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SCOTTISH GOVERNMENT TACKLING THE SCHOOL RUN RESEARCH STUDY

CHILDREN, EDUCATION AND SKILLS

social research

SCOTTISH GOVERNMENT TACKLING THE SCHOOL RUN RESEARCH STUDY

FINAL REPORT

OCTOBER 2016

SYSTRA, WELLSIDE RESEARCH AND SUSTRANS

Contents

Executive Summary

Introduction

SYSTRA Ltd, in partnership with Wellside Research and Sustrans, were commissioned by the Scottish Government "to provide the latest evidence on school transport choices and which approaches have been effective in influencing these, in order to inform the development of workable and deliverable policies that minimise the proportion of journeys to school made by car while increasing the proportion choosing active travel."

The study was overseen by a Project Steering Group with representation from across Scottish Government Directorates, including Learning, Transport Policy (Active & Sustainable Transport) and Energy & Climate Change. The Society of Chief Officers for Transport (SCOTS), Association of Transport Coordinating Officers (ATCO) and Association for the Directors of Education Scotland (ADES) were also represented on the Steering Group.

The study comprised three main phases, as follows:

- A familiarisation phase consisting of a Literature Review, secondary data analysis, and stakeholder discussions, which informed the case study selection process and helped guide the design of data collection materials;
- A qualitative fieldwork phase involving a mix of 11 primary and secondary schools and consisting of:
    - Interviews with school staff – Head Teachers, Deputy Head Teachers or other members of the school staff;
    - Pupil mini-focus groups with P6, S1 and S3 pupils who currently travel to school by sustainable modes or have the option to do so;
    - Pupil led interviews with their parents at home; and
    - Local authority and other stakeholder discussions.
- Analysis and reporting of the data to produce recommendations that can inform the development of an integrated package of policies on tackling the school run.

Context

School Travel Trends

The Sustrans' Hands Up Scotland Survey (HUSS) is an annual survey undertaken in the second week of September each year. Established in 2008, HUSS is the largest national dataset recording how pupils travel to school across Scotland. The most recent HUSS data for 2015 reported that over 2,060 schools took part in the survey across all 32 local authorities in Scotland. Out of this total, 2,045 were state schools (80.3% of all registered state schools in Scotland), with responses received

from 474,200 state school pupils in Scotland (69.7% of all state school pupils enrolled in Scotland).

In summary, 49.7% of pupils surveyed in 2015 said that they normally travel to school in an active way (walking, cycling, using a scooter or skateboard):

- Walking was the most frequent mode of travel with 43.3% of pupils stating that they normally walk to school; and
- 3.5% of pupils said they normally travel to school by bicycle and 2.9% stated that they normally use a scooter or skateboard to travel to school.

A further 7.8% of pupils said that they normally park and stride to school.

42% of pupils surveyed in 2015 said that they normally travel to school using only a motorised mode of transport. The majority, were either driven to school (22.4%) or took the bus to school (17.9%). A further 1.7% travelled by taxi.

In summary, school travel trends indicate that active travel accounts for the largest proportion of the school journey in Scotland, but varies between primary and secondary years as well as state and independent schools. This is reflective, in part, of the school catchment area alongside wider factors which are further explored through the literature review and fieldwork.

Policy

The *National Transport Strategy* (NTS) sets the long-term vision for transport policy in Scotland. It was first published in 2006 and more recently refreshed in 2015 followed by an announcement in August 2016 that a full review will be undertaken.

In terms of school travel, the NTS notes that:

> **"We need to tackle the congestion problems in many of our cities and towns, including those caused by the School Run which also lead to inactive lifestyles for our children and road accidents which cause deaths and injuries and contribute to problems of congestion and unreliable journey times."** National Transport Strategy (Transport Scotland, 2016)

The NTS is complemented by mode specific policies, including A Long Term Vision for Active Travel in Scotland 2030 (Transport Scotland, 2014), Cycling Action Plan for Scotland 2013 (Transport Scotland, 2013) and Let's Get Scotland Walking: The National Walking Strategy (Scottish Government, 2014).

From a policy perspective, the impact of the school run is cross-cutting. It has a direct impact in terms of transport and associated congestion and national targets to increase travel by more sustainable and active modes. The journey to school is also influenced by wider policy, particularly in terms of planning and also impacts on other policy areas including health and the environment.

Factors Influencing School Travel

The literature review and fieldwork identified that there are many and wide ranging factors which influence travel choices for the journey to school. These range from the individual level in terms of pupil and parent perceptions and travel distances through to the school in terms of how active travel is viewed and promoted. Wider local and national policy is also key in terms of home to school transport provision as well as considerations pertaining to planning concerning the location of schools and provision for active travel in both the surrounding environs along with the school grounds.

Wider aspects in terms of linkages between school travel and benefits of active travel in relation to, for example, health and well-being are more widely recognised. The intricate linkage between the school run is, however, more far reaching. Busy lifestyles and demands on time can influence travel behaviour as can flexible working practices and school wrap around breakfast and after school clubs. This can have an influence on travel choices through, for example, the trip chaining of the journey to school with another purpose such as a work or shopping trip and resultant impact of convenience in particular on travel choices.

The influence of these different factors were also highlighted in the fieldwork.

School Travel Initiatives in Scotland

The research illustrated the wide array of travel and behaviour change initiatives that have been implemented in different school settings across Scotland as well as training and infrastructure based measures. The literature review also identified measures implemented across the wider UK and internationally with the aim to increase travel to school by more sustainable modes of transport.

In summary, there is an existing range of well-developed and well known national scale projects in Scotland that local authorities and schools can access, and most case study schools had also developed a range of local initiatives, which varied in nature, scope and size. Some schools had implemented both behavioural change initiatives and infrastructural measures/changes at the school gate and across their community to encourage and facilitate more active and sustainable transport.

Changes in other dimensions, in particular the Curriculum for Excellence and increased flexibility were also noted to have introduced the opportunity to integrate transport into classroom learning and complement the aim to increase active travel. Examples include the Eco-Schools programme, supported by the development of lesson plans as part of resource packs for specific initiatives such as Walk Once a Week and Bikeability. Some initiatives, such as School Camps organised by Cycling Scotland, also highlighted the wider personal development and learning opportunities associated with active travel related initiatives, such as training accreditations.

Where the impact of initiatives had been considered, there was generally a positive impact reported in terms of encouraging active travel but with the scope for further work in this area to identify impacts more at the school and wider national and

regional level. Preliminary analysis undertaken as part of the study and findings reported in wider literature suggests a co-intervention approach with different initiatives working in combination is most effective, although more detailed analysis would be required to identify the significance and potential for differing levels of impact taken account of wider factors, such as the characteristics of the school setting.

Key Findings

In summary, the research has identified there is no single answer to achieving high levels of sustainable transport in schools, but rather, a combination of key elements appears to be important. These can be summarised as follows:

- Provision of infrastructure to facilitate sustainable and active travel choices;
- Strong and solid delivery of training to allow safe use of the infrastructure;
- Regular and ongoing reinforcement of initiatives to encourage behaviour change and increase the number of school journeys being made by active and sustainable modes, complemented by periodic events and/or competitions to maintain interest along with incentivisation/reward; and
- Achieving buy-in from the whole school community (including staff, pupils and parents) as well as external parties (including local authorities and delivery partners) and integrating active and sustainable travel fully into the school ethos and culture.

Key challenges were, however, also identified in promoting active travel and particularly in relation to:

- Addressing real and perceived safety concerns through the provision of infrastructure linking with the school gate. This was often found to be compounded by parking pressures and associated congestion at the school gate during drop-off/pick-up times;
- Resource constraints, both at the school level and in terms of dedicated personnel at local authorities, to lead, repeat and enforce the school run message at the local level;
- Sustaining active travel into secondary years due to a variety of reasons ranging from school catchments increasing in size, to school workloads/kit requirements and wider choices/increasing independence;
- Budgetary pressure and competing priorities at central and local Government, as well as within the financial year, school year and funding programme years which vary and can create challenges in terms of maximising the use and benefit drawn from available resources within a particular time period; and
- Tackling wider societal norms around car use, walking and cycling in particular.

Whilst this research arose as part of a package of measures to address climate change, the scope for the work did not require the identification or measurement of reduction in car use/distance driven, or air quality levels around case study schools. As such, the extent to which the efforts made by schools to tackle the school run are impacting on climate change/pollution levels cannot be established from this research. Further, the climate change agenda was not credited in the research as driving schools' delivery of behaviour and infrastructure change programmes. However, the research does suggest that schools' efforts to tackle the school run should indeed be contributing to the Government's commitment to address climate change, as well as wider health and well-being agendas, and transport objectives.

Recommendations

The research has highlighted there is a role for different departments at the national and local levels, to continue and have greater involvement in tackling the school run and promoting active travel/travel behaviour changes.

Cross-Departmental

On the whole, there appears to be scope for greater joint working and cross-departmental funding of initiatives and infrastructure developments across the various local and national Government departments. However, within this it will be important that the core messages and aims of initiatives are not diluted or confused, so that schools can set clear priorities and be suitably supported to achieve these.

Specific cross-departmental considerations include:

- Cross-agency working to support the delivery of local initiatives against a backdrop of resource constraints. This may be through, for example, cross-departmental Government funding to provide mentoring and administrative support via national delivery partners; and
- Enhanced cross-working between Government departments and agencies to ensure initiatives are inter-linked where appropriate, consistent delivery and the opportunities presented by active travel are fully embraced. For example, strengthening of relations between Scottish Government/Transport Scotland, **sport**scotland (Active Schools) and Education Scotland (Daily Mile). The Daily Mile is an initiative where transport can directly positively contribute through embedding walking and cycling within everyday activity such as the journey to/from school.

Transport

The transport sector has to date led on supporting schools and the wider community to develop sustainable travel habits and to change social norms away from car use and towards active modes. While this is and will continue to be key, lessons from the research highlighted the benefits of community buy-in, and there may be scope to increase the role of the school community in the design of new infrastructure using some of the examples highlighted in this report. Further and

wider engagement between transport and other policy areas is also a key dimension.

Specific roles for the transport sector include:

- Leading on further development of cross-departmental, consistent and long-term programme of initiatives supported by appropriate funding;
- Strengthening the role of the School Travel Plan and guidance from national and local Government in order to bring consistency to the process and facilitate the travel planning process as intended i.e. to instil sustainable and active travel behaviour and monitor change over time;
- Review of the requirement for match funding applications in all circumstances, with consideration of alternatives such as contributory funding and 'value in kind' to facilitate wider roll out of programmes to other areas and schools and with a longer term commitment. The short-term nature of funding programmes was identified as a factor by some stakeholders and also raised at the SCSP Learning Event attended by the research team;
- Consideration of the development of an Annual School Active Travel Summit for Government, local authorities, delivery partners and schools to come together to share experiences and learning with representation from across different sectors with an interest and direct role to play in addressing the school run challenge;
- Engagement at the national level with authorities currently piloting the School Streets initiative to understand impacts and the potential for wider roll out across other authorities in Scotland, facilitated in the first instance by a Government led working group; and
- Further developing monitoring/measurement of initiatives progress and impact. Most schools noted that they take part in the national Hands Up Scotland Survey (HUSS) annually and many also utilised the Travel Tracker, but there appeared to be opportunity for greater use to be made of these data sources to monitor initiatives or to identify changes in travel patterns at the school level. There is scope to further use these data sources to not only understand trends at the school level, but to help schools and local authorities to plan and develop local policy and help with the targeting of initiatives.

Education

Education is considered to have a greater role to play to drive forward messages to schools about the school journey, and to set priorities for schools. Stakeholders indicated that where behaviour change initiatives can be communicated to schools via the local Education Departments, the relationship with, and buy-in from the school was often better than those authority areas where other departments facilitated this. It was also shown throughout this study that the role of the 'travel champion', and the motivation and enthusiasm of that individual, is vital in the success of initiatives and instilling motivation and behaviour change in the pupils.

As such, the importance of this role, and the benefits that the 'right person' can bring should be promoted to schools.

Recommendations for consideration include:

- Strengthening of the role of Education Departments in national and local Government in relation to the development and delivery of school travel based initiatives and measures. This would bring forward more Education to Education dialogue and assist in embedding sustainable transport into school culture and learning at the school level;
- Further profile raising of transport within the Education sector and at higher levels through a variety of methods, for example utilising the Association of Directors of Education, an Annual Learning Event, Head Teacher/Staff forums, and potentially through the school inspector process. This would assist in raising the profile of transport in the school environment from an operational perspective in terms of access, as well as learning opportunities, and supported by examples of best practice. The Government would have a key role to play in facilitating this process; and
- Reinforcing the opportunities afforded by transport and related initiatives in terms of Curriculum links, including learning related to STEM subjects as well as the development of wider life-skills for young people in Scotland.

Planning

Similarly, a stronger and more pro-active role is suggested for Planning to provide a consistent structure and framework for new developments, particularly residential as well as school led developments, which considers access to and within the school gate from the outset. This includes, any new development that occurs on a popular route to a school which should also have consideration of the promotion/facilitation of active travel/safe routes incorporated at the planning stages. A number of case study schools had benefited from infrastructure changes at the school gate and within the wider community, whilst others continued to suffer the negative effects related to parent's perceptions of safety regarding their route to school. Safer routes to schools are as equally vital in changing pupils travel choices as the provision of initiatives.

Focus for future policy should concentrate on:

- Strengthening of Scottish Government planning guidance to local authorities to ensure planning authorities and infrastructure developers take account of school travel, and in particular the provision for access by active and public transport when planning new educational or residential developments. Such consideration is equally important where the provision of new facilities is by Public Private Partnerships; and
- The impact on (as well as the provision of) safer active routes to school should be addressed where developments are considered to have a significant impact on the transport network within a school catchment area or equally also provide opportunities to enhance active routes within a school

catchment area. Further, consultation with schools and funding is also vital to identify and tackle problem areas.

Health and Well-Being

The links between health and well-being and active travel were well known among respondents in this study with active travel promoted in schools during Health Weeks. However, it will be important that the health benefits of active modes continue to be communicated to/through schools, and therefore vital that a consistent message is maintained. There is the potential for health and well-being departments to become more actively involved in terms of their role in tackling the school run and there is scope for greater cross-departmental co-ordination and funding of initiatives. Health Departments can also assist in the reduction of car use more generally by communicating health benefits of active travel and contributing to working towards normalising walking and cycling.

Environment

Environment and Climate Change Departments also have a role to play and there is learning to be drawn in terms of looking at how health has become particularly embedded and associated with active travel choices at the school level. While there was an awareness of environmental aspects associated with sustainable travel, there is considered to be the opportunity to utilise curricular links to further strengthen the linkage and connection of this in terms of transport and travel choices at the school, family and individual level, as well as at the wider community level.

Chapter 1 - Background

Introduction

SYSTRA Ltd, in partnership with Wellside Research and Sustrans, were commissioned by the Scottish Government "to provide the latest evidence on school transport choices and which approaches have been effective in influencing these, in order to inform the development of workable and deliverable policies that minimise the proportion of journeys to school made by car while increasing the proportion choosing active travel."

The study arose as part of a package of measures announced in June 2015 to address climate change, which included the intention to revise policy towards tackling the school run. Successfully changing ingrained ways of thinking and influencing behaviour in this area is likely to require sustained and targeted action to both improve sustainable travel infrastructure and support behaviour change. The first step, leading to the commissioning of this study, highlighted the need to gather the latest evidence on school transport choices and which approaches have been effective in influencing these, and to reflect on what further action could be taken to reduce the impact of the school run.

The study was overseen by a Project Steering Group with representation from across Scottish Government Directorates, including Learning, Transport Policy (Active & Sustainable Transport) and Energy & Climate Change. The Society of Chief Officers for Transport (SCOTS), Association of Transport Coordinating Officers (ATCO) and Association for the Directors of Education Scotland (ADES) were also represented on the Steering Group.

Purpose of the Study

The research was designed to provide:

- A summary (from current data and literature on current patterns and recent trends) about school transport choices in Scotland as well as elsewhere; and
- An appraisal of existing approaches to influencing school transport choices (in Scotland and internationally), including consideration of approaches that have been shown to be effective in different school settings, why they worked, how transferable these approaches are likely to be across school types and locations, and the extent of the impact in mode choice including the uptake of active travel.

The aims of the research were met by addressing each of the following objectives:

- Investigate school transport choices and what influences these at a local authority, individual school and household level;

- Map relevant activity that is already being undertaken to influence school transport choices (in Scotland and internationally), assess which approaches have been most effective and explore how these can be replicated;
- Explore examples from different school types in Scotland to gain a more detailed understanding of what is/is not working and why, in these different settings; and
- Advise where policy efforts would best be concentrated and the respective roles for education, transport and health portfolios in reducing travel to school by car and increasing the role of active travel.

The findings and recommendations of the research do not in themselves provide a single solution or policy outline for tackling the school run, rather they will be used to inform future discussions on the possible options to reduce the impact of the school run. The evidence gathered will be used to develop an integrated package of policies on tackling the school run, with the aim of reducing the proportion of journeys to school made by car and increasing the role of active travel, consequently, reducing congestion and pollution.

Research Phases and Methodology

The research approach comprised three main phases, as follows:

- A familiarisation phase consisting of a Literature Review, secondary data analysis, and stakeholder discussions, which informed the case study selection process and helped guide the design of data collection materials;
- A qualitative data collection phase consisting of fieldwork involving one-to-one and mini-group interviews with Head Teachers/school staff, pupils, parents, key local authority representatives and other key stakeholders/service providers to ensure that the views of all of the main influencers of school travel mode choice are captured; and
- Analysis and reporting of the data to produce recommendations that can inform the development of an integrated package of policies on tackling the school run.

The approach to the literature review and fieldwork is described further below.

Literature Review

The purpose of the literature review was threefold:

- To place the research within the broader policy context;
- To update knowledge of what influences school transport choices; the effectiveness of initiatives currently underway in Scotland with the aim of altering school transport behaviours; the effectiveness of international initiatives, and how these might inform the Scottish context; and
- To contribute to the selection process to identify suitable case study initiatives/schools/areas for inclusion in the primary data collection phase.

Existing literature reviews and systematic reviews were a key data source. In particular, the 2012 Glasgow Centre for Population Health (GCPH) *Active Travel To and From School* report provided a key reference point. A review of the bibliography for that study assisted in identifying material also of relevance to this study. This was supplemented by the research team's own knowledge, and a further search of literature in turn provided additional links to other material. This review included policy, research papers, project reports and relevant guidance documents, and was focused through a keyword search using terms agreed with the Project Steering Group. These search terms included:

- School run;
- School travel;
- School run initiatives;
- School travel plans;
- School travel policy;
- Active travel for school pupils;
- Health benefits of active travel;
- Environment benefits of active travel;
- Promoting active travel to school; and
- Travel to school mode choice in Scotland.

National datasets, such as the 2011 Census, Scottish Household Survey and associated publications such as Transport and Travel in Scotland were also identified and incorporated within the review. The review also benefited from direct access to academic databases held by Sustrans which were interrogated to identify relevant academic research using key term searches 'school', 'children', 'education', 'school travel' and 'school run'. In addition, the Sustrans report database was also searched for project reports using similar terms and project names.

The document sourcing was also informed by contact and discussion with stakeholders who also provided additional documentation to inform the Literature Review. This facilitated both the collation of further material and ensured the most up to date information was included, as well as providing direct background to many 'live' national level initiatives, such as Bikeability, I-Bike and Walk Once a Week. Key points from the Literature review are highlighted in subsequent chapters of this report and *The Tackling the School Run Literature Review* Technical Note published alongside this report contains full details of the review with a Reference List included in Appendix A.

Fieldwork

The fieldwork phase involved engagement with 11 case study schools where pupils live within a distance which allows for active travel and also where active travel

does occur to provide case studies with characteristics of relevance to this study. While the intention was not to obtain a representative case study sample, the study sought to include a range of different types of schools and settings.

In summary, the fieldwork phase of the study involved:

- Interviews with school staff – Head Teachers, Deputy Head Teachers or other members of the school staff;
- Pupil mini-focus groups with P6, S1 and S3 pupils who currently travel to school by sustainable modes or have the option to do so;
- Pupil led interviews with their parents at home; and
- Local authority and other stakeholder discussions.

Table 1.1 provides a breakdown of the numbers of interview and focus group participants within the research and each element of the research is discussed in further detail below. Further details about the fieldwork are provided in Appendix B and the Topic Guides developed for each discussion are enclosed in Appendix C.

Table 1.1 Interview and Focus Group Participants

STAKEHOLDER	PRIMARY SCHOOLS	SECONDARY SCHOOLS	TOTAL
School Staff Interviewed	7	4	11
Pupils in Focus Groups	112	66	178
Parent Interviews	69	37	106
Local Authority Officers Interviewed	-	-	15
Other Stakeholder Officers Interviewed	-	-	9

Whilst the total numbers of pupils and parents included in this research is significant for a qualitative study, the sample sizes within individual schools are smaller. Although samples at the case study level are more consistent with qualitative approaches, these smaller samples cannot be considered representative of all views and experiences within a school.

There were some variations in pupil selection within schools, which included both random sampling within classes, sampling within classes to provide representation of different travel modes and distances travelled, and inclusion of all pupils within a class/year group. This was largely determined by the size of schools and teacher based sampling on the day. Despite these differences, a good range of travel modes, distances travelled and range of issues was identified and included across

all groups, and therefore, it is not considered that these sampling differences created any significant biases within the results.

Report Structure

Following this introductory chapter, the report is structured as follows:

- Chapter 2 sets the scene to the study, providing an overview of school travel trends in Scotland as well as consideration of key policies including transport and wider areas relating to education, health, environment and planning;
- Chapter 3 provides an overview of factors influencing school travel choices identified as part of the Literature Review. As noted, the full Literature Review, published alongside this report, provides further detail;
- Chapter 4 outlines school based travel initiatives in Scotland to encourage more journeys to school to be undertaken by active and sustainable modes. Information is also provided on the impact of these initiatives where evaluations have been undertaken. The literature review published alongside this report includes further information about school based travel initiatives elsewhere in the UK and internationally;
- Chapters 5 to 8 report on the fieldwork, drawing out the key themes emerging from discussions with different stakeholders; and
- Chapter 9 summarises the conclusions emerging from the study and outlines key recommendations for consideration.

Chapter 2 - Policy Context

Introduction

This chapter sets the scene to the study, providing an overview of school travel trends in Scotland as well as consideration of key policies.

School Travel Trends

Scotland

From a Scottish perspective, *Scottish Transport Statistics No 34*. reported that in the 2014 Scottish Household Survey, '51% of children in full-time education at school usually walked to school, 20% usually went by bus, 25% by car or van, 2% cycled. There was little difference between the sexes, but variations by age were more pronounced: 59% of primary school age pupils (those aged up to 11) usually walked to school compared with only 42% of those of secondary school age (those aged 12 and over); 29% of primary pupils travelled by car or van compared with only 18% of secondary pupils; and only 9% of primary pupils usually travelled by bus compared with 36% of those of secondary age.' The proportion of school pupils being driven to school has remained between 21% and 25% since 2003.

Table.2.1 illustrates mode split by geography. The data indicates more dependence on motorised transport, particularly the school bus, in less populated and more remote locations. In more urban areas of higher density and also in smaller self-contained towns, children are more likely to walk, scoot/skate or cycle to school with the geography more compact. The mode profile can be expected to be characteristic of the larger catchment areas for rural schools meaning walking and cycling is not an option with increased provision of school bus transport.

Table 2.1: Travel to School by Urban/Rural (Scottish Government, 2016)

GEOGRAPHY	WALKING	CAR OR VAN	BICYCLE	SCHOOL BUS	SERVICE BUS	RAIL	OTHER
Large urban areas	50.2%	29.7%	1.0%	5.9%	8.8%	2.4%	2.0%
Other urban	53.3%	25.5%	1.4%	12.5%	4.4%	0.3%	2.6%
Small accessible towns and small remote towns	63.2%	15.5%	1.6%	14.0%	4.6%	0.5%	0.7%
Accessible rural	32.9%	26.3%	1.0%	31.3%	4.7%	1.1%	2.8%
Remote rural	21.4%	30.4%	0.6%	42.7%	2.2%	1.0%	1.7%

The *Sustrans Hands Up Scotland Survey* (HUSS) is an annual survey undertaken since 2008 in the second week of September. Data is collected through a survey,

asking pupils *'How do you normally travel to school?"*, with the following response options: walk, cycle, scoot/skate, park and stride (driven part of the way by car and walk the rest), driven, bus, taxi and other. All local authorities in Scotland are invited to take part in the survey.

The most recent HUSS report for 2015, reported that over 2,060 schools took part in the survey across all 32 local authorities in Scotland. Out of this total, 2,045 were state schools (80.3% of all registered state schools in Scotland), with responses received from 474,200 state school pupils in Scotland (69.7% of all state school pupils enrolled in Scotland). The national level results for HUSS in 2015 are shown in Figure 2.1.

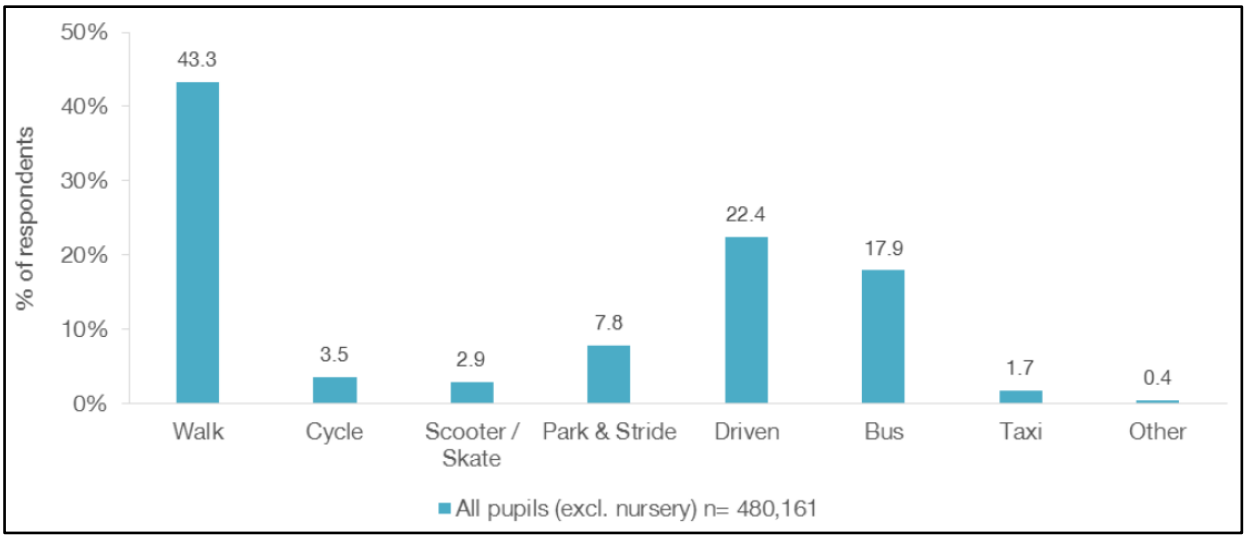


Figure 2.1: National Travel Modes – All School Pupils (exc. Nursery), (Sustrans, 2016)

In summary, 49.7% of pupils surveyed in 2015 said that they normally travel to school in an active way (walking, cycling, using a scooter or skateboard):

- Walking was the most frequent mode of travel with 43.3% of pupils stating that they normally walk to school; and
- 3.5% of pupils said they normally travel to school by bicycle and 2.9% stated that they normally use a scooter or skateboard to travel to school.

A further 7.8% of pupils said that they normally park and stride to school. Furthermore, 42% of pupils surveyed in 2015 said that they normally travel to school using only a motorised mode of transport. The majority, were either driven to school (22.4%) or took the bus to school (17.9%). A further 1.7% travelled by taxi.

Figure 2.2 shows the 2015 HUSS results by local authority. This illustrates variations between local authority areas, characterised by more rural and remote authorities having a higher number of school journeys being undertaken by car and bus.

