

Active Journeys

Annual Programme Report 2022-23



12 December 2023

Redacted - Personal Information


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:  Panorama

YMWNGH Â'R MUDIAD
sustrans
JOIN THE MOVEMENT

Document details

Reference ID: SUSR2187

Version: 1.0

Client: Welsh Government

Circulation Status: External: restricted to the client

Issue Date: 12/12/2023

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
1.2 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	16
3.1 Overall aim: To increase the number of children, young people and staff regularly travelling actively to school	16
3.1.1 Hands Up Survey (HUS) Results	16
3.1.2 Sustrans School Survey results	18
3.1.3 The Active Travel School Award (ATSA)	22
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	24
3.2.1 Sustrans School Survey Results	24
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	24
3.3.1 Activity log results	25
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	30
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	30
3.5.1 Developing school champions	30
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	32
3.7 Objective 6: To communicate the benefits of active travel and encourage its uptake through a variety of channels to the wider community	32

3.7.1	The Big Walk and Wheel (Stroliwch a Roliwch)	34
3.8	Objective 7: To help facilitate/improve the transition between primary and secondary schools to maintain and encourage active travel habits and behaviours	34
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	35
4.	Adoption	36
4.1	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	36
4.1.1	Activity log results	36
4.2	Active Travel School Award (ATSA)	38
4.3	Other Sustrans resources	40
4.4	The distribution of engagement across Wales	40
4.4.1	The Welsh Index of Multiple Deprivation	41
5.	Implementation	43
5.1	Delivery Team	43
5.2	Feedback on programme implementation	44
5.2.1	Net Promoter Score	44
5.2.2	Feedback on programme delivery	45
6.	Maintenance	47
6.1	Objective 5: To create a whole school culture of active travel within participating schools that can be sustained over time and is reviewed regularly	47
6.2	Objective 7: To help facilitate/improve the transition between primary and secondary schools to maintain and encourage active travel habits and behaviours	50
7.	Conclusion	52
8.	Appendix	53
8.1	Methodology	53
8.1.1	Reporting methodology	53
8.1.2	Levels of school engagement	54
8.1.3	Data collection tools and analysis methods	54
8.1.4	Data sample information and considerations	56
8.1.5	Activity Logs	57

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 third year of phase two of the programme.

More pupils are travelling actively, and fewer pupils are being driven to school following engagement in Active Journeys.

This third annual report covers delivery between 1 April 2020 to 31 July 2023 (with a focus on the third year of delivery, spanning 1 August 2022 to 31 July 2023). We present data from Hands Up Surveys, the Sustrans School Survey, and officers' Activity Logs, along with case studies and additional analysis of the programme's expansion and reach, to demonstrate progress against programme objectives.

The programme is increasing the sustainability of school travel:

- More pupils are travelling actively. Active travel as the usual school travel mode has **increased by 10.6%** (up 4.7 percentage points from 44.4% to 49.0%).
- Fewer pupils are being driven to school. Car use as the usual school travel mode has **decreased by 23.6%** (down 10.4 percentage points from 44.0% to 33.6%).¹



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 2022-2023 project year:

Sustrans has delivered **over 950** activities receiving over **29,000** attendances:

- **Nearly 28,000** pupil attendances
- **Nearly 1,800** adult attendances (with nearly 1,600 being staff and parents)
- **23** activities shadowed by school champions



Sustrans delivered activities in **98** schools:

- **85** primary schools
- **4** secondary schools
- **5** ALN schools
- **4** schools spanning multiple age groups



¹ Park & ride/stride also saw an increase of 8.8 percentage points while public transport decreased by 3.2 percentage points. For a full breakdown of changes in usual school travel mode see [Table 6](#).

98 activities were delivered virtually to pupils and school staff.



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 2023):

Sustrans has delivered **nearly 1,700** activities, receiving **over 64,000** attendances:

- **Almost 61,000** pupil attendances
- **Over 3,500** adult attendances (including over **3,100** by staff and parents)
- **96** activities were shadowed by school champions.



Sustrans has delivered activities in **161** schools:

- **139** primary schools
- **10** secondary schools
- **6** ALN schools
- **6** schools spanning multiple age groups.



A total of **270** activities were delivered virtually to pupils and school staff.



221 schools have signed up to the Active Travel School Award.

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 school. 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 third year of its second phase, which began on 1 April 2020². 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 and third years run from August to July, constituting standard 12-month delivery years.

This programme builds on the success of the first phase³, 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 8.1.1 for more methodological details. There will be a final programme report at the end of the project.

² 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 March 2024.

³ The first phase of the Active Journeys programme ran between 1 August 2015 and 31 March 2020.

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 and cumulative progress towards these

Target	July 2021	July 2022	July 2023
<p>400 schools engaged, including:</p> <ul style="list-style-type: none"> • 365 primary schools • 35 secondary schools 	<p>227 schools engaged</p> <p>65 have received activities through the Active Journeys programme, including:</p> <ul style="list-style-type: none"> • 57 primary schools⁴ • 2 secondary schools • 2 additional learning needs (ALN) schools • 4 schools covering multiple age groups 	<p>336 schools engaged</p> <p>125 schools have received activities through the Active Journeys programme to date, including:</p> <ul style="list-style-type: none"> • 104 primary schools • 9 secondary schools • 3 ALN schools • 5 schools covering multiple age groups 	<p>361 schools engaged</p> <p>161 schools have received activities through the Active Journeys programme to date, including:</p> <ul style="list-style-type: none"> • 139 primary schools • 10 secondary schools • 6 ALN schools • 6 schools covering multiple age groups
<p>Schools within all 22 local authorities in Wales will engage</p>	<p>18 out of 22 local authorities received activities</p> <p>21 out of 22 local authorities have schools registered to ATSA</p>	<p>20 out of 22 local authorities received activities</p> <p>21 out of 22 local authorities have schools registered to ATSA</p>	<p>20 out of 22 local authorities received activities</p> <p>21 out of 22 local authorities have schools registered to ATSA</p>
<p>300 school champions will be recruited and trained to support active travel in their schools</p>	<p>65 schools have champions</p>	<p>177 schools have champions</p>	<p>208 schools have champions</p>
<p>600 activities delivered by Sustrans schools officers will be</p>	<p>34 shadowed activities</p>	<p>74 shadowed activities</p>	<p>96 shadowed activities</p>

⁴ Since the last report, we have changed which schools are included under "primary" school. Middle and Junior schools are now included under "multiple age groups", rather than "primary".

shadowed by school champions			
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	221 schools registered in 21 out of 22 local authorities (all except Blaenau Gwent)
195 schools will achieve bronze, 104 schools will achieve silver, and 13 will achieve gold by the end of the programme	<ul style="list-style-type: none"> • 70 achieved bronze • 22 achieved silver • 1 achieved gold 	<ul style="list-style-type: none"> • 80 achieved bronze • 30 achieved silver • 2 achieved gold 	<ul style="list-style-type: none"> • 88 achieved bronze • 33 achieved silver • 4 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	148 schools accessed advice and information

2. Reach

161 schools across 20 out of 22 local authority areas in Wales have received Sustrans activities through the Active Journeys programme since 1 April 2020 and 221 schools are registered for the Active Travel School Award, representing 11% and 15% of all schools in Wales respectively.

Between 1 August 2022 and 31 July 2023, Sustrans has delivered activities in 98 schools (85 primary schools, four secondary schools, four schools covering multiple age groups, and five Additional Learning Needs (ALN) schools). Activities delivered as part of the programme have reached an estimated 11,000 individuals. Thirty-three additional 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 2022-23 project year, 306 schools engaged with Sustrans. Of these, 246 schools were either registered Active Journeys schools that received one or more activities, or schools that were engaged with through the ATSA programme. An additional 60 schools participated in the Big Walk and Wheel 2023. Seven schools that were not otherwise involved in the programme were given advice via email correspondence. Since the start of the project, 148 schools have been given information and advice through the Active Journeys programme outside of the usual channels of activities.

Table 2 shows the number of schools in local authority areas in Wales that have received a Sustrans activity since 1 April 2020, as well as the number of schools that have signed up to ATSA. Twenty out of 22 local authority areas contained at least one school that received an activity from Sustrans officers, with Blaenau Gwent and Torfaen schools continuing to be the only ones in the country not receiving Sustrans activities. Sustrans initial e-mail communications approach was less effective in these areas. After changing the communication approach to direct contact, there has been more interest from the two remaining local authorities. Active Journeys officers have recently signed up three Torfaen schools and are in the process of engaging with schools in Blaenau Gwent. **Table 3** presents the percentages of schools in each local authority that have either received activities or have registered for the ATSA programme.

Table 4 shows that, in the 2022-23 delivery year, activities have reached approximately 11,000 individuals, including approximately 10,000 pupils, 500 school staff and 170 parents. This year,

there have been more than 29,000 attendances⁵ to activities, including almost 28,000 pupil attendances and nearly 1,800 adult attendances.

Since 1 April 2020, approximately 20,000 individuals have been reached through activities, including around 19,000 pupils, just over 900 school staff and 190 parents⁶. There have been over 64,000 attendances at our activities, of which nearly 61,000 were pupil attendances and just over 3,500 were adult attendances.

Table 2: Total number of schools reached through the programme by local authority, 1 April 2020 – 31 July 2023.

Local Authority	Infant and primary schools - activities	Secondary and multiple age groups - activities	ALN schools - activities	Schools signed up to ATSA
Isle of Anglesey	3			6
Blaenau Gwent				0
Bridgend	6	2		14
Caerphilly	9			13
Cardiff	9	3		18
Carmarthenshire	12	1		17
Ceredigion	11			16
Conwy	3	2		6
Denbighshire	10	4	2	14
Flintshire	6			9
Gwynedd	14		1	27
Merthyr Tydfil	3		1	4
Monmouthshire	4			1
Neath Port Talbot	2			7
Newport	6			6
Pembrokeshire	5			7
Powys	6		1	6
Rhondda Cynon Taf	3	1		8
Swansea	14	3		21
Torfaen				4
Vale of Glamorgan	5		1	7
Wrexham	8			10
Total	139	16	6	221

⁵ 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.

⁶ To calculate the number of unique individuals, we sum the highest attendance at each venue (for each attendee type). This likely results in an underestimate, particularly for pupils over multiple years. Reach figures are rounded so as not to give a false sense of accuracy. For more details, see appendix 8.1.5.1.

