%
No	115	29%
Don't know	36	9%
Total	400	100%
No response	165	-

**Table C.73 - Q50. Would you have developed and implemented a STP without the help of your STA?
By school type**

	Primary		Secondary		SEN	
Yes	59	20%	18	21%	5	16%
Possibly	120	42%	34	40%	11	35%
Do not have a School Travel Plan	5	2%	1	1%	4	13%
Don't know	28	10%	4	5%	3	10%
No	77	27%	27	32%	8	26%
Total	289	100%	84	100%	31	100%

Q51. Why do you think this?

Table C.74 – Q51. Why do you think this? (Open question)

Identified themes	Total	Percentage
Yes	1	0%
Yes - It was mandatory/important	59	15%
Yes - Implemented one without an STA	20	5%
Yes - Implemented one for Healthy School status	2	1%
Yes - due to school location/situation	19	5%
Possibly	51	13%
Possibly - lack of knowledge without STA	18	5%
Possibly - Not enough time	28	7%
Possibly - but would have took longer/not as detailed	25	6%
Possibly - to access funding/Healthy School status	24	6%
No	5	1%
No - lack of knowledge	51	13%
No - Lack of time/other priorities	56	14%
Don't Know	27	7%
N/A	9	2%
Total	395	100%
No response	181	-

Q52. In the future, do you think you will require the assistance from a STA to review / develop a STP, or to help increase the number of pupils who travel to / from school by walking, cycling or public transport?

Table C.75 – Q52. In the future, do you think you will require the assistance from a STA to review / develop a STP, or to help increase the number of pupils who travel to / from school by walking, cycling or public transport?

	Total	Percentage
Yes	254	62%
Possibly	118	29%
No	32	8%
Don't know	7	2%
Total	411	100%
No response	165	-

Table C.76 - Q52. In the future, do you think you will require the assistance from a STA to review / develop a STP, or to help increase the number of pupils who travel to / from school by walking, cycling or public transport? By school type

	Primary		Secondary		SEN	
Yes	180	62%	56	67%	13	42%
Possibly	82	28%	25	30%	9	29%
No	24	8%	2	2%	6	19%
Don't know	3	1%	1	1%	3	10%
Total	289	100%	84	100%	31	100%

Q53. What will the help and support of a STA assist you with in the future?

**Table C.77 – Q53. What will the help and support of a STA assist you with in the future?
(Tick all that apply)**

	Total	Percentage
Maintain levels of car use	30	8%
Developing a School Travel Plan	156	42%
Integrate wider policies	170	46%
Reduce car use	190	51%
Provide a link to the council	216	58%
Encourage further walking and cycling	242	65%
Assistance with funding issues	300	81%
Other	9	2%
Don't Know	7	2%
Total	372	-

Q54. Would you like to see the role of the STA change in any way? If so, how?

Table C.78 – Q54. Would you like to see the role of the STA change in any way? If so, how?

	Total	Percentage
Yes	58	14.1%
No	180	44%
Don't Know	173	42%
Total	411	100%
No response	165	-

Table C.79 – Q54. Yes to Q54 – please specify how (Open question)

Identified themes	Total	Percentage
More interaction with children/parents	5	9%
More visits to school	30	52%
Funding	3	5%
Flexibility	1	2%
Influence with LA	4	7%
Sharing of info/best practice	1	2%
Don't Know	2	3%
Other	12	21%
Total	58	-

Q55. In the absence of a STA role, what do you see as the main barriers for your school in developing, implementing and delivering a STP, and other sustainable travel to school initiatives?

Table C.80 – Q55. In the absence of a STA role, what do you see as the main barriers for your school in developing, implementing and delivering a STP, and other sustainable travel to school initiatives? (Open question)

Identified themes	Total	Percentage
Lack of money/funding	44	12%
None	7	2%
Other priorities - would get forgotten	44	12%
Lack of time	106	29%
Keeping the STP 'alive'	9	3%
Lack of expertise/knowledge/guidance	106	29%
Safety/infrastructure issues	8	2%
Lack of contacts in LA	30	8%
Dealing with parents	13	4%
Total	367	100%
No response	209	-

Q56. What are the other, wider benefits of having a STA?

Table C.81 – Q56. What are the other, wider benefits of having a STA? (Tick all that apply)

	Total	Percentage
None	11	3%
Other	6	2%
Encouraging community cohesion	180	45%
Securing additional funding	293	73%
Provision of a link with other initiatives	245	61%
Provision of a link to Local Authority departments	265	66%
An advice / information source	352	88%
N/A - Don't have an STA	15	4%
Total	399	-

Appendix D – School Travel Adviser Survey

D.1 Introduction

RSTAs were responsible for distributing the School Travel Advisers survey to STAs in their regions. In the case of the South East, the survey was sent out by a member of staff from the Department for Transport.

The aim of the survey was to seek information on the roles and responsibilities of STAs, opinions on the success of the TTSI, and factors influencing the success of the initiative.

The electronic self-completion survey comprised of 21 predominantly closed questions. Respondents were also given the opportunity to expand on their answers to some of the questions.

Responses

A total of 185 STAs responded to the STA survey, representing 107 local authorities (Table D.1).

Table D.1 – Percentage of respondents from each GO region

Region	Number of local authorities that responded	Number of respondents by region	% of respondents
East Midlands	4 out of 7	12	6.6%
East of England	8 out of 13	18	9.9%
London	23 out of 33	26	13.8%
North East	7 out of 12	12	6.6%
North West	13** out of 22	21	11.6%
South East	14 out of 18	34	18.8%
South West	11 out of 16	21	11.6%
West Midlands	14** out of 14	21	11.6%
Yorkshire & Humber	13 out of 15	17	9.4%
Total	107 out of 150	183*	100%

* Note that two STAs providing responses to the pro-forma did not provide information on their region.

**Respondents in Cheshire listed their authority as either 'Cheshire East' or 'Cheshire West and Chester' – however, these two have been grouped together, both within the Cheshire Local Authority. Centro has been included as a Local Authority in the West Midlands.

The majority of respondents were from County authorities (46%), and the fewest were from London Boroughs (Table D.2).

Table D.2 – Sample split by authority type¹

Authority Type	Percentage of respondents
County	46.4%
London Borough	16.0%
Metropolitan District	19.3%
Unitary Authority	18.2%

Base: 181 respondents providing information on authority type

The urban/rural classification of each responding authority is identified in Table D.3.

Table D.3 – Sample split by urban / rural classification

Classification	% of respondents
Large Urban	7.5%
Major Urban	31.6%
Other Urban	17.2%
Rural-50	19.0%
Rural-80	6.3%
Significantly Rural	18.4%

Base: 174 respondents providing information to attribute urban/rural classification

Table D.4 shows the varying lengths of time that the School Travel Advisors responding to the survey had been in their role. Over half of the respondents had been in the role for over three years, and were therefore able to base their responses on experience and a good knowledge of the role.

Table D.4 – Length of time that the respondent has been in current role

Time in Role	Number of Respondents	% of Respondents
Under 1 year	35	19.1%
1-2 years	29	15.8%
2-3 years	23	12.6%
Over 3 years	96	52.5%

Base: 183 respondents providing service length information

¹ The survey was sent to 150 authorities in total: 34 Counties (23%), 33 London Boroughs (22%), 36 Metropolitan Districts (24%), and 47 Unitary authorities (31%).

Table D.5 shows that the majority of STAs worked within the transport department of the local authority.

Table D.5 – Local authority department that respondent works in

Department	Number of Respondents	% of Respondents
Transport	123	67.2%
Environment	38	20.8%
Planning	8	4.4%
Regeneration	6	3.3%
Education	3	1.6%
Other (please specify) Civil Engineering, Community Safety, Accessibility & Policy (Development Services) and Accessibility - Travelchoice (Sustainable Demonstration Town funded section)	5	2.7%

Base: 183 respondents providing departmental information

Note that there was some ambiguity from a few respondents as to which department they actually worked within. For example, some users said that they worked in the Transport department of Environment. In this case we have noted the user as being in Transport.

Half of STAs (50%) dealt with between 51 and 200 schools; with most others responsible for more. 9% stated that they were responsible for over 600 schools (Table D.6).

Table D.6 – Number of schools STA responsible for

Number of Schools	% of Respondents
0-50	2.8%
51-100	24.9%
101-150	17.1%
151-200	8.3%
201-250	2.2%
251-300	12.2%
301-350	7.7%
351-400	3.3%
401-450	4.4%
451-500	3.9%
551-600	3.9%
601+	9.4%

D.2 Headline Survey Results

Table D.7 – Q7. Generally speaking, do you think School Travel Plans (STPs) in schools in your area have been successful in reducing car use for the journey to / from school?

	Total	Percentage
Yes, very successful	50	28%
Yes, slightly successful	50	28%
Yes, moderately successful	73	41%
No, have made little difference	2	1%
Don't know	5	3%
Total	180	100%
No response	5	-

Table D.8 – Q9. On average, how often do you, or do you encourage your schools to REVIEW progress against the targets set in each school travel plan?

	Total	Percentage
Termly	12	7%
Annually	152	86%
Every 18 months	1	1%
Every 2 years	8	5%
Less than every 2 years	4	2%
Do not review	0	0%
Total	177	100%
No response	8	-

Table D.9 – Q10. On average, how often do you encourage schools to revise their STPs?

	Total	Percentage
Termly	2	1%
Annually	91	51%
Every 18 months	3	2%
Every 2 years	45	25%
Less than every 2 years	27	15%
Do not review	10	6%
Total	178	100%
No response	7	-

Table D.10 – Q11. Do you think regular reviews of STPs help towards a continued reduction in car use for journeys to / from school?

	Total	Percentage
Yes	154	87%
No	3	2%
Don't know	21	12%
Total	178	100%
No response	7	-

Table D.11 – Q13. Does your Local Authority run an accreditation or reward scheme for STPs?

	Total	Percentage
Yes	84	49%
No	84	49%
Don't know	2	1%
Total	170	100%
No response	15	-

Table D.12 – Q16. In your opinion, has the incentive of the School Travel Plan Grant accreditation made a difference to the success of STPs in achieving modal shift away from car use?

	Total	Percentage
Yes, significant positive difference	65	41%
Yes, moderate positive difference	55	35%
Yes, slight positive difference	35	22%
No, made no difference	4	3%
Total	159	100%
No response	26	-

Table D.13 – Q18. On average, how much time do you spend with schools per week?

	Total	Percentage
Under 4 hours	42	24%
4-8 hours	59	34%
8-12 hours	47	27%
12-16 hours	11	6%
16-20 hours	10	6%
Over 20 hours	6	3%
Total	175	100%
No response	10	-

Table D.14 – Q19. On average, how often do you liaise with Management Information Systems (MIS) Officers to ensure the accuracy of the School Census?

	Total	Percentage
Monthly	4	17%
Termly	29	44%
Annually	76	5%
Less than annually	8	32%
Do not liaise with MIS officers	56	2%
Total	173	100%
No response	12	-

Table D.15 – Q20. How successful has this liaison been?

	Total	Percentage
Very successful	21	12%
Successful	59	34%
Neither successful or unsuccessful	34	20%
Unsuccessful	4	2%
Very unsuccessful	0	0%
N/A – do not liaise with MIS officers	55	32%
Total	173	100%
No response	12	-

Table D.16 – Q21. How often are you in contact with your RSTA?

	Total	Percentage
More than once weekly	26	15%
Weekly	32	18%
Once every 2-3 weeks	26	15%
Once a month	42	24%
Once every 2-3 months	25	14%
Once every 3-6 months	12	7%
Once every 6-12 months	7	4%
Less than once every 12 months	5	3%
Total	175	100%
No response	10	-

Appendix E – Qualitative Research: Workshops Topic Guides

E.1 School Travel Adviser Topic Guide

E.1.1 Introductions

Good morning/afternoon, as mentioned in the presentation, the purpose of today's workshop is to get your views and opinions on the Travel to School Initiative and other related school travel initiatives.

All your views are valid and important for the evaluation and I will be making sure everyone has a fair and equal opportunity to express their opinions.

The session will be recorded to assist writing up the findings but please be assured that comments will not be attributable to individuals and these recordings **will not be** available to the DCSF/DfT

E.1.2 STAs Roles and Responsibilities

- a. As a way of introduction can we please go round the group and spend up to a minute introducing yourselves and if you can describe your role and responsibilities as an STA *[Probe Do they feel they have enough flexibility in their role to make key decisions? To what extent do they see their role as directly delivering the **objectives** of the TTSI programme and helping introduce and develop STPs with all the schools in their area. ?]*
- b. Do you feel the STA role has been successful in helping schools implement and develop an STP? *[Probe do you think they would have done it without you? why do you think that? what areas could have been improved/ suited to a better role? Why do you say this ?]*
- c. Are you being asked to cover too many schools or could you cover more in your area? How do you prioritise which schools you work with/visit?
- d. In an average week, what proportion of your time do you spend actually at/with your schools? *[Probe – compare to rest of group. Discuss significant variations between the group?]*
- e. Do you spend the same amount of time at each school? Why/why not? What factors determine this?
- f. Are independent schools harder or easier to engage than other schools? *Probe – get them to say why. Have they actually tried to engage them on an individual basis or is there an assumption that they will be unsuccessful so they might as well leave them until the end of the project?*
- g. Are SEN schools harder or easier to engage than other schools? *Probe – get them to say why. Have they actually tried to engage them on an individual basis or is there an assumption that they will be unsuccessful so they might as well leave them until the end of the project?*
- h. Do any of you work with Pupil Referral Units *[Probe – if yes – what level of involvement do they have if no - why not?]*
- i. What are the differences between secondary and primary schools in trying to get them to engage in the TTSI?
- j. Do you get involved in the monitoring of the STPs (*i.e. mode shares, usage of a particular initiative? How is this undertaken? Do you give advice? Do you undertake monitoring yourself?*)

- k. What do you feel would make you more effective in your role to help schools achieve more pupils to travel to/from school by walk, cycle and public transport. [*Probe – what would you change and reasons why?*]
- l. To what extent do you liaise with MIS officers and others to ensure accuracy of School Census data
- m. Do you have any training requirements that would help you better undertake your role
 - i. Do you receive guidance on what constitutes a good STP?
 - ii. Do you share good practice with other STAs and from other Regions?

