

Active Journeys

Annual Programme Report 2021-22

Redacted - Personal Information

18 October 2022

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

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

Join us on our journey.

www.sustrans.org.uk

Registered Charity No. 326550 (England and Wales) SC039263 (Scotland).

Cover photo credit: Geraint Thomas/Panorama

YMWUNWCH Â'R MUDIAD
sustrans
JOIN THE MOVEMENT



Document details

Reference ID: SUSR2109

Version: 2.0

Client: Welsh Government

Circulation Status: External: restricted to the client

Issue Date: 18/10/2022

Author(s):

Reviewed by:

Signed off by:

Accepted by:

Contact:

Contents

| | |
|---|----|
| Executive summary | 4 |
| Introduction | 6 |
| 1.1.1 About the programme | 6 |
| 1.1.2 About reporting | 6 |
| 1.1.3 Programme delivery and monitoring after the Covid-19 pandemic | 6 |
| 1.2 Programme aim, objectives, wider community benefits | 7 |
| 1.2.1 Aim | 7 |
| 1.2.2 Objectives | 7 |
| 1.2.3 Wider community benefits | 7 |
| 1.3 Targets | 8 |
| 2. Reach | 10 |
| 3. Effectiveness | 14 |
| 3.1 Overall aim: To increase the number of children, young people and staff regularly travelling actively to school | 14 |
| 3.1.1 Hands Up Survey (HUS) Results | 14 |
| 3.1.2 Sustrans School Survey results | 17 |
| 3.2 Objective 1: To give teachers, parents and governors the tools and skills to promote and support active travel within their school and the wider community. | 20 |
| Activity log results | 20 |
| 3.2.1 Sustrans School Survey Results | 22 |
| 3.3 Objective 2: To raise awareness and enthusiasm among children, young people, staff, parents and governors on the benefits of active travel and safe routes | 23 |
| 3.3.1 Activity log results | 23 |
| 3.3.2 Sustrans School Survey results | 26 |
| 3.3.3 Hands Up Survey Results | 27 |
| 3.4 Objective 3: To engage children and young people and the wider school community in activities encouraging and enabling uptake of active travel | 29 |
| 3.4.1 Activity log results | 29 |
| 3.4.2 Sustrans School Survey results | 31 |
| 3.5 Objective 4: To work closely with the school staff and community to develop school champions with specific roles to promote active travel, linking to relevant other programmes | 31 |
| 3.5.1 Developing school champions | 31 |
| 3.5.2 Links to relevant programmes | 32 |
| 3.6 Objective 5: To create a whole school culture of active travel within participating schools that can be sustained over time and is reviewed regularly | 33 |

| | | |
|--------|---|----|
| 3.7 | Objective 6: To communicate the benefits of active travel and encourage its uptake through a variety of channels to the wider community | 33 |
| 3.8 | Objective 7: To help facilitate/improve the transition between primary and secondary schools to maintain and encourage active travel habits and behaviours | 37 |
| 3.9 | Objective 8: To facilitate young people's and schools' engagement in planning and designing active travel improvements linked to the journeys they make, for example in the Integrated Network planning process or for capital grant bids | 37 |
| 4. | Adoption | 39 |
| 4.1 | Active Travel School Award (ATSA) | 39 |
| 4.2 | The Big Walk and Wheel and the Big Shift | 41 |
| 4.3 | The distribution of engagement across Wales | 41 |
| 4.4 | Engagement across Wales and the social landscape | 45 |
| 4.4.1 | Engagement with Active Journeys and local politics | 45 |
| 4.4.2 | Engagement with the programme and Welsh language | 46 |
| 4.4.3 | The Welsh Index of Multiple Deprivation | 47 |
| | Implementation | 50 |
| 4.5 | Delivery Team | 50 |
| 4.6 | Feedback on programme implementation | 50 |
| 4.6.1 | Net Promoter Score | 51 |
| 4.6.2 | Feedback on programme delivery | 51 |
| 4.7 | How delivery was impacted by the Covid-19 pandemic | 52 |
| | Maintenance | 54 |
| 4.8 | Objective 5: To create a whole school culture of active travel within participating schools that can be sustained over time and is reviewed regularly | 54 |
| 4.9 | Objective 7: To help facilitate/improve the transition between primary and secondary schools to maintain and encourage active travel habits and behaviours | 57 |
| | Appendix | 60 |
| 4.10 | Methodology | 60 |
| 4.10.1 | Reporting methodology | 60 |
| 4.10.2 | Levels of school engagement | 61 |
| 4.10.3 | Data collection tools and analysis methods | 61 |
| 4.10.4 | Data sample information and considerations | 63 |
| 4.10.5 | The classification of activities that encourage or enable active travel | 64 |

Executive summary

Active Journeys is a behaviour change programme designed to increase active travel on the school run and reduce car use. This report covers the second year of phase two of the programme.

This second annual report covers delivery between 1 April 2020 to 31 July 2022 (with a focus on the second year of delivery, spanning 1 August 2021 to 31 July 2022), using Hands Up Surveys, the Sustrans School Survey, and officers' Activity Logs to demonstrate progress against programme objectives.

The programme is increasing the sustainability of school travel:

- More pupils are travelling actively. Active travel has **increased by 24.6%** (up 10.1 percentage points from 40.9% to 50.9%).
- Fewer pupils are being driven to school. Car use as the usual school travel mode has **decreased by 29.9%** (down 13.0 percentage points from 43.3% to 30.4%).



Sustrans' schools officers are delivering activities to children, young people, and adults across Wales, raising awareness and enthusiasm for active travel. School champions are being trained to support active travel activities in their schools by shadowing activities.

During the 2021-2022 project year:

Sustrans has delivered **almost 480** activities receiving over **25,000** attendances:

- **Over 24,000** pupil attendances
- **Over 1,200** adult attendances (with 1,100 being staff and parents)
- **40** activities shadowed by school champions



Eighty-six activities were delivered virtually to pupils and school staff.



Sustrans delivered activities in **98** schools:

- **87** primary schools
- **8** secondary schools
- **2** ALN schools
- **1** primary and secondary school



Schools in **20 out of 22** local authority areas in Wales received Sustrans activities



Over the Active Journeys programme's lifetime (1 April 2020 – 31 July 2022):

Sustrans has delivered **more than 730** activities in school settings, receiving **almost 36,000** attendances:

- **Almost 34,000** pupil attendances
- **Over 1,800** adult attendances (including nearly 1,600 by staff and parents)
- **74** activities were shadowed by school champions



More than 160 activities were delivered virtually to pupils and school staff



One hundred and eighty-eight schools have signed up to the Active Travel School Award.

Sustrans has delivered activities in **126** schools:

- **112** primary schools
- **10** secondary schools
- **3** ALN schools
- **1** primary & secondary school



Schools in **20 of 22** local authority areas in Wales have received Sustrans activities



Schools in **21 of 22** Welsh local authorities have signed up to the Active Travel School Award.

Introduction

The Active Journeys programme is delivering a package of interventions to schools in Wales aimed at supporting change in school travel behaviour. These interventions encourage a shift from inactive modes, like driving, to active modes such as walking, cycling, scootering and skating.

1.1.1 About the programme

Active Journeys is a multi-year programme with the overall aim of increasing active travel to school¹. Sustrans offers a variety of activities customised to fit the needs of individual schools to help them embed a culture of active travel. The programme is currently in the second year of its second phase, which began on 1 April 2020. The Covid-19 pandemic caused significant disruption to the 2020-21 delivery year, the end date of which was extended from 31 March until 31 July, giving a 16-month delivery year. The second year runs August-July and is a 12-month delivery year.

This programme builds on the success of the first phase², during which Sustrans supported children and young people in 248 schools to increase levels of active travel and reduce car use as the usual mode of school transport.

1.1.2 About reporting

Sustrans' Research and Monitoring Unit are responsible for the monitoring and evaluation of programme delivery and impact. Each year we present results in interim reports, using the RE-AIM framework. This framework was adopted on the recommendation of an external evaluator, who was consulted as required by Welsh Government. See the appendix 4.10.1 for more methodological details. There will be a final programme report at the end of the project.

1.1.3 Programme delivery and monitoring after the Covid-19 pandemic

Programme delivery was affected by school closures and restrictions on school visitors due to Covid-19 regulations throughout the 2020-21 project year. Schools reopened in April 2021, allowing face-to-face activities to restart. Compared to the previous year, the delivery of activities to school settings was less affected by Covid during the 2021-22 project year. However, understaffing due to illness posed a significant barrier to delivery, particularly in the run-up to Christmas 2021, when rising concerns over the Omicron variant led multiple schools to cancel planned visits. Staff and student

¹ The programme was originally intended to run from 2020 to 2023 but has been extended to include a fourth year and is currently expected to run until 31 July 2024.

² The first phase of the Active Journeys programme ran between 1 August 2015 and 31 March 2020.

absences remained higher than in pre-pandemic years. More details on the impacts as reported by teachers is described in section 4.7.

The disruptive impact of the Covid-19 pandemic on programme delivery in the 2020-21 project year is described in section 1.15 of the 2020-21 Active Journeys annual report.

1.2 Programme aim, objectives, wider community benefits

1.2.1 Aim

To increase the number of children, young people and school staff regularly travelling actively to school.

1.2.2 Objectives

- 1 To give teachers, parents and governors the tools and skills to promote and support active travel within their school and the wider community.
- 2 To raise awareness and enthusiasm among children, young people, staff, parents and governors on the benefits of active travel and safe routes.
- 3 To engage children and young people and the wider school community in activities encouraging and enabling uptake of active travel.
- 4 To work closely with the school staff and community to develop school champions with specific roles to promote active travel, linking to relevant other programmes.
- 5 To create a whole school culture of active travel within participating schools that can be sustained over time and is reviewed regularly.
- 6 To communicate the benefits of active travel and encourage its uptake through a variety of channels to the wider community.
- 7 To help facilitate/improve the transition between primary and secondary schools to maintain and encourage active travel habits and behaviours.
- 8 To facilitate young people's and schools' engagement in planning and designing active travel improvements linked to the journeys they make, for example in the Integrated Network planning process or for capital grant bids.

1.2.3 Wider community benefits

The Active Journeys programme aims to create wider community benefits. These include:

- The recruitment and training of economically inactive and/or disadvantaged people, through volunteering opportunities.

- Contributions to education, through the development and provision of active travel resources that aid schools to embed and enhance literacy and numeracy skills and digital competence among pupils in engaged schools.

1.3 Targets

Sustrans has set targets for engagement with schools, which we will monitor over the life of the programme. They include output and outcome targets as visualised in the programme's monitoring plan. **Table 1** conveys the cumulative progress that had been made towards these objectives at the end of the first two project years.

Table 1: Targets

| Target | July 2021 | July 2022 |
|---|---|--|
| 400 schools engaged, including: <ul style="list-style-type: none"> • 365 primary schools • 35 secondary schools | 227 schools engaged 65 schools had an activity delivered by Active Journeys officers, including: <ul style="list-style-type: none"> • 59 primary schools • 3 secondary schools • 2 additional learning needs (ALN) schools • 1 combined primary and secondary school | 336 schools engaged (since Aug 2021) 126 schools have received activities through the Active Journeys programme to date, including: <ul style="list-style-type: none"> • 112 primary schools • 10 secondary schools • 3 ALN schools • 1 combined primary and secondary school |
| Schools within all 22 local authorities in Wales will engage | 18 out of 22 local authorities received activities | 20 out of 22 local authorities received activities |
| 300 school champions will be recruited and trained to support active travel in their schools | 65 school champions | 177 school champions |
| 600 activities delivered by Sustrans schools officers will be shadowed by school champions | 34 shadowed activities | 74 shadowed activities |
| 400 schools will use the Active Travel School Awards (ATSA) online platform | 167 schools registered in 21 out of 22 local authorities | 188 schools registered in 21 out of 22 local authorities |
| 195 schools will achieve bronze, 104 schools will achieve silver, | <ul style="list-style-type: none"> • 70 achieved bronze | <ul style="list-style-type: none"> • 80 achieved bronze |

| | | |
|---|---|---|
| and 13 will achieve gold by the end of the programme | <ul style="list-style-type: none"> • 22 achieved silver • 1 achieved gold | <ul style="list-style-type: none"> • 30 achieved silver • 2 achieved gold |
| 300 schools will access the Information and Advice Service over the 3 years | 120 schools accessed advice and information | 141 schools accessed advice and information |

2. Reach

One hundred and twenty-six schools across 20 out of 22 local authority areas in Wales have received Sustrans activities through the Active Journeys programme since 1 April 2020. One hundred and eighty-eight schools are registered for the Active Travel School Award.

Between 1 August 2021 and 31 July 2022, Sustrans has delivered activities in 98 schools (87 primary schools, eight secondary schools, one combined primary and secondary school, and two Additional Learning Needs (ALN) schools). Activities delivered as part of the programme have reached nearly 11,000 individuals. One hundred and eighty-eight schools have signed up to the new Active Travel School Awards (ATSA) platform – some are already registered with the Active Journeys programme, but some are schools that have previously not engaged.

During the 2021-22 project year, 336 schools engaged with Sustrans. Of these, 281 schools were either registered Active Journeys schools that received one or more activities, or schools that were engaged with through the ATSA programme, the Big Walk and Wheel or the Big Shift. Altogether, 141 schools have been given information and advice through the Active Journeys programme. Thirty-seven of these had not participated in the programme in other ways during the 21-22 delivery year. On top of the information and advice service and formal engagement, Sustrans Cymru's team engaged with an additional 18 schools through email correspondence during the programme's second project year.

Table 2 shows the proportion of schools in local authority areas in Wales that have received a Sustrans activity since 1 April 2020. Twenty out of 22 local authority areas contained at least one school that received an activity from Sustrans officers. Of the two local authorities that have not yet received activities, one (Torfaen) contained Sustrans-supported schools that were signed up to ATSA. Blaenau Gwent is the only authority that was not reached through either the delivery of activities or engagement with the ATSA programme or the Big Walk and Wheel.

Table 2: Total number of schools³ reached through the programme by local authority, 1 April 2020 – 31 July 2022.

| Local Authority | Primary and middle schools receiving activities | Secondary schools receiving activities | Schools signed up to ATSA |
|-------------------|---|--|---------------------------|
| Anglesey | 1 | 0 | 5 |
| Blaenau Gwent | 0 | 0 | 0 |
| Bridgend | 10 | 1 | 13 |
| Caerphilly | 7 | 0 | 11 |
| Cardiff | 8 | 3 | 17 |
| Carmarthenshire | 8 | 1 | 15 |
| Ceredigion | 9 | 0 | 16 |
| Conwy | 3 | 1 | 6 |
| Denbighshire | 7 | 2 | 11 |
| Flintshire | 2 | 0 | 9 |
| Gwynedd | 10 | 0 | 21 |
| Merthyr Tydfil | 3 | 0 | 4 |
| Monmouthshire | 3 | 0 | 1 |
| Neath Port Talbot | 1 | 0 | 6 |
| Newport | 6 | 0 | 4 |
| Pembrokeshire | 4 | 0 | 6 |
| Powys | 3 | 0 | 3 |
| Rhondda Cynon Taf | 4 | 1 | 7 |
| Swansea | 12 | 2 | 16 |
| Vale of Glamorgan | 3 | 0 | 6 |
| Torfaen | 0 | 0 | 3 |
| Wrexham | 7 | 0 | 8 |
| Total | 111 | 11 | 188 |

Table 3 shows that, in the 21-22 delivery year, activities have reached nearly 11,000 individuals, including more than 10,000 pupils, 440 school staff and 30 parents. This year, there have been more than 25,000 attendances⁴ to activities, including over 24,000 pupil attendances and nearly 1,200 adult attendances.

³ Note that three ALN schools and two infant schools are excluded from this breakdown. One superschool is included in both the primary and secondary totals.

⁴ Individuals often attend more than one activity, so the total number of attendances is typically higher than the number of unique individuals that have attended one or more activities.

To date, more than 13,500 individuals have been reached through activities, including almost 13,000 pupils, almost 600 school staff and 46 parents. Since 1 April 2020, there have been nearly 36,000 attendances at our activities, of which approximately 34,000 were pupil attendances and over 1,800 were adult attendances.

