Trailblazers Evaluation

North Ayrshire Council and Ayrshire Roads Alliance

July 2024

Delivering a better world

Quality information

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Introduction

This report presents an independent evaluation of the Trailblazers project, undertaken by AECOM for North Ayrshire Council and the Ayrshire Roads Alliance.

About Trailblazers

Trailblazers is a road safety and active travel project, funded by Transport Scotland via its Road Safety Framework Fund. The project is designed to promote active travel, and road safety awareness, by providing QR codes at key points on the journey to school which link to a road safety fact, task, or question.

By marking five and ten minute points on the walk to school, the scheme aimed to highlight to parents/carers and pupils how close they lived to school and encourage more families to travel actively on the school journey. These key points were identified using common routes to school. Routes were identified based on existing "suitable routes to school" maps and by the road safety operatives walking and checking the routes. The suitability of lampposts on the route also determined some of the locations, noting that not all lampposts were suitable for the wraps (e.g. some were too thick or folded in the middle).

The use of the Trailblazers branding and 'Blaze' the horse was incorporated to create interest in the project, and branded prizes and certificates were offered as incentives and to supplement the QR codes in supporting pupil engagement with the scheme.

The project has been delivered across North, East and South Ayrshire Councils with three schools from each local authority participating in the scheme. Each local authority chose a mix of mainland schools, in both urban and rural locations. In North Ayrshire, the schools were selected based on enthusiasm from the schools and also to cover a mix of urban and rural locations. The South and East Ayrshire schools were selected based on the number of complaints about traffic received from schools in the region, and also targeting schools which would not be suitable as School Streets (i.e. where peak time closures are introduced on roads serving schools).

The trial in North Ayrshire Council (NAC) was implemented for a period of around 7/8 weeks (from the start of the school year on the 21st August until the October break on the 8th/9th October 2023). The trials in South Ayrshire Council (SAC) and East Ayrshire Council (EAC) were implemented for around 18 weeks (from the start of the school year on the 21st August until the Christmas break on the 22nd December 2023).

Examples of the materials used as part of the project are shown in Figure 1.

Figure 1: Scheme Infrastructure

Note that there were some minor differences in the infrastructure between the local authorities. In EAC/SAC the QR codes on the lamppost stickers led to the daily question/task and the QR codes on the lamppost wraps led to the website homepage. In NAC the QR codes on the lamppost wraps led to the daily question/task and there were no lamppost stickers used. This was due to differences in local authority level rules and approvals around placing stickers on lampposts.

Objectives

Based on information provided in the project brief, the following project objectives have been identified for the Trailblazers project:

- To improve knowledge, understanding and awareness of road safety.
- To encourage active travel to and from school.

These objectives apply to all pupils in participating primary schools, but the primary five, six, and seven age groups were identified as the main targets for the project.

The second objective of the project also ultimately aimed to reduce congestion around the schools.

Evaluation Approach

The approach to evaluation for the project followed a specification set out by the client group in the project tender brief. In line with this approach, this evaluation report presents:

- General research to understand the school context before and during the trial period including demographics, road safety / accident data, any other concurrent road safety and active travel initiatives, and Hands Up Survey Scotland data.
- Findings from pupil focus groups and teacher interviews undertaken before and during the trial period to understand travel to school patterns and views on the scheme.
- Findings from pupil and parent/carer surveys to understand travel to school and views on the scheme.
- Feedback from discussions with road safety operatives involved in developing and launching the trials to understand how the scheme was implemented and any lessons learnt.
- Analysis of QR code and website usage data.

- Monitoring of school social media.

Evaluation Approach Overview

The text below sets out an overview of the approach to the evaluation including key dates:

Baseline (May/June 2023)

- School Visit 1 – All schools visited
- Pupil Survey 1 – All schools surveyed
- Parent Survey 1 – All schools surveyed
- Discussion with Road Safety Operatives

During/After Implementation (October 2023)

- School Visit 2 – All schools excluding Coylton and Mauchline were visited
- Pupils Survey 2 – All schools were surveyed (no responses received from Coylton, Mauchline, New Cumnock or Whatriggs
- Parent Survey 2 – NAC schools only (no responses received from St Anthony's)
- Discussion with Road Safety Operatives

After Implementation (November/December 2023)

- School Visit 3 – SAC and EAC schools only
- Pupil Survey 3 – SAC and EAC schools only
- Parent Survey 3 – SAC and EAC schools only
- Discussion with Road Safety Operatives

Lessons Learnt (January 2024)

- Workshop with Road Safety Operatives

Limitations

There were some limitations to the evaluation, due to the nature of the project. These included:

- Due to timescales of the project, the evaluation was unable to take account of seasonality.
- In line with the request from the client, the pupil focus groups tended to involve Junior Road Safety Officers (JRSOs) or other pupils with an interest in active travel or road safety. These pupils had a greater insight and first-hand experience of the scheme, but their views may not necessarily represent the wider views of pupils across the school.
- Surveys were promoted across the schools, but were not compulsory, so respondents were self-selecting.
- Due to delays in some of the schools launching the scheme, it has not been possible to assess the extent to which the trials in North Ayrshire Council - which

ran over a shorter period of time - performed compared to the longer-term trials in East Ayrshire Council and South Ayrshire Council, noting that some schools only fully engaged in the scheme after a further engagement session in October 2023.

Report Structure

The remainder of this report is structured as follows:

- Desktop Review - sets out key information about the schools involved in the trial, including roll information, catchment, and wider socio-economic data to provide context to the evaluation.
- Findings
  - School Visits: presents key findings from the pupil focus groups and teacher discussions.
  - Surveys: summarises key findings from the class surveys and parent/carer surveys undertaken as part of this evaluation.
  - Social Media: an overview is provided of feedback from monitoring of social media and wider press activities that have supported the trial.
  - Website and QR Code Usage: sets out page views from the project website.
  - Lessons Learnt: summarises the key successes and lessons learned from the process.
- Summary of Findings: presents a summary of the overall findings from the evaluation.

A number of appendices provide further detail and information on the evaluation:

- Appendix A: School Context sets out the wider contextual analysis undertaken for each school.
- Appendix B: Map Task Summary sets out the findings from the map task undertaken in the initial school focus groups.
- Appendix C: Pupil Focus Group Views on Road Safety and Active Travel sets out detailed results from the statements explored in the school focus groups.
- Appendix D: Parent/Carer Survey Promotional Poster
- Appendix E: Parent/Carer Survey Results

Desktop Review

This section presents contextual information for each of the nine schools participating in the trial. Figure 2 shows the locations of the schools, and Table 1 summarises key context including school roll, location, travel to school data from the Sustrans' Hands Up Survey (HUS), Scottish Index of Multiple Deprivation (SIMD) data, and car/van availability in the local area.

Additional detail is included in Appendix A, including general context, participation in other active travel and road safety schemes, catchment, accident data, and air quality data where available.

Figure 2: School Locations

Table 1: School Context

School	LA	Location	School Roll	HUS % Driven	SIMD % Quintile 1	Households % with No Car/Van
St. Anthony's	NAC	Saltcoats	240	35%	42%	32%
Skelmorlie	NAC	Skelmorlie	125	28%	0%	13%
Glebe	NAC	Irvine	350	46%	58%	38%
Whatriggs	EAC	Kilmarnock	518	17%	43%	37%
Mauchline	EAC	Mauchline	272	20%	18%	22%
New Cumnock	EAC	New Cumnock	229	20%	40%	32%
Coylton	SAC	Coylton	265	24%	0%	11%
Doonfoot	SAC	Ayr	229	32%	0%	8%
Forehill	SAC	Ayr	454	32%	0%	22%

This table is based on the latest data available at the time of publication. The 'SIMD % Quintile 1' shows the proportion of catchment population within the 20% most deprived datazones based on the Scottish Index of Multiple Deprivation.

Findings

School Visits

This section presents the findings from the school visits. Three rounds of school visits were undertaken in (i) May/June, (ii) October, and (iii) November/December. Each visit comprised a warm-up task with pupils, pupil focus group discussion, and, where possible, an informal teacher interview.

The schools were asked to select a group of seven to eight pupils for the focus groups; preferably made up of pupils in primary five and six (i.e. older pupils who could be present for all visits, noting that pupils in primary seven at the time of the first visits would have left the school by the time of the second and third visits due to the evaluation period straddling two school years). The client requested that the focus groups were made up of pupils who already travel to school actively. In practice, the focus groups varied in size from around five pupils to 20 pupils. In many cases the school focus groups comprised the pupil Junior Road Safety Officers (JRSOs).

The first round of school visits took place between Friday 19th May and Wednesday 7th June 2023 and involved all nine participating schools. The initial focus groups lasted around 30-45 minutes.

The aim of the first visit was to understand the baseline:

- School context and existing initiatives.
- Travel behaviour.
- Attitudes to active travel.
- Road safety awareness.

The second round of school visits took place between Tuesday 3rd October and Friday 13th October. Coylton and Mauchline were not visited due to delays in starting the prize component of the scheme. Reasons for these delays are explored in the following section (School Context) and both schools were visited during the final round of visits. Note that due to the shorter trial period in North Ayrshire, the second visits took place as the scheme was ending and therefore, a third visit was not undertaken to these schools.

The third round of visits took place between Thursday 30th November and Friday 8th December 2023, involving only the East and South Ayrshire schools.

It was requested that the same group of pupils present during the first visits would be in attendance for the second and third visits where possible.

The aim of the second and third round of visits was to understand:

- Any changes in school context that could have impacted effectiveness of the trial.
- Changes in travel behaviour.
- Changes in attitudes to active travel.
- Changes in road safety awareness.

- Opinions on the scheme.

School Context

Various contextual factors potentially affecting the scheme performance were noted during the evaluation. Where possible, at the start or end of each visit, teaching staff were interviewed about existing active travel and road safety initiatives at the school and their own thoughts on the scheme, as well as any other relevant information that they wished to feed back.

It was generally found that each of the schools involved in the trial also participated in a wide range of other road safety and active travel schemes including JRSOs, Bikeability Training, and iCycle. In East Ayrshire, an active travel initiative called Journey to Jupiter, funded by the Climate Change Fund, was launched in September 2023. This project is similar to Trailblazers in its aim to get young people walking to school, in a bid to further reduce carbon emissions in East Ayrshire, while also reducing congestion at school gates and promoting active travel.

The overlap of the Journey to Jupiter scheme with Trailblazers was cited as a barrier to the successful implementation of the Trailblazers project in the East Ayrshire schools. In particular, schools noted that each scheme provided its own format for recording active travel to school, and this resulted in an unmanageable amount of administration for class teachers at the beginning of the school day. This resulted in a delay to the implementation of the scheme at Mauchline Primary School, and the second school visit was not undertaken. However, following discussions with the local authority road safety operative, to clarify flexibility in the recording and reporting of active travel to school and the criteria for prizes, Mauchline Primary School were able to implement the scheme in time for the final round of school visits.

A change in the staff contact contributed to a delay in the implementation of the prize aspect of the scheme at Coylton Primary School, and the second school visit was not undertaken. This was resolved and the scheme was implemented in time for the final round of school visits.

Two reported safety incidents were also anecdotally noted to have perhaps influenced perceptions and behaviours relating to road safety:

- At Forehill Primary School, it was noted that a crossing patrol person was fatally injured in a road traffic accident outside the school a number of years ago. The school has been undertaking extensive work to improve road safety, but this is still considered an ongoing challenge.
- New Cumnock Primary School is located on the A76; a busy trunk road linking Dumfries to Kilmarnock. During the Trailblazers scheme operation there was a road traffic incident on the A76 in New Cumnock involving the fatality of a child.

Experience Travelling to School

During the initial school visits, a map-based task was undertaken whereby pupils were asked to identify road safety concerns around each school. Pupils were given a map showing their school and the surrounding area and indicated the locations of issues of concern. Depending on the size of the group, this was explored either through group discussion or by individually drawing on the maps, and sometimes with input from staff.

Key issues identified included:

- Parked cars around schools, sometimes blocking crossings, junctions, and driveways.
- Speeding traffic.
- Traffic and congestion.
- Vehicles failing to obey the crossing patrol or traffic signals.
- Some issues with maintenance of signs, paths, roadside verges/bushes.
- Lack of crossing facilities.

These issues affected perceptions of safety when travelling to school. In particular, pupils noted difficulties with:

- Crossing the road due to speeding, traffic, and poor visibility.
- Having to walk or cycle on the road to navigate obstructions.

Map outputs informed by the pupil discussions i.e. noting issues of concern by location, are presented in Appendix B.

Where applicable, the mapping task was revisited during the return visits to assess the extent to which previously identified issues still remained. In some schools, including Skelmorlie and Doonfoot, pupils noted that they perceived there to have been some decreases in traffic volumes and on-street parking since the scheme had been implemented, which the pupils felt was due to the Trailblazers scheme leading to an increase in active travel to school. However in other schools, the concerns raised at the first visits were a continuing issue, for example high traffic volumes at Coylton and New Cumnock.

Current Travel Patterns, Experience, and Views

Travel to School

During each visit, pupils were asked how they usually travelled to school. As requested by the client group, the school focus groups were made up predominantly of pupils who typically walked or cycled to school. Due to this, and the small sample size, the data collected is not necessarily representative of each school's overall travel to school mode share and simply provides some context to the focus group discussion. There was not considered to be significant differences in mode share between the visits.

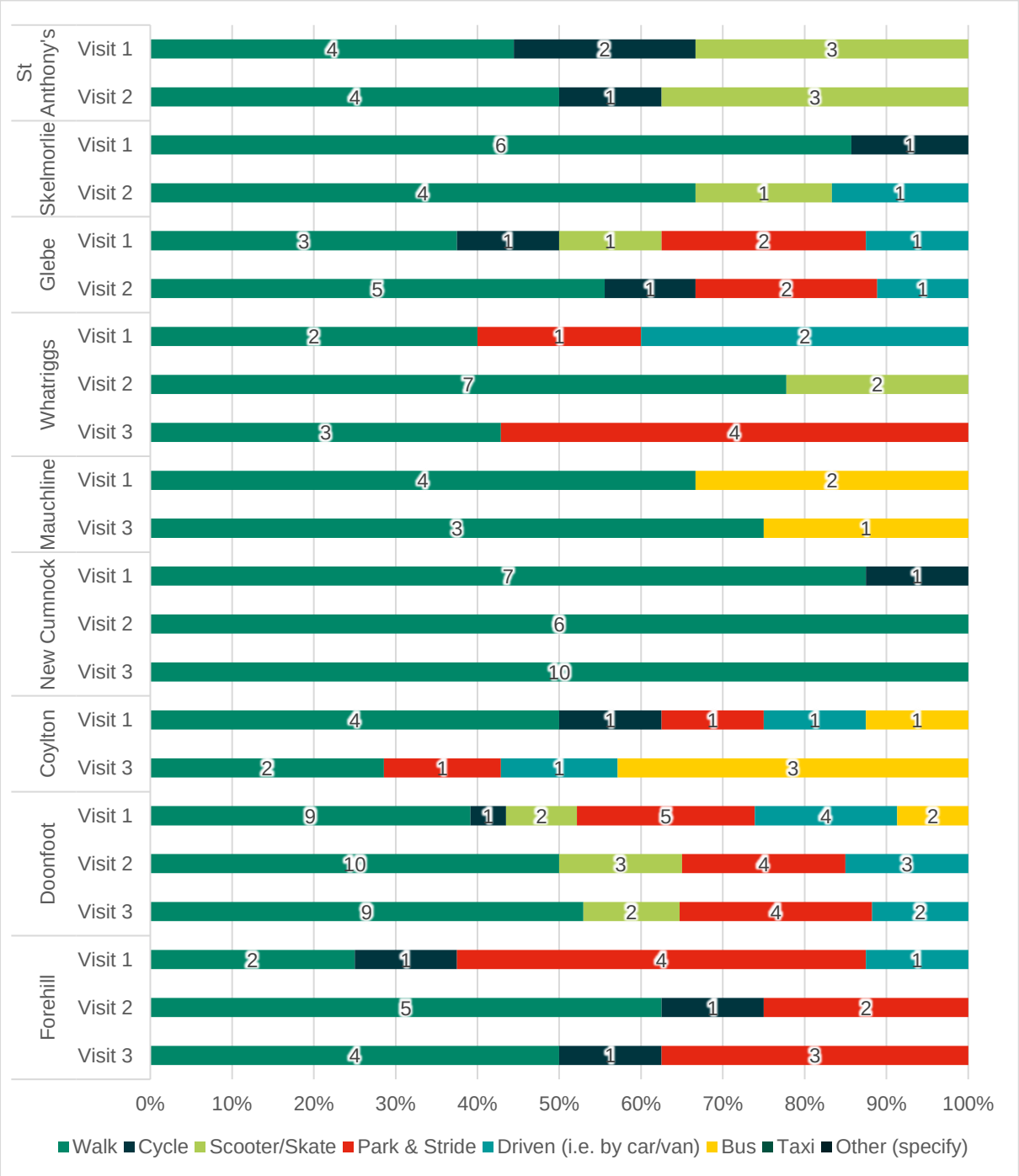

Figure 3: Focus Group Travel to School Mode Share

Pupils who did not travel actively to school were asked why not. During the initial visit, distance from school was identified as the main barrier in Whatriggs, Doonfoot, Mauchline, and Coylton. In Forehill, safety of active travel routes was the main barrier. In Glebe, the main reason for not travelling actively was pupils being dropped off by a parent/carer travelling elsewhere directly from the school. It was noted that 50% of Glebe pupils do not live within the catchment area. Reasons for not travelling actively to school remained largely similar between visits.

Views on Road Safety and Active Travel

To assess perceptions and understanding of road safety and active travel amongst school pupils the pupils were asked for their views on the following statements:

- Vehicle speeds around the school are too fast.
- There is too much traffic around the school.
- Parked cars around the school make crossing the road difficult.
- I feel safe travelling to school.
- I know what the Green Cross Code is.
- I have a good knowledge of road safety skills.
- I know what active and sustainable travel means.

Responses were recorded using a simplified Likert-style scale as follows:

- Agree
- Disagree
- Don't know

A detailed breakdown of how pupils responded at each school during each visit is presented in Appendix C.

During the initial visits, pupils generally agreed that vehicle speeds around the school are too fast, except in St Anthony's, Doonfoot, Mauchline and Glebe. In some schools such as Coylton, Skelmorlie, Forehill and Whatriggs, agreement with this statement decreased in the subsequent visits, suggesting some positive impacts from the scheme. However in New Cumnock, perception of speeding increased.

During the initial visits, pupils generally agreed that there is too much traffic around the school, except at Skelmorlie and Coylton. Interestingly, in both Skelmorlie and Coylton agreement with this statement increased in the subsequent visits. Agreement remained similar between visits for the other schools, except for St. Anthony's where there was a shift from agreement to uncertainty and in Forehill where there was some reduction in agreement with the statement, suggesting some positive impacts from the scheme at Forehill.

During the initial visits, pupils generally agreed that parked cars around the school make crossing the road difficult, except in Skelmorlie. This shifted to disagreement in Doonfoot by the third visit, and there was some reduction in agreement at Forehill and St Anthony's, suggesting some positive impacts from the scheme at these schools. New Cumnock and Whatriggs saw an initial decrease in agreement before an increase at the final visit, while Coylton and Skelmorlie both saw an increase. This could potentially be due to changes in seasonality.

During the initial visits, pupils in all schools agreed they had a good knowledge of road safety skills. In some schools this increased over the course of the visits, but in others it actually decreased. This reduction could have been due to greater self-awareness as a result of the scheme.

During the initial visits, pupils generally agreed that they feel safe travelling to school, except in Coylton, Forehill, New Cumnock, and St Anthony's. In several schools there was an increase in agreement in the subsequent visits, suggesting some positive impacts from the scheme, however in Coylton and Glebe there was a decrease, potentially due to improved awareness of the risks or changes in seasonality.

Overall there was some evidence that pupils were feeling safer travelling actively to school following the scheme due to a decrease in vehicle speeds, and in some cases reduced parking around the school.

Impact of the Trial

Scheme Branding and Recognition

To understand the effectiveness of the scheme branding, pupils were asked what the word “Trailblazer” meant to them. In the initial visits, the scheme had not yet been launched, so the responses reflected pupils’ initial thoughts on the word. Some pupils thought of non-transport meanings such as fire, or a brightly coloured vest. Others thought of following a path, moving quickly, or going for a walk. Perhaps extrapolating from some of the other focus group discussion, some pupils thought of safety such as making a trail safer or safety on the roads.

Responses during the return visits suggested awareness of the scheme and its objectives. In addition to the initial themes which came up during the first visit, key thoughts relating to the word “Trailblazer” included safer walking to school; walking, wheeling and cycling becoming a fun experience; Blaze the horse; QR code lamppost wraps; 5/10 minute signs; getting healthier; walking to school more frequently; and being more environmentally friendly.

Views on the scheme

During the first visits, pupils were fairly supportive of the scheme and many felt that it would encourage more walking to school and help make the journey to school more exciting. Some pupils suggested the scheme could lead to more walking in groups. In addition, some pupils believed that the scheme would help to educate pupils and parents/carers on road safety and help the environment as a result of fewer pupils being driven to school. However, some potential risks were highlighted across multiple schools including concern that signs could be vandalised, risks associated with pupils being distracted by their phones and not paying attention to the road, and potential difficulties associated with not all pupils having access to a mobile phone.

Pupils generally thought their parents/carers would also be supportive of the scheme, as they may feel more comfortable about their children walking or cycling to school (either accompanied or unaccompanied), reducing the need for them to drive. However, some pupils suggested that parents/carers may be concerned about their child walking to school unaccompanied, and others felt parents/carers may have security concerns about scanning the QR codes.

Based on the return visits, engagement with the scheme was mixed amongst pupils. Key observations were:

- Some of the schools including Doonfoot and Whatriggs had not launched the prize aspect of the scheme by the time of the second visit. Engagement at these schools was generally lower than at others. However, a significant difference in pupil engagement was observed between the second and third visit, with clear enthusiasm for the prizes. An increase in engagement following the introduction of prizes was also noted at Skelmorlie. Some pupils reported that older pupils in particular were only taking part in the scheme because they wanted the prizes, which demonstrates the success of the prizes as a motivation.

- Some pupils said the QR codes made the journey to school more fun. Although one pupil noted that the QR code just takes you to a website, but it's the same link every time, so there's no need to actually scan the code every time – it's possible to just keep the window open on the phone to see the questions.
- Some pupils were concerned that scanning the code slowed them down on their journey to school or made them late. There were some reports of queues/crowding around the codes.
- Some pupils reported changes in their own travel behaviour, with a shift from being driven to walking, and some reported taking a different route to go past a QR code. Several groups noted a general increase in walking to school.
- In some schools a reduction in traffic was noted, and pupils felt safer travelling actively to school. In Forehill in particular, pupils said they felt safer crossing the road due to the reduction in traffic.
- In New Cumnock there was some uncertainty expressed about which QR codes should be scanned to get to the questions; one pupil noted that they had scanned the lamppost wrap instead of the sticker.
- Coylton ran a 'Santa Stroll' walk in December, allowing pupils who normally travel by bus or taxi to get involved in the scheme.
- There was some concern about pupils being left out, particularly those who get a bus or who don't have a phone or travel to school with parents/carers who have a phone.
- Some pupils said that they suspected others were not always accurately recording their travel to school, to get the prizes. Others suggested that parents/carers were pulling their cars over at the signs on the way to school to allow pupils to scan.
- Vandalism was reported to be an issue at some schools, particularly New Cumnock, but also Glebe, Mauchline, and Coylton. This included spray-painting on signs, damage to signs, and removal of signs.

Doonfoot Case Study

At Doonfoot, the JRSOs were asked to speak to other pupils in the wider school and find out what they thought about the scheme. The pupils prepared and administered a short survey, and shared their findings.

One of the key findings was around reasons for pupils not having scanned a QR code. The key responses are set out below:

- Not enough time to scan.
- No access to a mobile phone.
- Unable to find a QR code.
- Do not walk to school.

Staff Feedback

Whilst teachers were generally supportive of the scheme, key issues raised by staff included:

- Additional administrative burden of the scheme for staff on a morning.

- Difficulties with changes in staff contacts.
- Perceived limited impact on travel behaviours.
- Problems with the scheme running at same time as Journey to Jupiter and no clear communication that journeys could be recorded in similar way for both.
- Lack of clarity on how to implement the scheme.

Surveys

Introduction

A series of pupil and parent/carer surveys were undertaken to support the evaluation of the scheme. This section summarises findings from these surveys.

Pupil Survey

The pupil survey was sent to each school around the time of every school visit. An online survey link was sent to school contacts and head teachers, to be circulated around all class teachers. Class teachers were asked to undertake the hands-up style survey, by recording the number of pupils who usually travelled by each mode and inputting the results into the survey online.

- The first survey ran from 9th June to 30th June and obtained responses from 65 classes representing 1430 pupils.
- The second survey ran from 10th October to 31st October and obtained responses from 34 classes representing 676 pupils. Note that Coylton and Mauchline did not participate due to the aforementioned delay in launching the scheme, and no responses were received from New Cumnock or Whatriggs.
- The third survey ran from 24th November to 22nd December and obtained responses from 34 classes representing 786 pupils. Note that only the SAC/EAC schools were included in the final survey since the NAC trial finished shortly after the second school visits.

Figure 4: Pupil Survey Travel to School Mode Share

Figure 4 shows the travel to school mode share for each school for each survey. In the first survey, for most of the schools, active modes made up the majority of travel to school. However in Glebe, car was the most common mode, while in Coylton there was a greater share of park and stride, driving, bus, and taxi. This likely reflects the more rural nature and large geographical area of Coylton's catchment, and the significant proportion of Glebe pupils who live outside the school's catchment area.

In some of the schools, such as Doonfoot, Glebe, and St. Anthony's there was a decrease in active mode share between the first and second survey. This is likely to reflect changes in weather due to seasonality. However some schools did show an increase in active mode share between the initial survey and subsequent surveys including Forehill, Whatriggs and Skelmorlie.

Only Forehill and Doonfoot had data for both survey two and survey three. In both, the active travel mode share decreased slightly between the second and third survey, likely due to a deterioration in the weather, although potentially also reflecting a drop-off in interest/engagement with the scheme.

Parent/Carer Survey

Introduction

Two parent/carer online surveys were undertaken per school; the first survey measured the baseline and was administered to all schools. The second and third surveys measured the post-implementation findings, with the second survey only applying to NAC schools (due to the shorter implementation period in NAC) and the third survey only applying to SAC/EAC schools.

The parent/carer survey link was sent to each school (via school contacts/headteachers) around the time of every school visit, to be circulated around all parents/carers and via social media where appropriate. For the post-implementation surveys, schools were also encouraged to promote the survey via QR code posters at the school gate/around the school (see Appendix D)

- The first survey ran from 9th June to 30th June and obtained responses from 448 parents/carers representing 614 pupils. No responses were received from Coylton.
- The second survey ran from 26th October to 17th November and obtained responses from 42 parents/carers representing 54 pupils. As noted, only the NAC schools were included in the second survey. No responses were received from St. Anthony's.
- The third survey ran from 24th November to 22nd December and obtained responses from 117 parents/carers representing 165 pupils. As noted, only the SAC/EAC schools were included in the third survey since the NAC trial finished shortly after the second school visits.