Table 3: Schools receiving active journeys (phase two) activities and ATSA schools as a percentage of all maintained schools, by school type and local authority⁷

Local Authority	Percentage of schools receiving activities				Percentage of all schools signed up to ATSA
	Infant & primary	Secondary & multiple age groups	ALN schools	All schools	
Blaenau Gwent	0%	0%	0%	0%	0%
Bridgend	13%	22%	0%	14%	24%
Caerphilly	12%	0%	0%	10%	15%
Cardiff	9%	17%	0%	10%	13%
Carmarthenshire	13%	8%	0%	12%	15%
Ceredigion	31%	0%	No schools	26%	42%
Conwy	6%	29%	0%	8%	10%
Denbighshire	23%	50%	100%	30%	26%
Flintshire	9%	0%	0%	8%	12%
Gwynedd	18%	0%	50%	16%	28%
Isle of Anglesey	8%	0%	0%	7%	13%
Merthyr Tydfil	16%	0%	100%	17%	17%
Monmouthshire	13%	0%	No schools	12%	3%
Neath Port Talbot	4%	0%	0%	3%	11%
Newport	13%	0%	0%	11%	11%
Pembrokeshire	10%	0%	0%	8%	12%
Powys	8%	0%	33%	8%	7%
Rhondda Cynon Taf	3%	6%	0%	4%	7%
Swansea	18%	21%	0%	18%	23%
Torfaen	0%	0%	0%	0%	13%
Vale of Glamorgan	11%	0%	100%	11%	13%

⁷ Data on school type by local authority sourced from [StatsWales](#) (2022-23 data).

Wrexham	14%	0%	0%	12%	14%
All Wales	11%	8%	15%	11%	15%

Table 4: Total attendances and unique individuals reached by activities

	Since 1 August 2022		Since 1 April 2020	
	Reach	Overall Attendances	Reach	Overall Attendances
Pupils	10,000	28,000	19,000	61,000
School Staff	500	1,400	910	2,900
Parents	170	200	190	250
Volunteers	48	99	76	170
Other Adults	28	44	82	140
Other Children (inc. siblings)	2	2	12	12
Shadowers	12	24	29	100
All attendance types	11,000	29,000	20,000	64,000

The majority of pupils reached were primary school pupils. **Table 5** breaks down pupil attendances and minimum reach figures by four school types.

Around 1% of pupils reached this year have been from Additional Learning Needs (ALN) schools. According to Welsh government, 16% of pupils⁸ across all schools in Wales are estimated to have additional learning needs, therefore the engagement of Sustrans officers with pupils with additional learning needs is likely to be higher than the figures in **Table 5** imply. However, activities within exclusive ALN learning environments have been very few. Since the previous project year, three more ALN schools have joined the programme. The case study below discusses successes at one school covering additional learning needs, Maes Derw.

⁸ [Census 2022 results](#)

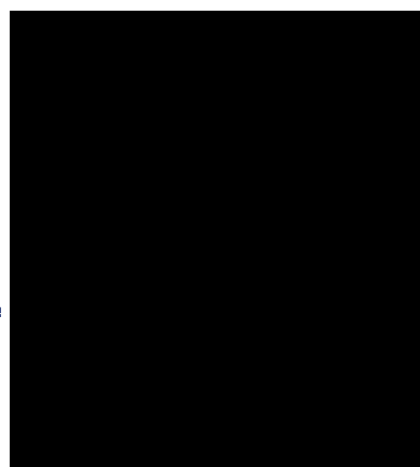
Table 5: Total and unique attendances to activities by school type

School type	Since 1 August 2022		Since 1 April 2020	
	Pupil attendances	Reach (pupils)	Pupil attendances	Reach (pupils)
ALN	470	120	500	120
Primary	25,500	9,400	55,100	17,000
Multiple age groups	1,200	400	4,000	1,000
Secondary	480	280	1,000	710
All school types	28,000	10,000	61,000	19,000

CASE STUDY

Work with Maes Derw Pupil Referral Unit

Maes Derw school is a Pupil Referral Unit (PRU) for the Swansea area. The school educates pupils with both Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) needs, at primary and secondary levels. Many of the pupils are taxied to school as the PRU serves a large area and some children have limited mobility.



“Staff cycling has also been promoted with the number of staff cycling to work at least once a week has increased from 1 to 5.”



In their current forms, the Active Travel School Award scheme and progress monitoring systems used by Active Journeys are not a good fit for PRUs. To be truly inclusive and “for everyone”, Sustrans needs to engage more successfully with establishments like Maes Derw. With that goal, the regional Active Journeys officer has been exploring opportunities for partnership with the PRU. A skills ladder has been proposed for monitoring progress towards learning objectives. This is expected to be tested at the school next year, with a view to creating a tool that can be replicated across Wales.

The school wants to develop independence, resilience and promote health and wellbeing. Active travel skills are seen as a key part of that goal. Activities delivered by the active journeys officer (to a wide range of pupils) have included cycle (9) and scooter skills (3) sessions (both on- and off-road) and bike/scooter maintenance sessions (4). The school champion wants staff to be trained so that they can maintain the pool bikes and train pupils. In addition to promoting car sharing, the champion is also encouraging staff to be positive role models for active and sustainable travel, and travel more actively.

“A number of pupils have gone from being completely unable to ride a bike to riding independently.”

– [REDACTED] outdoor education co-ordinator at Maes Derw

Additionally, pupils at the school contributed to a video shown at the recent event to celebrate the 10-year anniversary of the Active travel Act.

The art department at Maes Derw challenged 16 students to produce a new design for the NCN milepost at Black Pill, Swansea. The winner helped to paint the milepost in June. Pupils are keen to be involved in the maintenance of the local NCN route 43, and potentially waymarking, through their Duke of Edinburgh group.

Sports and art may superficially be very different, but both can become powerful tools to encourage young people, especially young people with additional learning needs, to engage with their environments and to get outdoors. The local Active Journeys Officer booked Guinness Record holder [REDACTED] Fusion Extreme’s BMX Flatland⁹ rider, to do a number of BMX workshops with over 50 pupils on 26 June, allowing the pupils to grow in confidence.

“Generally speaking, there has been a noticeable upsurge in pupils’ enthusiasm towards cycling which has been aided by a visit from [REDACTED] to the meaning of cycling skills. Again, pupils previously lacking in confidence have been able to try tricks that they previously would have shied away from.”

– [REDACTED] outdoor education co-ordinator at Maes Derw



The winning milepost design after completion

⁹ “Flatland is a freestyle BMX riding style performed on smooth flat surfaces that do not include any ramps, jumps, or grindrails.” – Wikipedia

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 four percentage points (pp) since first engaged, whilst car use has reduced by over 10 percentage points (Section 3.1.1). This change in the number of pupils travelling actively is mainly from an increase in scootering (2.0%) or cycling (1.7%) to school. This is in contrast to results from 2021-22 where more than half of the increase came from an increase in pupils walking 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 being driven to school has fallen:

- Active travel has increased by 4.7 pp and is now the most common usual travel mode
- Being driven (as a usual travel mode) has fallen by 10.4 pp
- The number of pupils being driven to school at least weekly has fallen by 5.1 pp.

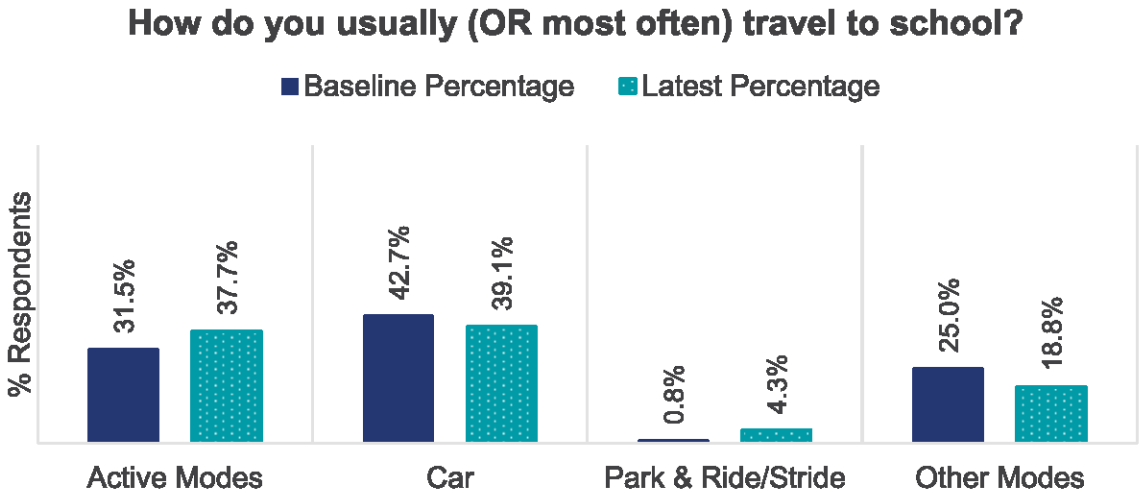
Prior to engagement¹⁰, being driven was the most common mode of travel to school and the usual school travel mode for 44.0% of pupils. In 2022-23, following engagement, there has been a shift away from car journeys as the usual travel mode. Almost half (49.0%) of all pupils now say they usually travel to school by an active mode.

These findings replicate the findings of the 2020-21 and 2021-22 project years. 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 those of previous years¹⁰. We also demonstrated an increase in active travel in the 2020-21 and 2021-22 project reports. However, the increase in active travel in 2022-23 is slightly below the increase seen in the previous years, from a slightly

¹⁰ Note that while this report generally deals with the outcomes of the 2022-23 project year, post HUS results for 2022-23 are compared against the baseline results gathered before engagement in any year. See section 8.1.3.1 in the appendix for more details on the HUS methodology.

higher baseline rising to a slightly lower level overall. The percentage point change is 4.7, compared to 10.1 in the 2021-22 project year. This is likely due to a change in both the number of schools included in baseline results (which has increased) and in which schools are included in the most recent figures (which is only schools that have submitted post HUS results in 2022-23). Additionally, some data was added after last year’s report was created that would impact the figures presented there and contribute to the figures presented here.

Figure 1: Pupils’ usual travel mode to school (latest percentages from 2023)



Results are based on 8,249 responses at baseline and 7,836 responses in 2023 (Latest Percentage).