Table 3: Total attendances and unique individuals reached by activities

| | Since 1 August 2021 | | Since 1 April 2020 | |
|---------------------------------------|----------------------------|---------------------|--------------------|---------------------|
| | Minimum Reach ⁵ | Overall Attendances | Minimum Reach | Overall Attendances |
| Pupils | 10,290 | 24,190 | 12,761 | 33,854 |
| School Staff | 440 | 1,076 | 577 | 1,533 |
| Parents | 30 | 35 | 46 | 58 |
| Volunteers | 15 | 16 | 31 | 66 |
| Other Adults | 20 | 33 | 57 | 93 |
| Other Children (inc. siblings) | 10 | 10 | 10 | 10 |
| Shadowers | 12 | 44 | 23 | 83 |
| Total | 10,817 | 25,404 | 13,505 | 35,697 |

Table 4 breaks down pupil attendances and minimum reach figures by four school types. The vast majority of pupils reached were primary school pupils. Although 92% of the minimum reach figures presented below come from primary schools, the real figure is higher. All activities logged at Ysgol Nant Gwyn (the only combined primary and secondary school that received activities in the 2021-22 year) targeted primary-age pupils. Around 4% of beneficiaries are estimated to have been secondary school pupils.

Less than 1% of pupils reached have been from Additional Learning Needs (ALN) schools. Government estimates of the percentage of children in Wales that have additional learning needs is often around 20%. This means that Active Journeys officers will engage with ALN pupils far more often than the figures in **Table 4** imply. However, activities within exclusive ALN learning environments have been very few. Activities within ALN schools are projected to expand within

⁵ The minimum reach is calculated by summing the maximum attendances recorded at any activity at each individual school or educational centre. It is very likely that the actual reach is higher than this, but this conservative estimate has been employed to avoid any possibility of double counting, establishing an absolute minimum number of individuals that have attended activities.

the 2022-23 project year, meaning that schools officers will likely engage more with children in majority-ALN contexts.

Table 4: Total and unique attendances to activities by school type

| School type | Since 1 August 2021 | | Since 1 April 2020 | |
|------------------------------|---------------------|------------------------|--------------------|------------------------|
| | Pupil attendances | Minimum reach (pupils) | Pupil attendances | Minimum reach (pupils) |
| ALN | 12 | 12 | 35 | 16 |
| Primary | 22,891 | 9,318 | 32,382 | 11,695 |
| Primary and secondary | 740 | 500 | 740 | 500 |
| Secondary | 547 | 460 | 697 | 550 |
| Total | 24,190 | 10,290 | 33,854 | 12,761 |

3. Effectiveness

In this section, we demonstrate how Active Journeys is building towards achieving the overall **Aim** of the programme and making progress towards achieving its **Objectives**.

3.1 Overall aim: To increase the number of children, young people and staff regularly travelling actively to school

The proportion of children who say they usually travel to school by active modes has risen by more than ten percentage points, whilst car use has reduced by 13 percentage points (Section 3.1.1). More than half of the reported increase in the number of pupils travelling actively is due to an increase in pupils walking to school. The next greatest increases have respectively been among the numbers of pupils that park and stride⁶/cycle, scoot/skate, and cycle to school. School staff have corroborated these findings in the Sustrans School Survey (Section 3.1.2).

3.1.1 Hands Up Survey (HUS) Results

Figure 1 shows that following engagement, active travel to school has risen while car use has fallen:

- Active travel has increased by 10.1 percentage points (pp) and is now the most common usual school travel mode
- Car travel (as a usual travel mode) has fallen by 13.0 pp
- The number of pupils being driven to school at least weekly has fallen by 8.8 pp

Prior to engagement⁷, car was the most common mode of travel to school and the usual school travel mode for over 43% of pupils. Following engagement, there has been a shift away from car journeys as the usual travel mode. More than half of all pupils now say they usually travel to school by an active mode.

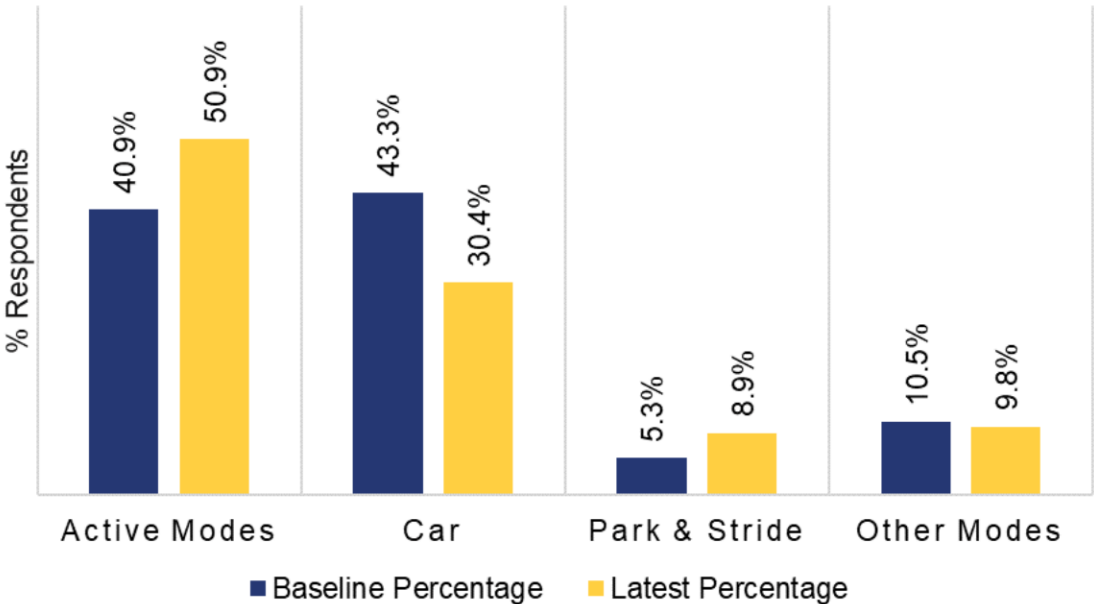
These findings replicate the findings of the report for the 2020-2021 project year. An expansion of the dataset, including baseline results (from varying years) for a greater number of schools, means that this year's baseline results differ to last year's. Compared to the results from the first year, the results from the second project year show that active travel started from a slightly lower

⁶ Note that 'park and stride' is not counted as an active travel mode.

⁷ Note that while this report generally deals with the outcomes of the 2021-22 project year, HUS results are compared against the baseline results gathered before engagement (in any year). See section 4.10.3.1 in the appendix for more details on the HUS methodology.

platform and has risen to a slightly lower level overall. The percentage point change is similar, although the shift towards active travel now appears to have been slightly greater than it did last year. The lower levels of active travel overall (due to the incorporation of new schools) mean that this shift has also been proportionally greater than it was last year.

Figure 1: Pupils’ usual travel mode to school (latest percentages from 2022)



Results are based on 6,671 responses at baseline and 7,705 responses in 2022.

Table 5 and Figure 2 present a detailed breakdown of the percentage point changes in mode share, indicating that this increase in active travel was largely driven by a 7.1 pp increase in the numbers of pupils that walk to school as their usual mode of travel. Walking has overtaken car travel as the most common usual school travel mode. Almost 43% of pupils that responded now walk to school, making it the highest travel mode by a large margin.

Cycling increased by 1.4 pp, a modest figure that represents a proportional share increase of over 50%. Scootering and skating followed a very similar trajectory, and the travel mode share remains narrowly ahead of that of cycling.

Elsewhere, the numbers of children that park and stride or park and cycle to school has risen by almost four percentage points. This could be down to behavioural change and to parents parking further from the school gates. It could alternatively reflect an increased familiarity with the term and concept, which reflects a Sustrans terminology and is largely unused elsewhere. The number of pupils travelling by train has fallen to 0.4%.

Table 5: Breakdown of travel mode data shown in Figure 1














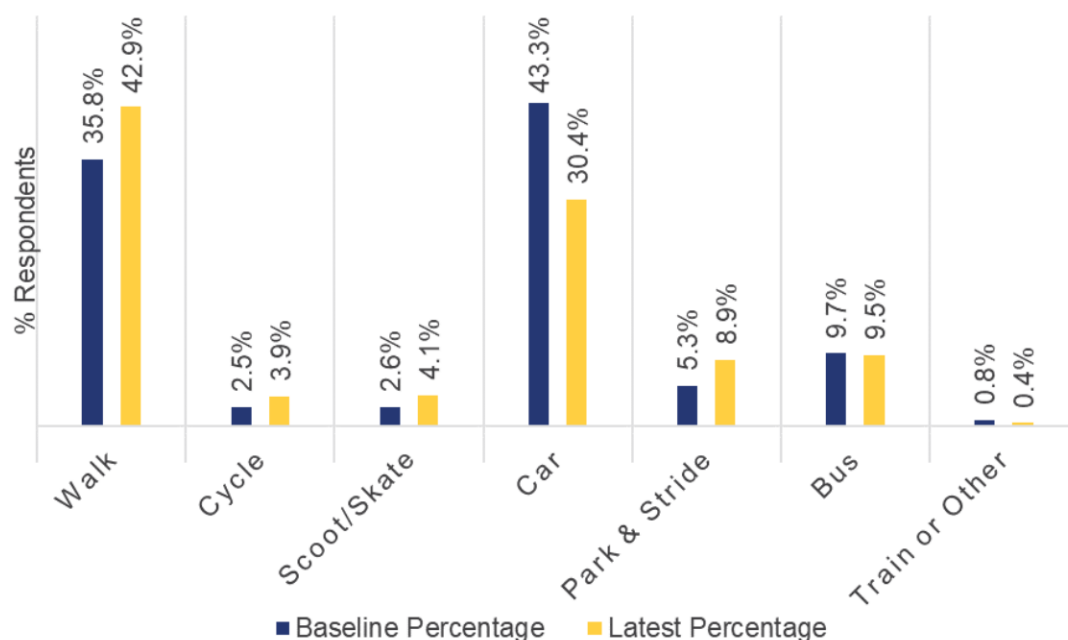
| Mode | Change | Baseline % | Most Recent % |
|--|---|------------|---------------|
|  All active travel modes, including walking, cycling and scootering / skating | 10.1 percentage points  | 40.9% | 50.9% |
|  Walking | 7.1 percentage points  | 35.8% | 42.9% |
|  Cycling | 1.4 percentage points  | 2.5% | 3.9% |
|  Scootering / Skating | 1.6 percentage points  | 2.6% | 4.1% |
|  Car | -13.0% percentage points  | 43.3% | 30.4% |
|  Park & Stride | 3.6 percentage points  | 5.3% | 8.9% |
| Other Other modes, including bus | -0.7 percentage points  | 10.5% | 9.8% |

Figure 2: Usual school travel modes (as shown in Figure 1) including a breakdown of active modes and public transport modes



3.1.2 Sustrans School Survey results

3.1.2.1 Effects on pupil travel modes

Results of the Sustrans School Survey showed that adults in the school community believe the project is having a positive impact on the way pupils travel to school. A substantial majority of respondents thought that active modes of travel to school had increased overall, while car travel levels were generally thought to have decreased or remained the same.

“We have seen a big increase in the number of pupils scooting and cycling to school and we have also developed our curriculum to imbed scooting, balance bike and cycling skills.”

– Teacher at Ysgol Nant Gwyn

“Most of the children in my class now bring scooters to school or park and stride. Sustrans has had a big impact on the wellbeing and activity of my class.”

– School Survey Respondent

- 87% of respondents (n=44)⁸ thought cycling had increased by either a little or a lot following engagement with the project
- 91% of respondents (n=44) thought scootering or skating had increased by either a little or a lot
- 80% of respondents (n=44) thought walking to school had either increased by a little or a lot
- In contrast, 6.8% of respondents (n=44) thought walking had decreased by a little or by a lot; 2.3% and 4.5% of respondents respectively thought that cycling and scootering/skating had decreased a little
- 39% of respondents (n=41) thought that car travel to school had decreased by either a little or a lot, whereas 5% thought that it had increased slightly.

The observations described above are visualised in **Figure 3**.

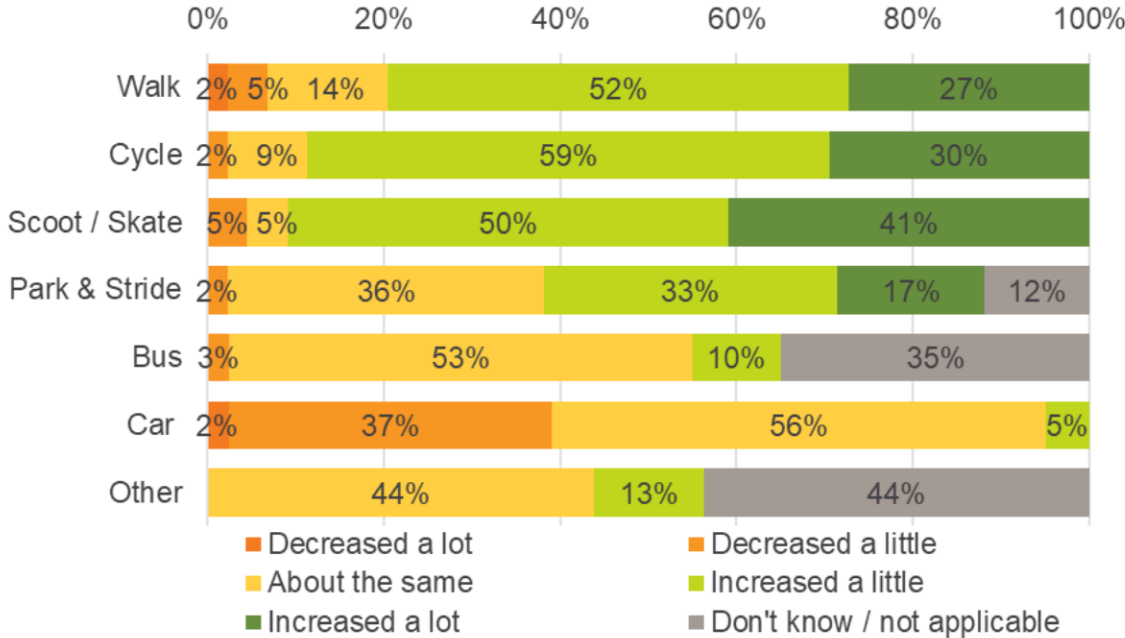
Travel by cycle or scooter could be higher if children had access to cycles and scooters, as shown by this comment from one teacher:

“Unfortunately, many of our children don’t have access to a bike or scooter. Therefore, it is difficult to develop their skills if they have nothing to practise with at home.”

– Teacher at Grangetown Primary

⁸ n is the number of respondents to a particular question. Note that individual labels in Figure 4 may not add up exactly to combined percentages given in the text, due to rounding.

Figure 3: “What effect has your Sustrans project had on the number of pupils travelling to school by the following modes?” (Based on 44 responses⁹)



3.1.2.2 Effects on adults’ travel modes

School staff responding to the survey were asked whether the project had influenced their travel to school mode. Of the 44 staff members responding, 18 (41%) said the project had influenced them or helped to change the way they travel.

The following numbers of staff reported changes in how frequently they travel using specific modes (n=15):

- **Walking:** 10 respondents said they walk more often
- **Cycling:** 8 respondents said they cycle more often
- **Car (including taxi and car share):** 1 respondent said they do this more often, and 5 respondents said they do this less often. We do not have a breakdown of car use by single drivers, compared to car sharing
- **Scootering/skating:** 3 respondents said they do this more often

“Stroliwch a rolwch a gweld pawb yn mwynhau a chael awyr iach a mwynhad ar y ffordd ir ysgol / The Big Walk and Wheel, seeing everyone enjoying it and getting fresh air and fun on the way to school.”

– School Survey Respondent, when asked what had influenced this change

⁹ Some respondents did not answer for certain modes. The results for park and stride, bus, car and other are based on 42, 40, 41 and 16 responses, respectively.

- **Park and stride/cycle/scoot:** 6 respondents said they more frequently park further from the school, and then either walk, cycle or scoot/skate the last section.

Due to a change in the number of respondents between the 20-21 and 21-22 surveys, it is difficult to draw any conclusions about changes in staff behaviour between the first two years of the project. This data is not longitudinal, and it is likely that these changes are due to a changed makeup of the larger pool of respondents.

Compared to the previous year, a lower proportion of staff respondents in the 2021-22 school survey usually travelled to school actively, primarily due to an increase in respondents (4 out of 44, compared to 4 out of 27).

In the first year of the Active Journeys programme's second phase, a majority of respondents (15 out of 27) expressed a desire to travel actively, whereas in the 2021-22 school year that number had fallen, standing at 18 out of a larger pool of 45 respondents.

Although changes to school staff travel modes remain modest overall, results from the Sustrans School Survey indicate that there is potential for significant increases in rates of active travel to school among school staff.