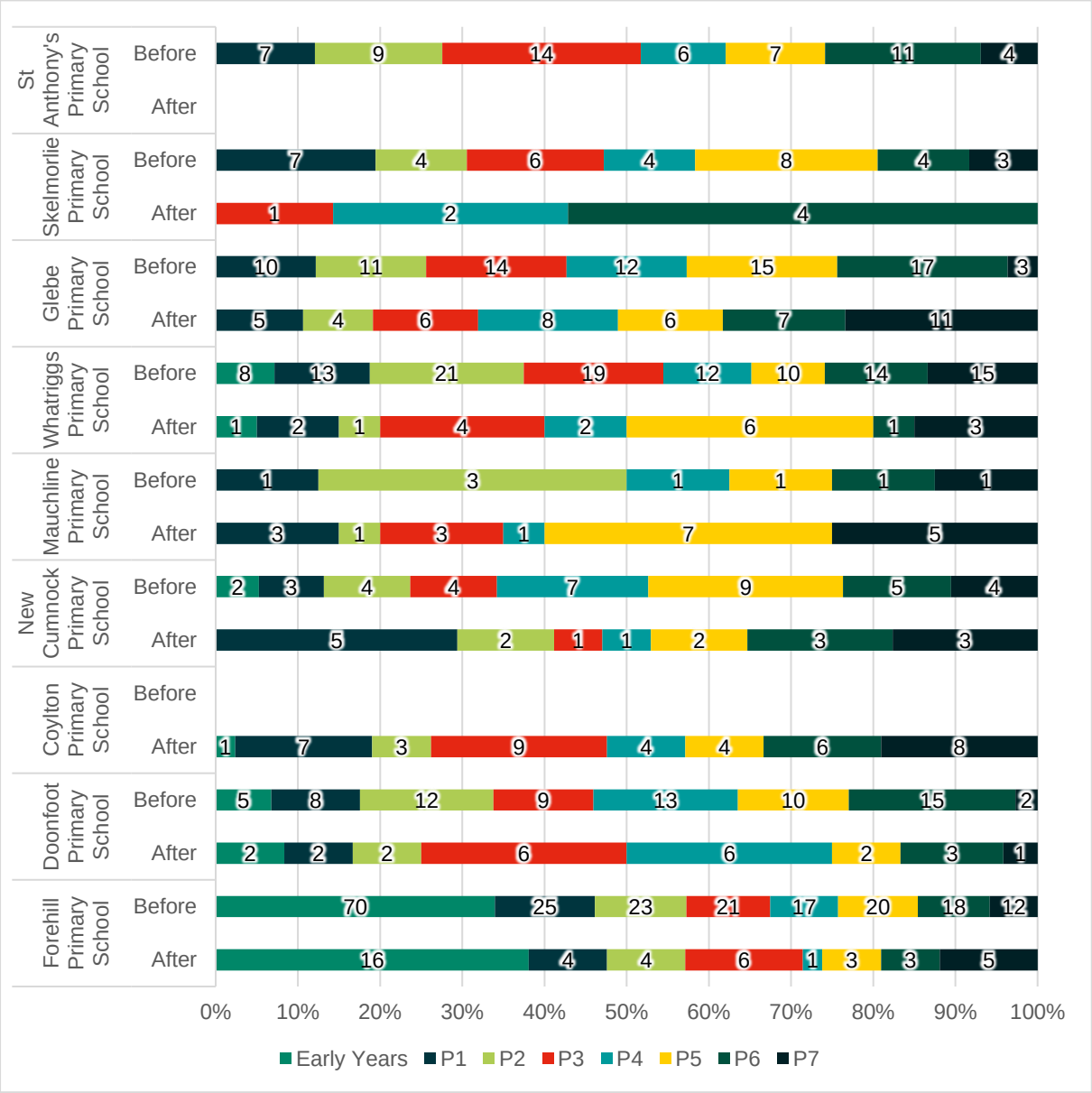

Figure 5: Parent/Carer Survey Number of pupils per year group and school

Figure 5 presents the number of pupils per year group represented in each of the parent/carer surveys. There was generally good representation of a range of year groups for each school in each survey.

Travel to School

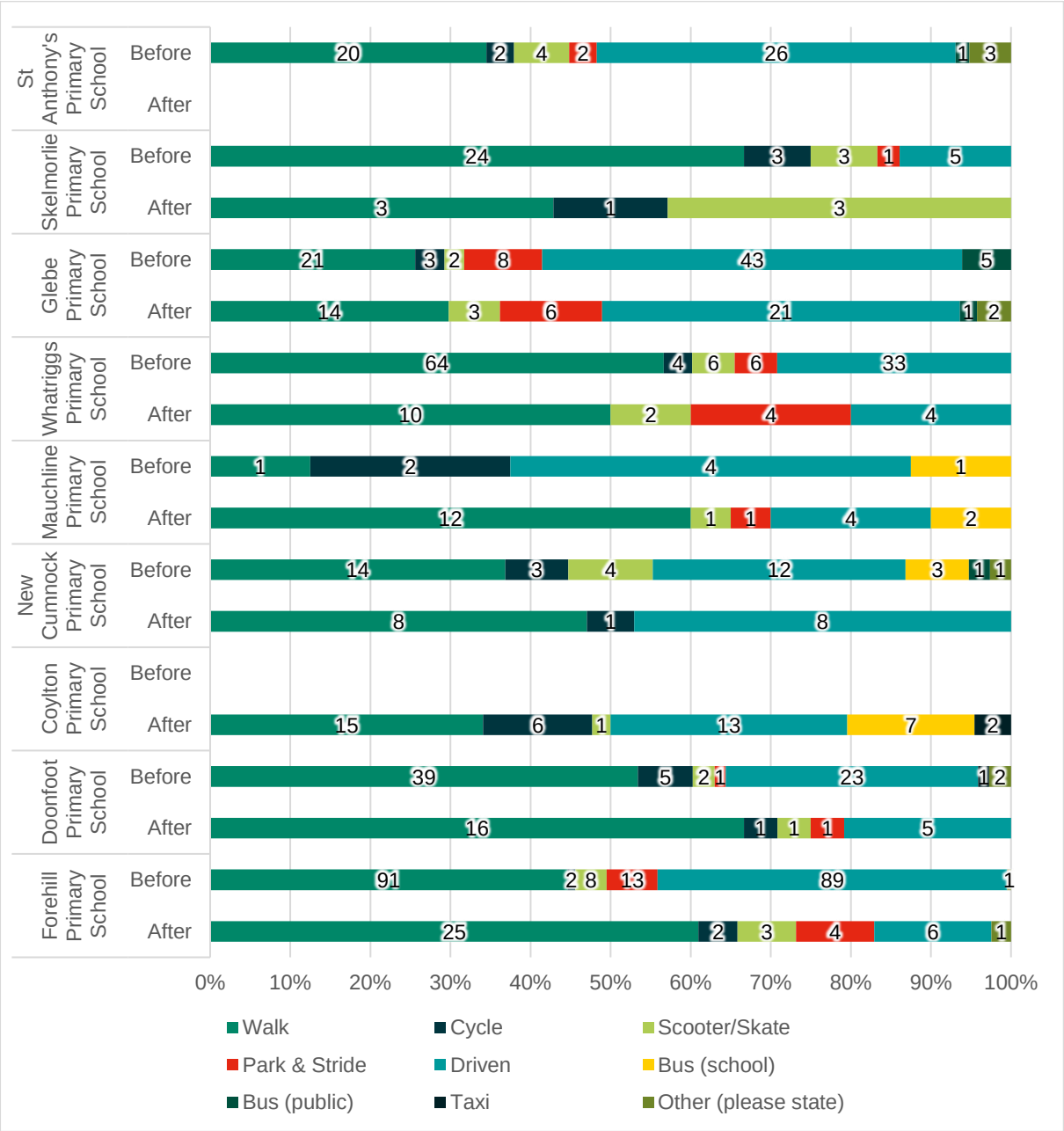

Figure 6: Parent/Carer Survey Travel to School Mode Share

Figure 6 shows the travel to school mode share reported for each of the parent/carer surveys. Parents/carers were asked how their child normally travels to school. The baseline results reflect the findings of the pupil survey; that the majority of pupils travel actively to school, except at St Anthony's and Glebe.

The impact of the scheme appears more positive based on the parent/carer survey than on the pupil survey. An increase in active travel share was observed in all schools except Whatriggs and New Cumnock, and although there was a slight decrease in active mode share in Whatriggs, the park and stride share increased and the share who were driven to school decreased.

Parents/carers were asked the main reason for their child's travel to school mode choice. Response themes included:

- Distance from the school affects whether pupils can travel actively.
- Health and wellbeing benefits of active travel.
- Difficulties parking around the school encourages some to travel actively.
- Parents/carers dropping their children off at school, then travelling elsewhere (e.g. to work) means car is more convenient.
- Safety issues, such as a lack of suitable crossings, prevent active travel.
- Health issues make active travel difficult.
- Weather makes active travel less attractive.
- Pupils travelling alone encourages independence.
- Travelling actively saves money.
- Lack of mode choice, e.g. no access to a car means some have to walk or take public transport, or no public transport means some who live far from school have to drive.
- Risk of losing bus service means parents/carers want to ensure it's used so it's available in future to those who need it.
- Travelling actively to participate in the Trailblazers scheme.
- Enjoyment of active travel, particularly bike/scooter.

Parents/carers who said their child did not walk, cycle, scoot, or skate to school were asked if they could. In the baseline surveys, 54% of those who did not travel actively to school said they could. This varied between schools, and was highest in New Cumnock (82%) and lowest in Glebe (39%). There was not a significant difference in the findings for the subsequent surveys, although in Coylton (where there was no baseline data) only 23% who did not travel actively to school said they could.

For those who could travel actively, but did not, in the baseline survey the most common reasons were time constraints and the parent/carer travelling elsewhere directly from school.

For those who could not travel actively, in the baseline survey the most common reason was distance from the school. Other reasons given (i.e. those not included within the fixed responses) included the weather, safety issues, and health conditions and mobility issues.

Additional graphs with full results from the online parent/carer survey are presented in Appendix E.

Views on Road Safety and Active Travel

Parents/carers were asked for their views on the following statements, to assess perceptions and understanding of road safety and active travel:

- It is safe for my child to travel to school actively.
- My child is aware of road safety risks and knows how to keep themselves safe.
- There is too much traffic around the school.
- Parked cars around the school make crossing the road difficult.

Responses were recorded using a Likert-style scale as follows:

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Don't know

A detailed breakdown of the responses is presented in Appendix E.

In the baseline survey, parents'/carers' views on whether it was safe for their children to travel to school actively were mixed. The majority of parents/carers in St Anthony's, Skelmorlie, and Mauchline agreed, and in Forehill and Doonfoot more agreed than disagreed. However, in Glebe, Whatriggs and New Cumnock, more parents/carers disagreed than agreed. In most of the schools, the level of agreement remained similar between the surveys, however in Glebe, New Cumnock, Doonfoot, and Forehill there was an increase in perceived safety, while in Skelmorlie there was a decrease in perceived safety.

In the baseline survey, parents/carers generally agreed that their child was aware of road safety risks and knew how to keep themself safe. In the post-implementation surveys, agreement with this statement increased in Glebe, Mauchline, and Forehill, decreased in Skelmorlie and Doonfoot, and remained similar in the other schools.

In the baseline survey, parents/carers generally agreed that there is too much traffic around the school, except in Skelmorlie. In the post-implementation surveys, agreement with this statement decreased in Skelmorlie, Whatriggs, and Forehill, increased in Mauchline and Doonfoot, and remained similar in the other schools.

In the baseline survey, parents/carers generally agreed that parked cars around the school make crossing the road difficult, except in Skelmorlie. In the post-implementation surveys, agreement with this statement decreased in Glebe, Whatriggs, Mauchline, New Cumnock and Forehill, and increased in Skelmorlie and Doonfoot.

Overall there was some evidence that parents/carers felt travel to school was safer, pupils were more aware of road safety risks, traffic decreased, and parking reduced making it easier to cross the road. Considering the likely effect of seasonality and weather differences between the survey periods, these findings are promising.

Views on the Scheme

Parents/carers were generally aware that their child's school was taking part in the scheme. Awareness was highest at Mauchline (100%) and lowest at Skelmorlie (57%).

Parents/carers were aware of the scheme through various channels. Overall 40% became aware via correspondence from the school, 35% saw the promotional material around the school (e.g. lamppost wraps on way to school / banners at the school gate) and 25% were made aware by their child.

Overall 27% of parents/carers said they or their child had scanned a Trailblazers QR code to see the daily message, question or challenge. This was highest in Skelmorlie (50%) and lowest in New Cumnock (10%).

Reasons for not having scanned a QR code included:

- Not present on route to school.
- Lack of awareness.
- Lack of interest.
- Time constraints.
- Didn't have a device.
- Discouraging screen time.
- Travelling by other modes.
- Problems getting the code to scan.
- Not convenient to stop when walking/cycling.
- Safety concerns about being distracted.

Overall 36% of parents/carers said they thought the information provided had helped to improve their child's road safety knowledge/awareness. This ranged from 75% in Mauchline, to 20% in New Cumnock.

Reasons for these responses included:

- Good way to engage pupils and talk about a serious subject in a fun way.
- Good branding and easy for children to understand.
- Did not scan code, so didn't benefit.
- Pupils already aware of road safety issues
- Pupils didn't absorb the information in the morning rush.
- Pupils had additional support needs.
- Didn't address unsafe driving around the school – road safety rules only work if drivers follow them too.

Parents/carers were asked for their views on various statements, to assess the impact of the scheme.

Responses were recorded using a Likert-style scale as follows:

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Don't know

Agreement (agree or strongly agree) with the statements was as follows:

- The Trailblazers scheme has encouraged my child to walk/cycle/scoot/skate to school (35%).
- The Trailblazers scheme has increased my child's understanding/awareness of road safety (38%).
- The Trailblazers scheme has made me feel more comfortable that my child can travel to school safely (29%).
- My child has enjoyed participating in the Trailblazers scheme (56%).

This shows some positive impact of the scheme, with the final statement in particular showing positive engagement with / enjoyment of the scheme. Enjoyment was highest at Skelmorlie and Glebe (both 75%).

67% of parents/carers agreed they would support a continuation/extension of the Trailblazers scheme. This was highest in Skelmorlie at 100% and lowest in Coylton at 48%.

Reasons for responses (from both those who were supportive and those who were not) included:

- The scheme has not addressed the traffic and parking issues at the schools.
- The scheme has helped conversation about road safety.
- The scheme has been good for children’s health.
- The scheme has encouraged others to leave their cars at home.
- Education is still required for both pupils and parents/carers on road safety.
- Would need more parent/carer engagement and a better explanation of the scheme.
- Impact on child’s road safety awareness is not clear.
- Pupils now often ask to walk part of the way to school.
- Pupils on bikes and scooters on the pavements on the way to school cause problems for those walking.
- Parents/carers feel bad if they are unable to walk their children to school.
- The scheme has exacerbated feelings of isolation for children who live far away from the school or outside the catchment area and therefore have more difficulty taking part.
- In some cases there has been pressure to park and stride instead of using the bus.
- The scheme has been fun, but improved crossings and better enforcement of existing restriction would make a more tangible difference.
- The scheme has improved pupil confidence.

Parents/carers were asked for any other feedback on the scheme. Comments included:

- Telling pupils they should travel actively to school can make those who are unable to do so feel bad.

- Some pupils have felt anxious on days where they had to be dropped off- perhaps the focus should be more on parents/carers, because pupils (particularly younger ones) are not always able to influence how they travel to school.
- The JRSOs leading the scheme has helped generate buy-in from the pupils, as it's their peers encouraging them.
- Better road safety education is required for parents/carers.
- Better enforcement of parking restrictions is required.
- Roadworks around Doonfoot have had a negative impact on safe travel to school due to closures and construction traffic, potentially limiting any positive effects of the scheme.
- Better crossing facilities and/or more crossing patrols are required.
- Better access to secure bike sheds would be beneficial.
- Pupils do not all have phones, and the QR codes do not work on all phones. Is there a way this could be done without relying on technology?
- Removal of bus only access at Doonfoot has made it easier for people to drive, and has countered/limited any impact of Trailblazers.
- More information on the scheme would be useful.
- Some parents/carers have no choice but to drop off pupils on their way to work, and have nowhere safe to do so because the school car park is for staff only, restrictions around the school prevent safe drop off and not all parents/carers can afford breakfast clubs.
- Information leaflet provided wasn't very clear. Pupils didn't see the point in the QR codes and didn't understand how to win the prizes.
- Pavement parking is an issue that needs to be addressed.
- Practical road safety lessons at school would be helpful.
- Lamppost wraps are on main road routes, but not on all walking routes.
- Could luminous stickers be provided for coats/bags to improve visibility of children walking?

A full breakdown of the quantitative responses to the parent/carer survey is presented in Appendix E.

Social Media

There was some promotion of the scheme via school websites and social media. New Cumnock Primary school promoted the evaluation surveys via their website, and St. Anthony's promoted their whole school walk (where the whole school was taken out during school time to show pupils how to scan QR codes) on Twitter, which received good engagement.

Figure 7: St. Anthony's Primary School Social Media Posts

Ayrshire Roads Alliance promoted the scheme via their social media:

Figure 8: Ayrshire Road Alliance Social Media Post

There was interest in the project from a number of traditional news outlets. The road safety operative from Ayrshire Roads Alliance was interviewed for a news bulletin that was featured on That's TV on 14th December. There was also an article in the

Cumnock Chronicle, Largs and Millport News, Irvine Times, and Ayrshire Today on 13th December.

Figure 9: News Article

A review of feedback associated with the press and social media posts has been undertaken but showed limited feedback.

Website and QR Code Usage

The Trailblazers website was launched and maintained by Ayrshire Roads Alliance, and had four key pages, set out below:

- Home: Presenting key information on the scheme and reasons to become a Trailblazer.
- Get Involved: Presenting additional information on the scheme and answering a number of FAQs.
- Maps: Presenting maps for each school with routes to school and sign locations.
- Questions: The daily question, fact or challenge, accessible via the QR codes.

Figure 10: Website Pages

Data from August to December showed that:

- 605 people had visited the “Home” page 748 times.
- 149 people had visited the “Get Involved” page 170 times.
- 148 people had visited the “Maps” page 280 times.
- 618 people had visited the “Questions” page 683 times.

Maps showing routes to school and locations of signs were provided for East and South Ayrshire schools, but were not available for North Ayrshire schools.

The findings are surprising because the premise of the scheme is that the question page is accessed daily. However, the data suggested that there were more return visits to the “Home” page than to the “Questions” page. Potential reasons for this finding are explored in the section below.

Lessons Learnt

This section summarises key lessons learnt and has been informed by the findings from the school visits, surveys, and through discussions with road safety operatives.

- All schools starting simultaneously made the set up more challenging and launching in the new school year was not ideal because there was so much else going on at that time for the schools, and this contributed to delays in implementing the scheme at some schools.
- It was suggested that there could be benefits from trialling all the schools in one town to see what the effect would be.
- ‘Twilight’ briefing sessions with teachers were useful. These were held at the outset of the project to forewarn schools about the trial and the expectations on them, and also in between the second and third school visits to encourage participation amongst those schools where there had been a delay in launching the trial. In particular, the second session allowed schools to share ideas and experience from implementation. For example one school undertook whole school walks to show the pupils how to scan the QR codes, and allocated a certain number of prizes per class to make the distribution fairer and more manageable. In subsequent visits it was noted that other schools had adopted some of the ideas discussed in the briefing sessions, for example Coylton had undertaken a Santa walk.
- Some schools such as St Anthony’s and Doonfoot introduced a quiz element where pupils were tested on the QR code questions. This seemed an effective way of linking the QR codes with the prizes and reinforcing the road safety aspect of the scheme.
- As noted in the introduction, there were some differences in how the materials were used. In NAC it was not possible to use lamppost stickers due to local rules. However in EAC/SAC it was felt that the stickers provided more flexibility and were less prone to vandalism/removal than the lamppost wraps, which in EAC/SAC were treated as additional advertising, but not crucial to the scheme. The stickers could be used for example on both sides of the road to prevent pupils from having to cross the road to scan the QR code.
- The clash with the Journey to Jupiter scheme caused some issues with early implementation at some of the schools in EAC, and the schools reported that the administrative burden would be too high. However, once it was explained that the

Journey to Jupiter record sheets could be used to inform the Trailblazers prizes, the schools were able to implement the Trailblazers scheme fully. Discussions with schools during the final visits suggested that the schemes were compatible and in practice there had not been significant issues with implementation of both schemes.

- There was flexibility in how the prizes and certificates were awarded, which allowed for inclusion of pupils who might not otherwise have been able to participate; for example pupils who get the bus to school. However some of the staff discussions noted that they were not clear when aspects of the scheme were supposed to be launched and how long the scheme was supposed to go on.
- One respondent to the parent/carer survey felt that the scheme focused on the journey to school, and did not prioritise active travel home in the evening. This was not understood to be an intentional distinction within the scheme, and highlights potential differences in how the scheme impacted behaviours, arising from the flexibility in how prizes were awarded at the individual schools.
- Changes in staff caused some difficulties with implementation in Coylton, however this was addressed through communication with the road safety operative, including an additional visit to the school.
- During the initial pupil focus groups, some pupils highlighted a risk that the scheme could have a negative impact on road safety if pupils were distracted by their phone when walking to school. This was not raised as a concern by pupils during the subsequent visits, however this could simply be due to a lack of awareness about the risk.
- Discussions with pupils highlighted some vandalism of the infrastructure, particularly at New Cumnock, but also at Glebe, Coylton, and Mauchline. In NAC, weekly checks were made, and any missing/damaged signs were repaired or replaced. In the EAC/SAC schools, due to the greater number of QR code stickers and the lower emphasis placed on the lamppost wraps, the schools were asked to monitor the signs for vandalism and report any issues.
- The QR code data showed that the Trailblazers homepage had been visited more/as many times as the question page. This was surprising because it would be expected that pupils would revisit the question page daily. Discussions with the IT team behind the website suggested that this could be due to issues with cookies; the tracker only works if the user accepts cookies, otherwise visits are not tracked. It is also possible that the QR codes on the lamppost wraps in SAC/EAC, and on the school gate banners may have caused confusion, because they led to the main website, not the daily questions/tasks. These could have been scanned by the general public passing-by, but discussions with pupils suggested some confusion about which QR codes to scan. However, the pupil focus groups suggested that although there was generally good engagement with the scheme, pupils were not always scanning the QR codes as part of their participation. Similarly, in the parent/carer surveys only 27% said they or their child had scanned a QR code, despite 56% saying their child had enjoyed participating in the scheme as a whole. Noting these findings, and the fact that participation in the scheme is not contingent on QR code use, overall this may suggest that the QR code aspect of the scheme was less effective than other aspects of the scheme, such as the record sheets and prizes.

- It is understood from discussion with the road safety operatives that other local authorities have already been in touch to replicate the scheme.
- Prior to scheme implementation, pupils highlighted potential security risks with the QR codes. During the scheme operation, there was a news report about criminals replacing genuine QR codes for parking payment at rail stations with their own codes and using this to defraud people (BBC News Article). Ayrshire Roads Alliance's IT team were aware of these potential issues; however it was considered low risk in the case of Trailblazers since no personal information was collected. The Trailblazers website clearly states, "The website will never ask you for personal details or to enter any information.ò
- Levels of engagement varied between schools. During the second school visits, engagement with the scheme was generally higher at the North Ayrshire schools, particularly St. Anthonyôs and Skelmorlie, although there was also good early engagement from some of the EAC/SAC schools such as Forehill. It is difficult to attribute this difference to one particular reason, but the following factors could have contributed to this:
  - The trial ran for a shorter time in the North Ayrshire schools (12 weeks compared to 18 weeks in the EAC/SAC schools).
  - The North Ayrshire schools were selected based on their keenness to take part in the scheme.
  - As previously noted, there was a delay in the implementation of the scheme, particularly the prize aspect, in some of the EAC/SAC schools. Engagement from many of these schools improved by the third school visits, with noticeable improvement at Doonfoot in particular.
- In schools where the feedback on the scheme was very positive, such as Forehill, this tended to coincide with high levels of involvement from both the pupils and the teachers. In Forehill the focus group was made up of the JRSOs, who had been responsible for the monitoring of the record sheets and administration of the prizes, and were clearly invested in the scheme. More generally, there seemed to be better engagement from the schools which actively requested to be involved in the scheme.
- Feedback from the parent/carer survey suggested that people who drove to school had more time to scan the QR codes as they arrived earlier. There was a perception that pupils who were driven to school but scanned the codes were being awarded prizes whereas children who walked but did not scan the codes did not receive any prizes.

Through the evaluation, a number of lessons learnt have also been identified, including:

- In line with the specification set out by the client group in the project tender brief, three rounds of surveys were undertaken, to establish a baseline and monitor findings. The surveys were kept consistent between rounds. Advantages to this approach are that it provides a snapshot of opinions at a point in time, and does not rely on respondents to remember and accurately report how their views or behaviours have changed over time. However, there were some disadvantages to this approach, including that the surveys were quite repetitive, which could have contributed to consultation fatigue; the response rates were lower for the "after" surveys which were crucial to understanding the impact of the scheme;

and there was no guarantee of continuity of respondents, meaning that any differences in the results could be due to differences in the make-up of the respondents.

- The specification for the evaluation was largely qualitative in nature, with findings based on results from pupil focus groups, teacher discussions, pupil surveys, and parent/carer surveys. In line with the request from the client group, the pupil focus groups tended to involve Junior Road Safety Officers (JRSOs) or other pupils with an interest in active travel or road safety. These pupils had a greater insight and first-hand experience of the scheme, but their views may not necessarily have represented the wider views of pupils across the school. While the surveys were promoted across the schools, they were not compulsory, so respondents were self-selecting. This means that views obtained from the surveys may not be representative of the wider school community.

Summary of Findings

Evaluation of the Trailblazer's trial indicates that engagement with the scheme has been positive; pupils generally enjoyed participating in the project and parents/carers were generally supportive of a continuation of the scheme. There has been some positive evidence that the scheme has been successful in its objectives to improve knowledge, understanding and awareness of road safety; and to encourage active travel to and from school, particularly from the pupil focus groups. However, results of the analysis were mixed, and did not clearly show that the scheme has met these objectives consistently across the schools.

Key aspects identified as enabling the success of the scheme were:

- The importance of the prize aspect of the scheme in achieving pupil engagement.
- The benefits of pupils being actively involved in the administration the scheme.
- Enthusiasm and engagement from staff members.

Several potential concerns or limitations associated with the scheme highlighted during the evaluation included:

- Concerns with encouraging use of phones due to negative effects of screen use.
- Risks associated with distractions from phones when walking to school.
- Issues with fairness for pupils who:
  - Do not have a phone or walk to school with a parent/carer who has a phone.
  - Live too far from the school to walk (albeit park and stride could have been an option).
  - Are dropped off by working parents/carers who have no alternative but to drop off pupils on their way to work (albeit park and stride could have been an option).
- Vandalism of the signs.
- Potential security risks with QR codes.
- In some cases it was suggested that the scheme has encouraged people to park and stride instead of using the bus with the perception noted that this could risk the future viability of village bus services.

There were some positive findings from the school visits relating to improvements in road safety knowledge and engagement with the QR code aspect of the scheme, however usage data and findings from the survey suggested that many pupils did not engage in the QR code aspect of the scheme, and it was not considered necessary for the success of the scheme.

It is important to highlight a number of limitations to the evaluation. In particular, the evaluation was largely qualitative in nature, focused on monitoring views and behaviours across the evaluation period. To supplement the evidence base, quantitative analysis such as pedestrian and road traffic counts, and parking surveys could be considered to support qualitative findings from surveys. Results from the surveys also showed that participation rates dropped and therefore, in future, a single survey to ask parents/carers how their behaviours have changed as a result of the scheme may reduce this risk.

Based on the evaluation findings and feedback on lessons learnt and scheme successes, a number of recommendations have been identified which could aid any future roll-out of the scheme:

- Consider staggered implementation in future, avoiding the beginning of the school year, to manage resource requirements and maximise engagement.
- Ensure information is communicated clearly with schools and consider holding briefing/information sessions before and during the scheme, to allow schools to ask questions and share ideas/best practice.
- Consider how the QR code aspect of the scheme can be linked with the prizes, for example by introducing quizzes on the questions.
- Consider rewarding bus travel as part of the scheme to avoid any negative impacts on bus/modal shift from bus to park and stride.
- Consider simplifying materials so that all QR codes only link to the daily questions.
- Identify any potential overlap with other ongoing schemes and work with schools early in the process to minimise the administrative burden.
- Consider guidelines on how prizes and certificates are awarded to ensure scheme is targeting desired behaviours.
- Monitor any changes in staff contacts and maintain communication with schools throughout.
- Ensure messaging is clear on the risks of distracted behaviour while walking to school and continue to monitor any potential risks associated with distracted behaviour from pupils associated with phones.
- Consider monitoring signs for vandalism.
- Consider trialling the scheme without the QR code aspect to determine whether similar impacts would have been observed from recording travel patterns and awarding prizes.
- Consider potential risk associated with fraudulent use of QR codes or URLs.
- Consider an opt-in arrangement where schools actively sign up, rather than selecting particular schools, to maximise engagement.
- Consider adopting a shorter scheme period as trialled in North Ayrshire, to maximise engagement with the scheme.
- Encourage pupils to be actively involved in the administration of the scheme and prizes to maximise engagement amongst their peers.

Appendix A : School Context

North Ayrshire

St. Anthony's Primary School, Saltcoats

Context

School Role: 240 pupils

Figure A- 1: St Anthony's Primary School Location

St Anthony's Primary School is located in a residential area in the northern part of Saltcoats and is at the dead end of Dykesmains Road which connects to the A738 High Road. The school is within a mile of the nearby Dykesmains Primary School and two Secondary Schools and can be accessed by bus from stops on the adjacent Dykesmains Road and Kilbrannan Avenue. There is a staff car park and a separate large car park which visitors can use along with a 3 cycle rack with up to 30 spaces for bicycles. The surrounding network contains pavements and multiple pedestrian crossings.