E.1.3 TTSI Processes & Outcomes

- a. In your opinion how effective has the TTSI programme been in reducing car use for school journeys? [*Probe – what is this based on – evidence such as School Census or anecdotal evidence?*]
- b. In addition to modal shift, what have been the other benefits of the TTSI programme? [*Probe, but don't prompt – carbon emission, increased physical activity, road safety(perceived and actual), congestion and social inclusion ie can people attend after school activities*]
- c. What in your opinion have been the most and least effective initiatives that you have been involved with/have implemented? [*Probe – if necessary on the ones that have involved DCSF/DfT funding?*]
- d. What, in your opinion, is the main motivating factor for a school to introduce and develop an STP – *is it your personality, is it some education dept requirements, obesity and health of pupils, safety, congestion or carbon, the promise of an STP grant?*
- e. Why do some schools not have an STP – *hard to engage with, they don't see the benefits, higher priorities, STA reluctant to contact certain schools – why?*
- f. Do these schools use other approaches to changing school travel/achieving modal shift?
- g. Do you think the TTSI programme informs wider local policies and initiatives e.g. Sustainable Modes of Travel Strategies, obesity reduction strategies, reducing carbon emissions? [*Probe - how and in what ways?*] How do you work with other stakeholders? e.g. PCT, PCSOs, police and fire service ?
- h. How effective has the TTSI programme been in raising awareness of walking and cycling amongst parents and pupils? [*Probe – in what way have there been changes, which specific initiatives have worked better than others eg WoW, Bike It training eg Bikeability etc*]
- i. To what extent does the absence of appropriate on-site infrastructure impact on the success sustainable travel initiatives and what specifically is needed to rectify this? (i.e cycle parking, all weather shelters etc)
- j. To what extent does the absence of appropriate off-site infrastructure impact on the success sustainable travel initiatives and what specifically is needed to rectify this? (i.e. cycle lanes, road crossings etc).
- k. What further help do schools think they need in order to encourage more children to walk and cycle and reduce car use?

E.1.4 Relationships with RSTAs

- a. Can you describe how you work with the RSTAs in your region and what their role is?

- b. On average how often do you meet with them in a year, how about through other sorts of contact - phone/e-mail how frequent is this contact?
- c. In your opinion, what else could RSTAs do to help make you more effective in your role?
- d. Has your RSTA(s) reviewed any STPs in your area? Why/why not?
- e. Has the role of RSTAs enabled you to help schools to achieve a higher level of modal shift and delivered more sustainable travel initiatives than would have been achieved in their absence? *[Probe – in what way has this been achieved and why?]*
- f. Has the project board provided sufficient and appropriate support to you as an STA either directly or through the TTSI network?

[We want to find out their thoughts on relationships they have with their RSTAs and whether anything should be changed/improved]

E.1.5 Relationships with Local Authority

- a. Has your RSTA(s) reviewed any STPs in your area? Why/why not?
- b. In which department are you based at your Local Authority? *Education, Transport, Planning, Environment, other?*
- c. Do you liaise with officers from other departments and if so with whom? *In what ways? For what purposes?*
- d. Do you feel you get good support from your LA in helping you achieve the TTSI objectives? *Why do you say this? What would make it better?*
- e. What is your relationship like with your LA – *Are you fully integrated into a team or are you left to operate in isolation? Are you treated the same as other members of staff at your LA?*
- f. In what ways do you feed into the LTP and LAA process? *[Probe – explain how]*
- g. How successful have you been in influencing the policies and programmes of colleagues in departments other than transport and education and securing contributions from their budgets?
- h. Are senior (LA) officers interested in your success or do they help if you have problems? What about members support – how important is school travel to your authority?
- i. Does your LA provide additional resources such as budget and/or support to help you meet the TTSI objectives other than those offered through the TTSI programme? *How is this provided?*

[We want to find out their thoughts on relationships they have with LA colleagues and whether anything should be changed/improved]

E.2 Regional School Travel Adviser Topic Guide

E.2.1 Introductions

Good morning/afternoon, as mentioned by my colleague in the presentation the purpose of today's focus group is to get your views and opinions on the Travel to School Initiative and other related school travel initiatives.

All your views are valid and important for the evaluation and I will be making sure everyone has a fair and equal opportunity to express their opinions.

The session will be recorded for the purpose of writing up the findings but please be assured that comments will not be attributable to individuals and these recordings **will not be** available to the DCSF/DfT

As a way of introduction can we please go round the group and introduce ourselves, if you can state which area you cover, how long you have been in your role as an RSTA, what your previous employment/role was and how many STAs/LAs sit within your region.

[we want to find out background information, as well as how long they have been in the role – whether they have been involved since the beginning of initiative or taken over from somebody else- This will help us get an idea of experience of group]

E.2.2 RSTAs Roles and Responsibilities

- a. Please can you describe your role and responsibilities as a RSTA *[Probe How many hours per week do they put to the role? Do they feel they have enough flexibility in their role to make key decisions? Do they see their role as managing the STAs or more directly delivering the objectives of the TTSI programme?]*
- b. Do you feel the RSTA role has been successful in meeting the needs of the TTSI programme? *[Probe –why do you think that? what areas could have been improved/ suited to a better role? Why do you say this ?]*
- c. Do you feel the number of hours dedicated to this role are sufficient to deliver the needs of the TTSI programme *[Probe – why do you think that? What roles/responsibilities were not fulfilled? Why do you say this]*
- d. What would be an appropriate proportion of time to spend on the RSTA role? *[Probe – what kind of format would work best? Why do you say this?]*
- e. Would you change anything about your roles and responsibilities within the TTSI programme *[Probe – what would you change and reasons why?]*

E.2.3 Relationships with STAs

- a. Can you describe how you work with the STAs in your region *[Probe do you think they have had enough resources to fully support STAs in delivering the TTSI programme – specifically ask about training requirements?]*
- b. What areas do STAs need more support on?*[Probe why do you think that?]*
- c. Do you think STAs have sufficient resources to try to engage with **all** schools? *[Probe – are they restricted by the type of school? Why do they say that? Is there anything that could be done to improve this?]*
- d. Do you think STAs have sufficient resources to engage with **all** schools? *[Probe – are too many schools allocated to STAs and does this limit the effectiveness of the engagement process? – in what way and what could be changed to improve this?]*

- e. Is the level of knowledge and skills of the STA post appropriate for the job requirements? *[Probe - what should be changed, should STA be formally trained and accredited?]*
- f. Do you feel the STAs interact sufficiently with the LAs *[Probe – do they make use of the skills/expertise/support within LAs?]*
- g. How important is the role of STAs in supporting schools in developing their STPs *[Probe – what could be done differently]*
- h. Has the role of STAs enabled schools to achieve a higher level of modal shift and delivered more sustainable travel initiatives than would have been achieved in their absence? *[Probe – in what way has this been achieved and why?]*

E.2.4 Relationship with Others

- a. Can you please describe the nature of the relationship you have with staff in central DCSF/DfT Offices? *[Probe – were these relationships developed easily ? Do you feel you had appropriate support with these staff ? Frequency of communication? Did you receive appropriate training and induction? What could have been improved?]*
- b. Can you please describe the nature of the relationship you have with staff in regional Government Offices? *[Probe – were these relationships developed easily - how did you develop these? Do you feel you had appropriate support with these staff ? Frequency of communication? What could have been improved?]*
- c. Have you been able to engage with senior LA officers *[Probe – in what way has this been achieved and has it been successful in raising awareness of the TTSI programme?]*
- d. What impact does the relationship with regional Government Officers have on the level of influence you can provide to LA officers on transport, education, and other policies eg LAAs? *[Probe – Why do you say that? Have you influenced policies? – Where and how]*
- e. How effective is the support you receive from the Project Board in enabling you to fulfil your job requirements? *[Probe – Why? In what areas do you think you needed more support? Did they provide a suitable level of guidance to fulfil your role?]*
- f. How effective do you think the role of the RSTCA has been to meeting the needs of the TTSI programme? *[Probe – Why do you think that? What areas could have been improved/suited to a better role? Why do you say that]*

E.2.5 TTSI Processes and Outcomes

- a. How effective has the TTSI programme been in reducing car use for school journeys? *[Probe – what is this based on – evidence such as School Census or anecdotal evidence?]*
- b. In addition to modal shift, what have been the other benefits of the TTSI programme *[Probe – carbon emission, obesity levels, road safety, congestion, inclusion]*
- c. What has been the most and least effective element of the TTSI programme *[Probe – additional funding, officer resources?]*
- d. To what extent do the stakeholders – schools, LAs & wider community see benefits from the TTSI programme *[Probe - what are these benefits, are they measurable?]*
- e. Do you think the TTSI programme informs wider local policies and initiatives eg Sustainable Modes of Travel Strategies? Obesity levels, reducing carbon emission *[Probe - seek clarification on what policies have been affected and role in SMOTS)*
- f. How effective has the TTSI programme been in raising awareness of walking and cycling amongst parents and pupils? *[Probe – in what way have there been changes, which specific initiatives have worked better than others eg WoW, Bike It training eg Bikeability etc]*

E.3 Regional School Travel Curriculum Adviser Topic Guide

E.3.1 Introductions

Good morning/afternoon, as mentioned by my colleague in the presentation the purpose of today's focus group is to get your views and opinions on the Travel to School Initiative and other related school travel initiatives.

All your views are valid and important for the evaluation and I will be making sure you both have a fair and equal opportunity to express their opinions.

The session will be recorded for the purpose of writing up the findings but please be assured that comments will not be attributable to individuals and these recordings **will not be** available to the DCSF/DfT

As a way of introduction can you introduce yourself, if you can state how long you have been in your role as an RSTCA and what your previous employment/role was and also how many schools you cover.

E.3.2 RSTCAs Roles and Responsibilities

- a. Please can you describe your roles and responsibilities as an RSTCA [*Probe How many hours per week do they put to the role? Do they feel they have enough flexibility in their role to make key decisions?*]
- b. Do you feel the RSTCA role has been successful in meeting the needs of the TTSI programme? [*Probe –why do you think that? what areas could have been improved/ suited to a better role? Why do you say this ?*]
- c. Do you feel the number of hours dedicated to this role are sufficient to deliver the needs of the TTSI programme [*Probe – why do you think that? What roles/responsibilities were not fulfilled? Why do you say this*]
- d. What would be an appropriate proportion of time to spend on the RSTCA role? [*Probe – what kind of format would work best? Why do you say this?*]
- e. Would you change anything about your roles and responsibilities within the TTSI programme [*Probe – what would you change and reasons why?*]

E.3.3 TTSI Processes and Outcomes

- a. In the schools that you have worked in, how effective has the RSTCA role been in reducing car use for school journeys? [*Probe – what is this based on – evidence such as School Census or anecdotal evidence?*]
- b. In the schools that you have worked in, how effective has the RSTCA role been in promoting and implementing sustainable travel? [*Probe – Why do you think that? What areas could have been improved/suited to a better role? Why do you say that?*]
- c. How effective do you think the RSTCA role has been in enabling schools to achieve a higher level of modal shift and delivered more sustainable travel initiatives than would have been achieved in your absence? [*Probe – in what way has this been achieved and why?*]
- d. Has the work you have undertaken with schools been disseminated to other regions? [*Probe – how has this been disseminated? What aspects of work methodology have been passed on? Have schools in other regions valued this work to assist with achieving a modal shift?*]
- e. In the schools that you have worked in, how effective has the TTSI programme been in reducing car use for school journeys? [*Probe – what is this based on – evidence such as School Census or anecdotal evidence?*]

- f. In the schools that you have worked in, how effective has the TTSI programme been in promoting and implementing sustainable travel? *[Probe – Why do you think that? What areas could have been improved/suited to a better role? Why do you say that]*
- g. In addition to modal shift, what have been the other benefits of the TTSI programme *[Probe – carbon emission, healthier lifestyles, perception and actual road safety, congestion, social inclusion (attendance at after school activities)]*
- h. What has been the most and least effective element of the TTSI programme *[Probe – additional funding, officer resources?]*
- i. Do you think the TTSI programme informs wider local policies and initiatives eg Sustainable Modes of Travel Strategies? Healthy schools, reducing carbon emission *[Probe - seek clarification on what policies have been affected]*
- j. How effective has the TTSI programme been in raising awareness of walking and cycling amongst parents and pupils? *[Probe – in what way have there been changes, which specific initiatives have worked better than others eg WoW, Bike It training eg Bikeability etc]*

E.3.4 Relationships with STAs / Schools

- a. Can you describe how you work with the schools in your region *[Probe – how do you make initial contact, integrate issues into the curriculum, deliver the curriculum Are schools enthusiastic/on board with your role?]*
- b. Do you think the schools have enough time/appetite to fully engage with you as part of the TTSI programme? *[Probe – why do they say that – what could be changed?]*
- c. Can you describe how you work with the STAs in your region *[Probe do you think they have had enough resources to fully support schools in delivering the TTSI programme – specifically ask about training requirements? – how they work together & share responsibility?]*
- d. What areas do schools need more support on? *[Probe why do you think that?]*

E.3.5 Relationships with Others

- a. Can you please describe the nature of the relationship you have with staff in central DCSF/DfT Offices? *[Probe – were these relationships developed easily ? Do you feel you had appropriate support with these staff ? Frequency of communication? Did you receive appropriate training and induction? What could have been improved?]*
- b. Can you please describe the nature of the relationship you have with staff in regional Government Offices? *[Probe – were these relationships developed easily - how did you develop these? Do you feel you had appropriate support with these staff ? Frequency of communication? What could have been improved?]*
- c. Have you been able to engage with senior LA officers *[Probe – in what way has this been achieved and has it been successful in raising awareness of the TTSI programme?]*
- d. What impact does the relationship with regional Government Officers have on the level of influence you can provide to LA officers on transport, education, and other policies eg LAAs? *[Probe – Why do you say that? Have you influenced policies? – Where and how]*
- e. How effective is the support you receive from the Project Board in enabling you to fulfil your job requirements? *[Probe – Why? In what areas do you think you needed more support? Did they provide a suitable level of guidance to fulfil your role?]*

Thank you for your valuable time and inputs into this process we are now going to reconvene with the others and provide feedback on some of the key questions discussed today and then open it up to all attendees to provide any further comments and views on the TTSI.