Compared to one year ago, higher numbers of staff respondents said that their travel habits had been influenced by the programme.

Table 7 highlights the persisting gap between staff members' usual school travel modes and preferred school travel modes. Almost half of respondents said they would prefer to travel by active modes, but less than 10% currently do so. Although **Table 6** shows that over half of respondents lived more than 5 miles away from their school, there is still room to increase active travel, particularly among staff living between 2 and 5 miles away.

“Mae'r disgyblion yn edrych arnom ni fel 'role models', felly mae'n bwysig i ni fel staff dangos ein bod yn gwneud ein rhan ni ar gyfer yr amgylchedd. / The pupils look at us as 'role models', so it's important that we as staff show that we're doing our bit for the environment.”

– Teacher at Ysgol Hirael when asked what had influenced this change

Table 6: Distance school staff live from the school in which they work

| Distance | Count |
|-------------------|-----------|
| Less than 1 mile | 11% (5) |
| 1 - 2 miles | 2% (1) |
| 2 - 5 miles | 29% (13) |
| More than 5 miles | 58% (26) |
| Total | 45 |

Table 7: School staff usual and preferred travel mode

| Mode | Usual mode | Preferred mode |
|--------------|------------|----------------|
| Active Modes | 9% (4) | 40% (18) |
| Car | 86% (38) | 44% (20) |
| Other | 5% (2) | 16% (7) |
| Total | 44 | 45 |

3.2 Objective 1: To give teachers, parents and governors the tools and skills to promote and support active travel within their school and the wider community.

Activity log results show that adults are shadowing activities delivered by Sustrans schools officers, in order to develop the skills needed to run these sessions themselves. Adults are actively attending Sustrans activities, with the majority of adult attendances being to activities related to promotion, and skills development. In the 2021-22 project year, there were over 1,200 adult attendances to activities, including 44 attendances by shadowers.

Results from the Sustrans School Survey show that the Active Journeys programme has provided resources and training to support active travel, with 73% of respondents (n=44) indicating they had received materials and resources. Fourteen out of 22 respondents indicated they had received training from Sustrans officers in order to help with running active travel sessions in their school, and eleven of those had already gone on to run sessions with their pupils after taking part in the training sessions.

Activity log results

Shadowing attendances reflect the number of times adults shadow an activity being delivered by a Sustrans schools officer, with the intention of developing the skills needed to deliver those sessions themselves. Forty-four shadowing attendances were recorded at activities in the 2021-22 project year, with a large majority of these occurring at 'Skills and Training' sessions¹⁰. Shadowers also attended small numbers of Service Provision sessions.

By attending and shadowing activities, adults in the school community can develop the skills needed to promote and support active travel in their school.

Since 1 August 2021, school staff, parents and other adults in the school community have attended eight different categories of activities promoting active travel, with over 1,200 attendances recorded. **Table 8** and **Figure 4** provide a detailed breakdown of adult attendances to activities by activity type.

The following activity types were the most frequently attended by adults during the 2021-22 project year:

- Skills and Training – attended by 510 adults
- Education – attended by more than 220 adults

¹⁰ 'Skills and Training' activities include activities such as scootering and cycling skills, 'Learn to Ride' sessions, cycle or scooter maintenance skills and route planning skills.

- Promotion, Information and Special Events – attended by more than 190 adults
- Planning and Strategy – attended by almost 130 adults

Since the project's inception, there have been over 1,800 adult attendances to activities, including 83 attendances by shadowers. The second project year saw a particularly large increase in the number of adult attendances at activities classed as 'Education' sessions, compared to the previous year.

Table 8: Adult attendances at activities since 1 April 2020, by activity type

| Activity Type | Staff | Parents | Volunteers | Other Adults | Shadowers | Total |
|---|-------------|-----------|------------|--------------|-----------|-------------|
| Skills and Training | 448 | 5 | 1 | 13 | 43 | 510 |
| Education | 223 | 0 | 0 | 0 | 0 | 223 |
| Promotion, Information and Special Events | 189 | 0 | 0 | 4 | 0 | 193 |
| Planning and Strategy | 118 | 0 | 0 | 7 | 0 | 125 |
| Interest and Enthusiasm | 75 | 0 | 0 | 0 | 0 | 75 |
| School Journey | 11 | 29 | 0 | 4 | 0 | 44 |
| Service Provision | 6 | 1 | 15 | 5 | 1 | 28 |
| Monitoring and Assessment | 6 | 0 | 0 | 0 | 0 | 6 |
| Grand Total | 1076 | 35 | 16 | 33 | 44 | 1204 |

Figure 4: Adult attendances at activities during the programme’s second year (1 August 2021-31 July 2022), by activity type



3.2.1 Sustrans School Survey Results

Sustrans Training

Of the 45 school staff that responded to the Sustrans School Survey, 14 said they had received training from Sustrans, and 11 said they had subsequently delivered sessions to pupils, putting their new learning into practice.

Staff said they had received training in how to run:

- Road safety sessions (eg Bling Your Bike, Be Bright Be Seen)
- Cycle skills sessions (eg Learn to Ride, games sessions)
- Scooter skills sessions
- Classroom sessions (eg Big Street Survey, Healthy Streets)

Workshops and shadowing opportunities were also available in the 2021-22 school year; these had not been possible to carry out in the previous year due to the Covid-19 pandemic. In the last year Sustrans has been able to deliver more training than has been possible since 2020.

Sustrans resources and materials

Thirty-two out of 44 respondents to the survey (73%) said they had received materials and resources. Five said they had not received any resources and seven were unsure.

Resources were most commonly used in the classroom or via video-link with pupils (28 staff did this). Seventeen staff distributed to parents for use at home. One staff member used the resources with their children and three respondents used the resources in other ways.

3.3 Objective 2: To raise awareness and enthusiasm among children, young people, staff, parents and governors on the benefits of active travel and safe routes

The Active Journeys programme has been delivering activities designed to increase awareness of active travel benefits, as well as enthusiasm. In the 2021-2022 project year, 123 awareness-raising sessions were held. These were attended by at least 290 adults and over 7,200 children. Altogether, there were over 11,000 child attendances and more than 450 adult attendances, totalling almost 12,000 attendances to sessions.

To date, a minimum of more than 8,700 children and young people and almost 380 adults have attended at least one such activity. Overall, nearly 160 awareness and enthusiasm activities were delivered, receiving over 15,000 attendances, including nearly 14,500 child attendances.

Adults are reporting increases in their own awareness of the benefits of active travel, particularly regarding environmental benefits, whilst it appears children are particularly benefitting from increases in awareness of the health and environmental benefits (Section 3.3.2). Over half of respondents to the School Survey reported enthusiasm for active travel had increased a lot among both adults and children since engaging with the project, with more saying enthusiasm had increased a little.

HUS results (Section 3.3.3) show that most pupils would like to travel to school by active modes. This figure has increased following engagement with the programme, indicating increases in enthusiasm for active travel.

3.3.1 Activity log results

Activities including award ceremonies, special events, competitions and led walks, scoots and rides are delivered specifically to increase awareness and enthusiasm for active travel.

More than 120 such activities have been delivered since 1 August 2021.

Figure 5: Child and adult attendances at activities that raise awareness and enthusiasm on the benefits of active travel and safe routes, 1 August 2021 - 31 July 2022

Figure 6: Child and adult attendances at activities that raise awareness and enthusiasm on the benefits of active travel and safe routes, 1 August 2021 - 31 July 2022

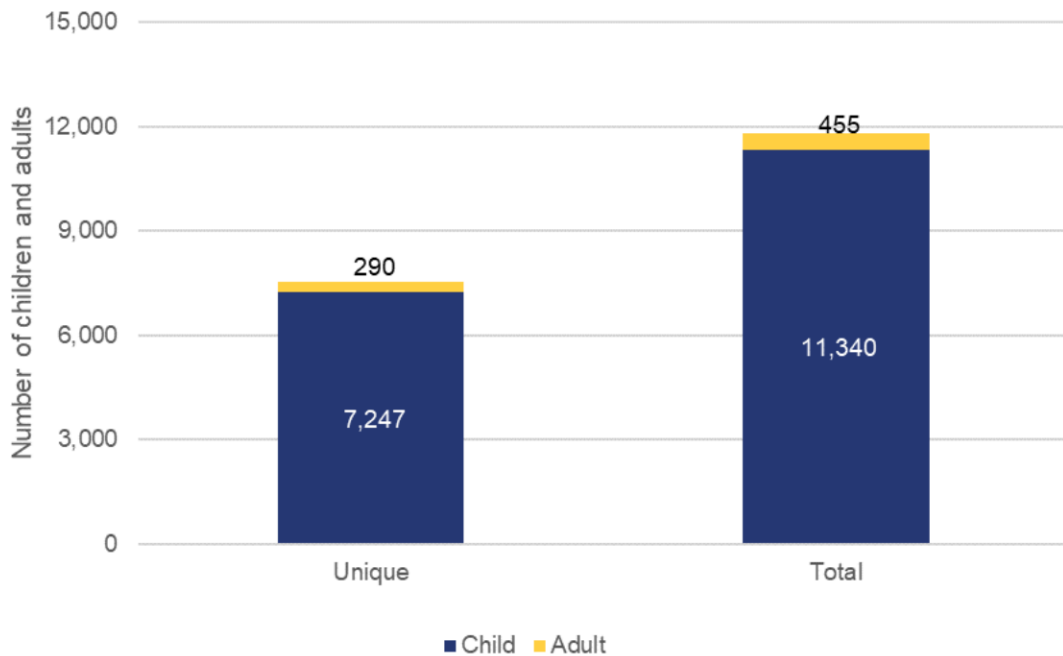


Figure 7 shows the number of attendances to these activities over the first two project years, also conveying how many of these attendances we believe to be from unique individuals¹¹. Figure 6 presents the data for the 2021-2022 project year. In the last year there have been:

- More than 11,000 attendances by children, of which we believe more than 7,200 were from unique individuals
- More than 450 attendances by adults, of which we believe 290 were from unique individuals

With almost 12,000 (combined child and adult) attendances, the second project year brought large increases in the rates of attendance at activities, which more than trebled compared to the 2020-21 project year.

¹¹ The number of unique individuals is calculated using the sum of the maximum number of attendances at a single activity within a school.

Figure 6: Child and adult attendances at activities that raise awareness and enthusiasm on the benefits of active travel and safe routes, 1 August 2021 - 31 July 2022

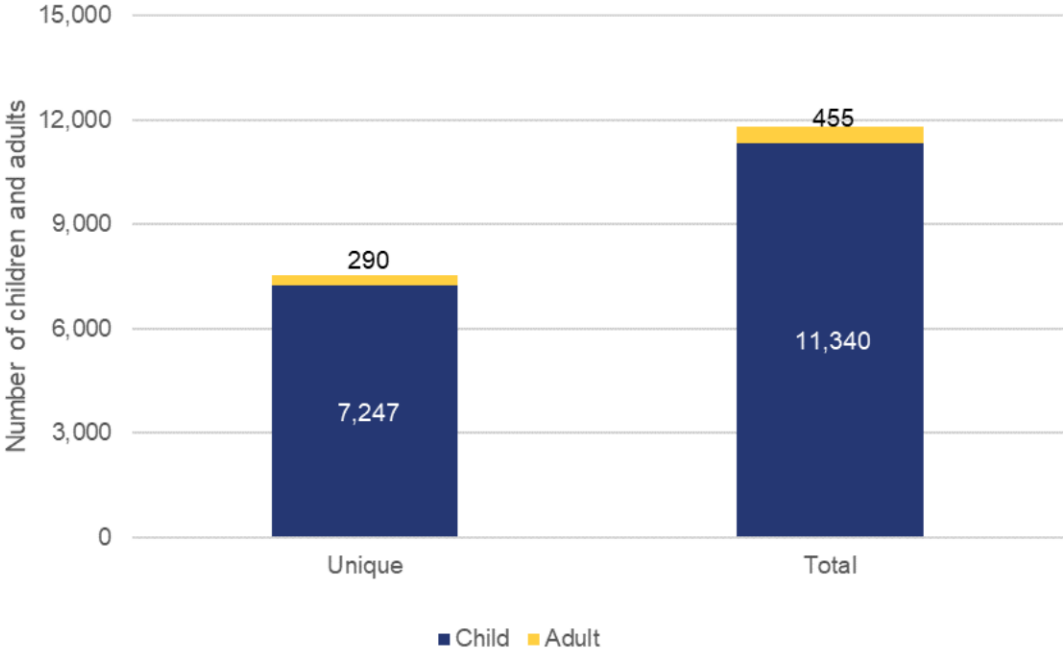
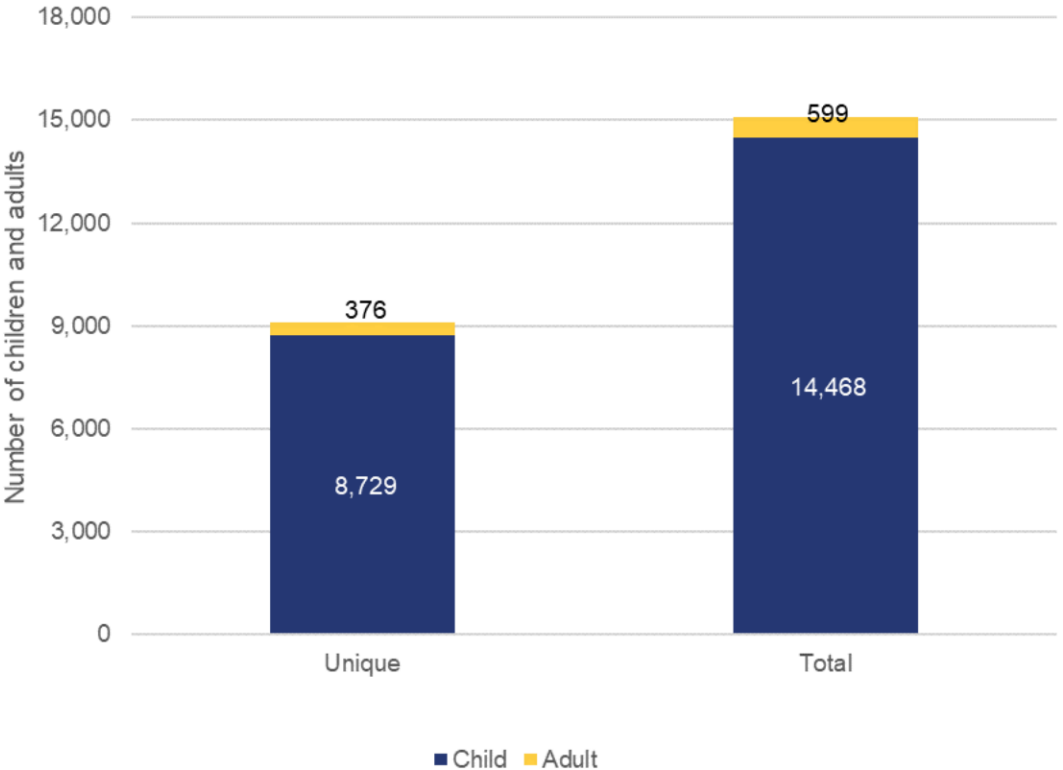


Figure 7: A stacked graph to show total child and adult attendances at activities that raise awareness and enthusiasm around the benefits of active travel and safe routes, over the first two years of the project



3.3.2 Sustrans School Survey results

Overall, results show that both adults and pupils have increased their awareness of the benefits of active travel. Both groups also show more enthusiasm towards active travel following engagement with the project.

When asked about changes in their awareness of the health, environmental, air quality and economic benefits of active travel, a minimum of 70% (n=43) of staff reported having become more aware across each of the indicators. Staff generally reported even greater increases in the levels of awareness and enthusiasm they perceived among their pupils.

Continuing a trend that was identified in the first project year, gains in awareness among pupils were particularly high when it came to the health and environmental benefits of active travel, with around nine out of ten school staff reporting increased pupil awareness around both issues. Ninety-five percent of school staff thought that their pupils demonstrated higher levels of enthusiasm for active travel than they had previously.

Table 9 shows the number of respondents who said their own awareness of active travel benefits or enthusiasm increased, and the number of respondents who felt the project affected pupil awareness and enthusiasm. These results show that the project has been successful in raising awareness of the benefits of active travel within the school settings that took part in the Sustrans School Survey. The majority of adults said that the project had increased their awareness and enthusiasm, along with that of their pupils.