Note: Baseline results are from varying years and the value will change each year as new schools are added. See section 5.3.3.1 in the appendix for more details on the HUS methodology.

Table 6 presents a detailed breakdown of the percentage point changes in mode share, indicating that this increase in active travel was driven mainly by increases in the numbers of pupils that scoot or cycle to school as their usual mode of travel. Walking is now the most common mode of travel to school at 37.9%, up 1.0 pp from 36.9%, which has replaced car, currently down 10.4 pp at 33.6% (44.0% at baseline). Cycling increased by 1.7 pp, from 3.6% to 5.3%. Scootering and skating increased by 2 pp from 3.9% to 5.8%.







Walking has replaced car as the most common mode of travel to school.

Elsewhere, the numbers of children that park and stride or park and cycle to school has risen by 8.8 percentage points to 14.2%. This may be due to the increase in school streets – full or partial closures of streets around schools, especially at drop-off and pick-up times. Public transport has decreased by 3.1 percentage points.

“Traffic around the school gates has eased a little with more families having active journeys. Active journeys into school are viewed in a positive way.”

– Teacher at All Saints’ School

Table 6: Breakdown of travel mode data shown in Figure 1

Mode	Change	Baseline %	Most Recent %
 All active travel modes (walking, cycling and scootering / skating)	4.7 percentage points	44.4%	49.0%
 Walking	1.0 pp	36.9%	37.9%
 Cycling	1.7 pp	3.6%	5.3%
 Scootering / Skating	2.0 pp	3.9%	5.8%
 Car	-10.4 pp	44.0%	33.6%
 Park & Ride/Stride	8.8 pp	5.3%	14.2%
Other Other modes, including bus	-3.2 pp	6.3%	3.2%

3.1.2 Sustrans School Survey results

3.1.2.1 Effects on pupil travel modes

Results of the Sustrans School Survey showed that school staff believe the project is having the intended impact on the way pupils travel to school. The 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.

“All of the school children have benefitted from taking part in the various activities and a large number of the children continue to come to school by either walking, wheeling or scootering.”¹¹

– Teacher at Ysgol y Gelli

¹¹ Original Welsh quote: “Mae holl blant yr ysgol wedi elwa o fod yn rhan o'r gweithgareddau amrywiol ac mae caran uwch o blant yn parhau i ddod i'r ysgol naill ai yn cerdded, beicio neu sgwtera yma.”

Of the 33 school staff who responded to the survey, 30 were aware of the project. When asked what effect the project had on the number of pupils travelling to school by various modes, 29 responded:

- 21 out of 29 respondents thought cycling had increased by either “a little” or “a lot” following engagement with the project
- 21 out of 29 respondents thought scootering or skating had increased by either “a little” or “a lot”
- 20 out of 29 of respondents thought walking to school had either increased by “a little” or “a lot”
- In contrast, none of the 29 respondents thought walking, cycling or scootering/skating had decreased at all
- 11 out of 29 respondents thought that car travel to school had decreased by either “a little” or “a lot”, 13 thought it had “stayed about the same” while only two thought that it had “increased a little”.

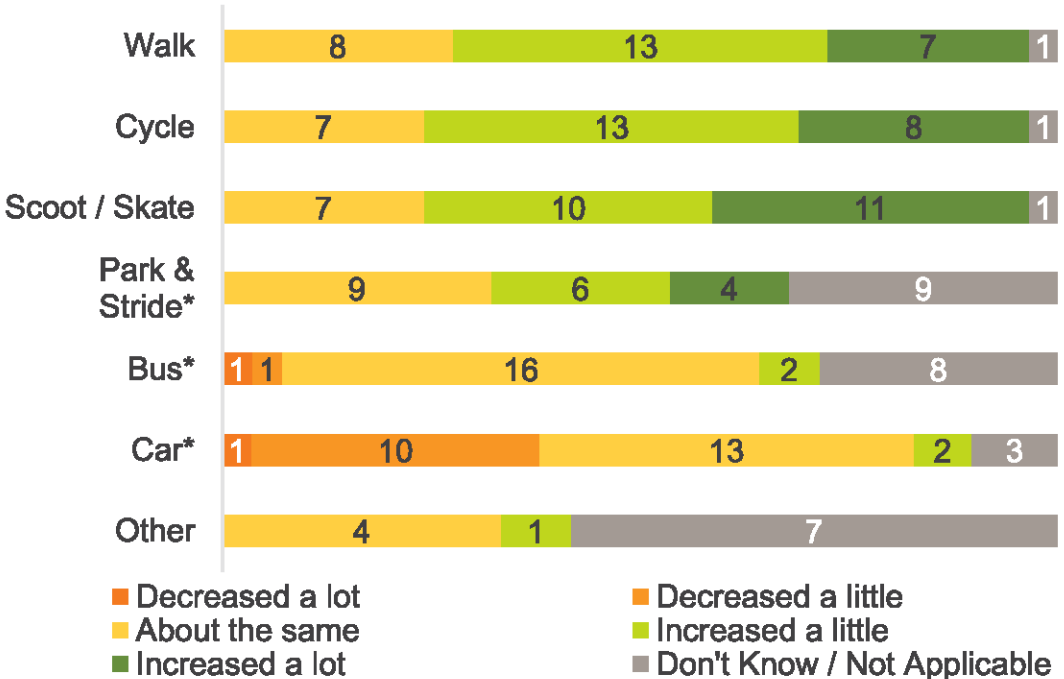
The observations described above are visualised in **Figure 2**.

“The enthusiasm of the pupils for healthy travel to school has greatly increased. Pupils are all very keen to travel to school by bike or scooter or walking.”

– Teacher at Ysgol Rhostryfan¹²

¹² Original Welsh quote: “Brwdfrydedd y disgyblion i deithio yn iach i'r ysgol wedi cynyddu yn arw . Disgyblion yn awyddus iawn i gyd -drafaelio i'r ysgol ar y beic neu sgwter neu wrth gerdded”

Figure 2: “What effect has your Sustrans project had on the number of pupils travelling to school by the following modes?”



“Staff are slowly embracing active travel but my experience is that people’s reliance on their cars is massive.”

– Teacher at Maes Derw

3.1.2.2 Effects on adults’ travel modes

The 30 school staff who were aware of the project were asked whether the project had influenced their mode of travel to school. Of these, 16 (53 %) 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:

- **Walking:** Four out of 16 respondents said they walk more often (4 respondents left the question unanswered)
- **Cycling:** Seven out of 16 respondents said they cycle more often (2 respondents left the question unanswered)
- **Car (including taxi and car share):** Eight out of 16 respondents said they do this less often, and one respondent said they do this more often (1 respondent left the question unanswered)

unanswered). We do not have a breakdown of car use by single drivers, compared to car sharing

- **Scootering/skating:** One out of 16 respondents said they do this more often (6 respondents left the question unanswered)
- **Park and stride/cycle/scoot:** Two out of 16 respondents said they more frequently park further from the school, and then either walk, cycle or scoot/skate the last section (5 respondents left the question unanswered).

Due to a change in the number of respondents between the 2022-23 and earlier surveys, it is difficult to draw any conclusions about changes in staff behaviour over the first three years of the project. This data is not longitudinal, and it is unlikely that the same teachers responded to each survey round.

Compared to the previous project year, a higher proportion of staff respondents in the 2022-23 school survey usually travelled to school actively (4 out of 33, compared to 4 out of 44). Though active travel to school remains low, in the 2022-23 school survey, over half of staff wanted to travel actively (55%). This is similar to the 2020-21 survey (55%).

Compared to the first year, a higher percentage of staff respondents said that their travel habits had been influenced by the programme.

Table 7 highlights the gap between staff members' usual school travel modes and preferred school travel modes. Over 50% of respondents said they would prefer to travel by active modes while only 12% currently do so. **Table 8** shows that 36% of respondents lived less than five miles away from their school and there is scope to increase active travel, particularly among staff living between one and five miles away.

“Was nice to walk and use scooter instead...[of] the car.”

– Anonymous school survey respondent

Table 7: School staff usual and preferred travel mode

Mode	Usual mode	Preferred mode
Active Modes	12% (4)	55% (18)
Car	82% (27)	24% (8)
Other	6% (2)	21% (7)
Total	33	33

Table 8: Distance school staff live from the school in which they work

Distance	Count
Less than 1 mile	15% (5)
1 - 2 miles	15% (5)
2 - 5 miles	6% (2)
More than 5 miles	64% (21)
Total	33

3.1.3 The Active Travel School Award (ATSA)

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. As of 01 August 2023, 221 schools have signed up to the award with 88, 33 and four schools achieving their bronze, silver and gold awards respectively. For more information see section 4.2.

CASE STUDY

Head Teacher swaps car for an e-bike

Ysgol Sant Elfod, in Abergele, has been part of Sustrans Cymru's Active Journeys programme since 2021, working with Sustrans to create a culture that makes it easier for children to walk, scoot or cycle. The aim is to increase climate awareness and reduce air pollution outside the school gate, improving pupils' physical health and well-being.

In addition to the work with pupils, the staff at the school are joining in with active travel to school. The Active Journeys Officer put [redacted] in touch with [redacted] who manages the successful E-Move project in nearby Rhyl. School staff are planning to visit the E-Move project in Rhyl to try out all the different e-cycles that are available.

The school's new Active Journeys school champion, [redacted] has taken up an e-cycle loan, using the cycle for her seven-mile journey from Colwyn Bay. As well as the e-cycle loans, one enthusiastic teacher who regularly walks and cycles to school was loaned an adult commuter scooter.

Headteacher [redacted] loaned an e-cycle for a six-week trial, using it for his daily commute. At the end of the loan period, he cycled the bike back to Ffordd Las Community Centre in Rhyl, took the train to Colwyn Bay and immediately bought his own bike at Evolution Bikes!

While no other Active Journeys schools in the area are within loan distance of the E-move project, the officer is arranging for taster sessions for parents, and this model could be replicated in other areas that the E-move project serves to improve reach with adults in the school community.

"...pupils have developed a number of skills and are more aware of sustainable travel. The children and staff have benefited from being part of the scheme."

"The programme is fantastic! It delivers much-needed cycle and scooter skills and confidence building, whilst supporting young people, and their families, to travel actively on the school commute and beyond."

[redacted] Sustrans Liveable Cities & Towns
Coordinator, North Wales

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

Note: This objective is also covered in section 4.1, under [Adoption](#).