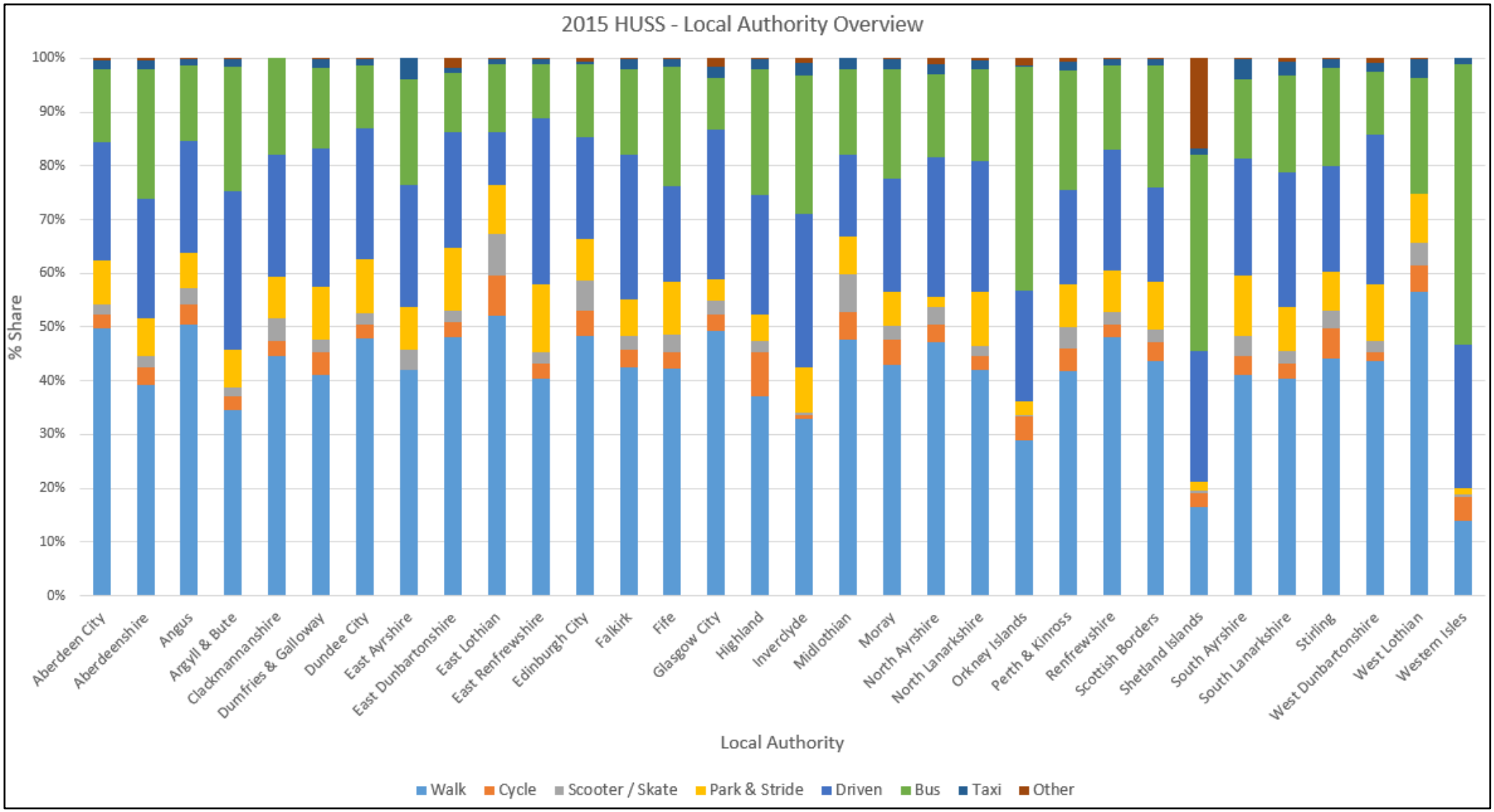


Figure 2.2: Travel modes at a Local Authority Level, 2015 (Sustrans, 2016)

Figure 2.3 shows the 2015 HUSS results by primary and secondary school. In summary, primary school pupils are more likely to travel to school actively. There is a decrease in car use from primary to secondary school, with increased use of public transport among secondary school pupils reflecting larger school catchments and associated school bus provision.

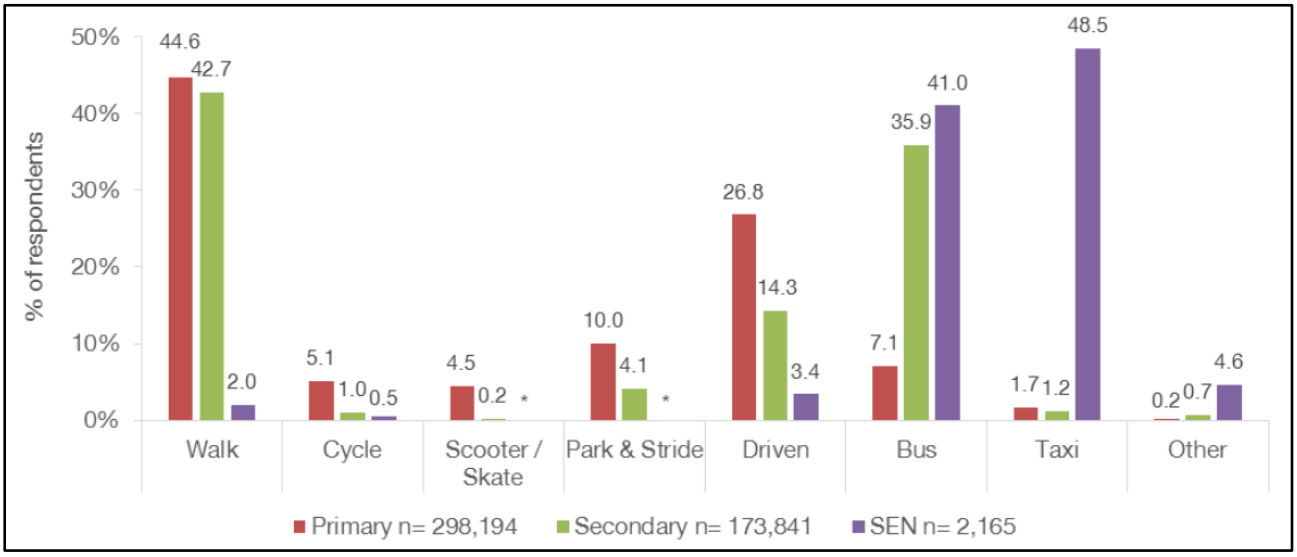


Figure 2.3: Travel modes at a National Level: Primary and Secondary Pupil Responses, 2015 (Sustrans, 2016)

A comparison of independent and state school results showed that pupils at independent schools are less likely to travel to school in an active way than those in state schools (primary, secondary and special education needs (SEN) as shown in Figure 2.4. A higher proportion of independent school pupils than state school pupils use motorised transport to travel to school, with the private car accounting for the highest proportion of all journeys compared to walking for state schools. This is expected to reflect the wider catchment of independent schools, with parents opting for their children to attend a fee-paying school and depending on location this can have a notable impact in terms of the length of the school journey compared to the location of the catchment state school.

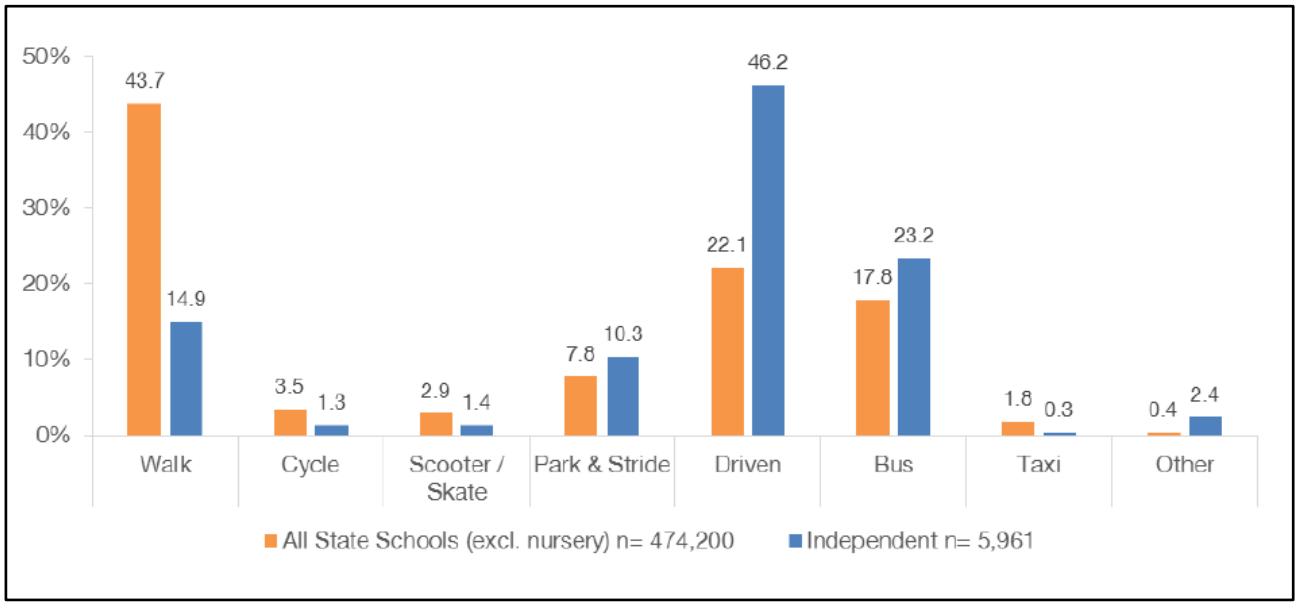


Figure 2.4: Travel modes at a National Level: State and Independent Pupil Responses, 2015 (Sustrans, 2016)

Table 2.2 summarises travel mode by year group. In summary, a smaller percentage of pupils in lower years (P1 - P4) walk to school compared to upper years (P5 - P7). In contrast, fewer older pupils are driven (all the way to school) with a larger difference in the number walking. At secondary school there is generally a similar profile between younger (S1 - S3) and older (S4 - S6) year groups with a small difference characterised by a higher percentage of older pupils being driven to school.

Table 2.2: National Travel Modes: By School Type and Year Group (Sustrans, 2016)

School Type Year Group	Walk	Cycle	Scooter /Skate	Park & Stride	Driven	Bus	Taxi	Other	Total
Primary									
P1-4	42.0%	4.8%	4.9%	9.7%	29.9%	6.8%	1.7%	0.2%	**159,106**
P5-7	47.8%	5.6%	4.0%	10.9%	22.5%	7.5%	1.6%	0.1%	**106,838**
Secondary									
S1-3	43.4%	1.1%	0.2%	4.7%	13.1%	35.6%	1.4%	0.6%	**79,963**
S4-6	41.8%	0.8%	0.3%	4.0%	16.4%	35.0%	1.1%	0.7%	**58,181**
SEN[48]									
P1-4	*	*	0.0%	0.0%	*	33.6%	55.2%	9.0%	**223**
P5-7	*	0.0%	0.0%	0.0%	2.8%	58.2%	24.3%	13.0%	**177**
S1-3	*	*	0.0%	0.0%	*	33.6%	55.2%	9.0%	**223**
S4-6	3.2%	3.2%	0.0%	0.0%	4.0%	33.1%	47.2%	9.3%	**248**
Independent[49]									
P1-4	17.2%	*	*	7.2%	34.3%	35.7%	0.6%	4.5%	**1,276**
P5-7	15.0%	1.4%	*	14.1%	45.1%	21.6%	*	1.4%	**1,267**
S1-3	17.2%	*	*	7.2%	34.3%	35.7%	0.6%	4.5%	**1,276**
S4-6	20.5%	*	*	6.2%	32.5%	35.6%	*	4.8%	**1,256**

Table 2.3 summarises mode share for the journey to school by year between 2008 and 2015. Active travel is the most frequently reported mode of travel to school in

Scotland, at approximately 50%. At the individual mode level walking to school decreased slightly from a high of 48.3% to a low of 43.3% in 2008 and 2015 respectively. Cycling has increased from 2.8% to 3.5% over the same period. The percentage of pupils who scoot or skateboard has increased from 0.7% (2008) to 2.9% (2015).

Motorised travel has remained around 41% to 42% over the period between 2008 and 2015. Car use has fluctuated between a low of 21.4% (2013) and high of 23.3% (2009), with an overall increase from 22% in 2008 to 22.4% in 2015. Bus and taxi use have remained fairly consistent at approximately 18% and 2% respectively. The percentage of pupils travelling to school by park and stride has increased from 6.1% in 2008 to 7.8% in 2015.

Although survey design and methodology have remained consistent, survey sample size has increased considerably from over 390,000 pupil responses in 2008 to just over 480,000 in 2015. In addition, 2010 was the first year all local authorities participated in HUSS. In comparing data across years it is important to recognise the increase in sample size. Also, a number of variables may impact on travel behaviour from year to year (e.g. weather conditions, school mergers) as well as policies and schemes introduced by central and local government or individual schools.

Table 2.3: National Travel Modes: All Schools (exc. Nursery) 2008 – 2015 (Sustrans, 2016)

Year	Walk	Cycle	Scooter /Skate	Park & Stride	Driven	Bus	Taxi	Other	Total
2008	48.3%	2.8%	0.7%	6.1%	22.0%	18.2%	1.4%	0.5%	**396,377**
2009	47.0%	2.3%	0.6%	6.7%	23.3%	18.1%	1.6%	0.4%	**415,804**
2010	45.8%	2.8%	0.7%	7.4%	22.9%	18.2%	1.6%	0.5%	**439,401**
2011	45.9%	3.0%	1.0%	7.5%	22.4%	18.2%	1.6%	0.3%	**427,104**
2012	45.1%	2.9%	1.6%	7.8%	22.2%	18.2%	1.7%	0.5%	**457,488**
2013	44.1%	3.5%	2.8%	7.5%	21.4%	18.8%	1.6%	0.4%	**467,397**
2014	44.2%	3.4%	2.8%	7.8%	21.9%	17.7%	1.6%	0.5%	**487,147**
2015	43.3%	3.5%	2.9%	7.8%	22.4%	17.9%	1.7%	0.4%	**480,161**

Scotland in Context

The results of the 2014 National Travel Survey in England reported that car and walking are the two most common modes of travel to primary school, each accounting for 46% of all trips as shown in Figure 2.5. Walking was the most common mode of travel to school for secondary children (aged 11 to 16 years), followed by local and private bus (29% of all trips) with car accounting for 23% of trips. These figures differ in some respects from Scotland, particularly with the car accounting for a notably higher proportion of trips made by both primary and secondary pupils. Walking levels amongst secondary pupils are also higher in Scotland.

For children aged 11 to 13 years of age, the two main reasons for mode choice are that it is convenient and that the school is too far away. Escort trips to school were found to be more likely to be made by women aged 30 to 49.

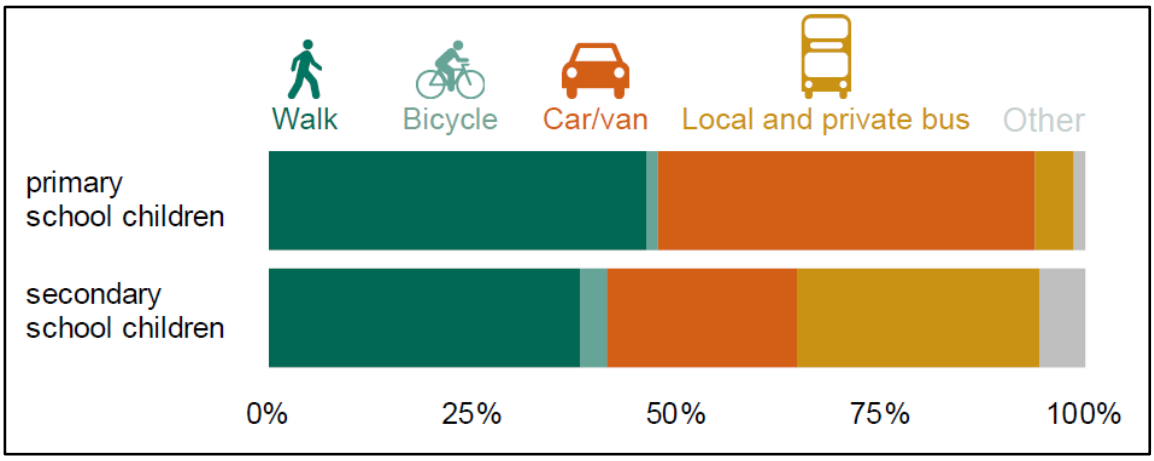


Figure 2.5: Travel to School in England (Department for Transport, 2014)

Policy

The promotion of active travel to school is an issue which cuts across transport, public health, environment, climate change and planning policy agendas. This section outlines key policy areas directly related to the school run.

Transport Policy

The *National Transport Strategy* (NTS) sets the long-term vision for transport policy in Scotland. It was first published in 2006 and more recently refreshed in 2015 followed by an announcement in August 2016 that a full review will be undertaken. In terms of school travel, the NTS notes that:

> **"We need to tackle the congestion problems in many of our cities and towns, including those caused by the School Run which also lead to inactive lifestyles for our children and road accidents which cause deaths and injuries and contribute to problems of congestion and unreliable journey times."**

The NTS is complemented by mode specific policies, including *A Long Term Vision for Active Travel in Scotland 2030* (Transport Scotland, 2014) which contains the vision that:

> **"Scotland's communities are shaped around people, with walking or cycling the most popular choice for shorter everyday journeys. This helps people make healthy living choices and assists in delivering places that are happier, more inclusive and equal, and more prosperous. Travelling by foot or cycle, or with a personal mobility aid such as a mobility scooter, is a realistic option for all local journeys as individuals. People are confident to walk and cycle more often and they value and use their local transport**

networks (streets, roads and path networks), which offer safe, high quality, realistic and predictable journey options for active travel."

It contains the specific aspiration that "There will be a range of programmes available to support employers, schools and community groups to ensure that active travel can continue to develop."

The *Cycling Action Plan for Scotland 2013* (CAPS) (Transport Scotland, 2013) sets out clear ambitions for increasing the proportion of short journeys completed by walking or cycling, including trips to/from school. This is underpinned by the vision that by 2020, 10% of everyday journeys will be undertaken by bike. An 'everyday' journey includes travelling to school, college/university, work and personal business. CAPS also actions the preparation of an Active Travel Strategy by local authorities and this is also a recommendation of the *Let's Get Scotland Walking: The National Walking Strategy* (Scottish Government, 2014).

At the regional and local level, Regional Transport Strategies and Local Transport Strategies are also supportive of active and sustainable travel for the school journey and a joined up approach is advocated consistently.

As well as the transport aspect, other policy areas – education, health, environment and planning – are also of relevance in relation to school travel. Key policies are discussed here.

Education Policy

Curriculum for Excellence (CfE) is founded on the principles to achieve a coherent, more flexible and enriched curriculum for 3 to 18 year olds in Scotland and based around six levels – Early, First, Second, Third, Fourth and Senior. This new Curriculum approach has opened up opportunities to integrate different programmes into classroom learning, including initiatives with a transport theme and as well as wider topic areas of relevance such as health and well-being and the environment for example, with examples discussed in Chapters 4 and 7 of this report.

Getting It Right for Every Child (GIRFEC) is "the national approach in Scotland to improving outcomes and supporting the well-being of our children and young people by offering the right help at the right time from the right people". The approach aims to support pupils and their parent(s) to work in partnership with the services that can provide assistance.

Well-being sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their well-being. There are eight indicators of well-being, with the following most pertinent from an active travel view point, point of view:

- Healthy - having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices;
- Achieving - being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community;
- Active - having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community; and
- Responsible - having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

Environmental Policy

Reducing the number of car related school trips and associated congestion (particularly in the week-day morning peaks) would have positive impact in terms of contributing to the reduction in emissions of atmospheric pollutants which cause poor air quality and greenhouse gases that lead to global climate change.

The *Climate Change (Scotland) Act 2009* sets out the statutory framework for greenhouse gas emissions reductions in Scotland. This establishes an interim 42% reduction target for 2020 and an 80% reduction target for 2050 underpinned by annual targets. The Government's Report on Proposals and Policies (RPP) is published annually and sets out how Scotland can deliver its climate change targets as set by the Climate Change Act. With the transport sector accounting for approximately 25% of CO_2 emissions, more sustainable and greener travel choices for all trips, including the journey to school, have an important contribution to make towards achieving the targets set by the Climate Change Act.

Cleaner Air for Scotland – The Road to a Healthier Future (CAFS), published by the Scottish Government in 2015, provides a national framework which outlines how the Government proposes to achieve further reductions in air pollution. CAFS recognises that the health impact of air pollution can have a negative impact in terms of the loss of school time and makes note of the Pilot being undertaken by the City of Edinburgh Council to restrict traffic around several schools where road safety issues have been raised as a concern. The intention of the Pilot is to reduce the number of children dropped-off by car and to encourage increased levels of walking and cycling to and from school. Further information about the Pilot is provided in Chapter 4.

Health Policy

There is strong evidence that being physically active is beneficial for the health of body and mind. For children, high activity levels provide both immediate and longer-term benefits, for example by improving the health of the heart, muscles,

bones, and immune system, and reducing the risk of chronic conditions such as obesity. Being active can also help to improve mental health and wellbeing by reducing depression and anxiety in children, boosting self-esteem and sleep quality, and laying the groundwork for academic attainment. The forthcoming ten-year mental health strategy will include a focus on early intervention and the mental health of children and adolescents.

Furthermore, the obesity strategy for Scotland, *Preventing Overweight and Obesity in Scotland* (Scottish Government, 2010) highlights increasing opportunities for uptake of physical activity as a core action in obesity prevention. A message that will be continued as the policy is reviewed in 2017.
The UK Chief Medical Officer's report *Start Active, Stay Active* recommended active travel as one way of making up the recommended 60 minutes of moderate to vigorous intensity physical activity daily for children, as well as outlining the links between physical activity and health.

The 2014 Glasgow Commonwealth Games raised the profile of sport and physical activity in Scotland. Building on this, the Scottish Government committed to increasing rates of physical activity and through the Active Scotland Outcomes Framework and Physical Activity Implementation Plan, Scotland is leading the way in its strategic response to the challenge of increasing physical activity and reducing sedentary behaviour.

The Active Scotland Outcomes Framework sets out Scotland's ambitions for a more active Scotland, including improving our active infrastructure. Success will rely on the collective efforts of communities, individuals and a wide range of partners in areas such as health and social care, education, environment, transport, communities and sport and active recreation. The outcomes will be achieved through the delivery of *A More Active Scotland*, the Physical Activity Implementation Plan, which adapts key elements of the 2010 gold standard advocacy tool, the Toronto Charter for Physical Activity (Bull et al., 2010), to Scotland.

One of the key delivery themes concerns education settings and commits that 'all learning places in Scotland will promote increased physical activity.' There is also recognition that active travel has a positive contribution to make in terms of physical activity:

> **"Promoting active travel on the school journey can make a positive contribution and complement policy and related initiatives to promote healthy lifestyles and physical activity."** A More Active Scotland: Building a Legacy from the Commonwealth Games (2014)

Planning Policy

From a planning perspective, new schools in Scotland are subject to national and local authority planning policy and procedures. *Scottish Planning Policy* (SPP) and *National Planning Framework* (NPF) advocate sustainable and well connected

development with the Scottish Government's Designing Streets (2010) policy statement setting out guidance that puts *'place and people before the movement of motor vehicles'.*

At the school level, the Scottish Government/Coalition of Scottish Local Authorities (COSLA) joint strategy for school buildings, *Building Better Schools: Investing in Scotland's Future* (2009) notes a need to:

> **"…focus attention on all aspects of sustainability and environmental efficiency…[and]… options for sustainable travel' and' improve the way we think about a school's fit with its surroundings and relationship to the community."**
>
> **"Looking outwards, the extensive network of linkages, movements and activity generated by each school is another important aspect of its dynamics. The daily pattern of home to school travel on the part of pupils, staff and community users of school facilities is the most visible manifestation of this and reaches into every community in the land."**

In addition, *Creating Places: A Policy Statement on Architecture and Place for Scotland* (Scottish Government, 2013) promotes well connected places with priority for pedestrians and the intention to build a sustainability 'Gold', 'Silver and 'Bronze' labelling for new schools (similar to new homes).

The recent *Empowering Planning to Deliver Great Places – Independent Review of the Scottish Planning System* includes a number of observations and recommendations of relevance to this study. Notable points include:

- Future school building programmes should address the need for new schools in housing growth areas;
- There appears to be little alignment of corporate responsibility to deliver new schools. More consistency in approaches to catchment planning, developing specifications and costing new schools is clearly required. There are suggestions that a 'blended' approach involving both public and private sector investment is required to ensure new schools are funded; and
- A high level of certainty is required to justify the building of new primary and in particular secondary schools to meet future needs arising from development. It is widely accepted that development delivery is being hindered by reliance on the private sector to finance new schools.

Summary

School travel trends indicate that active travel accounts for the largest proportion of the school journey in Scotland, but varies between primary and secondary years as well as state and independent schools. This is reflective, in part, of the school catchment area alongside wider factors which are discussed further in later chapters.

From a policy perspective, the impact of the school run is cross-cutting. It has direct impact in terms of transport and associated congestion and national targets to increase travel by more sustainable and active modes. The journey to school is also influenced by wider policy, particularly in terms of planning and also impacts directly on other policy areas including health and the environment.

Chapter 3 – Factors Influencing School Travel Choices

Introduction

This chapter provides an overview of factors influencing school travel choices. The *Tackling the School Run Literature Review Technical Note* published alongside this report contains further details.

School Catchment

The *2011 Scottish Census* reported that 88% of children aged between 4 and 11 years travelled less than 5km to school, including 72% who travelled less than 2km. This indicates that active modes are an option for the majority of school pupils in Scotland. A total of 430,000 people of all ages travelled under 2km to their place of study, with 73% walking, 1% cycling, 6% travelling by bus and 17% as a passenger in a car or van. Of the 428,000 people who travelled 2km or more to their place of study, 31% did so as a car driver or passenger, 43% travelled by bus and 7% by train.

School planning policy, however, and in particular a movement towards combined/campus style schools to address budget constraints and achieve economies of scale can have a direct bearing on school travel and mode choice. This is directly attributable to school catchment distances increasing as schools increase in size and serve a wider geography.

Transport and Travel in Scotland 2015 reported on the reasons for school travel choices in Scotland which are summarised in Table 3.1. Key points include:

- Of the pupils who usually walk to school, 90% do so because the school is nearby, while 41% who travel by car do so because it is the most convenient mode. 40% who use a school bus and 40% who use a service bus do so for the same reason – 'most convenient';
- The second most popular reason for those who travel by car identified that it served to offer the 'safest method' (20%), while for school bus the second most popular reason stated was also attributed to it being the 'safest method ' and for service bus the second most common reason related to it being 'too far to walk'; and
- The most popular reason for primary children not using public transport is that they are 'too young to travel on their own' (55%). For secondary aged children the main reasons are that 'it is inconvenient' (27%) and parents 'prefer to use the car' (49%).

Table 3.1: Reasons for Transport Choice to Children's Full-time Education Establishment, 2004-2015 (Scottish Government, 2016)

REASON	WALKING	CAR OR VAN	SCHOOL BUS	SERVICE BUS
Close/Nearby/Not far away	90%	7%	5%	11%
Most convenient	8%	41%	40%	40%
Travel with friends	4%	1%	6%	4%
Safest method	1%	20%	22%	2%
Quickest method	4%	14%	10%	7%
Only method available	2%	11%	18%	23%
Too far to walk	0%	16%	21%	24%
No public transport	0 %	3%	4%	2%
Public transport unsuitable (e.g. too infrequent)	0%	2%	2%	0%
Good exercise/fresh air	5%	0%	0%	0%
No car/Transport	0%	0%	0%	3%
Cheapest method	0%	1%	1%	1%
It is free	0%	0%	14%	0%
On way to work	0%	9%	0%	0%
Too young to travel any other way	0%	7%	2%	1%
Relative meets child	0%	1%	0%	0%
Other reason(s)	0%	5%	1%	2%
Sample size (=100%)	*930*	*470*	*290*	*100*

School Transport

School catchment and distance travelled is influenced by home to school transport policy. School Transport Guidance Circular 7/2003 sets out the requirements for the provision of school transport in Scotland and pupils living over a maximum walking distance threshold are entitled to free or supported travel from their local education authority. Education authorities in Scotland are required to provide home to school transport arrangements that they consider necessary for:

- Children aged less than 8 years' old who live more than two miles from their designated school; and

- Children aged 8 and over who live more than three miles from their designated school.

The application of the criteria is not uniform across Scotland, but based on a combination of age and distance. Variants include:

- Using the primary/secondary school distinction to determine eligibility instead of the eight years' age threshold;
- Lower thresholds of a maximum walking distance of one mile for primary school pupils, and two miles for secondary school pupils; and
- Lower thresholds of a maximum walking distance of one mile for those aged 8 and under, and two miles for those aged 8 and over.

Dedicated free transport and subsidy of scheduled bus/taxi fares account for the majority of provision, with the percentage mix dependent on the density and coverage of scheduled public transport services. Local authorities are expected to keep under review their criteria on provision by taking into consideration other factors, such as road traffic volumes, the availability of crossings, sufficient pavement and footpaths, subways, built-up and wooded areas, adequate street lighting and also a degree of flexibility where appropriate.

Built Environment

Effective masterplanning and local planning is integral to facilitating the accessibility of neighbourhoods and therefore the journey to school being made by more active and sustainable modes. This was highlighted in discussions at the Smarter Choices Smarter Places (SCSP) Learning Event held in 2016 and attended by local authorities, delivery partners and other stakeholders involved in the delivery of SCSP funded initiatives to promote active and sustainable travel. Information prepared by Living Streets in 2016 notes that the *Building Better Schools Strategy* advocates a need to *"focus attention on all aspects of sustainability and environmental efficiency...options for sustainable travel'* and *'improve the way we think about a school's fit with its surroundings and relationship to the community."*

As well as considering the site location, the importance of site design and layout of the school for access by arrival on foot, bike and public transport is also pertinent and for early consideration to be taken as part of the development planning process. School planning policy and in particular a movement towards combined/campus style schools to address budget constraints and achieve economies of scale can have a direct bearing on school travel and mode choice. This is directly attributable to school catchment distances increasing as schools increase in size and serve a wider geography.