Table 9: Percentage of adult respondents to the School Survey reporting an increase in awareness of various benefits of active travel, and / or increases in enthusiasm

| | Own awareness and enthusiasm | Total responses | Pupil awareness and enthusiasm | Total responses |
|------------------------|------------------------------|-----------------|--------------------------------|-----------------|
| Health benefits | 73% | 44 | 93% | 44 |
| Environmental benefits | 82% | 44 | 89% | 44 |
| Air quality benefits | 73% | 44 | 77% | 43 |
| Economic benefits | 70% | 43 | 70% | 44 |
| Enthusiasm | 84% | 44 | 95% | 44 |

The impact that the programme is having on raising awareness and enthusiasm is supported by the comments provided by adults responding to the survey, who relayed the factors that have particularly influenced their views and travel patterns:

“I am more aware [of] the health benefits.”

– School Survey Respondent

“Health benefits as well as financial.”

– Teacher at Fairfield Primary School

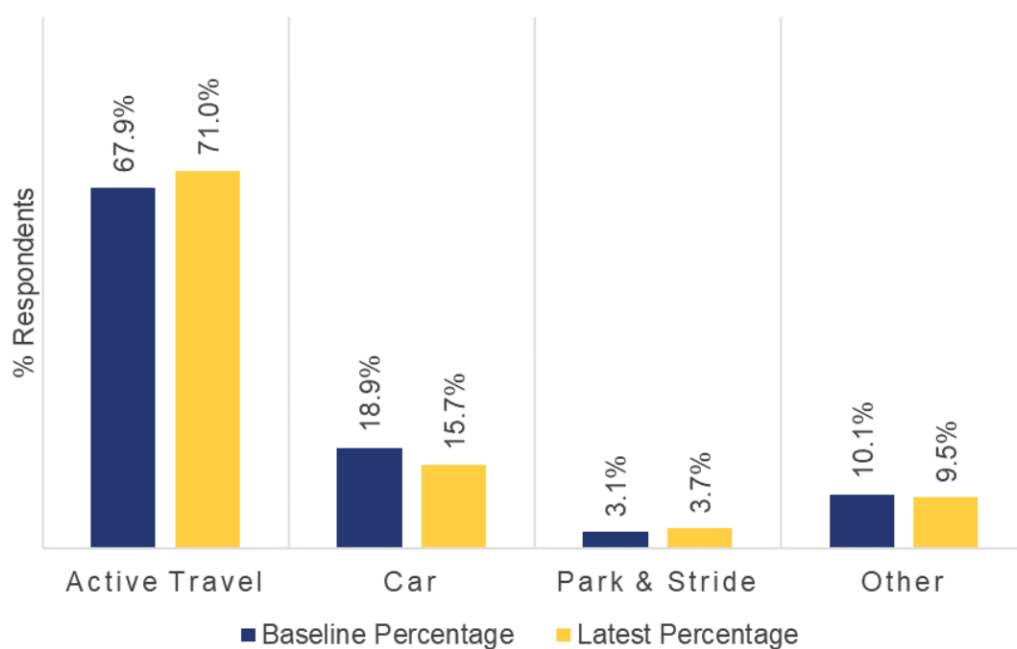
3.3.3 Hands Up Survey Results

Hands Up Survey (HUS) results show that active travel was already the preferred method of school travel prior to engagement. Since engagement with the programme, the proportion of pupils who would most like to travel actively has risen slightly overall. Walking is now the most popular school travel mode, followed by cycling, car travel, and scootering/skating.

Figure 8 demonstrates a rise in preference for travel by active modes and a fall in preference for car travel among pupils.














Table 10 highlights that there has been a sizeable increase (5.9 pp) in the percentage of pupils that would most like to walk to school, while the number of pupils that would most like to scoot or skate to school (13.2%) remains unchanged. The number of pupils that would most like to cycle to school has fallen by 2.8 pp.

Figure 8: Pupils' preferred travel to school mode



Results based on 6,348 responses at baseline and 7,054 in 2022.

Table 10: Direction of change in HUS results shown in Figure 8

| Mode | Change (percentage point (pp) and direction) | Baseline % | Most Recent % |
|--|---|------------|---------------|
|  All active travel modes, (including walking, cycling and scootering/skating) | 3.1 pp  | 67.9% | 71.0% |
|  Walking | 5.9 pp  | 27.0% | 32.9% |
|  Cycling | -2.8 pp  | 27.7% | 25.0% |
|  Scootering / Skating | Stable (<1 pp change)  | 13.2% | 13.2% |
|  Car | -3.2 pp  | 18.9% | 15.7% |
|  Park & Stride | Stable (<1 pp change)  | 3.1% | 3.7% |
| Other | Stable (<1 pp change)  | 10.1% | 9.5% |

CASE STUDY

Rural schools aim to monitor and reduce carbon emissions

Ysgol Bryn Collen and Ysgol Gwernant in Llangollen, Denbighshire both joined the Active Journeys programme this year after parents and pupils voiced concerns about carbon emissions outside the school gates at pick-up and drop-off times. Both schools share a site on a hill in Llangollen, where the presence of two schools in one location had led to extended periods of heavy traffic flows during mornings and afternoons.

Pupils at Ysgol Gwernant carried out air pollution experiments using a Flow 2 air pollution monitor. They made air pollution traps to monitor pollution levels around the school in the mornings and at lunch times. Their pollution traps found evidence of a build-up of carbon on the school gates, likely caused by vehicles idling on the roundabout outside the school.

Both Schools participated in Sustrans' Big Walk and Wheel competition. Ysgol Bryn Collen, whose Twitter feed boasted "over 150 pupils taking part daily", organised walking groups from the park and 'wheeling groups' from the centre of the village, where pupils cycled and scooted up the hill with their headteacher and parent volunteers. Overall, the event was a great success, with smiling faces coming through the school gates as classes walked to school together, and a reduction of cars outside the school gates.

3.4 Objective 3: To engage children and young people and the wider school community in activities encouraging and enabling uptake of active travel

3.4.1 Activity log results

Activities including safety and awareness sessions, cycling and scooter skill sessions, Dr Bike and Dr Scooter repair sessions and led walks, scoots and rides are delivered specifically to encourage and enable the uptake of active travel. The list of activities that are placed within this category has been revised this year (see Section 4.10.5 in the appendix for a full list of activities). Certain small classification changes may mean that totals given in this report do not tally with totals presented within the 2020-21 Active Journeys report.

Since the start of the programme, over 460 activities that encourage or enable active travel have been delivered, nearly 320 of which took place in the 2021-22 project year. **Figure 9** conveys that during the 2021-22 project year there were:

- Over 16,000 attendances by children, almost 7,000 of whom were believed to be unique attendees
- Over 650 attendances by adults, of which at least 290 were from unique individuals

Figure 9: Child and adult attendances at activities that encourage and enable active travel during the programme's second year (1 August 2021 to 31 July 2022)

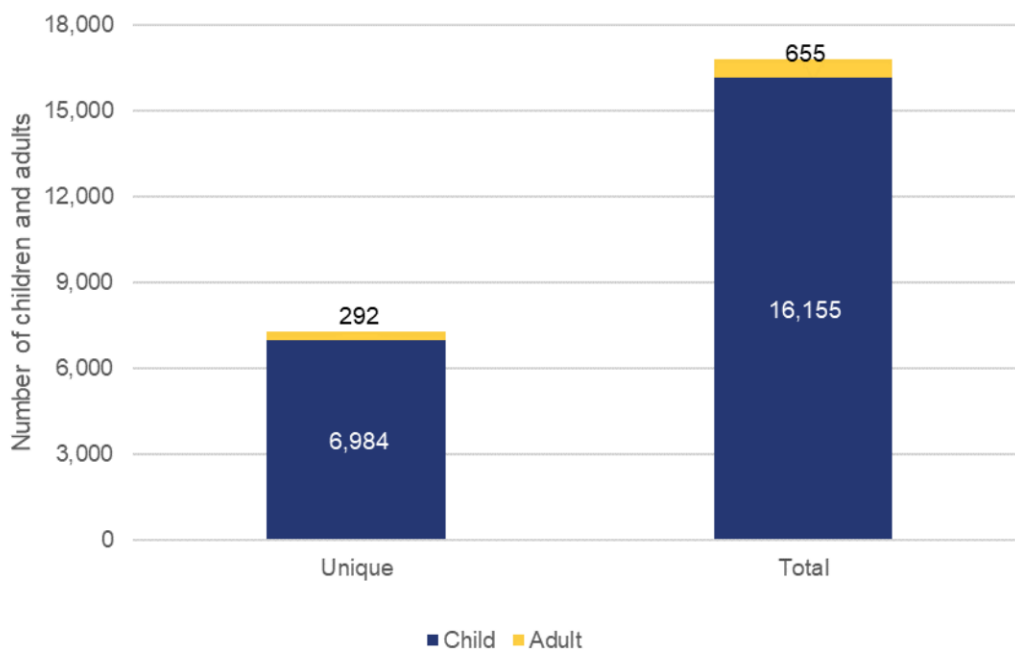
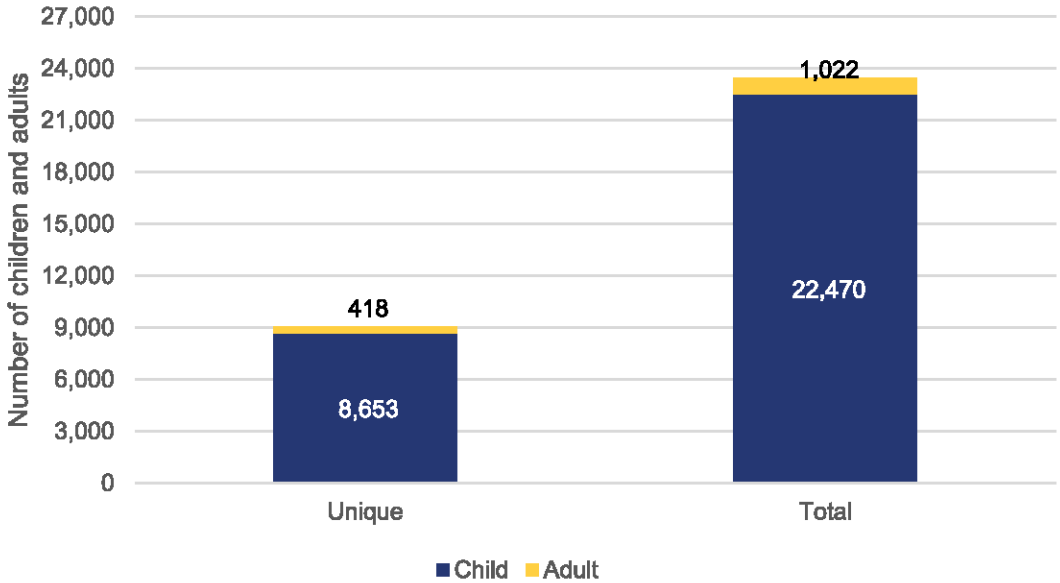


Figure 10 presents the number of attendances to these activities over the life of the programme and highlights how many of these attendances we believe to be from unique individuals. There were:

- Over 22,000 attendances by children, of which almost 8,700 of which were from unique individuals
- Over 1,000 attendances by adults, almost 420 of which we attribute to unique individuals.

Figure 10: Child and adult attendances at activities that encourage and enable active travel across the programme's lifetime (1 April 2020 to 31 July 2022)



3.4.2 Sustrans School Survey results

Various comments provided by survey respondents highlighted the impact that the programme is having enabling and encouraging people to travel actively:

“Plant yn fwy brwdfrydig am gael teithio’n llesol i’r ysgol, ac yn trio eu gorau.” / “Children are more enthusiastic about being able to travel actively to school, and try their best.”

– Teacher at Ysgol Foel Gron

“Children are very keen to bring their scooters to school and we have incorporated scooter skills into our PE lessons.”

– Teacher at All Saints’ School

3.5 Objective 4: To work closely with the school staff and community to develop school champions with specific roles to promote active travel, linking to relevant other programmes

3.5.1 Developing school champions

School champions are being appointed and trained, enabling them to support active travel within their schools.

In the second year of the Active Journeys Wales 2 programme, 80 school champion meetings were held, with a minimum of 82 unique adult attendees. Forty activities delivered by Active Journeys officers were shadowed by school champions or other adults.

Over the programme's lifetime, 138 school champion meetings have been held so far, with a minimum of 128 adult attendees. Seventy-four activities, delivered by Active Journeys Officers, have been shadowed by school champions or other adults.

Although the programme has not yet reached its final stages and delivery in the previous project year was affected by the Covid-19 pandemic, a high number of schools have appointed 1 or more school champion:

- Of the 44 responses to the Sustrans School Survey, 23 answered that they were a school champion
- Of the 188 schools registered on the ATSA platform, 177 had named school champions, some more than one.

Activity logs show that school champions are actively engaging in the programme, either by attending school champion meetings, shadowing activities, or leading activities themselves. In the year starting 1 August 2021, there were:

- 80 school champion meetings, attended by a minimum of 82 unique individuals
- 40 activities shadowed, by a minimum of 44 unique individuals
- 46 school-led activities

Since 1 April 2020 there have been:

- 138 school champion meetings, attended by a minimum of 128 unique individuals
- 74 activities shadowed, by a minimum of 83 unique individuals
- 69 school-led activities

3.5.2 Links to relevant programmes

The Active Travel School Award (ATSA) was launched as part of the Active Journeys programme and was designed with inbuilt links to other programmes. The platform supports schools to collect evidence towards sections of other programmes (such as the Eco-Schools and Healthy Schools Awards) that relate to transport, health and wellbeing. We do not have data on the number of schools engaged in these other programmes.

3.6 Objective 5: To create a whole school culture of active travel within participating schools that can be sustained over time and is reviewed regularly

Objective 5 relates to how well changes to active travel within schools is sustained over time. This objective is addressed in the [Maintenance](#) section, in section 4.8.

3.7 Objective 6: To communicate the benefits of active travel and encourage its uptake through a variety of channels to the wider community

The programme communicates the benefits of active travel and encourages its uptake in the wider community through multiple initiatives and events. These include the promotion of events such as the Clean Air Challenge¹² and Active Travel Autumn, networking events, newsletters, and The Big Walk and Wheel.

The Big Walk and Wheel / Stroliwch a Roliwch (formerly known as the Big Pedal) is the UK's largest inter-school cycling, walking, wheeling and scootering challenge, and is promoted across Wales. Adults responding to the Sustrans School Survey commonly mention this activity as an event that engages a large number of individuals in the school community, and which helps to popularise active travel and promote healthy living:

“The Big Walk and Wheel encouraged pupils to walk, ride or scoot to school.”

– Teacher at Gwaunfarren Primary

“The Big Walk and Wheel is a great way of getting the pupils active.”

– Teacher at Penywaer Primary

“The big walk and wheel was a lovely way to encourage the school community to be more active. The children enjoyed their scooter skills session. It gave me ideas of activities that I could do during our bikes and scooter day.”

– Teacher at Gwaunfarren Primary

The 2021 Big Pedal, which 101 schools took part in, saw children make almost 100,000 active travel journeys.

¹⁴ Clean Air Day generally takes place on the third Thursday of June.

This year, 149 schools – which collectively educate over 38,000 pupils – participated in the 10-day challenge in March 2022.

One hundred and nine participating schools were registered on the Bike It Database, while another 40 were not. Of the 109 schools that had previously registered with the Active Journeys programme:

- Fifty-one schools are currently participating in levels 1, 2, or 3 of the Active Journeys programme
- Seventeen schools were registered as Active Travel Schools with the programme
- Twenty-six schools had engaged with Sustrans' advice service
- Seven schools had not engaged with the second (current) phase of the Active Journeys programme but had participated in the programme's first phase, and a further seven schools had previously engaged with Sustrans in some capacity

The fact that forty schools participated in the 2022 Big Walk and Wheel without having previously registered with the Active Journeys programme demonstrates that the Big Walk and Wheel is an effective channel for promoting active travel among schools. Its appeal extends beyond those schools that are otherwise engaged with Sustrans.

During the 10-day challenge in 2022, pupils made almost 140,000 walking, cycling and scootering journeys to school, while taking part in more than 16,000 physical activities and other active journeys. That number of school journeys equates to an estimated distance of approximately 190,000 miles¹³ travelled actively, equal to roughly eight journeys around the world or one trip to the moon!

¹³ This figure was modelled based on the average distance of a trip to school within Wales, derived from the 2019 Transport National Travel Survey.

CASE STUDY

Carmarthenshire schools' success in the Big Walk and Wheel 2022

Records were broken this year by Carmarthenshire County Council schools in the Big Walk and Wheel, the UK's biggest active travel competition. Thirty schools registered and 22 recorded journeys during the fortnight, setting two county records for Wales.