E.4 Local Authority Officer Topic Guide

E.4.1 Introductions

Good morning/afternoon, as mentioned in the presentation, the purpose of today's workshop is to get your views and opinions on the Travel to School Initiative and other related sustainable school travel initiatives and the role of School Travel Advisors in your local authority and the role and value of your Regional School Travel Advisor.

All your views are valid and important for the evaluation and I will be making sure everyone has a fair and equal opportunity to express their opinions.

The session will be recorded to assist writing up the findings but please be assured that comments will not be attributable to individuals and these recordings **will not be** available to the DCSF/DfT or anyone other than the consultancy team.

E.4.2 LAs Roles and Responsibilities

- a. As a way of introduction can we please go round the group and spend up to a minute introducing yourselves outlining your role and responsibility in your LA and the department you are based in within your Local Authority? *Education, Transport, Planning, Environment, other?*
- b. Please can you describe your involvement and responsibilities in terms of the promotion of sustainable, active travel to school within your local authority? *[Probe – in particular the TTSI programme.]*
- c. Do you liaise with officers from other departments (eg planning, transport, engineering, road safety) regarding any school based sustainable travel initiatives that may or may not form part of a school's travel plan (STP), and associated infrastructure improvements, and if so with whom? *[Probe - In what ways? For what purposes? Initiatives could include Bike it, Bikeability, Walk on Wednesdays, Walking buses etc,]*
- d. Do you feel the STA role has been successful in helping schools implement and develop a STP and increasing awareness of and use of, sustainable, active modes of travel to school? How / in what way? *[Probe do you think they would have done it without STAs? why do you think that? what areas could have been improved/ suited to a better role? Why do you say this?]*
- e. Do you or any of your team (other than the STA) work with schools to help develop STPs or any other school based sustainable travel initiatives? In what way? If so, how do you prioritise and select the schools that you work with/visit?

E.4.3 TTSI Processes and Outcomes

- a. What, in your opinion, are the main objectives of the TTSI programme? *[Probe – getting STPs in place? Achieving modal shift?]* Do you think the objectives have changed over time within the programme? In what way? *[Probe -i.e do you consider that the short term output is an STP but the longer term outcome is modal shift? How have these objectives been communicated to STAs and other colleagues?]*
- b. In your opinion how effective has the TTSI programme been in reducing car use for school journeys? *[i.e. through the provision of capital grant funding for schools with STPs, the provision of funding for STAs and the aspiration target for all school to have an STP by March 2010. Probe – what is this based on – evidence such as School Census or anecdotal evidence?]*
- c. What, in your opinion have been the other benefits of the TTSI programme? *[Probe, but don't prompt – carbon emission, increased physical activity, road safety(perceived and actual),*

congestion and social inclusion ie can people attend after school activities – what has made them effective or ineffective]

- d. Do you think the main focus of the TTSI programme has been appropriate and/or effective? (ie for all schools to have a STP) [*Probe – why do you think that, what other objectives should there be? NB – You need to bear in mind that although it is the published objective for all schools to have an active STP by 2010, the published aims of the project are to reduce car use and to allow more pupils to take regular exercise.*]
- e. What in your opinion have been the most and least effective STP measures, aspects of the TTSI programme, and other school based sustainable travel initiatives? [*Probe – i.e. Bike It, Walking buses etc.?*]
- f. Do you think that changes in entitlement to free travel for children from low income families has had an effect on the success of the TTSI programme? [*Note – not all members will have dealt with this issue. Changes to free travel has meant that children who were previously entitled to free school meals are now entitled to free school travel to their nearest school when the distance to this school is over set thresholds*] [*Probe – what effect do you think this has had? Why?*]
- g. What do you perceive to be the biggest barriers to more children travelling to school in a sustainable way?
- h. Do you think the TTSI programme informs and supports other local policies and initiatives within your authority e.g. Sustainable Modes of Travel Strategies, obesity reduction strategies, reducing carbon emissions? [*Probe – what policies, how, and in what ways?*]
- i. How effective has the TTSI programme been in raising awareness of the benefits of walking and cycling, and increasing physical activity? [*Probe – in what way have there been changes, which specific related initiatives have worked better than others eg WoW, Park & Stride, Bike IT, Bikeability, Links to Schools*]
- j. To what extent does the absence of appropriate on-site infrastructure impact on the success of sustainable travel initiatives and what specifically is needed to rectify this?(*i.e cycle parking, all weather shelters, convenient segregated access point to the school site etc*)
- k. To what extent does the absence of appropriate off-site infrastructure impact on the success of sustainable travel initiatives and what specifically is needed to rectify this? (*i.e. cycle lanes, road crossings etc*)

(We want to understand the impacts that the TTSI has had on their local authority in terms of outcomes and how effective the process has been in delivering its objectives)

E.4.4 Relationships with STAs / RSTAs / RSTCAs

- a. To what extent does the absence of appropriate on-site infrastructure impact on the success of sustainable travel initiatives and what specifically is needed to rectify this?(*i.e cycle parking, all weather shelters, convenient segregated access point to the school site etc*)
- b. What is your relationship like with your STA? [*Probe - Can you describe how you work with the STAs in your local authority and what their role is? How many STAs do you work with?*]
- c. On average how often do you work with your STA in a year, Probe: through other sorts of contact - phone/e-mail/face to face meetings, how frequent is this contact?
- d. In your opinion, what else could STAs do to help you in your role, or others in your local authority?

- e. Have STAs enabled schools to develop and implement more sustainable travel initiatives than they would otherwise have done in their absence, and to achieve a greater reduction in car use? *[Probe – in what way has this been achieved and why?]*
- f. Have STAs enabled other initiatives and schemes to be implemented that would perhaps not have been achieved in their absence? *[Probe – in what way has this been achieved and why? What benefit do STAs provide LAs]*
- g. How important do you think the role of an STA is within the Local Authority? *[Probe – in terms of success with TTSI, promoting sustainable active travel, and cross department working etc Do you feel that there is political support from members for the TTSI programme and sustainable travel initiatives more widely?]*
- h. Do you feel that the STA in your authority is at the correct grade / position to successfully engage the support of others and achieve the TTSI objectives? *[Probe – Why? What do you think could have been different – i.e. do you think a higher grade STA would have had more success? Or a lower grade would have had the same outcomes and therefore may have been better value for money?]*
- i. What role do STAs play in the development of your local authority's LTP (for London it will be Borough Implementation Plans) and LAA, and how valuable do you think this is? *[Probe – explain how]*
- j. What has been your STA's role in developing the local authorities Sustainable Modes of Travel Strategy?
- k. How successful have STAs been in influencing the policies and programmes of colleagues in departments other than transport and education and securing contributions from their budgets towards initiatives that support sustainable, active travel?
- l. How important do you think that the Travel to School Initiative is to your authority?
- m. How much contact do you have with the RSTA? *[Probe – what kind of contact do you have with them? Does the RSTA have contact with anyone else within the local authority other than yourselves and the STAs?]*
- n. Has the RSTA helped raise the profile of and support sustainable travel to school, and have they encouraged more joined up working within the local authority? *[Probe – how? Have they provided a support and challenge role with the LAs?]*
- o. How important do you think the role of the RSTA is to the success of the STAs within your authority? *[Probe – what do you think the effect would be if the RSTA role was removed?]*
- p. How much of the TTSI funding paid to your local authority by DfT/DCSF to enable it to employ STAs does your local authority actually spend on employing STAs and promotional activities linked to the TTSI? *[Up to March 2007 this funding was ring-fenced but since April 2007 had been paid to local authorities as part of their Area Based Grant]*
- q. Does your LA provide additional resources such as budget and/or support to help the STA meet the TTSI objectives other than those offered through the TTSI programme? *How is this provided?*
- r. How much contact do you have with the RSTCAs? What impact do you think they have had on schools in your local authority? **ONLY TO BE ASKED IN THE Y&H REGION**

[We want to find out their thoughts on relationships they have with STA and the role of STAs within the authority, and their thoughts on the role of the RSTA]

E.5 Regional Officers Topic Guide

E.5.1 Introductions

Good morning/afternoon, as mentioned in the presentation, the purpose of today's workshop is to get your views and opinions on the role played by the Regional School Travel Advisors (RSTAs), the Travel to School Initiative, and other related sustainable school travel initiatives in raising the profile of and increasing sustainable, active travel to school in local authorities in your region.

All your views are valid and important for the evaluation and I will be making sure everyone has a fair and equal opportunity to express their opinions.

The session will be recorded to assist writing up the findings but please be assured that comments will not be attributable to individuals and these recordings **will not be** available to the DCSF/DfT or anyone other than the consultancy team.

E.5.2 GOs and Regional Co-ordinators Roles and Responsibilities

As a way of introduction can we please go round the group and spend up to a minute introducing yourselves describing your role and the department in which you work within.

- a. Please can you describe your involvement and responsibilities in terms of working with RSTAs in their support and challenge role in the promotion of sustainable, active travel to school with Local Authorities in your region and in the negotiation and agreement of mode of travel to school and other targets for Local Area Agreements (LAA) and Local Transport Plans (LTP)? *[Probe – in particular the TTSI programme.]*
- b. Do you liaise with officers from within your regions regarding any school based sustainable travel initiatives that may or may not form part of a School Travel Plan (STP), and associated infrastructure improvements, LAA or LTP targets, and if so with whom? *[Probe - In what ways? For what purposes? Initiatives could include, Bike It, Bikeability, Walk on Wednesdays, Walking buses etc]*
- c. Do you feel the local authority School Travel Adviser (STA) and RSTA role have been successful in helping schools develop and implement an STP or other school based sustainable travel initiatives and increasing awareness of and use of, sustainable, active modes of travel to school? *[Probe do you think schools would have implemented them without these staff? why do you think that? what areas could have been improved/ suited to a better role? Why do you say this?]*

E.5.3 TTSI Processes and Outcomes

As a way of introduction can we please go round the group and spend up to a minute introducing yourselves describing your role and the department in which you work within.

- a. What, in your opinion, are the main objectives of the TTSI programme? *[Probe – getting STPs in place? Achieving modal shift?]* Do you think the objectives have changed over time within the programme? In what way? *[Probe -i.e do you consider that the short term output is an STP but the longer term outcome is modal shift? How have these objectives been communicated to STAs and other colleagues?]*
- b. In your opinion how effective has the TTSI programme (mainly STA posts, RSTAs and STPs) been in reducing car use for school journeys and increasing sustainable, active travel? *[i.e. through the provision of capital grant funding for schools with STPs, the provision of funding for STAs and the aspirational target for all school to have an STP by March 2010. Probe – what is this based on – evidence such as School Census or anecdotal evidence?]*
- c. To what extent do you think the TTSI programme has been successful in increasing physical activity amongst children? *[Probe – how?]*

- d. To what extent do you think the TTSI programme will help reduce childhood obesity? *[Probe – why? Do you think there was enough focus on this outcome? What else do you think could be done to raise this issue and to help prevent it in future?]*
- e. What, in your opinion have been the other benefits of the TTSI programme? *[Probe, but don't prompt – carbon emission, road safety(perceived and actual), congestion and social inclusion i.e. can people attend after school activities – what has made them effective or ineffective?]*
- f. In what ways does TTSI feed into the LTP (Local Implementation Plan in London), LAA and regional priorities? *[Probe – eg NI 198 Mode of Travel to School? Explain how]*
- g. Do you think the TTSI programme informs and supports other policies and initiatives within your region e.g. Sustainable Modes of Travel Strategies, obesity reduction strategies, reducing carbon emissions or any other National Indicators you're working with? *[Probe – what policies, how, and in what ways?]*

E.5.4 Relationships with RSTAs and STAs

- a. What is your relationship like with your RSTA – *[Probe - Can you describe how you work with the RSTAs in your region and what their role is? How many RSTAs do you work with?]*
- b. On average how often do you work with your RSTA in a year, how about through other sorts of contact - phone/e-mail how frequent is this contact?
- c. Has the RSTA helped local authorities to promote and increase sustainable travel to school, and have they helped raise the profile of this within local authorities? *[Probe – how? How effective have they been?]*
- d. Have RSTAs enabled schools and STAs to develop and implement more sustainable travel initiatives, and achieve a greater reduction in car use than they would have done in their absence? *[Probe – in what way has this been achieved and why?]*
- e. Have RSTAs enabled other initiatives and schemes to be implemented that would perhaps not have been achieved in their absence? *[Probe – in what way has this been achieved and why? What benefit do RSTAs provide LAs]*
- f. In your opinion, what else could RSTAs do to help you in your role, or others in your Government Office?
- g. Have the RSTAs promoted joined up working within the local authority? *[Probe – how? Have they provided a support and challenge role with the LAs? Have they provided a link to Health interests of the LA and to inform the LTP and LAA targets?]*
- h. Have the RSTAs promoted more joined up working within the Government Office? *[Probe – i.e. transport, children, learning teams within GO]*
- i. Do RSTAs work effectively with STAs and local authorities within your region? *[Probe – how? How has this benefited the programme / region?]*
- j. How important do you think the role of an RSTA is within your region? *[Probe – in terms of success with TTSI, raising the profile of and increasing active and sustainable travel to school, success of the STAs, and cross department working etc]*
- k. How important is the Travelling to School Initiative to your region?
- l. Does your region provide additional resources such as budget and/or support to help the RSTA meet the TTSI objectives other than those offered through the TTSI programme? *[Probe - How is this provided?]*

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- m. Are you aware or, and how much contact do you have with RSTCAs? What impact do you think they have had on schools in your region? [*Probe – what kind of contact do you have with them?*]

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- n. How important do you think the role of the RSTCA is to the success of the RSTAs and STAs within your region?