The development mangement process, in terms of the consideration given to the impact of developments on the transport network in a school context is also of importance. This is particularly relevant in terms of how routes to school are taken into account when new residential developments are being considered and also the impact of other developments which are expected to have a significant impact on

the transport network within a school catchment area or equally also provide opportunities to enhance active travel routes.

Pupil Attitudes

Research into perceived and actual barriers and benefits of active travel to school has identified a range of personal, social and environmental factors as influencing travel choices. These include:

- Social interaction is viewed as a major benefit of active travel for pupils, particularly for those pupils transitioning from primary school to secondary school, when forming new friendships was a priority;
- Pupils have also identified the importance of health benefits gained from active travel to school;
- Parental influences and support/culture of the school have been highlighted as important factors in school transport choice;
- Safety concerns are a barrier to active travel, with local geography a potential factor; and
- Whole-school approaches and curriculum activities are also felt to provide a framework within which to help overcome barriers to active and sustainable travel.

Parental Influences

Parental influence is a key consideration to mode choices for the school journey and is shaped by different factors including:

- Parental perceptions, particularly in relation to safety, time and distance as well as wider lifestyle characteristics and commitments can have a direct influence on how children travel to and from school;
- Time and convenience resulting from the balance between employment commitments/working patterns and caring responsibilities of parents;
- Availability of wrap around Breakfast and After School Clubs and flexibility which is potentially encouraging more pupils to travel sustainably in the morning but less so in the afternoon with parents opting to collect their children to ensure they do not arrive home first should they be delayed for any reason; and
- Societal norms in terms of gender related attitudes towards domestic and caring responsibilities, and in particular the cultural expectations of women's role in society. Research has noted that the cultural expectation of juggling the school run, the commute, the food shopping which makes the car an attractive and importantly a convenient option leading to high levels of driving amongst middle-aged women.

Household Car Ownership

Household car availability is also a potential influencing factor. Table 3.2 shows travel to school by number of cars in a household. This illustrates higher levels of walking in non-car owning households, although walking still accounts for the greatest mode share even in households which do have a car. School bus travel is highest in car owning households, suggesting the influence of location in terms of distance travelled to school being potentially further in higher car owning households.

Table 3.2: Travel to School by No. Cars/Household (Scottish Government, 2016)

No. Cars /Household	WALKING	CAR OR VAN	BICYCLE	SCHOOL BUS	SERVICE BUS	RAIL	OTHER
None	65.4%	1.7%	1.7%	13.2%	12.7%	0.6%	4.7%
One	50.8%	24.6%	1.3%	14.1%	5.6%	1.2%	2.4%
Two+	41.2%	35.3%	1%	17.1%	3.3%	1.2%	1%

Summary

There are many and wide ranging factors which influence travel choices for the journey to school. These range from the individual level in terms of pupil and parent perceptions and travel distances through to the school in terms of how active travel is viewed and promoted. Wider local and national policy is also key in terms of home to school transport provision, as well as considerations pertaining to planning concerning the location of schools and provision for active travel within the school grounds and the surrounding environs.

Wider aspects in terms of linkages between school travel, the environment and health are more widely recognised. The intricate linkage between factors that affect the school run are however more far reaching. Busy lifestyles and demands on time can influence travel behaviour, as can flexible working practices, school wrap around breakfast provision and after school clubs. This can have an influence on travel choices through, for example, the trip chaining of the journey to school with another purpose such as a work or shopping trip.

Furthermore, planning in terms of not just school location but also the design of the school site has been identified as an important factor at the design stage when decisions can be influenced. This would help to support design for access by walking, cycling and public transport and provide a platform from the outset to encourage sustainable travel choices.

Chapter 4 - Scottish School Travel Initiatives

Introduction

There are a wide range and increasing number of initiatives undertaken in Scotland to promote more sustainable travel choices. This section provides an overview of initiatives and also their impact where this is known from existing monitoring and evaluation work undertaken. The Tackling the School Run Literature Review, published alongside this report, includes information on initiatives outside Scotland, including the wider UK and internationally.

School Travel Plans

School travel initiatives, including those developed as part of a School Travel Plan (STP), are intended to increase the number of pupils who travel by active and public transport to and from school. They also seek to help educate children in the issues surrounding personal health, the environment and the benefits of sustainable transport, and to promote a more pleasant environment in the neighbourhood immediately surrounding the school.

There are still some questions regarding the effectiveness of STPs in increasing levels of active travel; and there have been several studies examining the effectiveness of Travel Plans in general, and STPs in particular. Most salient in a Scottish context, the GCHP 2012 *Building for Success; Active Travel to and from School* research found no evidence that Glasgow schools with Travel Plans had higher levels of active travel than schools without such a plan. The study recommended further local research to confirm the impact of STPs would be useful.

Research for the Department of Transport into the experience of School Travel Plans in English schools involved a survey of approximately 150 schools nominated by school travel experts as exemplifying good practice in school travel work followed by detailed interviews with 30 case study schools and associated stakeholders (Cairns and Newson, 2006). For the case study schools involved the average reduction in total car use was 23%, with some high performing schools cutting car use by more than half. Other benefits highlighted included safety improvements, reductions in congestion at the school gate, health and fitness benefits, improvements in attendance, punctuality and readiness to learn and benefits for pupils' personal development and for the wider community. The study showed that the most successful STPs typically focused on a variety of initiatives, included significant levels of awareness raising, and had mechanisms in place to ensure that they were sustained over time.

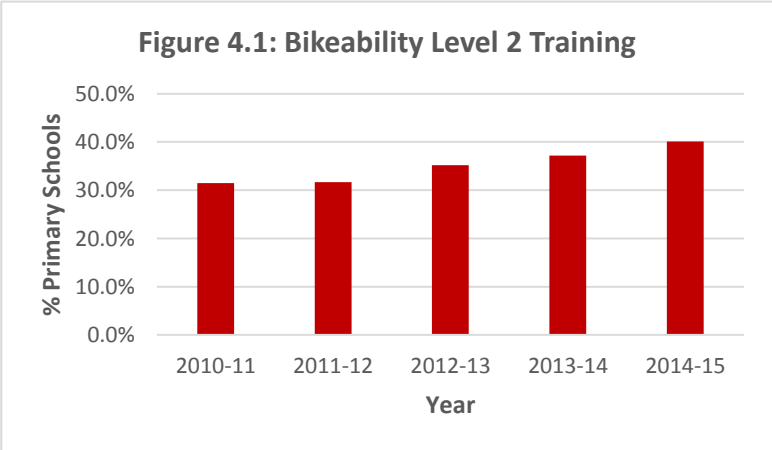
There is also acknowledgement that the success of a STP will depend on a number of contextual factors. These include the characteristics of the school and its catchment area (including crime rates and car ownership levels), the average distance between pupil's homes and the school, and the level of marketing/publicity given to a STP.

Training

Bikeability (Cycling Scotland) is a cycle training scheme designed to give children the skills and confidence they need to cycle safely on road, and to encourage them to carry on cycling in later years. There are three levels of training which is typically delivered by a 6 to 8 week rolling block. The levels are as follows:

- Level 1 (Primary 5) – delivered in a traffic-free environment, such as the school playground, with learning in basic bike handling skills and improved riding confidence;
- Level 2 (Primary 6) – on-road training delivered on quiet streets close to the school, providing training on how to cycle confidently on-road, amongst real traffic; and
- Level 3 (Primary 7) – delivered on roads with larger volumes of traffic travelling at higher speeds. Provides training on how to negotiate more complex junctions on a route of choice, usually your journey to school or work.

Most training is delivered to pupils in schools by Cycling Scotland accredited cycle training instructors and organised through local authorities. Instructors include local authority officers, school staff and volunteers. In 2014-15, of the 29 local authorities participating in the Bikeability scheme, over 1,500 primary schools in Scotland were offered at least Level 1 Bikeability training out of a possible 2,044. Over 32,000 pupils participated in Bikeability Scotland across all levels in 2014-15, including Level 2 style playground delivery. Over 40% of primary schools in participating authorities offered Level 2 training in 2014-15 with participation showing an increasing trend as illustrated in Figure 4.1. All but, three local authorities participated in 2014-15, although the percentage of primary schools taking part by local authority ranged from under 10% to over 90%.



The evaluation of the 2016 Give Everyone Cycle Space campaign involved face-to-face on-street interviewing in 'live' areas (1,253 interviews across 6 local authorities) where local activities (including in-school) had taken place and 'control' areas (314 interviews in 3 local authorities) where no activities had taken place. The sample encompassed the general population and parents, as well as frequent drivers and infrequent/non-drivers. The parent sample (of children in P5 – P7) facilitated continued monitoring of attitudes and behaviours in relation to cycling to

school. Questions were asked about Bikeability training, including uptake, attitudes towards the training and behaviour change after the training.

The following key findings were noted:

- Just over half of total parents sampled (51%) reported that their child had received Bikeability Scotland training, with 52% reporting their child received on-road training. These levels of training were very similar to previous years;
- Parents in 'live' areas were more likely to report participation in training in the last year (40%) compared to those living in 'control' areas (18%);
- Bikeability Scotland training had a positive effect for the majority (approx. 75%) of children participating. For most, the training had improved their child's confidence when cycling as shown in Figure 4.2; and
- As in previous years, the vast majority of parents were more in favour of their child cycling following the training. The results for 2016 are similar to those for 2015, but higher compared to 2014 as shown in Figure 4.3.

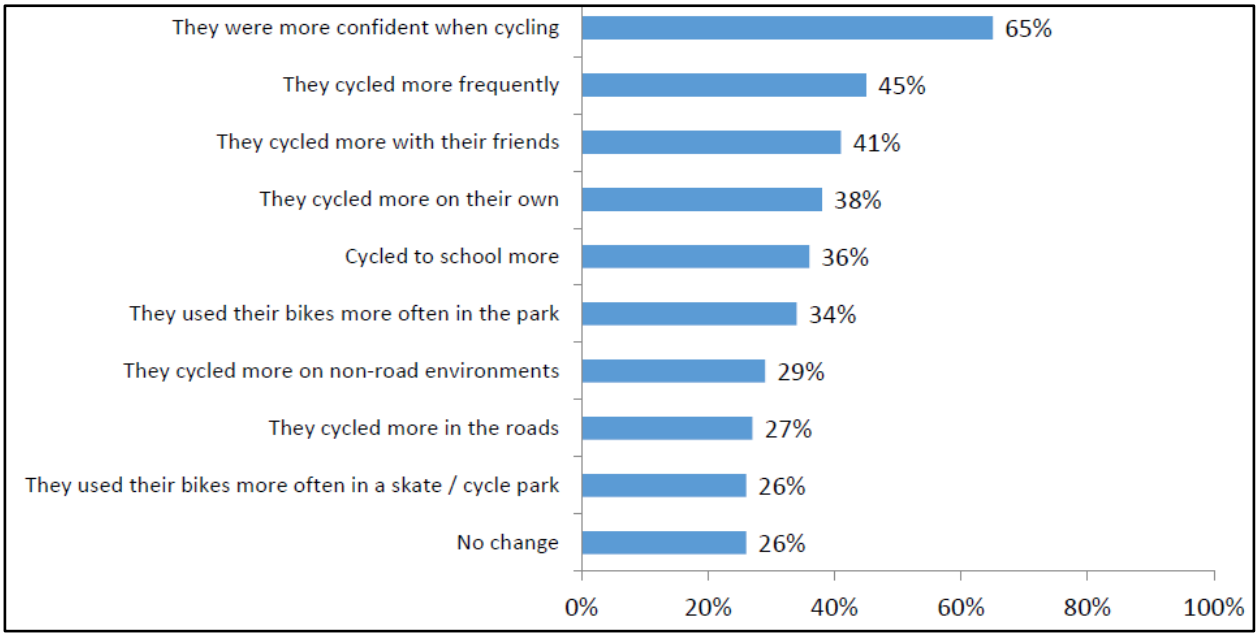


Figure 4.2: Behaviour Change after Bikeability Training (Cycling Scotland, 2016)

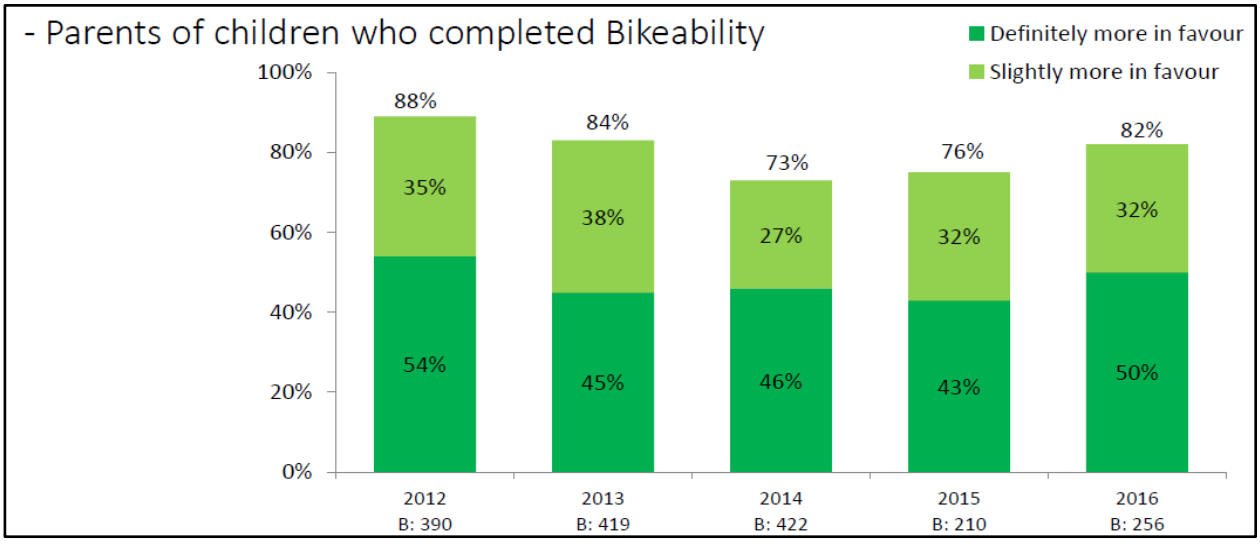


Figure 4.3: Attitudes Towards Children Cycling Following the Training (Cycling Scotland, 2016)

A number of other studies have been undertaken looking at the impact of Bikeability. Most recently, the National Foundation for Education Research (NFER) reported in 2015 on their research into the impact of Bikeability training on the ability of children to perceive and appropriately respond to on-road hazards faced by people who cycle. The research involved pupils who were in year 5 in summer 2014 and tracked them as they moved into year 6 in the autumn term. A total of 668 pupils were involved in taking one or more on-screen quizzes and a questionnaire to find out about their attitudes towards cycling. The survey included both pupils participating in Bikeability and also schools where pupils had not received cycle training. The research identified that:

- Children who participated in Bikeability Level 2 training scored significantly higher on the quiz than the children who had not received training. Interestingly, this effect was undiminished even when the children re-took the quiz more than two months later; and
- Children who received training reported that they felt more confident when cycling on the road after training. This increase was found to be statistically significant.

A research study by the Department for Transport which evaluated the impact and perceptions of cycle training, with a specific focus on Bikeability also reported positive results. In summary, key findings included:

- 98% of parents surveyed said they were satisfied with the Bikeability scheme, of which 76% were very satisfied;
- The majority (93%) of parents whose child has taken part in Bikeability feel that it has had a positive impact on their child's safety when cycling on the road;

- 93% children who had taken part in Bikeability reported that they feel more confident about riding their bike generally and 86% when riding their bike on the road (86%); and
- In terms of what children had learnt – 68% stated ‘to ride my bike more safely’, ‘to ride my bike safely on the road’ (53%) and ‘to ride my bike with confidence (36%).

In terms of mode shift, the Department for Transport published research in 2012 which compared school census travel data with Bikeability delivery data in local authority areas with different histories of Bikeability delivery. The study reported that apart from findings for Hertfordshire schools, there was little overall difference in pupils cycling to school (averaging 2% for all areas).

A local survey of over 200 hundred pupils in four primary schools where Bikeability is delivered in Cambridge found that more:

- Trained than untrained children cycle;
- Trained than untrained children cycle to school and that girls demonstrate the greatest difference between trained and untrained children cycling to school;
- Untrained pupils than trained children would prefer to cycle more than they normally do;
- Trained than untrained children normally cycle to local places;
- Trained than untrained children prefer to cycle to local places and out with their families;
- Trained than untrained children cycle on the road and not on pavements; and
- Trained than untrained children feel confident cycling on the road.

Behaviour Change

Walk Once a Week - WOW (Living Streets) has been running for over 20 years with the objective of encouraging school aged children to walk to school more often. Participation is encouraged by the reward of collectible badges which are awarded for all active travel journeys - cycling, scooting/skateboarding and park and stride as well as walking. While the scheme promotes walking at least once a week, the ambition is, however, for school children to walk as often as they can and is all embracing in terms of promoting and awarding travel by all modes of active travel.

In Scotland, a baseline number of schools are directly contacted each year by Living Streets and local authorities can also order more packs independently. In 2015-16 Term 1 there were 20 local authorities in Scotland actively participating in the scheme spanning 374 schools and involving over 62,000 pupils.

Press releases and media activity undertaken to raise the profile of the programme and there is ongoing engagement at the school/grass route level such as school gate events. Strider visits to schools also help with increasing visibility and awareness.

The Centre for Local Economic Strategies (CLES) was commissioned in 2013 to evaluate the impacts of the Walk to School 2012 - 2015 programme in England. The evaluation was conducted over a 18 month period, involving a baseline, interim and final phase. Surveys were sent out to all primary and secondary schools nationally which had "intensive" status in 2013, for one form or class group to complete during the school day. Case studies of five local schools that participated in the Walk to School programme were also undertaken as part of the final evaluation.

The main findings reported by the evaluation noted:

- The programme had a significant impact on walking behaviours of school children, and become embedded across primary schools in particular;
- The impact of activities within secondary schools had mixed success;
- Other variants of walking to school, such as park and stride, are becoming increasingly significant; and
- Engagement with parents was the biggest gap in the programme.

The evaluation also reported positive impact in terms of mode share. The national primary school survey undertaken as part of the final evaluation identified that 26% of pupils who were aware of WOW reported that they began to walk to school because of it. A further 14%, who were aware of WOW and already walked to school beforehand, reported that they increased the frequency of walking to and from school as a result of the scheme. Living Streets own surveys report that WOW typically results in a 25% increase in the proportion of children who walk to school.

WOW is also reported to demonstrate value for money. An economic appraisal conducted for Living Streets across a mix of primary and secondary schools in 15 local authorities in England in 2015 reported that for every £1 invested there is a return of £4.17. The majority of the benefits (66%) were attributed to journey time savings due to reduced congestion, followed by health benefits (19%) resulting from increased walking numbers for accompanying adults, and accident reductions (10%). In addition, a Social Return on Investment (SROI) study undertaken for Living Streets in England in 2015 considered the value of wider outcomes such as the value of increasing a person's self-confidence. The results suggested that for every £1 invested in primary schools receiving intensive support as part of WOW, there was £4.30 of social value created, although it was noted this was based on three schools receiving intense engagement and further research required to determine SROI in standard schools.

A further benefit of WOW is that for schools in certain regions (outside Scotland), it directly supports the Modeshift STARS accreditation.

In a Scottish context, an evaluation WOW and Walk to School week in Scotland was undertaken and reported in 2013. Key findings highlighted:

- There was a statistically significant increase in recorded active travel rates in WOW schools between September 2011 to September 2012 using the Sustrans HUSS, which was not apparent in matched non-WOW schools starting at a similar level of active travel;
- There was a sense that it was more common the WOW scheme rewarded a continuation of walking by pupils who already walked rather than resulting in a lot more children walking, however pupils were able to describe concrete examples of change;
- The greatest impact reported by both pupils and teachers appeared to be on children who were driven to school choosing to be dropped off further away in order to walk the rest of the way to school (i.e. 'Park and Stride');
- Qualitative data was supportive of a greater impact of WOW than short-term initiatives like Walk to School week or month;
- Both pupils and teachers were very positive about the scheme as a whole, reporting that it was popular with pupils and staff;
- There were mixed views about whether pupils were correctly and honestly reporting journeys. Most participants reported some issues with pupils misreporting. This may be mitigated to an extent in some classes through peer pressure if classmates knew that an incorrect report had been made;
- Many staff reported that they did not feel very comfortable with pupils who have no option to travel actively to school being ineligible for a badge reward each month and that they had or would let all pupils be given a badge; and
- There was insufficient evidence to report on any specific impact relating to traffic congestion, health inequalities, curricular links in line with Curriculum for Excellence or road safety. Further research would be required to draw any conclusions on these.

The evaluation also made a number of recommendations, including:

- Introduction of class rewards (or prize draws) for the quality and completeness of recorded data to ensure that there is still the potential for a reward for pupils who cannot walk to school and to encourage regular recording;
- When pupils go for a walk after reaching school, it should be recorded separately, on the interactive whiteboard, and not as Park and Stride. Further consideration should be given as to whether such pupils should be given the same reward as those who have travelled actively, or something different, so as not to undermine the active travel goals of the scheme;

- Alternative rewards to badges should be considered for future years of the scheme to maintain levels of pupil enthusiasm; and
- Further clarification should be provided to schools and pupils on what the criteria are in terms of how far away a pupil has to be dropped off in order for a car journey to school qualify as 'Park and Stride'. This advice may need to be specific to each school in order to be meaningful for pupils.

Walk to School Week (Living Streets) is an annual week-long event held every May in celebration of the walk to school. The challenge is for everyone, where possible, to walk (or cycle, scoot/skateboard, park and stride) every day during Walk to School Week. It is supported by a number of themed activities to encourage/maintain interest with 'Walk on the Wild Side' being the theme adopted for 2016 and integrated learning about animals and wildlife into activities. Living Streets reported that 40,000 packs with themed diaries were issued in May 2016, achieving a coverage of 1 in 9 pupils.

Figure 4.4 summarises key information about the Walk to School Week in Scotland from 2013. This suggests a positive impact in terms of more travel by active modes being sustained beyond the actual week of activities.

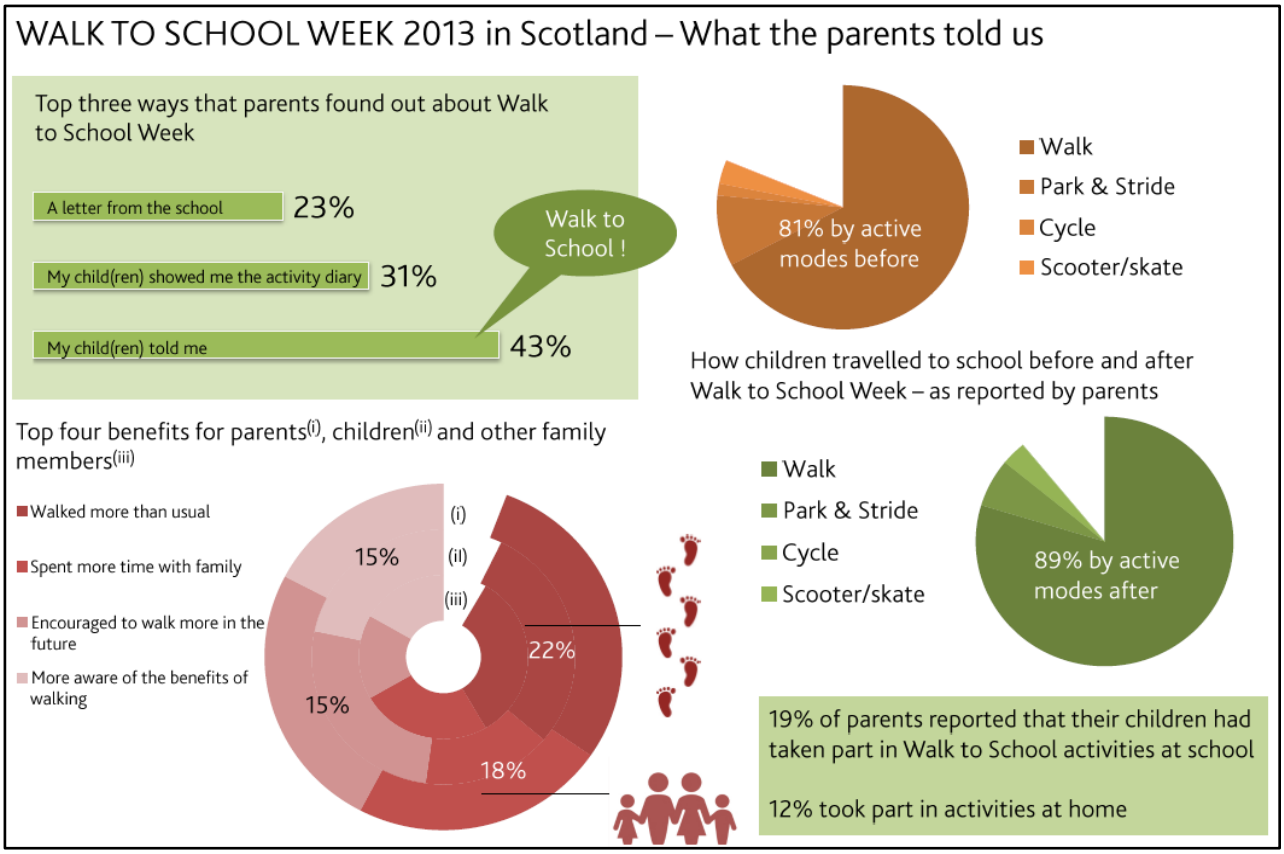


Figure 4.4 Walk to School Week 2013 in Scotland (Living Streets, 2013)

During Walk to School Week, a Walk of Fame now also takes place during as well as the week before and after Walk to School Week. This has been developed to provide inter-school competition and proven to have impact in terms of promoting increased levels of active travel and to have a long-term impact in maintaining levels. Travel Tracker activity has shown a marked increase in levels of participation, with instances reported by Living Streets of 50% of the school role recording travel beforehand increasing up to 80 to 90% during Walk of Fame.

A short follow up survey about Walk of Fame was undertaken by Living Streets in 2014 and issued to participating schools with 17 responding. Key findings noted:

- There was strong support for the initiative in terms of raising awareness and driving up walking rates;
- It was viewed as a positive addition to the standard WOW programme;
- A longer-term impact in maintaining engagement at schools using Walk of Fame as indicated by the number of pupils recording their mode of travel to school each day on the Travel Tracker. Participation rates increased by 29% from 14% in April to 43% in June in Walk of Fame Schools while rates rose by 14% from 11% to 25% in non-Walk of Fame schools over the same period; and
- Travel Tracker data indicated that schools taking part had on average 11.8% lower active travel rates compared to non-Walk of Fame schools at the start. This subsequently decreased with both Walk of Fame and non-Walk of Fame schools increasing their active mode share by 7.3% and 4.8% respectively.

I-Bike (Sustrans) is an intensive pro-cycling curriculum linked programme to schools in Scotland which takes the form of a variety of activities and competitions throughout the academic year. In 2016 the programme has expanded and in excess of 160 schools are enrolled, covering 13 local authority areas. The overarching aim is to increase the number of pupils cycling to school and in leisure time. Specific aims are to counter the decline in cycling levels as pupils move from primary to secondary school and to recognise and support the different needs of boys and girls.

Core monitoring tools include pupil surveys, activity logs, parent and carer surveys, teacher and partner surveys and focus groups. Based on data collected in I-Bike schools during the 2014-15 school year across the five participating local authorities (City of Edinburgh; Perth and Kinross; Fife; East Dunbartonshire and Dumfries and Galloway), pupil survey figures showed an increase in the number of pupils cycling to school following engagement in I-Bike:

- Increased regular cycling to school over a one-year period (3.1%), a finding supported by pupil surveys, parent and carer surveys, teacher surveys and partner surveys; and

- Over a two year and three-year period regular cycling increased from 11.5% to 13.4% and 12.1%, respectively.

Reported results suggest that the aim to increase active travel to school was addressed in I-Bike schools with:

- The number of pupils travelling to school by an active mode increasing after one-year of engagement with I-Bike (2.3% increase); and
- A reduction in the number of pupils being driven to school after one-year of engagement (2.2% decrease).

I-Bike officers have developed a number of activities which meet the aims of the project and are focused specifically on encouraging more girls to cycle to school. Pupil survey results indicate:

- Increased regular cycling levels to I-Bike schools by both female and male pupils by 2.6% and 3.7% respectively; and
- Increased active travel to I-Bike schools by both female and male pupils by 2.4% and 2% respectively.

Results from 2013-14 showed similar positive results. Figure 4.5 summarises key headlines of the programme over this period.