This was made possible by the strong partnership between Sustrans Active Journeys Officer [REDACTED] Safe & Active Travel Training Coordinator for Carmarthenshire County Council. Both officers have been working closely on the Council's South Llanelli Road Safety Active Travel pilot project.

“Outstanding effort by Carmarthenshire schools, beating the previous record held by Cardiff”

[REDACTED] Active Journeys Officer

While [REDACTED] promoted the competition among regional partners such as Healthy Schools and Eco Schools, [REDACTED] promoted the competition on the ground. Both understood how it would benefit all Carmarthenshire schools, as well as potentially increasing active travel in the South Llanelli pilot schools.

Counties were asked whether they could offer prizes for the best schools in the Big Walk and Wheel. [REDACTED] secured sufficient funding for all schools who registered to receive BMX flatland or MTB trials demos from Fusion Extreme¹⁴.

The Big Walk and Wheel can drive permanent changes in travel behaviour: after two weeks of new travel behaviours that they find they enjoy, some families form lasting travel habits. This is a powerful behaviour change tool that will complement the South Llanelli pilot project.



MTB display by Fusion Extreme

“Great effort by the Carmarthenshire schools. Very proud of them all”

[REDACTED] Carmarthen County Council

| Carmarthenshire's Big Walk and Wheel 2022 | |
|---|-------------------|
| Total journeys | Just under 17,500 |
| By walking or wheelchair | Just under 11,500 |
| By scooter | Just under 3,000 |
| By cycle | Over 1,500 |
| Physical activities | 846 |
| Other active journeys | 408 |

¹⁴ <https://www.fusion-extreme.com/>

CASE STUDY

Active Journeys networking events in Rhyl and Aberystwyth

Officers ran a successful Active Journeys networking event in Rhyl, one of our priority towns. Around 30 parents, children, teachers, Sustrans volunteers and members of the wider community attended and engaged with Sustrans staff and programme activities. One parent (whose children attends an active Journeys school in Rhyl) rented an E-cargo bikes from the E-move project, to transport their children to school actively rather than using a car.

“Rydw i eisiau rhannu fy mhrofiad positif o ddefnyddio e-feic gydag eraill / I wanted to share my positive experience of using an e-bike with others”

Sustrans Volunteer, Rhyl



Parents whose children attend Active Journeys schools joined the E-move scheme following the event



Officers had conversations with parents, pupils, teachers, local residents and volunteers

The Active Journeys team mirrored the event in Aberystwyth – another of our priority towns. The event, which was hosted outside the Active Journeys School Ysgol Plascrug, aimed to celebrate the hard work of the Active Journeys school and to engage with pupils there. A second objective was to engage other local schools in the area, building towards a regional cluster of active travel schools.

Over the course of the afternoon, around 100 parents, pupils, teachers, local residents, and businesses attended, along with Ceredigion Council staff (including the local road safety officer) and Sustrans volunteers. As in Rhyl, we were able to collaborate with parents and members of the wider school community, employing a joined-up approach with E-Move officers. As a result, more parents signed up for an e-bike loan as part of the E-move scheme, swapping car journeys for an active school run.

3.8 Objective 7: To help facilitate/improve the transition between primary and secondary schools to maintain and encourage active travel habits and behaviours

Objective 7 relates to enabling children to maintain their active travel habits when transitioning to a new school. This objective is addressed in the [Maintenance](#) section, in section 4.9.

3.9 Objective 8: To facilitate young people's and schools' engagement in planning and designing active travel improvements linked to the journeys they make, for example in the Integrated Network planning process or for capital grant bids

The programme aims for pupils, staff, parents and governors' views and opinions help to influence Safe Routes in Communities (SRiC) projects. By engaging pupils with design processes and giving them the experience of feeling listened to and involved in the planning of active travel routes, this work aims to lead children into an active travel culture in the future.

During the 2021-22 project year, one Active Journeys officer delivered virtual sessions to 4 schools (Bryncethin, Brynmenyn, Bryn Castell and Coleg y Dderwen) in South Wales on behalf of Bridgend County Borough Council. The officer engaged 10 classes and roughly 700 pupils regarding the Ynysawdre to Bryncethin active travel route consultation.

As shown in [Table 11](#), Sustrans delivered two Safe Routes in Communities consultation activities in a primary school in South Wales during the project's first year. Overall, there were 90 pupil attendances to 'safe routes' lessons during these events, providing an avenue for pupils to voice their thoughts and opinions about proposed routes. During the 2021-22 year, safe routes sessions were expanded to cover more schools, reaching more than 2,200 pupils through 39 sessions in 19 schools. Of these safe routes sessions, 15 concerned Safe Routes in Communities consultations. A minimum of 500 unique pupils attended these SRiC sessions, which took place in seven schools. Altogether, there were just under 1,000 pupil attendances to these sessions.

Table 11: The delivery of 'safe routes' sessions in school settings

| | Year 1 | Year 2 | Overall |
|---|--------|--------|---------|
| Number of safe routes sessions delivered | 2 | 39 | 41 |
| <i>Number of pupil attendances</i> | 90 | 2,159 | 2,249 |
| <i>Minimum number of pupils attending</i> | 45 | 1,194 | 1,239 |
| Number of SRiC sessions | | | |
| <i>Number of pupil attendances</i> | 90 | 994 | 1084 |
| <i>Minimum number of pupils attending</i> | 45 | 502 | 547 |

4. Adoption

The following section of the report sets out to assess the scope of the project at the institutional level. We present the key mechanisms that are used to engage schools. Engagement with Active Journeys across Wales is then visualised geospatially. This distribution is briefly analysed in relation to the varied political, linguistic, socioeconomic and (urban or rural) environmental contexts within and against which engagement takes place.

4.1 Active Travel School Award (ATSA)

Sustrans successfully launched the new Active Travel School Award online platform, ready to support schools during the second phase of the Active Journeys programme. So far, 188 schools have signed up to the award scheme. Of these, 162 have been registered to the Active Journeys programme (phase one or two), while the other 26 schools have never been part of the programme.

The Active Travel School Award guides schools through the key steps for increasing and sustaining the number of pupils travelling to school actively, enabling schools to track their progress through three award levels – bronze, silver, and gold. The award also collates aggregated data from participating schools, sharing this information with the transport, health and wellbeing sections of other programmes, such as the Eco-Schools and Healthy Schools Awards.

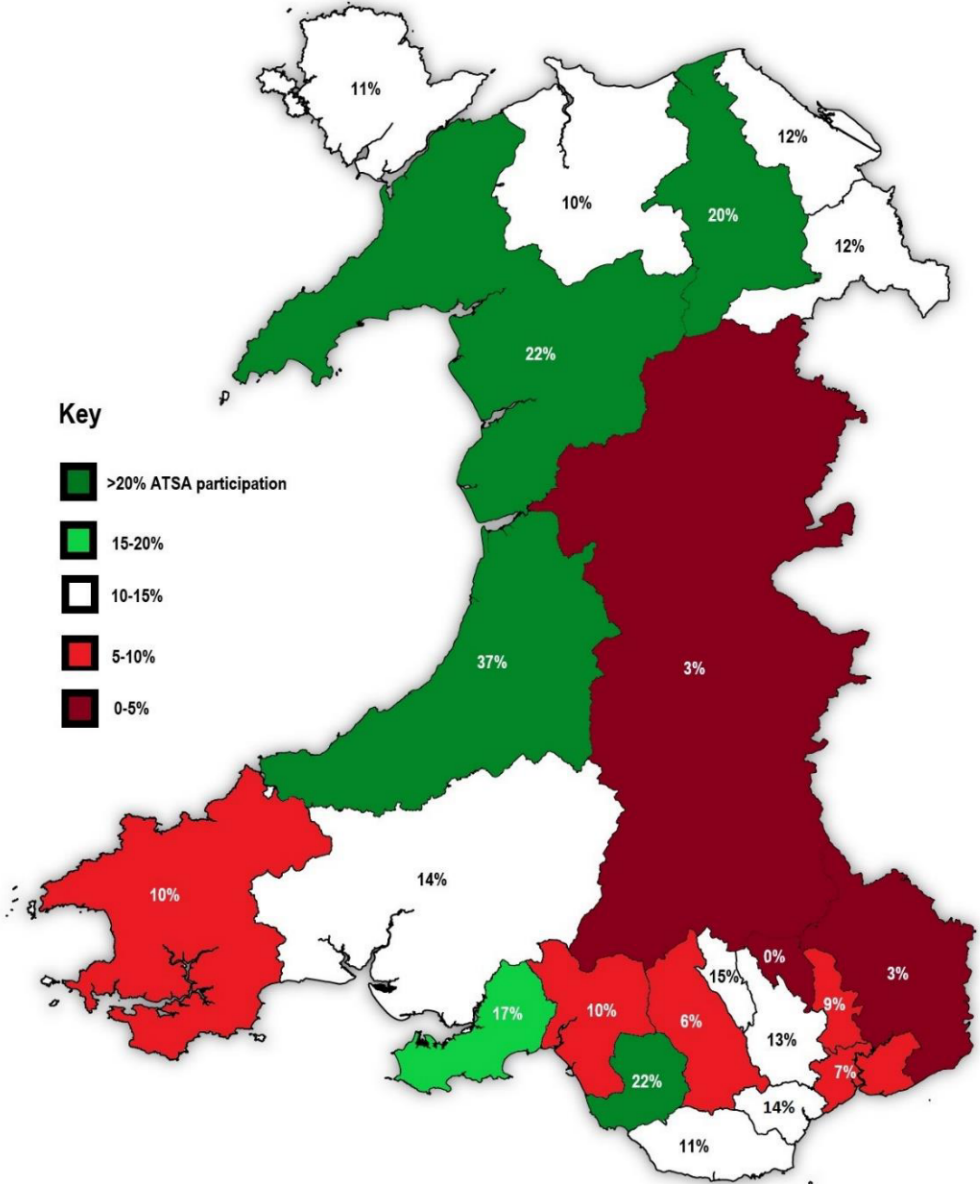
Schools do not need to be registered with the Active Journeys programme to sign up. The new platform provides a framework for all schools to become 'Active Travel Schools', with plenty of resources to support their journey through the different award levels.

School award levels are summarised in [Section 4.8](#). The geographic distribution of ATSA-registered schools is shown in [Figure 21](#).

Rates of ATSA registration show a pronounced trend of lower levels of engagement in the southeast of the country, as shown below in [Figure 11](#). Within eight out of 22 local authorities – all in South or Mid Wales – fewer than 10% of schools registered with the programme. These were (in order of the lowest participation rates) Blaenau Gwent, Monmouthshire, Powys, Rhondda Cynon Taf, Newport, Torfaen, Neath Port Talbot and Pembrokeshire.

The eastern parts of South and Mid Wales might benefit from targeted engagement and promotional campaigns to combat this.

Figure 11: Rates of ATSA participation by local authority (as a percentage of all maintained schools)



4.2 The Big Walk and Wheel and the Big Shift

Sustrans' Big Walk and Wheel¹⁵ is the UK's largest inter-school cycling, walking, wheeling and scootering challenge. One hundred and forty-nine schools participated in the 2022 Big Walk and Wheel.

Sustrans' Big Shift Cymru¹⁶ is a free to access online challenge designed to motivate the school community in Wales to travel more actively. One school, Fairfield Primary, took part in the Big Shift during the 2021-22 year. Fairfield participated to help gather data to support their School Street proposal. The School Street is now being implemented.

4.3 The distribution of engagement across Wales

Figure 12 shows the geographical distribution of Active Journeys schools across Wales. The concentrations of schools marked on the map in different areas loosely reflects their population density. The greatest numbers of schools registered on the programme lie in the populous South, particularly the coastal and Valleys districts around the conurbations of Cardiff and Swansea, and along the northern coastline. The sparsely inhabited interior of the country has relatively few Active Journeys schools. This is particularly true of Powys.

¹⁵ bigwalkandwheel.org.uk

¹⁶ bigshiftcymru.sustrans.org.uk

Figure 12: The location of Active Journeys schools across Wales, plotted over urban/rural classification data

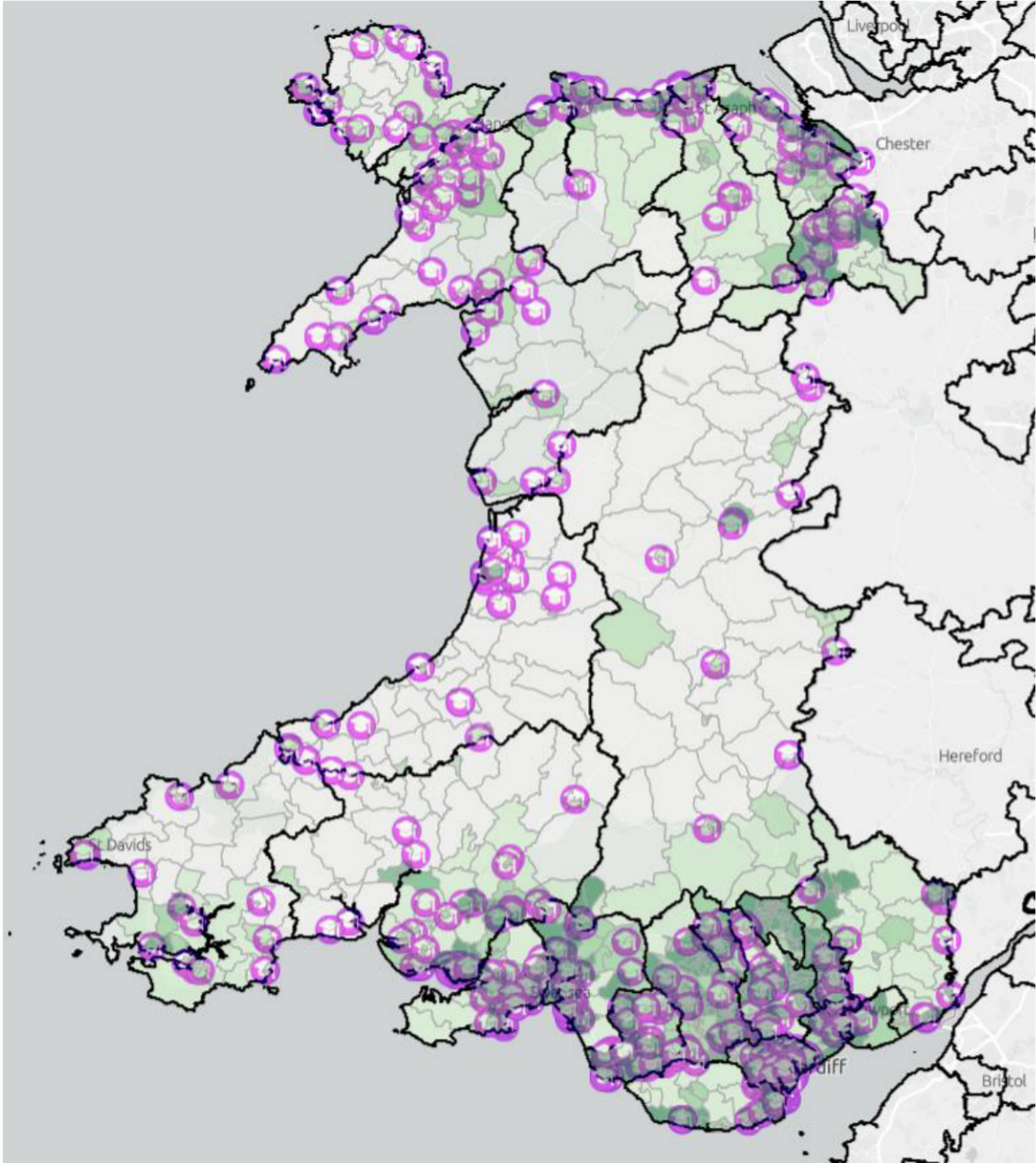


Table 12 presents the percentages of schools in each local authority that have either received activities or have registered for the ATSA programme.