Appendix F – Case Study Writeups

F.1 Introduction

This Appendix outlines the approach followed to undertake a review of nine case study schools; the aim being to understanding the factors and measures that had assisted schools in making them ‘exceptional’ in terms of reducing car use and/or increasing or sustaining high levels of walking and cycling for school journeys.

The chosen nine case study schools consisted of a combination of:

- schools recommended by STAs with supporting evidence from the School Census data demonstrating a modal shift towards sustainable modes; and
- the better-performing schools in terms of modal shift or sustained modal shift from car use to sustainable modes from the past three years of School Census data.

Figure F.1 summarises the step-by-step approach followed to identify suitable case studies and carry out the review.

Figure F.1 - Step by step approach to case study analysis

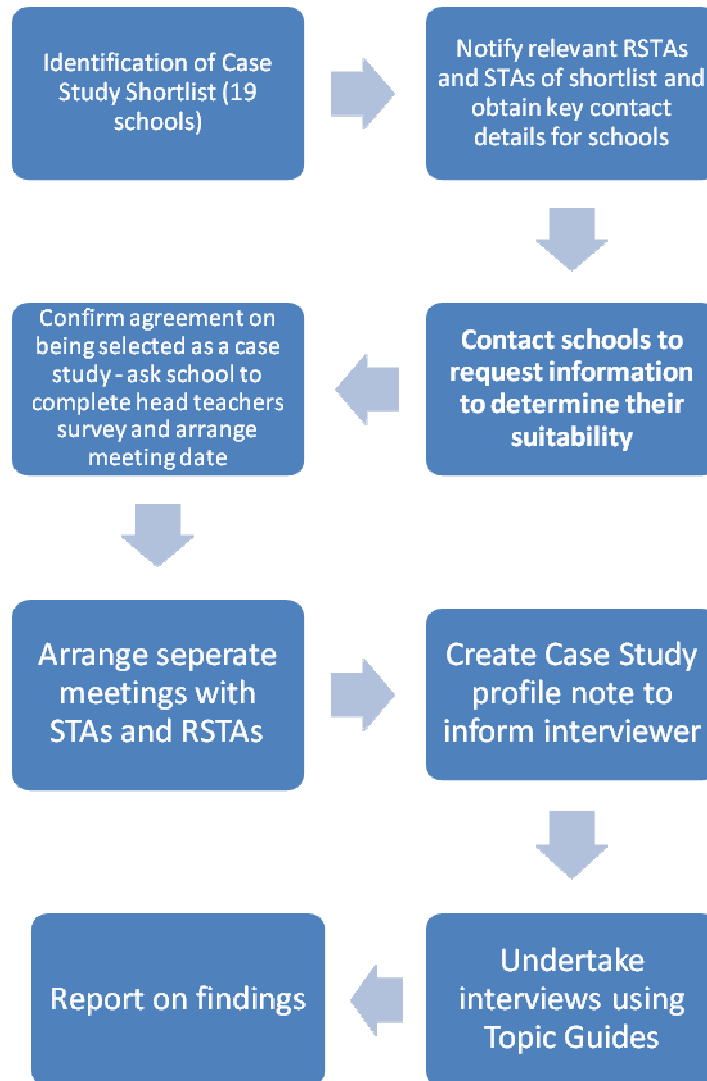


Table F.1 gives details of the nine case studies that were chosen.

Table F.1 - Case study shortlist

	Local Authority Type	Region	School Type	School Classification	Pupil No's	20% Most Deprived	Reason
1	County	West Midlands	Small Primary	Rural	120-150	No	Large decrease in car use
2	County	South West	Small Primary	Rural	120-150	No	Large decrease in car use
3	County	East of England	Independent / Secondary	Urban	3,400 – 3,500	No	Decrease in car use
4	County	East of England	Primary	Urban	340-375	No	Successive improvements in % walking
5	Metropolitan District	Yorkshire & Humber	Primary	Rural	85 - 100	Yes	Large walking increase
6	County	South East	Secondary	Urban	1,300-1,400	No	Sustained 50% cycling
7	Metropolitan District	Yorkshire & Humber	Primary	Urban	200-230	Yes	Large walking increase, sustained
8	Unitary Authority	East Midlands	Junior	Urban	340-375	No	Successive improvements in % cycling and walking
9	Metropolitan District	Yorkshire & Humber	Special	Urban	120-150	No	Requirement for a special school identified from the School Survey responses

The remaining sections present the findings of the case studies and examine the issues facing the school in reference to school travel, the key initiatives introduced to address such issues and the outcomes achieved. Evidence has been obtained from a number of sources including information from the school headteacher or representative, the associated STA and RSTA and data from the School Census.

F.2 Case Study School 1

Background

Type of School: Rural Primary

Number of Pupils: 120 - 150

Local Authority Type: County

Region: West Midlands

STP Implemented: 2007

School 1 has between 120 - 150 pupils (2009) aged between 3 and 11 years. The school has achieved a 'Schools for Health' award and a Standards Quality Mark.

The school was chosen as a case study due to its notable reduction in car travel between 2006/07 and 2008/09 by more than 50% as a result of the initiatives it has implemented as part of its STP.

This school was keen to implement an STP to address parental attitudes and encourage the use of more sustainable modes of travel. The school was also looking to achieve Eco-school status and felt that this would be a step to change the travel behaviour of staff, pupils and parents. The STP was developed by the headteacher, with support from teachers, parents, pupils and its STA. The STP is reviewed on an annual basis.

Feedback from the school indicated that support received from the STA when developing the STP was highly valued, with the school stating that the STA had provided ideas and resources, attended the first day of the walking bus and attended various events at the school since the development of the STP. *"She has been excellent. She has always been there to help, provided us with resources and useful information and whatever we ask for we have always got"*.

Issues

The main issue the school faced was the reluctance of some parents to stop bringing their children to school by car. This was partly due to some parents' perception of road safety and also the disinclination of leaving their children with someone else to travel to school. There is also the issue of convenience whereby parents' lifestyles often mean that they have to take their child to school on the way to work and hence parking adjacent to the school is also an issue. Some pupils also have after-school clubs in other nearby villages and can only get there by car.

The school had tried to overcome this through the development of their STP and by maintaining regular contact with parents and keeping them updated about the initiatives through their weekly school newsletter. Pupils at the school had also been heavily involved in the development of the STP and initiatives, phrased 'pupil power' by the headteacher.

Key Initiatives

Prior to developing its STP, the school contacted its STA to enquire about producing an STP. A 'Walk to School Week' was also held before the STP was developed to try to encourage pupils and parents to participate in walking initiatives and the STP process. The development of the STP then involved:

- Mapping pupil postcodes;
- Parental questionnaire – identifying issues to be addressed in the STP;
- Pupil questionnaire – current and preferred way of travelling to school;
- Review of best practice of Walking Buses in other areas; and
- Keeping parents continually informed.

Since developing the STP, the school has implemented various travel to school initiatives including:

- Two large Walking Buses (30-40% uptake – approximately 40 - 50 pupils);

- Walk on Wednesday (WoW) scheme;
- Pedestrian and cyclist training; and
- Three parent shelters.

The school began with WoW and eventually set up two walking buses. The walking buses also combined with a Park and Stride scheme, which means that pupils from outside the village can be dropped off at the village hall and walk to the school for part of the Walking Bus route.

There is pedestrian training for year 3 and 4 pupils, and incentives such as badges and cards to encourage children to walk and cycle. The initiatives are all advertised through articles in a weekly school newsletter to parents, which informs parents of what's going on and how their children can get involved in various initiatives.

The school has also held wider community meetings to inform the local community about the initiatives it had introduced, as previously there had been many complaints about parking around the school area, with the headteacher commenting- *"It's helped relations between the school and community"*.

Successes

The main benefits of the STP were:

- Reduction in car use by 28% points from 49% in 2007 to 21% in 2009;
- Increased walking by 14% points from 15% in 2007 to 29% in 2009;and
- Increased awareness of travelling to school by sustainable modes.

The school considered the most successful initiative, and the key reason for modal shift, was the introduction of the Walking Buses. These were initially introduced one day of the week, but are now running every day with approximately a third of the children registered on them. The success of this is attributed to support from volunteers, mostly comprised of parents and grandparents of pupils that have led and coordinated the Walking Buses. The volunteers are enthusiastic and go around the village drumming up support for the Walking Buses and finding new pupils to join them.

School Census Data

Table F.2 displays the School Census data for the past three years.

Table F.2 - School census data for case study school 1

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	%	no	%	no	%	no	2007-08	2008-09	2007-09
Car	49%	78	39%	58	21%	28	-11%	-17%	-28%
Car share	1%	1	1%	1	5%	7	0%	5%	5%
Public transport	35%	55	34%	51	44%	58	-1%	10%	9%
Walking	15%	24	27%	40	29%	38	11%	2%	14%
Cycling	0%	0	0%	0	0%	0	0%	0%	0%
Other	0%	0	0%	0	0%	0	0%	0%	0%
Total with travel data	158	158	150	150	131	131			
Total number of pupils	158	158	150	150	131	131			

F.3 Case Study School 2

Background

School 2 is a voluntary-aided primary school with pupils attending between the ages of 5 and 11 years of age.

This school was chosen to be a case study as the STA noted a clear correlation between the school writing its first STP in 2006 and a reduction in car use at the school. The STP received a high profile within the school and a Walking Bus was started from the village hall with parental support. The school has also taken part in 'Walk to School Weeks' since starting the travel plan work, and used the event to encourage children and parents to participate in the STP process. The school had taken advantage of the LA's 'Walk to School Week' ideas and materials and has participated in the associated competitions run by the LA (such as designing promotional posters).

Type of School: Rural Primary

Number of Pupils: 120 - 150

Local Authority Type: County

Region: South West

STP Implemented: 2007

The school were enthusiastic about getting involved in the programme due to major parking problems and safety issues around the school, and so it was felt the STP would provide a solution to these issues. The wider community were also engaged in the process through the parish council.

Issues

The school has identified two key issues in terms of getting more children to walk and cycle to school. Firstly, some parents were reluctant for children to walk or cycle due to perceived safety concerns. The second issue being that the school has a wide catchment area, with some children travelling long distances to get to school. This caused difficulty in primary school children walking or cycling the whole journey.

Key Initiatives

The school has introduced a number of travel schemes including:

- 'Walk on Wednesday';
- School Crossing Patrol; and
- 'Walk to School Week'.

The school also implemented a Walking Bus, however it was decided that school crossing patrols would be more effective to enable parents to walk their children to school safely and hence the Walking Bus ceased operation. Road safety training was also provided for parents by the local authority when the school crossing patrol was implemented.

Road markings were also put in place after discussions with the school and the council. A traffic engineer and a traffic technician visited the school and carried out a site visit. There were discussions with the Parish Council before the road markings were implemented.

Successes

The main benefits of the STP were:

- 27% points reduction in car travel from 74% in 2006/07 to 47% in 2008/09;
- 10% points walking increase from 26% in 2006/07 to 35% in 2008/09;
- Reduction in parents parking around the school gates.

The most successful initiatives were seen to be the parking restrictions around the school and the school crossing patrols. The school is located in a rural area with narrow lanes and the parked cars caused safety problems for children who were trying to travel to school by sustainable modes. The parking problem was also causing issues with local residents. Parking restrictions (double yellow lines) next to the school have meant a safer school.

The school felt the main reason for the reduction in car travel was the pupils, as they were very keen on walking to and from school so encouraged their parents to walk them to school. The school had also encouraged parents through regular newsletters.

The STA noted that the school was very good at implementing initiatives and undertook the STP and other related projects very well. The STA felt the school was surprised by the interest shown by the children in the initiatives, and how receptive parents were in getting involved.

The school also noted that the STA was very helpful in providing the right contacts within the local authority concerning certain issues.

School Census Data

Table F.3 displays the School Census data for the past three years.

Table F.3 - School census data for case study school 2

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	%	no	%	no	%	no	2007-08	2008-09	2007-09
Car	74%	96	73%	91	47%	60	-1%	-26%	-27%
Car share	0%	0	0%	0	6%	7	0%	6%	6%
Public transport	0%	0	0%	0	10%	13	0%	10%	10%
Walking	26%	33	27%	33	35%	45	1%	9%	10%
Cycling	0%	0	0%	0	2%	2	0%	2%	2%
Other	0%	0	0%	0	0%	0	0%	0%	0%
Total with travel data	129	129	124	124	127	127			
Total number of pupils	129	129	124	124	127	127			

F.4 Case Study School 3

Background

Type of School: Urban
Secondary (Independent)

Number of Pupils: 3,400 – 3,500

Local Authority Type: County

Region: East of England

STP Implemented: 2007

School 3 comprises of a cluster of independent schools. The cluster group was formed due to the close proximity of the several schools, which have a similar catchment area. This enabled the STAs to coordinate their work and ensure efficient use of the combined resources. This focus on area travel planning had enabled the STAs to implement larger initiatives to provide alternatives to the car for school journeys.