The school previously facilitated a park and stride system to help address problems with parental parking creating congestion at peak times. This operated on the nearby A738 High Road where parents/carers were encouraged to park and walk the remaining short distance to the school. Furthermore, the school is currently running a walking bus one day a week and have previously participated in the Walk to School Week which has developed in to Travel Smart Week taking place in May.

St Anthony's participate in the iCycle (iCycle Website) programme, aimed at assisting teachers and trainers with supporting safe cycling for young people and

JRSO (JRSO Website) programme to help promote road safety issues within the school and local community.

Table A- 1 presents Travel to School Mode Share data from the Sustrans Hands Up Survey (Sustrans Hands Up Survey Website) and suggests that the proportion of children driven to school decreased from 45.1% in 2017 to 33.7% in 2018, then remained between 35.8% and 35.3% between 2019 and 2021, with a slight drop to 31.4% in 2020.Walking levels increased between 2017 and 2018, but then fell consistently from 2019 onwards.

Table A- 1: St. Anthony's Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	38.3%	4.0%	*	12.0%	45.1%	0.0%	0.0%	*	**175**
2018	41.4%	4.7%	3.0%	11.8%	33.7%	3.6%	*	*	**169**
2019	37.6%	4.1%	*	19.7%	35.8%	*	*	0.0%	**218**
2020	34.3%	5.8%	3.3%	15.7%	31.4%	8.3%	*	*	**242**
2021	32.8%	*	4.6%	14.7%	35.3%	6.3%	3.4%	*	**238**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

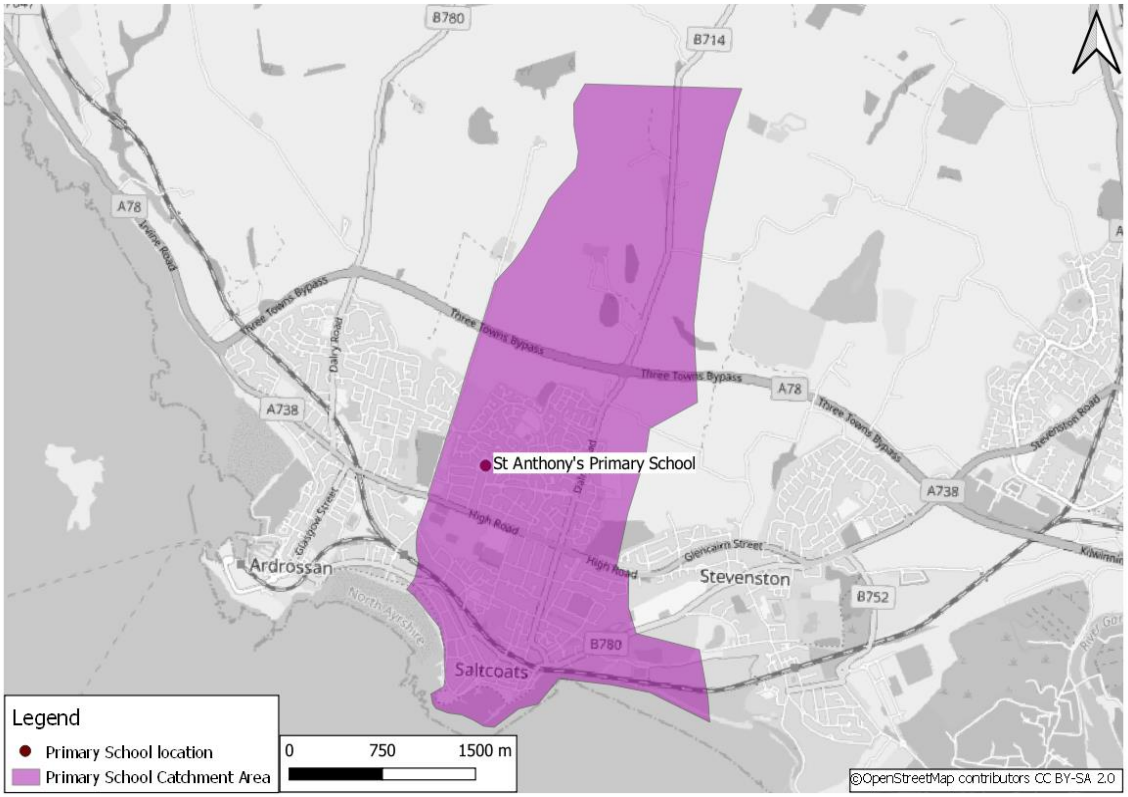

Figure A- 2: St. Anthony's Primary School Catchment Area

The catchment area covers much of the central Saltcoats area as well as the eastern and western edges of Ardrossan and Stevenston respectively. The area extends north beyond the A78 into a rural environment (Scottish Government Primary School Catchments – North Ayrshire).

Accident Data

There was a total of 2 accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety Data).

SIMD

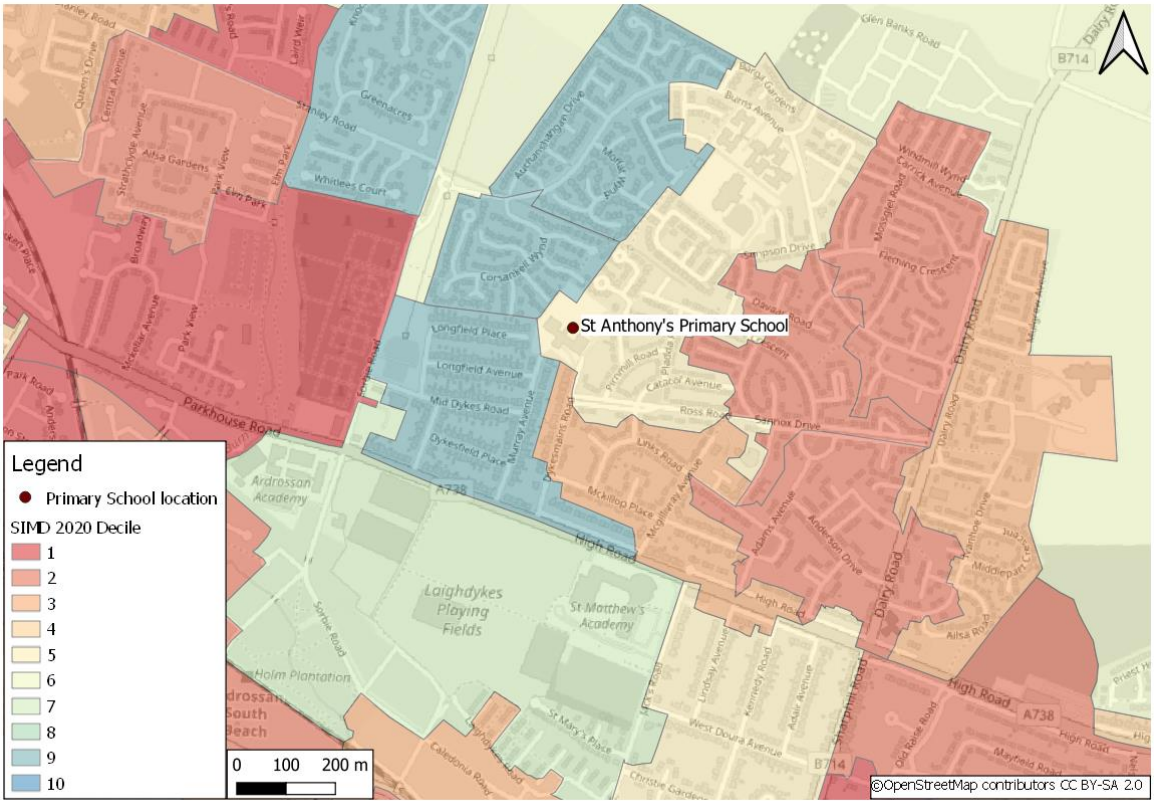

Figure A- 3: St Anthony's Primary School SIMD

The above map suggests varying levels of deprivation, with 1 being the most deprived and 10 being the least deprived, in the area around St. Anthony's Primary with areas of low deprivation immediately west of the school and areas of high deprivation to the east and further west (SIMD Website).

Car or Van Availability

Figure A- 4: St Anthony's Primary School Car or Van Availability

The map shows that most households in the area surrounding the school had one or more cars or vans available in 2011 (Scotland Census 2011). Households to the west and parts of the east recorded the highest proportions of households without access to a vehicle, between 70 and 80% in some datazones.

Air Quality

There are no air quality monitoring sites within 400m of the school.

Skelmorlie Primary School, Skelmorlie

Context

School Role: 125 pupils

Figure A- 5: Skelmorlie Primary School Location

Skelmorlie Primary School is the only school in the village of Skelmorlie and is located between an expansive woodland area to the west and north and a residential area to the east. The school can be accessed by bus services which serve Innes Park Road and is near the Skelmorlie Community Centre. There are wide pavements and pedestrian crossings on the surrounding road network. There is limited onsite parking and some street parking on Innes Park Road while there is a 20 space cycle rack located on the school site.

The school previously operated a park and stride system, which aimed to alleviate problems associated with parental parking. This was at the nearby Community Centre where parents/carers were encouraged to park and walk the remaining short distance to the school. Furthermore, the school has previously participated in the Walk to School Week which has developed in to Travel Smart Week taking place in May.

Skelmorlie Primary School participates in the iCycle (iCycle Website) programme, aimed at assisting teachers and trainers with supporting safe cycling for young people and the JRSO (JRSO Website) programme to help promote road safety issues within the school and local community.

The travel to school mode share in Table A- 2 shows a majority of pupils travelling actively to school, although this reduced from roughly 75% in 2017 to around 65% each year from 2018 to 2020 (Sustrans Hands Up Survey Website).

Table A- 2: Skelmorlie Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	62.8%	12.8%	*	*	19.8%	0.0%	0.0%	0.0%	**86**
2018	59.5%	6.0%	*	*	25.0%	0.0%	0.0%	*	**84**
2019	47.0%	19.7%	*	9.1%	18.2%	0.0%	0.0%	*	**66**
2020	64.9%	*	*	0.0%	28.4%	0.0%	0.0%	0.0%	**74**
2021	-	-	-	-	-	-	-	-	**-**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

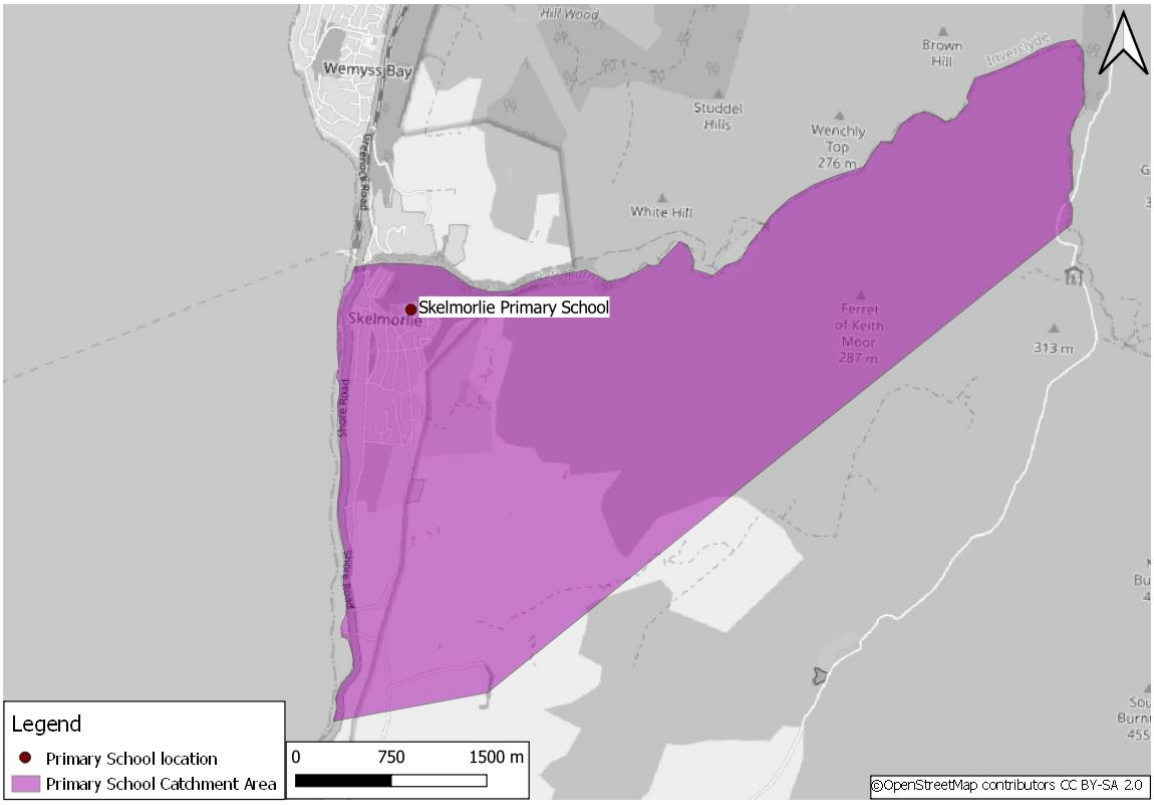

Figure A- 6: Skelmorlie Primary School Catchment Area

The catchment area for Skelmorlie Primary School covers the village of Skelmorlie and extends into rural areas in the north east (Scottish Government Primary School Catchments – North Ayrshire).

Accident Data

There were no road accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety Data).

SIMD

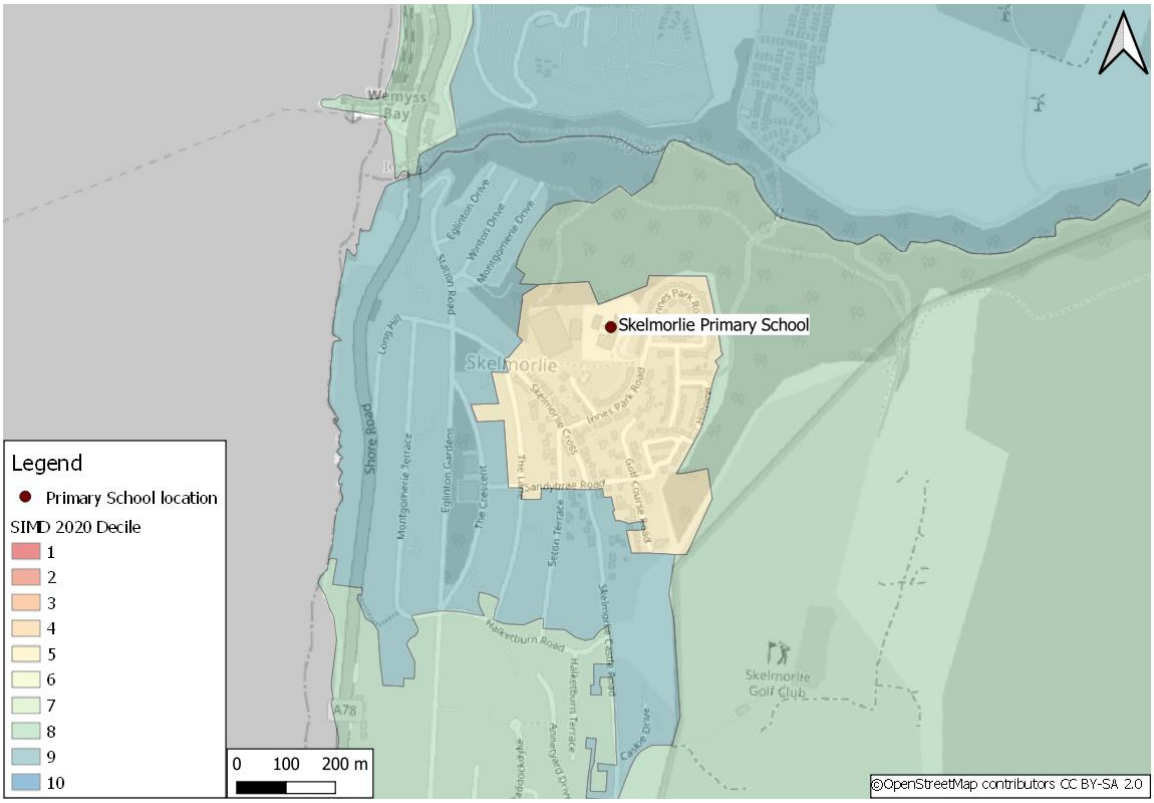

Figure A- 7: Skelmorlie Primary School SIMD

The area surrounding Skelmorlie Primary School has low levels of deprivation with all datazones in the area between SIMD deciles 5 and 10 (SIMD Website).

Car or Van Availability

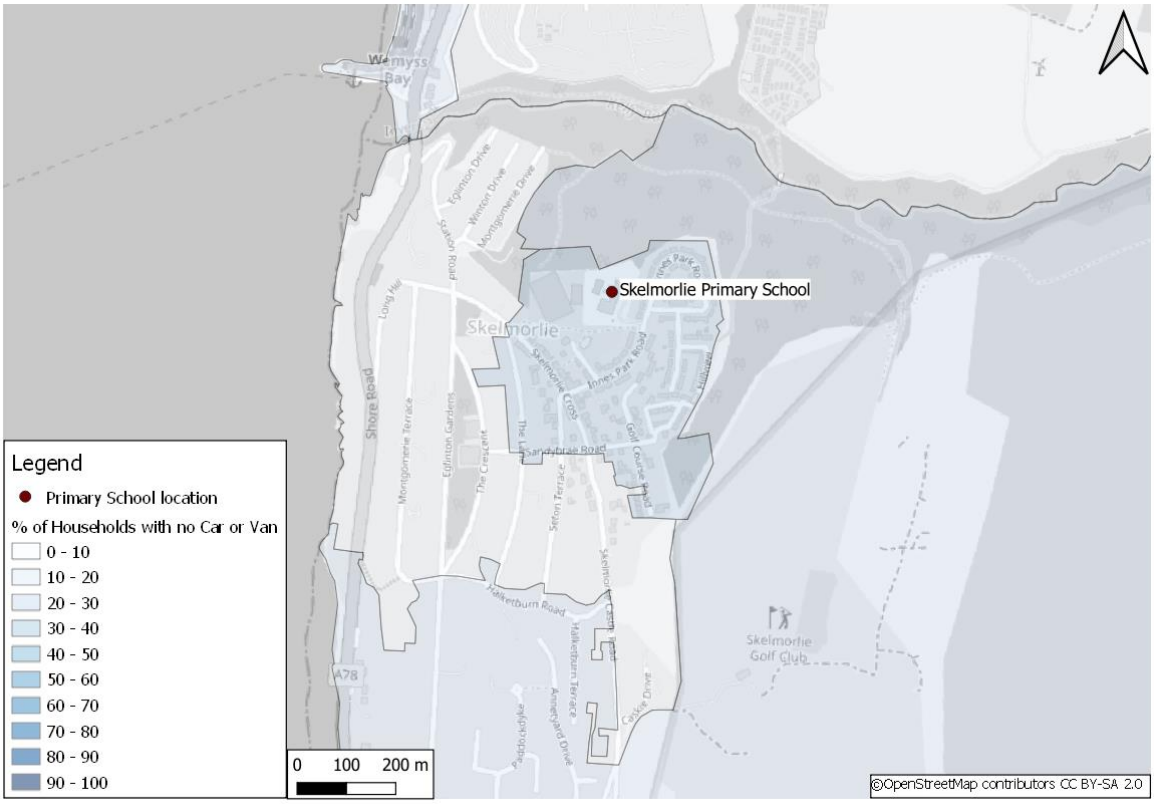

Figure A- 8: Skelmorlie Primary School Car or Van Availability

Car or van availability is high in the area surrounding Skelmorlie Primary School. The proportion of households with no car or van is between 0 and 30% for all datazones in the area (Scotland Census 2011).

Air Quality

There are no air quality monitoring sites within 400m of the school.

Glebe Primary School, Irvine

Context

School Role: 350 pupils

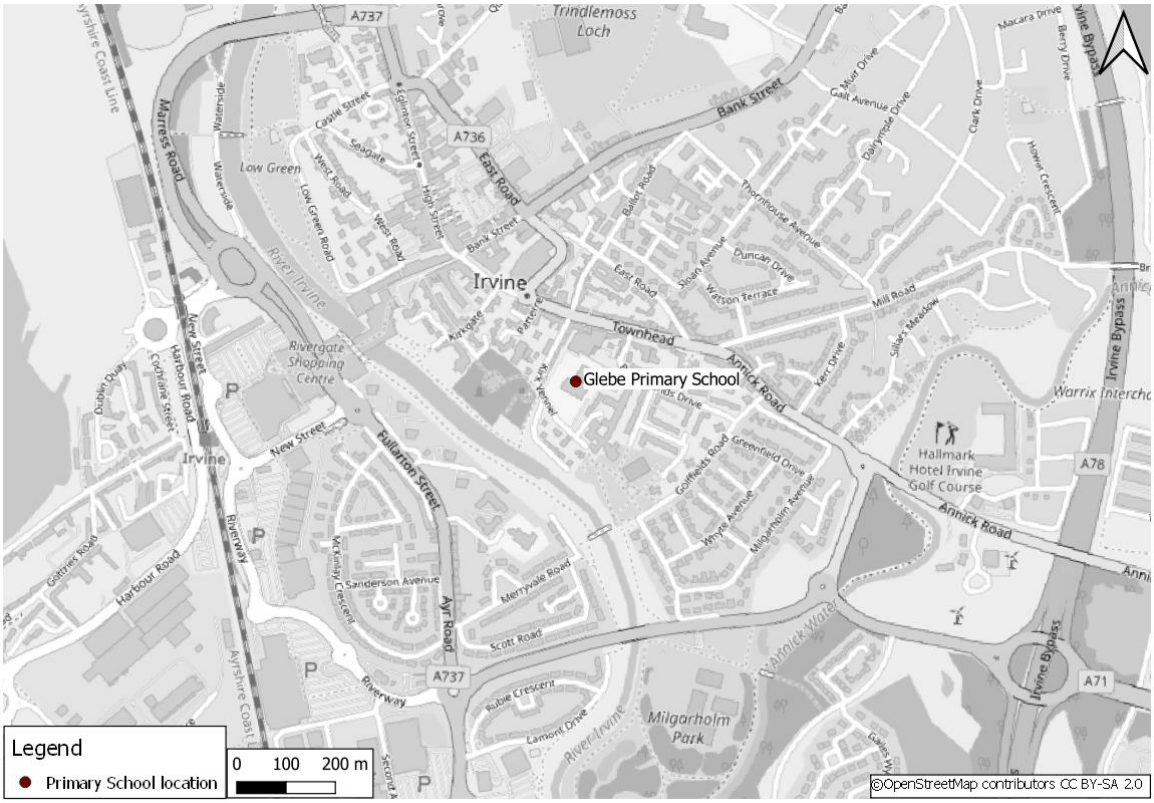

Figure A- 9: Glebe Primary School Location

Glebe Primary School is close to the centre of Irvine and adjacent to Kirk Vennel and Bradbury Glebe in a residential environment. The school is within a mile of three other Primary Schools. Kirk Vennel connects to the B7081 which is served by multiple bus services. The school contains a turning circle to the front adjacent to Kirk Vennel, allowing pick-up and drop-off of pupils. There is staff and visitor parking within the main site, along with two 10 space cycle racks. There are wide pavements and pedestrian crossings on the surrounding road network.

The school previously operated a park and stride system to help address problems with parental parking creating congestion. This took place at the nearby Golffields Road where parents/carers were encouraged to park their car and walk the remaining short distance to the school. Furthermore, the school has previously participated in the Walk to School week which has developed in to Travel Smart week taking place in May.

As with St. Anthony's and Skelmorlie Primary Schools, Glebe participates in the iCycle (iCycle Website) programme, aimed at assisting teachers and trainers with supporting safe cycling for young people and JRSO (JRSO Website) programme to help promote road safety issues within the school and local community.

Table A- 3 below shows the travel to school mode share and indicates a greater proportion of pupils being driven to school compared to the other North Ayrshire schools while walking levels have decreased slightly from 30.9% to 25.9%. The

proportion of children cycling has risen to and remained fairly stable between 3.8% and 5.5% while Bus and Park & Stride accounted for 16.1% of the mode share in 2021 (Sustrans Hands Up Survey Website).

Table A- 3: Glebe Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	30.9%	3.8%	2.3%	13.0%	44.2%	4.3%	1.4%	0.0%	**346**
2018	30.4%	4.0%	*	9.1%	51.7%	4.3%	*	0.0%	**352**
2019	-	-	-	-	-	-	-	-	**-**
2020	28.8%	5.5%	1.7%	0.0%	58.2%	5.8%	0.0%	0.0%	**292**
2021	25.9%	5.5%	*	10.2%	46.3%	5.9%	3.1%	*	**255**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

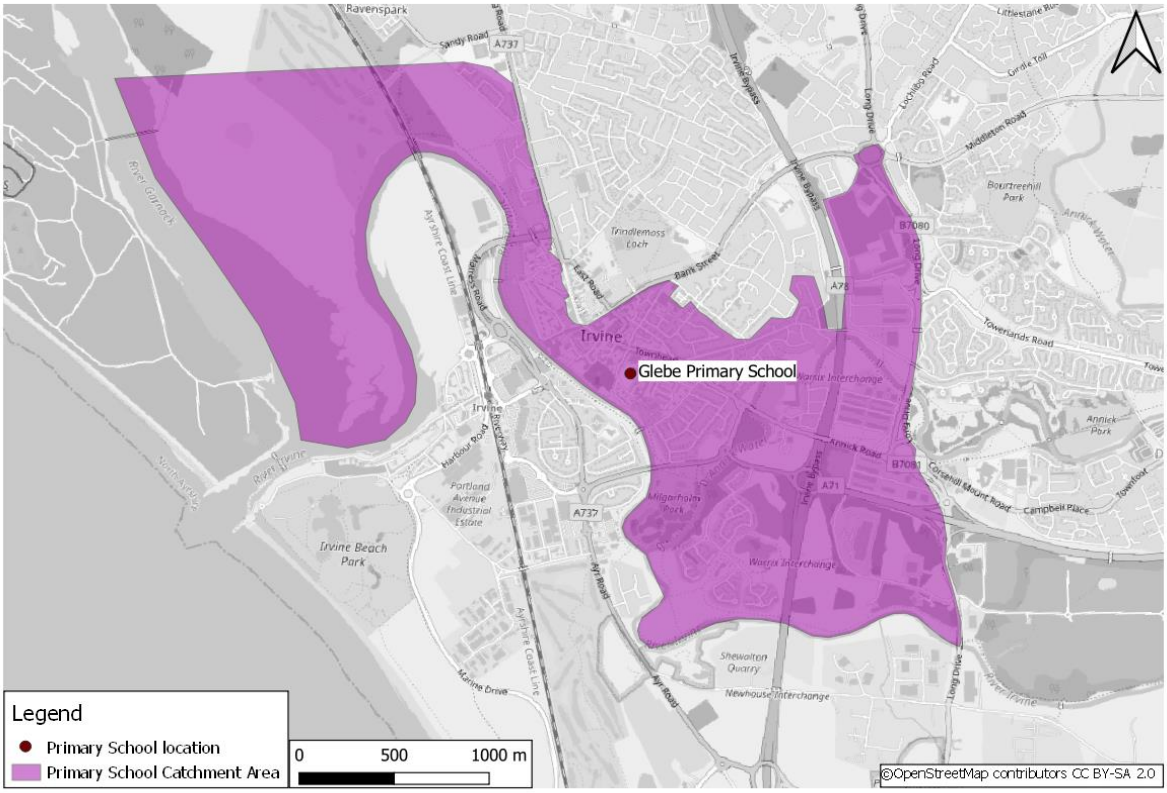

Figure A- 10: Glebe Primary School Catchment Area

The catchment area covers the centre of Irvine, extending east into residential areas beyond the A77 and west beyond the Ayrshire Coast Railway Line (Scottish Government Primary School Catchments – North Ayrshire).

Accident Data

There was a total of 13 accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety Data).