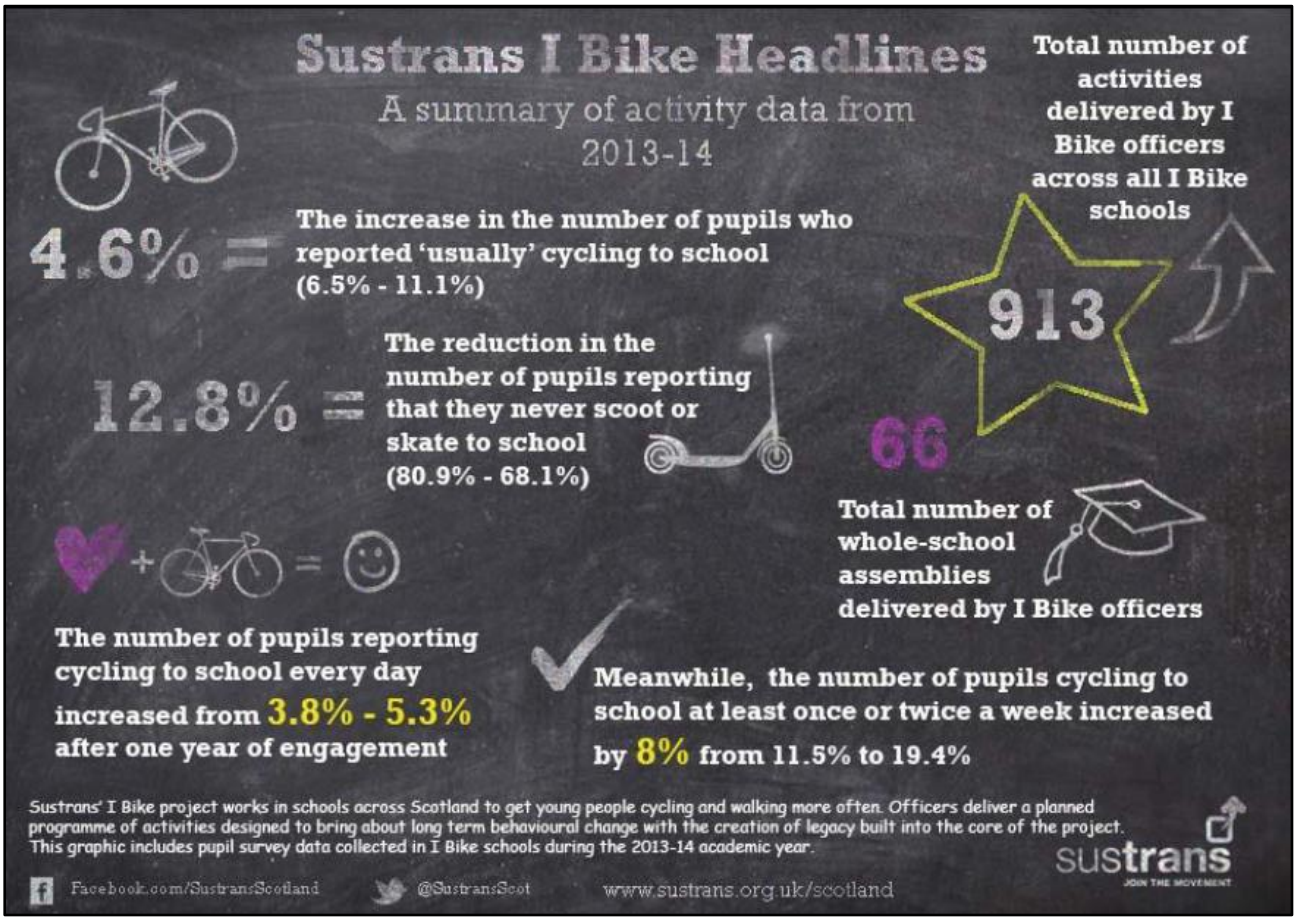


Figure 4.5: Sustrans I-Bike Headlines (Sustrans, 2015)

Give Everyone Cycle Space (Cycling Scotland) is a road safety campaign asking drivers to give space to people on bikes, regardless of age or ability, with a focus on overtaking as the key message. The campaign works at a national and local level. At a national level, the Give Everyone Cycle Space message is visible on buses, bus shelters, billboards, online and on television. Locally, Cycling Scotland is working with 14 local authorities to deliver a range of activities including route planning workshops, lesson planning, led rides between primary and secondary schools and a cycle to school competition.

The campaign is primarily aimed at people in cars. Drivers are asked to be considerate of people on bikes and to give them plenty of road space when overtaking. There is also engagement with parents with the aim for them to see local activities in action and provide reassurance that the roads around their child's school are more cycle-friendly with the hope this will result in more children cycling to school.

Junior Road Safety Officers (Road Safety Scotland) is an education programme aimed at upper primary years and puts pupils in control of raising awareness of road safety issues within their own school and transport issues more widely through different activities such as a safety noticeboard, presentations to classes or assemblies and running school road safety competitions. In 2013, 74% of primary schools were participating in the JRSO initiative with activity tracked through the online ordering of resource material (e.g. JRSO personal organiser, prizes etc.).

Streetsense 2 is another core primary school resource, providing pupils with the opportunity to challenge and reflect on their own behaviour and attitudes. Both initiatives are aimed to help address real and perceived issues around road safety which can be a particular barrier to the uptake of more sustainable and active travel choices. Road Safety Scotland has also developed a range of options for teachers to engage primary and secondary school pupils in learning about road safety.

The Big Pedal (Sustrans) is an inter-school cycling and scootering challenge. On each day of the challenge schools compete to see who can record the greatest number of pupils, staff and parents cycling or scootering to school. Schools log their journeys on the Big Pedal website and are given a daily score to help mark their progress. During the Big Pedal 2016, 1,680 schools involving over 537,000 school pupils across the UK took part and recorded over 1.7 million journeys by bike and scooter in two weeks.

School Camps (Cycling Scotland) is an annual week-long residential camp targeted at S4 to S6 pupils to develop a project with a focus to promote cycling in their school which is complemented by certified bike maintenance, first aid and cycle training courses. On return to their school, pupils implement their project and are also encouraged to take part in wider activities such as led rides for pupils at feeder primary schools. S3 pupils have been included in some schools to extend the involvement period before pupils leave.

The School Camps are organised by Cycling Scotland and communicated to schools via local authority Physical Activity Lead Officers (PELOS). Schools are invited to participate in a competitive process where project ideas to encourage fellow pupils to cycle to school are short-listed. Between 10 to 15 schools are invited each year to attend a residential camp in the October school holidays.

At the camps pupils further refine and develop their project idea which can range from purchasing and managing a bike pool for PE lessons to the mapping of cycle routes in the local school community. Each attending school is awarded grant funding to deliver their project. Pupils also gain a variety of qualifications during the camp, including First Aid training, Cycle Maintenance as well as certified Cycle Trainer Assistance accreditation.

At the end of the camp the pupils return to their school and implement the plan with progress monitored over a 6 and 12-month period by Cycling Scotland to see how things are progressing. Staff awareness and involvement is integral to the delivery of projects at the school level.

The camps aim to create a ‘Cycle Hub’ within each school with participating pupils returning to their school as Cycle Champions. Pupils are also encouraged to transfer their learning into the wider school community through, for example, assisting with the delivery of Bikeability in feeder primary schools. The programme also helps continue the cycle training work from primary schools. ‘Peer to peer working and ownership’ is integral to the programme and a key success factor.

Uptake of the programme by schools is not on a Curriculum basis, although some schools have embedded the programme into their learning. Rather the programme is promoted to offer wider learning and life skills, such as providing pupils with skills and experience to support UCAS applications and the basis for volunteering opportunities through the cycle training qualification which contributes towards award schemes such as the Sports Leader and Duke of Edinburgh.

In terms of impact, this is a relatively new initiative (entering its third year). Post-camp surveys have found that 72% of participants said they would cycle more frequently as a result of the camps, however the major impact of the Camps should be found in the success of the projects implemented by participants at their respective schools. Of the schools that have participated, follow-up progress is tracked as they deliver projects to make their school more cycle friendly. In addition to positive feedback received by participants on the courses, the progress of schools is monitored through the Cycle Friendly Schools Award and via HUSS. Ten of the participating schools have gone on to attain Cycle Friendly Secondary School Awards.

School Recognition Awards

Cycle Friendly Schools (Cycling Scotland) is a nationally recognised award which is open to every school in Scotland and designed to provide best practice guidance in the provision of facilities for those cycling to school as well as a form of recognition to incentivise schools (including staff, parents and volunteers) around Scotland committed to increasing cycling in schools and for it to become part of the school's culture. To achieve Cycle Friendly School Award status, it is a requirement for primary schools to deliver Bikeability Level 2 training. Over 300 Cycle Friendly School awards have been made since 2008. The award is valid for three years. There are currently over 150 schools with a Cycle Friendly Award which is due for re-assessment between 2016 and 2019.

The application process involves online registration by the school of their interest and completion of an online assessment. Following this, Cycling Scotland provide recommendations prior to visiting a school where required or proceed directly to set up the next step and then undertake a school visit to carry out a short assessment and provide support if needed. If a school is successful in achieving Cycle Friendly status a framed certificate is issued in recognition. The award status is reassessed after three years. Through this process some direct contact is established between Cycling Scotland and individual schools, but the local authority would also be involved so they are aware of the school's involvement in the scheme.

In terms of impact, mapping of participation undertaken by Cycling Scotland with HUSS data indicates there is approximately a 3% difference in levels of cycling between a Cycle Friendly School and one which doesn't have the award. In

providing this figure, it was noted that attributing the specific contribution of individual measures to mode change is difficult, and it is more likely a combination of different measures which combine to result in a positive impact.

Sustainable Travel Accreditation and Recognition for Schools (STARS) was a three-year European project supported through the Intelligent Energy Europe programme. The City of Edinburgh Council was one of nine implementation partners with one common goal: to increase the number of pupils cycling to and from school, who would previously have been escorted by car. Wider impacts in terms of congestion, health, environment and learning were also acknowledged.

The initiative was different to many previous programmes because it centred on the principle of recognition. Schools can work their way up an awards scale from bronze to gold star accreditation, based on how much they are doing to promote cycling (and other modes) and the mode shift they achieve. In Edinburgh a total of 11 secondary schools were engaged across 3 school years and 36 primary schools across two school years. At a programme level, a review of the impact of STARS reported:

- A 5.7% modal shift from motorised modes to active modes of transport at primary schools;
- A 8.8% modal shift from motorised modes to active modes of transport at secondary schools;
- 436 ton CO2e saved by 191 Primary STARS schools in 2013-15;
- 458 ton CO2e saved by 71 Secondary STARS schools in 2013-15; and
- 894 ton CO2e saved by all STARS schools in two years and 447 ton CO2e saved per year.

Other conclusions and key findings reported noted:

- Incentives: the positive effect of rewards in generating the desired change in behaviour. Rewards which support the goal of the activity are desirable;
- Competition: the added element of a competition can lead to an increase in motivation and achievement, and should seek to recognise all that are making a switch from car use towards other sustainable modes;
- Teacher workshops: create a network of teachers and key stakeholders to share experiences, lessons learnt and challenges across the network.

A different scheme, National STARS School Travel Awards, operates for schools in England. Any type of school is eligible to work towards achieving accreditation with the only requirement being a commitment to supporting cycling, walking and other forms of sustainable transport. Accreditation is on a Gold, Silver and Bronze basis. In the first year of the National STARS School Travel Awards, 346 schools achieved STARS accreditation in 2015 which represented a 37% increase in the number of accredited schools nationally compared to 2014. In total, 406 schools nationally have been accredited since the inception of the award scheme.

- Between 2013-14 and 2014-15, average cycling levels for all STARS accredited schools increased from 3.7% to 5.1%, an increase of 38%;
- STARS accredited schools reduced car use by an average of 16% between 2013-14 and 2014-15; and
- Average walking levels for schools that have achieved STARS is significantly above the national average of 46.9%.

Infrastructure

Safer Routes to School is a single year grant scheme for active travel infrastructure associated with school travel in Scotland. The scheme is managed by Sustrans and has been running since 2013 with the aim to:

- Create infrastructure that encourages people to cycle, walk or use another active travel mode as their preferred mode of travel for everyday journeys;
- Meet the needs of communities – provide communities with the opportunity to shape their local environment and link the places people live in with the places they want to get to;
- Encourage innovation – support partner organisations in raising the standard of infrastructure for walking and cycling in Scotland;
- Encourage place-making which facilitates greater use of public space and higher levels of active travel; and
- Create an enabling environment for active travel.

A budget of £1 million is available for the 2016/17 Safer Routes to School Fund. Funding awards for individual projects usually range between £10,000 and £300,000, however there is no limit on how much funding is available for a single organisation or for a single project. Safer Routes to School funding can provide up to 50% of project costs, with other sources to provide the additional funding required.

A review of the Links to School programme undertaken by Sustrans in England highlighted:

- Safer routes for walking and cycling can substantially increase the numbers of children walking and cycling to school - more than half of children counted using Links to Schools routes were recorded during school commuting times;
- Safer routes for walking and cycling that serve schools can also make a major impact on local travel patterns in the communities through which they pass - route user surveys undertaken to monitor Links to Schools schemes suggest that the routes are used for a diverse range of journeys;
- The combination of infrastructure with soft measures, such as Bike It, can serve to further enhance route usage, and to lock-in the benefits; and

- The effect of a safer route extends beyond the school journey with occurrence of a growth in commuting and leisure usage as well as school travel, suggesting the wider effect of the Links to Schools scheme.

School Streets is a scheme which involves the prohibition of vehicular traffic on streets within proximity to schools during the school travel period with the aim to:

- Increase walking and cycling and more active and healthy lifestyles for pupils and parents/carers; and
- Reduce traffic speed, congestion and pollution around the school gates.

Schemes are administered through Traffic Regulation Order (TRO)s. Permits are issued to residents, local businesses, Blue Badge holders and other permitted vehicles, such as emergency services, exempting them from the prohibition.

East Lothian Council was the first local authority to introduce School Street TROs in Scotland. Following a pilot, the scheme was made permanent at three primary schools in Haddington in 2015 and a further pilot is under trial in Dunbar.

The City of Edinburgh Council (CEC) has also implemented a School Street Pilot. Six primary schools were included in the first phase introduced in October 2015 and the second phase introduced in March 2016 and involving three further primary schools. An Experimental Traffic Regulation Order (ETRO) was advertised and progressed for each school to enable the legal restriction of motor vehicles on relevant streets. As part of the Pilot, the schools spent a term using Living Street's WOW resources that encourage pupils to walk, scoot and cycle to school.

The findings of an evaluation of the Pilot were reported by CEC in August 2016. The aim of the evaluation was to determine the success or otherwise achieved through the Pilot, and to inform a decision on whether to progress a permanent TRO at each location. The evaluation comprised 'before' and 'after' surveys including vehicle speeds and volumes, perceptions (including pupils, parents, teachers and residents as well as wider stakeholders such as Police Scotland and local community councils).

Key findings reported included:

- An average speed reduction of 1.2mph across School Streets and surrounding streets;
- Improvement in air quality in all streets;
- An indication of an increase in the number of children walking to school by 3% alongside a 6% reduction in the number of children being driven and 2% increase in Park and Stride, although cycling reported a 1% drop;
- Improved perceptions of safety associated with the restrictions; and
- Improved perception of motorist compliance, especially amongst residents with a reduction in the level of perception that the restrictions are a difficulty.

Key lessons learned highlighted in the evaluation, include:

- School streets which act as a through road are more challenging and resource intensive to deliver and enforce; and
- There needs to be strong ongoing commitment from the school and school community.

The evaluation also identified road layout and enforcement related-issues which in turn informed recommended revisions and additions to the selection criteria, including:

- 'Good infrastructure (i.e. surrounding streets can accommodate displaced traffic movements)' amended to 'good infrastructure provision: peripheral streets can accommodate displaced traffic movements, and contain appropriate parking capacity';
- Schools are willing to formally sign a written commitment to ensure that they will pro-actively promote the scheme to parents, regularly ascertain pupil travel data and facilitate the gathering of views from parents/the school community;
- Peripheral streets can safely enable new 'Park and Stride' movements via appropriate footways and crossing points;
- School Streets have little by the way of alternative trip attractors (i.e. homecare, doctors) that necessitate increased vehicle exemption permits; and
- School Streets offer sufficient space and visibility options for prioritising signs (entry and potentially internal repeater signs).

20MPH Speed Restrictions - Local authorities have a number of options available when considering introducing a 20 mph speed restriction, namely:

- 20 mph speed limit zones;
- 20 mph limits; and
- Variable and part time 20 mph limits.

New guidance (*Good Practice Guide on 20MPH Speed Restrictions*) on implementing 20 mph speed restrictions was published by the Scottish Government in 2015. The Guide aims to provide clarity to local authorities on the options available to them and aid greater consistency on the setting of 20 mph speed restrictions throughout Scotland. It also aims to encourage local authorities to set 20 mph speed restrictions, where appropriate.

The guidance highlights good practice case studies, including Fife Council. In 2003 the Council's Environment and Development Committee approved a strategy to roll-out 20 mph speed limit zones in Fife. This was accompanied by a decision to put mandatory 20 mph limits around all schools. As the initiative progressed, the strategy was adjusted to include all residential streets and the roll-out of 20 mph speed limit zones to almost all urban residential streets in Fife is now almost

complete. An evaluation of the 10-year programme is on-going. Before the introduction of lower speed limits 50% of traffic did not exceed 25 mph, after surveys indicate that 83% of traffic does not now exceed 25 mph.

In March 2012, the City of Edinburgh Council introduced a 20mph Pilot, the outcomes being reported in August 2013. Changes to vehicle speeds and volumes, road traffic incidents, and the attitudes of residents to walking, cycling, and the local environment were considered within the Pilot area through 'before' and 'after' surveys. The surveys showed:

- The speed surveys demonstrated that the 20mph speed limit resulted in an overall positive drop in speeds in the majority of cases and an average of a 1.9mph reduction;
- The lower vehicle speeds can be expected to also reduce the number and severity of collisions;

The main benefits of the Pilot, as viewed by residents, (in priority order) concerned safety for children walking around the area, safety for children to play in the street, better conditions for walking, less traffic accidents and better cycling conditions. Specific benefits of particular note to this study, include:

- The proportion of children (all school ages) walking to school increased marginally from 63% to 65%;
- The proportion of children (all school ages) cycling to school increased from 4% to 12% in the 'after' survey; with increases notable amongst older primary school age children cycling to school (from 3% to 22%).

In January 2015 it was announced that 20 mph limits would be introduced to all residential streets, main shopping streets, city centre streets, and streets with high levels of pedestrian and/or cyclist activity. The Speed Limit Order to support 20mph speed limits was approved by the Transport and Environment Committee in January 2016 with phased roll out commencing from summer 2016.

Programmes

The **Smarter Choices, Smarter Places** (SCSP) initiative was established by the Scottish Government and COSLA in 2008 to combine measures to encourage travel behaviour change, with infrastructure and service improvement investment to encourage more people to reduce their car use in favour of more sustainable alternatives such as walking, cycling and public transport. Seven pilot areas received funding under the programme, and implemented local programmes between 2009 and 2012. These were Barrhead, Dumfries, Dundee, Glasgow East End, Kirkintilloch/Lenzie, Kirkwall and Larbert/Stenhousemuir. The total spending of £14.7 million was used to influence wider programmes in health, regeneration, roads, transport, and land use planning. Provision of new infrastructure and services accounted for two-thirds of the funding, and promotion, organisation and management activities accounted for the remaining third.

A range of initiatives were supported by the programme. This included school based activities, with nearly all of the SCSP projects including cycle training in schools. Table 4.1 shows the change in mode share for different journey purposes in each of the Pilot areas between 2009 and 2012. In summary, the SCSP programme can be associated with an increase in active modes (especially walking) for the journey to work, to education, visiting friends and family and to a lesser extent shopping trips. Car reductions were especially strong for education and visiting friends and family.

In 2015/2016, a wider roll out of behaviour change initiatives was undertaken, in partnership with local authorities and with Paths for All administering the programme. The Scottish Government made £5 million available to encourage less car use and more journeys by foot, bicycle, public transport and car share. Funds were allocated on a population basis to local authorities. Of the £5 million available, approximately £660,000 was provided specifically to fund SCSP activity in schools across 17 local authorities. A further £5m in SCSP funding has been awarded in 2016/2017.

A range of activities were implemented during 2015/2016 and an evaluation is currently in progress. From a school perspective, funding awards were used by a number of local authorities to deliver the initiatives outlined in this section. Other interventions include Personalised Travel Planning (PTP), route assessments, social medial marketing, education workshops and in-school engagement as well as tailored one-off events.

Table 4.1: SCSP - Change in Mode Shift by Journey Purpose (Scottish Government, 2013)

		Walk	Bicycle	Bus	Car Driver	Car Passenger
To work	Barrhead	+11.3	+3.3	-2.2	-18.1	+6.8
	Dumfries	+2.5	+2.7	+1.1	-2.9	-3.8
	Dundee	-7.6	+1.2	-1.3	+5.2	+0.5
	Glasgow EE	+9.4	-0.7	+0.8	-11.7	+2.5
	Kirkintilloch/Lenzie	+0.4	+0.5	-7.3	+5.6	+4.2
	Kirkwall	+4.0	-0.9	-0.5	-1.9	+0.3
	Larbert/Stenhousemuir	+11.8	0.0	+3.1	-13.0	-2.0
Education	Barrhead	+15.0	0.0	+4.8	-18.8	-5.5
	Dumfries	+29.4	0.0	-5.5	-14.6	-9.3
	Dundee	+15.9	+1.0	-14.9	-6.6	+4.6
	Glasgow EE	+14.2	0.0	-6.5	-5.1	+6.5
	Kirkintilloch/Lenzie	+0.5	0.0	+8.5	-14.1	+5.1
	Kirkwall	-10.7	0.0	+1.5	+9.8	-2.1
	Larbert/Stenhousemuir	+26.6	0.0	+2.7	-28.8	+2.9
Shopping	Barrhead	+11.4	+0.7	+1.5	-15.7	+1.4
	Dumfries	+1.9	-0.2	+4.1	-1.9	-4.9
	Dundee	+4.0	-0.2	-3.5	-8.5	+6.1
	Glasgow EE	-1.3	-0.2	-2.0	+2.3	+2.4
	Kirkintilloch/Lenzie	-8.9	+0.7	+16.4	-5.3	-1.5
	Kirkwall	-1.2	+1.1	-2.2	-0.8	+1.6
	Larbert/Stenhousemuir	+27.1	-0.2	-3.2	-14.0	-9.7
Leisure	Barrhead	+20.8	-1.1	-1.1	-31.2	+3.3
	Dumfries	-2.2	+1.1	-4.7	-0.6	+4.8
	Dundee	+5.1	0.0	+0.6	-9.4	+2.4
	Glasgow EE	-1.6	-0.7	-4.2	+5.6	+2.4
	Kirkintilloch/Lenzie	-9.6	-0.5	+28.4	-25.0	+6.8
	Kirkwall	+0.3	-1.6	+1.7	+3.5	-0.9
	Larbert/Stenhousemuir	-3.5	+1.0	+2.4	-4.2	-0.2
Visiting Friends and Relatives	Barrhead	+14.0	-4.0	+10.1	-16.1	-5.1
	Dumfries	+14.0	+2.4	-0.5	-18.6	+3.3
	Dundee	-2.5	+2.9	-1.7	-5.7	+3.8
	Glasgow EE	+20.6	0.0	-12.6	-0.9	+1.2
	Kirkintilloch/Lenzie	+21.9	+0.9	-8.8	-12.2	+2.2
	Kirkwall	+0.8	-0.8	+2.2	-6.9	+3.3
	Larbert/Stenhousemuir	+35.4	+1.7	+1.2	-35.7	-3.4

2009 & 2012 travel diary samples (weighted) used as the base to calculate changes. All figures are rounded to the nearest 0.1 percentage points.

Curriculum and Wider Programme Linkages

Curriculum for Excellence (CfE) is founded on the principles of a coherent, more flexible and enriched curriculum for 3 to 18 year olds in Scotland, and based around six levels – Early, First, Second, Third, Fourth and Senior. This approach provides opportunities to integrate different programmes into classroom learning, including initiatives with a transport theme. A number of the school based initiatives described above, such as Bikeability, WOW and JRSO, are complemented by classroom/teacher packs with suggested lesson plans linked to CfE. Examples of wider learning programmes include:

- **Eco-Schools Scotland** - offers schools a choice of ten topics with litter a mandatory topic and two others chosen by the school, including a transport topic which aims to educate the school and community on sustainable transport options. The Eco-Schools Award scheme has three levels: Bronze Award, Silver Award and Green Flag Award. A curricular audit is a requirement at Green Flag Award level for all secondary schools and schools with secondary departments.
- **Clear the Air** - an educational programme targeted at 12 to 15-year old school pupils in Scotland with the intention to raise awareness of air pollution. The programme is designed to fit in with CfE and provides hands-on experience of air quality monitoring and assessment, including how changes in travel behaviour can have a positive impact on air pollution.
- **Switch Off and Breathe** - an East Central Scotland Vehicle Emissions Partnership initiative which involves the Scottish Government, East Lothian, Midlothian, West Lothian and Falkirk Councils, with a remit to encourage road users to improve their environment by providing free educational events within east central Scotland. The East Central Scotland VEP provides a range of resources and information on air pollution for schools in the area and also a range of services to discourage vehicles idling around schools, such as signage.

Effectiveness of Scottish Initiatives

The Scottish Executive (2002) carried out a comprehensive study to review research on the factors affecting school travel and the effectiveness of school travel initiatives designed to address obstacles to efficient school travel. In terms of effectiveness, the study reviewed school travel initiatives, including public transport initiatives, infrastructure improvements and school travel plans. Community based approaches with safer routes to school initiatives were found to be the most effective ways to ensure successful schemes and to build community ownership for the travel planning process. This review emphasised how success of initiatives depends on local circumstances, for example, the positive features of using bus travel from international research are not reflected in the way that bus travel is used and perceived in Scotland. Finally, this review identified the need for further research, both to understand why there are not more community based safer routes to school schemes being implemented and the need for robust analysis when evaluating initiatives to provide transferrable lessons.

Summary

There are a variety of school travel initiatives in Scotland with the overarching aim to encourage more travel to school by active and sustainable options, including walking and cycling as well as scooting/skateboarding, park and stride and public transport. Initiatives are wide ranging in the sense that they cover training, behaviour change/awareness raising and infrastructure elements as well as reward based recognitions. This combined offering provides a complementary package of

initiatives and where evaluations have been undertaken, findings suggest a positive impact in terms of encouraging more active travel with the potential opportunity for further analysis to ascertain the impact of initiatives.

Chapter 5 - Scottish School Travel Initiative Delivery

Introduction

In Chapters 5 to 8 the main themes identified through interviews with school staff, parents, pupil focus groups and discussions with local authority officers as well as other delivery partners are drawn together. In this chapter the school travel initiatives available to pupils, including views and key success factors are discussed alongside the travel patterns of participating pupils.

Travel Patterns

Mode of Travel

Through the case study identification process schools were identified where pupils travelled actively and teachers were asked to select a mix of pupils who already travelled actively, or who didn't but had the option to do so.

Of the pupils involved in the mini focus groups, the majority of primary school pupils travelled by walking or cycling if they lived close enough to school or by car if they lived further away. A few used public transport, primarily bus. Distance, convenience and time were particularly recurring themes in terms of the reasons for mode choice with the balance of family life and work commitments apparent.

Overall, for the majority of primary pupils the weather did not seem to make a significant difference to travel patterns. Some did, however, say they would get a lift if it was raining or snowing, and some said that they would park and stride instead. Similar sentiments were noted at the secondary schools, however, some also noted that the weather, or indeed the time of year would impact upon the route they took to school, although the mode would remain static.

"It depends on the time - if there is plenty of time it doesn't matter how you travel. On the days I work it is easier if I drive you half way and then you walk to school." (Primary School Parent)

"If I can drop you at ten to nine at school, I can go straight away to work..." (Primary School Parent)

"Depends how we are doing for time. If it is bad weather, we take the car." (Secondary School Parent)

"Live close / too far from the school." (Primary/Secondary Parents)

"When it's starting to get darker mornings I walk a different route, I walk round the main road where it's lighter." (Secondary Pupil).

Other wider factors with an influence on travel to school which resulted in different modes being used on different days included which parent the pupil was staying with if their parents were separated. Furthermore, the preference of their childminder was also a factor as well as whether or not pupils were going to a breakfast and/or after school club.

On reflection, there was variation in how the pupils travelled when they were younger with no apparent trend in characteristics. In some schools, pupils had always walked while some now travelled by bus rather than car or took part in mixed mode travel i.e. park and stride.

For secondary school pupils involved in the case studies there was generally more motorised travel with a mix of car, school bus and scheduled bus where pupils lived far away. For pupils living closer, walking was common. Choice of mode by secondary pupils was primarily a reflection of distance involved and related wider catchment areas, particularly at the denominational and independent secondary schools with greater school bus activity and provision.

At the secondary schools with larger catchments, pupils tended to comment they travelled to school more actively when younger where their primary schools were closer. For some pupils there was no change in the way they travelled, with the primary school being co-located on the same campus as their secondary school. Some of the secondary pupils noted they generally travelled to school by car if attending the primary section, and by walking, cycling or scooting where they had attended a different primary school which was generally closer to their home.

In discussions, the fall-off in cycling activity between primary and secondary school year groups was commented on across different school settings. At one school it was commented that *"According to the high school there's a massive drop-off from all the children cycling in primary. It's suddenly not so cool to cycle to school. So we want to try and encourage it as much as possible."* (Primary School Staff).