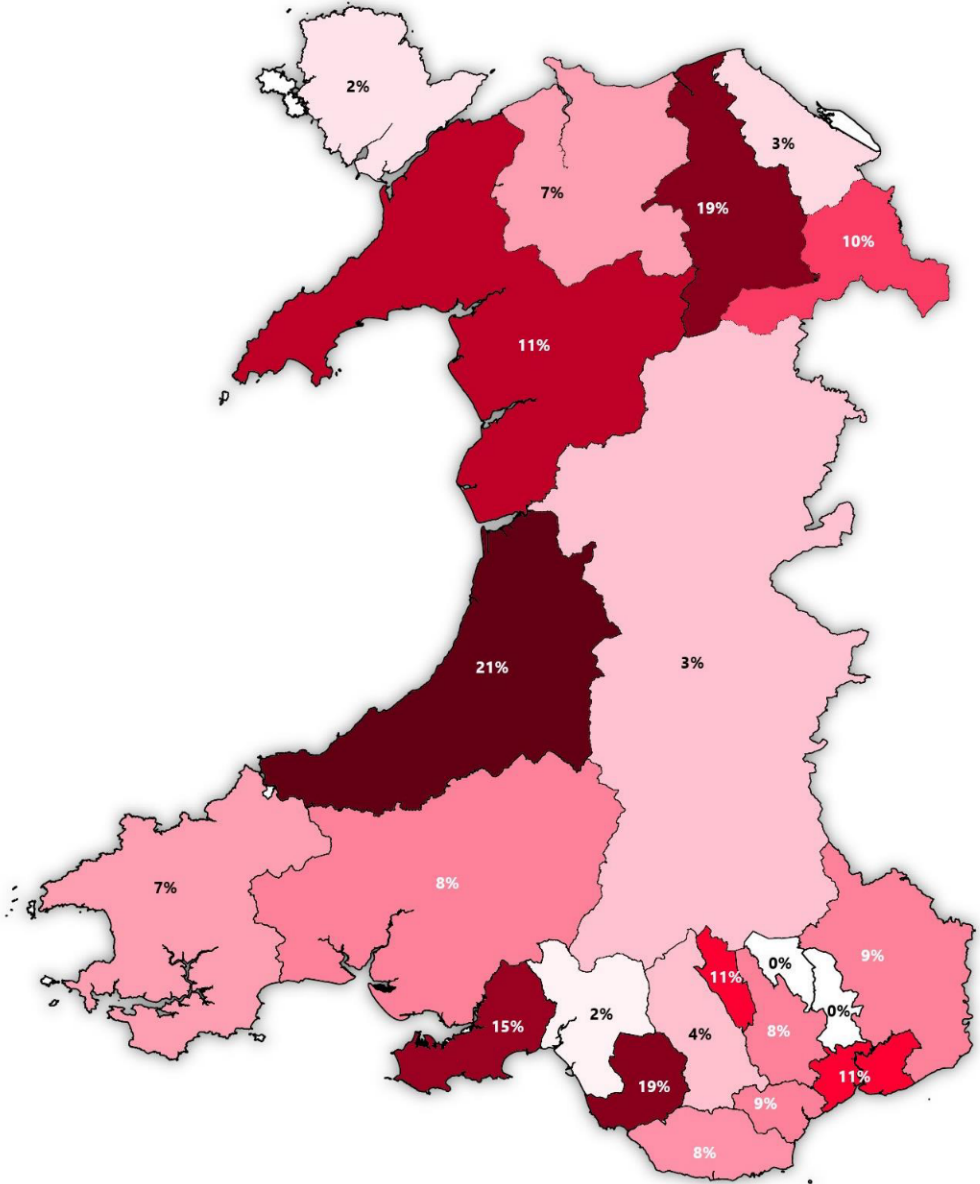
Table 12: Schools receiving activities and ATSA schools as a percentage of all maintained schools, by school type and local authority

| Local Authority | Percentage of schools receiving activities | | | | Percentage of all schools signed up to ATSA |
|--------------------------|--|-------------------|-------------|-------------|---|
| | Primary schools | Secondary schools | ALN schools | All schools | |
| Ceredigion | 23.1% | 0% | 0% | 20.9% | 37.2% |
| Bridgend | 20.8% | 11.1% | 0% | 18.6% | 22.0% |
| Denbighshire | 15.2% | 33.3% | 50% | 18.5% | 20.4% |
| Swansea | 15.6% | 14.3% | 0% | 15.1% | 17.2% |
| Gwynedd | 12.2% | 0% | 50% | 11.5% | 21.9% |
| Merthyr Tydfil | 13.6% | 0% | 0% | 11.1% | 14.8% |
| Newport | 14.0% | 0% | 0% | 11.1% | 7.4% |
| Wrexham | 12.3% | 0% | 0% | 10.4% | 11.9% |
| Cardiff | 8.2% | 16.7% | 0% | 8.9% | 13.8% |
| Monmouthshire | 10% | 0% | N/A | 8.8% | 2.9% |
| Carmarthenshire | 8.5% | 8.3% | 0% | 8.3% | 13.9% |
| Caerphilly | 9.5% | 0% | 0% | 8.1% | 12.8% |
| Vale of Glamorgan | 6.7% | 0% | 100% | 7.5% | 11.3% |
| Conwy | 5.8% | 14.3% | 0% | 6.7% | 10% |
| Pembrokeshire | 7.4% | 0% | 0% | 6.6% | 9.8% |
| Rhondda Cynon Taf | 4.1% | 8.3% | 0% | 4.4% | 6.2% |
| Powys | 3.8% | 0% | 0% | 3.3% | 3.3% |
| Flintshire | 3.1% | 0% | 0% | 2.6% | 11.7% |
| Anglesey | 2.5% | 0% | 0% | 2.2% | 10.9% |
| Neath Port Talbot | 1.8% | 0% | 0% | 1.6% | 9.7% |
| Blaenau Gwent | 0% | 0% | 0% | 0% | 0% |
| Torfaen | 0% | 0% | 0% | 0% | 9.4% |
| Total | 8.9% | 6.0% | 7.5% | 8.5% | 12.8% |

Note: local authorities are ranked in order of their overall rates of engagement, i.e., the percentage of all local authority-maintained schools that have engaged with Active Journeys.

Figure 13 displays the implementation of programme activities geographically, with local authorities shaded according to the percentage of all maintained schools that have received activities through Active Journeys. The lowest levels of engagement have been in pockets of the South Wales Valleys, particularly in Blaenau Gwent and Torfaen, along with the two most north-eastern and north-western districts, Anglesey and Flintshire.

Figure 13: A map of Welsh local authorities, with the percentage of all authority-maintained schools that received Active Journeys activities labelled



Notes: Darker shades of red indicate higher levels of engagement, fading through to white where no schools received activities

4.4 Engagement across Wales and the social landscape

4.4.1 Engagement with Active Journeys and local politics

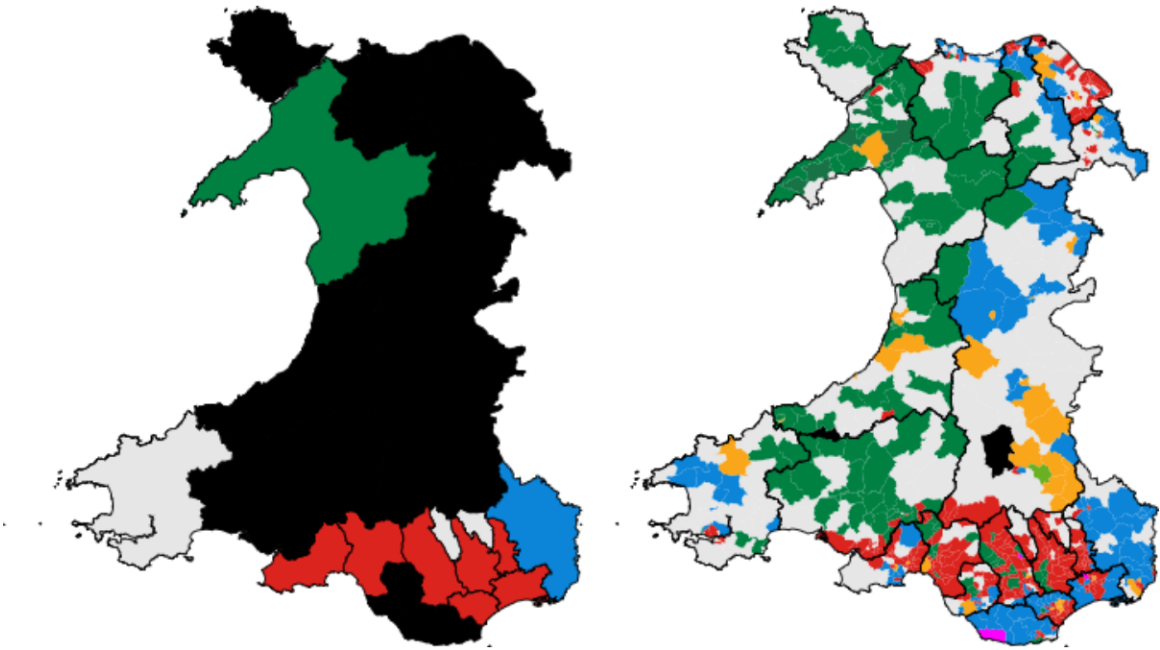
Local elections took place across Wales in May 2022, and saw a major resurgence by the Labour party, which gained 66 seats, along with even greater losses by the Conservative party. This contrasted sharply with the last local elections, held in May 2017, when the opposite happened.

The delivery of the first two years of the Active Journeys programme has largely taken place against the political backdrop determined by the 2017 local election results (shown below in **Figure 14**). Comparing **Figure 13** and **Figure 14** allows for basic geospatial analysis of the relationship between Sustrans activities and political control within local authorities up to May 2022. Although Plaid Cymru-led Gwynedd and Labour-controlled Swansea and Cardiff all received activities in more than 10% of all state schools, those local authorities where the most schools engaged with Sustrans (Ceredigion, Denbighshire and Bridgend) reveal diverse and mixed states of political control, with wards shared among the Conservatives, Labour, the Liberal Democrats and Plaid Cymru. This suggests that engagement with Sustrans is not politically partisan - the programme receives cross-party support from educational institutions and local populations in areas that have different political leanings. It is promising that recognitions of the importance of active travel appears to bridge political divides.

In general, areas where Plaid Cymru performs well electorally, across a broad swathe of west and northwest Wales from Carmarthenshire to Denbighshire, had relatively high rates of engagement (with close to or more than 10% of schools receiving activities). These areas correlate closely to Welsh-speaking areas, as shown in **Figure 15** (derived from a 2013 Statistics for Wales publication).

The exception to this pattern is Anglesey, where there is potential for the programme to expand its activities.

Figure 14: 2017 local election results, showing council control by party (left), and largest party by ward (right)¹⁷

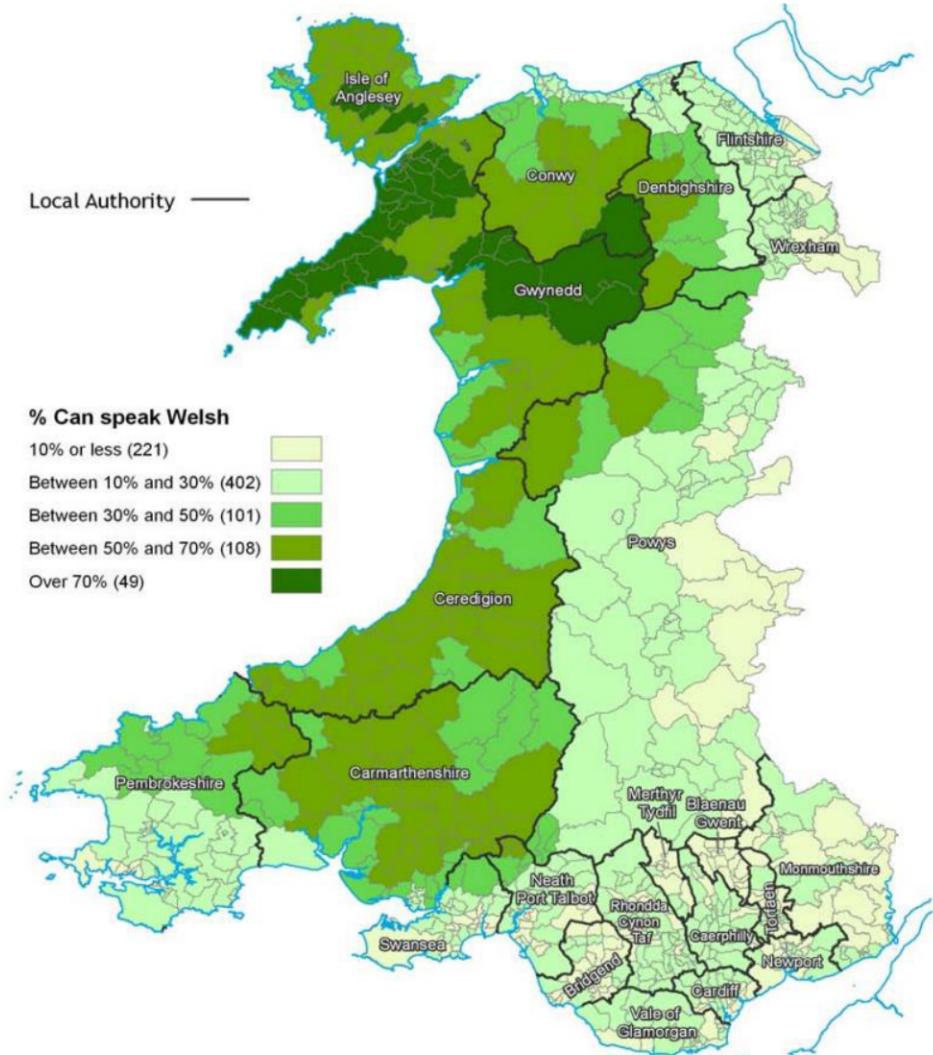


4.4.2 Engagement with the programme and Welsh language

Figure 15 plots the concentration of Welsh speakers across Wales, drawing from 2011 census data. The highest concentrations of Welsh speakers lie within a band across the west of the country and are particularly high in the north-west. This distribution correlates loosely with the zones in which Plaid Cymru wields significant political influence, as described above in 4.4.1. It is also a swathe of the country where relatively high numbers of schools have received Sustrans activities (see Figure 13) and even higher percentages are registered with the ATSA programme (see Figure 11). High rates of engagement among schools within Welsh-speaking areas mean that at an individual level Sustrans are likely to be successful reaching Welsh speakers.

¹⁷ Source: Electoral map created by the Wikipedia user MrPenguin20, allowing free reproduction with citations.

Figure 15: Proportion of people aged three or over that are able to speak Welsh¹⁸



4.4.3 The Welsh Index of Multiple Deprivation

Figure 16 overlays geospatial data from the Welsh Index of Multiple Deprivation (WIMD) with the location of schools that have engaged with Active Journeys. The darkest shades of blue represent areas with the highest levels of deprivation. These are predominantly clustered in sections of the South Wales Valleys and cities along the south coast.