SIMD

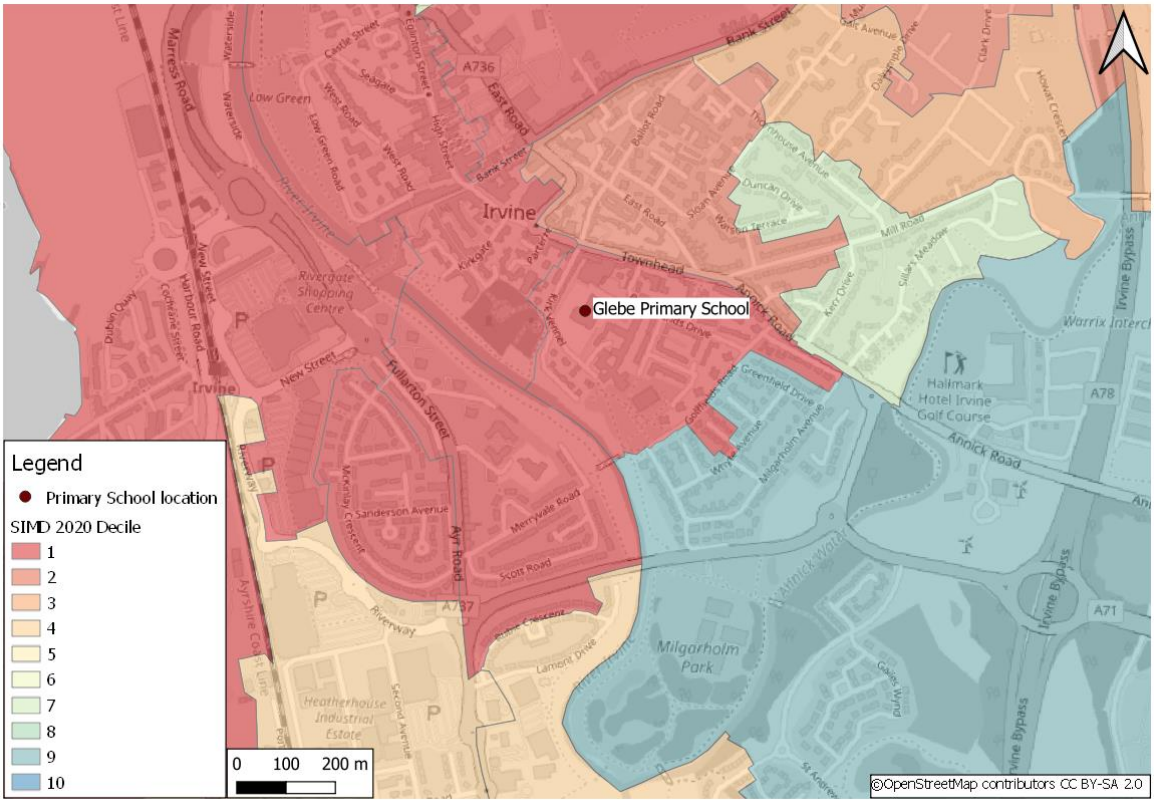

Figure A- 11: Glebe Primary School SIMD

The primary school is in an area with fairly high levels of deprivation with the immediate area around and to the north west of the school in the most deprived decile. There are areas of lower deprivation to the south east (SIMD Website).

Car or Van Availability

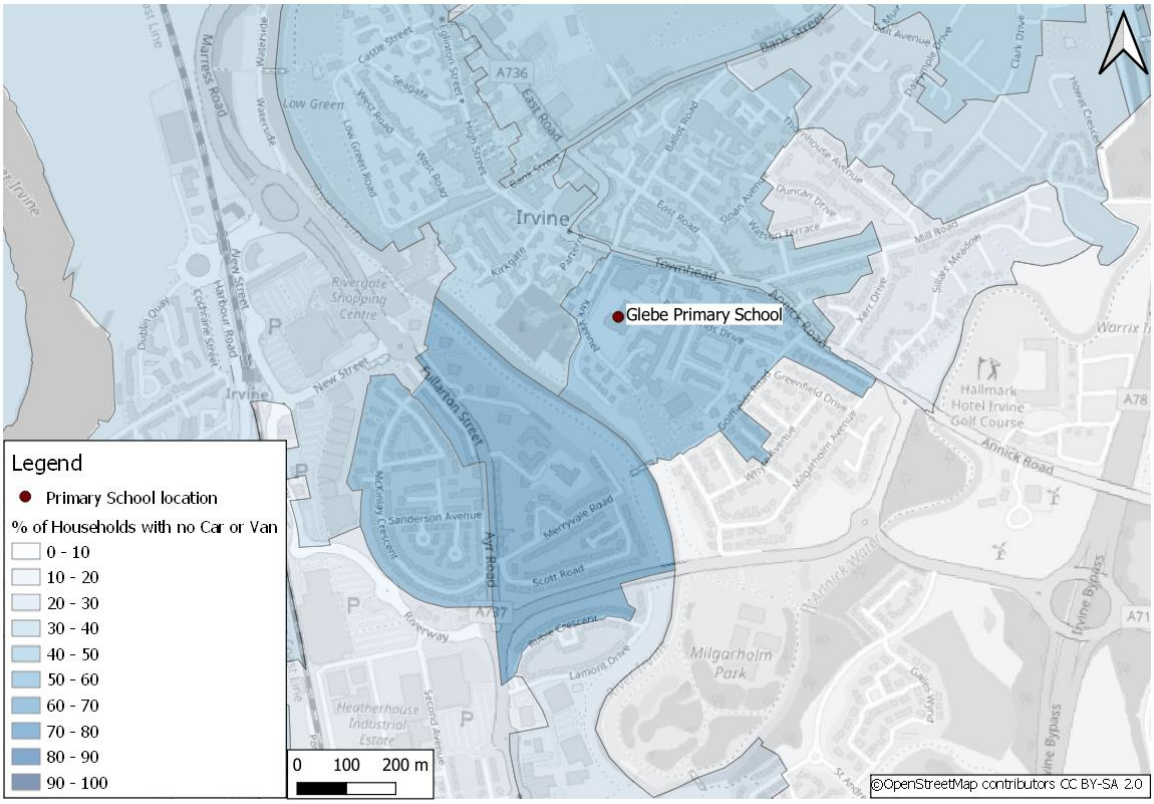

Figure A- 12: Glebe Primary School Access Car or Van Availability

Car or van availability in the area is mixed with the immediate area around the school and to the north and west recording levels of 60 to 100% of households with no vehicle available. There is a link with the SIMD levels with the most deprived areas, as shown in Figure A- 12, recording the highest levels of no car or van availability while in the south east only 0 to 10% households were without a vehicle which is where deprivation was lowest (Scotland Census 2011).

Air Quality

Figure A- 13: Glebe Primary School Air Quality Monitoring Site

There is one Air Quality Monitoring Site (Scottish Air Quality Website) within 400m of the school, located on Irvine High Street. The Scottish Air Quality Database Annual Report for North Ayrshire (Scottish Air Quality Annual Report) presents the Mean for each of the following pollutants in 2021:

Table A- 4: Glebe Primary School Pollutant Levels

Pollutant	Mean (µg m^{-3})
NO_2	12.6
PM_{10}	10.8
$PM_{2.5}$	6.0
NO	6.4
Nox	22.3

For NO_2, PM_{10} and $PM_{2.5}$, the concentrations were within the Low AQI band (Air Quality Standards) for all measured days in 2021.

East Ayrshire

Whatriggs Primary School, Kilmarnock

Context

School Role: 518 pupils

Figure A- 14: Whatriggs Primary School Location

The school is situated in a residential environment, adjacent to the roundabout with Whatriggs and Merrick Road in the south east area of Kilmarnock. The A77 Kilmarnock Bypass is nearby to the east. The school can be accessed by bus from Whatriggs Road which is served by multiple bus services while the surrounding road network contains multiple pedestrian crossings and wide pavements. There is a large onsite staff and visitor car park.

Table A- 5 below shows the travel to school mode share[1] and indicates most pupils walk to school while the proportion of pupils being driven has increased slightly from 11.9% to 17%. The proportion of children cycling has risen slightly to 8.3% after peaking in 2019 while Park & Stride has remained stable over the years between 18.1% and 24.9% (Sustrans Hands Up Survey Website).

[1] Sustrans, Hands Up Survey, 2021: https://www.sustrans.org.uk/our-blog/projects/uk-wide/scotland/hands-up-scotland-survey

Table A- 5: Whatriggs Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	51.5%	5.8%	5.4%	24.7%	11.9%	*	*	0.0%	**462**
2018	39.6%	10.5%	9.7%	19.7%	18.3%	*	*	1.6%	**497**
2019	34.8%	12.8%	9.2%	18.1%	22.0%	*	1.6%	*	**437**
2020	44.5%	7.1%	5.2%	24.9%	16.6%	*	*	*	**465**
2021	47.6%	8.3%	6.8%	18.1%	17.0%	1.1%	*	*	**458**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

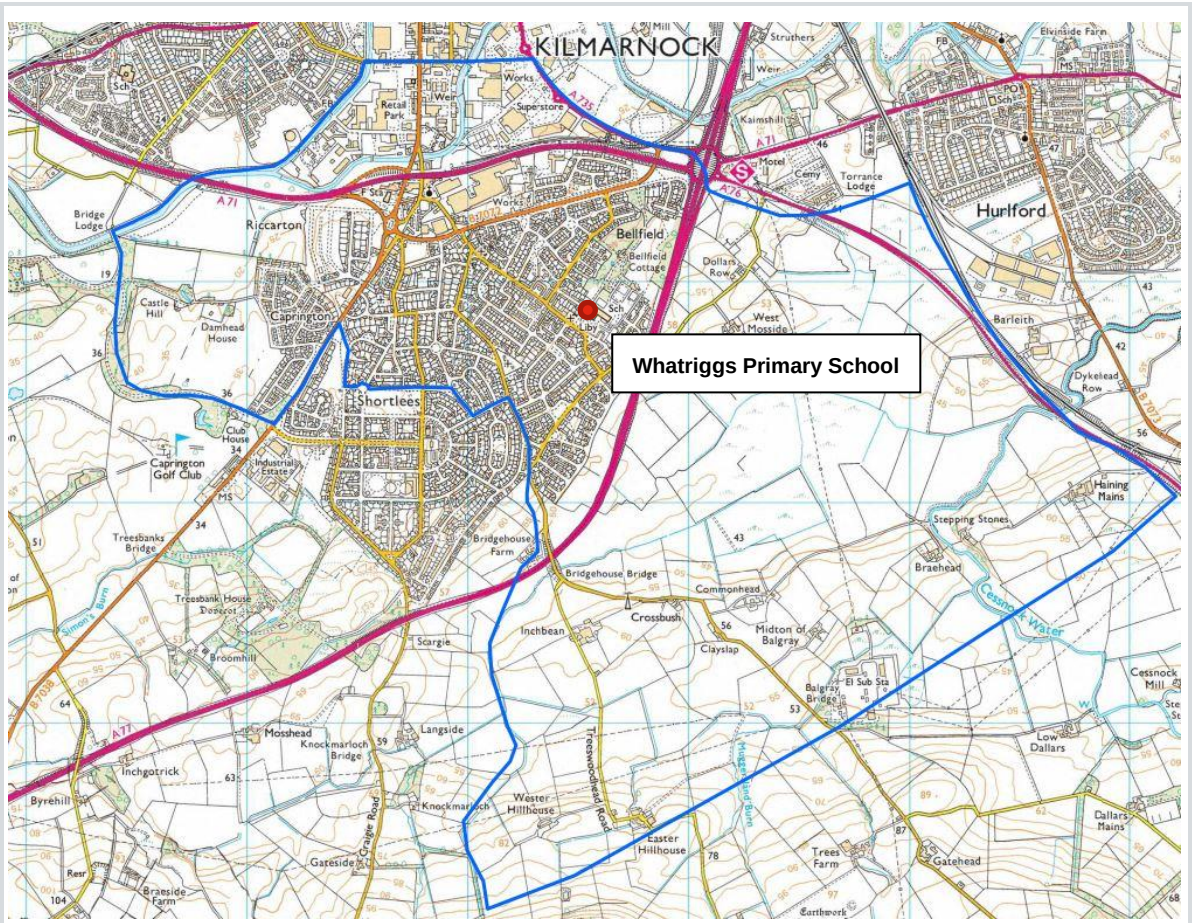

Figure A- 15: Whatriggs Primary School Catchment Area

The catchment area covers a large extent of the southern residential areas in Kilmarnock as well as extending east towards Hurlford and south covering many rural areas.

Accident Data

There was a total of 4 accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety Data).

SIMD

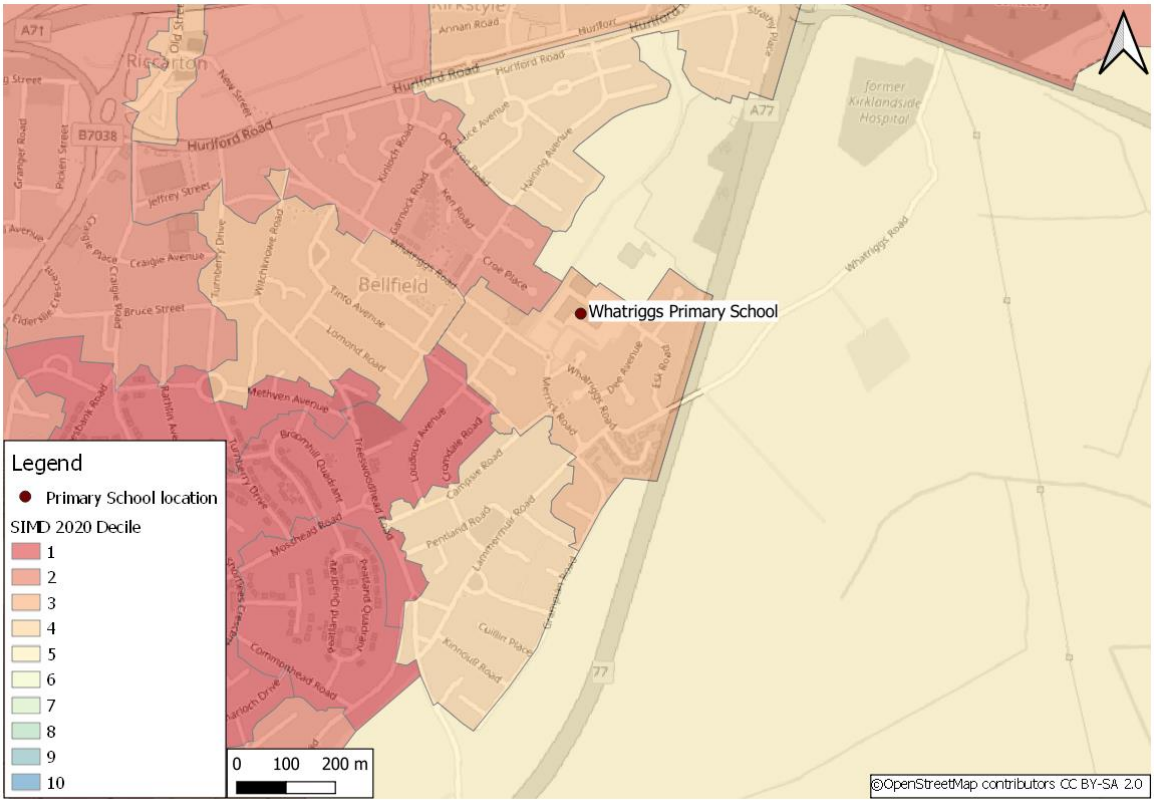

Figure A- 16: Whatriggs Primary School SIMD

The school is located in an area of fairly high deprivation with the surrounding datazones generally between deciles 1 and 5 (SIMD Website).

Car or Van Availability

Figure A- 17: Whatriggs Primary School Car or Van Availability

The surrounding area has fairly high levels of households with no car or van available with some links to the high levels of deprivation as illustrated in Figure A-17. With the exception of the east, the surrounding residential areas recorded between 40 and 80% of households with no vehicle available (Scottish Census 2011).

Air Quality

There are no air quality monitoring sites within 400m of the school.

Mauchline Primary School, Mauchline

Context

School Role: 272 pupils

Figure A- 18: Mauchline Primary School Location

The school is located to the east of the town centre in residential environment, adjacent to Loan and Sorn Road. There are multiple pedestrian crossings and wide pavements in the surrounding area. The school is next to a local GP Surgery and is accessible to the A76 Kilmarnock Road via the Loan/High Street to the west. There is limited parking available onsite.

Table A- 6 below shows the travel to school mode share and indicates most pupils walk to school with the proportion increasing steadily from 48.3% to 61.8%. The proportion of pupils being driven is lower and has decreased slightly from 21.7% to 19.5% while the levels of Park & Stride has also fallen. The proportion of children cycling has remained low after peaking at 9.1% in 2019 (Sustrans Hands Up Website).

Table A- 6: Mauchline Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	48.3%	*	1.9%	17.6%	21.7%	6.4%	2.6%	*	**267**
2018	56.7%	3.1%	*	11.0%	21.3%	5.9%	*	0.0%	**254**
2019	52.4%	9.1%	2.8%	9.8%	17.7%	7.1%	*	*	**254**
2020	54.8%	5.7%	*	5.3%	23.2%	8.0%	*	*	**263**
2021	61.8%	4.1%	2.0%	4.1%	19.5%	8.5%	0.0%	0.0%	**246**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

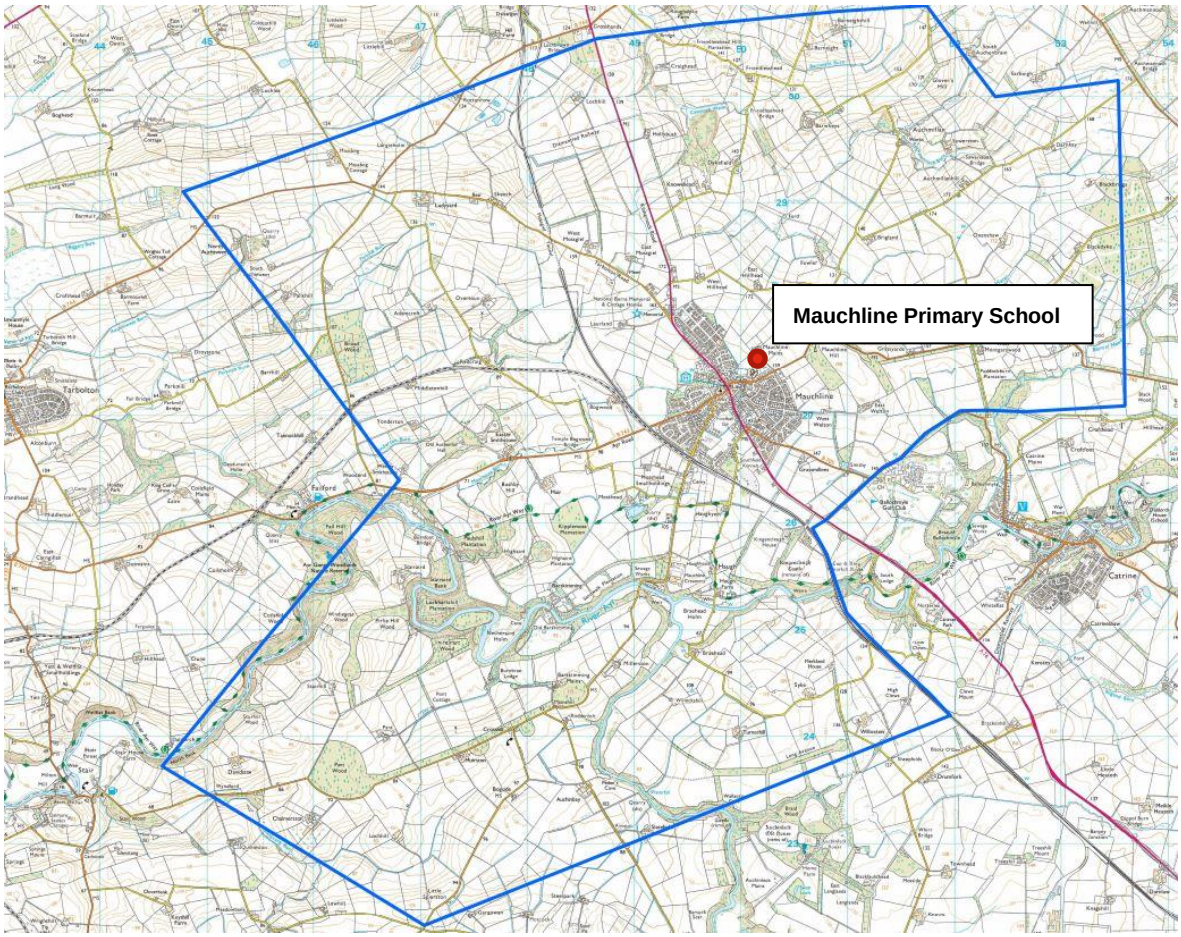

Figure A- 19: Mauchline Primary School Catchment Area

The catchment area covers the town of Mauchline and the surrounding areas comprising a mainly rural environment.

Accident Data

There was a total of 7 accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety data).

SIMD

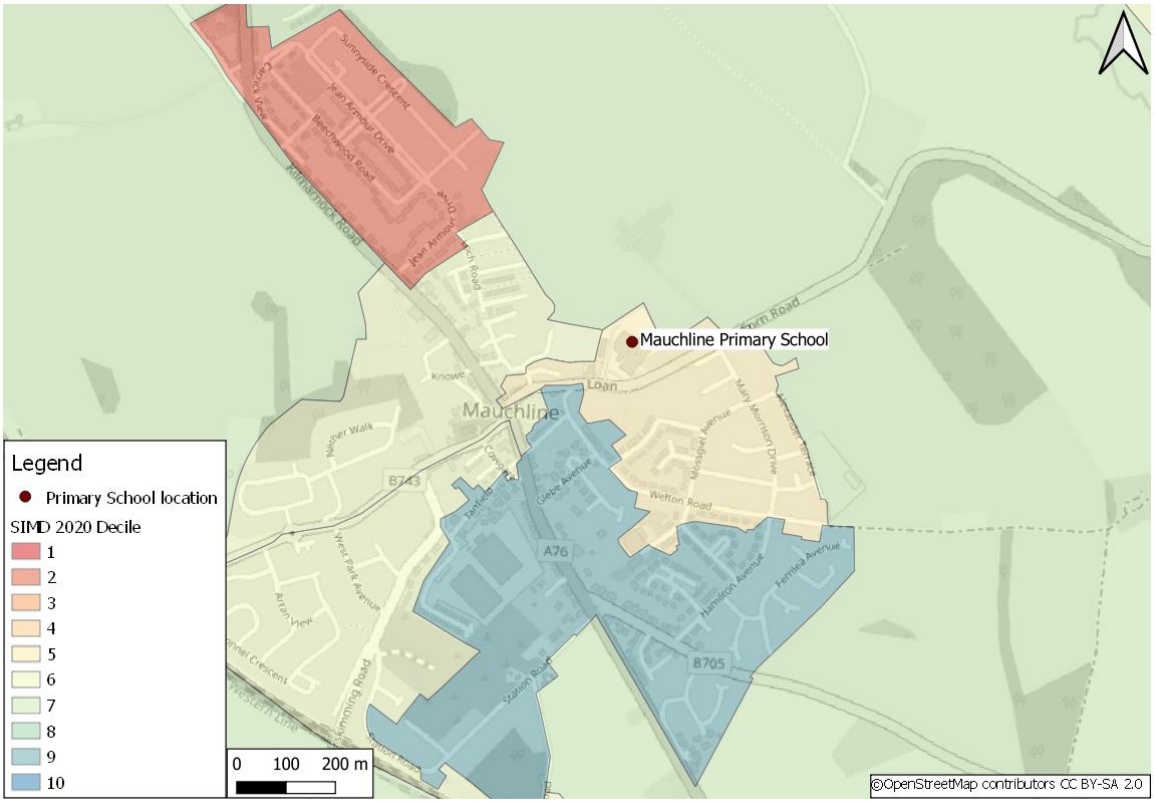

Figure A- 20: Mauchline Primary School SIMD

Deprivation levels in the surrounding area are mixed with high deprivation to the north west while the other areas around the school rank between 5 and 10 (SIMD Website).

Car or Van Availability

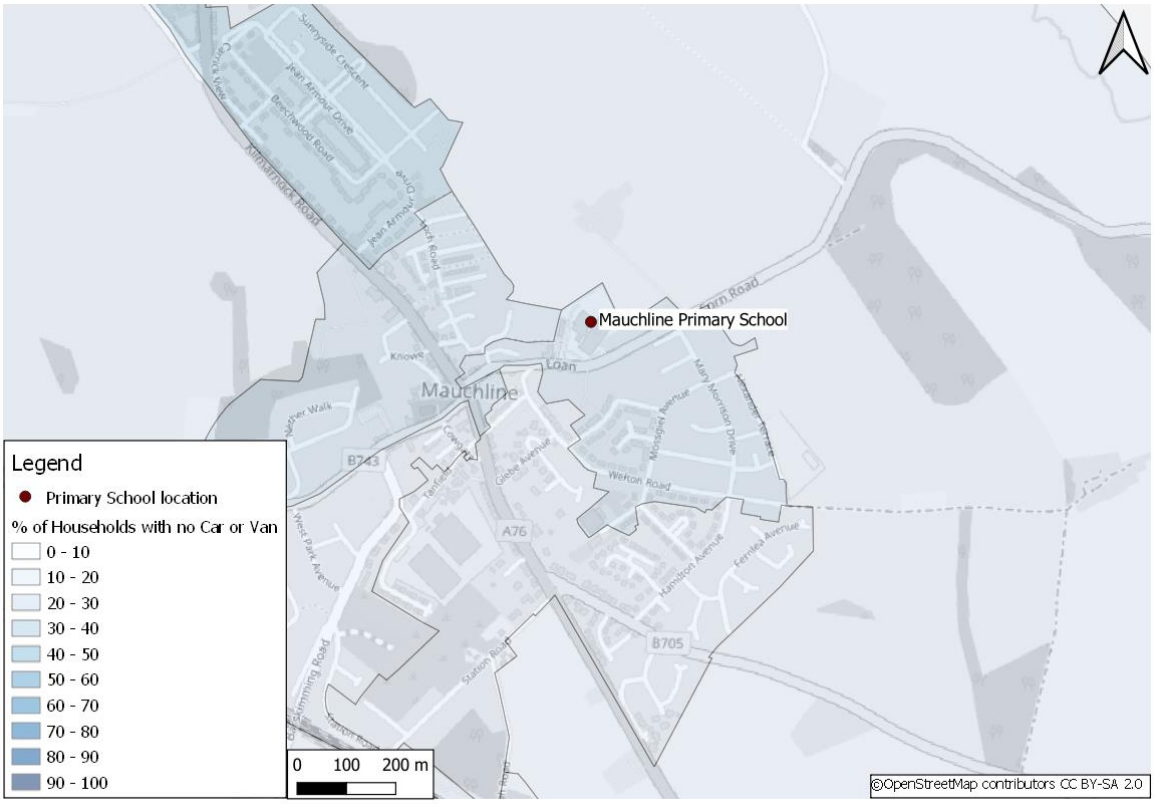

Figure A- 21: Mauchline Primary School Car or Van Availability

Car or van availability in the area is considered high with most surrounding zones containing between 10 and 30% with no vehicle available. In line with the SIMD data, the north west recorded highest levels of no car or van available at 40 to 50% (Scotland Census 2011).

Air Quality

There are no air quality monitoring sites within 400m of the school.

New Cumnock Primary School, New Cumnock

Context

School Role: 229 pupils

Figure A- 22: New Cumnock Primary School Location

The school is located in a mixed residential and retail services environment on the A76 and B741 roundabout and next to the New Cumnock Early Childhood Centre. The school is near a range of services including a local convenience store and Outdoor Swimming Pool while being accessible by bus from the A76. There are wide pavements and a pedestrian crossing on the A76 near the school to assist with accessibility.

Table A- 7 below shows the travel to school mode share and indicates a fairly even split between the proportion of pupils and being driven to school at the start of the time period before walking levels increased to 39.2% and pupils driven decreased from 29% to 19.6% during the time period. Park & Stride levels have remained fairly stable while a higher proportion of pupils travel by bus compared to other schools, despite this falling to 12% in 2021 (Sustrans Hands Up Survey).