Reasons shared by pupils for cycling less at secondary school were related to practical factors and also touched on wider lifestyle aspects, including:

- Having too much kit to carry for extra-curricular activities such as music and sport and textbooks;
- Having more activities to choose from now and more things coming into their lives, as well as more homework to do which displaced cycling;
- Not wanting to arrive at school tired or hot/sweaty;
- Not being able to listen to music or talk to your friends, but which you can do when walking to school;
- Insufficient infrastructure and unsafe surrounds, for example being outside the town's limit for street lighting, not having to worry about dealing with traffic on the road;

- Having no lock for their bike; and
- Outgrowing their bike and this not being replaced.

Initiatives to address the attrition in cycling were being actively implemented at the case study schools. This included the I-Bike programme led by Sustrans and also bespoke local authority/school initiatives. These local level initiatives included led rides to let primary pupils explore different routes they could use to cycle to their new secondary school and in-classroom workshops to support pupils in planning their school journey after moving from primary to high school, including options for routes to cycle. Other local initiatives included:

- School Cycle Clubs;
- Pool bikes at schools to enable all pupils to participate in Bikeability training;
- Participation through the school in leisure based cycling activities such as the mini-Etape as part of the wider Active Schools programme in Perth and Kinross; and
- Links with local bike shops for cycle maintenance, including in-school workshop sessions.

Pupils and parents identified different measures which could potentially encourage more active and sustainable travel to/from school. These included:

- More on-road bike lanes;
- Scheduled bus services on routes and timetables with more flexibility to align to the school day;
- Subsidised public transport for school pupils with the example of Northern Ireland cited where there had been consideration to give school pupils free travel passes;
- School location and distance from home;
- A later start time at school to remove the need to have to get up earlier to walk and cycle.

The increasing occurrence of scooting was highlighted by school staff and stakeholders and attributed to some as scooting is considered as quick as cycling, but as safe and as off-road as walking. The legal aspect of children cycling on pavements was also raised as a potential factor in the move towards increased scooting. Where complaints had been received by schools, good etiquette such as ringing your bell was emphasised at school assemblies.

In terms of staff travel, there was a mix between staff who drove and those who walked if they lived nearby. Distance was in part a factor with staff not necessarily living close to where they worked.

Travel Time

Travel time to school for the primary pupils generally varied between a few minutes to 15 minutes. One pupil did remark they walked an hour to school every day, saying that there were too many main roads to cross to come by bike. This length of journey time by motorised and non-motorised mode was, though, in the minority.

Across the schools, primary pupils tended to travel to school with somebody - a parent, sibling(s), friend(s) or a mixture. Some pupils did travel alone, although this was the minority. For some pupils, parents were noted to double-task the school run with, for example, walking the family pet or to also drop-off a younger sibling at nursery.

Journey times for secondary pupils were more varied, ranging from a few minutes to over an hour in both urban and more rural settings. One pupil commented that they knew someone who travelled two hours to school. Similarly, distance varied from a few metres to over 50 miles with longer distances and journey times more prevalent in circumstances where attendance at the school had been a conscious decision of the parent. For the majority of secondary pupils, the journey to school involved travelling with their sibling(s) and/or friend(s), although pupils using scheduled public transport tended to travel more on their own.

Travel Choices

Distance was highlighted as a key factor in determining how the school journey was undertaken with pupils highlighting that they lived so close to their primary school that there wasn't another option to walking. This was prevalent across different school settings. It was also commented that different travel options are needed for pupils who live too far away to walk, cycle or scoot to school. At a few of the schools, the local topography was also identified as contributing to mode choice and facilitating/hampering active travel. For example, the steep hill on approach to one of the schools in a more rural area was highlighted as less attractive for active modes and particularly for cycling. The reasons cited by pupils generally resonated with the findings reported by the Scottish Government's Travel and Transport report in 2014.

Travelling to school actively was viewed positively by both primary and secondary pupils, although both older and younger pupils did identify the need to get up earlier as a less attractive aspect. In terms of views on active modes and other options, pupils demonstrated high awareness of the health aspect of active travel in particular and to a lesser extent the environmental angle. Cultural attitudes are discussed further in Chapter 8.

One pupil living just outside the catchment for their school bus made the suggestion of pupils being able to buy a pass to travel on school buses rather than having to take scheduled public transport. This would have allowed them to travel with their friends rather than by scheduled bus or car on their own.

School Travel Initiatives

All primary schools visited took part in several of the national programmes, such as the Walk Once a Week, Bikeability, I-Bike, The Big Pedal and JRSO initiatives. Figure 5.1 summarises the involvement of the case study schools in different national level initiatives. This is reflective of recent activity, defined as what schools are doing now as well as initiatives they may have participated in over the past two years.

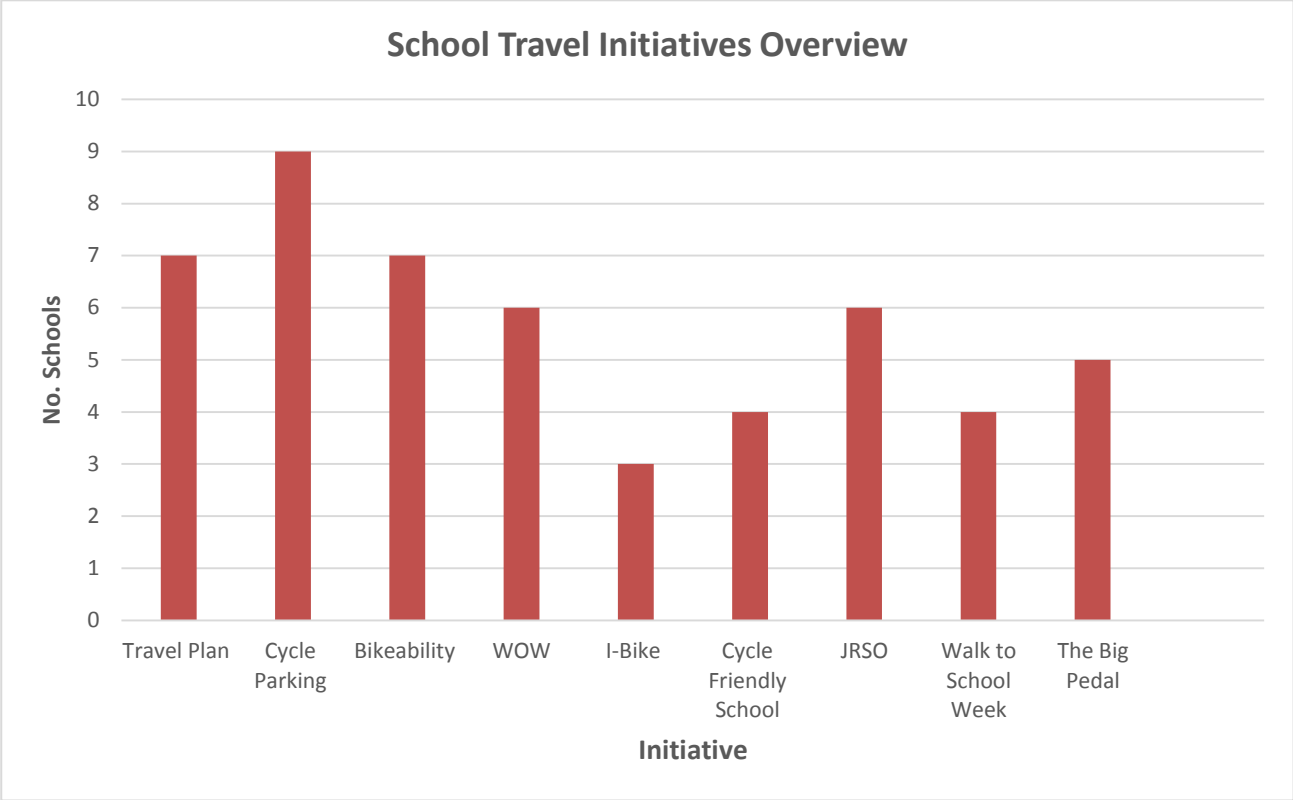


Figure 5.1: School Case Study - Travel Initiatives Overview

In addition to national initiatives, many of the case study schools also ran local level initiatives to encourage more sustainable travel by pupils. Examples included:

- **School Transition Workshops** – classroom based workshops where pupils are provided with maps, bus timetables and journey planning tools to plan how they could travel to their new secondary school. Follow up sessions are undertaken in the Autumn term once pupils have moved to their secondary school to see how they are travelling and provide information/remind them of other options where required;
- **Led rides** – primary school pupils are shown routes they could cycle to their new secondary school;
- **School residential trips** which include a cycling dimension;
- **Stroll and Roll** – introduced at one primary school to promote walking and scooting;

- **Play on Pedals** – provided within a number of the primary school nurseries, this aims to teach nursery children how to ride balance bikes or learn to ride pedal bikes without stabilisers;
- **Road Safety, Speeding and Parking Campaigns** – a number of the case study schools had also undertaken campaigns/initiatives/actions to tackle drivers speed outside the school, inappropriate parking by parents, and to reaffirm road safety to pupils; and
- **Participation/Supporting Community Events** – a number of schools also actively participated in local community based events such as cycle events and charity/fun runs, with both pupils and teachers taking part, and/or acting as stewards at events, and also assisting with the set-up and administration of these.

The delivery of initiatives at all participating schools involved collective working between the schools, local authorities and delivery partners. For some programmes the involvement of the delivery partner is arranged by the local authority, while for others there is direct engagement with the school such as the I-Bike programme. Initially there tended to be more hands-on input, but as programmes and initiatives establish they become self-sustaining with officer support at specific times, such as Bikeability training sessions and during Walk to School Week and Bike Week. Where funding is awarded, there tends to be formal working agreements in place, otherwise working relations are generally predicated on collaboration towards a common goal to reduce the number of pupils travelling to school by car.

In discussing the delivery of initiatives, one of the stakeholders commented that local authorities tended to operate different policies in terms of how they support and work with Independent schools in terms of promoting active travel. Some provide support as they would do in state schools in their area whereas others do not offer support for different reasons. In terms of this study, it was observed that the independent school had received support for cycle training in the past. It was felt by stakeholders that more consistency in the support offered and delivery would be of benefit to the implementation of initiatives.

The majority of primary and secondary pupils were receptive to both national and local initiatives to promote sustainable travel and thought they were good fun as well as also recognising wider benefits, particularly the health linkage. At one school, staff also commented on wider benefits around social well-being and the impact on classroom learning. The types of points made included -

"It helps you keep fit and learn more stuff." (Primary Pupil)

"I think it is a good idea [all of the initiatives], as they are sort of different." (Primary Pupil)

"I think they are really good because they help you to stay fit and help the environment." (Primary Pupil)

"It is healthy, it keeps him fit and it is good for him." (Primary Pupil Parent)

"Coming in in the morning [walking via a teacher led walking bus] particularly on a Wednesday and Friday the children are calmer…most definitely because they have had a chat, they love walking with the teachers as well…….so the whole school community is involved in it, the staff really enjoy that as well and the playground is calmer." (Primary School Staff)

"It's not just about the health, it's the social benefit as well, and the emotional health, you see the children who are quiet, reserved and whose parents have left to walk and you see their self-esteem building and their confidence building." (Primary School Staff)

For many initiatives, mode split and change was identified as the biggest focus of monitoring activity. The number of schools and pupils participating in initiatives is also a key performance related target for both delivery partners and local authorities.

Many of the primary schools in particular, implemented a variety of measures. Schools which had implemented more initiatives and particularly those of a regular ongoing nature and with tangible reminders tended to report higher levels of active travel recorded by the HUSS in recent years. This said, HUSS data for schools which reported they had actively sought to undertake direct activity in the past year to encourage more active travel also indicated a positive impact in terms of reducing car travel.

Research undertaken by Sustrans looked at the impact of four types of initiatives at a mix of primary and secondary schools in England and Scotland: school travel planning, I-Bike participation, Bikeability participation and cycle network infrastructure changes within 500m of a school. Impact was measured by an increase in the number of children regularly using an active mode of travel to get to school (drawing on the most recent available data at the time from 2013). The findings reported that all initiatives showed significantly higher levels of pupils cycling to school compared to schools without the initiative.

Furthermore, findings suggested that delivering multiple interventions at a school does increase the number of children using active travel over and above the impact of individual interventions. Unfortunately, however, there was no available record of when interventions occurred and therefore the analysis compared schools with no intervention versus those with, rather than looking at travel behaviour before and after interventions at specific schools. This was identified as a weakness of the study as it is possible that schools choosing to participate in revenue interventions may be more receptive to active travel.

The difficulty of attributing change to a specific intervention was also raised in discussions with stakeholders and it was felt that measures delivered in combination will have most impact at a cumulative level. The point was also made that in many instances cycling to school will not be practical, such as due to a wide catchment area or current road safety issues. However, promoting active travel at school through programmes should also have an impact on other trips pupils make outside the school setting and there is a need to establish effective monitoring of this as well as the school journey.

While the literature review suggests initiatives have a positive impact, detailed analysis of active travel mode share before and after new initiatives and/or significant investment in infrastructure would though be required at the schools and across a larger census of schools in Scotland to fully establish the extent to which measures can be directly attributed to observed changes in mode share. As noted, initial high-level analysis undertaken by Sustrans indicates that initiatives working in combination achieve greatest impact. Further, more detailed analysis of co-intervention delivery would also be of merit to understand the impact of initiatives implemented in combination.

"It is also important to look at outcomes more widely e.g. not just journeys to school but overall impact in terms of mode share." (Stakeholder)

"Schools that have larger teams often do cycling, safer active travel, Eco-Schools." (Stakeholder)

In discussing the initiatives, one of the secondary schools said they did not look to encourage pupils to cycle to school because of safety concerns associated with busy surrounding streets. There was also the view, shared by one of the secondary schools and also a parent, in that the promotion of walking and cycling mainly happens in primary schools, reflecting the need to start to embed behaviour from an early age as otherwise it would be a challenge. This raises a mind-set issue of relevance when considering measures at secondary years and the type of approach. This said, one of the schools with a co-located primary and secondary campus highlighted an 'all-through school' model and there was less of a 'well we do this in secondary' approach.

"…and by the time pupils reach secondary school they have really covered most things regarding sustainable transport." (Secondary School Staff)

"I don't think the [secondary] school can do too much about it, I think it has to be more the primary schools, but it's also about people's locations, and what the parents' jobs are, and whether parents are willing to do it [drop them off]." (Secondary Pupil).

"They should do something at an early age e.g. primary school kids as leaving it to secondary school kids, it will probably be too late." (Secondary Pupil Parent)

In terms of transferability, initiatives were noted by delivery partners to have been developed with inclusiveness and participation very much in mind, both at the school and pupil level. For example, the inclusion of park and stride in the WOW Travel Tracker allows pupils with a longer journey to school and/or living in more rural catchments to still take part. Also, some schools are looking to provide pool bikes with the dual purpose of supporting PE lessons and also cycle training. These characteristics were reflected in the case study schools with all primary schools reporting that they are currently implementing several initiatives, suggesting geography and socio-economic factors were less significant compared to the school culture to embrace active travel. In this sense flexibility is key to ensure initiatives can be implemented and are widely accessible irrespective of the school and wider community setting.

The presence of measures to directly promote active travel were less evident at the secondary schools, reflecting in part the focus of initiatives at younger pupils. This said, initiatives such as Cycling Scotland's School Camps and led rides, illustrate measures and direct linkages that can be provided to feeder primary schools in local communities. The training and qualification aspect offered by some initiatives is also felt to be of particular value to complement curriculum links and encourage broader interest by older pupils.

Most of the initiatives were considered by schools and local authority staff to be transferable, and indeed, many are already taking place at the regional or national level. Some more bespoke local measures were noted to be potentially less transferable, either because they were related to very particular local events or due to local characteristics of the school setting and surrounding infrastructure or topography. For example, the introduction of School Streets would not be feasible in all school settings, with the evaluation undertaken by CEC highlighting streets providing a through route being more of a challenge and resource intensive to implement and enforce. Streets which are also particular trip attractors for other purposes, such as providing access to a medical centre, are also problematic in terms of the number of vehicle exemption permits required.

School Travel Plans

The majority of schools visited had developed a School Travel Plan (STP), and typically the focus of this was on the pupil and parents travel behaviour, although often staff choices were also incorporated. However, these were promoted and communicated to parents to varying degrees, and also considered to have had differing impacts in terms of motivating behaviour change. For example, some schools felt the STP document itself had been helpful in providing a vision/ethos for the school and in encouraging parents to buy into this, whilst others felt that the STP itself had not been that useful but rather the behaviour change was driven by the initiatives that had been implemented and driven forward by the pupils and wider school community.

As noted in Chapter 6, at one of the schools the STP was identified to have been an important factor in facilitating measures to address parking issues at one of the case study schools. One school also commented they felt the STP was more effective for monitoring change rather than changing behaviours. This was somewhat echoed in the sentiment of a stakeholder who observed that for schools which have developed their STP the focus is on increasing active travel behaviour and monitoring activities. There was no strong indication that schools with a STP which was actively promoted resulted in notable differences in levels of active travel compared to schools without a Travel Plan or which don't actively promote their STP. This concurred with findings reported by the GCPH (2012) study. Other studies by, for example, Hinkson et al. (2011) have, however, found there to be a positive impact of STPs on increasing active travel. Evaluation of the Scottish Government's *Smarter Choices, Smarter Places* programme suggested that STPs were successful when they deliver practical benefits to participants like safe routes to schools (as well as sharing information and other targeting of initiatives).

In addition, it was observed by the research team that, even where STPs were in place, most schools were not active in monitoring/measuring the impact of these or behaviour changes, although most did note they participated in the annual HUSS and the Travel Tracker (as shown in the adjacent picture, Living Streets 2016), both of which should allow them to track travel behaviour and changes.

"Yes [we do have a travel plan] and most importantly [it is aimed at] our parents, to raise the profile with our parents." (Primary School Staff)

"It's [the travel plan] raised the profile, we walk twice a week to school, we walk on a Wednesday and a Friday and that's supported by the staff, we walk from the church in the village and on those days the traffic is much reduced." (Primary School Staff)

"I would say that it's the other things we do, both within the Curriculum and extra-curricular activities, that are more effective in changing behaviour." (Secondary School Staff)

"The way that we respond to traffic issues has evolved, but it's not been because of the Travel Plan, it has been because we have had to develop strategies to deal with specific issues. We've had safety issues, and externally imposed issues such as roadworks and nearby development works, and all of these have forced us to take additional measures to restrict traffic coming on campus or to control it." (Secondary School Staff)

One local authority had incentivised the completion of STPs through a monetary award. To receive this reward STPs should be up to date, action groups must meet regularly, a yearly school travel survey needs to be undertaken as well as participation in HUSS, and actions/targets are current. It was also suggested by one stakeholder at the local authority level that strengthening the guidance around STPs in terms of how to approach them and monitor activity would be of benefit. Guidance would help to provide a benchmark to achieve greater consistency and within a framework of graduated Travel Planning depending on where schools were

at and reflecting different priorities and needs taking account of school characteristics.

Sustaining Behaviour Change

There were mixed views from both pupils and parents regarding the impact of the various travel/behaviour change initiatives implemented in the case study schools. Levels of success were generally impacted by the different factors influencing how pupils travel the way they do. For example, distance to school and convenience were particularly important aspects.

"Do not make a difference…you walk/scoot to school no matter what." (Primary School Parent)

"The Big Pedal and Bikeability are really good, but I didn't think much of them as I cycle every day anyway." (Primary Pupil)

"The school will never be a place where everybody walks there and back to school, I have clubs and after school clubs and for me to be on time I have to get driven." (Primary Pupil)

"Yes, because you are conscious of the fact that if you do not walk you have to tell the teacher you did not walk." (Primary School Parent)

"It encourages children to cycle more, especially because your friends start doing it a little bit of culture builds up." (Primary School Parent)

"Definitely…they encourage me to think more about walking you and your brother to school." (Primary School Parent)

"On the day that pupils walk, there is a reduction in parking and car use around the school by parents." (Primary School Staff)

Campaigns/events were highlighted to have a particular impact on travel, but with normal behaviour often returning afterwards. It was also commented that initiatives and accolades which provide steps to build upon are more progressive and can be embedded at the school level compared to other initiatives which are more short-term/one-off.

"When there is an event, definitely more children are walking/cycling/scooting to school but after it is done the numbers fall away." (Primary School Parent)

"They only work during this particular week, because every other time people are going back to driving." (Secondary School Parent)

"There will be 'The Big Pedal' and loads of people will bring their scooters and bikes and then about 2 weeks after that they will be back in the car again." (Primary Pupil)

"It [a park and stride initiative] does well when it's promoted but then it's forgotten about, and in the winter months it's a disaster." (Primary School Staff)

"That's a brilliant initiative that we just wouldn't have the man-power to accommodate otherwise, but it's going to be a one-off, and that's not enough to make a habit change." (Primary School Staff)

"I think in order for there to be some kind of a habit change there needs to be an initiative that runs for a period of time." (Primary School Staff)

In terms of what is effective in sustaining change, initiatives which are ongoing with regular activity at the pupil level and with periodic events/competitions so schools 'feel they are part of something bigger' were considered to be key aspects. As well as the nature of the initiative, there also needs to be a continued push within the school community to ensure participation continues with the aim to increase this as active travel becomes more embedded within the school culture and ethos over time. Central to this is an internal champion and their commitment and enthusiasm to maintain momentum to achieve continued success and sustain participation in initiatives and corresponding levels of active travel. A review of school active travel initiatives in other countries, including Northern Ireland, Australia and Canada, also highlight the importance of champions within the school setting to sustain momentum to initiatives and travel by active modes.

Appropriate support is also required in terms of funding and resource locally. The importance of resources and school culture is further considered in Chapters 7 and 8.

Summary

Pupils involved in the research from the participating schools largely exhibited travel patterns reflective of national trends, characterised by a tendency for more journeys to be undertaken by active modes at primary school level and for bus to feature more in the travel of secondary pupils. Distance and associated catchment areas at the secondary schools were particularly reflected in mode choice. Home circumstances where pupils' parents had separated also had a bearing on travel. Across both primary and secondary schools, the weather was not a particular factor in terms of mode choice, although some pupils who walked/cycled did comment they would go by car or park and stride if it was raining or snowing, whilst others noted they altered their route (although not their mode) during the winter months.

There was variation between primary schools regarding how pupils travelled to school when younger. In some instances, car travel had been more prevalent, with those now walking/cycling previously having been driven, but in other instances active modes had prevailed throughout. Secondary pupils generally reflected that they had travelled more actively to school when at primary school.

At the majority of schools there had been active participation in national level programmes to promote travel behaviour change. The initiatives were well received and overall viewed positively across different school settings, although the difficulty in sustaining longer term impact was raised as a consideration. Active travel was also typically considered as good, providing health and environmental

benefits, as well as the opportunity to socialise with friends. Cultural and social attitudes are considered in more detail in Chapter 8.

Chapter 6 - Infrastructure and Planning

Introduction

This chapter considers the research findings in terms of the infrastructure and planning based themes emerging from discussions.

Infrastructure

Bike/Scooter Parking

Infrastructure within the school grounds concerns both the provision of access arrangements as well as on-site storage facilities. The majority of the schools had bike and scooter parking which was seen as key in supporting and encouraging pupils to cycle to school. Bike/scooter parking varied in terms of provision from uncovered Sheffield stands to covered/padlocked bike storage areas. Examples of the different type of parking at the case study schools visited are shown in Figure 6.1.

Figure 6.1: Examples of School Bike/Scooter Parking

At one school where no cycle parking was available, both school staff and pupils expected that a secure bike shed would most likely encourage uptake of cycling to/from the school. The provision of cycle parking more generally was also raised by one of the local authorities whereby parents accompanying children on their bike to other schools had made contact asking for somewhere to store their child's bike.

One of the case study schools had moved to a new site in 2012. The design and layout of the new school took into account provision for good access and school transport to be able to drop-off and pick-up pupils such that they can safely walk to the school without crossing vehicle routes. Specific aspects addressed in the design and layout of the new school included:

- Better separation of pedestrians and vehicles with improved pupil entrances to the school grounds;

- A separate dedicated off-road school transport/taxi set down and pick up area;
- Shared access paths 3m wide for pedestrian and cycle use;
- More controlled and safer pupil drop-off arrangements to prevent the congestion in the upper car park;
- Secure covered cycle storage conveniently placed near to the school and accessible from different directions of approach; and
- Larger student lockers to accommodate outdoor clothing.

In general, the overall design of the new school, and the improved provision of off-road routes to the school were considered to be a success. Although parking issues persisted which are discussed in the following section.

"It encourages you to not go by car because now you've got better facilities, so now you don't really need to take the car anymore." (Secondary Pupil).

Vehicular Parking/Drop-off

Parking pressures and associated safety concerns at drop-off/pick-up times were highlighted as a key issue by all schools and local authorities. This suggests these issues are pertinent, all be it to a potentially different extent, across different geographies and school settings.

"Our big issue is parking, so it is just looking for ways of getting the message [out] bringing it up at assemblies and newsletters to encourage considerate parking." (Local Authority Officer)

Examples given of how schools, in partnership with local authority teams, have specifically sought to address these challenges include:

- **Designated drop-off/pick up areas** – provision of dedicated drop-off/pick up areas within school grounds to manage access and reduce conflict between vehicles and pupils arriving on foot and by bike/scooter. At one school access was managed by a permit system with parents dropping off nursery to P3 or pupils with mobility problems permitted access;
- **Child Friendly Driver Charter** – to combat inconsiderate parking by parents, with a disc based system for display in the windscreen committing the parent to not park on zigzags, double park in front of the school and not lift children over the barriers outside the school;
- **School Streets** – managed access on streets accessing and in proximity to the school to reduce congestion at the school gate and encourage park and stride. Local access is retained for residents and businesses through a permit based system administered by the local authority; and
- **Decriminalisation of parking** - Enforcement Officers issuing tickets for parking on zigzag lines outside schools.

Some examples to manage parking around the school environ are shown in Figure 6.2.

Figure 6.2: Examples of School Parking Management

Effective management of parking issues was an ongoing concern and challenge for schools, including where recent dedicated parking facilities as well as a car based drop-off point had been provided as part of the new school referred to above. At this school, both pupils and school staff noted that parents often wait in the car park blocking in others who are actually parked in allocated spaces, and that the space available for the drop-off point is not sufficient for the volume of cars that use it, which often results in congestion on the main road outside the school.

"Because people let their kids out at the entrance [to the drop-off point], they don't actually go into it, so this causes a big traffic jam on the main road." (Secondary Pupil).

"After school it can be quite busy with all the cars coming. The drop-off area, it can take a few cars, but I think some people park in the car park." (Secondary Pupil).

"Sometimes when it's a really wet day, outside the front of the school there's a lot of cars and there's not much room to turn in, so there's a lot of hassle crossing the road." (Secondary Pupil).

"Sometimes it delays the school bus, it stops it from being able to get out, and we have to wait for all the cars to get in before the school bus can actually go." (Secondary Pupil).

Similar inappropriate parking behaviour by parents were also highlighted as particularly problematic at other case study schools. One case study school indicated that infrastructure changes had not been implemented around the school due to the low volume of traffic using the road, and so the school had implemented a park and stride scheme via the support of a nearby local restaurant who allowed parents to use their car park, coupled with a number of awareness raising campaigns with parents. Another school, which did have a small car park and turning circle and drop-off point available at the front of the school, tried to raise awareness among parents via newsletters and signs designed by the pupils displayed at the front of the school as shown in Figure 6.3.

Figure 6.3: School Parking Signs

Another school, which suffered from particularly acute parking issues was located within a shared campus, co-located with community facilities including a library and leisure centre, and also a SEN school. At the front of the building there is a large car park, which was initially intended for use by the leisure centre users, however, it is also utilised by parents for the school drop-off/pick-up but they were regularly parking inappropriately. The school is also located adjacent to two supermarkets with sizeable car parks, meaning that driving to the school is easily facilitated. There is also a large turning circle at the school entrance which was intended for taxis and specialist transport for pupils at the SEN school, however, parents from the case study school were using this for parking and as a drop-off point for their children and creating significant difficulties for the pupils attending the SEN school to be dropped-off and picked-up. Parents also regularly blocked the access road to the school by parking inappropriately, as well as blocking access for supermarket deliveries and a scheduled bus route.

"The problems at [name of school] is, because it's a shared campus, there is quite a substantial car park, which was built for the leisure centre and the library, it wasn't intended to be for the school, but parents take advantage of it and chose to drive to school because the facility is there. So it's quite difficult to encourage people to travel sustainably when they've got such a generous car park to use." (Local Authority Staff).

This case study school had, however, been more successful in obtaining assistance from the local authority to implement infrastructure based changes. They had completed a School Travel Plan which identified the issues and any behaviour change programmes they could implement to tackle these, and also

initiated close working with the local authority to identify and facilitate structural changes to the road and car park layout. Changes were still ongoing at the time of this research, however measures delivered to date included a revised layout in the leisure centre car park to facilitate the better movement of traffic and encourage better parking, and also the inclusion of a drop-off point within the car park. Although it was noted that the drop-off point was not always being used appropriately, with parents opting to park in these spaces rather than drop-off and move on. Parking restrictions had also been implemented on the access road which helped to reduce the problems here and had assisted in keeping the turning circle clear. The local authority was also working to impose a ban of traffic/parking on this access road, although this had proved a complex undertaking as exceptions to the ban are required for the transport accessing the SEN school, deliveries to the supermarket, and for the service bus.