All of the cluster schools have individual STPs and had worked together on various initiatives, meeting regularly to discuss issues such as tackling high car use on the school run and to share best practice with each other. The work was facilitated by the STP team and the Park and Ride Manager for the local authority.

The schools were suggested as a case study by their STAs due to their effectiveness in achieving modal shift, for independent schools, and due to the uniqueness of the Park and Ride scheme. Figures reported by the school has shown an 8% increase in bus use for the journey to school in the morning, and a 6% increase in bus use for journeys home from school in the afternoon.

Issues

The distance pupils travel to the schools was seen to be a key barrier in encouraging more children to travel by sustainable modes. Parental attitudes along with the desire to protect children were to be key areas to address in terms of encouraging sustainable travel within an STP.

Key Initiatives

Since the development of the STP a number of measures have been introduced:

- Park & Ride scheme;
- New cycle storage for staff;
- Shuttle Buses; and
- Car sharing.

One of the most successful initiatives was the School Park & Ride scheme, which had many benefits to the school cluster as well as benefits to the local area in terms of reduced congestion. This initiative introduced a 50p single fare for pupils using the service to get to and from school. There is also a 1p chaperone ticket for parents to travel with their children.

Successes

- Reduction in car travel; and
- Success of the School Park & Ride Initiative – in the school year of September 07-June 08, a total of 16,400 journeys were made on the service, and within the first 3 months of 2009, figures were up 30% on the same period in 2008.

Since the introduction of the STP, travel issues have become a priority to the School Cluster, who display travel information at all parent and open evenings, as well as sending out travel option information in school prospectus packs.

The schools' representative discussed the importance of the STA support in the development of their STP, stating they had developed a good relationship and were continually kept up-to-date with new initiatives and invited to transport related events. The STA was seen to continually provide innovative solutions to travel issues around the school and local area.

F.5 Case Study School 4

Background

School 4 had between 340 - 375 pupils in 2009 and is part of a Safer Routes to School scheme. It has been closely working with a neighbouring school to develop sustainable travel initiatives. A collaborative approach was taken so the schools could provide advice and support to each other.

The school was chosen as a case study due to the high proportion (59%) of pupils that walk to school, an 18% point increase between 2006/07 and 2008/09, matched by an 18% point reduction in car use.

Type of School: Urban Primary School

Number of Pupils: 340 - 375

Local Authority Type: County

Region: East of England

STP Implemented: 2006

The school initially developed their STP due to heavy congestion around the school gates and since implementation it has been reviewed and revised on an annual basis. Forum meetings are held each term and the STP action plan is continually updated at these meetings, which are also used as part of the monitoring process.

Issues

The school had a school bus but this was removed due to a public bus running the same route. However, shortly after the school bus was removed, the public bus route was also discontinued. This therefore resulted in some parents regularly driving their children to school as an alternative.

The school noted that the biggest barrier to getting children to travel using sustainable modes had been engaging the pupils' parents. In particular, the fact that parents will drop their children at school when they drive to work to fit in with their schedule. This is something that the school thought would not change as it "*fits into parents' routine*". However, the parental barrier was something the school thought could be overcome for those parents who drive solely to take their children to school rather than trip chaining (combining several errands in one journey).

To attempt to overcome this barrier, the school advertised its initiatives in the school prospectus and included a statement detailing their expectations that pupils will walk all / part of the way to school. When planning events, the school noted that it always provided information to parents on the travel options to keep reinforcing the travel issue to parents.

Key Initiatives

Since the development of their STP, the school had implemented the following initiatives and measures:

- Two Walking Buses;
- Park & Stride scheme;
- Road markings; and
- Cycle and Scooter sheds.

The introduction of cycle and scooter sheds was seen to greatly support walking and cycling to school.

The pupils were given incentives to get involved in the walking and cycling initiatives, such as prizes for the children that walk / cycle the most to school and certificates for using Park & Stride. Sponsorship was also received from a local toy store, which provided gift vouchers to be given to the pupil that walked the most frequently in each school year.

The initiatives were put in place following forum meetings between School 4 and the neighbouring school, and involved parents, headteachers and governors.

Successes

The main benefits of the STP process have been:

- Reduction in car travel of 18% point between 2006/07-2008/09; and
- Sustained and increased the proportion of children walking to school (59% of all pupils in 2008/09).

This success was deemed to be attributable to the hard work of the school's STP coordinator (a parent of the school who got the school involved in the STP process through their work with Eco-Schools). It was also noted that the school was successful in achieving modal shift through having very dedicated staff and parents involved in the various initiatives.

The school added that the TTSI programme was very effective at getting more pupils to walk and cycle – as numbers at the school had shown. They also mentioned anecdotal evidence of a change in mode for journeys outside of school travel as well, and this had much wider benefits – for example helping with childhood obesity.

The school felt that the most effective measure for its reduction in car use was the implementation of yellow markings on the road outside the main entrance, which had removed the issue of cars parking by the school gates and had encouraged walking.

School off-site infrastructure was seen to be important in achieving modal shift, although the STA noted that this was area-dependent and also down to parents perceptions of what they will allow their children to do – i.e. walk / cycle to school *“infrastructure wont have any effect if parents still won't allow their children to travel by the modes that benefit from it”*. Cycle storage was seen to be the most effective on-site infrastructure to encourage walking and cycling.

Whilst the school noted that they would have implemented an STP without the STA support, they stated that they were a key link to help with the process, as they put the school in contact with training staff – i.e. for pedestrian skills training and road safety. Contact with the STA was conducted most frequently via email (essential) or face-to-face or over the telephone.

The school stated further suggestions to help deliver effective initiatives, which included:

- Having shorter Walking Bus routes rather than longer ones;
- Optimising the number of children for the Walking Bus. They found this to be approximately 16 children, as the 24 they started with proved to be too many;
- Effective health and safety regulations for walking buses which helped reassure parents that their children would be safe.

School Census Data

Table F.4 displays the School Census data for the past three years.

Table F.4 - School census data for case study school 4

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	Mode of Travel	%	no	%	no	%	no	2007-08	2008-09
Car	59%	212	51%	184	40%	146	-8%	-11%	-18%
Car share	0%	0	0%	0	0%	0	0%	0%	0%
Public transport	0%	0	0%	1	1%	2	0%	0%	1%
Walking	41%	150	49%	176	59%	215	7%	10%	18%
Cycling	0%	0	0%	1	0%	1	0%	0%	0%
Other	0%	0	0%	0	0%	0	0%	0%	0%
Total with travel data	362	362	362	362	364	364			
Total number of pupils	362	362	362	362	364	364			

F.6 Case Study School 5

Background

<p>Type of School: Rural Primary</p> <p>Number of Pupils: 85 - 100</p> <p>Local Authority Type: Metropolitan</p> <p>Region: Yorkshire and Humber</p> <p>STP Implemented: 2006</p>
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School 5 is a small school with approximately 85 - 100 pupils in 2009.

The justification for including this school as a case study was due to the school being located in one of the 20% most deprived Super Output Areas in the country. The school had 99% of children walking to school in 2008/09, which was a 20% point increase from 2007/08. The STA for the local authority

attributes the school's success to the 'School Travel Champion' who was very active in the development and implementation of the plan.

The development of the STP was undertaken after a lot of encouragement from the STA to get the school involved in the programme, as it was felt it would be a good project for the School Council to take on.

Issues

No school travel issues were raised by the school, due to the existing high level of pupils walking to school.

Key Initiatives

The key initiative for the school was a parental waiting shelter, located in the school playground. The shelter is used for several different purposes including as an outdoor classroom when teaching environmental lessons, and also a quiet space for pupils to use during breaks and the lunchtime period.

As part of the STP process, the school also issued a questionnaire to pupils which asked how they travel / would like to travel to school and asked parents that drive their children to school if they could come to the school by different modes. Residents were also asked about parking issues outside and adjacent to the school.

Road safety officers have also visited the school to give presentations and training. Trips were also arranged to the public transport interchange so children could be educated about different modes of transport.

Successes

The key success of the STP process has been:

- High proportion of children walking to school in 2008/09 (99%)
- Reduction in travel to school by car (12% reduction between 2007/08 and 2008/09).

The school believed that the STP had contributed to the reduction in car use and the high proportion of walking to school. It was regarded that, through the STP, sustainable travel was now embedded within the school's culture, with walking and exercise strongly promoted.

The school noted a good relationship with the STA, who was always available if needed, and regularly updated the school on anything new in terms of school travel. The school added that it would not have developed an STP without the support of the STA, who was noted to have had a big part to play in the plan's development.

School Census Data

Table F.5 displays the School Census data for the past three years.

Table F.5 - School census data for case study school 4

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	%	no	%	no	%	no	2007-08	2008-09	2007-09
Car	15%	16	12%	12	0%	0	-3%	-12%	-15%
Car share	8%	9	8%	8	0%	0	0%	-8%	-8%
Public transport	0%	0	0%	0	1%	1	0%	1%	1%
Walking	75%	80	79%	78	99%	97	4%	20%	24%
Cycling	1%	1	1%	1	0%	0	0%	-1%	-1%
Other	0%	0	0%	0	0%	0	0%	0%	0%
Total with travel data	106	106	99	99	98	98			
Total number of pupils	106	106	99	99	98	98			

F.7 Case Study School 6

Background

School 6 is a secondary school with between 1,300 – 1,400 pupils aged between 11 and 18 years of age (2009).

The school was chosen as a case study example as it had particularly high levels of pupils travelling by sustainable modes – 60% cycling and 13% walking, as reported in the 2009 school census.

When the deputy headteacher took over the role of STP coordinator, a travel forum was developed, which included a governor, parents, local business people, a cycling expert, a local councillor and a bike club manager. Having involvement from a variety of sources was noted to have been very successful in terms of getting initiatives and infrastructure put in place.

Type of School: Secondary Urban

Number of Pupils: 1,300 – 1,400

Local Authority Type: County

Region: South East

STP Implemented: 2005

Issues

The attitude of some parents was given as an issue in getting pupils to travel using sustainable modes. The school had tried to overcome this by engaging with parents and providing them with information on the various initiatives.

Another issue felt by pupils was that they would like to see free bus travel to and from the school and whilst initial discussions have taken place between the school, local authority and bus operators this remains on the agenda for the future.

Key Initiatives

The school had implemented a variety of cycle initiatives to encourage pupils to cycle both for school journeys and other journeys. Each initiative had been very well received with often cycling initiatives being oversubscribed. Initiatives the school had introduced included:

- Vast amounts of secure, covered cycle storage;
- Locker facilities – almost one per child, to store cycle helmets and wet weather clothing;
- Bike Maintenance courses – where children dismantle and re-build bikes to teach them how to properly maintain their bike;
- Cycle club - run one evening a week;
- School Activity days – included cycling activities (i.e. bike polo, time trials, bike maintenance and duathlons);
- Provision of Velcro fixable cycle lights, so pupils can take their lights off bikes to avoid getting them stolen;
- Saturday morning training event for less confident cyclists, included raising awareness of where they were visible to motorists when on their bikes; and
- Involvement with members of Go Bike cycling group who provide information packs and packages on events that are passed on to students.

The introduction of the cycle club resulted from an activity day that the school had. There was a list of activities (a total of 40 activities offered including trips to London, dancing, art and crafts) that pupils could chose, and 40 pupils each day chose the bike maintenance / polo and time trials activity. A further 48 also participated in a duathlon – cycling to a local swimming pool, swimming and cycling back to school.

There had been a bike scheme to encourage staff to cycle to school, with approximately 40 staff members cycling to work, which the school believes sets a good example to the pupils – *“The whole ethos here is that biking is cool and fun”*.

The bike maintenance course was initially a suggestion brought forward by the county. They collected bikes that had been taken to the local dump, fixed them and then the pupils were allowed to keep the finished bikes.

The school is also a member of the cycling group ‘Go Bike’. This group send through packages and information on events etc which are passed on to the pupils. School activity days were a feature in the magazine.

The school had a board up in the main entrance which displayed information on travel issues and initiatives. This included the map that was produced by the STAs to show where pupils come from and how they travel to school. The school also had a newsletter which is distributed regularly to parents and discusses travel issues.

Successes

The school had implemented various initiatives which have led to the following benefits:

- High proportion of children walking and / or cycling to school; and
- A high proportion of staff using sustainable modes of travel – setting a good example to pupils.

A key reason for the success of the STP and the high level of sustainable travel was regarded as being a result of the enthusiasm of the staff who promote sustainable transport in an *“informal and fun way”*. The school continually promote the sustainable travel message, with information boards, newsletters and bulletins providing information on safe, sustainable travel.

Whilst there had been several STAs in post in the area, the deputy headteacher stated that they have developed a good relationship with the STAs, who has been invited to attend the school travel forum meetings. If the STA support wasn’t available, the school would continue with the travel plan however they stated that they would be likely to miss out on information to support their STP and initiatives.

One reason for the high proportion of children cycling to school was regarded as being the considerable bike storage that the school had. This was seen as being a key piece of infrastructure. The Parent Teacher Association (PTA) had invested in lockers for children so that they have somewhere to store their wet weather clothes and bike helmets - *“You can’t encourage children to wear helmets if they haven’t got anywhere to put them”*. The school added that without the STP funding, the school would not have been able to finance the extra cycle storage.

School Census Data

Table F.6 displays the School Census data for the past three years.