¹⁸ Source: Welsh Government graphic based on 2011 census data. Available at: <https://gov.wales/sites/default/files/statistics-and-research/2019-03/130130-2011-census-welsh-language-data-small-areas-en.pdf>

Figure 16: Schools that have engaged with Active Journeys, laid over Welsh index of multiple deprivation data

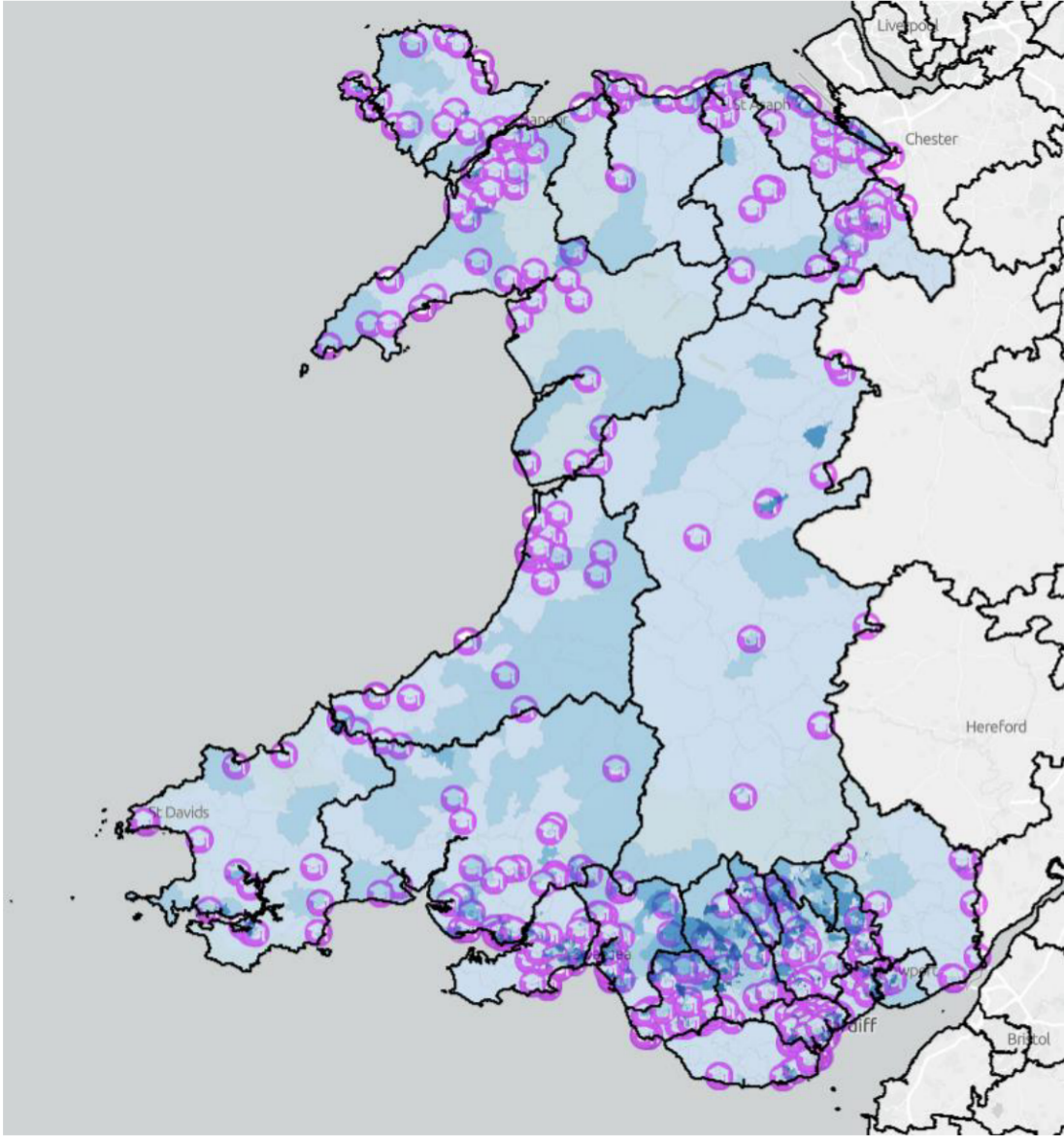
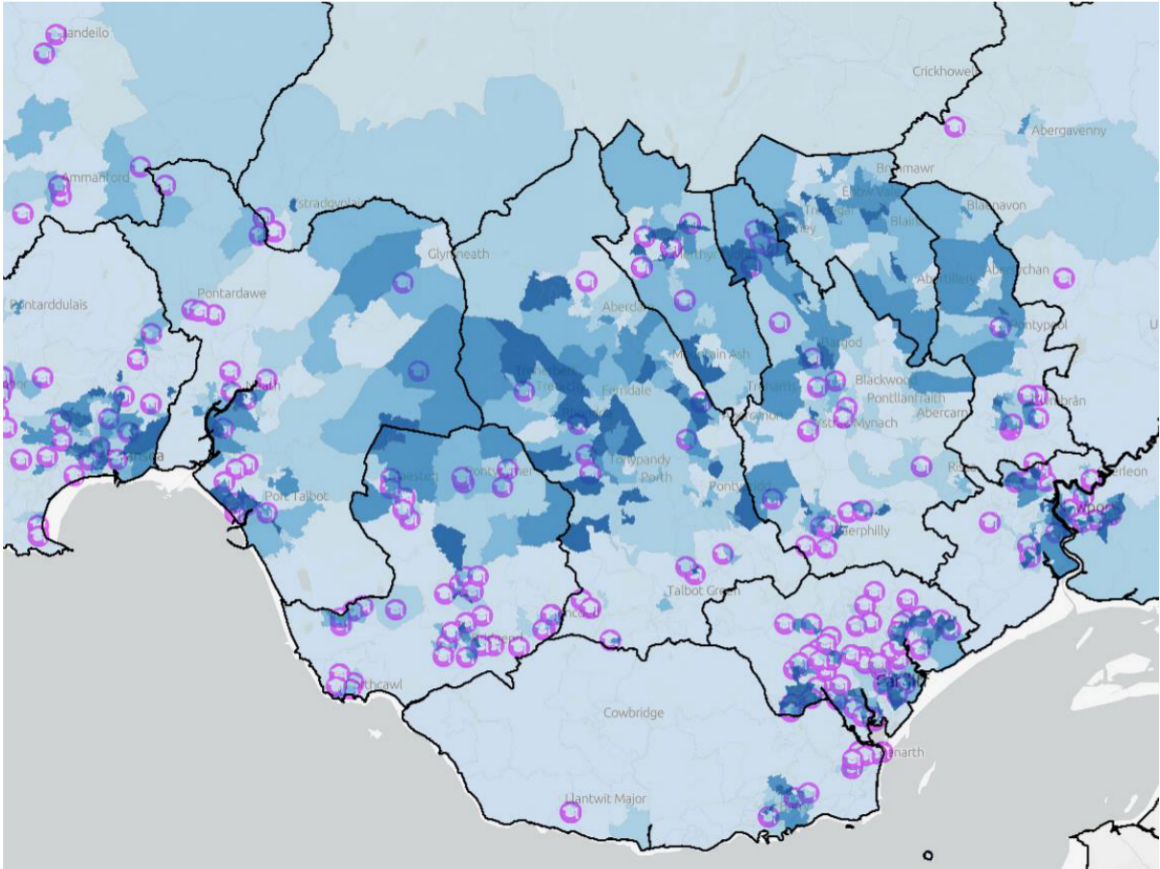


Figure 17 presents a zoomed in regional snapshot of the map contained within **Figure 16**. At this level of detail, it is clear that the most deprived districts within South-east Wales fall within the cities of Swansea, Cardiff and Newport, or within inland sections of the region known as the Valleys. It is also visible that many schools in or around deprived areas along the urbanised coast have engaged with Sustrans. However, there are comparatively large tracts of land across the Valleys that are classified as deprived or highly deprived where relatively few schools have engaged with Active Journeys. This is particularly true of Blaenau Gwent and sections of Torfaen and Rhonda Cynon Taf.

Figure 17: Schools that have engaged with Active Journeys in South-east Wales, mapped against Welsh index of multiple deprivation data



Implementation

4.5 Delivery Team

Phase 2 of the Active Journeys programme initially saw the team expand to include a total of five schools officers and one curriculum and communications co-ordinator.

Officers are based in five locations spread across Wales, enabling engagement with schools across the whole of Wales. Officers cover West, South, Northwest, Northeast and Southeast Wales. The presence of a curriculum and communications co-ordinator has enabled the production of high-quality resources for sharing with schools, as well as regular and synchronised communications, such as termly Active Journeys Newsletters¹⁹. We have refreshed our resources so that they align with updated Curriculum for Wales guidance. The newly developed Literacy, Numeracy and Digital Competence Resources have been developed with input from curricular experts in Welsh Government. They have been trialled by an Active Journeys school champion and are scheduled to be launched in an Active Journeys school in October, with the education minister in attendance.

The production of online resources and videos was critical to the virtual support we were able to offer pupils during the pandemic. Sustrans maintains a presence on Hwb, the Welsh Government online platform that acts as an intranet for all schools in Wales. This enables us to host resources and communicate easily with all schools.

The programme of activities delivered in each school varies depending on the needs and requirements of the school. The programme's aims, objectives and success criteria are used by the Sustrans schools officers and the head of happier lives during personal impact and development reviews, to assess ongoing progress towards achieving these goals.

Almost 480 activities were delivered in school settings by officers during the 2021-22 project year. Of these, 86 were delivered remotely. Officers spent over 1,000 hours delivering activities in or to school settings. Over the first two years of the project, officers have spent almost 1,700 hours delivering activities in or to school settings.

4.6 Feedback on programme implementation

We collect feedback on programme implementation via the Sustrans School Survey (see Section 4.10.3.2 for more information on this monitoring tool). We obtained 45 responses from teachers

¹⁹ The newsletter for the 2022 summer term was delayed as it coincided with a change in communication systems.

and other school staff. Feedback indicates that going into its second year, the Active Journeys programme has continued to positively influence both pupils and adults within the school community. Responses particularly highlighted the impact of Sustrans officers' dedication and enthusiasm, which has enabled them to inspire children about active travel and related issues. Positive outcomes and areas for improvement are discussed in the following sections.

4.6.1 Net Promoter Score

In 2021, we introduced the net promoter score (NPS) to our Sustrans School Survey, in order to better visualise how teachers and school staff perceive our schools projects. We asked respondents how likely they are to recommend working with Sustrans to other schools (0 being very unlikely and 10 being very likely)²⁰. For more information on how the NPS is calculated, and how this compares to previous calculations, please see [Section 4.10.3.2](#).

- 73% of respondents were 'promoters' (meaning they gave a score of 9 or 10)
- 18% of respondents were moderately positive (giving a score of 8)
- 5% of respondents were 'detractors' (all giving a score of 6)

NPS Score:
+68.2



Sustrans' Net Promoter Score (the percentage of promoters minus the percentage of detractors) is therefore +68.2. This represents an improvement upon the 2021 score of 58.3²¹. It appears that school staff are increasingly likely to recommend that other schools engage with the project as they engage with the Active Journeys programme over time.

Although the response is largely positive, it does indicate that there is room for improvement in this score over the next delivery period.

4.6.2 Feedback on programme delivery

Respondents provided a large amount of positive feedback about the delivery of the programme. Comments frequently praised the hard work and dedication of the Sustrans schools officers.

“The approach by the Sustrans representative has been spot on. Very engaging for the children.”

– Teacher at Pontybrenin Primary

“Brwdfrydedd a gwybodaeth yr ymarferydd; hefyd ei gallu i gyflwyno hyn yn ddwyieithog. / The enthusiasm and knowledge of the practitioner; also her ability to introduce herself bilingually.”

– Teacher at Ysgol Bro Hyddgen

“It was hands-on and practical. Very engaging for the children as it was relevant to them.”

– Teacher at Llanidloes Primary

²⁰ In the 2021-22 academic year, 44 individuals responded to this question.

²¹ The 2020-21 results are based on 24 responses.

Pupil engagement with and enjoyment of the activities was frequently highlighted by staff responding to the Sustrans School Survey, who noted that they were inclusive and age appropriate.

Alongside the project outcomes covered in the [Effectiveness](#) section, several other positive outcomes were identified, including a drop in congestion outside schools, greater awareness among parents (who were influenced to try and travel actively more often), and improved behaviour, concentration levels and wellbeing among pupils.

“The activities have been well received by the pupils and has resulted in excellent engagement in the activities provided. The support provided by the Sustrans Officer has been excellent.”

– Teacher at Ysgol St Eifod

When asked whether there was anything they disliked about activities, the majority of School Survey respondents answered no. Two points were raised:

- More equipment would have been beneficial at a ‘bike maintenance skills’ session, so more pupils could take part at once
- Smaller groups (at an unknown activity) could have increased pupil engagement.

When asked for suggestions about how activities could be improved, five of the 45 survey respondents made suggestions. Respondents suggested the following:

- Offering more bilingual / Welsh-language activity delivery²²
- Smaller group sizes (this point accounted for two of the five responses we received)
- Increased engagement with parents, possibly by teaching parents to do bike safety checks and teach skills themselves
- Differentiating activities to be aimed at younger year groups.

Of the four suggestions, two points – more bilingual/Welsh instruction and support to schools to engage parents more – were also raised in the 2021 School Survey.

4.7 How delivery was impacted by the Covid-19 pandemic

National Covid-19 restrictions were increasingly removed or softened during the course of the school, with the last remaining legal restrictions being scrapped at the end of May 2022. Regardless, responses from the Sustrans School Survey indicated that infection rates, along with restrictions and related policies, continued to have an impact upon schools in the 2021-22 project

²² Two of the five schools officers are fluent Welsh speakers, while three are currently learning Welsh.

year. The main issues flagged by School Survey respondents were pupil and staff absence due to Covid-19, as well as the impact of staggered start/finish times and limitations on visitor numbers.

Figure 18: The impact of Covid-19 during the 2021-22 academic year: factors identified by Sustrans School Survey respondents (n=42)

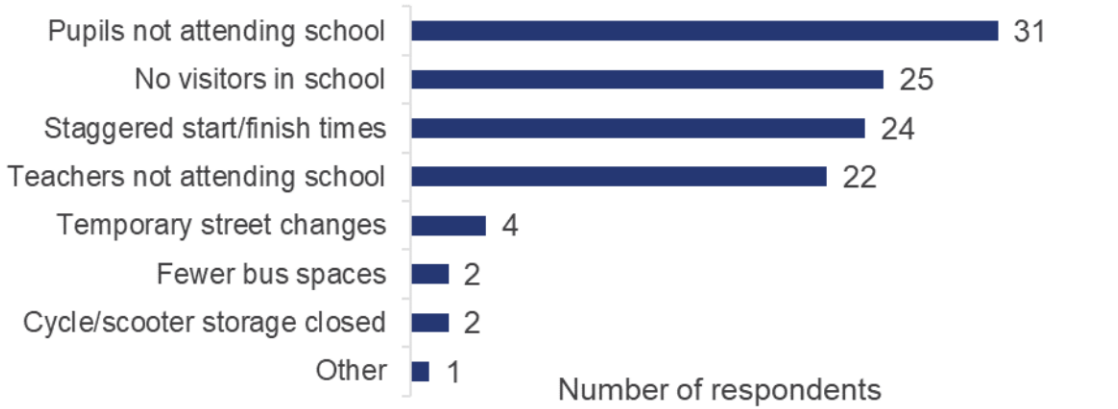
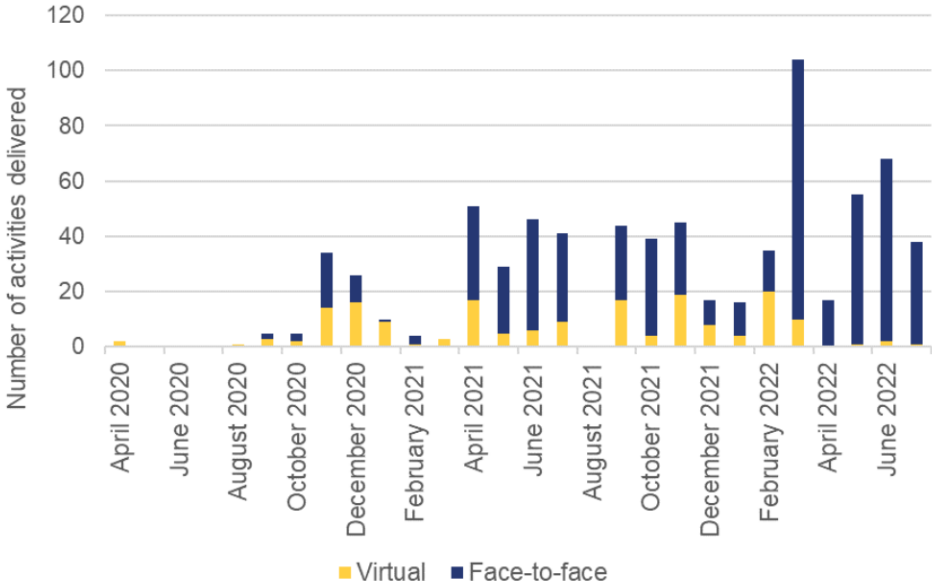


Figure 19 shows the number of on-site and virtual activities that have been carried out since the project's inception. The impact of the Covid-19 pandemic on delivery in the spring and summer of 2020, and again during the first three months of 2021, is striking. Figure 19 highlights a trend of increasing numbers of activities being carried out from January 2022 onward. Over this period the percentage of activities that were carried out virtually dropped to a negligible level. The overall trend in 2022 appears to be a return to the pre-pandemic 'normal', with higher numbers of activities being carried out in face-to-face settings.

Figure 19: Number of face-to-face and virtual activities delivered



Maintenance

Active Journeys aims to provide schools with the tools and skills needed to be self-sufficient in supporting active travel. This is covered in [Section 4.8](#).

As schools become self-sufficient in supporting active travel, direct officer support decreases (see [Section 4.10.2](#)). If the Active Journeys programme is extended and continues beyond April 2023, we will continue to gather HUS data from schools that have been engaged in the programme for more than three years, allowing us to visualise whether schools are maintaining levels of active travel in the long-term. The fifth and seventh programme objectives both relate to the maintenance of active travel cultures and the resilience of programmatic outcomes.