School staff, the local authority and some pupils noted that the changes had brought improvements to the general safety at the front of the school. However, other pupils felt that more needed to be done to create safer routes to the school more generally.

"My mum lets me walk to school by myself a bit more often because she now trusts that there is less of a chance that I will get knocked over." (Primary Pupil)

"We've been here [school] nearly seven years and I think they have updated it and made it more safe." (Primary Pupil)

"They won't do anything to ensure we have safe route to school, so they are literally just telling us to just have a safe route, but there is no safe route to take." (Primary Pupil)

"They are nagging at us for like, there is people that are crossing the road, but there is not a green light or anything, but there is no green light [no pedestrian crossing]" (Primary Pupil)

"I think that they [school/local authority] could do maybe more…from my point of view they haven't really done anything, safe wise as well…maybe get a few more safer crossings." (Primary Pupil)

The early and active involvement from the local authority team in the development in the School Travel Plan was identified by both school and local authority staff as helping to drive forward these changes and ensure their success. The development of the School Travel Plan was also considered instrumental in progressing the required work.

"The Traffic Management team get quite involved with the travel planning process as they are responsible for assessing, designing and implementing any infrastructure changes within the public road." (Local Authority Staff)

"The travel plan process helped to identify all the key issues and prioritise interventions and improvements to best benefit the school. By completing a travel plan, this helped to justify funding for initiatives as it demonstrates that educational and other soft measures have also been implemented or explored." (Local Authority Staff)

At one of the case study schools the School Streets initiative is being piloted which involves access restrictions on surrounding streets at school drop-off/pick-up times. Schools that were keen to participate were identified by the local authority and an application process undertaken which included consideration of what was already happening in terms of tackling the school run. This in turn provided a platform on which to introduce the initiative alongside wider complementary initiatives. The impact of the Pilot has been evaluated and findings at a scheme wide level reported in Chapter 3. Other initial observations noted in the stakeholder consultation about the impact of the scheme include the importance of resources to enable effective enforcement. After initial enforcement presence every day in the first week at the entrances to the scheme, it was noted that enforcement is now primarily through occasional spot checks within the zone. The greater popularity of the scheme with residents rather than parents was noted also (this was also reflected in a comment made by a secondary pupil from another school who lived in a School Street area) with some instances of conflict observed between parents flouting the restriction and volunteers actively enforcing the restriction.

"If you have somebody there, it's fine. If you don't have somebody there, you have to rely on people's goodwill to respect the restrictions. Most of the time, it seems ok, but there are problems." (Stakeholder)

"Everyone thought it would be us that would be against it (School Streets), but it was the actual parents…we mainly wanted it because the school parents are always parking over our driveways and stuff." **(Secondary Pupil)**

As well as infrastructure, proactive messaging about considerate parking was delivered both to pupils at school assemblies and also a frequent topic in regular school newsletters sent out to parents. It was also noted by several schools that parking and safety were often topical items on the agendas for Parent Councils or equivalent. One local authority noted that they had established a Schools Working Group which provides a forum for different departments in the council (Property (Education); Transport (Education); Local Community Police and Traffic Police) to come together regularly and discuss issues reported by schools, parents or residents. The group often undertakes site visits and puts together a response to issues raised. The presence of on the ground enforcement was identified as a key requirement. Parent to parent enforcement was also identified to have a role and beneficial impact.

"Unfortunately, it's a case of when the enforcement officers are there or the police are there, the parents will park further away and walk…" (Local Authority Officer)

"A responsible parent will see the irresponsible parking, they are very quick to comment and make us (local authority) aware of it, the parents are quite strong up there." (Local Authority Officer)

Infrastructure Across the Wider Community

The importance of infrastructure across the wider school catchment area was also a common point observed across all respondent groups, particularly in terms of safer routes and the general location of some schools on or in proximity to busy streets. In one location this was identified by school staff to have been compounded by roadwork related diversions and associated increase in traffic volumes. This was one of the key factors identified by parents in terms of encouraging more pupils to travel actively to school. Concerns about safety, poor conditions of the road and the lack of perceived safe cycle routes to the school were directly attributed by one school of adopting a policy not to promote cycling to school.

Meanwhile, inappropriate parking issues described by parents at the start and end of the school day was a particular problem at schools, and impacted upon the levels of cycling (particularly at one primary school) despite the school's best efforts to promote this mode of travel. School staff also observed, and some pupils confirmed, that in some instances, practices to avoid the congestion at the school gate saw pupils being dropped off further away with busy roads and junctions to negotiate to access the school.

"Given the size and geography of [name of town], it should really be possible for all children to walk and cycle to the school, but at the present moment in time, it's not safe enough." (Primary School Staff)

Safety and external infrastructure was equally pertinent across both urban and more rural school settings of the case study schools. In one of the more rural school locations, for example, the availability of pavements and street lighting were highlighted as a concern by both staff and pupils, while in more urban settings, the volume of traffic and busy roads were a recurring concern raised by some school staff, local authority officers as well as parents and pupils. A study by Kirby and Inchley (2009), as reported in the GCPH (2012) study, identified safety as a barrier to active travel, although the study cited that the rural and semi-rural setting of the schools may have been a contributing factor. Discussions from this study would suggest that safety is an issue across different school settings, although with some nuance on the nature of particular issues depending on geography.

Safe pedestrian crossings, including 'lollipop' patrols, zebra crossings and those controlled by lights, were identified by school staff, parents and pupils as being vital to facilitate safe access and to give reassurance to parents. Funding constraints were noted by schools and local authorities to have placed pressure on fulfilling school requests for additional patrols, as well as lack of cover at lunchtimes in some locations. At some schools, staff monitored arrival/departure activity around the school gate where they could, although this was not always sustainable on an ongoing basis and so resulted in a more ad hoc approach. Some of the points raised are summarised in the quotes below -

"There are parts of where we stay where there are no pavements, and these are quite dangerous roads. Even if there were pavements these would be quite dangerous. And some of the parents, especially of the younger children, would highlight that they are not comfortable with their children walking on their own along these roads." (Secondary School Pupil)

"If more people were feeling safer, more kids would be cycling/walking to school." (Primary School Parent)

"I am not happy with you cycling to school as I don't trust cycle paths, they are too quiet in the morning and I don't like you cycling along the pavements and on busy roads." (Primary Parent Pupil)

One of the case study schools had been directly involved in a local community design initiative to develop ideas to improve not just walking and cycling, but also play and sociability. The I-Bike project at the school provided good groundwork to build on and the linkage with the school offered a direct link into the community. Designs were developed with direct input from the school and wider community resulting in changes to a number of streets, including the tightening of junction radii to reduce crossing distances, the addition of three controlled crossings where pupils had mapped a lack of facilities, and narrowing of a street popular with school run traffic through build-outs to improve the visibility for pupils. The main school gate was also re-designed to curve into the playground in order to allow more space on the pavement where a key road crossing was located (as shown in the above photo). Artwork was also introduced in the neighbourhood to make walking and cycling in the area more interesting and appealing.

Pre and post monitoring surveys found that after the project, vehicles were travelling more slowly and there was less peak-time traffic, along with improved perceptions of safety in terms of the speed and volume of traffic. Although the sample size for this study was small, these outcomes coincided with a 7.6% and a 3.5% increase in the number of children cycling and scooting respectively, as well as increases in the proportion of the wider community who were prepared to walk and cycle in the area more generally.

Importantly, the enthusiasm of the school and staff was highlighted by the delivery partner as the biggest asset to the project, again underlining the importance of engagement and buy-in at the school level. It should also be acknowledged however, that the local authority noted the success was in large part due to the provision of a full-time officer by the delivery partner, and commended their level of input, dedication, and the extent of community consultation/liaison that was achieved.

"They got to know folk quite well, and folk bought into it... In terms of community engagement, because we had access to extra staff from [delivery partner], it probably went above and beyond what we would normally be able to achieve in this type of project." (Local Authority Staff)

Planning

Planning for Schools

In stakeholder discussions, it was observed that there is little specific reference in terms of national level planning guidance concerning school developments. While Scottish Planning Policy (SPP) is supportive of developments which are accessible, there is not specific reference in regard to schools when other types of development, such as housing, retail and leisure, are explicitly referenced in the guidance. As well as ensuring developments are accessible, and residential developments in particular take account of access to schools, there is an equal need to ensure that school led developments are also founded on the principles of good access and provision for sustainable modes. The 'Schools for the Future'[1] programme and proposals to re-build/refurbish 19 schools between 2016 and 2020 provides an opportunity to demonstrate best practice in terms of designing an active and sustainable access to provide exemplars of best practice. Strengthening of guidance at the national level would provide impetus.

Furthermore, it was also highlighted in discussions that the National Performance Framework Indicators, which track progress towards the achievement of the Scottish Government's National Outcomes and ultimately the delivery of the Government's Purpose *"to focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth*" include mode share by active and public transport for the journey to work, but the school journey is not encompassed. While the Scottish Household Survey collects and reports on school travel, strengthening of the focus could be underpinned further through the National Performance Framework.

The wider dimension in terms of the impact of planning/school policy and choice of school on travel was also acknowledged by one or two parents.

"The biggest things to encourage children to go by bike/ foot/cycle is if you have a school that is close enough to home. Some local schools were recently closed in [location], the council should stop closing these schools." (Primary School Parent)

"Encouraging people to use the schools that are nearer to them rather than using schools that aren't…" (Secondary Pupil Parent)

Fuller integration of the school dimension into any future planning policy and guidance changes would help to ensure school location, access and internal design

[1] http://www.scottishfuturestrust.org.uk/our-work/sft-build/schools-for-the-future/

are considerations at the site identification stage and embedded early on in downstream detailed design stages. This would help to facilitate designing in the provision of active travel access and infrastructure from the outset. In the short-term, further strengthening of the consideration of active travel should be undertaken with schools who are proactively seeking to consider access and taking steps to provide for sustainable access and manage parking challenges at drop-off/pick-up times.

A review of School Travel Planning in Canada also highlighted the impact of school closures on travel choices. These were particularly characterised by larger multi-purpose schools on the edge of communities leading to travel distances less conducive to walking.

Summary

Planning for sustainable and active travel to school at the outset is integral to providing a platform for journeys to be made with less orientation towards the private car. Strengthening of national and local planning guidance to consider development from the school perspective in terms of location, access to the school gate as well as physical layout of the school grounds is key to provide environs conducive to walking and cycling as well as the infrastructure within the school to facilitate this, such as secure bike/scooter parking. Good relationships and pro-active support from the local authority are also important to combine to drive and implement successful infrastructure changes.

Chapter 7 - Success Factors and Challenges

Introduction

This chapter considers the key factors to promoting and encouraging school pupils to travel by active and sustainable modes to and from school. Consideration is shaped around success factors in the planning and delivery of initiatives as well as current and future challenges all of which emerged from the research.

School Level Engagement

The involvement and enthusiasm of school staff to champion initiatives and sustainable travel more generally was felt to be integral to the success of initiatives by both local authority officers and wider delivery partners. Leadership and designated responsibility amongst school staff and pupils was highlighted as a key to successfully embedding active travel. School staff also recognised the need and value of having the staff on-board across the school community as far as possible.

This was paralleled in sentiments echoed by school staff in highlighting the importance of external support for initiatives and to also help get the wider staff community on board as well as parents. The value of on the ground and dedicated resource reflected across different groups is highlighted in the following quotes -

"The local road safety post is crucial….the role used to have a delivery focus, but more now about facilitating and providing resources while trying to get schools to take these on board and more ownership….this is great, but schools still need support and advice even if just in an advisory capacity… " (Stakeholder)

"The thing that makes the different to compared to other schools is having the commitment from staff." (Local Authority Officer)

"The initiatives are transferable, but the key success to it is the leadership. It's definitely getting people involved and getting the right people involved in it (the initiative) that will champion it." (Local Authority Officer)

"It means that it is not just about the school saying it (the initiative)…if it's from the Scottish Government or local authority then the kudos that comes from that gains more respect and means it will (the initiative) have a higher success rate." (Primary School Staff)

It was also commented by one local authority officer they had experience of other schools *'putting up barriers to pupils travelling actively to school'*. The example was given of a school (not within the case study list) not supportive of pupils cycling to school until they had undertaken Bikeability training which currently doesn't start until Primary 5.

School level engagement is also important from a cultural dimension which is discussed further in Chapter 8.

Incentives, Competition and Reward

Introducing a competitive aspect to initiatives to promote and encourage more sustainable travel by pupils was felt to have a significant positive impact by stakeholders. This can be both within and between schools. One example was Living Street's WOW Badge Design competition (as shown in the photo below) and also the Walk of Fame which takes place during the Walk to School week every May and also in the shoulder week before and after. The initiative is on an opt-in basis and results show a marked upturn in active travel in participating schools and the initiative has proven to be highly competitive with 50% of the school roll recording travel beforehand which can increase up to 80 to 90% during Walk of Fame. Similarly, The Big Pedal was cited by both stakeholders and school staff as a popular initiative.

"Competition and incentivisation can be particularly successful e.g. The Big Pedal." (Stakeholder)

"Schools feeling they are part of something bigger is critical." (Stakeholder)

"It [Travel Tracker] brings out the competitor in you." (Primary Pupil)

"Sometimes we do like competitions [within the school] to see what class has been the most active." (Primary Pupil)

"The only thing is when you have a good school, you need to show them off. Schools are quite competitive, they like to what others are doing and get involved, so it helps to show them how easy it can be done." (Local Authority Staff)

"You can see them trying to compete with each other, and trying to get that competitive edge to them, which is good for us as it tends to help them all get a little bit more actively involved." (Local Authority Staff)

The incentive and reward aspect was also highlighted by primary pupils and staff – *"It's not that you really want the badge, but you want the achievement of getting one"* (Primary Pupil). Parents also recognised the impetus of competition and rewards, including the award of school house points when pupils travel actively. At one of the schools this approach had also been taken outside the school gate through, for example, *"…a monthly homework sheet with a focus, like a family challenge…so one month we will put like a focus on health or a focus on eco…*" (Primary School Staff).

Some local authorities have also further incentivised participation in initiatives. For example, one school had received high-vis vests/badges from their local authority for pupils taking part in WOW which helped to also promote the initiative to

parents/pupils not already involved. Pupils who took part in WOW regularly at the school were also provided with active play equipment (weighted hula hoops, rugby balls, footballs etc), to provide an extra reward and to encourage more pupils to take part.

In discussing park and stride and related rewards, variance in associated walk times/distance was noted. The Department of Health (2011) *Start Active, Stay Active* report was noted to recommend 10 minutes as the minimum duration of physical activity which will have a positive contribution to health and subsequently recommended in literature regarding setting up a park and stride scheme.

Findings reported on the impact of competition based initiatives, such as the Walk of Fame, concur with views shared in the fieldwork undertaken as part of this study. Information on the National STARS Award scheme in England also indicated positive impacts of an award based scheme in terms of encouraging active travel. The wider literature review also identified competitions and rewards to be a key and important theme of initiatives in other locations, including other European and international school settings.

Flexibility of Initiatives

Providing initiatives which are flexible and can be adapted to the school environment was identified as of importance by stakeholders and initiatives should continue to be developed with this in mind. For example, WOW is based on promoting active travel on at least one day a week with the ambition being higher and flexibility built into the Travel Tracker for schools to change the threshold for pupils to receive a badge for travelling by an active mode to/from school. The WOW initiative had also been adopted by one school on a group basis with pupils meeting in the centre of the village to walk as part of a 'walking bus' with staff to the school on two mornings a week.

The JRSO scheme has also been developed with flexibility in mind:

"We are not prescriptive at all and, as schools will have their own local priorities, it is entirely up to the school how much they do and how." (Stakeholder)

Pupil Acceptance and Engagement

Another key driver of success was widely considered to be the level of engagement and buy-in from the pupils. This was highlighted as a key requirement by staff across most of the case study schools. Most staff felt that if pupils became engaged and excited by an initiative then they would *"drag their parents along with them"* (Primary School Staff).

"A request in the newsletter doesn't seem to result in much of a change, it's definitely more successful when it comes from the children, or there's an element of competition involved." (Primary School Staff)

Some pupils also noted that, when they wanted to take part in a particular school initiative they would convince their parents to change their travel behaviour for a short period. This included parking further away from the school than normal so they could park and stride in order to take part in WOW, or to bring their bike in the car boot so that they could park and cycle the last part of their journey in order to join in with the Big Pedal.

A number of local pupil lead initiatives were also considered to have been successful due to the visible nature of the pupil involvement. One such initiative was a speeding campaign designed to tackle drivers speed on the road outside the school gate. The school worked in partnership with Community Police Officers, who attended the school with speed guns. The JRSOs wore high-vis vests and accompanied the officers at the front of the school to use the speed gun. The fact that small children were standing outside a school using a speed gun was felt to be particularly noteworthy for motorists. This campaign was considered to be highly successful, and received coverage in both local and national press.

Peer to Peer Engagement

Similarly, empowering pupils to have responsibility was considered a key driver of success in terms of initiatives, partly because *"children will always want to do what their peers are doing."* (Primary School Staff). The JRSO scheme was popular in the case study schools and identified by staff as having a wider benefit than simply raising road safety awareness, but also in terms of building wider life skills and general confidence:

"The JRSOs this year are also a little quieter than last year's ones and not as confident or outspoken. They are probably kids though that will benefit even more than last year's [JRSOs] from actually having the role of doing it and having that responsibility." (Primary School Staff)

One of the stakeholders also commented that discussions regarding a pupil Active Travel Champion role had taken place previously. At this time, it was identified the best mechanism to introduce such a role would be via an existing scheme.

Peer engagement is further discussed from an attitudinal perspective in Chapter 8.

Inter-Initiative Linkages

A joined up approach was highlighted in the planning and implementation of measures. This was noted to be facilitated through delivery partners meeting twice a year and also at the same frequency with the School Travel Professional network. This type of platform provides the opportunity to share experiences and also ensure different programmes are inter-linked and opportunities maximised to tackle the school run and thus increase the number of pupils travelling by active and public transport.

A recurring theme was for resources underpinning initiatives to not be standalone, but rather to dovetail with each other. For example, upper secondary pupils engaging with Cycling Scotland's School Camps initiative leave the week long residential course with a Cycle Trainer accreditation. Pupils are encouraged to apply this knowledge by volunteering to help deliver Bikeability training at feeder primary schools in their school catchment area and/or undertake led rides for primary pupils to show them safe cycle routes before moving to their new secondary school.

Road Safety Scotland initiatives are also developed to complement each other. For example, Junior Road Safety Officers (JRSOs) involvement with early years is encouraged through, for example, reading the Go Safe with Ziggy Journey storybooks to nursery pupils. In one school, JRSOs were also responsible for judging the annual WOW badge competition entries and selecting one from each age band to submit to represent their school.

Another aspect raised was the inter-relationship between transport and other wider initiatives. Several of the primary schools noted they participated in The Daily Mile, which first started at a school in Stirling and was subsequently rolled out nationwide by Active Schools Scotland in 2016 with the aim to improve the physical, emotional and social health and well-being of children. Active travel to school can make a direct contribution to these outcomes, but the initiative was noted by one stakeholder to have been highlighted by some schools as the reason they are not participating in school related active travel initiatives this year. With a sport and exercise orientated focus, it appears there is not a direct connection more widely in terms of linkage with everyday activity such as walking and cycling to school and related initiatives. This highlights the opportunity and need for better integration between transport and complementary policy initiatives and communication of this to avoid them being viewed as mutually exclusive.

"To have a continued and long-lasting impact, any blanket push of an initiative should not be at the exclusion of other programmes." (Stakeholder)

"I think it is a great idea, especially for the younger ones, normally in the Daily Mile they walk instead, but if they are walking it gets them fit as well." (Primary Pupil)

Furthermore, with an increasing time burden on staff, presenting different initiatives in an integrated manner and explaining how they complement each other and support learning is of particular consideration for the future planning and delivery of initiatives which cut across different policy areas.

The policy review undertaken as part of the study and summarised in Chapter 2 highlights the cross-cutting nature of the school run and transport more widely. This presents opportunities in terms of messages around the benefits of active travel, particularly in terms of health and the environment. It also provides opportunity in terms of collaboration of funding and resources which is particularly pertinent where opportunities may be constrained.

Linking to the Curriculum

Many of the national and local initiatives have an increasing Curriculum dimension to embrace how the school journey and transport more widely can be translated into learning. At the primary level, for example, Bikeability is accompanied by a series of 10 lesson plans mapped to various outcomes of the Curriculum for Excellence (CfE). The WOW initiative is also accompanied by resource packs for teachers. Eco-Schools is also recognised to be a programme which sustainable travel can positively contribute towards.

As well as providing the resources, proactively communicating the learning opportunities and linkages to the CfE is of importance and also in terms of countering perceptions of the time factor associated with initiatives and additional burden posed. In response, as an example Road Safety Scotland undertake to send all education establishments the *Road Safety within Curriculum for Excellence* booklet annually. This provides teachers with a quick and easy reference to RSS resources and how these link with CfE experiences and outcomes, and offers opportunities for active and disciplinary learning with *"the inter-disciplinary nature of Education a common feedback theme"* being highlighted by one stakeholder.

One stakeholder also observed that for the initiatives they oversee and for transport more widely, the challenge is that there are so many Curriculum linked options at primary level in particular. This was felt to be another reason why School Travel Professionals are important as they can regularly highlight and repeat messages around the Curriculum links directly to schools.

The need to keep material relevant and up to date and interesting was noted by all the delivery partner stakeholders. The Annual Scottish Learning Festival was highlighted by one stakeholder to provide the opportunity to gather direct feedback on resources from teachers as well as to raise awareness of initiatives and related learning opportunities.

"Keeping material up to date and relevant to the pupils you are trying to engage with…It is also important there is not the view things are being forced….flexibility and activities being interactive to allow pupils to take the initiative and use the resources is important." (Stakeholder)

Several of the case study schools had integrated transport into classroom learning. Examples cited included French lessons which involved sustainable transport and climate change topics in Geography in secondary learning. At one of the primary schools the example was given where pupils have completed their own traffic surveys, measured data and presented findings, alongside doing some work in the classroom about the environment and healthy lifestyles.

These examples highlight where and how transport is being incorporated into learning and the cross-curricular nature of subject areas involved. Transport can and does play a role in learning including across current areas of concern in terms of attainment, such as the recent results of the Scottish Survey of Literacy and

Numeracy showing a decline in P4 and S2 pupils performing 'well or very well' in maths between 2013 and 2015.

Other publications and programmes, such as the Department for Health's *Road Injury Prevention Resource* published in 2016 and active school travel initiatives in other countries including Northern Ireland and Canada also cite the merits associated with curriculum links.

"We have registration in our tutor groups and sometimes we discuss alternative ways to travel to school…" (Secondary Pupil)

In addition to formal links to the Curriculum of Excellence, one local authority noted that many of the travel based initiatives provided wider learning opportunities and experiences. Similarly, one local stakeholder also noted that the service they provide, delivering bike maintenance workshops to pupils, offers the opportunity for less academic/more practically minded pupils to 'shine'. Similarly, Cycling Scotland's School Camp initiative has less of an academic basis, but rather a wider learning and life skills focus for pupils.

"That's why I think [name of school] has worked so well, because they have obviously seen there's a benefit, not just in terms of tackling congestion, but also learning experience as well for the pupils. So they have taken on-board quite a lot of projects, everything that we've offered them they've been willing to do, and to do the work themselves." (Local Authority Officer)

"Some of the kids that might not necessarily be quite so educationally minded, they are perhaps more practical and physical tend to have really good balance skills and get a bit of kudos, where normally they'd be sitting in the classroom be the one that's not really looked up to, but on a bike they might have a few more motor skills, balance and control which are the skills that the other kids don't have." (Stakeholder)

"The kids love the practical nature of it [Bikeability and bike maintenance]." (Stakeholder)

Communication

Effective communication was felt to be key across different parts of the school community. This includes school to parent messages and also school to local authority relations.

All the schools undertook regular, direct communication with parents which was acknowledged as the common means through which they heard about initiatives. This was mainly through regular Newsletters/e-mails with some schools also using social media such as Twitter, Facebook or a bespoke blog on their school website. The communications were cited as a platform through which transport related issues were raised with parking often being a key topic area as well as the way in which the school also informs parents about upcoming transport related training and events.

Other communication mechanisms cited include:

- **Transport Management Group** – led by the Chair of the Parent Council and with involvement of the local authority and Elected Members allowed collective discussions and for different perspectives to be shared and discussed – the example of a zebra or pelican crossing was highlighted where *"The local authority brought a different perspective to the discussion which we perhaps hadn't considered."* (Secondary School Staff); and
- **Parent Staff Councils/Liaison Groups** – identified to provide a platform to discuss travel and transport related matters as well as facilitating the parent to parent messages.

A recurring theme around communication was the involvement of pupils to promote measures, such as the School Travel Plan and also the distribution of leaflets. This approach was felt by staff to be more effective compared to just school staff sending out messages to parents, with pupil based *"Pester Power"* often a key influencing factor on parental views and behaviour. Examples from the case study schools included JRSOs at one of the primary schools being involved in handing out leaflets and flyers about changes being brought forward by the School Streets Pilot and also placing 'thank you for parking smartly' stickers on cars parked with consideration.

Also, difficult conversations with parents about drop-off and parking in the vicinity of the school gate were felt to benefit from wider input beyond the immediate school, such as through the local authority:

"As a Head Teacher you don't want to alienate your gate, so you've got to be very careful how you say you don't park there…so she [LA Officer] would have the difficult conversations with them for me as such with some people, it was good to have two people…..if you have a presence they will stay away and not park there, but as soon as the presence isn't there then old habits come back." (Primary School Staff)

Education Involvement

At present, local authority officers with a remit for promoting sustainable and active school travel often sit outside the Education teams with roles based in Transportation, Sustainability or other teams. The strengthening of links with Education was highlighted as an important aspect by stakeholders. A consideration for the future is approaching schools more via the Education department and for direct Education to Education dialogue to help encourage schools to participate in initiatives to reduce the number of pupils travelling by car, as well as to promote the associated benefits of doing so and the wider cross-Curriculum links of different national and local initiatives.

The relationship with and backing of Education within local authorities is felt to provide a platform which helps to strengthen the participation in initiatives and delivering the sustainable travel message to schools with benefits demonstrated

where this has occurred. This was observed from both a local authority and wider stakeholder perspective.

"There needs to be more of a commitment from education themselves, they need to be saying to Head Teachers and teachers in general, this is a good thing, there are other benefits, there are curriculum links so get on board with it." (Local Authority Officer)

"There are a couple of areas where the Bikeability coordinators sit in education and what a transformation there is in terms of just getting messages out…this is why we are very keen to take a much stronger case to education teams rather than just transport - the activities are in school time…so there is a natural fit." (Stakeholder)

"In hindsight, we probably should have contacted our colleagues in Education and Children's Services as we hatched the idea. We actually went straight to the schools and found out that it was more complicated than we'd thought. This year we have already approached ECS and got their backing at a Senior Management Level – this is already helping us to get the schools on board this year. We've created a much longer lead-in." (Local Authority Officer)

"It does also help that, within the local authority we have [name of contact] and they really push it. He's within Education, he's not in the Road Safety Team, he's not with Active Schools, he's with Education. Having him in that post really opens up the talking to teachers at that same level, which opens up the whole Bikeability prospect.…We work across four different local authorities and I've seen the differences, so how well it works in [name of authority 1] and how poorly it works in [name of authority 2]. And that's quite important because [name of authority 2] has an awfully low percentage of people taking Bikeability compared to [name of authority 1] which is very high, and the reason is because it comes through Education and not through Road Safety." (Stakeholder)

"That's probably the biggest lesson is how Bikeability is delivered and where it is delivered from." (Stakeholder)

Continued representation of Education on forums, such as the School Travel Coordinator/Professional forum and Cycling and Young People Group, was highlighted as activity which should be encouraged more widely and supported.

Capacity and Sustained Resource

The loss of dedicated teams and resources at the local level is a key issue and was raised by school staff, local authority officers and delivery partners. This in particular concerns the School Travel Professional and Road Safety Officer roles. The loss of Police resource was also mentioned by some stakeholders and the impact, both in terms of presence at school drop-off/pick-up times to monitor activity and enforce parking/access restrictions as well as school visits to speak to pupils about road safety.

The championing of dedicated officers and networks, such as the School Travel Professional (STP) network, was highlighted. While there is representation from local authorities across Scotland on the network, the point was made that there are now fewer dedicated STPs than there used to be and an increasing trend of school travel and road safety being embedded as part of wider roles, such as Health and

Well-being and Active Travel Officer roles. Examples given, included officers with a remit for sustainable school travel, also having responsibility for road safety and wider policy areas such as healthy eating.