3.2.1 Sustrans School Survey Results

Sustrans Training

Of the 20 school champions that responded to the Sustrans School Survey, 10 said they had received training from Sustrans, and eight said they had subsequently delivered sessions to pupils, putting their new learning into practice.

Staff said they had received training in how to run:

- Air quality sessions (eg using diffusion tubes, lichen walks)
- 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)
- School Streets

Sustrans resources and materials

Of 37 staff and parents/guardians who told us they were aware of a Sustrans project running at their school, 26 (70 %) said they had received materials and resources. Seven said they had not received any resources and four were unsure.

Resources were most commonly used in the classroom or via video-link with pupils (24 staff did this). Eight staff distributed the resources to parents for use at home. One staff member used the resources with their children and two 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 2022-23 project year, 259 awareness-raising

sessions were held. These were attended by at least 550 adults and 8,100 children, with close to 15,000 child attendances and more than 900 adult attendances.

Since 01 April 2020, an estimated 15,000 children and young people and 820 adults have attended at least one such activity. Overall, 416 awareness and enthusiasm activities were delivered, receiving nearly 30,000 attendances, including over 28,000 child attendances.

Adults are reporting increases in their own awareness of the benefits of active travel thanks to participating in the project, particularly regarding the environmental benefits. The same adults are reporting increases in knowledge amongst children as well, with over 90% reporting increase in their pupils' awareness of the environmental, health and air quality benefits of active travel. At least 60% 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 a further 27% saying enthusiasm had increased a little (Section 3.3.2).

Most pupils would like to travel to school by active modes (HUS results Section 3.3.3). This figure has increased following engagement with the programme, indicating increases in enthusiasm for active travel as a result of the work by Sustrans officers.

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.

Since 1 August 2022, 259 such activities have been delivered. **Table 9** shows the number of attendances to these activities over the first three project years, also conveying how many of these attendances are estimated to be from unique individuals¹³. **Table 9** also presents the data for the 2022-23 project year. In the last year there have been:

- Over 28,000 attendances by children, of which around 15,000 were estimated to be from unique individuals
- Nearly 1,500 attendances by adults, of which 820 were estimated to be from unique individuals.

With almost 16,000 attendances this academic year (combined child and adult), the third year almost doubles the overall attendances to awareness-raising activities since the start of the project.

¹³ The number of unique individuals (reach) is calculated using the maximum number of attendances of each type at a single activity within a school, summed across all schools. It is likely that the actual reach is higher than this estimate. This method minimises the possibility of double counting.

Table 9: Total attendances and unique individuals at activities that raise awareness of the benefits of active travel and enthusiasm for active travel¹⁴

	Since 1 August 2022		Since 1 April 2020	
	Reach ¹³	Overall Attendances	Reach	Overall Attendances
Adults	550	940	820	1,500
Children	8,100	15,000	15,000	28,000
Total	8,600	16,000	15,000	30,000

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 increased 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, at least 80% (n= 30) 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 (Table 10).

Gains in awareness among pupils were particularly high when it came to the health and environmental benefits of active travel, with around 95% school staff reporting increased pupil awareness around both issues. This continues a trend that was identified in the first two project years. Eighty seven percent of school staff thought that their pupils demonstrated higher levels of enthusiasm for active travel because of the project.

Table 10 shows the percentage of respondents who said the project affected their own awareness and enthusiasm, 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 schools that took part in the Sustrans School Survey. Generally, over 80% of staff said that the project had increased their awareness and enthusiasm, along with that of their pupils, by either a little or a lot.

¹⁴ The individual activity types included in this category as listed in appendix 8.1.5.2.

Table 10: Percentage of adult respondents to the School Survey reporting an increase in awareness of various benefits of active travel, and / or increases in enthusiasm.¹⁵

	Own awareness and enthusiasm	Pupil awareness and enthusiasm
Health benefits	83 %	93 %
Environmental benefits	90%	97%
Air quality benefits	87%	93%
Economic benefits	80%	83%
Enthusiasm	93%	87%
Total responses to each question is 30.		

“The learner is conscious of the benefits of healthy travel to school, and is able to speak about the aspects ... important to them...”

– Anonymous

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 increased slightly overall. Walking and cycling remain the most popular way of travelling to school, followed by scootering/skating, car, and park & ride/stride.

There has been an increase in preference for travel by active modes and a decrease in preference for car travel among pupils, demonstrated in **Figure 3**.

There has been an increase in the percentage of pupils that would most like to walk to school (2.8 pp), and most like to scoot or skate to school (3.1 %) since before engagement began, as shown in **Table 11**. The number of pupils that would most like to cycle to school has remained stable (0.3 pp).

¹⁵ Original Welsh comment: “Mae'r dysgwyr yn ymwybodol o fuddion teithiau iach i'r ysgol ac yn medru trafod agweddau sydd yn bwysig iddyn nhw e.e. llwybrau diogel ac ati.”

Figure 3: Pupils' preferred travel to school mode

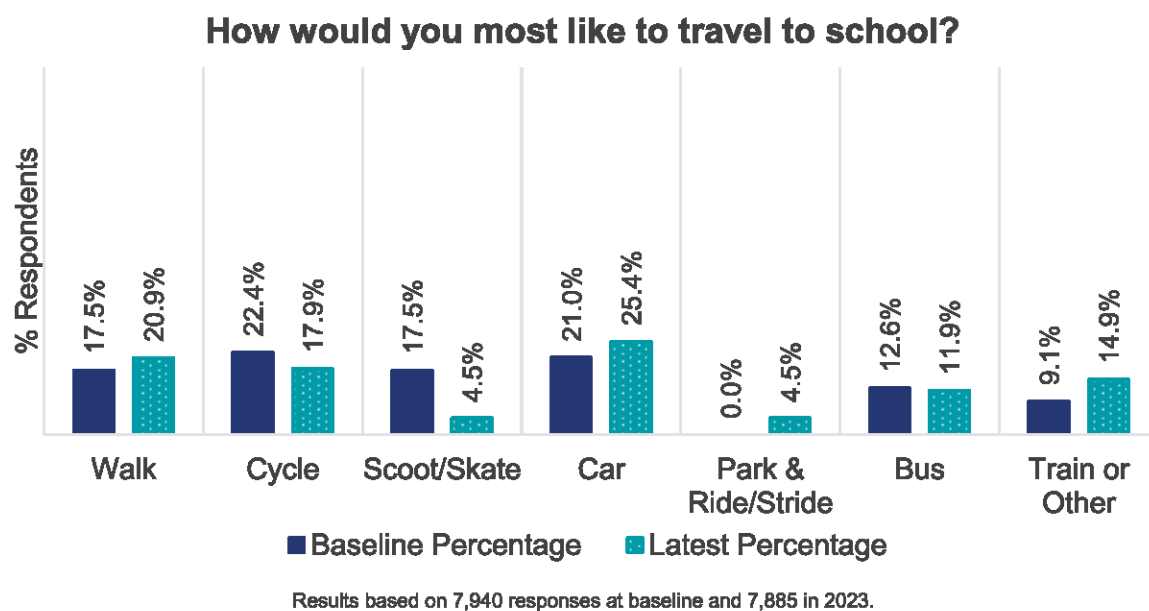


Table 11: Direction of change in HUS results shown in Figure 3¹⁶

Mode		Change (percentage point (pp) and direction)		Baseline %	Most Recent %
	All active travel modes (walking, cycling and scootering/skating)	5.6 pp	↑	71.2%	76.8%
	Walking	2.8 pp	↑	26.7%	29.4%
	Cycling	0.3 pp	—	29.4%	29.1%
	Scootering / Skating	3.1 pp	↑	15.2%	18.2%
	Car	-5.1 pp	↓	17.3%	12.1%
	Park & Ride/Stride	2.0 pp	↑	3.5%	5.5%
Other	Other modes including bus	-2.4 pp	↓	8.0%	5.6%

¹⁶ Percentage point changes are calculated before rounding.

CASE STUDY

Fochriw Primary School

Fochriw Primary School have been part of the Active Journeys Programme for 2 years and have showed so much enthusiasm towards active travel over this time. Fochriw is a school in a rural area on top of a big hill, but this hasn't stopped students travelling actively to school.

“We have really loved taking part in the project.”

– Teacher at Fochriw Primary

Both the head teacher and the school champion have been instrumental in encouraging a whole school approach to active travel. The school regularly take part in active travel challenges and awareness events. During Big Walk and Wheel 2023, Fochriw's daily average score was an impressive 66.7%, meaning two thirds of the pupils travelled to school actively during the challenge. The school have also organised their own regular active travel challenges like 'walking Wednesdays' where pupils were encouraged to make an extra effort to travel actively.

The school has been working hard on their Active Travel School Award, gaining their Bronze award in Summer 2022, and are hoping to complete their silver award shortly.



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 skills sessions, Dr Bike and Dr Scooter maintenance sessions and led walks, scoots and rides are delivered specifically to encourage and enable the uptake of active travel (see Section 8.1.5.3 in the appendix for a full list of activities).

Since the start of the programme, 1,232 activities that encourage or enable active travel have been delivered, 772 of which took place in the 2022-23 project year. During the 2022-23 project year there were:

- Nearly 20,000 attendances by children, 6,200 of whom are estimated to be unique attendees

- 931 attendances by adults, including 380 from unique individuals.

Over the whole programme there were (Table 12):

- Over 41,000 attendances by children, of which 13,000 were from unique individuals
- Just under 2,000 attendances by adults, 730 of which were unique individuals.

Table 12: Total and unique individuals at activities that encourage and enable active travel

	Since 1 August 2022		Since 1 April 2020	
	Reach	Overall Attendances	Reach	Overall Attendances
Adults	380	930	730	1,900
Children	6,200	19,000	13,000	41,000
All ages	6,600	20,000	13,000	43,000

3.4.2 Sustrans School Survey results

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

“...we had some pupils that had never rode a bike riding one independently by the end of the session.”

– Teacher at Ysgol Nant Gwyn

“Activities were inspirational to young people, teaching children how to ride a bike is a skill you're giving them for life.”

– Teacher at Maes Derw

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 support active travel within their schools. Sustrans officers provide training and support to enable school champions to be as effective as possible at enabling active travel.

In the third year of the Active Journeys Wales 2 programme, 72 school champion meetings were held and 23 activities delivered by Active Journeys officers were shadowed by school champions or other adults.