Table A- 7: New Cumnock Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	37.2%	*	*	14.8%	29.0%	14.8%	3.3%	0.0%	**183**
2018	25.7%	3.5%	*	21.3%	34.2%	5.9%	8.4%	*	**202**
2019	36.6%	3.8%	*	15.3%	26.8%	9.8%	3.8%	*	**183**
2020	42.9%	3.4%	*	13.7%	23.4%	11.2%	3.9%	*	**205**
2021	39.2%	5.5%	*	20.1%	19.6%	12.1%	*	*	**199**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

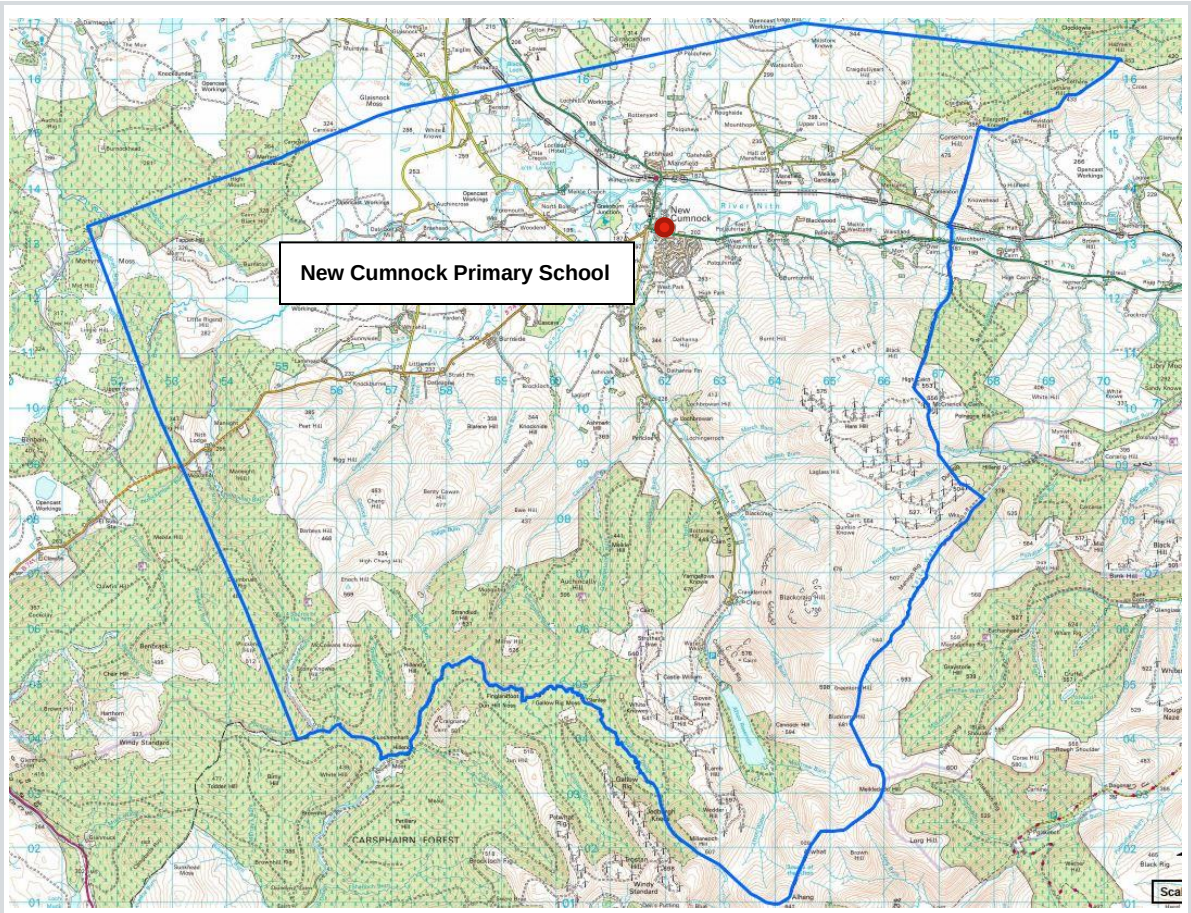

Figure A- 23: New Cumnock Primary School Catchment Area

The catchment area covers the town of New Cumnock and the surrounding rural areas, including the Carsphairn Forest.

Accident Data

There was a total of 5 accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety Data).

SIMD

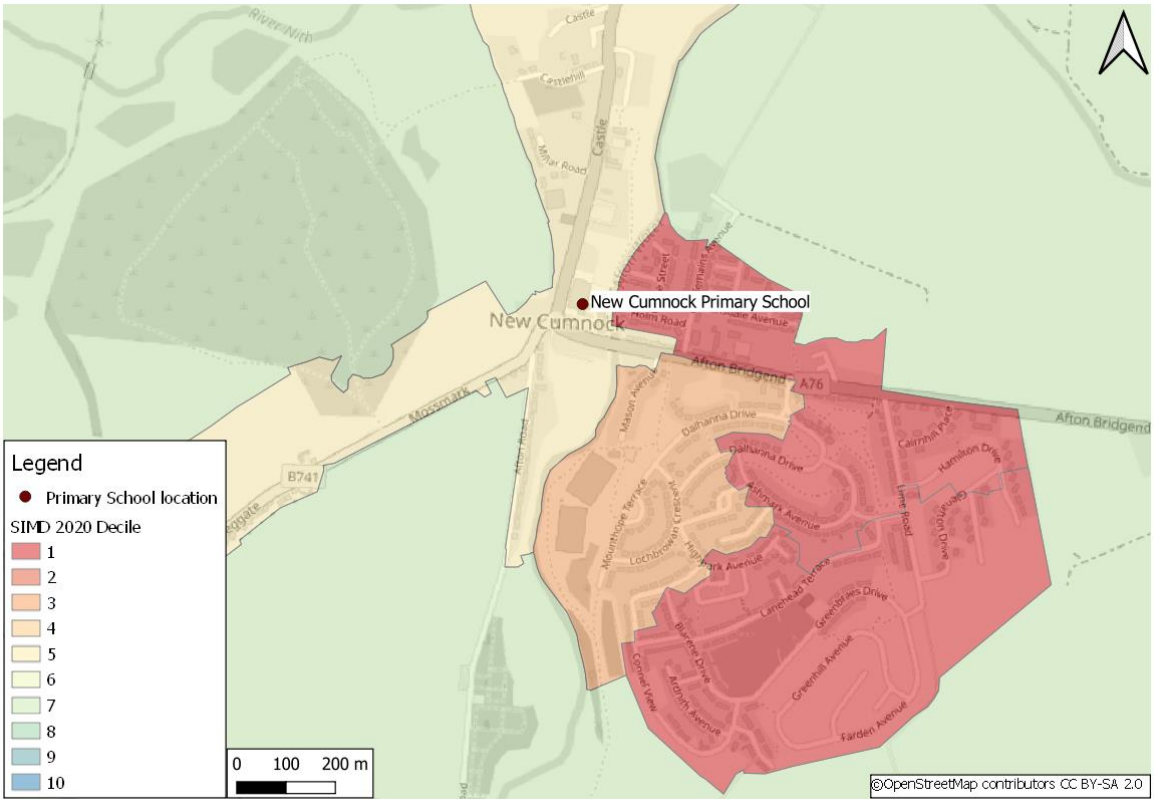

Figure A- 24: New Cumnock Primary School SIMD

Deprivation levels in the surrounding area are mixed with high deprivation immediately east and in parts of the south while the centre of New Cumnock, west and further east rank between 5 and 7 (SIMD Website).

Car or Van Availability

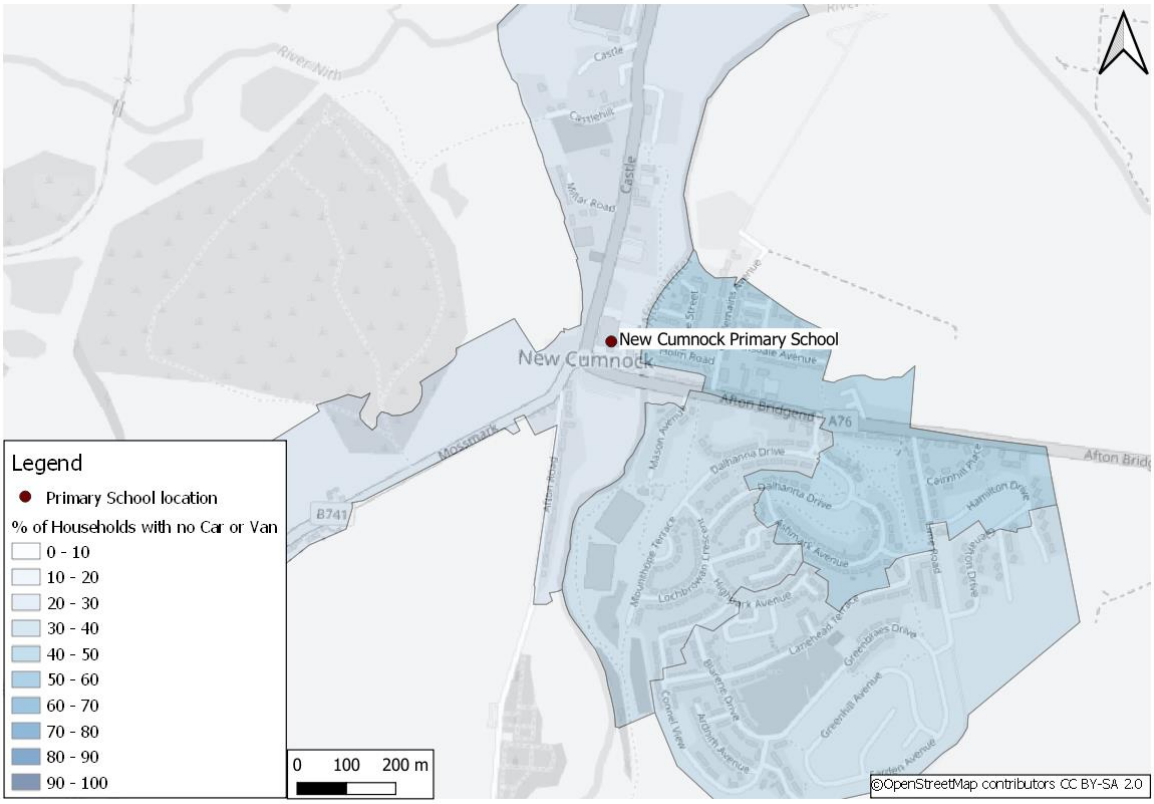

Figure A- 25: New Cumnock Primary School Car or Van Availability

Car or van availability in the area is mixed with zones in the south east of New Cumnock recording 40 to 80% of households with no vehicle available while in the north and in the rural extents outwith the town, car or van availability is higher (Scotland Census 2011).

Air Quality

There are no air quality monitoring sites within 400m of the school.

South Ayrshire

Coylton Primary School, Coylton

Context

School Role: 265 pupils

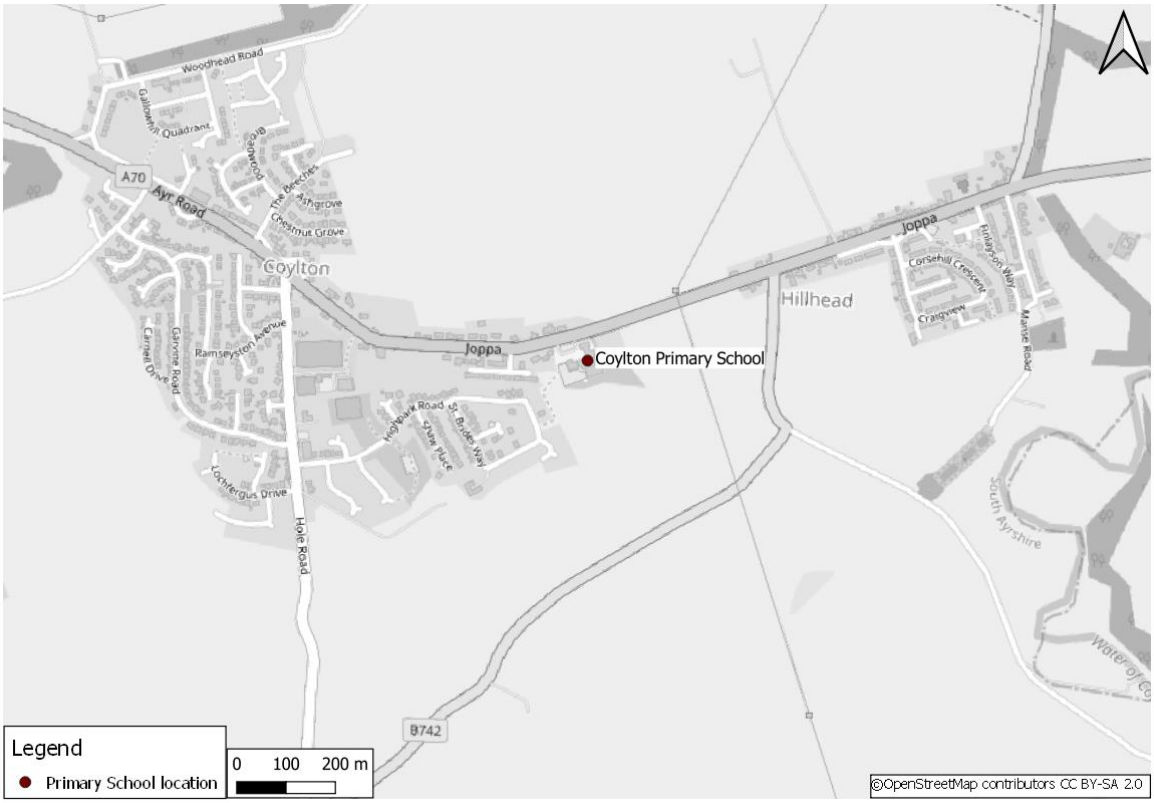

Figure A- 26: Coylton Primary School Location

The school is located to the east of the town centre and large residential area, on the A70. There are wide pavements along the A70 and a pedestrian crossing to aid accessibility to the school while bus services serve bus stops directly north of the site. A car park for staff and visitors is present.

Table A- 8 below shows the travel to school mode share and shows that walking is the most common mode, although this fell from 39.1% to 28.7% between 2018 and 2019. Pupils being driven was lower but did increase from 20.2% to 24.2% while the number of Park & Stride is similar over the same period. The combined proportion of pupils being driven the full journey and Park & Stride suggests most pupils are driven at least part of the journey to school. Bus travel saw an increase from 9.4% to 13.5% while cycling also grew slightly (Sustrans Hands Up Website).

Table A- 8: Coylton Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	-	-	-	-	-	-	-	-	**-**
2018	39.1%	2.1%	*	24.5%	20.2%	9.4%	3.4%	*	**233**
2019	28.7%	4.9%	4.5%	21.3%	24.2%	13.5%	2.9%	0.0%	**244**
2020	-	-	-	-	-	-	-	-	**-**
2021	-	-	-	-	-	-	-	-	**-**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

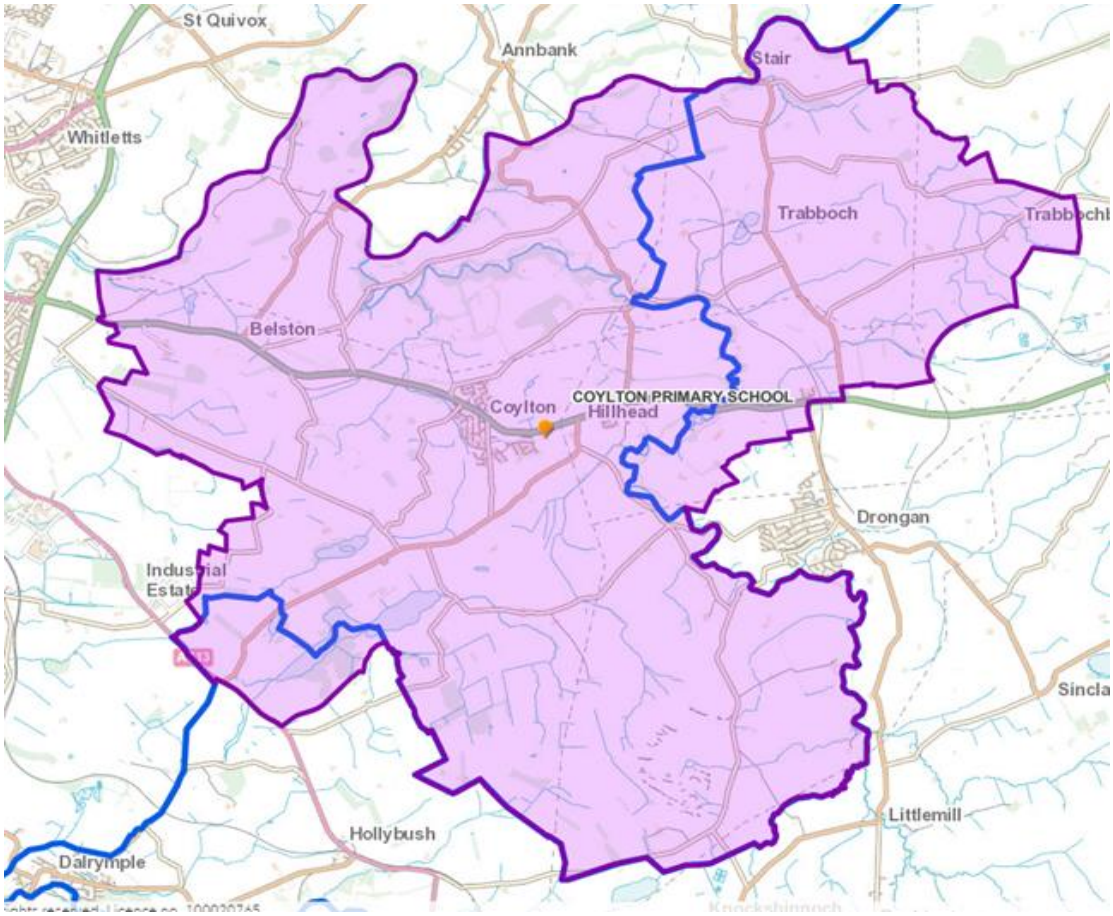

Figure A- 27: Coylton Primary School Catchment Area

The catchment area extends west towards Whitletts while the east and south of the area covers parts of East Ayrshire. The environment covered is predominately rural with the exception of Coylton and some small villages (South Ayrshire Council – School Catchments).

Accident Data

There was a total of 1 accident within 400m of the school between 2017 and 2021 (Department of Transport – Road Safety Data).

SIMD

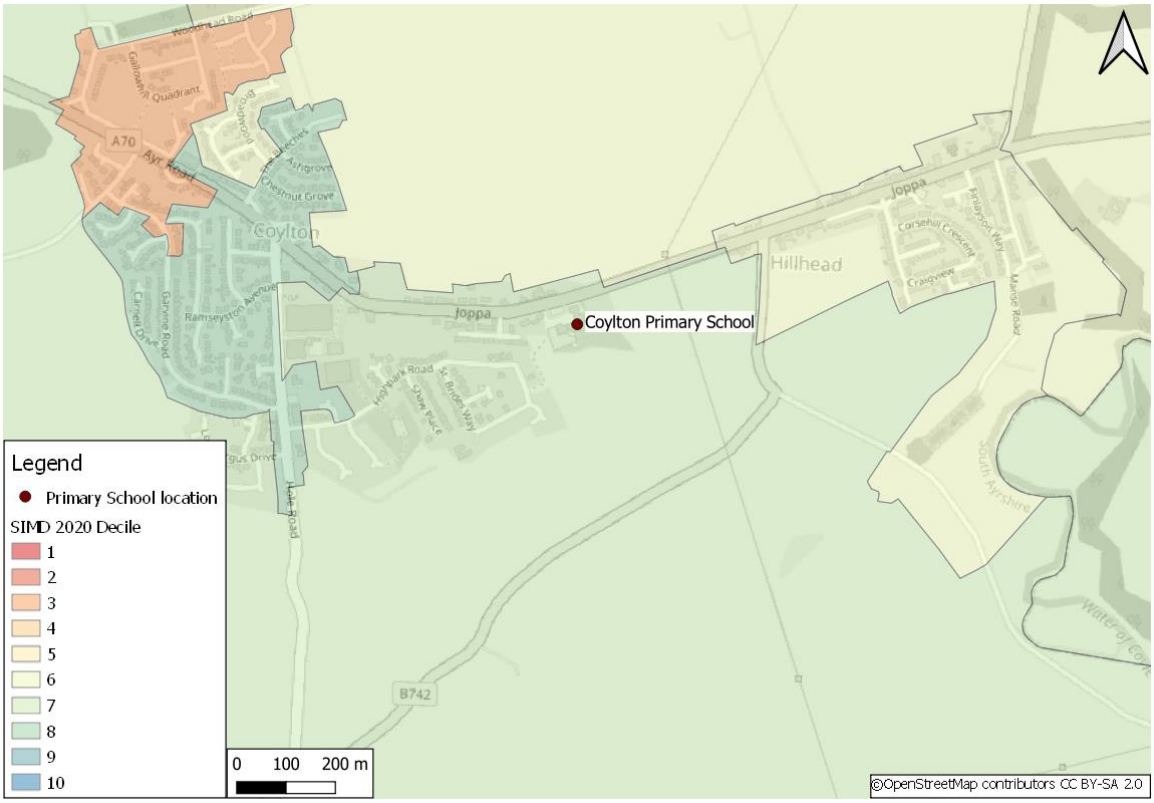

Figure A- 28: Coylton Primary School SIMD

The area around the school has average levels of deprivation with a small area of higher deprivation in the north west of the town while the other datazones, including immediately adjacent to the school, fall between deciles 5 and 8 (SIMD Website).

Car or Van Availability

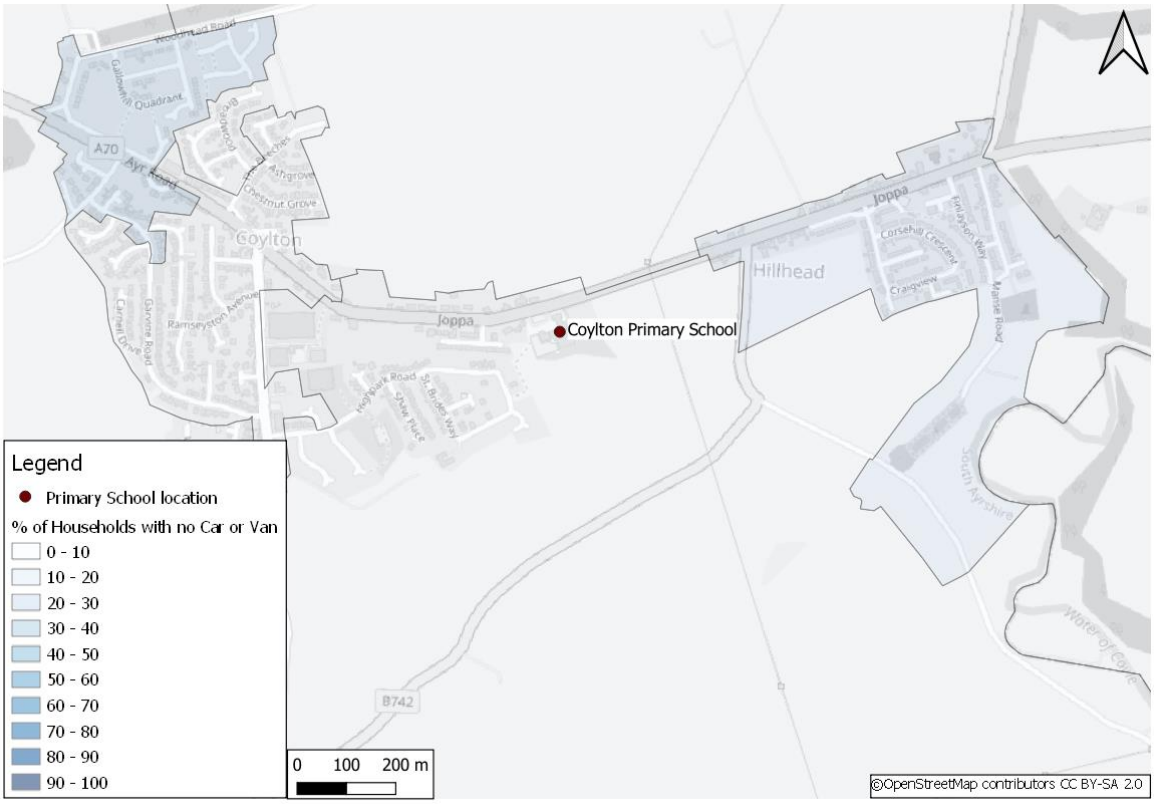

Figure A- 29: Coylton Primary School Car or Van Availability

Car or van availability in the area is high, with all datazones, except for one in the north west, recording 0 to 20% of households with no vehicle available. This likely attributed to the rural location of Coylton while there is also a link with the SIMD rankings (Scotland Census 2011).

Air Quality

There are no air quality monitoring sites within 400m of the school.

Doonfoot Primary School, Ayr

Context

School Role: 229 pupils

Figure A- 30: Doonfoot Primary School Location

The school is located in a residential area to the south of Ayr, near the A719. There are wide pavements on the roads leading into the school. There is a small staff car park, which pupils have to cross via a zebra crossing to access the school building from the playing fields.

Table A- 9 below shows the travel to school mode share and indicates a fairly even split between the proportion of pupils walking, driven and Park & Stride. The number of pupils walking remained stable between 28.7% and 29.9% while Park & Stride seen a rise from 23.4% to 31.7% and pupils driven fell slightly to 26.3%. The number of pupils cycling increased slightly from 5.3% to 6.9% while those scooting/skating fell from 12.8% to 4.8% (Sustrans Hands Up Website).

Table A- 9: Doonfoot Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	28.7%	5.3%	12.8%	23.4%	29.4%	0.0%	*	*	**265**
2018	30.2%	7.1%	7.1%	33.1%	21.0%	*	*	0.0%	**281**
2019	29.9%	6.9%	4.8%	31.7%	26.3%	0.0%	*	*	**331**
2020	-	-	-	-	-	-	-	-	**-**
2021	-	-	-	-	-	-	-	-	**-**

Where a percentage represents a value of between one and four pupils, it has been suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

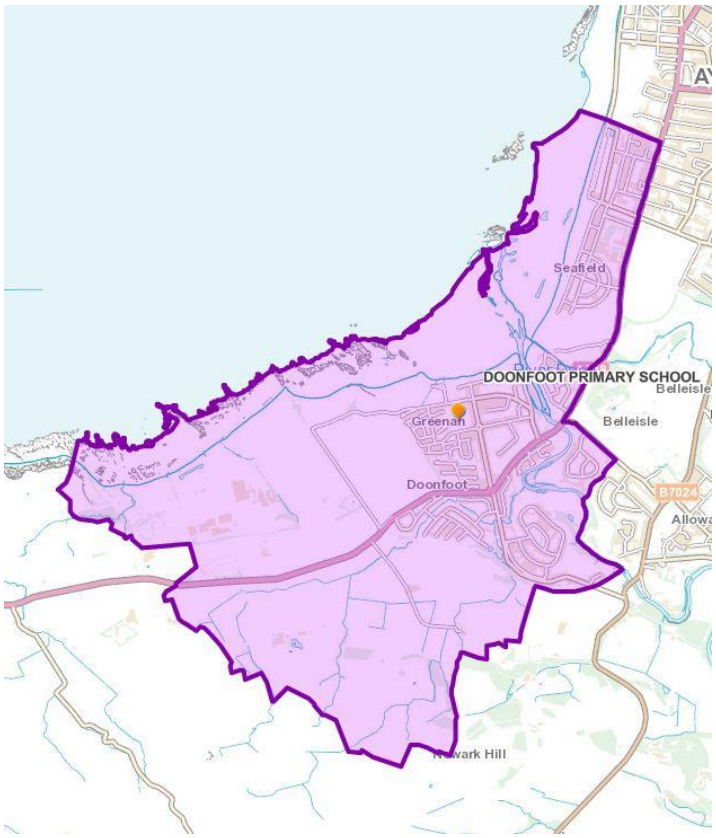

Figure A- 31: Doonfoot Primary School Catchment Area

The catchment area covers the Doonfoot Area in the south east of Ayr and neighbouring Seafield. The catchment covers the rural environment to the west of Doonfoot (South Ayrshire Council – School Catchments).

Accident Data

There was a total of 2 accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety Data).

SIMD

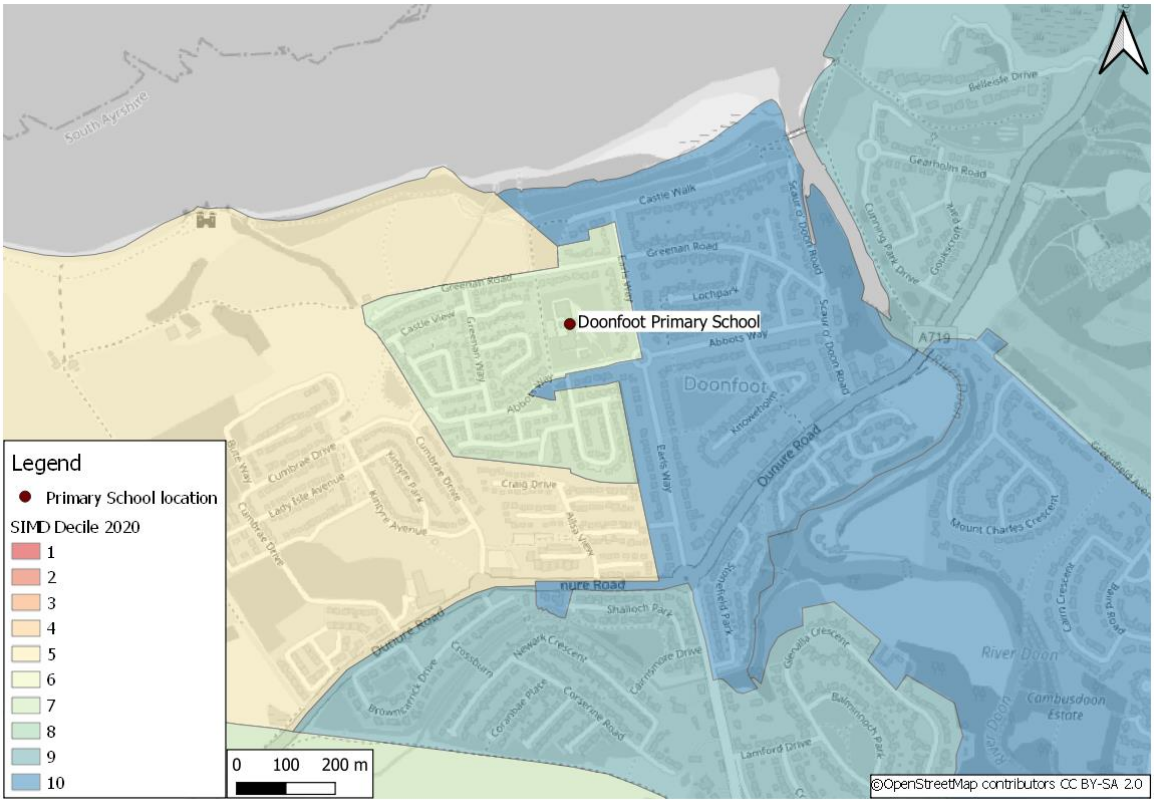

Figure A- 32: Doonfoot Primary School SIMD

Deprivation levels around the school are low with all datazones adjacent to, south and east of the school between deciles 6 and 10 while the datazone further west deprivation is within decile 5 (SIMD Website).