The increasing time pressure on stretched resources was felt to be impacting on the delivery of initiatives. An example given was there not being the full uptake of Bikeability funding in the past two years, in part because one of the qualifying criteria requires a named contact with identified roles and responsibilities.

To address this issue, some delivery partners are looking to how they can assist, such as through mentoring support and the central distribution of resources. However, close working with local authorities and between partners will always be integral and of importance to retain the local dimension through establishing local contacts and providing links to other local initiatives.

In discussing resources, the time pressure on parents was highlighted and the challenge this can bring in identifying volunteers to, for example, assist with Walking Buses and in-school cycle training.

Funding

Funding was considered both as vital for the implementation and success of initiatives and encouraging behaviour change, but also as one of the key challenges faced.

"If we hadn't had funding from [name of partner] for cycle parking there wouldn't be bikes there. If we hadn't managed to help them with any of the Balanceability or Bikeability or things like that then I don't know how comfortable parents would feel about them cycling." (Local Authority Staff)

"Funding and support, and having them both together, is vital." (Local Authority Staff)

Funding arrangements for the delivery of initiatives are generally via local authorities which was felt to make sense and most effective as officers know the local area and are familiar with schools in terms of informing decision-making regarding specific allocations. A number of local initiatives are funded through Smarter Choices Smarter Places funding awards to deliver national programmes, such as WOW, I-Bike and Bikeability training, locally as well as bespoke initiatives such as community engagement and local route mapping to support and encourage sustainable and active travel.

The requirement for match funding was highlighted as a challenge for local authorities, particularly in regard to Smarter Choices Smarter Places funding which cannot be matched with other Transport Scotland/Scottish Government funding. A move towards more consideration of contributory funding and also 'value in kind', particularly where local authority officer capacity is reduced, would potentially provide a more accessible funding platform to support the delivery of school initiatives.

The timing of funding awards and different timeframes associated with council budgets and the school calendar was highlighted as a factor. Delays in funding can have a direct bearing on initiatives and specifically being able to plan and implement measures in Term 4 of the school year which are targeted at pupils before they move to secondary school after the summer. More alignment between funding cycles and the academic year was suggested to help with the planning and delivery of initiatives as well as the monitoring of impacts.

The longevity of programmes and initiatives was felt to provide some assurance funding will be provided despite the short-term nature of funding awards, but with a need to be *"resourceful and canny in sourcing budgets"* (Stakeholder) and the mix of different sources increasing. Other funding streams highlighted included the People's Postcode Trust's 'Dream Fund' which was used to deliver Cycling Scotland's Play on Pedals two-year pilot to enable pre-school children across Glasgow to learn to ride a bike and also Junior Climate Challenge Fund.

Concerns over future funding provision was also raised. One local authority cited the availability of the Scottish Government's Air Quality fund to support transport related projects with it being suggested that focus would now be diverted to other policy areas.

Summary

The research has identified there are varied and key requirements to the success of school travel based initiatives. Key factors include:

- School level engagement and interest, mirrored by support from the local authority;
- Engaging pupils in the initiatives, both peer to peer and in terms of 'taking messages home' around the opportunity and benefits of active travel within the school setting;
- Infrastructure, training and behaviour change happening in tandem or at least the building blocks being in place to facilitate active and sustainable transport; and
- Capacity and resource, with an emphasis on a dedicated team or officer, to support the school to enable active and sustainable travel and with greater involvement from Education departments.

Resource constraints and the availability of funding are the expected biggest challenge to continued time and implementation of initiatives to support and embed sustainable travel behaviour in the school pupils of Scotland. Competing pressures on school staff and local authority officers and different priorities will also have a factor. Greater emphasis is required on the inter-linkages between transport and learning as well as transport and other policy initiatives with remits to improve the health and well-being, and physical activity of school children in Scotland.

Chapter 8 - Cultural and Social Attitudes

Introduction

This chapter considers the cultural and social attitudes with a direct influence on school travel choices and perceptions. These are particularly relevant from a school, parent and pupil perspective.

School Culture

Active Schools

A number of case study schools were considered to be particularly physically active schools with one mentioning they had recently been awarded the Gold Award from Sports Scotland for excellence and participation in Physical Education. This was mentioned by a number of school staff, pupils and/or local authority stakeholders. They noted that these schools promoted health and well-being and fitness (in addition to active travel), often offering a wide range of sports based activities both during and outwith the school day, entering sporting competitions, and regularly participating in wider community events (such as cycling and charity/fun run events, etc.). As such, promoting active travel across the school was considered to fit well within the overall school ethos and contributed to normalising such behaviour. In terms of impact, the research did not identify a direct relationship between levels of active travel and physical activity with other factors such as distance and convenience having an influence on school travel choices. As noted previously, physical activity related initiatives can also be to the detriment of participation in school based active travel initiatives with the perception one is exclusive to the other.

A wider cultural aspect was also noted by one school in an urban area whereby public transport was used as far as possible instead of hiring a private bus for school trips. The opportunity to do this would, however, be influenced by the availability of services and, in turn, location becomes a potential factor with this being potentially more an option in urban settings.

"We have a lot of sports and do a lot of competitions as well." (Primary Pupil)

"This school is a very active school…around the whole school we have had about 15 [sports] tournaments…" (Primary Pupil)

"The pupils are quite naturally fit and want to walk." (Secondary School Staff)

Travel Champions

Perhaps more important than the overall culture and ethos of the school itself is the level of engagement and motivation of particular staff (or 'champions') within the school. A number of school staff, pupils and wider stakeholders identified one of the main key drivers of success to be the enthusiasm of a local champion.

Travel champions were considered to be the motivated and enthusiastic driving force within the school, and were responsible for getting initiatives up and running, and for sustaining ongoing interest and effort. In some of the case study schools this champion was the Head Teacher or the Deputy Head, however, in others the responsibility was delegated to other staff (typically a classroom teacher) either due to their level of experience or their own personal interest in active travel. It should be noted however, that it would appear, from the case studies investigated at least, that individual self-motivation/enthusiasm was more pertinent to drive forward active travel initiatives rather than the position of staff more widely within the school.

However, it also appears that this responsibility often lies with just one individual within a school, which was considered to bring both benefits and challenges. The benefits included the ability to create clear lines of communication and responsibility both within the school and between the school and other partners, such as the local authority or those implementing national initiatives (e.g. Living Streets, Cycling Scotland or Sustrans). On the other hand, only having one champion per school introduces the risk that, should they leave that school, it may be difficult to maintain engagement with initiatives. There was potential to mitigate this to some extent through, for example, all school staff being involved on a rota basis at one school to participate in the weekly walking groups as part of the WOW initiative.

"It's always really good when you have a key member of staff in the school, because they're the driving force, and the person you know to contact, but also it is quite fragile if there is only one person that you're speaking to." (Local Authority Staff)

"It's always a shame when you've just got one key contact, because if they leave…all the good work leaves with them." (Local Authority Staff)

"It's engaging with the schools and getting them on board. You need somebody in the school to be positive and receptive to the changes or the idea. If you don't have that then it's a hard battle. You can't force anything on them, they have to take it on board willingly and they have to have the time commitment." (Local Authority Staff)

"You find if somebody's left as well, there's no guarantees from one year to the next that they'll [the school will] still be involved. You'll find that if it's been that one person's been very involved in it… and then that person leaves and there's nobody there to keep motivating them, then it doesn't get done." (Local Authority Staff)

The competitiveness of the school, and also the travel champion was noted in one school as a key factor driving forward initiatives and motivating others. Both the staff member themselves and pupils at the school commented on this individual's competitive nature, and considered that this spurred the rest of the school on.

"Our Deputy Head Teacher [the travel champion] is very competitive." (Primary Pupil)

Peer Involvement and Communication

Most case study schools indicated that they tried, as far as was practical, to encourage their pupils to take responsibility for certain initiatives. This included the creation of a number of road safety, travel and eco committees/groups, which either consisted of a mix of school staff and pupils, or was entirely managed by the pupils (albeit with one teacher assisting and overseeing activities). The activities of these groups ranged from input to the design and development of School Travel Plans and initiatives, to encouraging other pupils to participate in active travel initiatives, and, in some cases, gathering travel data. In addition, most primary schools also participated in the JRSO scheme, which provided direct peer learning/teaching.

Pupil involvement in the design of initiatives (or elements of these) was also considered as highly valuable. It was noted that, in many cases the ideas generated for tackling certain issues were unrealistic, but conversely, school staff noted that pupils also had many good ideas and had a greater awareness of how best to engage with other pupils to create enthusiasm and buy-in across the school. A number of schools had also encouraged pupils to design certain campaign materials, as well as badges/pins which were distributed to pupils during initiatives.

Similarly, a number of the case study schools noted that they had an active Parent Council/Parent Teacher Association (PTA) who were pro-active in pushing travel related issues at the school. These were typically raised due to road safety concerns rather than a desire to advance active travel, however, this was often a knock-on effect when tackling car use around the schools.

Some pro-active Parent Councils/PTAs also provided valuable input to some initiatives, and helped to disseminate 'the message' to other parents. Some had assisted the school in tackling parking problems by patrolling car parks/the area directly outside the school, or by confronting parking offenders and highlighting the issues with them directly. This peer approach was considered, in certain situations at least, to be more effective than school staff tackling the issues in isolation.

The importance of full and active engagement of different parts of the school community is highlighted in other programmes, including walk to school programmes in the USA and Canada. Active participation by staff, pupils and parents is considered to be an instrumental element to the successful delivery of initiatives.

Social Attitudes

Normalising Active Travel Choices

A number of school staff and local authority staff noted than one of the biggest challenges facing schools in impacting upon car use for the school run was the wider social culture around reliance upon cars. They considered that more needed to be done at the national and/or community levels to normalise walking and cycling for both the school run and more generally, and that this was not something that

schools could tackle alone. It was also commented by parents in particular that raising awareness of initiatives and their benefits could help change general attitudes with one noting potential exploration of the success around campaigns on behaviours and cultural norms such as those against smoking, drink driving and to promote wearing a seatbelt while driving.

"It's just trying to make it normal I suppose. Making it normal to walk and cycle rather than drive, but that takes years." (Local Authority Staff)

"The older generation would just walk the kids to school… but now people are more used to just jumping in the car… It's become the norm. Whereas before, nobody had a car so everybody walked. Once you get into the habit of driving somewhere you don't think to walk." (Local Authority Staff)

"Active travel is an everyday activity which is embedded rather than exclusively about health. It is important the health dimension is not just parachuted in. Being active is a habit and lifestyle choice." (Stakeholder)

Parental Travel Behaviour

Parental influence in terms of attitudes towards sustainable transport was recognised by school staff and stakeholders as well as parents themselves. One school staff member observed that it is culture and upbringing which influences whether pupils walk or not. This sentiment was echoed by a stakeholder who felt that being active was part of everyday life and not something unique. Generally, parents recognised they had a role to play in encouraging more sustainable travel and there was also recognition that others, such as local authorities and Government had an influence.

"I think it tends to be a part culture and part upbringing thing…so that you will walk and that walking to school is not particularly seen as a hardship, a lot of them (pupils) have done it since primary." (Secondary School Staff)

Family lifestyle and wider commitments were an apparent factor. The need to juggle the school drop-off/pick-up with other responsibilities around work was a particular factor and rationale for parents in their choices and views on different travel options.

"You travel with car two days because I drop you off a breakfast club and pick you up in an after school club and go to work straight after that. In the other days you scoot / bike because it healthier and we are not living very far away and it is easier then to park the car." (Primary School Parent)

The impact of behaviour change on the wider family unit was highlighted in one of the pupil group discussions by a secondary pupil whose father, following an active travel promotion event at his work, planned to park elsewhere and cycle to work. As a result, the pupil and her sister would walk a little further to school each day.

Time, convenience and the need for onward travel (either for work or other purposes) were also felt to be major factors influencing choices. This was observed by pupils as well as confirmed by parents:

"Sometimes our primary would have weeks where they would see how many people would walk, so my Mum would drop us a wee while away from the school and we would walk part of the way, but most of the time it was (the car) because my Mum was on her way to work so just dropped us off." (Secondary Pupil)

"I think they [car, bus and train] are a timesaver, but it kind of keep you unfit." (Primary Pupil)

Active Travel

Discussions in the pupil focus groups elicited some emerging views about different modes of transport. For example, a number of pupils indicated that they actually disliked travelling in a car to school. For some, this was due to practical reasons, such as motion sickness, but most stated that it was *'boring*'. This was generally attributed to the limited/lack of social interaction, either with friends or with parents. This said, at one of the schools a pupil expressed a desire to be driven to school, although the location and wider geography of the area could also be an influencing factor.

Further to this, a small number of children noted that walking was preferable to travelling by public transport as services can be late and unreliable which was also reflective in some wider perceptions expressed about different modes. There was also some concern about getting off at the wrong stop and becoming lost if using a bus or train. One of the pupils also commented on observations of transport infrastructure from their experiences outside Scotland.

"I don't like taking the car, I think it is a bit boring." (Primary Pupil)

"I do feel a bit guilty when I get to school, cos I see everyone else walking." (Primary Pupil)

"If I was 17 and could drive, I'd rather drive. Driving's more enjoyable." (Secondary Pupil)

"The roads and transport around here are pretty good…though the buses aren't great, they run late, get stuck on the road and make a lot of potholes. Sometimes when the bus is cancelled, Dad has to come back from work and take us to school." (Secondary Pupil)

"I think cycle lanes is a big thing to make cycling more obvious and a lot easier. We went to the Netherlands on holiday, and although it is a lot faster, it was a lot more easier." (Secondary Pupil)

Perceptions of Safety

As noted in Chapter 7, safety was a recurring factor influencing school travel choices, with parking pressure at pick-up and drop-off times, and associated congestion a specific factor. From an attitudinal point of view, the safety aspect

was also noted to have been evidenced more widely through, for example, parental perceptions tracked as part of the Give Everyone Cycle Space campaign. The perception of danger was identified as a strong voice with an impact on the independence of primary school pupils in particular.

Initiatives which instil safe behaviour through training were considered as giving parents increased confidence. For example, Bikeability was highlighted by one school staff member as providing parents with reassurance about the standard of their child's cycling ability. This was confirmed by some parents.

Parental engagement was also felt to be key to address safety concerns through, for example, encouraging Parent Councils to contribute to the School Travel Plan and to ask for parent volunteers to help deliver Bikeability training to *"obtain a parent voice"*. The direct involvement of parents was considered to play a powerful role in helping to negate perceptions around safety, and also assist with the communication of information and messages to the wider parent community at schools. It was also felt that wider appreciation was required of parental contribution to the very issues they were concerned about and again the parent to parent engagement was powerful in this regard.

As well as taking measures at the pupil level, one stakeholder also highlighted that another route to address parental perception is directly tackling their own confidence around cycling. Cycling Scotland is currently piloting a number of Bikeability Plus modules, based on those developed by the DfT sponsored Bikeability Plus scheme. These include Bikeability Parents, where parents attend cycle training sessions along with their children. This initiative is currently being piloted, including a pilot in Dunblane (although not at the case study school included in this research) which has proven very popular, with the outcomes due to report in the summer.

As mentioned in Chapter 7, some pupils expressed concern about safety, particularly in relation to cycling and provision for routes:

"It depends …cycling can sometimes be a bit dangerous as there are not than many cycling paths." (Secondary Pupil)

Similar safety concerns were also noted for pupils who walked to school (or had the potential to walk). Many school staff and pupils across the case study schools highlighted the lack of safe crossing points, busy roads and roundabouts to navigate, the volume of traffic and parking around the school as key issues for certain routes to their schools. The availability of safe routes, particularly those that were off-road, were considered as highly beneficial, and encouraged parents to feel comfortable in allowing their children to walk to school.

"My mum lets me walk to school by myself a bit more often because she now trusts that there is less of a chance that I will get knocked over." (Primary Pupil)

Safety was also identified as a factor in the levels of uptake of walking and cycling in the literature review. Work by Lorenc et al. (2008) also noted an interesting point where an over-emphasis on safety issues may serve to discourage cycling and walking by focusing on walking and cycling and initiatives should also aim to help parents understand more about the benefits of walking and cycling.

Health and Well-Being

There was a general consensus from pupils that walking and cycling was healthier, provided exercise, fresh air, freedom, and allowed them to wake-up in the morning so they were ready to concentrate at school. The health aspect was also commented on by parents of both primary and secondary pupils. This was also reflected in other studies, including work by Kirkby and Inchley (2009) involving focus group discussions in primary and secondary schools in Scotland as reported in the GCPH study (2012).

"I would say good, because it gets people to be more active." (Primary Pupil)

"Waking exercises me as I don't really do much at home" (Primary Pupil)

"I find that it wakes me up a bit because of the fresh air." (Primary Pupil)

"If you get a lift you're still tired in the morning, whereas if you get the fresh air in the morning then you wake up." (Secondary Pupil).

"It encourages you to be healthy, and less lazy, and more social because it gives you time to socialise." (Secondary Pupil)

"Because we live far away but want to be healthy at the same time." (Primary Pupil Parent)

"It (walking) is healthy, good for him and keeps him fit." (Secondary School Parent)

Socialising with Friends

For many pupils the journey to school provided the opportunity for socialising which was also recognised by parents and also other studies as reported in the GCPH work (2012). This was linked to the ability to talk with friends, siblings, or with their parents, particularly for those who walked:

"I think walking to school is kind of good with friends because before school you can kind of talk to your friends…and carry on before the Head Teacher sees you." (Primary Pupil)

"I like walking because I can chat with my friends" (Primary Pupil)

"I think it's better if you walk in a group, it's more fun because you can talk to them along the way." (Secondary Pupil)

"It is healthier and you meet your friends and walk with them." (Secondary School Pupil)

Those who cycled with friends also enjoyed the social aspect, although this was less about the ability to have conversations and more about shared fun:

"The way I come brings me past a skate park so I'll sometimes go there for a few minutes." (Secondary Pupil)

Awareness of Environmental Impacts

A number of pupils, at both primary and secondary schools included in the research, noted walking and cycling to school, and also to lesser extent using the bus, was better for the environment than being driven.

"It's good to get there quicker if you live quite far away, except if you live close then you don't need to get driven as it produces more pollution." (Primary Pupil)

"The cars not great because it can only carry about 7 people max, but bus and train can carry hundreds of people without burning very much fuel compared to the car." (Primary Pupil)

"I would say they [car and bus] are 50/50, it's good when it's raining or really far away, but it's kind of bad because of pollution to the atmosphere, it's really easy just to walk." (Primary School Pupil)

Although pupils were very aware of environmental issues and reasons for the promotion of walking and cycling, it was not clear how much of an impact this truly had on the decision making process regarding mode choice. Pupils were certainly able to make the links between different travel modes and environmental issues, however, they noted these to a lesser extent as having been considered at the point of choosing between modes. This was also generally reflective from a parent perspective as well as with, as noted, distance, convenience, time and health more apparent factors influencing decisions. The GCPH (2012) reported on work by Kirkby and Inchley (2009) which identified environmental factors to have an influence on school travel choices.

Gender

Gender was asked about, but not a central focus of the study. In the discussions gender was not found to be a major factor in travel choices for pupils, and although some initiatives were targeted at particular age groups, almost all were targeted at both boys and girls. Indeed, most schools indicated that boys and girls engaged to the same extent, regardless of the initiative.

However, there were a few exceptions noted at both the primary and secondary schools included in the fieldwork. Although there were no noted differences by gender within primary schools around rates of cycling, with girls appearing as equally engaged and enthusiastic about cycling initiatives and riding their bike to school as boys, there did appear to be more of a spilt at the secondary school level. Typically, boys were more likely to cycle to school than girls. Similarly, it was observed by one school that the boys appeared to want to walk more than the girls.

It should be noted however, that this may have been an isolated case, as no other case study school observed this, and typically, boys and girls were equally as enthusiastic about walking to school.

There is an extensive body of research which explores in more detail the relationship between girls' adolescence and participation in sport, and active travel. For example, Steinbach et al (2011) explored the relationship between the low visible levels of cycling in the public and the impact on levels of cycling amongst women and ethnic minorities.

It is likely that a number of factors would contribute to the lower levels of interest in cycling exhibited by secondary school girls. The scope of this research was, however, not extensive or detailed enough to identify the presence or interplay between possible reasons.

"The boys want to walk and they want the freedom [more than] the girls, there is a definite gender imbalance as such, the boys want more freedom and tend to be given it through that [walking]." (Primary School Staff)

Whilst only limited evidence was presented in the research for gender bias around travel choices or initiatives, one parent did identify an important gender based impact in the attempts to tackle car use for the school run. They noted that they believed that the school run was typically the responsibility of women, and that there are increasing pressures on women to work and juggle childcare commitments, and therefore, any attempts to reduce car use for school travel disproportionately penalises women. Other studies, including a review of walking buses in New Zealand by Collins and Kearns (2010), observed that mothers were usually the driving factor. Also, a study by the University of California Transportation Centre highlighted that women were more likely to undertake child serving (school run) and household serving (grocery shopping) trips and identified gender cultural norms to have an influence in terms of shaping activity and travel patterns.

"There's the fundamental issue of parents going to work and dropping their kids off on the way…Particularly for women, to have another thing landed on them, so as well as having to do everything else, you've got to then think about getting your kids to school some other way and then that's going to make you late for work, as well as everything else you have to do first thing in the morning." (Primary Pupil Parent)

Summary

School culture plays an important part in developing travel behaviour change success among its pupils. The overall ethos of the school is important, along with championing staff and engaged pupils taking responsibility for developing/leading initiatives.

Parental attitudes are equally important, but often considered to present a key challenge in changing pupil travel behaviour. Safety concerns, time, convenience

and onward travel needs were often cited as reasons for parents to drive pupils to school. However, it was also noted that more general cultural/social attitudes towards driving/walking were engrained in society, making any behaviour change more difficult to realise. It appears schools require wider support in order to normalise walking and cycling, both to school and more generally.

Chapter 9 – Summary and Recommendations

Discussion

While the aim of this research was not to evaluate the effectiveness and success of individual initiatives in terms of changing travel behaviour towards more active modes, it has identified, through the literature review and fieldwork, elements that are of particular importance to address the school run. Central to this, is that initiatives are complementary with approaches shaped around training, behaviour change and infrastructure working best in combination and require to be sustained. This section provides an overview of aspects key to different approaches to increase the number of journeys made to and from school by more active and sustainable modes.

Training

Bikeability is the core cycle training programme in Scotland with all but three local authorities taking part. Participation is characterised by an increasing trend in the number of primary schools involved, steadily increasing from 31.5% in 2010-11 to over 40% in 2014-15. While there is an overall increase in levels of participation, at the local authority level this is wide ranging from under 10% to over 90% of primary schools. The training is regarded as positive in terms of making children more aware of road safety and safer cyclists with it also engendering confidence in parents of their child's awareness and proficiency on a bike. Impact in terms of increasing the number of pupils cycling to school is less known with wider factors, such as infrastructure and surrounding street environment in terms of traffic, of direct influence.

Research which has been undertaken into the impact of Bikeability in England suggests there is not necessarily a direct impact in terms of increasing levels of cycling to school or generally, but there are positive impacts in terms of both children's' and parental perception and feelings surrounding cycling. These sentiments were echoed in discussions with pupils and parents during the fieldwork with training a positive impact, although infrastructure was a key issue to be addressed in parallel to measures to improve the proficiency and confidence for pupils.

This aside, cycle training is considered important as captured in 'An International Comparator Study' which noted that *'training for school age children would be an important part of the package for growing / maintaining cycling.'*

Behaviour Change

Increasing active travel requires direct intervention through travel behaviour programmes which raise awareness and actively encourage individuals to raise awareness. This is largely achieved by a mix of national programmes as well as more bespoke local authority and school based initiatives as evidenced by the case study schools in this research and also through the literature review.

Sustained programmes with an ongoing activity component and complemented by one-off events/competitions within and between schools to reinforce the active travel message and retain engagement is a key element. The WOW programme is a case in point where Walk Once A Week and associated Walk of Fame reports positive impact in terms of increasing and sustaining mode shift. The competition and reward aspect is valuable, with Walk of Fame and The Big Pedal helping schools and pupils feel they are part of something bigger beyond their immediate school community and area.

A key challenge in Scotland is sustaining behaviour change within schools beyond a period of intense activity and/or support from local authority officers/delivery partners. This is not an aspect isolated to Scotland. For example, an evaluation of the safer routes to schools in Northern Ireland identified that the sustainability of the activities supported during the programme delivery period was dependent very much on the personal commitment and buy-in from the School Travel Champions. A review of walking initiatives in Ontario, Canada also reported on the importance of the commitment and enthusiasm from champions to sustain activity levels and success.

Maintaining momentum into secondary school was noted to be particularly pertinent. While wider factors, such as increase in school travel distances as well as practicalities, have a bearing on the option of active travel, initiatives such as the I-Bike programme in providing a rolling programme across primary and secondary year groups were noted to deliver positive impact. Further strengthening of the links with feeder primary schools through the examples illustrated in the research could also help to ensure behaviour embedded in younger years is carried forward into older years. Further consideration of the vocational aspects of active travel as well as the Curriculum links could also be of merit to continue to maintain interest and the profile of more sustainable and active travel in secondary schools.

Sustaining behaviour can also be helped through reward and recognition, both as elements within an initiative and also from a wider accreditation perspective. Competition and rewards/incentives are key themes of the initiatives and valuable aspects identified in the research by school staff and pupils in particular. This is similar to findings from other programmes with a toolkit developed by the NTA for use by schools who wish to promote sustainable travel for the school journey, including incentivising through a ‘Green Boot Award’ and Green Tree. In terms of accreditation, the European STARS programme and National STARS Award Scheme both indicate positive results in terms of promoting travel behaviour change through the accreditation of schools on a Gold, Silver and Bronze basis. A review of the Cycle Friendly School Award also suggests a positive correlation between schools with the award and levels of active travel.

Infrastructure

Real and perceived safety is a key issue to active travel, and in particular cycling. Through this research it is highlighted this is a concern shared by schools, pupils, parents and stakeholders and cross-cutting across different geographies with both

urban and rural areas having challenges in this regard. Parking and congestion at the school gate was also identified as a recurring issue across different schools regardless of location and whether the school was modern or an older build. Training and behaviour awareness programmes need to therefore continue to be complemented by investment in infrastructure which is conducive to creating safe and attractive environs for pupils to travel actively to and from school as well as measures to address parking and congestion issues at the school gate.

Design initiatives identified through the research and which involve engaging the school and wider community demonstrate the type of work which can be undertaken and with associated beneficial impacts. Such approaches with direct measures help to ensure the end result addresses the needs of the local community, thereby supporting more active travel for local journeys.

Delivery

As well as the shape and content of actual initiatives, wider factors relating to their delivery are also important. Key success factors, which should be more widely transferable, were identified as including:

- The drive, motivation and enthusiasm of travel champions within schools (typically a member of school staff);
- Securing good levels of buy-in and engagement of pupils;
- Pro-active partners (such as the local authorities and delivery partners) as well as wider community participation and buy-in; and
- The availability of funding and physical resource to implement initiatives and/or infrastructure changes and the enforcement of restrictions where applicable.

Notwithstanding the positives, key challenges and barriers are particularly evident in relation to:

- Addressing real and perceived safety concerns through the provision of infrastructure linking with the school gate. This is often compounded by parking pressures and associated congestion at the school gate during drop-off/pick-up times;
- Resource constraints, both at the school level and in terms of dedicated personnel at local authorities, to lead, repeat and enforce the school run message at the local level;
- Sustaining active travel into secondary years due to a variety of reasons ranging from school catchments increasing in size, to school workloads/kit requirements and wider choices/increasing independence;
- Budgetary pressure and competing priorities at central and local Government, as well as within the financial year, school year and funding programme years which vary and can create challenges in terms of

maximising the use and benefit drawn from available resources within a particular time period; and

- Tackling wider societal norms around car use, walking and cycling in particular.

Further monitoring and maximising data collected through the Travel Tracker and national HUSS to monitor the impact of the initiatives individually and at a cumulative level over an appropriate timeframe. A key recommendation emerging from an evaluation of safer routes to school in Northern Ireland was the need to provide a longer time-frame for implementation with at least two school years suggested to be appropriate to monitor the impacts of initiatives.

Recommendations - Priorities for Government

It has been highlighted through the research that there is a role for different departments at the national and local levels, to continue and have greater involvement in tackling the school run and promoting active travel/travel behaviour changes. This section highlights some key learning from the study and considerations for different areas of Government policy.

Cross-Departmental

On the whole, there appears to be scope for greater joint working and cross-departmental funding of initiatives and infrastructure developments across the various local and national Government departments. However, within this it will be important that the core messages and aims of initiatives are not diluted or confused, so that schools can set clear priorities and be suitably supported to achieve these.

Specific cross-departmental considerations include:

- Cross-agency working to support the delivery of local initiatives against a backdrop of resource constraints. This may be through, for example, cross-departmental Government funding to provide mentoring and administrative support via national delivery partners;
- Enhanced cross-working between Government departments and agencies to ensure initiatives are inter-linked where appropriate, consistent delivery and the opportunities presented by active travel are fully embraced. For example, strengthening of relations between Scottish Government/Transport Scotland, Sport Scotland (Active Schools) and Education Scotland (Daily Mile). The Daily Mile is an initiative where transport can positively contribute through embedding walking and cycling within everyday activity such as the journey to/from school and associated positive attitude towards physical activity and exercise; and

- Linked to the above point is for the broader and further strengthening of the messaging of the role of active travel within wider campaigns in terms of health, environment and personal/social well-being for example.