Over the programme's lifetime, 209 school champion meetings have been held so far, with a minimum of 180 adult attendees. Nearly 100 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 first project year was affected by the Covid-19 pandemic, a number of schools have appointed one or more school champions:

- Of the 221 schools registered on the ATSA platform, 207 had named school champions, some more than one
- Of the 58 responses to the Sustrans School Survey, 20 answered that they were a school champion.

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 project year starting 1 August 2022, there were:

- 72 school champion meetings, attended by around 73 unique individuals
- 23 activities shadowed, by a minimum of 12 unique individuals
- 256 school-led activities logged

Since 1 April 2020 there have been:

- 209 school champion meetings, attended by approximately 180 unique individuals
- 96 activities shadowed, by a minimum of 29 unique individuals
- 325 school-led activities

██████████ has worked hard to ensure that Active Travel isn't forgotten about during the quieter months with classwork supporting the Active Journeys activities and events. The school have already achieved the criteria for the ATSA Bronze award."

— ██████████ Active Journeys Officer, NW Wales

CASE STUDY

Special Recognition for a Dedicated Active Journeys Champion

Anglesey school Ysgol Llanfairpwll joined Active Journeys in September 2022 and have seen a dramatic increase in active travel rates (from 27% to 47%) and an even larger decrease in car travel (from 56% to 20%) during the last year.

School Champion [REDACTED], who teaches Years 3 and 4, was recently recognised at the *Active Travel Act - 10 Year Anniversary Senedd* event for his work incorporating active travel into the curriculum. Working with the regional Sustrans officer, [REDACTED] has embedded the themes of active travel, clean air, road safety, and health and wellbeing within the classroom, creating a Unit of Work for all key stage two pupils to follow at the start of the year.

Pupils have participated in numerous activities since September, including the Big Walk and Wheel, Cycle to School Week, a Dr Bike Day, a Bling your Christmas Bike session, and a Be Safe Be Seen event along with National Standards cycling skills provided by the Local Authority.

The school came 7th in Wales in the 'large school' category of the Big Walk and Wheel.

3.5.2 Links to relevant programmes

The Active Travel School Award (ATSA) was launched as part of the Active Journeys programme to help schools to increase and sustain the numbers of pupils travelling to school actively.

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, section 6.1.

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 Big Walk and Wheel and regular newsletters.

There were 194 attendances by parents and 44 attendances by other adults during the 2022-23 project year, and 251 parent and 136 other adult attendances over the life of the programme.

CASE STUDY

Family session at St Helen’s Primary School

St Helen’s Primary School joined the Active Journeys programme in September 2022. The school is very diverse with 29 different languages being spoken and 86% of pupils who speak English as a second language. The school runs a social parents’ group every Monday morning covering different topics.

Our session was entitled, “Active Travel on the School Run and Beyond”, covering how an active journey can benefit all the community and the planet. We discussed the benefits of active travel, then discussed what barriers the school community faced and proposed some solutions. There was plenty to discuss!

The second part of the session was to have a go on an adult push scooter. They are fairly cheap, legal (unlike many electric scooters), foldable, non-polluting and great fun! All of the adults had a go and they absolutely loved them!

Four scooters were then loaned out to the parents to use for a couple of weeks to see whether they worked on the school run as well as for recreational use and errands. The adults were reluctant to give them back; they had such good fun with them going on rides with their children. In fact, some were seen to kiss their scooters goodbye!



Parents at St Helen’s enjoying the scooters

The school is considering buying a pool of scooters so that they could loan some in a similar fashion to encourage more active travel and fewer car journeys. Two further family sessions are planned, one to look in detail at the barriers to active travel, identifying solutions and reporting back to Swansea City Council, and one to do a scooter session with fathers.

“Can I just say that they thoroughly enjoyed themselves and were delighted to loan the scooters.”



3.7.1 The Big Walk and Wheel (Stroliwch a Roliwch)

The Big Walk and Wheel¹⁷ / 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:

“It was refreshing to start the day with an active and energizing routine... I had the chance to interact with fellow students, teachers, and parents during the walk or cycle to school... I hope we can continue to promote active and sustainable transportation in the future.”

– Teacher from Ysgol Tir Morfa on “The Big Walk and Wheel”

This year, 153 schools – which collectively educate 41,000 pupils – participated in the 10-day challenge in March 2023. A total of 140,000 active journeys were recorded over the fortnight, including 10,000 cycling journeys, 17,000 scooter journeys and 110,000 walking or wheeling journeys. This is a small increase on the 2022 Big Walk and Wheel, which 149 schools took part in, and saw children make almost 140,000 active travel journeys.

Over three-quarters of participating schools were registered on the Bike It Database, while 35 were not. Of the 114 schools that had previously registered with the Active Journeys programme:

- 57 schools are currently participating in levels 1, 2, or 3 of the Active Journeys programme (see appendix section 8.1.2 for more details on levels)
- 25 schools have completed the programme and are registered as Active Travel Schools
- 32 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 4 schools had previously engaged with Sustrans in some other capacity.

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 6.2.

¹⁷ bigwalkandwheel.org.uk

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 2022-23 project year, Active Journeys officers delivered 65 safe routes activities. In six of the schools, these lessons included route audits, and reports were written up and delivered to the local authority. In one of these schools, Cwmrhydyceirw Primary, a specific question was asked about a proposed route to feed back to the Swansea Active Travel Officer.

In Rhyl, the officer undertook sessions on future route developments near to two schools and a virtual survey in one further school, looking at bridges and a new path over the river Clwyd. These sessions reached approximately 240 pupils. The same officer undertook phase one of a consultation with classes of pupils and parents outside the school gates of two schools in Llangollen, looking at a street outside the schools for Denbighshire council [active travel fund](#) and [future routes funding](#). Around 80 pupils fed back their ideas to make the route safer and the barriers they face coming to school. This will be revisited with designs in the future.

As shown in **Table 13**, during the 2022-23 year, safe routes sessions reached approximately 500 pupils through 65 sessions. This is 67% increase on the number of sessions delivered in year two of the programme and represents more than half of the safe route sessions delivered overall.

Table 13: The delivery of ‘safe routes’ sessions in school settings

	2020-21	2021-22	2022-23	Overall
Number of safe routes sessions delivered	2	39	65	100
Number of child attendances	90	2,200	1,200	3,300
Estimated number of children attending	45	1,200	440	1,600

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. We demonstrate that the project has been delivered in an equitable way using maps and spatial distribution to show that the project has happened in a range of areas across Wales.

4.1 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 2022-23 project year, there were 1,399 adult attendances to activities. Including staff, parents, volunteers, shadowers, and other adults, an estimated 760 individual adults attended at least one activity during the year. Active Journeys activities were attended by shadowers 23 times.

Results from the Sustrans School Survey show that the Active Journeys programme has provided resources and training to support active travel, with 70% of respondents (n= 37) indicating they had received materials and resources. Ten out of 20 respondents indicated they had received training from Sustrans officers in order to help with running active travel sessions in their schools, and eight of those 10 had delivered sessions with their pupils after taking part in the training sessions.

4.1.1 Activity log results

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

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. In the 2022-23 project year, 24 shadowing attendances were recorded at activities, with the most commonly shadowed activity this year being 'scooter skills' sessions. This represents a change from the previous (2021-22) year, when 'cycling skills' sessions were the most shadowed activities, although skills and training sessions continue to make up the overwhelming majority of shadowed activities.

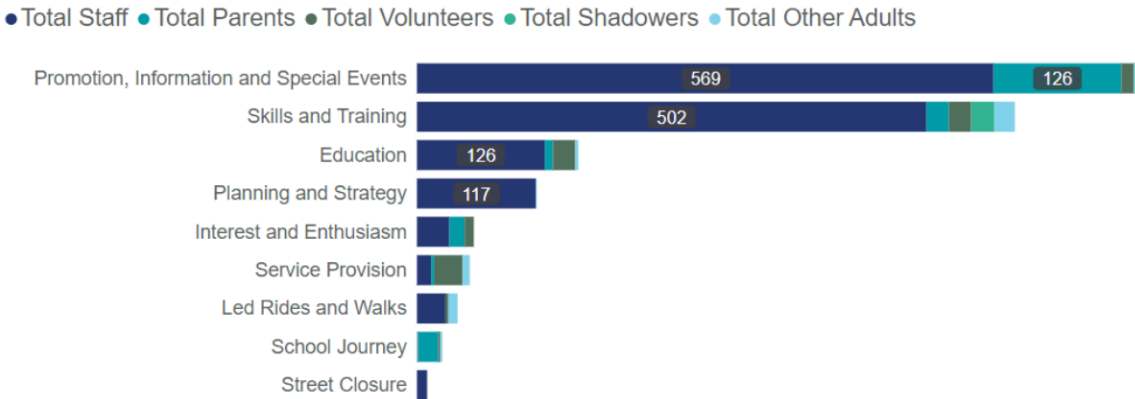
All except one of the shadowed activities were classed as ‘skills and training’ events, comprising 18 scootering skills sessions, four puncture repair skills sessions and one cycling skills session. One shadower also attended a promotional activity recorded as being a ‘project communication event’.

Since 1 August 2022, school staff, parents and other adults in the school community have attended nine different categories of activities promoting active travel, with 1,760 attendances recorded. **Figure 4** and **Table 14** provide a detailed breakdown of adult attendances at activities by activity type this year (**Figure 4**) and over the project’s lifetime (**Table 14**).

The following activity types were the most frequently attended by adults during this project year:

- Promotion, information and special events – attended by 520 unique adults
- Skills and training – attended by 200 adults
- Planning and strategy – attended by 94 adults
- Education – attended by 80 adults

Figure 4: Adult attendances at activities during the programme’s third year (1 August 2022-31 July 2023), by activity type



Since the project’s inception, there have been more than 3,500 adult attendances to activities, including 101 attendances by shadowers. When compared to previous years, the third project year saw more than double the number of adult attendances at activities classed as ‘promotional, information and special events’ activities. There were 710 adult attendances to this category in 2022-23, compared to just 314 during both of the previous school years combined. Skills and training sessions previously represented the activity type that was best attended by adults, but this trend changed in 2022-23.