Car or Van Availability

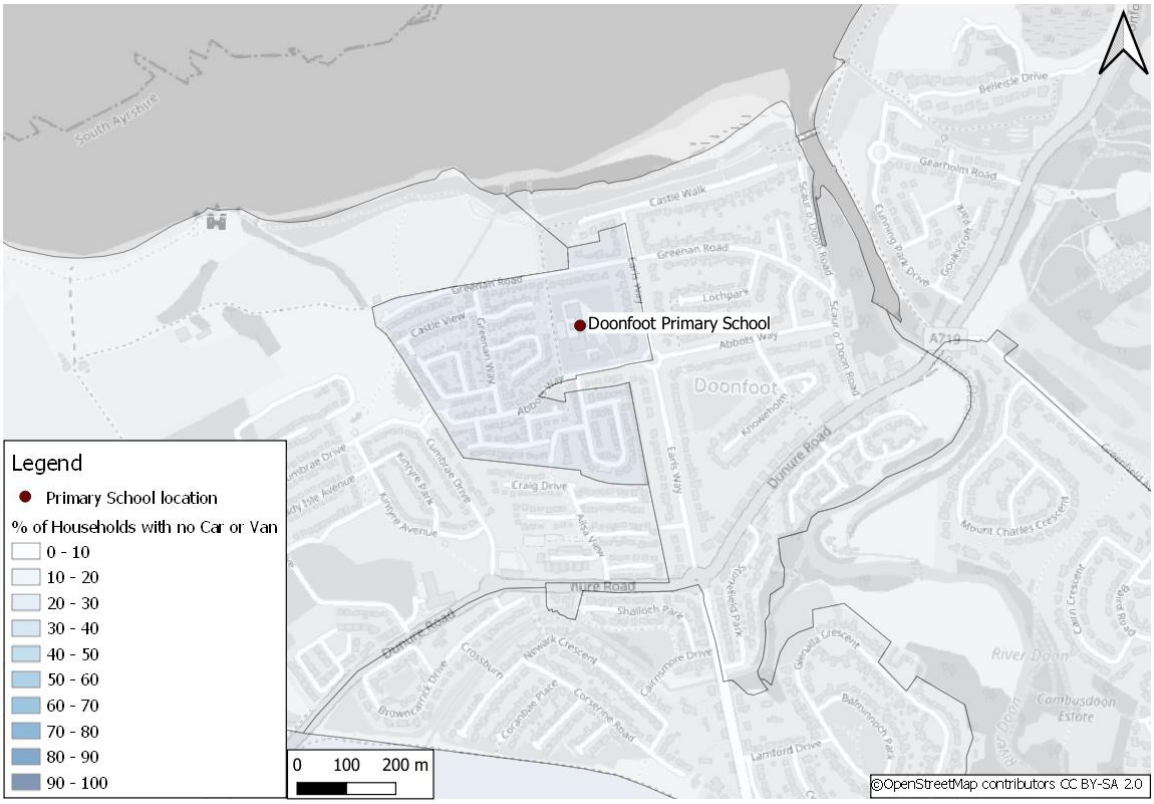

Figure A- 33: Doonfoot Primary School Car or Van Availability

Car or van availability is high in the area with 0 to 20% of households in the area having no access to a car or van (Scotland Census 2011).

Air Quality

There are no air quality monitoring sites within 400m of the school.

Forehill Primary School, Ayr

Context

School Role: 454 pupils

Figure A- 34: Forehill Primary School Location

The school is located in a residential environment adjacent to Cessnock Place and Holmston Drive while being immediately adjacent to the Forehill Early Years Centre. The school can be accessed by bus from stops on Holmston Drive and Caledonia Road. Staff and visitor parking is present on site and there are traffic calming measures in place on the surrounding residential streets.

Table A- 10 below shows the travel to school mode share and indicates walking has been the most popular mode with a slight increase from 41.3% to 45.4%. Pupils being driven to school also grew slightly after falling to 17.1% in 2019 while Park & Stride decreased steadily from 27.5% to 15.2% over the time period. The proportion of pupils cycling fell from 5.2% to 4.7% while scooting/skating also fell (Sustrans Hands Up Survey).

Table A- 10: Forehill Primary School Mode Share

Year	Walk	Cycle	Scooter / Skate	Park & Stride	Driven	Bus	Taxi	Other	**Total**
2017	41.3%	5.2%	4.2%	27.5%	21.8%	0.0%	0.0%	0.0%	**404**
2018	35.2%	2.6%	4.8%	26.6%	29.9%	*	*	0.0%	**421**
2019	49.0%	1.5%	3.7%	26.1%	17.1%	*	2.2%	*	**410**
2020	48.7%	*	2.1%	19.6%	29.1%	0.0%	0.0%	*	**433**
2021	45.4%	4.7%	2.1%	15.2%	31.9%	0.0%	*	*	**427**

Where a percentage represents a value of between one and four pupils, it has been

suppressed to maintain anonymity of respondents. In this case, values have been replaced with an asterisk (*).

Catchment Area

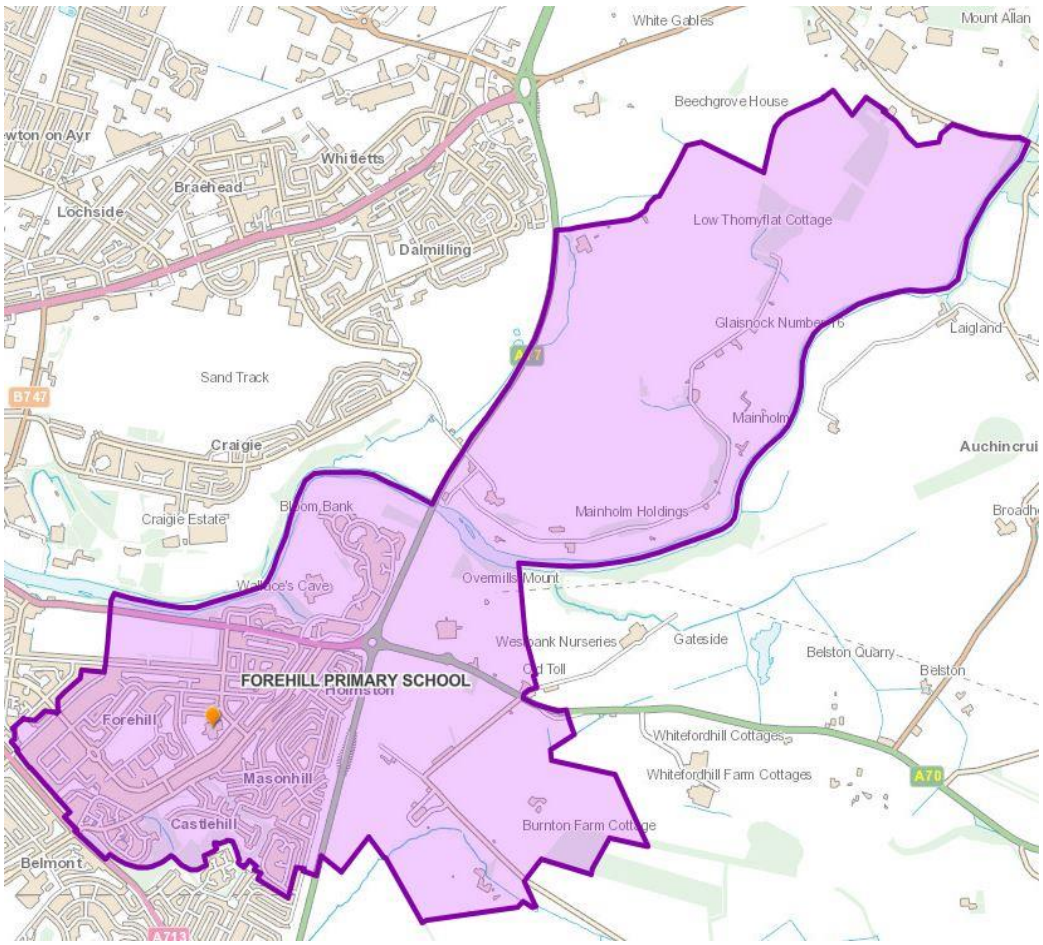

Figure A- 35: Forehill Primary School Catchment Area

The catchment area covers the Forehill, Masonhill and Castlehill areas in West Ayr as well as extending north east beyond the A77 to cover a predominately rural area (South Ayrshire Council – School Catchments).

Accident Data

There was a total of 2 accidents within 400m of the school between 2017 and 2021 (Department for Transport – Road Safety Data).

SIMD

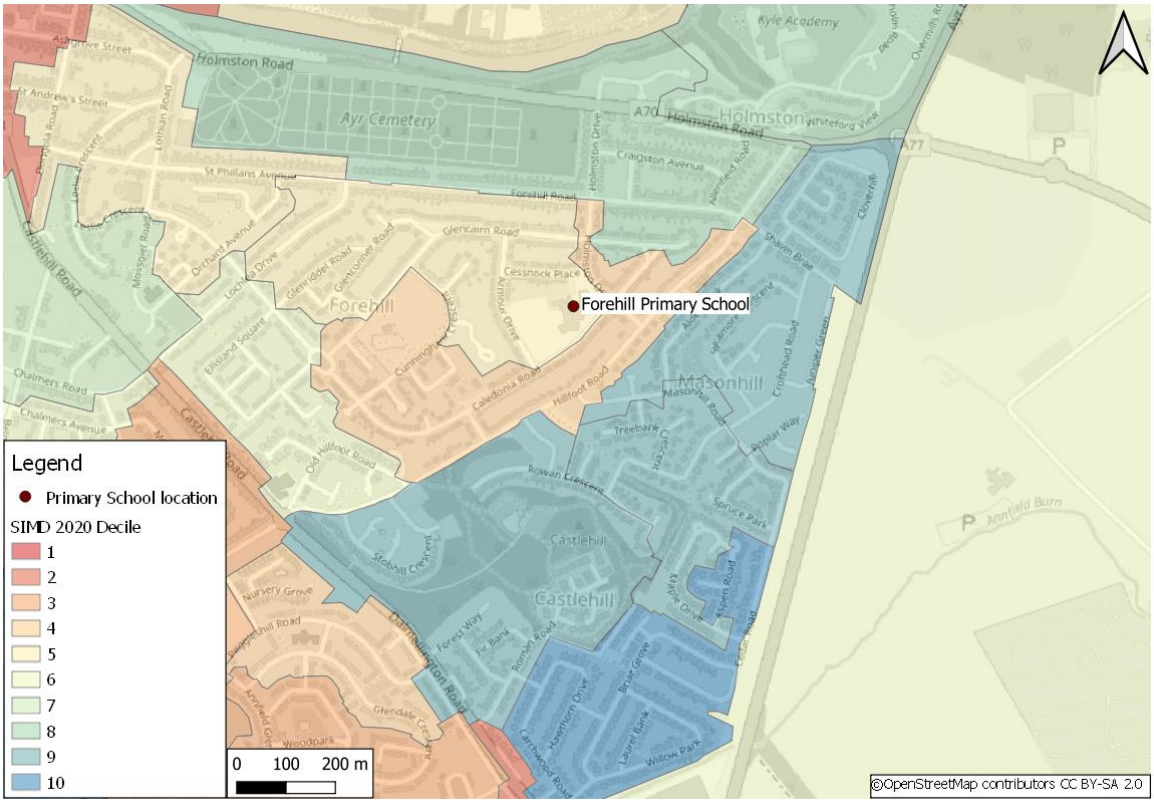

Figure A- 36: Forehill Primary School SIMD

The school is located in an area of varying deprivation levels with datazones in the south east between deciles 8 and 10 while the immediate area around the school recorded higher deprivation with a decile between 4 and 5. The north west of the area recorded the highest deprivation (SIMD Website).

Car or Van Availability

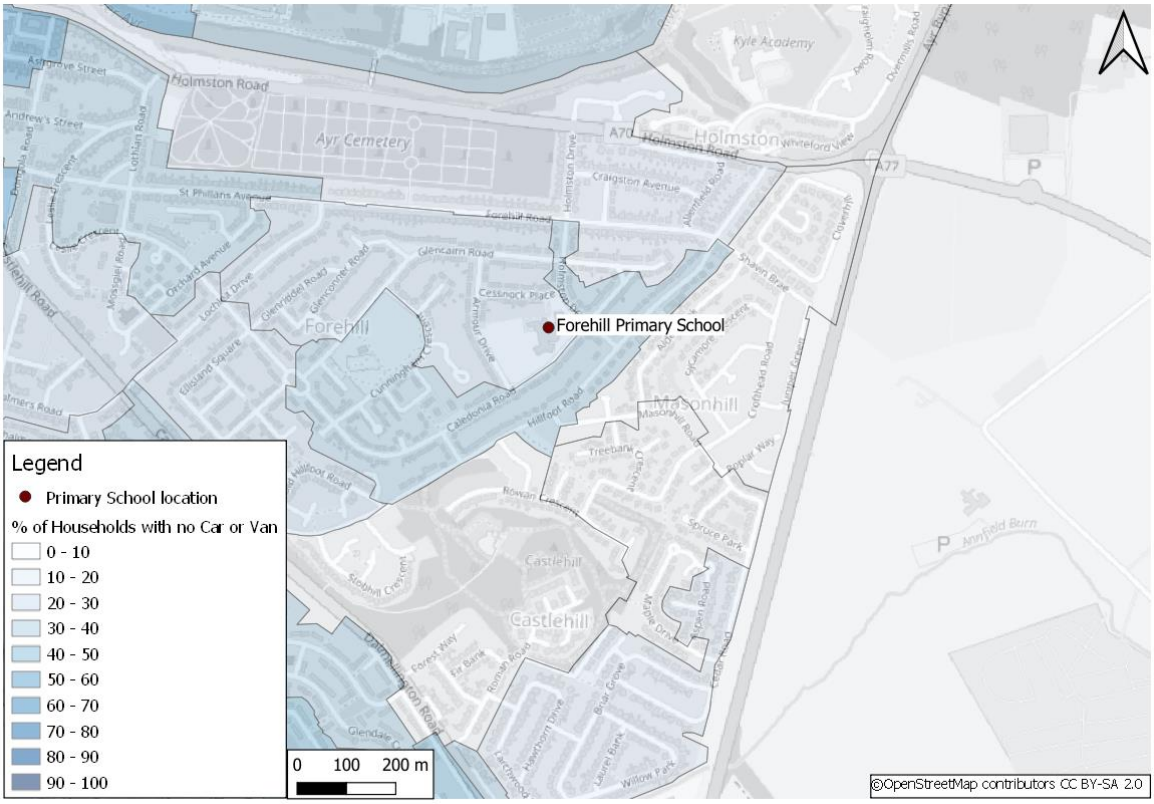

Figure A- 37: Forehill Primary School Car or Van Availability

Car or van availability in the area is mixed with most of the west and parts of the north and south recording levels of 60 to 100% of households with no access to a vehicle while to the east and beyond the A77 car or van availability is higher with many zones recording between 0 and 10% of households with no vehicle. This corresponds with the SIMD data, with more deprived areas less likely to have access to a car or van (Scotland Census 2011).

Air Quality

There are no air quality monitoring sites within 400m of the school.