Transport

The transport sector has to date led on supporting schools and the wider community to develop sustainable travel habits and to change social norms away from car use and towards active modes. While this is and will continue to be key, lessons from the research highlighted the benefits of community buy-in, and there may be scope to increase the role of the school community in the design of new infrastructure using some of the examples highlighted in this report. Further and wider engagement between transport and other policy areas is also a key dimension.

A combined approach to tackling the school run in terms of multiple initiatives and complemented by infrastructure would appear to bring the greatest success, to develop an overall school ethos and provide a consistent message to pupils and parents. Similarly, it was acknowledged by a number of case study schools that sustained initiatives (rather than short initiatives or one-off events) have a greater long-term impact on travel choices and behaviour change. Whilst events do have their place in assisting the initiatives to remain fresh and engaging, this should be considered in the overall complement of initiatives being offered within a school.

Specific roles for the transport sector include:

- Leading on further development of cross-departmental, consistent and long-term programme of initiatives supported by appropriate funding;
- Strengthening the role of the School Travel Plan and guidance from national and local Government in order to bring consistency to the process and facilitate the travel planning process as intended i.e. to instil sustainable and active travel behaviour and monitor change over time;
- Review of the requirement for match funding applications in all circumstances, with consideration of alternatives such as contributory funding and ‘value in kind’ to facilitate wider roll out of programmes to other areas and schools and with a longer term commitment. The short-term nature of funding programmes was identified as a factor by some stakeholders and also raised at the SCSP Learning Event attended by the research team;
- Consideration of the development of an Annual School Active Travel Summit for Government, local authorities, delivery partners and schools to come together to share experiences and learning with representation from across different sectors with an interest and direct role to play in addressing the school run challenge;
- Engagement at the national level with authorities currently piloting the School Streets initiative to understand impacts and the potential for wider roll out

across other authorities in Scotland, facilitated in the first instance by a Government led working group; and

- Further developing monitoring/measurement of initiatives progress and impact. Most schools noted that they take part in the Hands Up Scotland Survey annually and many also utilised the Travel Tracker, but there appeared to be opportunity for greater use to be made of these data sources to monitor initiatives or to identify changes in travel patterns at the school level. There is scope to further use these data sources to not only understand trends at the school level, but to help schools and local authorities to plan and develop local policy and help with the targeting of initiatives. Raising awareness of the valuable data sources available, where possible, would be advantageous. This could be potentially facilitated through a central schools' data repository, such as a website-based resource, providing access to travel data from different sources.

Education

Education is considered to have a greater role to play to drive forward messages to schools about the school journey, and to set priorities for schools. Stakeholders indicated that where behaviour change initiatives can be communicated to schools via the local Education Departments, the relationship with, and buy-in from the school was often better than those authority areas where other departments facilitated this. It was also shown throughout this study that the role of the 'travel champion', and the motivation and enthusiasm of that individual, is vital in the success of initiatives and instilling motivation and behaviour change in the pupils. As such, the importance of this role, and the benefits that the 'right person' can bring should be promoted to schools.

Recommendations for consideration include:

- Strengthening of the role of Education Departments in national and local Government in relation to the development and delivery of school travel based initiatives and measures. This would bring forward more Education to Education dialogue and assist in embedding sustainable transport into school culture and learning at the school level;
- Further profile raising of transport within the Education sector and at higher levels through a variety of methods, for example utilising the Association of Directors of Education, an Annual Learning Event, Head Teacher/Staff forums, and potentially through the school inspector process. This would assist in raising the profile of transport in the school environment from an operational perspective in terms of access, as well as learning opportunities, and supported by examples of best practice. The Government would have a key role to play in facilitating this process; and
- Reinforcing the opportunities afforded by transport and related initiatives in terms of Curriculum links, including learning related to STEM subjects as well as the development of wider life-skills for young people in Scotland.

Planning

Similarly, a stronger and more pro-active role is suggested for Planning to provide a consistent structure and framework for new developments, particularly residential as well as school led developments, which considers access to and within the school gate from the outset. This includes, any new development that occurs on a popular route to a school which should also have consideration of the promotion/facilitation of active travel/safe routes incorporated at the planning stages.

A number of case study schools had benefited from infrastructure changes at the school gate and within the wider community, whilst others continued to suffer the negative effects related to parent's perceptions of safety regarding their route to school. Safe routes to schools are as equally vital in changing pupils travel choices as the provision of initiatives.

Focus for future policy should concentrate on:

- Strengthening of Scottish Government planning guidance to local authorities to ensure planning authorities and infrastructure developers take account of school travel, and in particular the provision for access by active and public transport when planning new educational or residential developments. Such consideration is equally important where the provision of new facilities is by Public Private Partnerships; and
- The impact on (as well as the provision of) safe, active routes to school should be addressed where developments are considered to have a significant impact on the transport network within a school catchment area or equally also provide opportunities to enhance active routes within a school catchment area. Further consultation with schools and funding is also vital to identify and tackle problem areas.

Health and Well-Being

The links between health and well-being and active travel were well known among respondents in this study with active travel promoted in schools during Health Weeks. However, it will be important that the health benefits of active modes continue to be communicated to/through schools, and therefore vital that a consistent message is maintained. There is the potential for health and well-being departments to become more actively involved in terms of their role in tackling the school run and there is scope for greater cross-departmental co-ordination and funding of initiatives. Health Departments can also assist in the reduction of car use more generally by communicating health benefits of active travel and contributing to working towards normalising walking and cycling.

Environment

Environment and Climate Change Departments also have a role to play and there is learning to be drawn in terms of looking at how health has become particularly embedded and associated with active travel choices at the school level. While there

was an awareness of environmental aspects associated with sustainable travel, there is considered to be opportunity to utilise curricular links to further strengthen the linkage and connection of this in terms of transport and travel choices at the school, family and individual level as well as at the wider community level.

Conclusions

This research has highlighted that the school run is influenced by many different factors, and, therefore, a cross-cutting multi-disciplinary approach, underpinned by different and sustained intervention, is required to reduce the number of pupils travelling to school by car.

The research has illustrated the wide array of travel and behaviour change initiatives that have been implemented in schools across Scotland. There is an existing range of well-developed and well known national scale projects that local authorities and schools can utilise, and most case study schools had also developed a range of local initiatives, which varied in nature, scope and size. Schools have implemented both behavioural change initiatives and infrastructural measures/changes at the school gate and across their community to develop safer routes to school.

It was found that targeted initiatives have a positive impact, but sustained intervention is required to engender a step-change that reduces the number of pupils being driven to school. This includes providing the necessary joined up policy drivers at a local and national level across transport, planning, education, health and environment. Further infrastructure/physical interventions will only be effective if the necessary behaviour change initiatives are embedded in the school culture, local community and as part of a wider active travel strategy. This could extend beyond the school gate and into the workplaces of parents and carers responsible for the school run. Monitoring and evaluation activities which had been undertaken to understand and evidence the impact of initiatives reported a positive impact. Although outside the remit of this study, there is potential scope for further work to look at the impact of initiatives at the school and wider regional and national level.

In summary, there is no single answer to increasing active travel for the school journey, but rather, a combination of key elements appears to be important. Key aspects include:

- Provision of infrastructure to facilitate sustainable travel choices;
- Strong and solid delivery of training to allow safe use of the infrastructure;
- Regular and ongoing reinforcement of activities to promote and encourage behaviour change towards an increased number of school journeys being made by active and public transport modes; and
- Integrating active and sustainable travel fully into the school ethos and culture – e.g. by informing prospective parents that they would be

encouraged not to take their children to school by car; having a committed Head Teacher etc.

Investment in programmes spanning training, behaviour change and infrastructure will achieve maximum benefit and flexibility should therefore be retained to ensure they are accessible and transferable to different school settings and wider school catchment communities. This will in turn serve to provide a favourable environment to boost active travel and assist in developing an active school ethos nationally, regionally and locally.

Whilst this research arose as part of a package of measures to address climate change, the scope for the work did not require the identification or measurement of reduction in car use/distance driven, or air quality levels around case study schools. As such, the extent to which the efforts made by schools to tackle the school run are impacting on climate change/pollution levels cannot be established from this research. Further, the climate change agenda was not credited as driving schools' delivery of behaviour and infrastructure change programmes. However, the research does suggest that schools' efforts to tackle the school run should indeed be contributing to the Government's commitment to address climate change, as well as wider health and well-being agendas, and transport objectives.

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Appendix B School Fieldwork Methodology

Introduction

This appendix outlines the approach to the fieldwork. This includes details of the method adopted for the identification, selection and recruitment of case study schools and the qualitative fieldwork process, including the methods used to capture the views and experiences of school staff, pupils, parents and various stakeholders involved in the development and delivery of school based travel initiatives.

School Selection and Recruitment

Identifying Potential School Case Studies

Letters introducing the research and requesting permission to contact schools were sent to the Director of Education at each local authority in Scotland. As well as introducing the study, the letter also provided the opportunity for Directors to remove their local authority as a potential candidate school area. No authorities responded advising they wished for their area not to participate in the study.

A key task was to identify potential case study schools where pupils are within a distance which allows for active travel and also where active travel does occur to provide case studies with characteristics of relevance to this study. While the intention was not to obtain a representative case study sample, the study sought to include a range of different types of schools. A number of characteristics were considered in identifying the potential schools, including:

- Type of school - primary and secondary; denominational/non-denominational; state/independent; co/single campus;
- Geography;
- Socio-economic characteristics of the catchment area;
- Range of school travel initiatives (also informed by discussions with delivery partners); and
- Proportion of travel to/from school undertaken by active modes, bus, and car.

This was informed by a range of datasets available at the time, including:

- Scottish Household Survey (2014);
- HUSS (2014);
- Scottish Multiple Index of Deprivation (2011); and
- Scottish Government Schools Database (2015).

The case study selection was also informed by previous research experience of the study team into school pupils' mode choice which highlighted a drawback associated with using the average school catchment distance as an indicator for

identifying more or less sustainable school travel. The issue particularly arises in schools whose catchment consists of a small town or village, plus a large rural hinterland. These schools tend to have a high average catchment distance (influenced by the rural hinterland) and an average or better-than-average active travel percentage (influenced by the pupils living in the urban area, close to the school). However, when this 'good' school is examined in detail, typically, the mode choice behaviour of two sub-sets of pupils are little different from the national average figures and the school offers little insight other than that pupils who live close to school often walk or cycle and those than live far away tend to get driven or travel by bus. To avoid the same issue in this study, analysis was therefore undertaken which considered existing school catchment data and mode choice.

School Case Study List

The process outlined above informed an initial long list of over 70 schools. Following sifting and discussion with the Project Steering Group, a preferred case study list of seven primary and five secondary schools was identified and each school invited to participate in the research. Equivalent reserve schools were also identified at this time and selected on the basis of the same attributes described above. A letter was sent to the relevant Directors of Education advising a school(s) in their area had been identified and invited to participate in the study. The Head Teacher at each school was then contacted directly by the research team to introduce the study and invite their school to participate.

Three of the 12 schools initially identified declined the invitation to participate, and it was necessary in these circumstances to approach the reserve school. In one instance the first reserve school declined to participate and an approach was made to a new local authority, again informed by the initial long list. Unfortunately, this again proved unsuccessful and the decision was taken, in consultation with the Project Steering Group, to undertake 11 rather than 12 case studies.

Qualitative Fieldwork

Overview

In summary, the fieldwork phase of the study involved:

- Interviews with school staff – Head Teachers, Deputy Head Teachers or other members of the school staff;
- Pupil mini-focus groups with P6, S1 and S3 pupils who currently travel to school by sustainable modes or have the option to do so;
- Pupil led interviews with their parents at home; and
- Local authority and other stakeholder discussions.

Table B.1 provides a breakdown of the numbers of interview and focus group participants within the research and each element of the research is discussed in further detail below. Topic Guides were developed for each discussion and are enclosed in Appendix C.

Table B.1 Interview and Focus Group Participants

STAKEHOLDER	PRIMARY SCHOOLS	SECONDARY SCHOOLS	TOTAL
School Staff Interviewed	7	4	11
Pupils in Focus Groups	112	66	178
Parent Interviews	69	37	106
Local Authority Officers Interviewed	-	-	15
Other Stakeholder Officers Interviewed	-	-	9

Interviews with School Staff

Interviews were undertaken with a member of the school staff. This included Head Teachers, Depute Head Teachers, Principal Teachers or School Travel Lead/Champion. Some interviews were also attended by parents (from the Parent Council/Parent-Teacher Association (PTA)) at the suggestion of individual schools where the PTA were active in promoting sustainable travel and delivering measures.

A specific Topic Guide was used to explore the views of school staff. This was themed around initiatives, outcomes, problems encountered, infrastructure and wider attitudinal and cultural aspects.

Pupil Mini-Focus Groups

At each school mini-focus groups were undertaken with pupils. Up to four groups with between four and five pupils were undertaken at each school. At the primary

level, mixed gender groups were held with P6 and gender specific groups each with S1 and S3 secondary pupils. Groups were selected to provide a mix, as far as possible, of pupils who both currently travel to school by sustainable modes and those who don't, but with the option to do so.

Topic Guides were developed and included a short introductory activity undertaken as an 'ice-breaker' to relax pupils and help them think about how they travel to/from school and why. The discussions were intended to understand pupil perceptions and experiences around travel choices for the journey to school and influencing factors, including any infrastructure or initiative based factors. The Topic Guides also included a question to capture the travel behaviour of younger siblings to provide a view of how travel may change within the family unit and also where younger siblings may influence the travel of older siblings.

In total, 178 pupils participated in the focus groups comprising 112 primary pupils and 66 secondary pupils as summarised in Figure B.1. Of the primary pupils, 57 boys and 55 girls participated and of the secondary pupils 32 boys and 34 girls were involved at the case study schools.

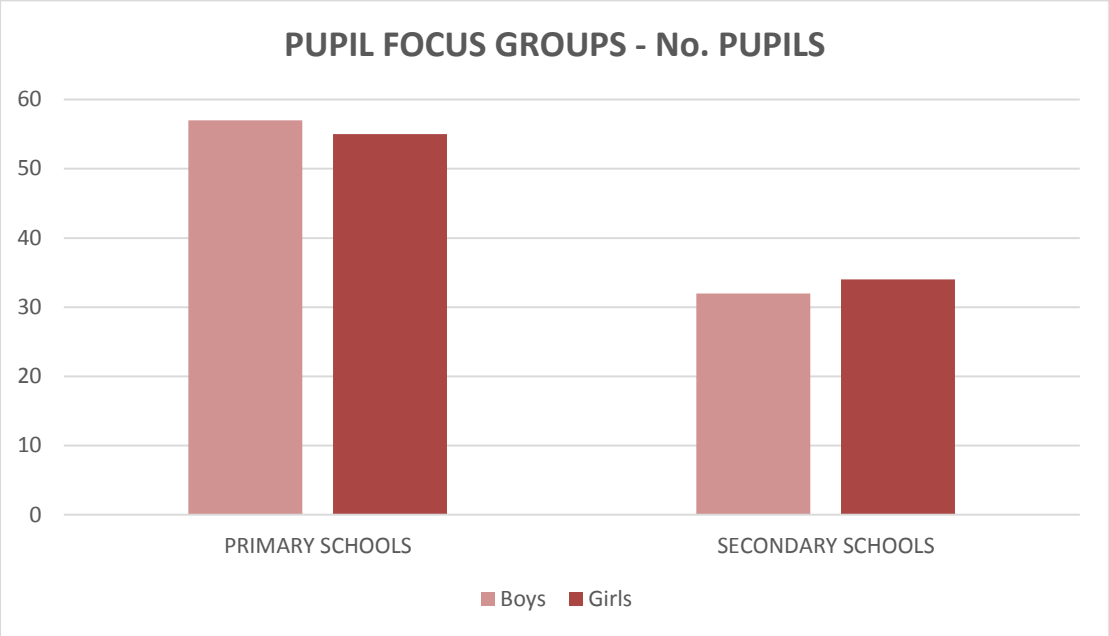

Figure B.1: Pupil Focus Groups

Pupil Led Parent Interviews

It was also considered important to capture the parents' views and experiences of the school run and any school based travel initiatives. To facilitate this, pupils who participated in the mini-focus groups were asked to interview their parents through a homework based activity.

At the end of the focus groups, each pupil was provided with a pack containing a recorder, information sheet for their parents and a short Topic Guide with a series of questions to ask their parents'. Pupils were talked through what they were to do and also provided with a demonstration of how to work the recorder.

From 175 recorders handed out (three pupils preferred not to take part in the activity), 106 recorders with usable data were returned from eleven schools equating to a response rate of 61%.

Local Authority and Stakeholder Discussions

Interviews were also undertaken with a range of stakeholders involved in the delivery of initiatives at the case study schools. These included:

- Local Authority officers from different teams, including School Travel Professionals, Active Travel Coordinators, Road Safety Officers and Engineering Professionals;
- Those involved in the development and delivery of national programmes, including Cycling Scotland, Living Streets, Road Safety Scotland and Sustrans; and
- A charitable service provider who assists the local authority and national programme organiser in the local delivery of particular initiatives.

Again, dedicated Topic Guides were used to illicit information about stakeholders' involvement in specific case study school initiatives, as well as their wider views and experiences of developing and delivering the initiatives at the school level.

Appendix C Fieldwork Topic Guides

Scottish Government Tackling the School Run
School Staff Interview Topic Guide

A. SPECIFIC INITIATIVES

When discussing initiatives we would like you to think of anything at all that you or other partners (e.g. the Local Authority, Sustrans, Cycling Scotland, Living Streets, Road Safety Scotland, Policy Scotland etc.) may have done which has impacted on how pupils travel to/from school. This may be infrastructure based (e.g. building new, secure bike sheds; traffic management schemes and/or parking restrictions around the school; amended road layouts around the school; etc.), or some other type of initiative to raise awareness and encourage travel behaviour change, such as Bikeability, I-Bike, or cycling proficiency; Walk Once a Week, walk to school week, park and stride or a walking bus etc.

1. Do you have a school Travel Plan?

   If yes:

   - Is it aimed at staff only or does it include measures related to the school journey undertaken by pupils?
   - Who has responsibility for this?
   - To what extent is it promoted?
   - How influential do you think it has been in encouraging travel behaviour change and particularly active travel use?

2. Has your school implemented any initiatives, either in the past or currently, which have aimed to change the way that pupils travel to school? *[Repeat the list of questions below for EACH initiative available].*
   - What have these been?
   - What was the aim of this/these?
   - Who was it targeted at?
   - Who led this initiative?
   - How was it set-up and managed?
   - How was the school community made aware of this initiative?
   - What did the initiative entail?
   - Were any other partners involved (e.g. local authority, third sector, etc.)?
   - Is it still ongoing?
   - Is the initiative self-sustaining?

3. Has the Local Authority (or any other partners) implemented any initiatives or infrastructure projects, either in the past or currently, which have aimed to either change the way that pupils travel to the school OR address any traffic/road safety concerns around the school? *[Repeat the list of questions below for EACH initiative available].*
   - What have these been?
   - What was the aim of this/these?
   - Who was it targeted at?
   - Who led this initiative?

- How was it set-up and managed?
- How was the school community made aware of this initiative?
- What did the initiative entail?
- Were any other partners involved (e.g. yourselves and/or other schools in the area, private contractors, third sector, etc.)?
- Is it still ongoing or self-sustaining?

Outcomes:

4. To what extent did the initiative(s) meet the aim(s)? *[Cover all initiatives identified above]*

5. What were the key performance indicators (KPIs) or measures used to monitor progress/performance of the initiative? How did each element perform? *(Probe for poor and good performance)*
   Probe for:
   - Reduction in car travel/parking around the school?
   - Health benefits and/or behaviour change (e.g. increased physical activity)?
   - Environmental benefits?
   - Education/learning benefits (i.e. Curriculum link)?
   - Behavioural benefits?
   - Number of beneficiaries (i.e. scope of the initiative – whole school, certain year groups – which ones)?
   - Any others?

6. How big, and how lasting an impact did the initiative(s) have? What was the impact on travel choices around the school in general, and on sustainable travel in particular?

7. Did any initiative(s) have more of an impact on certain age groups and/or from a gender point of view?

8. Were any of the initiatives linked to the Curriculum and related classroom activities/learning? *[If so, probe what this involved and success/views of linking Curriculum to transport].*

9. What, in your opinion, were the main drivers of any successful and/or less successful outcomes of the initiative(s)? *[Cover all initiatives identified above]*
   Probe for:
   - Infrastructure?
   - School, family, or wider community culture?
   - School, family or wider community attitudes?
   - Resources/ people involved (including any key staff, local authority staff and/or other stakeholders)?
   - Partnership working?
   - Availability of funding?

10. Are you aware of the pupil and/or parent perceptions of the initiative(s)?
    - What is this perception?
    - How have you generated this feedback?
    - Has their perception changed over time?

11. In your opinion, how transferrable would these approaches and their success be in other schools? Were there any unique elements/criteria that would need to be replicated or may be difficult to duplicate in other areas?

Problems Encountered:

12. Were any problems encountered either in setting-up or during these initiatives? Please describe any significant problems.

13. What impact did these problems have on:
    - The implementation?
    - Resourcing?
    - Any partnership working?
    - Overall success of the initiative?
    - Any other impacts?

14. How were any problems tackled and how well were they overcome?

B. WIDER FACTORS – INFRASTRUCTURE, CULTURE, RESOURCES AND ATTITUDES

15. What impact has infrastructure (e.g. safe routes/crossings, school cycle parking, lockers etc) had on travelling to school by alternatives to the car?

16. Are you aware of whether safety, or the perception of safety, is a factor in determining choices around how pupils travel to school? [*IF YES: What examples would you give?*]

17. Are free school buses provided for pupils in this school? What is the catchment distance for pupils to be eligible? Are the buses well used by those who are eligible? Is there any other feedback about the services?

18. Are there viable public transport alternatives that pupils could use (e.g. train or regular scheduled bus services)? Are there any factors (e.g. cost, timing of services) which impact on use? Do these services make a difference to the level of walking, cycling and scooting/skateboarding?

19. How do most of your staff travel to school? Do all your staff take part in any initiatives to encourage sustainable travel by pupils? *(By sustainable we wish to consider the broad range of measures, including car sharing/pooling, public transport, using the school bus, and the increase of active modes like walking and cycling).*

20. Are there any aspects of the school design which could be different to support access for pupils and/or staff walking, cycling or arriving by bus?

21. Do you consider there to be a culture within the wider local community which promotes the use of public transport, walking or cycling? *(IF YES: Probe re any specific initiatives)*

22. What element(s) do you think are more influential in promoting sustainable travel experienced at your school? *[PROMPT: infrastructure; initiatives; culture; availability of resources; and/or personal attitudes]. (Again, by sustainable we wish to consider the broad range of measures, including car sharing/pooling, public transport, using the school bus, and the increase of active modes like walking and cycling).*

23. Is there anything else you would like to tell us about travel to/from the school or any of the infrastructure or initiatives which impact upon this, either directly or indirectly, which we have not already covered?

Scottish Government Tackling the School Run Study
Pupil Mini-Group Interview Topic Guide

Travel Patterns

1. Establish:
   - How pupils get to/from school (i.e. walk, cycle, scoot/skate, park and stride, school bus, normal bus service, driven (establish any car sharing), taxi or other).
   - How often they travel this way (i.e. daily, once or twice a week, less often, etc.).
   - Does this differ by time of year (e.g. between summer and winter) or by weather conditions (e.g. when it's windy or raining and when it's warm and sunny)?

2. How long does it take you to get to school?

3. Who do you go to/from school with? *[PROBE: for on your own, with a parent/carer, with a brother or sister (are these older or younger?), or with friends?]*

4. How did you travel to primary school when you were younger? *(or for secondary pupils)* How did you travel to primary school?

Initiatives

Briefly outline any initiatives that the school or local area does.

5. Have you heard of this/these? Do you know what it is?

6. What do you think of this? Is it a good idea or a bad idea? Why do you say that?

7. Does this have any effect on your or your parents/carers choices for traveling to/from school? *If yes:* What effect does it have?

Attitudes Towards Different Modes

8. What do you think about walking and cycling to school? Is it a good idea or a bad idea? Why do you say that?

9. If you walk or cycle to school, why do you choose to do this? *[Prompt: always have done; want to; friends walk/cycle and want to spend time with them; healthier; parents make me; no other choice etc]*

10. Are there are other ways that you could get to school, for example by car, bus or train? If you use these, why? If you don't use these, whose choice is it not to, yours or your parents? Do you know why they don't use these to get you to/from school?

11. In general, what do you think about the other ways of getting to and from school?

12. Is there anything else we haven't covered that you'd like to tell me about the way you travel to and from school?

Scottish Government Tackling the School Run
Parent / Guardian Interview

Q1. How long do you think it should take me to get to school?

Q2. How do I usually travel to school? (walk, cycle, scoot/skate, school bus, normal bus, car to the school gate, park somewhere nearby then walk, taxi, or other?)

Q3. Why do I travel this way?

Q4a. Do I have any other choices for how I get to school? What are these?

Q4b. Why don't I travel to school using these other ways?

Q5a. Do you know of anything my school or the Council has done to get pupils to travel by ways other than the car? (For example, is there a Walking Bus, is there cycle training, are certain roads closed at the start and end of the school day, etc?)

Q5b. How did you find out about any of the things done by the school and/or Council?

Q5c. Do you think these things work? Did/do they make a difference to how I travel to school?

If you have little brothers or sisters at the same school as you, please also ask Q5d.

Q5d. Do these things make a difference to how my little brother or sister travels to school?

Q6. What do you think helps pupils not to be driven to school?

Q7. Who do you think should be helping me and my friends get to school not using a car? (For example, parents, the school, the Council, the Scottish Government, etc?)

Q8. Do you think more could be done to get more pupils to travel more often by walking, cycling, scooting/skateboarding or public transport? What could be done to help?

Scottish Government Tackling the School Run
Stakeholder/Local Authority Topic Guide

1. Can you give me an overview of your role in promoting sustainable travel at any/all of the case study schools? *(By sustainable we wish to consider the broad range of measures, including active modes like walking, cycling, scooting/skateboarding as well as park and stride, public transport and car sharing/pooling.)*

2. Were there clear role and responsibilities between the school and yourselves? *[Probe: Memorandum of Understanding/Service Level Agreement with Authority]*

3. How successful was the relationship between yourself and the school? How was this relationship established and maintained? How effective were the communication channels between all the partners?

4. Is this initiative(s) still *ongoing* at the school? Are you still involved at this point? Is/was there a plan/process for the school to take sole management/responsibility for the Initiative?

Outcomes:

5. What is/was the aim(s) of the initiative(s)?

6. To what extent did the initiative(s) meet the aim(s)?

7. What were the key performance indicators (KPIs) or measures used to monitor progress/performance of the initiative? How did each element perform?
   Probe for:
   - Reduction in car travel/parking around the school?
   - Health benefits and/or behaviour change (e.g. increased physical activity)?
   - Behavioural benefits?
   - Environmental benefits?
   - Education/learning benefits (i.e. Curriculum link)?
   - Number of beneficiaries (i.e. scope of the initiative – whole school, certain year groups – which ones)?
   - Any others?

8. Were there any unexpected benefits or residual impacts of the initiative(s)? If so, what were these?

9. How big, and how lasting an impact did the initiative(s) have? What was the impact on travel choices around the school in general, and on sustainable travel in particular?

10. What, in your opinion, were the main drivers of any successful and/or less successful outcomes of the initiative(s)? *[Cover all initiatives identified above]*
    Probe for:
    - Infrastructure?
    - School, family, or wider community culture?
    - Resources/ people involved (including any key staff, local authority staff and/or other stakeholders)?
    - Partnership working?
    - School, family or wider community attitudes?
    - Availability of funding?

11. Are you aware of the pupil and/or parent perceptions of the initiative(s)?
    - What is this perception?
    - How have you generated this feedback?
    - Has their perception changed over time?

12. In your opinion, how transferrable would these approaches and their success be in other schools? Were there any unique elements/criteria that would need to be replicated or may be difficult to duplicate in other areas?

Problems Encountered:

13. Were any problems encountered either in setting-up or during the initiative(s)? Please describe any significant problems.

14. What impact did these problems have on:
    - The implementation?
    - Resourcing?
    - Any partnership working?
    - Overall success of the initiative?
    - Any other impacts?

15. How were any problems tackled and how were they overcome?

16. Knowing what you do about sustainable travel, what else do you think needs to happen to tackle the school run and reduce the number of pupils travelling by car to/from school?

FINANCERS ONLY:

17. To what extent did you fund this initiative? (Minimal, part funded, joint funded, fully funded?)

18. Was/is ongoing funding required or was it a one-off resource that was provided? IF APPROPRIATE: How will the initiative be funded in the future?

19. How did this initiative(s) compare to others that you have funded/refused for funding?

social research

The views expressed in this report are those of the researcher and do not necessarily represent those of the Scottish Government or Scottish Ministers.

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