Table F.6 - School census data for case study school 6

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	%	no	%	no	%	no	2007-08	2008-09	2007-09
Car	12%	161	12%	161	12%	164	0%	0%	0%
Car share	0%	0	0%	0	0%	3	0%	0%	0%
Public transport	16%	215	15%	201	14%	187	-1%	-1%	-2%
Walking	18%	241	19%	255	13%	178	1%	-6%	-5%
Cycling	54%	725	54%	725	60%	809	0%	6%	6%
Other	0%	0	0%	0	0%	1	0%	0%	0%
Total with travel data	1344	1344	1343	1343	1342	1342			
Total number of pupils	1344	1344	1343	1343	1342	1342			

F.8 Case Study School 7

Background

Type of School: Urban Primary
Number of Pupils: 200 - 230
Local Authority Type: Metropolitan
Region: Yorkshire and Humber
STP Implemented: 2006

School 7 has between 200 – 230 pupils and was recommended as a case study by the STA, who considered this school to be a very good example in demonstrating how to encourage walking in an area where due to a high level of road accidents it is difficult to achieve. The school is also located in one of the 20% most deprived Super Output Areas nationally.

The deputy headteacher (no longer in post) began developing the STP in 2006 and was involved in the process right up to the implementation stage. Other teachers were then involved and the headteacher picked up the responsibility of developing the STP once it was submitted.

The pupils were too young to be involved directly with the STP but they were encouraged to think about the environment and their health through walking to school.

The school believed that the STA has been very useful in the whole STP process. They made contact in the first stage and then sent comments back after the first draft. They assisted when the school asked them for help and provided key contacts for local authority assistance on engineering measures around the school and road safety training.

Issues

The school believed the main barrier for children travelling to school via sustainable modes was parental views and habits. The catchment area of the school was very small and the area very deprived with low car ownership. The levels of walking were high but the main problem was ensuring that the walk to school was safe. Raising awareness of road safety issues to the parents and children as well as the implementation of a crossing near the gate had meant that the walk to school became a lot safer.

Key Initiatives

The school introduced the following initiatives and measures through its STP:

- ‘Walk on Wednesday’;
- ‘Walk to School Week’;
- Participation in Road Safety Week;
- Implementation of a new school gate; and
- New zebra crossing outside the school gate.

The school took part in ‘Walk on Wednesday’ and ‘Walk to School Week’. It also participated in Road Safety Week and any other road safety events that the Council organise or events by organisations such as the national road safety charity Brake.

The school had a new gate (which was identified in the STP and then funded by the capital grant) which increases accessibility to the school without compromising safety. The local authority also provided a new zebra crossing outside the school and the gate links directly with the school crossing.

The STP did identify the need for a school crossing patrol but there were no applicants when advertised, hence the decision was made that a crossing would be a suitable alternative.

The development of a walking bus was decided against due to the high levels of parental responsibility needed, especially as the school has mainly Asian pupils (95%) and many parents spoke limited English. Most pupils also lived with extended families and the walk to school could be undertaken by several different family members and hence commitment of the scheme would be difficult for one family member.

The TTSI programme was effective by increasing awareness of travel to school by sustainable modes and there was a lot of integration with other curriculum areas such as physical activity, health and environment. There were high levels of obesity at the school so anything that encouraged children to get more physical activity was seen as a positive.

Successes

The school had achieved the following through its STP:

- High levels of walking to school – this was sustained with 98% of pupils walking to school in 2009; and
- Wider impacts of increased awareness of sustainable modes of transport, physical activity, health and environment.

The increase in walking was largely due to the increase in emphasis on road safety measures and initiatives over the last couple of years, coupled with the implementation of the school gate and the initiatives that raise awareness and encourage walking but in particular safe walking.

The TTSI programme was seen to have wider impacts of increasing awareness of sustainable modes of transport, physical activity, health and environment. This was seen to be particularly important to the school due to its high levels of childhood obesity.

The school believes that the initiatives had been more effective with an STP in place – “*The funding made a huge difference, as did the active involvement from travel advisors*”.

School Census Data

Table F.7 displays the School Census data for the past three years.

Table F.7 – School census data for case study school 7

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	%	no	%	no	%	no	2007-08	2008-09	2007-09
Car	21%	45	0%	0	2%	4	-21%	2%	-19%
Car share	0%	0	0%	0	0%	0	0%	0%	0%
Public transport	0%	1	0%	0	0%	0	0%	0%	0%
Walking	78%	167	100%	214	98%	210	22%	-2%	20%
Cycling	0%	0	0%	0	0%	0	0%	0%	0%
Other	0%	0	0%	0	0%	0	0%	0%	0%
Total with travel data	213	213	214	214	214	214			
Total number of pupils	213	213	214	214	214	214			

F.9 Case Study School 8

Background

School 8 is located in a Cycle Demonstration town. It is a large urban primary school with between 340 and 375 pupils.

The school was selected as a case study due to the increase in the number of pupils walking and cycling to school, and the reduction of more than half the number of pupils using a car to get to school.

The school implemented an STP because of direct contact from the STA. Some sustainable initiatives had previously been undertaken at the school due to their Eco-Schools Green Flag status. The STP was created as a joint effort between the STA and the school (with the deputy headteacher being the STP coordinator). The process began by a travel forum being created between the school and the adjoining infant school, containing the deputy headteachers, parents and school governors.

The school reviewed their STP several times with the STA in the first year, but limited reviewing had been undertaken more recently due to a lack of time and resources by the school. The school believed that reviewing during the first year was beneficial as it helped to ensure their action plan was accurate.

Type of School: Urban Junior

Number of Pupils: 340 - 375

Local Authority Type: Unitary

Region: East Midlands

STP Implemented: 2007

Issues

The school suggested that parents who dropped their children off at school by car on the way to work were considered to be a difficult group to influence. Parents' perceived safety issues with walking and cycling were also considered as a barrier towards increasing walking and cycling, as they were generally nervous in letting their children participate in the initiatives.

Key Initiatives

The school had introduced a number of different initiatives and measures, including:

- Bike IT;
- Cycle training;
- Awarding prizes for pupils' achievements – i.e. cycling every week or day;
- Provision of cycle storage; and
- 'Walk to School Weeks'.

These initiatives were identified as the school wanted to particularly increase walking and cycling as a school survey had shown that the majority of pupils lived within one mile of the school, therefore the STA provided best practice of initiatives that had been used in other schools.

The school also implemented a Walking Bus and a Park and Stride scheme, however these were discontinued due to a lack of parental volunteers, and the Park and Stride drop offs being a considerable distance from the school and therefore not encouraging many participants.

The TTSI capital grant was spent providing secure, covered, cycle storage in the school as well as improving the condition of footpaths around the school. Additional cycle storage and a parent shelter had since been provided by the school to supplement these measures.

The pupils were involved in implementing all of the initiatives, from designing posters, to recording the number of cyclists / pedestrians. They were also involved in incorporating travel to school in some of the other initiatives such as Healthy Schools. The pupils in the School Council were also involved in the day to day running of the initiatives such as collecting data.

Successes

The school had achieved the following through their initiatives and STP:

- 21% point reduction in car travel from 35% in 2006/07 to 14% in 2008/09; and
- Increase in walking and cycling since 2006/07 (60% modal share in 2006/07 compared to 82% in 2008/09).

The school believes its success was as a result of having a member of staff in school that was enthusiastic about sustainable travel, but senior enough to have an influence in the schools decision. In addition, the school also felt that the grants and support given from different cycling bodies was very useful.

The STA felt that the initiatives were well promoted in the school, such as involvement in school assemblies and timetabled into the school day. The STA also thought that developing initiatives slowly, rather than introducing them all at once, had led to a higher participation rate.

The school developed a good relationship with the STA, particularly in the initial stages of development of the STP. The STA visited the school on several occasions to discuss problems or to participate in assemblies. Without the STA support, the school felt that they may have implemented several initiatives (through other programmes i.e. healthy schools), but would not have developed an STP.

Without continued support from the STA, the school stated that they would be unlikely to continue to maintain their STP, although may continue with some initiatives, providing funding continued. The school stated that the TTSI has had a very important role at raising the benefits of walking and cycling, along side all other programmes such as Healthy Schools and Eco-Schools. The STP was seen to group together all of the different aspects of the programmes, and can be used to reference the initiatives and their achievements.

School Census Data

Table F.8 displays the School Census data for the past three years.

Table F.8 – School census data for case study school 8

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	%	no	%	no	%	no	2007-08	2008-09	2007-09
Car	35%	120	28%	97	14%	50	-6%	-14%	-21%
Car share	4%	15	4%	12	3%	9	-1%	-1%	-2%
Public transport	1%	3	0%	0	1%	2	-1%	1%	0%
Walking	60%	207	64%	218	72%	249	4%	8%	12%
Cycling	0%	0	4%	15	10%	35	4%	6%	10%
Other	0%	0	0%	0	0%	0	0%	0%	0%
Total with travel data	345	345	342	342	345	345			
Total number of pupils	345	345	342	342	345	345			

F.10 Case Study School 9

Background

Type of School: Special (Urban)
Number of Pupils: 120 - 150
Local Authority Type: Metropolitan
Region: Yorkshire and Humber
STP Implemented: 2007

School 9 is a school for 5-16 year olds with complex learning difficulties and emotional and behavioural issues. All pupils are mobile.

The catchment area for the school is large with some pupils travelling up to 20 miles each way and across authority boundaries. With this in mind 98% of the pupils are provided with transport by the local authority, either through taxi, mini bus or coach.

Whilst the school did not initially get involved in the TTSI programme, contact made by the STA with the school identified that they undertook a lot of activities that are supportive of the TTSI and as a result could easily develop an STP. The STP was developed by the deputy headteacher and the STA jointly.

The local authority requires schools to submit an annual review of the STP, which the school has done for the last two years. This sets out the travel survey results on how each pupil gets to school and records it annually. The review also includes achievements as well as barriers to success.

Issues

The school identified the main barriers to future change being the nature of the students and the distances they travel to school on a daily basis. They recognise that there will be different numbers of pupils who are able to cycle to school each year but the school will still aim to promote and encourage cycling wherever possible. Encouraging independent travel training for more pupils was also a future goal for the school.

Key Initiatives

Due to the type of pupils at the school and the location of the school (at least 1.5 miles from the nearest train station and close to large main roads) walking to school was not considered a realistic alternative for pupils. Some do walk but this was occasional rather than for regular journeys.

The school had encouraged pupils to cycle to school through the Bikeability initiatives; and road safety awareness training had also been encouraged.

Independent travel training (ITT) had also been provided to those pupils who were able to use public transport to access the school.

The infrastructure on site was adequate for walking and cycling, however a lit route inside the school grounds to the exit and a cycle shed for up to eight bikes was funded from the TTSI capital grant.

Off site was more difficult as the school leads on to a main road, which was not safe for pupils unless they had received training and parental approval.

Successes

The STA provided postcode plots of student home locations and mapped the bus routes which the local authority was using to transport the pupils. This was an area of work the school identified as being very useful to the school and the STP and could not have been done by the school on their own.

Although the School Census does not present a positive outcome of the STP in terms of reducing car use, in this case study it is important to consider the wider benefits.

The school believed that the TTSI has had wider impacts and benefits including increasing awareness of climate change and physical activity. The school links travel to school with the curriculum when looking at climate change, health and obesity. It also provides children with independence which is difficult for some of the children at the school.

For the STA and the local authority, the main focus is on road safety due to the large numbers of casualties in the local area. The TTSI has enabled road safety awareness to be targeted at specific schools and remedial actions undertaken if necessary.

Staff have also actively started car sharing as a result of the travel plan.

School Census Data

Table F.9 displays the School Census data for the past three years.

Table F.9 – School census data for case study school 9

School Census Data Modal Share	2006/07		2007/08		2008/09		Difference (% points)		
	%	no	%	no	%	no	2007-08	2008-09	2007-09
Car	0%	0	12%	15	12%	15	12%	0%	12%
Car share	0%	0	0%	0	0%	0	0%	0%	0%
Public transport	100%	3	80%	99	85%	105	-20%	5%	-15%
Walking	0%	0	4%	5	2%	2	4%	-2%	1%
Cycling	0%	0	3%	4	2%	2	3%	-1%	1%
Other	0%	0	0%	0	0%	0	0%	0%	0%
Total with travel data	3	128	123	123	124	124			
Total number of pupils	128	128	123	123	124	124			

F.11 Summary Points

Nine case study schools were reviewed to understand the enablers and barriers in delivering a reduction in car use and an increase in sustainable travel modes for journeys to and from their schools. Interviews were held with the headteacher or school representative, the appropriate STA for the school and associated RSTA for the local authority.

Five of the nine case study schools had achieved over 18% points modal shift away from car and increased walking and/or cycling by more than 10% points since 2007 through a variety of initiatives. These initiatives included walking buses, 'Walk on Wednesday' and 'Walk to School Week', school crossing facilities and patrols, park and stride, parking restrictions, cycle training and BikeIT initiatives.

The key drivers for implementing an STP and complementary initiatives ranged from wanting to change parents' attitudes and tackling their perceptions of road safety to addressing parking issues adjacent to the school and seeking Eco-school status.

The enablers to such positive outcomes were commonly noted as the enthusiasm and commitment of the STAs involved in the process (e.g. *"She has been excellent. She has always been there to help, provided us with resources and useful information and whatever we ask for we have always got"*), and the volunteers (often parents and grandparents) and school staff for schemes such as walking buses and park and stride schemes. Case study 6 demonstrated such commitment with lots of participation between the STAs, teachers, pupils and parents.

The package approach was also viewed as being an important enabler to better outcomes, particularly for walking initiatives, where a new crossing facility or school crossing patrol officer were implemented at the same time as walking buses were introduced.

The principal barrier for these case study schools in implementing a change in travel behaviour was the parents' attitudes towards changing habits ("fits into parent's routine") and their perceptions regarding the safety of their children if they walked or cycled to school. Some case study schools had overcome such issues by regular engagement with parents through questionnaires, newsletters and school prospectus.

Case study 3, which operated as a cluster of independent schools worked with the local authority to introduce a park and ride scheme for pupils. Pupils pay 50p for a single fare and can be escorted by a parent/carer for an additional 1p. The success of the scheme has reduced congestion around the schools and entering the city centre.