Appendix B : Map Task Summary

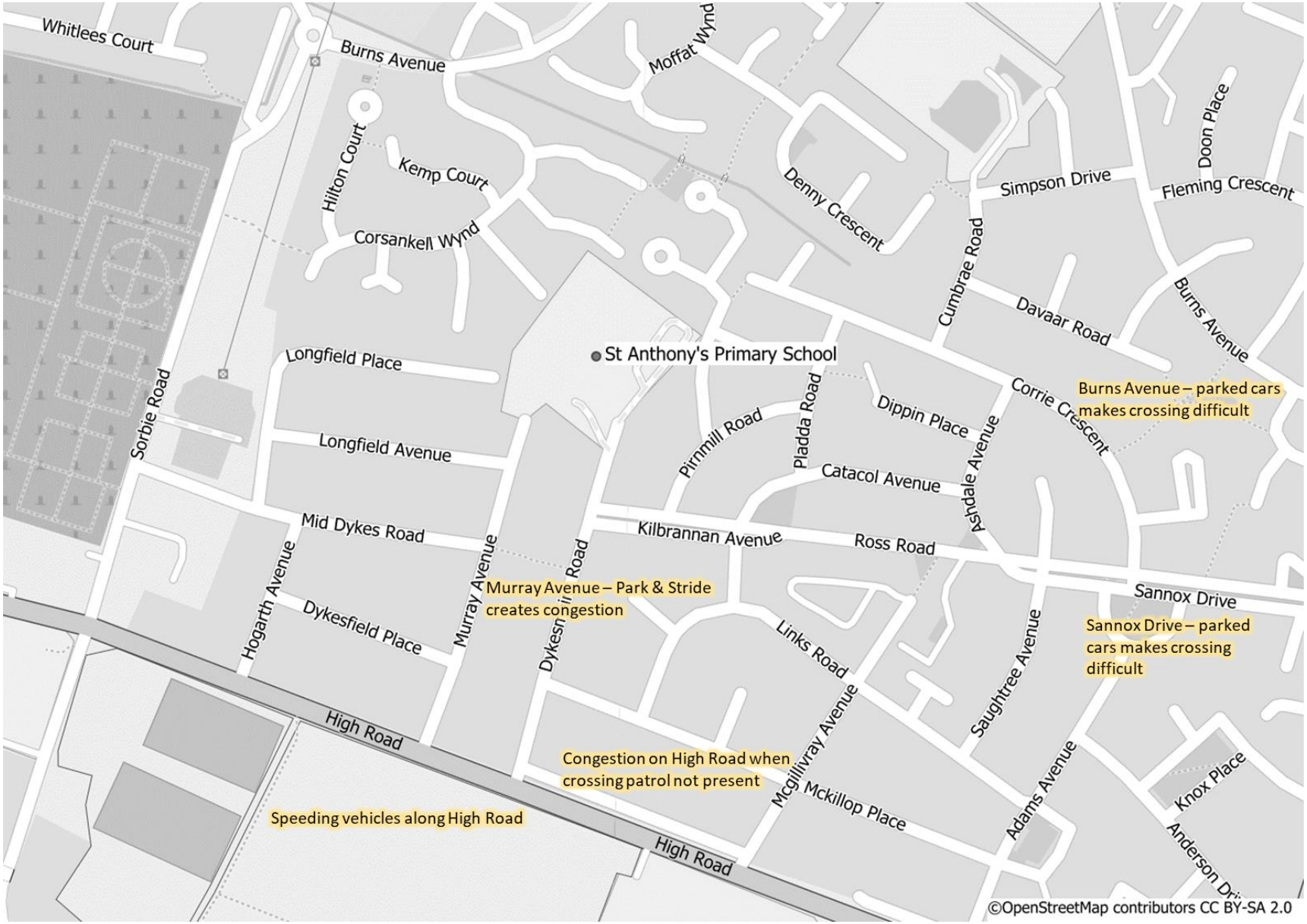

Figure B- 1: St. Anthony's Primary School Focus Group Map

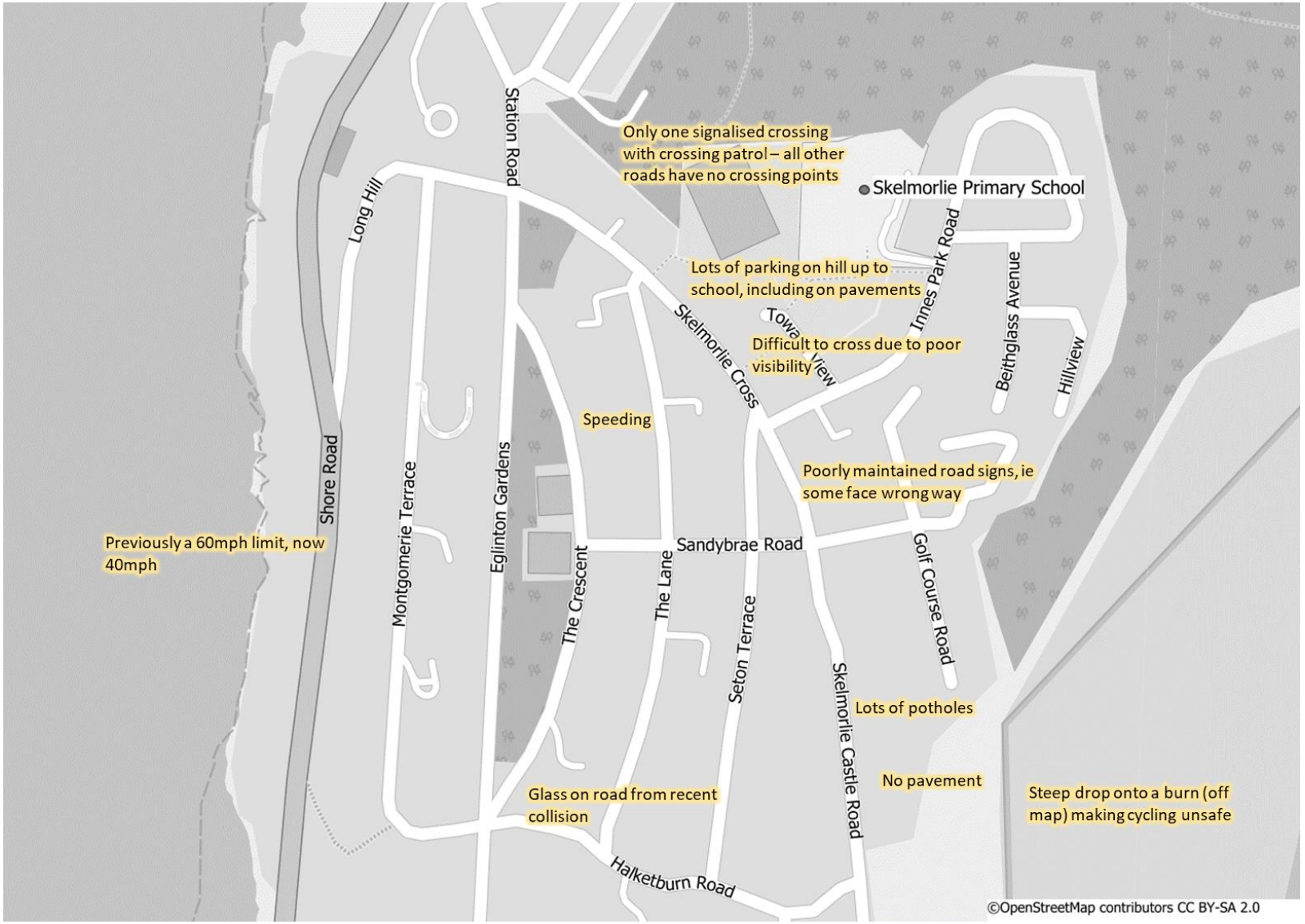

Figure B- 2: Skelmorlie Primary School Focus Group Map

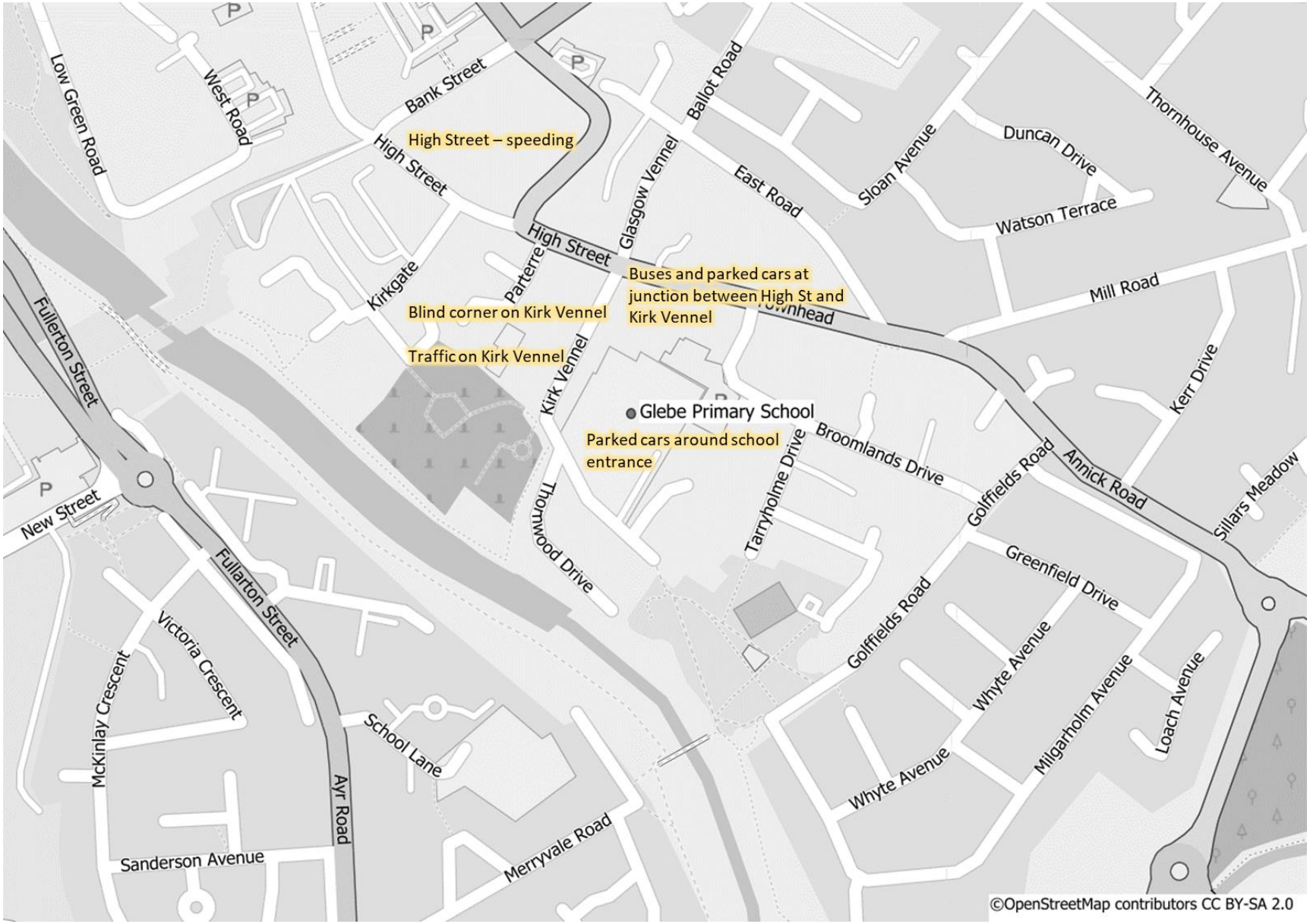

Figure B- 3: Glebe Primary School Focus Group Map

Figure B- 4: Whatriggs Primary School Focus Group Map

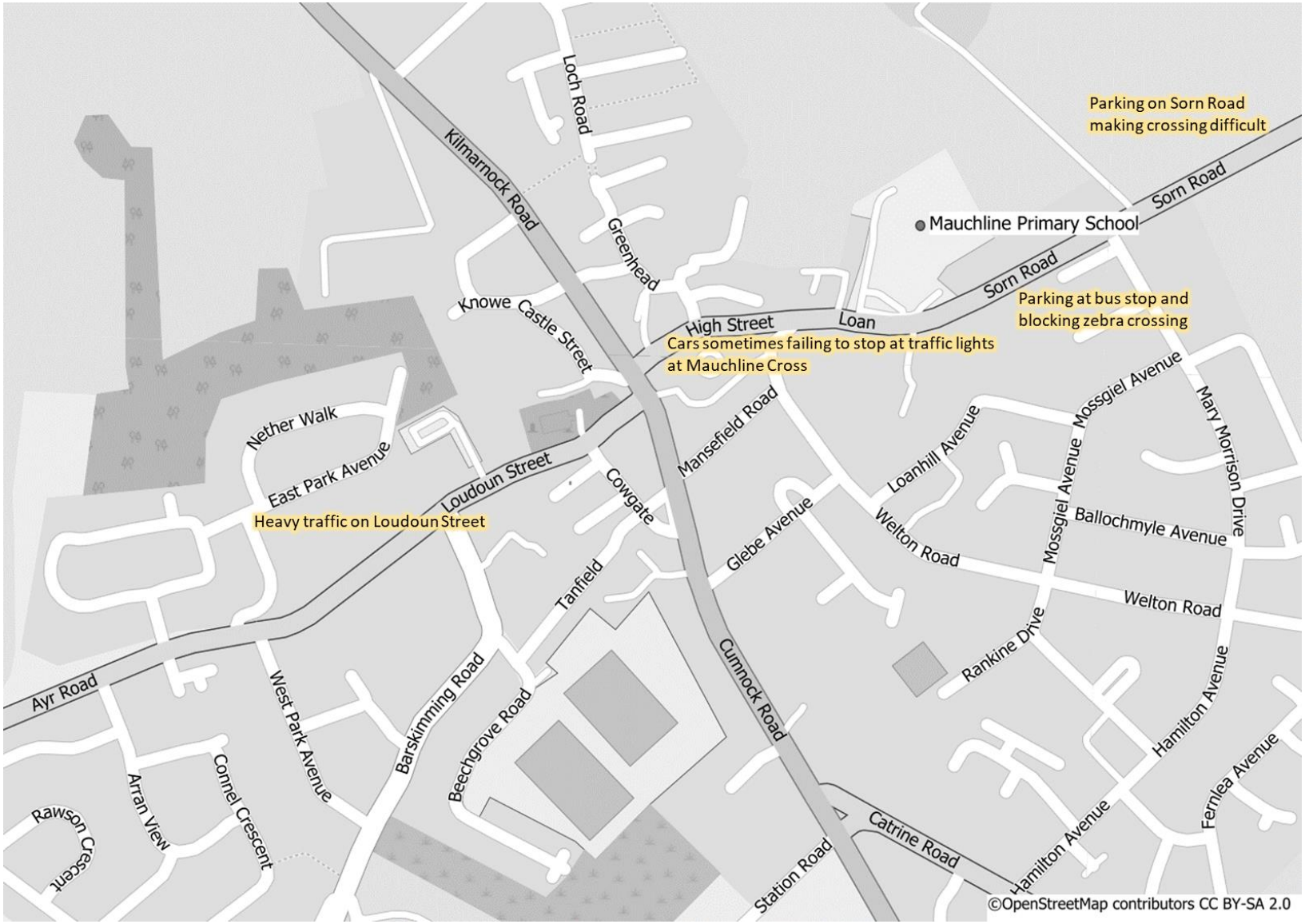

Figure B- 5: Mauchline Primary School Focus Group Map

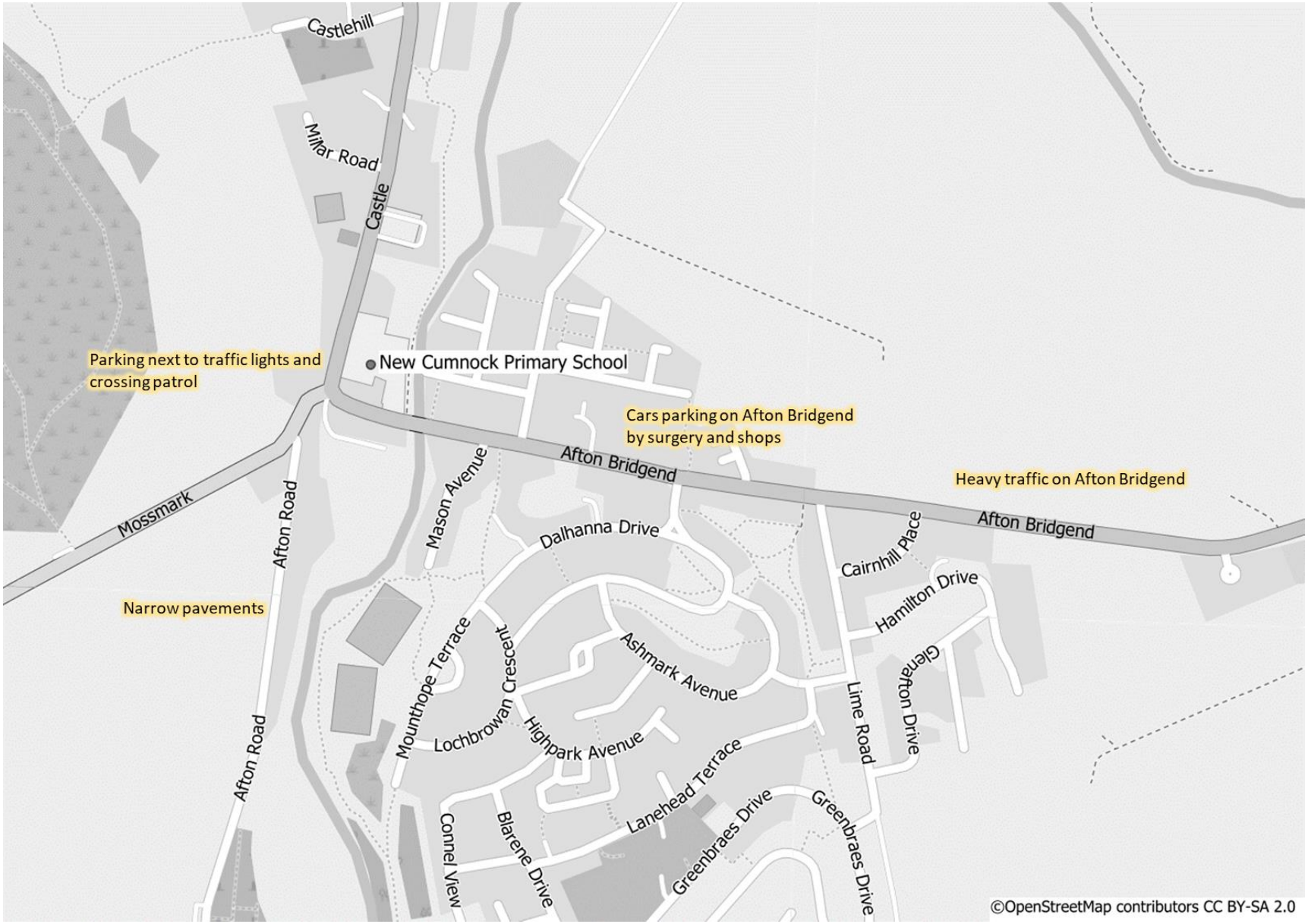

Figure B- 6: New Cumnock Primary School Focus Group Map

Figure B- 7: Coylton Primary School Focus Group Map

Figure B- 8: Doonfoot Primary School Focus Group Map

Figure B- 9: Forehill Primary School Focus Group Map

Appendix C : Pupil Focus Group Views on Road Safety and Active Travel

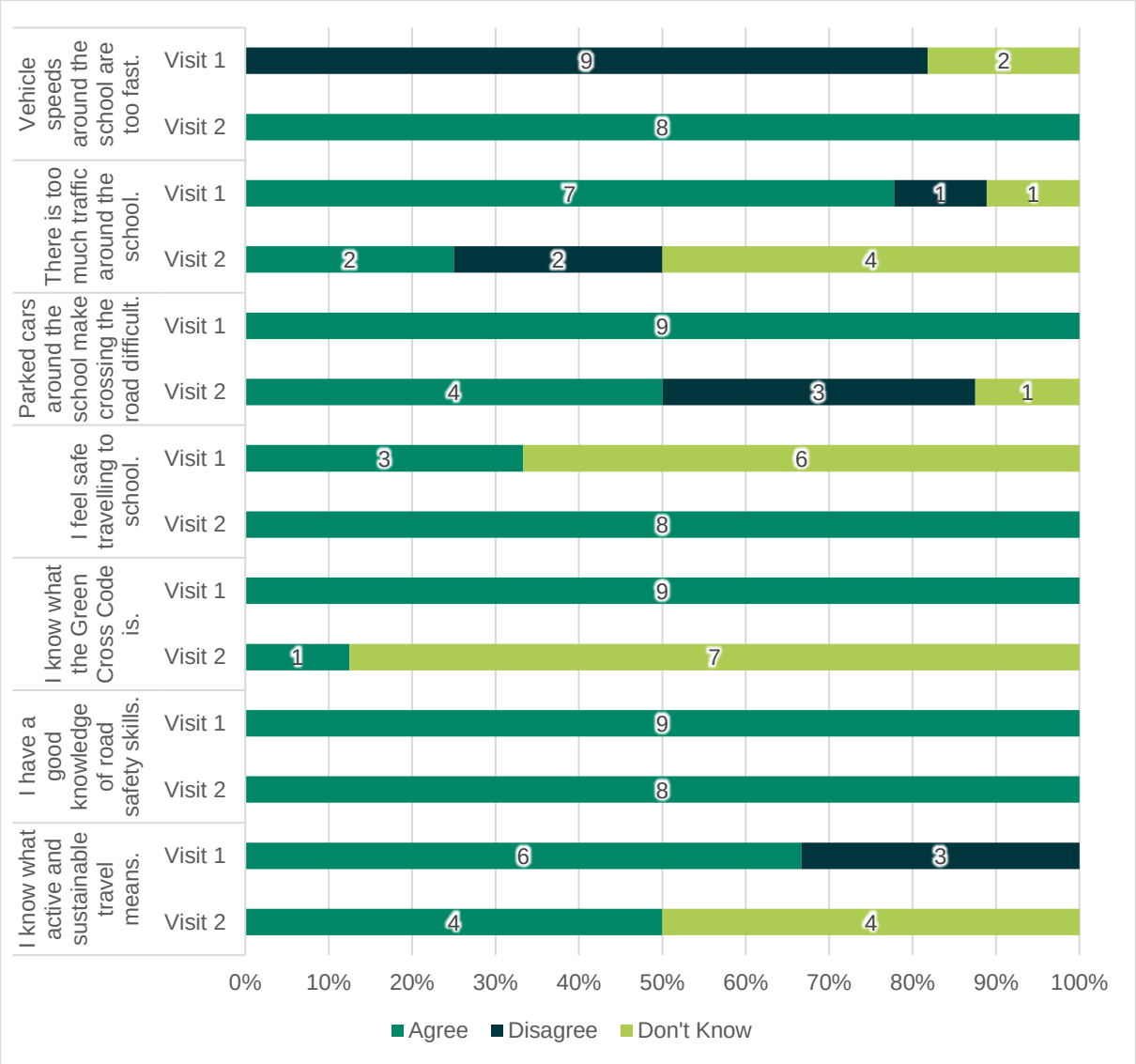

Figure C- 1: St. Anthony's Views on Road Safety and Active Travel

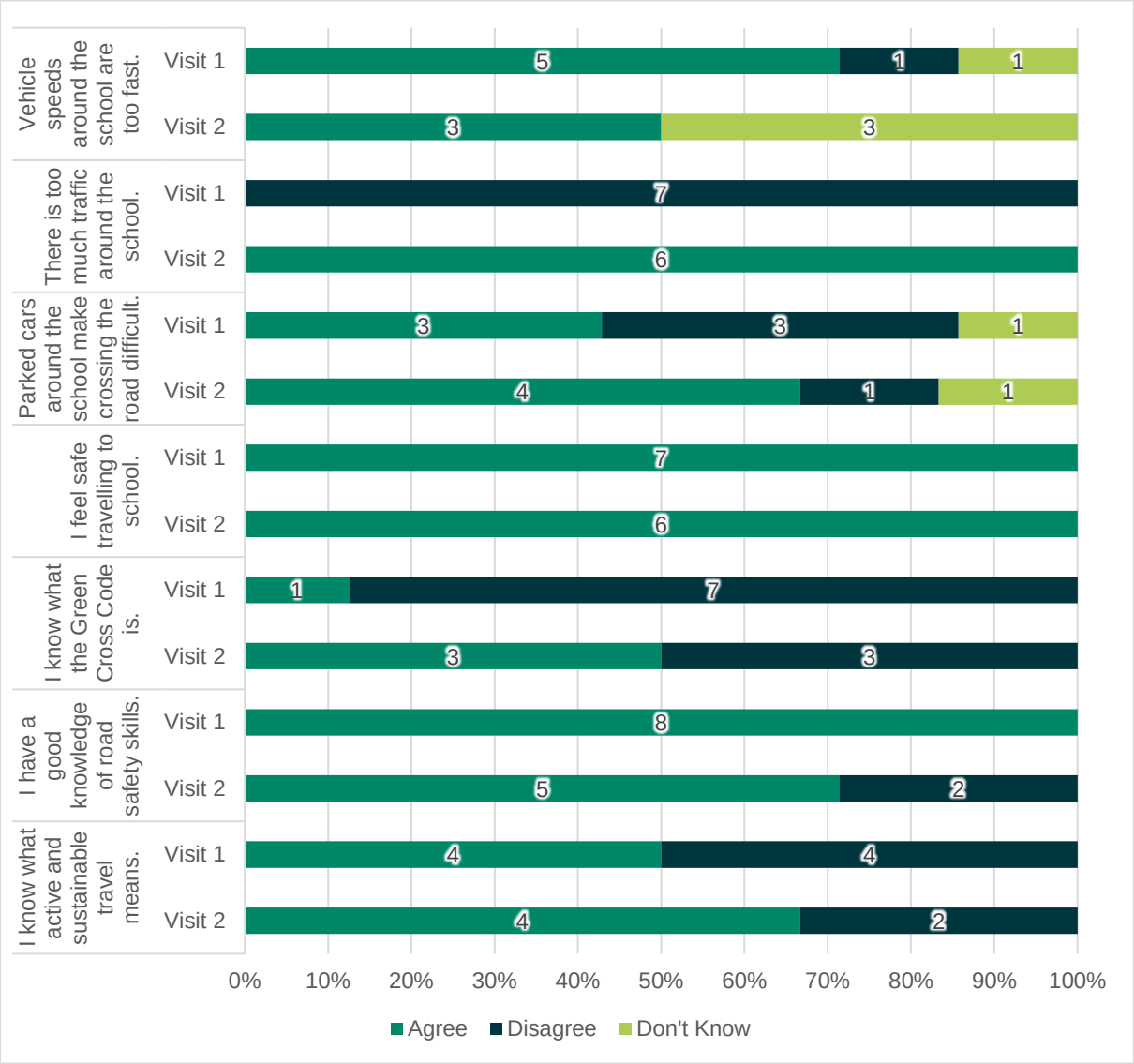

Figure C- 2: Skelmorlie Views on Road Safety and Active Travel

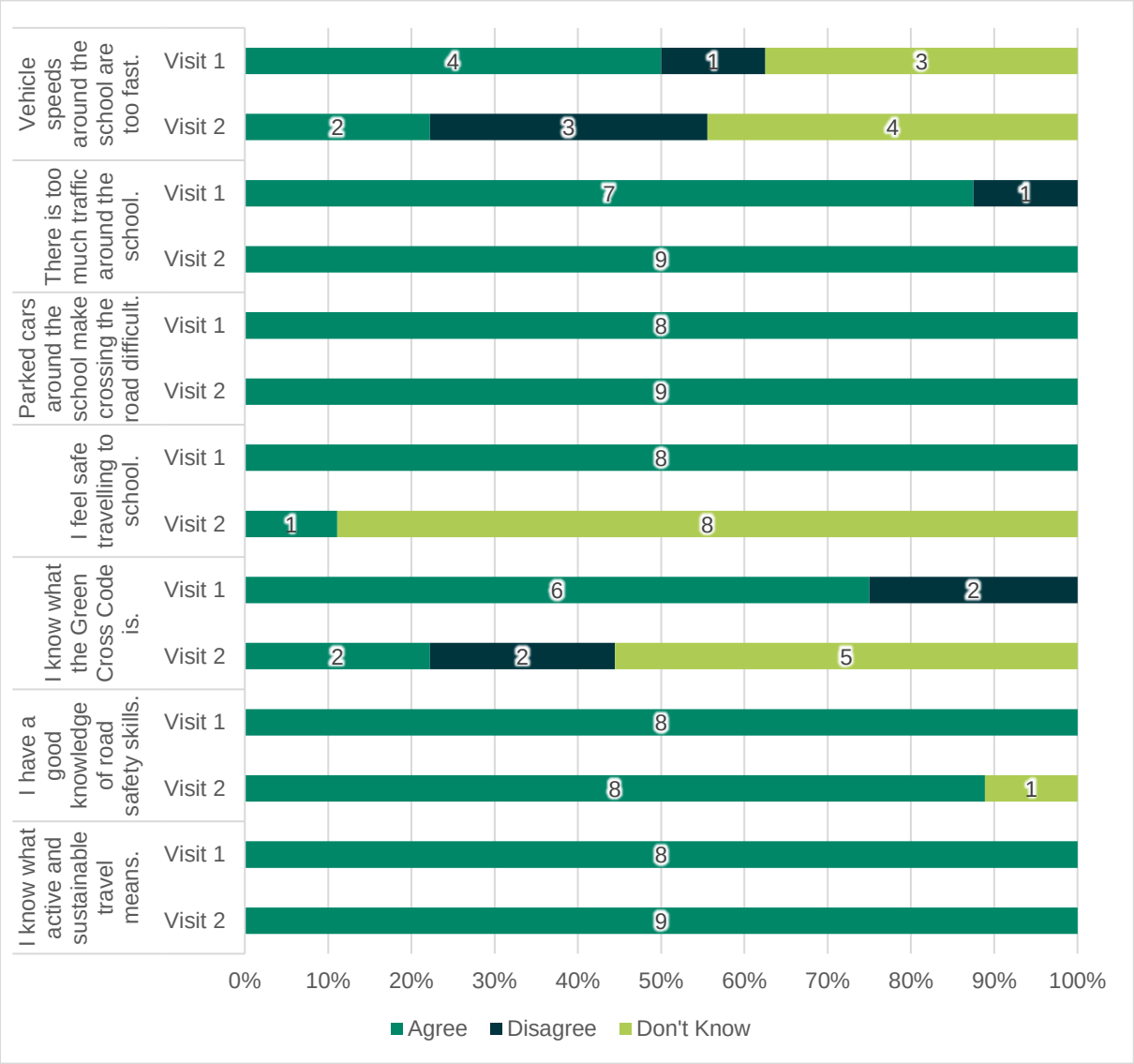

Figure C- 3: Glebe Views on Road Safety and Active Travel

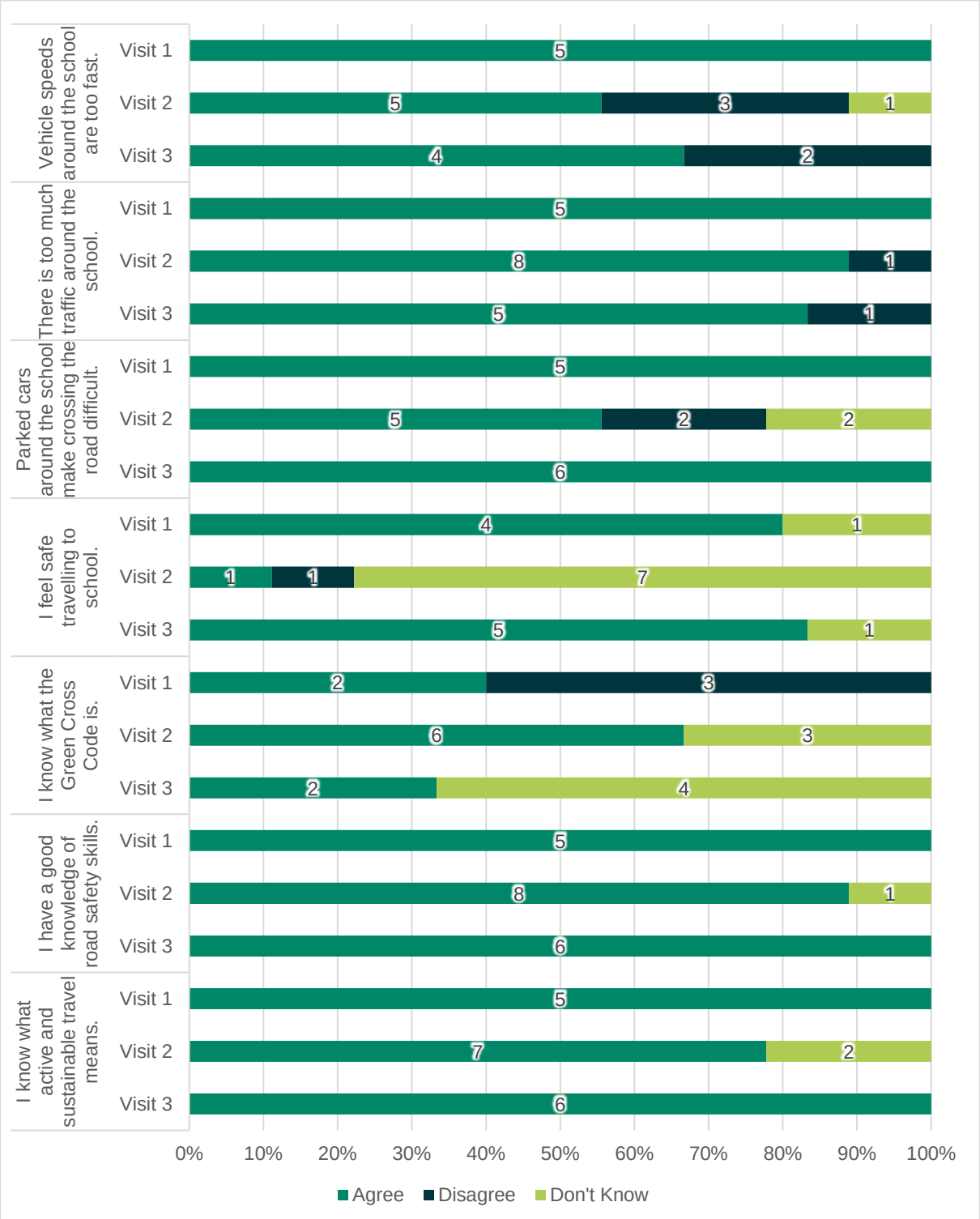

Figure C- 4: Whatriggs Views on Road Safety and Active Travel

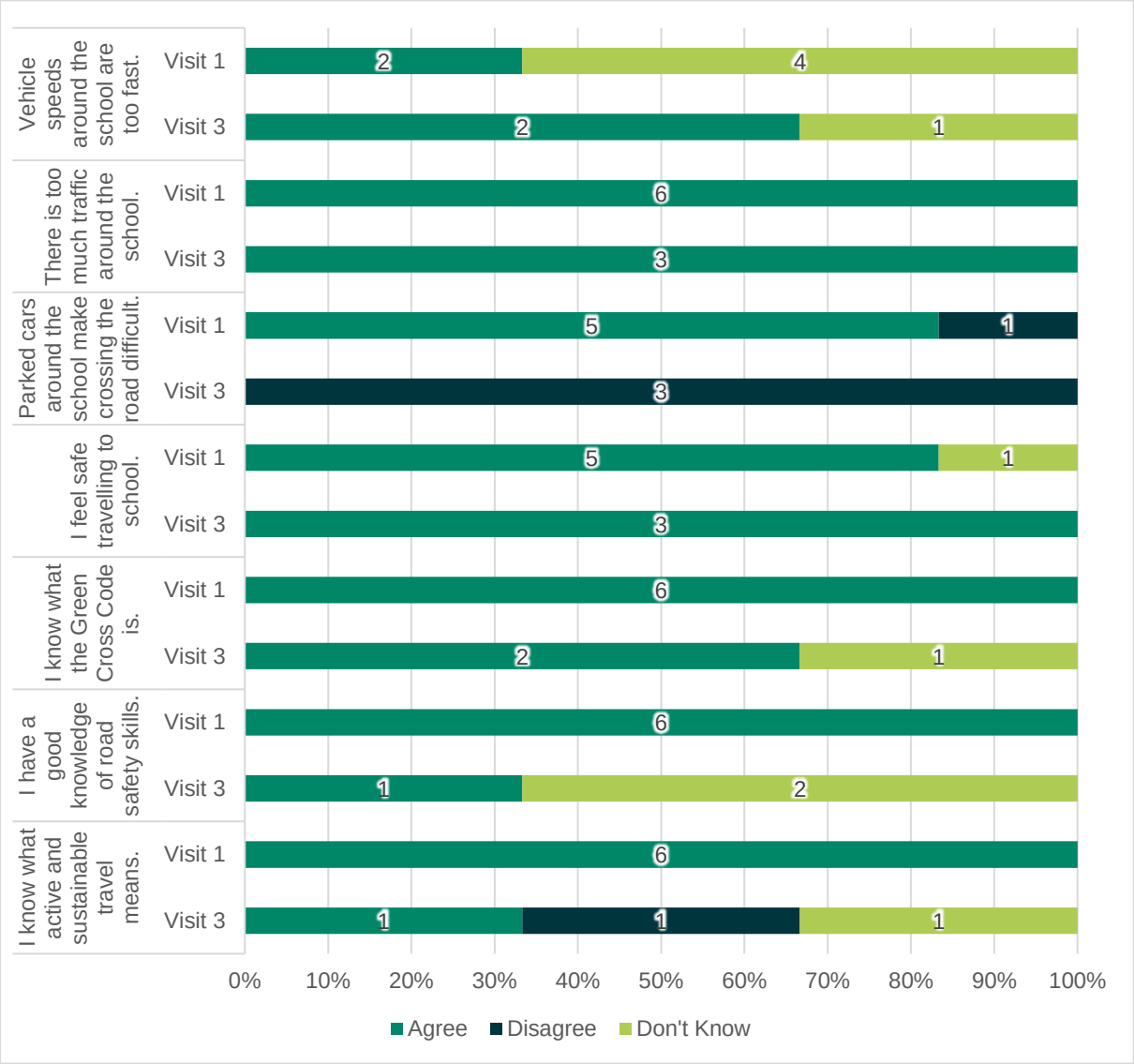

Figure C- 5: Mauchline Views on Road Safety and Active Travel

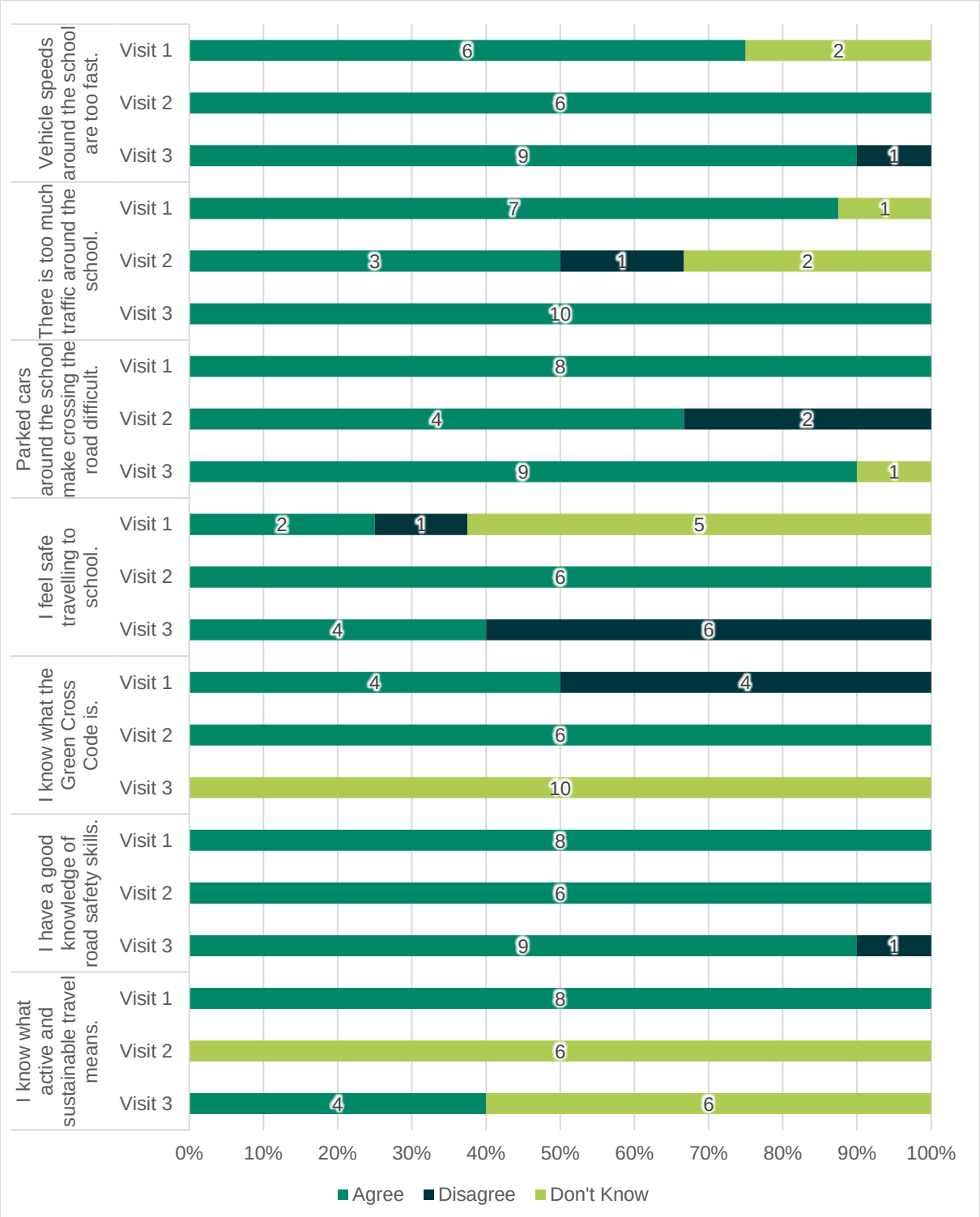