Table 14: Adult attendances at activities since 1 April 2020, by activity type

Activity Type	Staff	Parents	Volunteers	Shadowers	Other Adults	Total
Skills and Training	1,142	27	63	99	64	1,395
Promotion, Information and Special Events	868	136	12	1	7	1,024
Education	368	8	22	0	3	401
Planning and Strategy	322	1	0	0	25	348
Service Provision	32	15	54	1	16	118
Interest and Enthusiasm ¹⁸	80	15	9	0	1	105
School Journey	12	49	2	0	6	69
Led Rides and Walks	30	0	3	0	9	42
Street Closure	12	0	0	0	5	17
Total	2,866	251	165	101	136	3,519

4.2 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, 221 schools have signed up to the award scheme. Thirty-three new schools have signed up during the 2022-23 year, representing an 18% increase from last year's total of 188.

Of the 221 ATSA schools, 184 schools (83%) have been registered in the Active Journeys programme (phase one or two), with 148 (67%) taking part most recent iteration, Active Journeys phase two.

Another 10 ATSA schools are part of Sustrans' new 'Active Travel School Planning' project, while 28 ATSA schools have never been part of the wider Sustrans schools programmes.

The ATSA scheme 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 scheme also collates data from participating

¹⁸ Examples of interest and enthusiasm sessions include rewards for travelling actively, cycle decoration and pedal-powered activities such as a bike that powers a blender to make smoothies.

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 6.1.

Rates of ATSA registration are highest in Ceredigion, with 42% of all local authority-maintained schools registered, and Gwynedd, Denbighshire, Bridgend and Swansea all have more than 20% of schools signed up. The lowest registrations are in Blaenau Gwent (no schools) and Monmouthshire, with 3% of schools registered. Other regions with lower than 10% registration rate are Powys and Rhondda Cynon Taf.

4.3 Other Sustrans resources

Sustrans' Big Walk and Wheel is the UK's largest inter-school cycling, walking, wheeling and scootering challenge. One hundred and fifty-three schools participated in the 2023 Big Walk and Wheel in Wales. More information on journeys recorded through the Big Walk and Wheel are included in section 3.7.1.

Sustrans' Big Shift Cymru was a free to access online challenge designed to motivate the school community in Wales to travel more actively. The Big Shift closed this academic year, due to changes in internal technology infrastructure. The Big Shift had only one participant in the last academic year, so it is unlikely that this will be reinstated.

Sustrans has also recently begun trials of [FRideDays](#), a toolkit for starting a cycle bus, designed to maintain enthusiasm and momentum for active travel throughout the year.

4.4 The distribution of engagement across Wales

Figure 5 shows the geographical distribution of Active Journeys schools across Wales and **Figure 6** shows how those schools are distributed compared to urban-rural classification. The concentrations of schools marked on the map in different areas loosely reflects their population density. The greatest numbers of schools are registered in Gwynedd. The sparsely inhabited interior of the country has relatively few Active Journeys schools. This is particularly true of Powys.

Figure 5: The location of Active Journeys schools across Wales

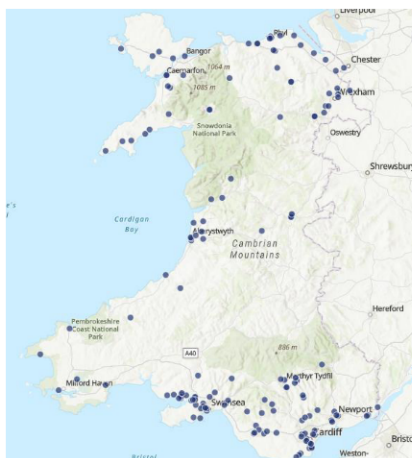
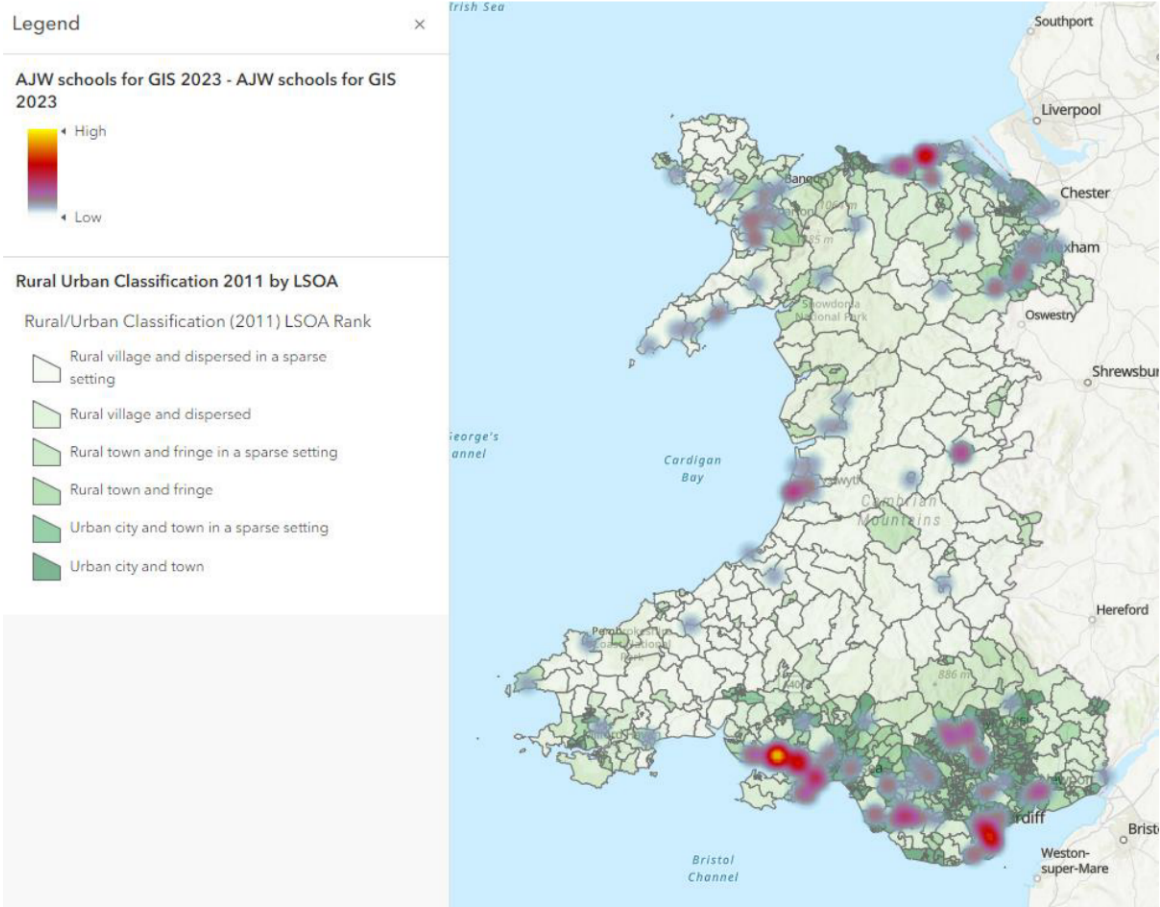


Figure 6: Heatmap of Active Journeys schools over urban-rural classification



4.4.1 The Welsh Index of Multiple Deprivation

Figure 7 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.

Table 15 shows the number and percentage of schools receiving activities within each WIMD quintile. This shows that there is a good distribution of schools across areas with differing deprivation, with a slight skew away from the least deprived areas.

Figure 7: Schools that have engaged with Active Journeys, laid over Welsh index of multiple deprivation data

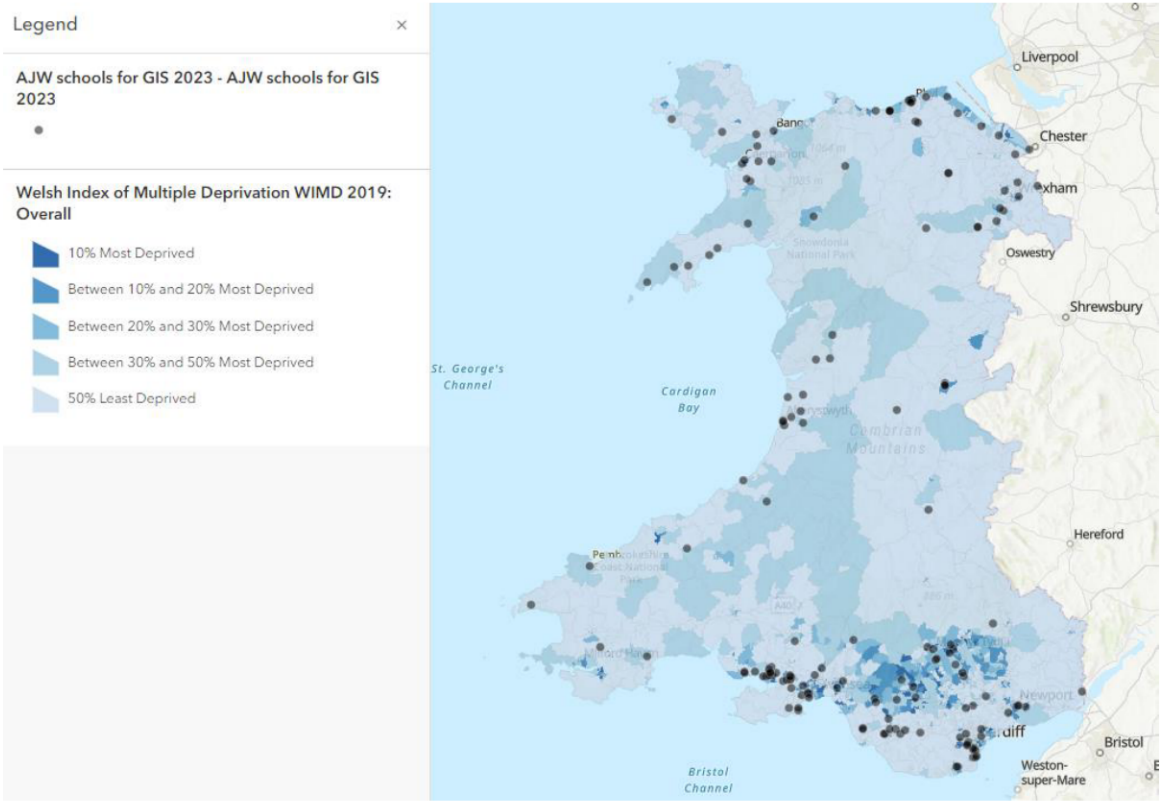


Table 15: Number and percentage of schools in each deprivation quintile¹⁹

Quintile	Deprivation	Number of schools	% of schools
1	20% Most deprived	33	20%
2		29	17%
3		35	21%
4		42	25%
5	20% Least deprived	26	15%

¹⁹ Four schools (2%) did not have available deprivation information.