4.8 Objective 5: To create a whole school culture of active travel within participating schools that can be sustained over time and is reviewed regularly

The Active Travel School Award (ATSA) is the main method of tracking a school's progress towards embedding a self-sustaining culture of active travel. For more information on ATSA, see [Section 4.1](#).

Schools must meet a number of criteria, evidenced by submitting assessments on the online platform, in order to be awarded bronze, silver or gold awards.

The full criteria are available on the Active Travel School Award website²³. They include:

- Making operational changes and adopting new policies – such as appointing and supporting school champions, and adopting inclusive travel policies promoting active and sustainable travel modes
- Raising awareness – for example, by running assemblies and helping pupils to identify safe routes to school
- Empowering pupils – through skills development, supporting safety on the school run, and by introducing the 'Pupil Voice' where they can share their thoughts and ideas around active travel.

The award levels achieved by schools so far are displayed in [Figure 20](#).

²³ Available at: <https://d20ndt5nczsfcn.cloudfront.net/pdf/Sustrans-Active-Travel-School-Award-Summary.pdf?mtime=20210520063438&focal=none>
For more general information visit: atsa.sustrans.org.uk/en/schools

Figure 20: Award levels achieved by ATSA schools as of 1 August 2022



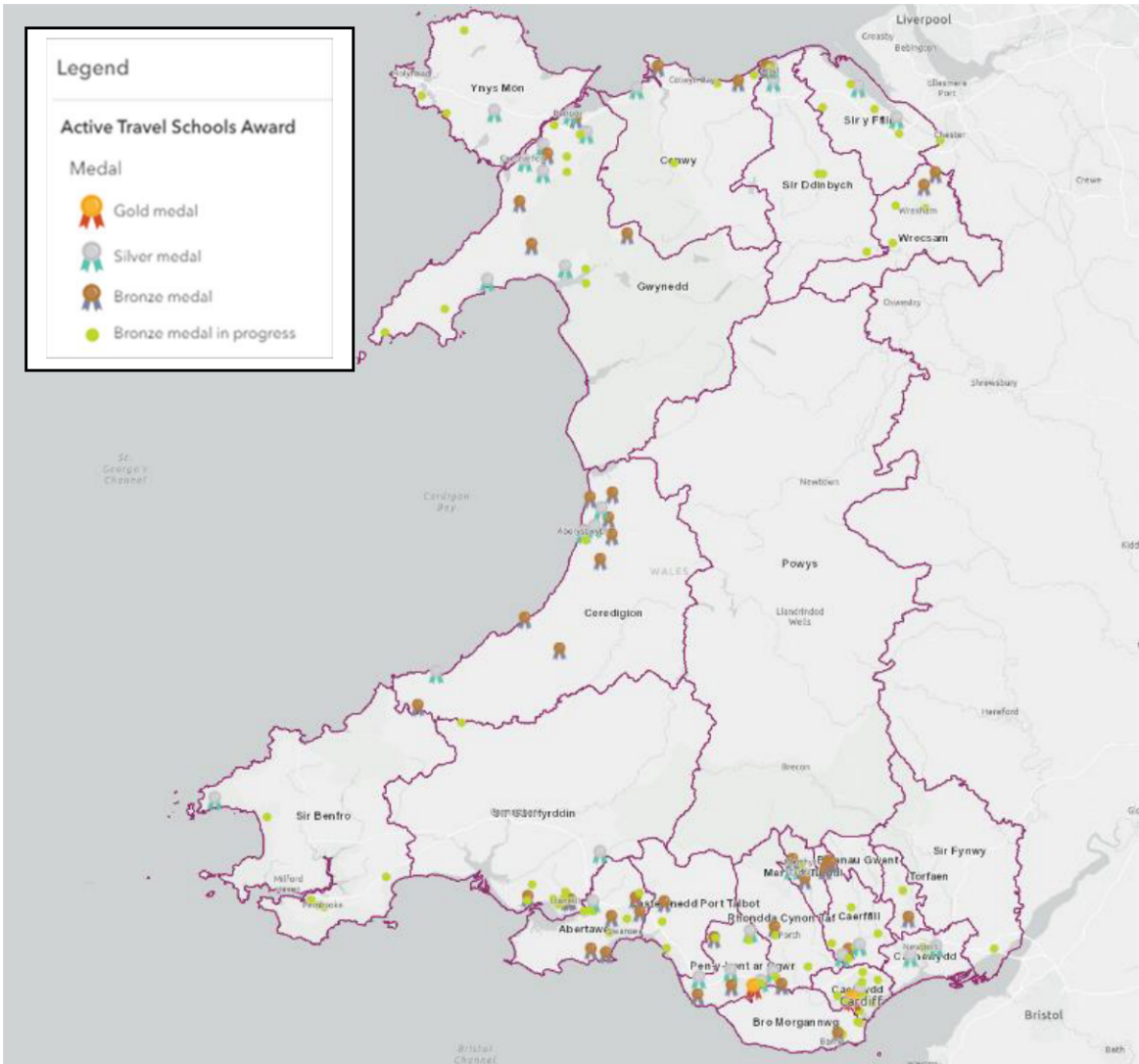
Table 13 shows progress towards the objectives set out for the ATSA award scheme across the Active Journeys programme's lifetime. Substantial progress was made during the first project year, but rates of achievement for ATSA awards slowed during the 2021-22 project year. As a consequence, ATSA numbers have not yet reached half their target levels. Over 40% of the Bronze award target has been reached, but achievements of Silver and particularly Gold awards lag behind anticipated levels at this stage of the Active Journeys programme.

Figure 21 visualises the spread of ATSA award achievements across Wales.

Table 13: Schools achieving ATSA awards – 2021 and 2022 totals and programme targets

| Award | Number of schools that have achieved awards | | Targets | |
|--------|---|-----------|--------------------------|--------------|
| | July 2021 | July 2022 | Target number of schools | Progress (%) |
| Bronze | 70 | 80 | 195 | 41% |
| Silver | 22 | 30 | 104 | 29% |
| Gold | 1 | 2 | 13 | 15% |

Figure 21: Location of Active Travel School Awards by Welsh local authority²⁴



²⁴ Note that several schools (in particular those in Powys) are not displayed due to missing location data.

CASE STUDY

Radnor Primary School achieves Gold ATSA award

Radnor Primary School is an exemplar school on the Active Journeys programme that has worked extremely hard over the past 4 years to increase active travel. Working together, the local Active Journeys officer, staff, students, parents, local councillors (and many others) have managed to get up to 73% of pupils travelling actively to school each day!

In July 2022 the school was presented with their Gold Active Travel School award. To achieve this award the school has worked closely with Sustrans to encourage students (and staff) to travel actively to school, ensuring students have the skills to cycle, scoot and walk to school safely, acquiring funding for cycle and scooter storage, and organising active travel themed events.

A celebratory event was organised by the school and their Active Journeys officer to mark this achievement. Local councillors, school governors and parents joined to celebrate and enjoy a BMX display by Fusion Extreme, and to watch students take part in a 'Bling your Ride' competition.

The school also started a 'bike bus' to school, which was made possible through training offered on the Active Journeys programme. This bike bus, thought to be one of the first in Wales, saw many students and parents and cycling to school. The school plans to continue running the bike bus every Friday and hopefully encourage other schools around Wales to set up their own. Watch



some of the bike bus action here:

<https://youtu.be/7yU7KrIMCBk>

Radnor Primary have set, and continue to set, a great example to other schools working towards their Active Travel Schools Award and to schools all over the UK who are aiming to increase active travel levels among both students and staff.

Radnor Primary School's bike bus

4.9 Objective 7: To help facilitate/improve the transition between primary and secondary schools to maintain and encourage active travel habits and behaviours

Through the delivery of the first phase of the Active Journeys programme, it was identified that further support was required to encourage the maintenance of active travel behaviour as pupils transition from primary to secondary school. During this first phase, Sustrans schools officers

worked with a small number of secondary schools on a trial basis, to establish the best methods of engaging secondary schools and pupils. The pilot focused on engaging with year 7 and 8 pupils.

Activities at secondary schools

Sustrans intends to expand its engagement with secondary schools through behaviour change projects. To date, nine secondary schools and two combined primary and secondary schools have received a total of 30 activities since 1 April 2020. Seventeen of these activities were aimed at pupils, while thirteen activities (including school champion meetings and cross-curricular or resource sharing sessions) with a planning and strategic focus were aimed exclusively at school staff. Overall, there have been over 1,400 secondary school pupil attendances to activities, with more than 1,000 individual pupil attendees. Going forwards, engagement with secondary schools is likely to increase, in line with our initial delivery plan.

Route planning activities

In addition to increasing engagement with secondary school pupils, various 'route planning' activities²⁵ have been held in both primary and secondary school environments. These diverse sessions and lessons are intended to build up and reinforce pupils' route identification and planning skills, as well as their wayfinding abilities and their awareness of safety and risks. The intention is that this type of instruction will build pupils' confidence, allowing them to explore, identify and trial new active travel routes when they transition from primary to secondary schools. This will help to build in resilience and longevity to pupils' active travel patterns, preventing backsliding with age.

Table 14 presents the numbers of route planning sessions delivered to school settings in the first two years of the programme, and overall, along with total and minimum pupil attendances. During the 21-22 project year, there have been 64 sessions with nearly 4,400 pupil attendances from approximately 750 unique individuals. Over the programme's lifetime, activities that are classed as 'route planning' have received almost 5,900 pupil attendances.

²⁵ This list currently consists of the following: Route Planning Skills sessions, Safe Routes lessons, Safety Awareness sessions, Be Bright safety lessons, and Journey to/from School sessions.

Table 14: The delivery of route planning skills sessions in school settings

| | Year 1 | Year 2 | Overall |
|---|---------------|---------------|----------------|
| Number of sessions delivered | 15 | 64 | 79 |
| Number of pupil attendances | 1,509 | 4,383 | 5,892 |
| Minimum number of pupils attending | 395 | 745 | 1,095 |

Appendix

4.10 Methodology

4.10.1 Reporting methodology

The RE-AIM²⁶ framework was originally developed as a framework for consistent reporting of research results and later used to organise reviews of the existing literature on health promotion and disease management in different settings. This framework was adopted on the recommendation of an external evaluator, [REDACTED] Chair in Paediatric Exercise Science in Swansea University.

The acronym stands for:

Reach: “The absolute number, proportion, and representativeness of individuals who are willing to participate in a given initiative.”

Effectiveness: “The impact of an intervention on important outcomes, including potential negative effects, quality of life, and economic outcomes.”

Adoption: “The absolute number, proportion, and representativeness of settings and intervention agents who are willing to initiate a program.”

Implementation: “At the setting level, implementation refers to the intervention agents’ fidelity to the various elements of an intervention’s protocol. This includes consistency of delivery as intended and the time and cost of the intervention.”

Maintenance: “The extent to which a program or policy becomes institutionalized or part of the routine organizational practices and policies. At the individual level, maintenance has been defined as the long-term effects of a program on outcomes six or more months after the most recent intervention contact.”

²⁶ For more information on the RE-AIM framework, visit: re-aim.org

4.10.2 Levels of school engagement

The Sustrans Active Journeys level system is a sliding scale of intervention intensity:

- Level 1 schools are defined by having the most intensive engagement with Sustrans, generally occurring in the first year of an intervention.
- Level 2 schools are defined by their moderate engagement level with Sustrans that generally occurs in the second year of an intervention.
- Level 3 schools are defined by having the lightest intervention with Sustrans out of the three stages and this is generally after being involved with the programme for more than two years.
- Active Travel Schools are schools which sign up to the Active Travel School Award.

The Active Travel School Award (ATSA) platform is available to all schools in Wales. All schools that engage with the Active Journeys programme sign up to the ATSA. Once a school has progressed through all three levels of the programme, they will remain registered as an Active Travel Schools on the ATSA platform.

Active Journeys was originally conceived as a three-year intervention, meaning that schools joining the programme in later years were not expected to progress through every stage. Recent developments make it likely that the programme will continue for at least a fourth year, meaning that a greater proportion of the schools currently signed up to Active Journeys will complete the three years.

As Sustrans has a long history of active travel school projects in Wales, not all schools in the programme are new to active travel initiatives. Such schools are engaged at an intensity level based on their individual needs and experience.

4.10.3 Data collection tools and analysis methods

Data are gathered using a variety of research tools. Below, the methodology of data collection and analysis are described. Sample sizes are included alongside the results in the main body of the report.

4.10.3.1 Hands Up Surveys (HUS)

In HUS, pupils are asked to raise their hand as a means of answering questions related to school travel. Results are used to monitor changes in levels of active travel to school, as well as other indicators, such as travel preferences. HUS captures data with high levels of reliability and validity. It has been validated in primary schools in Wales by Public Health Wales²⁷.

²⁷ Davies, A. (2019) Travel to School Survey: Validation and testing of Hands-Up methodology in primary schools in Wales [Online]. Available at: https://research.publichealthnetwork.cymru/files/5715/5378/2116/003_Amy_Davies.pdf

Data Collection: We aim to conduct a school's first HUS at the start of the academic year, prior to any engagement with Sustrans. Follow-up HUS are generally conducted at the end of each academic year. However, it is possible for a school to engage at a later point during an academic year and therefore conduct their baseline HUS at the point in which they first engage. Baseline HUS data can be from any year (see section 4.10.4.1 for more detail on the HUS sample).

Analysis: HUS data are analysed by comparing results from a schools' first survey to their latest survey. For this reporting period, data are not weighted. In future years, we will assess whether to apply weighting depending on the numbers of responses and school types responding.

4.10.3.2 Sustrans School Survey

The Sustrans School Survey is an annual survey that collects data from adults in the school community, such as teachers, other school staff, and parents. The survey asks participants to share their experiences and views of the programme and any impacts on their school, pupils, or themselves. By listening closely to feedback from the school community, we can understand what we are doing well and identify areas for improvement.

Data Collection: The survey is completed online and is available in Welsh and English. Sustrans schools officers share the survey with schools, usually by email.

Net Promoter Score (NPS): During the previous project year, Sustrans introduced the NPS as a method of measuring project performance in school settings. We asked respondents how likely they are to recommend Sustrans to other schools (0 being very unlikely and 10 being very likely).

The NPS is the percentage of promoters (those who give a score of 9 or 10) minus the percentage of detractors (those who give a score of 0 to 6), with results ranging from -100 (all detractors) to +100 (all promoters).

4.10.3.3 Activity logs

Activity logs are the method by which Sustrans tracks delivery of activities across schools. When a Sustrans schools officer delivers an activity, they record information via an online database. Activity logs include information such as when and where activities were delivered, the type of activity run, and a breakdown of the numbers of individuals belonging to different groups that attended the activity.

4.10.4 Data sample information and considerations

4.10.4.1 Hands Up Surveys (HUS)

- Data are only reported for schools that have a baseline survey (from any year) and a follow-up survey for 2021-22.
- Some schools have engaged with previous Sustrans projects and completed a baseline HUS prior to 1 April 2020. The number of schools with data included this reporting period are shown in **Table 15** below, broken down by the academic year in which they conducted their baseline survey.
- Forty-seven schools returned a follow-up HUS survey in 2021-22.

Table 15: Number of schools with follow-up HUS in 2021-22 academic year, showing the year their baseline survey was undertaken

| Academic Year | Number of schools with baseline HUS |
|---------------|-------------------------------------|
| 11-12 | 1 |
| 13-14 | 1 |
| 14-15 | 1 |
| 16-17 | 3 |
| 17-18 | 1 |
| 18-19 | 2 |
| 20-21 | 11 |
| 21-22 | 27 |
| Total | 47 |

4.10.4.2 Sustrans School Survey

The overall sample of respondents consists of 45 individuals, from 26 different schools.

- 44 respondents were teachers
- 1 respondent was another member of school staff

Not all respondents answered all questions. One respondent was not aware of the project, so was not asked the majority of the questions.

4.10.5 The classification of activities that encourage or enable active travel

This year, the following activities considered to encourage and enable the uptake of active travel were delivered:

Adult Cycle Skills, Balance Bike Skills, Be Bright – Safety Lesson, Bike/Scooter Maintenance Session, Bikeability (National Standard) Cycle Training, Bikeability Learn to Ride, Bling Your Bike, Competition or Incentive, Cycling Skills, Dr. Bike/Dr. Scooter, General Safety, Learn to Ride, Led Ride, Led Scoot, Led Walk, Other Interest and Enthusiasm Session, Safe Routes lesson, Safety Awareness, Scooting Skills, Equipment Sale, Journey to/from School, Personalised Travel Planning, Street closure event, Promotional Stand, Puncture Repair Skills, Route Planning Skills.