Appendix G – Detailed Analysis of the School Census Subset

G.1 Trends in Mode Share Data: All School

Table G.1 – Change in car travel (car + car share) for travel to school (2006/07 – 2008/09): by school classification

School Classification	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils travelling by car	Is the change across schools large enough to be statistically significant?*
Overall	1%	3%	22%	33%	26%	13%	2%	1%	58%	30%	-0.8%	Yes
Primary	1%	3%	25%	31%	24%	13%	2%	1%	60%	40%	-1.5%	Yes
Secondary	0%	0%	8%	44%	39%	8%	1%	0%	52%	18%	+0.1%	-
Special	4%	2%	11%	23%	39%	15%	4%	2%	40%	39%	+0.1%	-
Urban location	1%	4%	22%	27%	25%	16%	3%	1%	55%	30%	-0.8%	Yes
Rural location	1%	2%	22%	35%	27%	11%	2%	1%	60%	36%	-0.7%	Yes
East Midlands	1%	3%	20%	31%	26%	15%	3%	1%	55%	29%	0.0%	-
Eastern	1%	3%	26%	31%	24%	12%	3%	1%	61%	31%	-1.2%	Yes
London	0%	1%	25%	43%	22%	8%	1%	0%	69%	24%	-1.7%	Yes
North East	1%	3%	17%	33%	30%	12%	2%	2%	54%	25%	0.3%	-
North West	1%	2%	20%	32%	30%	14%	1%	0%	54%	35%	-0.1%	Yes
South East	1%	5%	27%	33%	22%	11%	1%	1%	65%	35%	-1.9%	Yes
South West	1%	3%	23%	30%	27%	13%	2%	1%	57%	32%	-1.1%	Yes
West Midlands	1%	2%	20%	32%	28%	13%	2%	1%	55%	32%	-0.1%	Yes
Yorkshire and the Humber	1%	2%	19%	32%	30%	14%	2%	1%	54%	29%	-0.1%	Yes
Within the 20% most deprived areas nationally	0%	1%	21%	36%	27%	11%	2%	0%	59%	24%	-0.4%	Yes
Elsewhere	1%	3%	22%	32%	26%	13%	2%	1%	58%	33%	-0.9%	Yes
Within one of the first six Cycling Demonstration Towns (CDT)	2%	4%	20%	30%	24%	17%	1%	2%	57%	27%	-0.7%	-
Elsewhere	1%	3%	22%	33%	26%	13%	2%	1%	59%	31%	-0.8%	Yes

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

Table G.2 – Change in walking for travel to school (2006/07 – 2008/09): by school classification

School Classification	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils travelling by car	Is the change across schools large enough to be statistically significant?*
Overall	1%	2%	12%	25%	35%	22%	3%	1%	61%	49%	0.8%	Yes
Primary	1%	2%	13%	24%	32%	25%	3%	1%	61%	54%	1.5%	Yes
Secondary	1%	1%	9%	36%	41%	10%	1%	1%	53%	43%	-0.3%	-
Special	0%	1%	5%	22%	69%	4%	0%	0%	73%	3%	-0.1%	-
Urban location	0%	2%	14%	27%	32%	20%	3%	1%	56%	52%	0.8%	Yes
Rural location	1%	1%	11%	24%	36%	23%	2%	1%	63%	37%	0.4%	Yes
East Midlands	1%	2%	12%	26%	34%	22%	3%	1%	59%	50%	0.7%	Yes
Eastern	1%	2%	11%	23%	34%	25%	3%	1%	63%	50%	0.8%	Yes
London	1%	1%	9%	19%	39%	28%	2%	0%	70%	55%	2.1%	Yes
North East	1%	1%	13%	28%	34%	19%	3%	1%	57%	54%	0.0%	Yes
North West	0%	1%	13%	28%	36%	19%	2%	0%	57%	46%	0.2%	Yes
South East	0%	1%	10%	23%	36%	25%	4%	1%	64%	46%	1.5%	Yes
South West	0%	1%	12%	26%	35%	22%	3%	1%	60%	46%	1.0%	Yes
West Midlands	1%	1%	12%	28%	35%	20%	2%	0%	57%	50%	0.0%	Yes
Yorkshire and the Humber	1%	2%	14%	27%	34%	19%	3%	0%	56%	51%	-0.1%	Yes
Within the 20% most deprived areas nationally	1%	1%	12%	25%	35%	24%	2%	0%	61%	61%	0.6%	Yes
Elsewhere	1%	2%	12%	25%	35%	22%	3%	1%	60%	47%	0.8%	Yes
Within one of the first six Cycling Demonstration Towns (CDT)	0%	2%	13%	26%	30%	23%	3%	1%	58%	54%	0.8%	Yes
Elsewhere	1%	2%	12%	25%	35%	22%	3%	1%	61%	49%	0.8%	Yes

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

Table G.3 – Change in cycling for travel to school (2006/07 – 2008/09): by school classification

School Classification	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils travelling by car	Is the change across schools large enough to be statistically significant?*
Overall	0%	0%	1%	24%	73%	1%	0%	0%	74%	2%	0.1%	-
Primary	0%	0%	2%	23%	73%	2%	0%	0%	75%	1%	0.0%	-
Secondary	0%	0%	1%	37%	60%	2%	0%	0%	62%	3%	0.3%	Yes
Special	0%	0%	0%	6%	93%	0%	0%	0%	94%	0%	0.0%	-
Urban location	0%	0%	2%	19%	77%	2%	0%	0%	79%	2.2%	0.1%	-
Rural location	0%	0%	1%	27%	70%	1%	0%	0%	72%	1.2%	0.1%	-
East Midlands	0%	0%	2%	25%	72%	1%	0%	0%	73%	2.1%	0.0%	-
Eastern	0%	0%	3%	31%	64%	2%	0%	0%	66%	3.2%	0.1%	-
London	0%	0%	0%	29%	70%	1%	0%	0%	71%	1.1%	0.1%	-
North East	0%	0%	1%	19%	79%	1%	0%	0%	80%	1.1%	0.2%	-
North West	0%	0%	1%	21%	78%	0%	0%	0%	79%	1.2%	0.0%	-
South East	0%	0%	1%	27%	68%	3%	0%	0%	72%	3.1%	0.3%	Yes
South West	0%	0%	2%	24%	73%	1%	0%	0%	74%	2.3%	0.1%	-
West Midlands	0%	0%	1%	22%	76%	1%	0%	0%	77%	1.4%	0.1%	-
Yorkshire and the Humber	0%	0%	1%	19%	78%	1%	0%	0%	79%	1.1%	0.0%	-
Within the 20% most deprived areas nationally	0%	0%	1%	20%	78%	1%	0%	0%	79%	0.8%	0.1%	-
Elsewhere	0%	0%	2%	25%	71%	2%	0%	0%	73%	2.2%	0.1%	-
Within one of the first six Cycling Demonstration Towns (CDT)	0%	0%	1%	24%	73%	1%	0%	0%	74%	2.2%	0.6%	Yes
Elsewhere	0%	0%	2%	25%	69%	3%	1%	0%	73%	2.0%	0.1%	-

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

Table G.4 – Change in public transport for travel to school (2006/07 – 2008/09): by school classification

School Classification	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils travelling by car	Is the change across schools large enough to be statistically significant?*
Overall	0%	0%	5%	33%	57%	3%	0%	0%	61%	16%	0.0%	Yes
Primary	0%	0%	4%	32%	61%	2%	0%	0%	64%	3%	16%	Yes
Secondary	0%	0%	9%	45%	37%	8%	1%	0%	46%	33%	0.0%	-
Special	2%	3%	14%	19%	45%	11%	2%	4%	62%	55%	0.8%	-
Urban location	0%	0%	3%	37%	55%	3%	0%	0%	59%	14%	0.0%	-
Rural location	0%	1%	8%	24%	62%	5%	1%	0%	68%	23%	-0.2%	Yes
East Midlands	0%	0%	6%	32%	58%	2%	0%	0%	61%	0.8%	-0.7%	Yes
Eastern	0%	0%	5%	30%	61%	3%	0%	0%	65%	2.2%	0.0%	-
London	0%	0%	6%	43%	43%	7%	1%	0%	51%	2.2%	0.3%	-
North East	0%	1%	4%	37%	52%	4%	0%	1%	57%	2.0%	0.4%	-
North West	0%	0%	4%	35%	57%	2%	1%	0%	61%	0.8%	-0.3%	-
South East	0%	0%	3%	30%	63%	3%	0%	0%	67%	2.2%	-0.1%	-
South West	0%	1%	5%	29%	60%	3%	0%	0%	64%	2.2%	-0.1%	Yes
West Midlands	0%	1%	4%	35%	54%	4%	0%	0%	59%	2.0%	0.3%	-
Yorkshire and the Humber	0%	0%	6%	34%	56%	4%	0%	0%	60%	0.8%	0.1%	-
Within the 20% most deprived areas nationally	0%	0%	4%	42%	50%	3%	0%	0%	54%	13%	0.1%	-
Elsewhere	0%	0%	5%	31%	59%	4%	0%	0%	63%	17%	-0.1%	Yes
Within one of the first six Cycling Demonstration Towns (CDT)	0%	0%	5%	33%	58%	3%	0%	0%	62%	19%	-0.7%	-
Elsewhere	0%	1%	7%	43%	43%	4%	1%	0%	48%	14%	-0.1%	-

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

G.2 Trends in Mode Share Data: STP vs Non-STP Schools

Table G.5 – Change in car travel (car + car share) for travel to school (2006/07 – 2008/09): STP vs non-STP, by school classification

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils travelling by car	Is the difference in change across schools large enough to be statistically significant?*
Overall	STP	1%	3%	23%	33%	26%	13%	2%	1%	59%	31%	-0.8%	-
	Non-STP	1%	2%	20%	32%	30%	12%	2%	1%	55%	32%	-0.6%	
Primary	STP	1%	3%	25%	31%	23%	13%	2%	1%	61%	40%	-1.5%	-
	Non-STP	1%	3%	24%	31%	26%	12%	2%	1%	59%	39%	-1.3%	
Secondary	STP	0%	0%	8%	44%	39%	8%	1%	0%	53%	18%	0.0%	-
	Non-STP	0%	0%	4%	45%	40%	9%	1%	0%	50%	19%	0.5%	
Special	STP	3%	3%	13%	20%	37%	16%	6%	3%	39%	37%	1.3%	-
	Non-STP	4%	1%	10%	26%	41%	14%	2%	2%	42%	42%	-1.5%	
Urban location	STP	1%	2%	23%	35%	26%	11%	2%	1%	61%	30%	-0.8%	-
	Non-STP	1%	2%	20%	34%	30%	11%	1%	1%	57%	30%	-0.6%	
Rural location	STP	1%	4%	22%	28%	25%	16%	3%	1%	56%	35%	-0.7%	-
	Non-STP	1%	3%	21%	27%	28%	15%	3%	1%	53%	39%	-0.7%	
East Midlands	STP	1%	3%	20%	30%	27%	16%	3%	1%	54%	30%	0.0%	-
	Non-STP	0%	1%	20%	37%	25%	13%	3%	1%	58%	28%	0.0%	
Eastern	STP	1%	3%	26%	31%	23%	12%	3%	1%	61%	31%	-1.0%	Yes
	Non-STP	3%	3%	25%	31%	28%	10%	1%	0%	61%	33%	-2.4%	
London	STP	0%	1%	25%	43%	22%	8%	1%	0%	69%	24%	-1.7%	-
	Non-STP	0%	3%	17%	46%	27%	7%	1%	0%	66%	20%	-1.8%	
North East	STP	0%	3%	17%	34%	30%	13%	1%	1%	55%	25%	0.1%	-
	Non-STP	2%	2%	19%	29%	31%	10%	4%	3%	51%	25%	1.5%	
North West	STP	1%	2%	20%	33%	29%	14%	1%	0%	55%	35%	-0.2%	-
	Non-STP	1%	1%	20%	29%	34%	14%	1%	1%	50%	32%	0.4%	
South East	STP	1%	5%	28%	33%	21%	10%	1%	0%	66%	34%	-2.0%	-
	Non-STP	2%	4%	21%	32%	26%	13%	1%	1%	59%	36%	-1.7%	
South West	STP	1%	3%	22%	31%	26%	14%	2%	0%	58%	32%	-0.8%	-
	Non-STP	0%	2%	24%	26%	32%	13%	2%	1%	53%	35%	-0.2%	

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils travelling by car	Is the difference in change across schools large enough to be statistically significant?*
West Midlands	STP	1%	2%	21%	32%	27%	14%	2%	1%	56%	32%	0.0%	-
	Non-STP	2%	2%	17%	33%	32%	13%	1%	1%	53%	33%	0.0%	
Yorkshire and the Humber	STP	1%	2%	19%	31%	29%	14%	2%	1%	53%	29%	0.0%	-
	Non-STP	0%	3%	18%	33%	32%	12%	1%	0%	54%	29%	-0.1%	
Within the 20% most deprived areas nationally	STP	0%	1%	22%	36%	27%	12%	2%	0%	60%	24%	-0.5%	-
	Non-STP	0%	1%	18%	38%	31%	9%	1%	0%	58%	23%	-0.1%	
Elsewhere	STP	1%	3%	23%	32%	25%	13%	2%	1%	59%	32%	-0.9%	-
	Non-STP	1%	3%	21%	30%	29%	13%	2%	1%	55%	34%	-0.7%	
Within one of the first six Cycling Demonstration Towns (CDT)	STP	2%	4%	22%	29%	25%	16%	1%	1%	57%	28%	-0.9%	-
	Non-STP	0%	5%	14%	36%	21%	17%	2%	5%	55%	25%	0.1%	
Elsewhere	STP	1%	3%	23%	33%	26%	13%	2%	1%	59%	31%	-0.8%	-
	Non-STP	1%	2%	20%	32%	30%	12%	2%	1%	55%	32%	-0.6%	