5. Implementation

5.1 Delivery Team

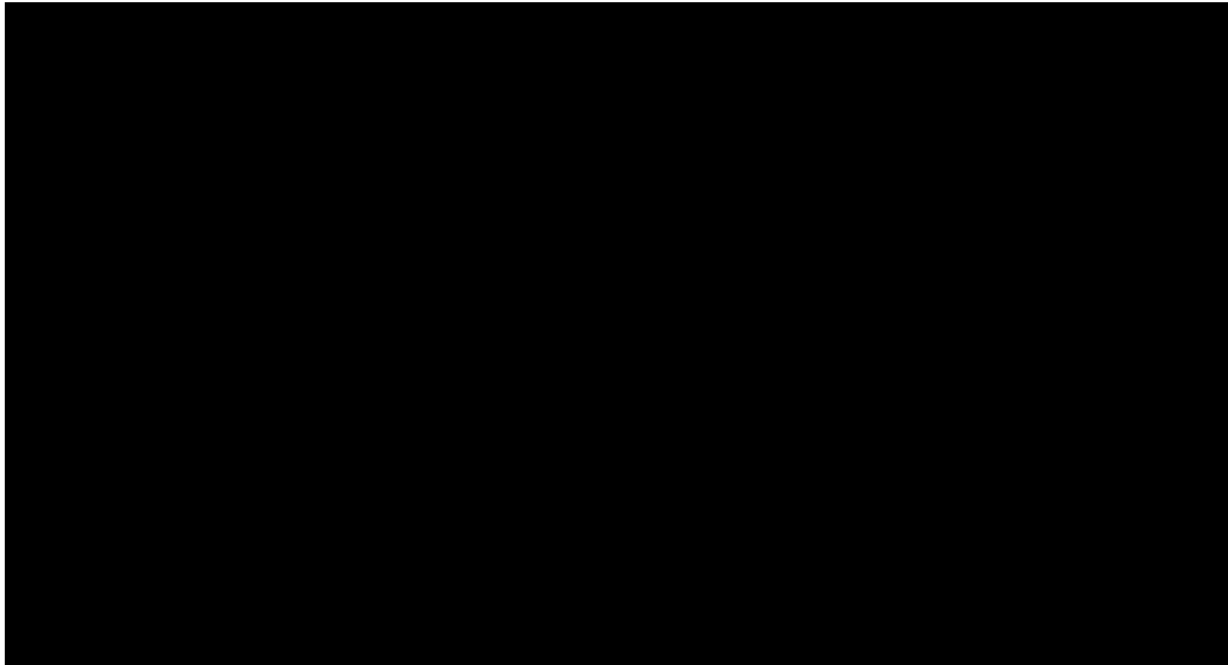
Phase two of the Active Journeys programme initially saw the team expand to include a total of five schools officers and one curriculum and communications co-ordinator. The curriculum and communications co-ordinator is currently vacant, as of the end of the academic year, and will be filled in the coming academic year. Given that the vacancy was open over the summer break only, it is unlikely that this has affected delivery. Officers are based in five locations spread across Wales, enabling engagement with schools across the whole of Wales. Officers cover Northeast, Southeast, South, West, and Northwest Wales. The coordinator was critical to continuing the project during the pandemic, through the creation of online resources and videos. These videos have had ongoing engagement and remain valuable resources to teachers. The coordinator has also been able to start synchronised communications such as the termly active journeys newsletters.

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. There are eight entries, most with between 148 and 311 views, as shown in [Figure 8](#). During the programme's lifetime, we have refreshed our resources so that they align with updated Curriculum for Wales guidance. The recently developed Literacy, Numeracy and Digital Competence Resources have been developed with input from curricular experts in Welsh Government. These have over 2,000 views on Hwb and were described by one Year 6 teacher as "A great approach for pupils to learn literacy and numeracy skills in a meaningful way."

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 1,000 activities were delivered by officers during the 2022-23 project year. Of these, 98 were delivered remotely.

Figure 8: Sustrans on the hub²⁰



5.2 Feedback on programme implementation

We collect feedback on programme implementation via the Sustrans School Survey (see appendix 8.1.3.2 for more information on this monitoring tool). We obtained 33 responses from teachers and other school staff, with a further seven responses from parents of children at the schools who were aware of the project. Feedback indicates that, during its third year, the Active Journeys programme has continued to positively influence both pupils and adults within the school community. Responses particularly highlighted pupil enthusiasm for the programme and active travel in general and increases in cycling and road safety skills. Positive feedback and areas for improvement are discussed in the following sections.

5.2.1 Net Promoter Score

In 2021, we introduced the net promoter score (NPS) to succinctly express how teachers and school staff perceive our schools projects and give feedback on satisfaction with programme implementation. NPS takes the percentage of people likely to recommend working with Sustrans minus the percentage of people less likely to recommend the project. We asked respondents how likely they are to recommend working with Sustrans to other schools (0 being very unlikely and 10 being very likely). For more information on how the NPS is calculated, and how this compares to previous calculations, please see appendix 8.1.3.2.



**Net Promoter
Score:
+83**

²⁰ Hwb accessed 20/09/2023.

In the 2023 school survey:

- 83% of respondents were 'promoters' (meaning they gave a score of 9 or 10)
- 17% of respondents were moderately positive (giving a score of 7 or 8)
- None of the respondents were 'detractors' (giving a score of 6 or below)

Sustrans' Net Promoter Score is therefore 83²¹.

This represents a great improvement upon the 2022 score of **+68** and the 2021 score of **+58**. It appears that school staff are increasingly happy to recommend that other schools engage with the project as they engage with the Active Journeys programme over time.

5.2.2 Feedback on programme delivery

Respondents provided a large amount of positive feedback about the delivery of the programme. Comments frequently praised the support from the officers.

Increases in the children's enthusiasm was frequently highlighted by staff providing open text responses to the Sustrans School Survey, as well as improvements in confidence and skills among pupils.²²

"The support we have received from Sustrans has been first class"

– Teacher at Ysgol St Elfod

"The enthusiasm of the pupils for healthy travel to school has greatly increased. Pupils are all very keen to travel to school by bike or scooter or walking."

– Teacher at Ysgol Rhostryfan

Alongside the project outcomes covered in the **Effectiveness** section, several other positive outcomes were identified, including a reduction in congestion around the school gates, use of active travel modes outside of school, and support with additional extra-curricular activities.

"Traffic around the school gates has eased a little with more families having active journeys. Active journeys into school are viewed in a positive way."

– Teacher at All Saints' School

"Sustrans has supported us during our Summer and Christmas fayre's. We have been supported as part of our Eco Committee also."

– Anonymous respondent to school survey

²¹ NPS based on 30 responses in 22-23, 44 in 21-22 and 24 and 20-21.

²² Original Welsh quote: "Brwdfrydedd y disgyblion i deithio yn iach i'r ysgol wedi cynyddu yn arw . Disgyblion yn awyddus iawn i gyd -drafaelio i'r ysgol ar y beic neu sgwter neu wrth gerdded"

When asked whether there was anything they disliked about activities²³, the majority of School Survey respondents answered no or not applicable (30). Three points were raised:

- the desire for more variety within each activity: "...change them up a bit from year to year so the children don't have the same thing more than once"
- "the reluctance of some parents to allow their children to walk or cycle to school" and challenges "faced in getting parents involved" in the Big Walk and Wheel
- Difficulty in sticking to active travel habits during poor weather.

Two respondents mentioned barriers stopping them attending activities: other commitments and lack of awareness of the events.

When asked for suggestions about how activities could be improved, five of the 37 survey respondents made suggestions. Respondents suggested the following:

- Support with engaging parents that drive to school on their way to work
- Introducing more variety in the way sessions are delivered year on year
- More communication from the school (to parents)
- Support "to change the mindset in Denbighshire LA so that the pupils in our Special School do not automatically receive free transport (bus or taxi) regardless of how close they live to the school".

In addition to the above, one respondent provided a comprehensive set of suggestions on how to improve the Big Walk and Wheel.

Of the five suggestions, only one – increased engagement with parents – was also raised in the 2022 School Survey.

²³ There is likely to be a selection bias in respondents to the school survey. The survey is only sent to schools that engage with the programme, so we have no information on the barriers from schools that could not engage. Additionally, since the survey is sent out via email it is likely that there is self-selection in the staff that respond.

6. 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 [6.1](#).

As schools become self-sufficient in supporting active travel, direct officer support decreases (see appendix [8.1.2](#)). We 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.

6.1 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](#).

A school's engagement in the scheme demonstrates an ongoing commitment to active travel, which is often stimulated by initial participation in the AJW programme.

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 website](#). 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 across Wales so far are displayed in Figure 9.