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

Table G.6 – Change in walking for travel to school (2006/07 – 2008/09): STP vs non-STP, by school classification

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils walking	Is the difference in change across schools large enough to be statistically significant?*
Overall	STP	1%	2%	12%	25%	34%	23%	3%	1%	60%	49%	0.8%	-
	Non-STP	1%	1%	10%	25%	39%	21%	2%	0%	62%	48%	0.5%	
Primary	STP	1%	2%	13%	24%	32%	25%	3%	1%	61%	54%	1.5%	-
	Non-STP	1%	1%	12%	26%	32%	25%	3%	0%	60%	55%	1.3%	
Secondary	STP	1%	1%	9%	37%	41%	10%	1%	1%	52%	43%	-0.2%	-
	Non-STP	2%	1%	7%	31%	44%	12%	1%	1%	59%	43%	-0.6%	
Special	STP	0%	0%	6%	26%	63%	5%	0%	0%	68%	3%	-0.2%	-
	Non-STP	0%	1%	4%	17%	76%	2%	0%	0%	78%	2%	0.1%	
Urban location	STP	1%	1%	11%	25%	35%	24%	2%	1%	62%	52%	0.9%	-
	Non-STP	1%	1%	9%	24%	41%	21%	2%	0%	65%	51%	0.6%	
Rural location	STP	0%	2%	14%	27%	32%	20%	3%	1%	56%	37%	0.4%	-
	Non-STP	0%	2%	14%	27%	34%	20%	2%	0%	56%	38%	0.4%	
East Midlands	STP	1%	2%	13%	27%	33%	22%	3%	1%	58%	50%	0.7%	-
	Non-STP	0%	2%	11%	23%	38%	26%	1%	0%	64%	50%	0.6%	
Eastern	STP	1%	2%	12%	22%	34%	25%	3%	1%	63%	50%	0.6%	Yes
	Non-STP	0%	1%	8%	27%	33%	28%	2%	1%	64%	49%	2.5%	
London	STP	1%	2%	10%	18%	39%	29%	1%	1%	70%	55%	2.1%	-
	Non-STP	0%	0%	6%	29%	42%	19%	4%	0%	66%	54%	2.7%	
North East	STP	1%	1%	13%	29%	34%	18%	3%	1%	56%	54%	0.3%	-
	Non-STP	3%	2%	13%	20%	37%	21%	2%	3%	62%	57%	-1.6%	
North West	STP	0%	1%	13%	28%	35%	20%	2%	0%	57%	46%	0.3%	-
	Non-STP	1%	1%	11%	27%	40%	19%	1%	0%	60%	46%	-0.2%	
South East	STP	0%	1%	10%	24%	34%	25%	4%	1%	64%	46%	1.6%	-
	Non-STP	1%	1%	11%	19%	42%	22%	3%	0%	68%	45%	1.3%	
South West	STP	0%	1%	12%	26%	34%	22%	3%	1%	60%	47%	1.0%	-
	Non-STP	1%	2%	12%	27%	37%	19%	2%	0%	59%	42%	0.6%	

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils walking	Is the difference in change across schools large enough to be statistically significant?*
West Midlands	STP	1%	2%	13%	28%	33%	21%	2%	0%	56%	50%	0.0%	-
	Non-STP	1%	0%	7%	29%	46%	15%	2%	1%	63%	50%	0.3%	
Yorkshire and the Humber	STP	1%	2%	14%	27%	33%	19%	3%	0%	56%	51%	0.0%	-
	Non-STP	1%	2%	11%	27%	38%	18%	2%	0%	59%	54%	-0.9%	
Within the 20% most deprived areas nationally	STP	1%	2%	12%	25%	34%	24%	2%	1%	61%	61%	0.7%	-
	Non-STP	1%	0%	9%	25%	42%	21%	1%	0%	64%	61%	0.2%	
Elsewhere	STP	1%	2%	12%	25%	34%	22%	3%	1%	60%	47%	0.8%	-
	Non-STP	1%	1%	11%	25%	39%	21%	2%	1%	62%	45%	0.7%	
Within one of the first six Cycling Demonstration Towns (CDT)	STP	0%	3%	12%	29%	26%	26%	4%	2%	56%	53%	1.1%	-
	Non-STP	2%	2%	16%	17%	47%	16%	2%	0%	64%	58%	-0.5%	
Elsewhere	STP	1%	2%	12%	25%	34%	22%	3%	1%	60%	49%	0.8%	-
	Non-STP	1%	1%	10%	26%	39%	21%	2%	0%	62%	48%	0.6%	

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

Table G.7 – Change in cycling for travel to school (2006/07 – 2008/09): STP vs non-STP, by school classification

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils cycling	Is the difference in change across schools large enough to be statistically significant?*
Overall	STP	0%	0%	1%	26%	71%	2%	0%	0%	73%	2%	0%	-
	Non-STP	0%	0%	1%	18%	80%	1%	0%	0%	81%	1%	0%	
Primary	STP	0%	0%	2%	24%	72%	2%	0%	0%	74%	1%	0%	-
	Non-STP	0%	0%	1%	18%	81%	1%	0%	0%	81%	1%	0%	
Secondary	STP	0%	0%	1%	37%	59%	2%	0%	0%	61%	3%	0%	-
	Non-STP	0%	0%	2%	34%	63%	1%	0%	0%	65%	3%	0%	
Special	STP	0%	0%	0%	6%	93%	0%	0%	0%	94%	0%	0%	-
	Non-STP	0%	0%	0%	6%	93%	0%	0%	0%	94%	0%	0%	
Urban location	STP	0%	0%	1%	28%	69%	2%	0%	0%	71%	2%	0%	-
	Non-STP	0%	0%	1%	21%	78%	1%	0%	0%	79%	1%	0%	
Rural location	STP	0%	0%	2%	20%	76%	2%	0%	0%	78%	1%	0%	-
	Non-STP	0%	0%	2%	11%	86%	1%	0%	0%	87%	1%	0%	
East Midlands	STP	0%	0%	2%	25%	71%	1%	0%	0%	72%	2%	0%	-
	Non-STP	0%	0%	2%	24%	73%	2%	0%	0%	74%	2%	0%	
Eastern	STP	0%	0%	3%	33%	62%	3%	0%	0%	64%	3%	0%	-
	Non-STP	0%	0%	3%	19%	77%	2%	0%	0%	79%	2%	0%	
London	STP	0%	0%	0%	29%	69%	1%	0%	0%	71%	1%	0%	-
	Non-STP	0%	0%	1%	23%	76%	0%	0%	0%	76%	1%	0%	
North East	STP	0%	0%	1%	20%	78%	1%	0%	0%	79%	1%	0%	-
	Non-STP	0%	0%	0%	13%	87%	0%	0%	0%	87%	1%	0%	
North West	STP	0%	0%	1%	22%	77%	1%	0%	0%	78%	1%	0%	-
	Non-STP	0%	0%	0%	18%	82%	0%	0%	0%	82%	1%	0%	
South East	STP	0%	0%	1%	29%	66%	3%	0%	0%	70%	3%	0%	Yes
	Non-STP	0%	0%	1%	18%	80%	0%	0%	0%	81%	2%	0%	
South West	STP	0%	0%	2%	25%	71%	1%	0%	0%	73%	2%	0%	-
	Non-STP	0%	0%	2%	18%	80%	1%	0%	0%	80%	3%	0%	

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils cycling	Is the difference in change across schools large enough to be statistically significant?*
West Midlands	STP	0%	0%	1%	23%	74%	1%	0%	0%	76%	1%	0%	-
	Non-STP	0%	0%	1%	15%	83%	1%	0%	0%	84%	1%	0%	
Yorkshire and the Humber	STP	0%	0%	1%	20%	77%	1%	0%	0%	78%	1%	0%	-
	Non-STP	0%	0%	1%	14%	85%	1%	0%	0%	85%	0%	0%	
Within the 20% most deprived areas nationally	STP	0%	0%	1%	21%	77%	1%	0%	0%	79%	1%	0%	-
	Non-STP	0%	0%	1%	16%	83%	0%	0%	0%	83%	1%	0%	
Elsewhere	STP	0%	0%	2%	27%	70%	2%	0%	0%	72%	2%	0%	-
	Non-STP	0%	0%	1%	18%	80%	1%	0%	0%	80%	2%	0%	
Within one of the first six Cycling Demonstration Towns (CDT)	STP	0%	0%	3%	28%	64%	4%	1%	0%	69%	2%	0%	-
	Non-STP	0%	0%	0%	14%	86%	0%	0%	0%	86%	2%	0%	
Elsewhere	STP	0%	0%	1%	26%	71%	2%	0%	0%	73%	2%	0%	-
	Non-STP	0%	0%	1%	18%	80%	1%	0%	0%	81%	1%	0%	

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

Table G.8 – Change in public transport for travel to school (2006/07 – 2008/09): STP vs non-STP, by school classification

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils using public transport	Is the difference in change across schools large enough to be statistically significant?*
Overall	STP	0%	0%	5%	34%	57%	4%	0%	0%	61%	16%	-0.1%	-
	Non-STP	0%	1%	5%	31%	59%	3%	1%	1%	63%	16%	0.1%	
Primary	STP	0%	0%	4%	33%	61%	3%	0%	0%	63%	3%	-0.1%	-
	Non-STP	0%	0%	4%	31%	63%	2%	0%	0%	65%	3%	0.0%	
Secondary	STP	0%	0%	9%	44%	37%	8%	1%	0%	46%	33%	0.0%	-
	Non-STP	1%	0%	12%	46%	36%	4%	0%	2%	42%	33%	0.2%	
Special	STP	3%	4%	17%	20%	36%	13%	2%	4%	55%	57%	-0.3%	-
	Non-STP	1%	2%	11%	17%	55%	10%	1%	4%	70%	52%	2.1%	
Urban location	STP	0%	0%	3%	38%	55%	3%	0%	0%	59%	14%	0.0%	-
	Non-STP	0%	0%	4%	35%	56%	3%	0%	1%	60%	15%	0.3%	
Rural location	STP	0%	1%	7%	25%	61%	5%	1%	0%	67%	24%	-0.1%	-
	Non-STP	0%	1%	8%	20%	67%	3%	1%	1%	71%	20%	-0.5%	
East Midlands	STP	0%	0%	5%	34%	57%	2%	0%	0%	60%	16%	-0.7%	-
	Non-STP	0%	1%	6%	28%	62%	3%	0%	0%	65%	17%	-0.6%	
Eastern	STP	0%	0%	5%	30%	61%	3%	0%	0%	65%	14%	0.1%	-
	Non-STP	0%	0%	4%	32%	60%	2%	0%	1%	63%	14%	-0.4%	
London	STP	0%	0%	5%	44%	43%	7%	1%	0%	50%	18%	0.2%	-
	Non-STP	0%	0%	11%	33%	44%	9%	0%	2%	56%	19%	2.0%	
North East	STP	0%	1%	4%	38%	51%	4%	0%	0%	56%	17%	-0.1%	-
	Non-STP	0%	2%	5%	31%	57%	3%	0%	3%	62%	12%	3.6%	
North West	STP	0%	0%	4%	35%	58%	2%	0%	0%	61%	16%	-0.3%	-
	Non-STP	0%	0%	5%	33%	57%	2%	1%	0%	61%	19%	-0.3%	
South East	STP	0%	0%	3%	30%	63%	3%	0%	0%	66%	14%	-0.1%	-
	Non-STP	0%	0%	5%	26%	63%	3%	1%	1%	68%	14%	0.2%	
South West	STP	0%	1%	5%	30%	60%	4%	0%	0%	64%	17%	-0.1%	-
	Non-STP	0%	1%	6%	26%	65%	1%	1%	0%	67%	17%	-0.4%	

School Classification	Group	More than 25% decrease	15-25% decrease	5-15% decrease	0-5% decrease	0-5% increase	5-15% increase	15-25% increase	More than 25% increase	% of schools recording a decrease in car use	% car use in 2006/07	Percentage point change in overall proportion of pupils using public transport	Is the difference in change across schools large enough to be statistically significant?*
West Midlands	STP	0%	1%	4%	36%	54%	4%	1%	0%	59%	14%	0.4%	-
	Non-STP	1%	1%	4%	33%	58%	2%	0%	1%	61%	14%	-0.6%	
Yorkshire and the Humber	STP	0%	0%	6%	34%	56%	4%	0%	0%	60%	18%	0.0%	-
	Non-STP	0%	0%	5%	36%	54%	5%	0%	0%	59%	15%	0.7%	
Within the 20% most deprived areas nationally	STP	0%	0%	4%	42%	50%	3%	0%	0%	53%	12%	0.1%	-
	Non-STP	0%	0%	4%	40%	52%	3%	0%	0%	56%	14%	0.5%	
Elsewhere	STP	0%	0%	5%	32%	58%	4%	0%	0%	63%	16%	-0.1%	-
	Non-STP	0%	1%	6%	28%	61%	3%	1%	1%	65%	17%	0.0%	
Within one of the first six Cycling Demonstration Towns (CDT)	STP	1%	1%	5%	46%	42%	4%	1%	1%	48%	16%	-0.8%	-
	Non-STP	0%	2%	14%	34%	45%	3%	2%	0%	50%	15%	-0.4%	
Elsewhere	STP	0%	0%	5%	34%	57%	4%	0%	0%	61%	16%	0.0%	-
	Non-STP	0%	1%	5%	30%	59%	3%	0%	1%	64%	16%	0.2%	

Source: School Census Subset, 13,428 schools. * Statistical analysis undertaken using a paired t-test.

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