Figure 9: Number of schools that achieved bronze, silver or gold ATSA as of 1 August 2023



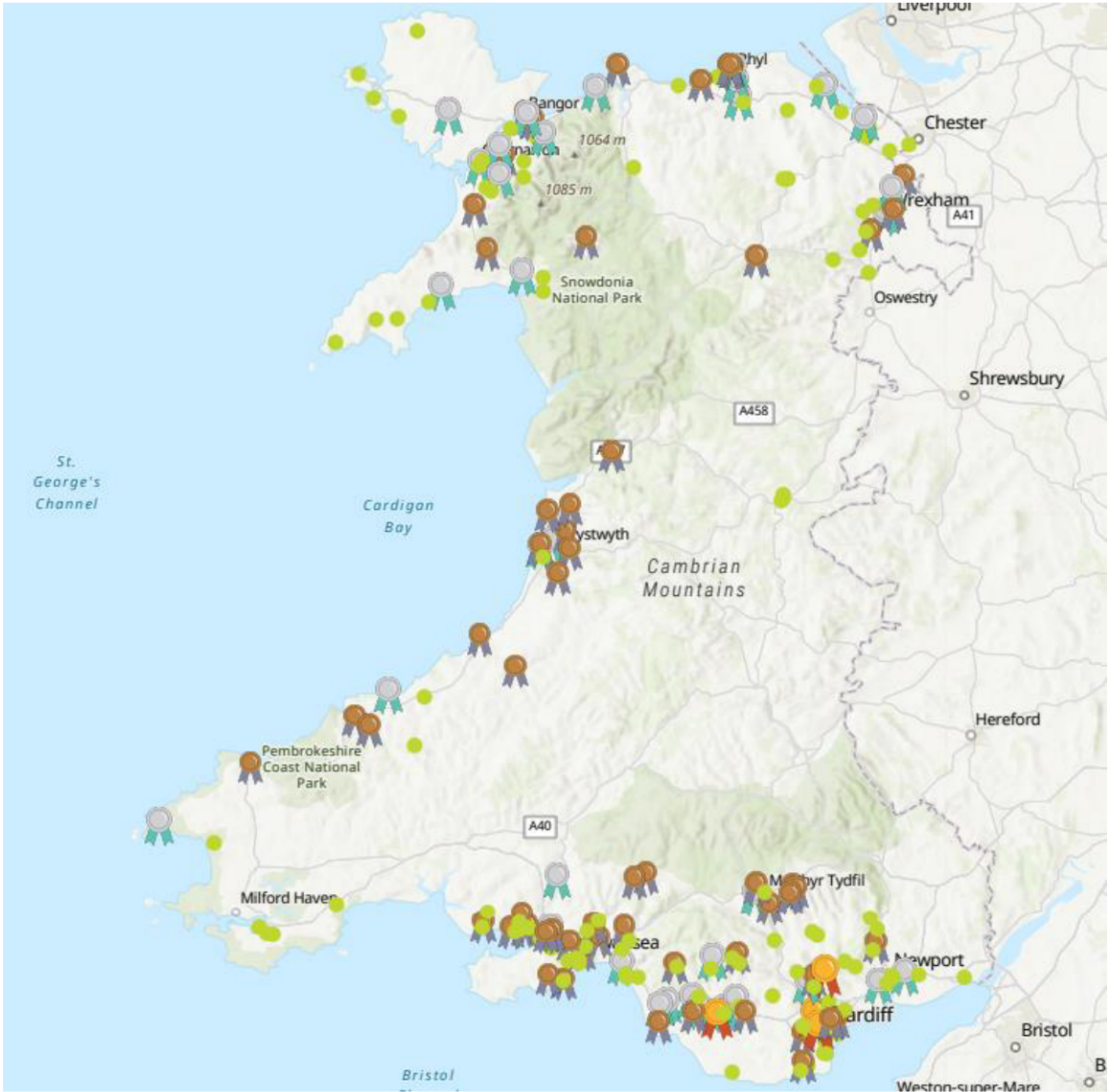
Table 16 shows progress towards the objectives set out for the ATSA award scheme across the Active Journeys programme’s lifetime (including both phases 1 and 2). Substantial progress was made during the first project year, but rates of achievement for ATSA awards slowed slightly over the 2021-22 and 2022-23 project years. ATSA numbers have not yet reached half their target levels, though they have been increasing steadily. The Active Journeys programme is not on target to reach the award objectives by 2024 as ATSA has not been as institutionalised as expected.

Figure 10 visualises the spread of ATSA award achievements across Wales.

Table 16: Schools achieving ATSA awards – 2021, 2022 and 2023 totals and programme targets

Award	Number of schools that have achieved awards			Targets	
	July 2021	July 2022	July 2023	Target number of schools	Progress (%)
Bronze	70	80	88	195	45%
Silver	22	30	33	104	32%
Gold	1	2	4	13	31%

Figure 10: Location of Active Travel School Awards by Welsh local authority²⁴



²⁴ Note that around thirty schools (in particular several in Powys) are not displayed due to missing location data within the governmental master-database of schools.

6.2 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. Sustrans has subsequently expanded its engagement with secondary schools through behaviour change projects.

Activities at secondary schools

To date, 10 secondary schools and six schools covering multiple age groups have received a total of 112 activities since 1 April 2020, with almost half of these being in the last academic year. Most of these activities were skills and training sessions (50), followed by planning and strategy (23) and education (20). Overall, there have been 5,032 secondary and multiple age group school pupil attendances to activities, with approximately 1,700 individual pupil attendees. The last year has seen an increase in secondary school activities and attendances, with 55 activities and 1,700 pupil attendances (reaching an estimated 670 unique individuals) since 1 August 2022.

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 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 school. This will help to build resilience and longevity to pupils' active travel patterns.

Table 17 presents the numbers of route planning sessions delivered in all school settings in the first three years of the programme, and overall, along with total and unique attendances. During the 2022-23 project year, there have been 173 sessions with 4,991 child attendances from at least 2,800 unique individuals. Over the programme's lifetime, 253 activities that are classed as 'route planning' have received 11,283 child attendances.

²⁵ See appendix 8.1.5.4 for the full list of route planning activities.

Table 17: The delivery of route planning skills sessions in school settings

	2020-21	2021-22	2022-23	Overall
Number of sessions delivered	15	64	170	250
Number of child attendances	1,500	4,800	5,000	11,000
Approximate number of children attending	1,400	3,200	2,800	6,400

7. Conclusion

Over a thousand activities have been delivered to give children the skills to walk, cycle or scoot to school, and now more children are regularly travelling actively to school. Walking has replaced car as the most common usual mode of travel. This year in particular has seen large increases in the number of children who park and stride to school, potentially due to a number of new school streets.

Over 200 schools have appointed school champions, and these champions are being trained by our officers to support active travel in their own schools. In addition, Sustrans Cymru has provided a selection of resources for all schools to access.

Following participation in the programme, children show increased enthusiasm for active travel, particularly shown by qualitative responses from school staff. Staff also report increases in their own and their pupils' awareness of the benefits of active travel.

The officers have almost doubled their engagement with secondary schools to support active travel habits during the transition from primary to secondary school. There are too few secondary schools providing feedback to comment on the change in active travel habits in secondary schools.

The Active Journeys team is making good progress towards its targets for the number of schools and local authorities engaged, though more schools are needed to hit the target at the end of the programme. Though the ATSA figures are admirable, these do fall short of the targets; given the criteria required to achieve the award levels, these targets were ambitious.

8. Appendix

8.1 Methodology

8.1.1 Reporting methodology

The RE-AIM²⁶ framework was 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 at 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

8.1.2 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 starting work within a school.
- 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 least intensive 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 School 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.

8.1.3 Data collection tools and analysis methods

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

8.1.3.1 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. This survey tool 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 with the programme. Baseline HUS data can be from any year (see section 8.1.4.1 for more detail on the HUS sample).

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

8.1.3.2 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 working with 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).

8.1.3.3 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 delivered, and a breakdown of the numbers of individuals belonging to different groups that attended the activity.

8.1.4 Data sample information and considerations

8.1.4.1 Hands Up Surveys (HUS)

- Data are only reported for schools that have a follow-up survey for 2022-23.
- Some schools have engaged with previous Sustrans projects and completed a baseline HUS prior to 1 April 2020. The academic year of the baseline survey of the schools included in this report are shown in **Table 18** below.
- Fifty-six schools returned a follow-up HUS survey in 2022-23.

Table 18: Number of schools with follow-up HUS in 2022-23 academic year, showing the year their baseline survey was undertaken

Academic Year	Number of schools with baseline HUS
No baseline	2
13-14	1
14-15	1
15-16	1
16-17	3
17-18	1
18-19	1
20-21	7
21-22	20
22-23	19
Total	56

8.1.4.2 Sustrans School Survey

The overall sample of respondents consisted of 58 individuals from 29 different schools.

- 29 respondents were teachers
- Four respondents were another member of school staff
- The remaining respondents were parents of children at the schools.

Not all respondents answered all questions. Twenty-one of the 58 respondents were not aware of the project, so were not asked the majority of the questions.

8.1.5 Activity Logs

8.1.5.1 Attendances and unique attendances (reach, individuals reached, unique individuals)

For each activity, we record how many people attend. This is the **attendances**. This information is split into different types such as pupils or staff.

Since the same individual can attend multiple activities, there are generally more attendances than people we have worked with. In order to estimate how many people we have worked with, we calculate unique attendances (also called individuals reached). To do this, we assume that individuals only attend activities at one venue. Unique attendances are calculated by summing the maximum attendance at a single venue for each attendance type (eg pupils). Each attendance type is then summed to give an overall figure.

Eg, Venue A and Venue B each held two activities with the following pupil attendance numbers:

Activity	Venue A	Venue B
Activity 1	50	20
Activity 2	80	5

For Venue A, the maximum attendance is 80 pupils, and for Venue B it is 20 pupils. This gives a total unique attendances value of 100 pupils.

Note that where venues include attendees that have attended activities at other venues this may result in an over-estimation, and where a venue has multiple activities with attendance by different people in each activity but similar overall attendance numbers, this will result in an under-estimation. We expect that these will roughly balance out.

Over multiple years, it is more likely that this is an underestimation, since new pupils join the school each year, but only the highest attendance at that school is taken.

8.1.5.2 Raise awareness and enthusiasm

The following activities are considered to raise awareness of or enthusiasm for active travel:

Active Travel Act lesson, Air Quality Lesson, Awards Ceremony, Be Bright - Safety Lesson, Competition or Incentive, Led Ride, Led Scoot, Led Walk, Other Interest and Enthusiasm Session, Prize Giving, Project Communication Event, Promotional Stand, Pupil Group Meeting, Resource Sharing, Route Planning Skills, Safe Routes lesson, Special Event, Classroom Session

(Air Quality) , Competition (Winter), Pedal Powered Activities, Classroom Sessions (Clean Air Routes).

8.1.5.3 Encourage and enable active travel

The following activities are considered to encourage and enable the uptake of active travel:

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, Equipment Sale, General Safety, Journey to/from School, Learn to Ride, Led Ride, Led Scoot, Led Walk, Other Interest and Enthusiasm Session, Personalised Travel Planning, Promotional Stand, Puncture Repair Skills, Route Planning Skills, Safe Routes lesson, Safety Awareness, Scootering Skills, Street Closure Event, Adult Scooter Skills, Bike Repairs On-the-fly Skills, Road Safety Skills, Bike Club, Competition (Winter).

8.1.5.4 Route planning

The following activities are considered route planning activities:

Be Bright safety lessons, Classroom sessions (clean air routes), Journey to/from School sessions, Road safety skills, Route planning skills, Safe routes lessons, and Safety Awareness sessions.