Figure C- 6: New Cumnock Views on Road Safety and Active Travel

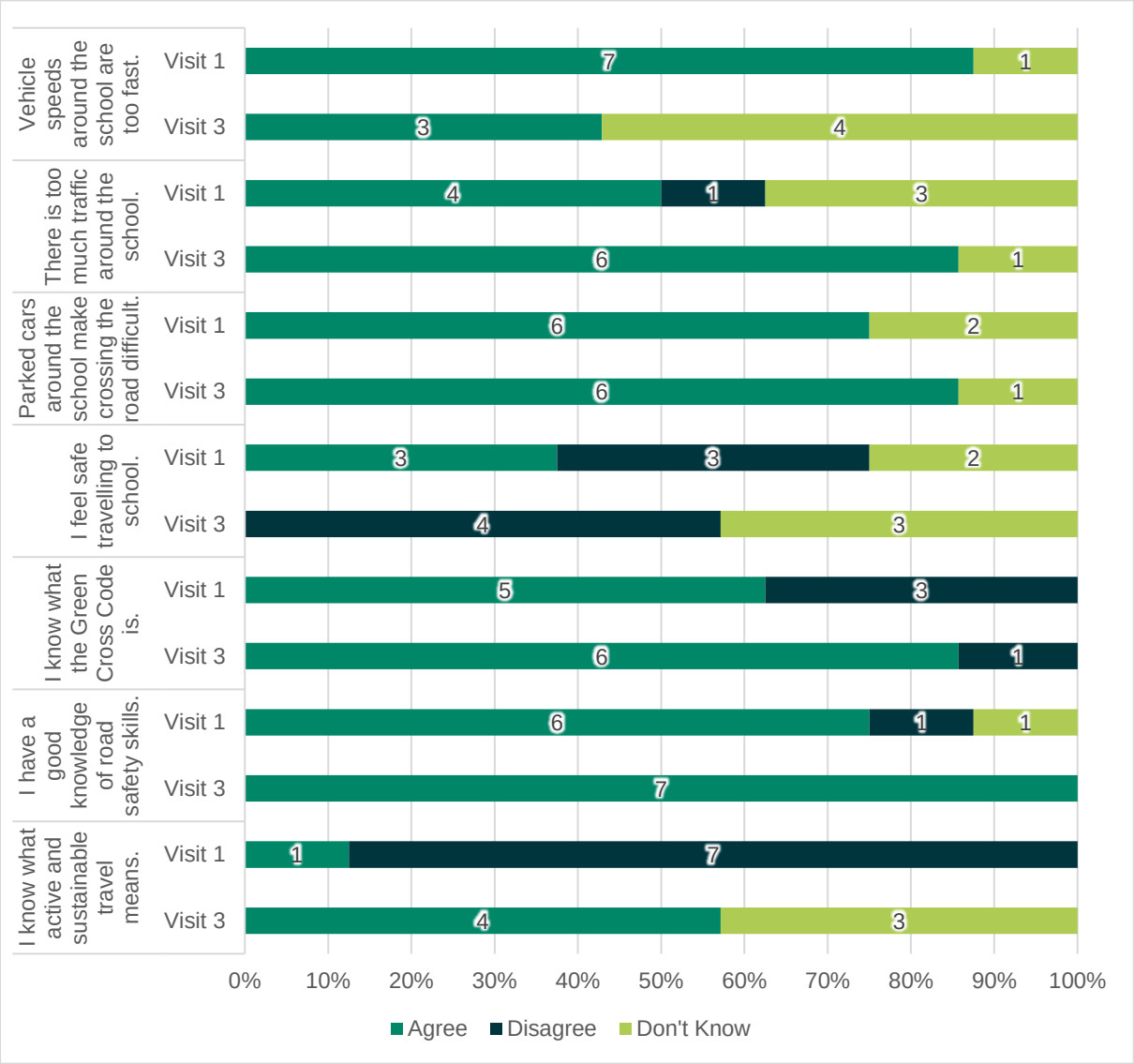

Figure C- 7: Coylton Views on Road Safety and Active Travel

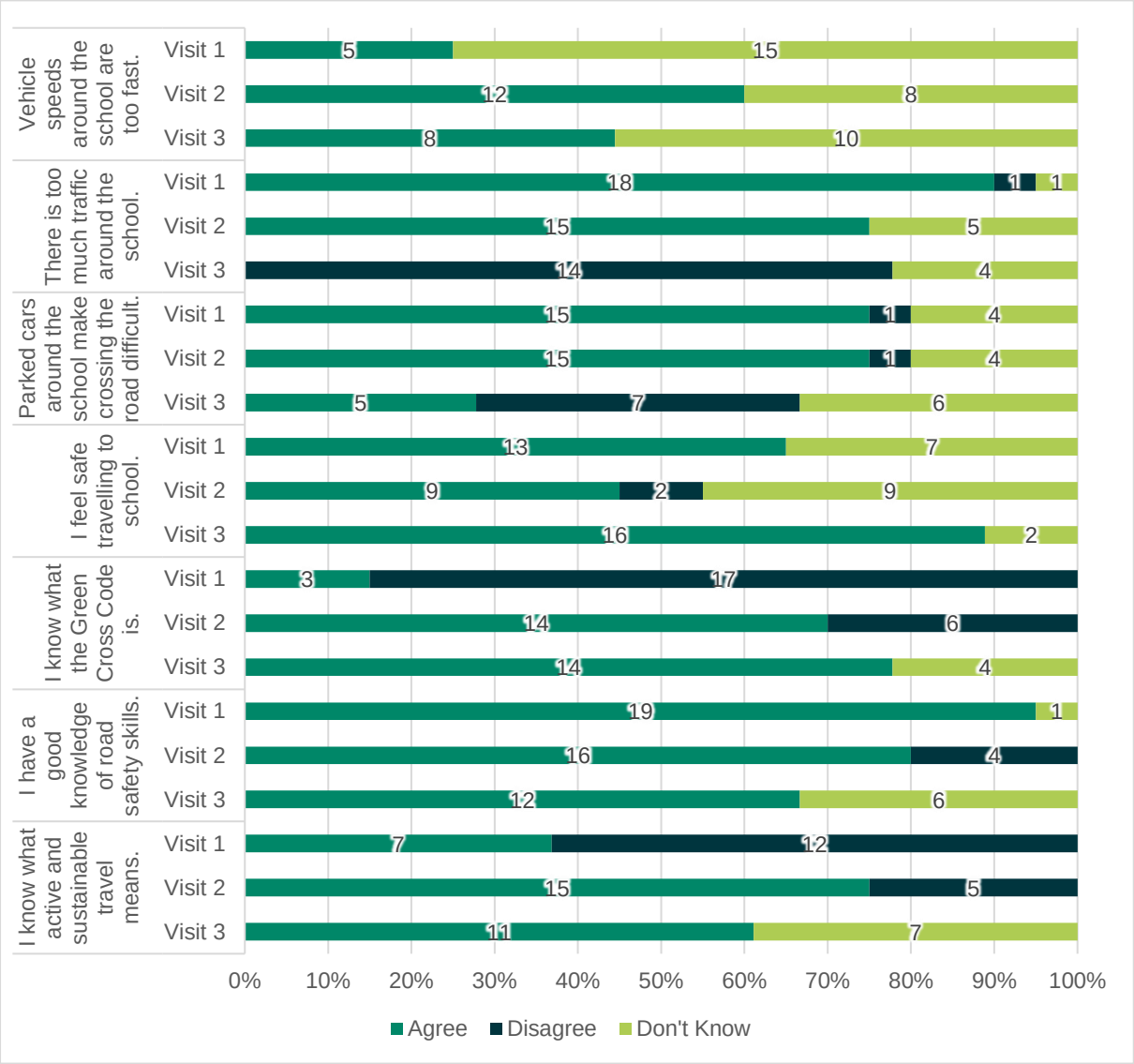

Figure C- 8: Doonfoot Views on Road Safety and Active Travel

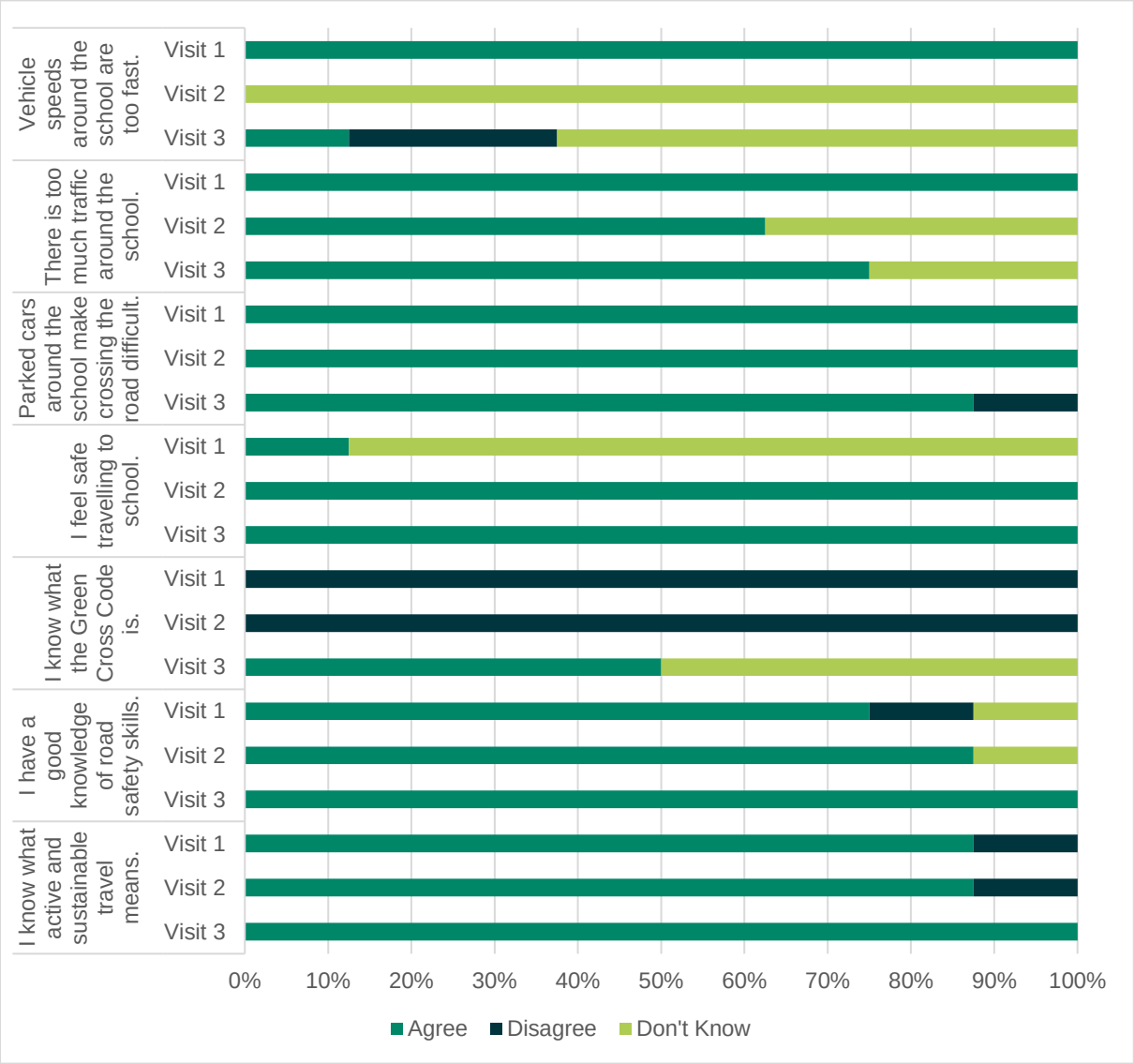

Figure C- 9: Forehill Views on Road Safety and Active Travel

Appendix D : Parent/Carer Survey Promotional Poster

Parents/Carers – have your say!

Our school has been taking part in the Trailblazers trial – a joint Ayrshire project looking to improve road safety and increase active and sustainable travel to school.

We are keen to understand your views on the trial and any changes in travel behaviours and attitudes.

Please take a few minutes to fill in the short survey at the following link:

Appendix E : Parent/Carer Survey Results

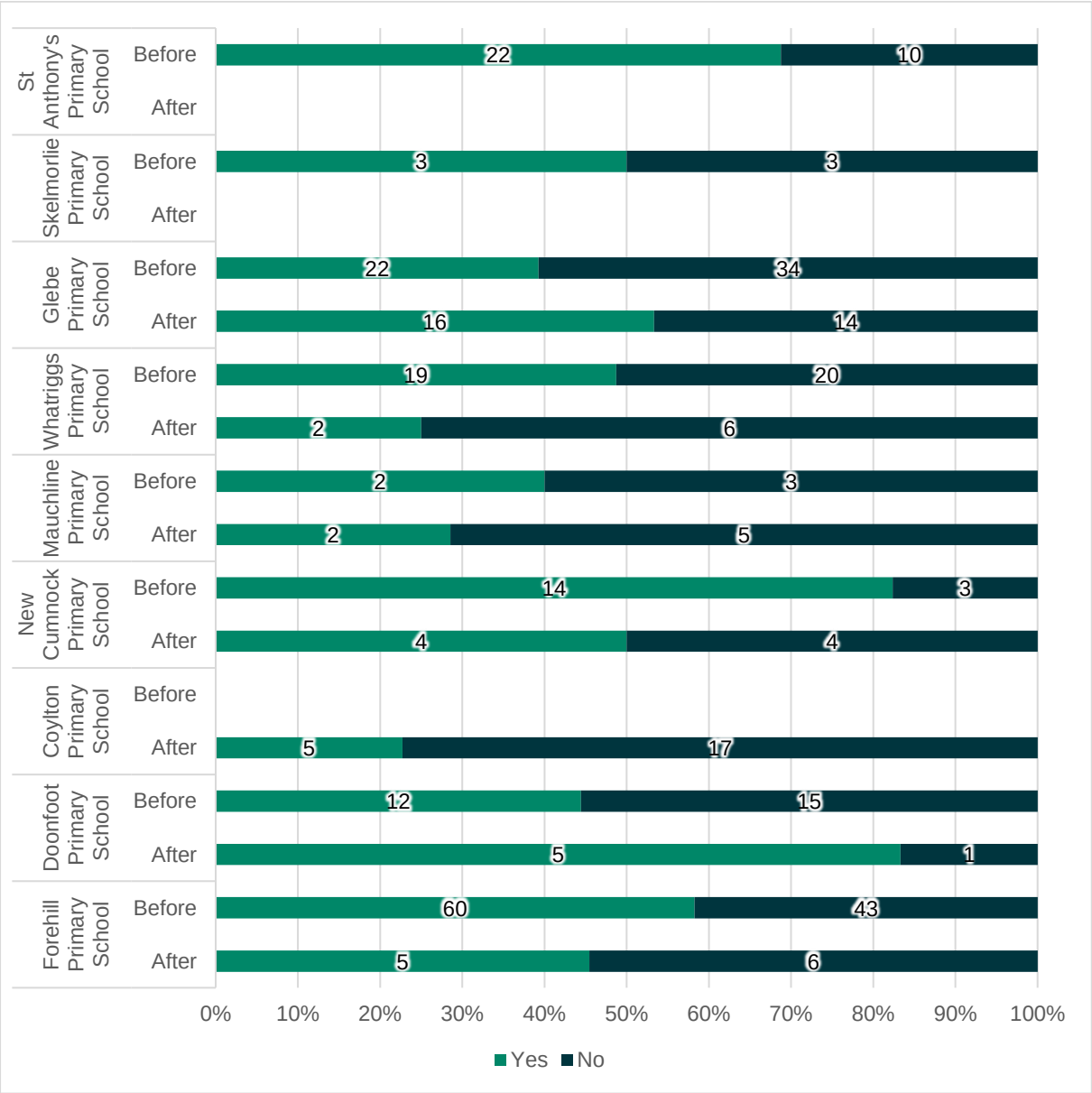

Figure E- 1: Parent/Carer Survey Could Your Child Walk, Cycle, Scoot, or Skate to School?

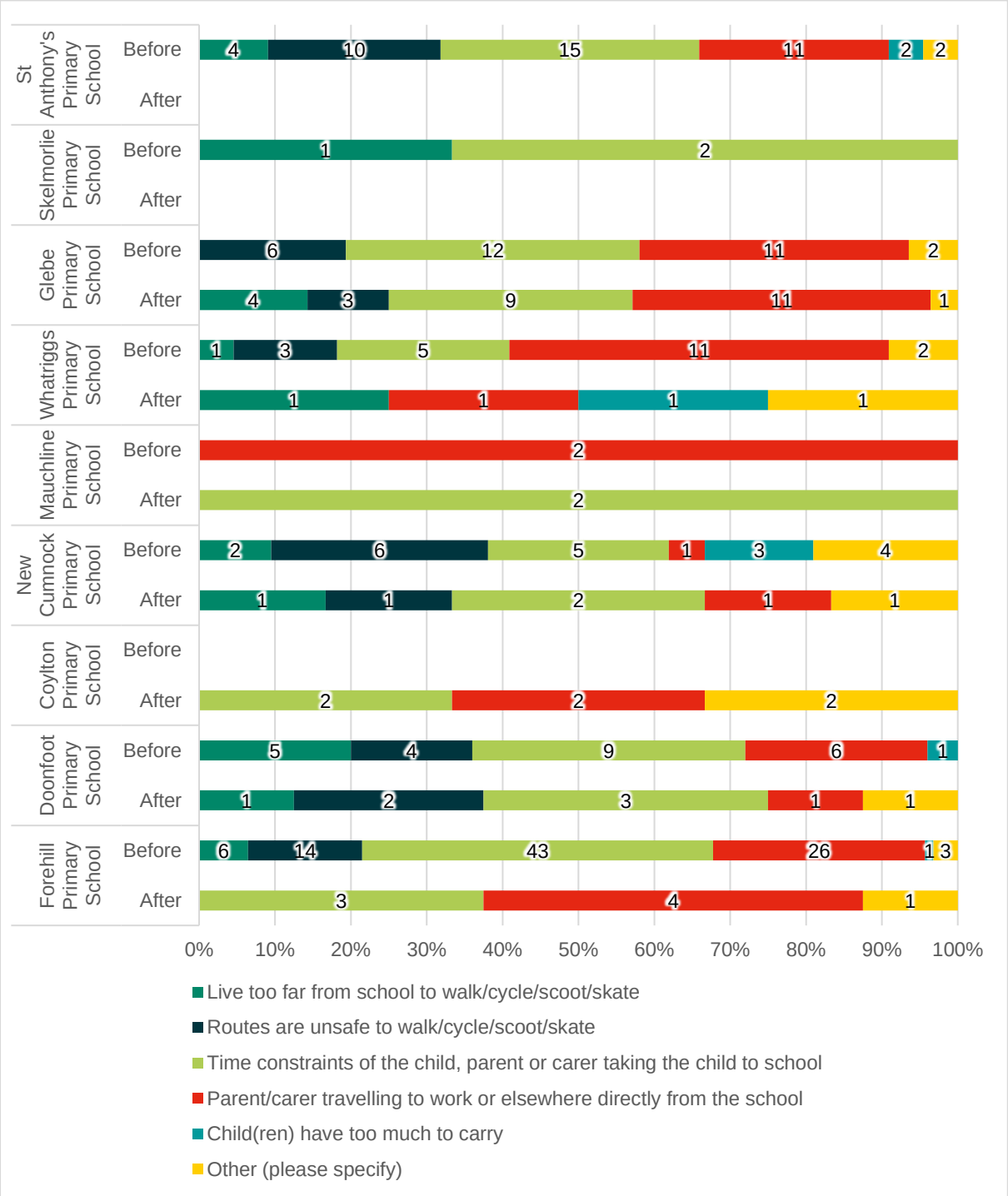

Figure E- 2: Parent/Carer Survey For Those Who Can Travel Actively but Don't, Why Doesn't Your Child Travel Actively?

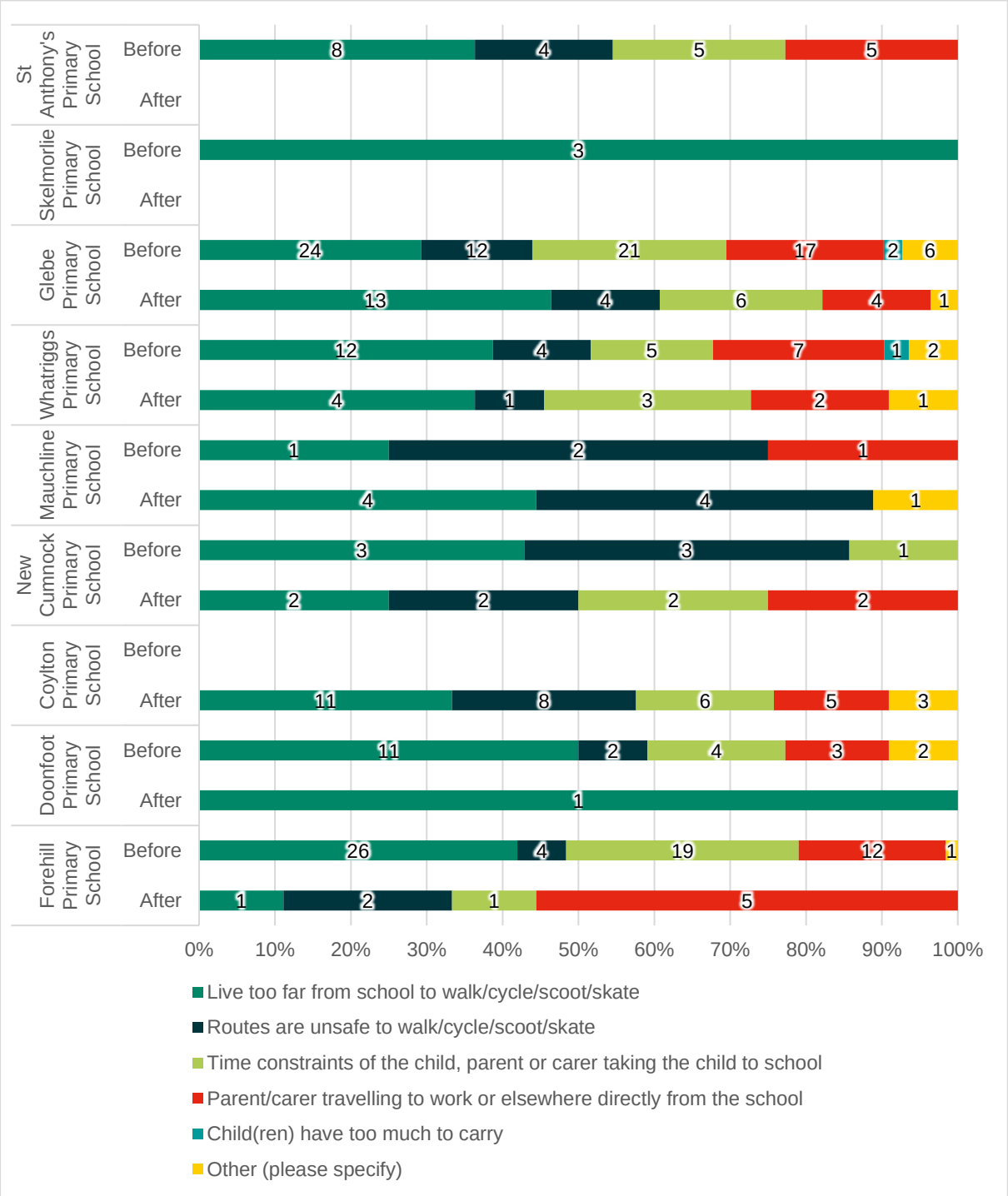

Figure E- 3: Parent/Carer Survey For Those Who Can't Travel Actively, Why Not?

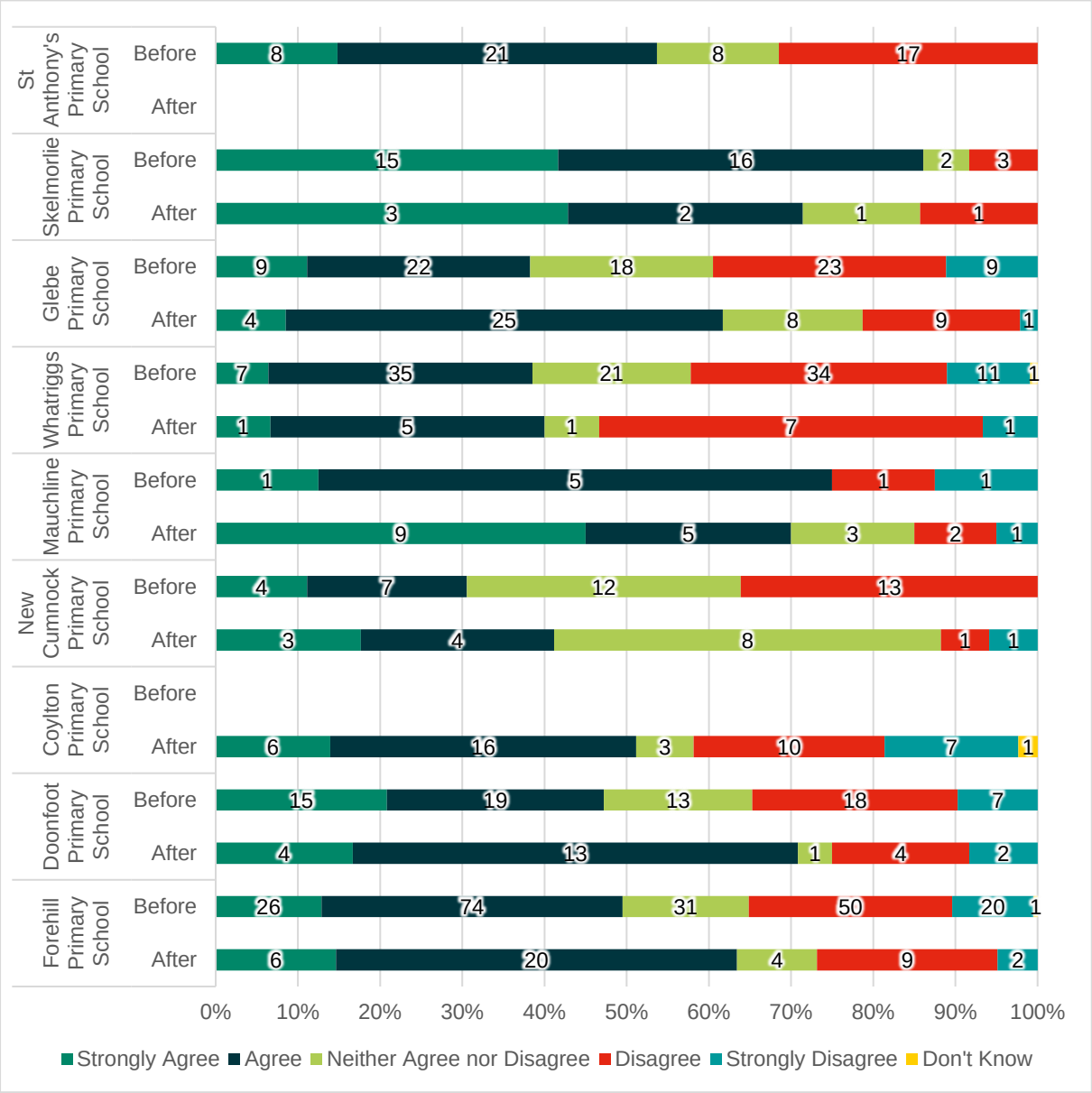

Figure E- 4: Parent/Carer Survey It Is Safe for My Child to Travel to School Actively

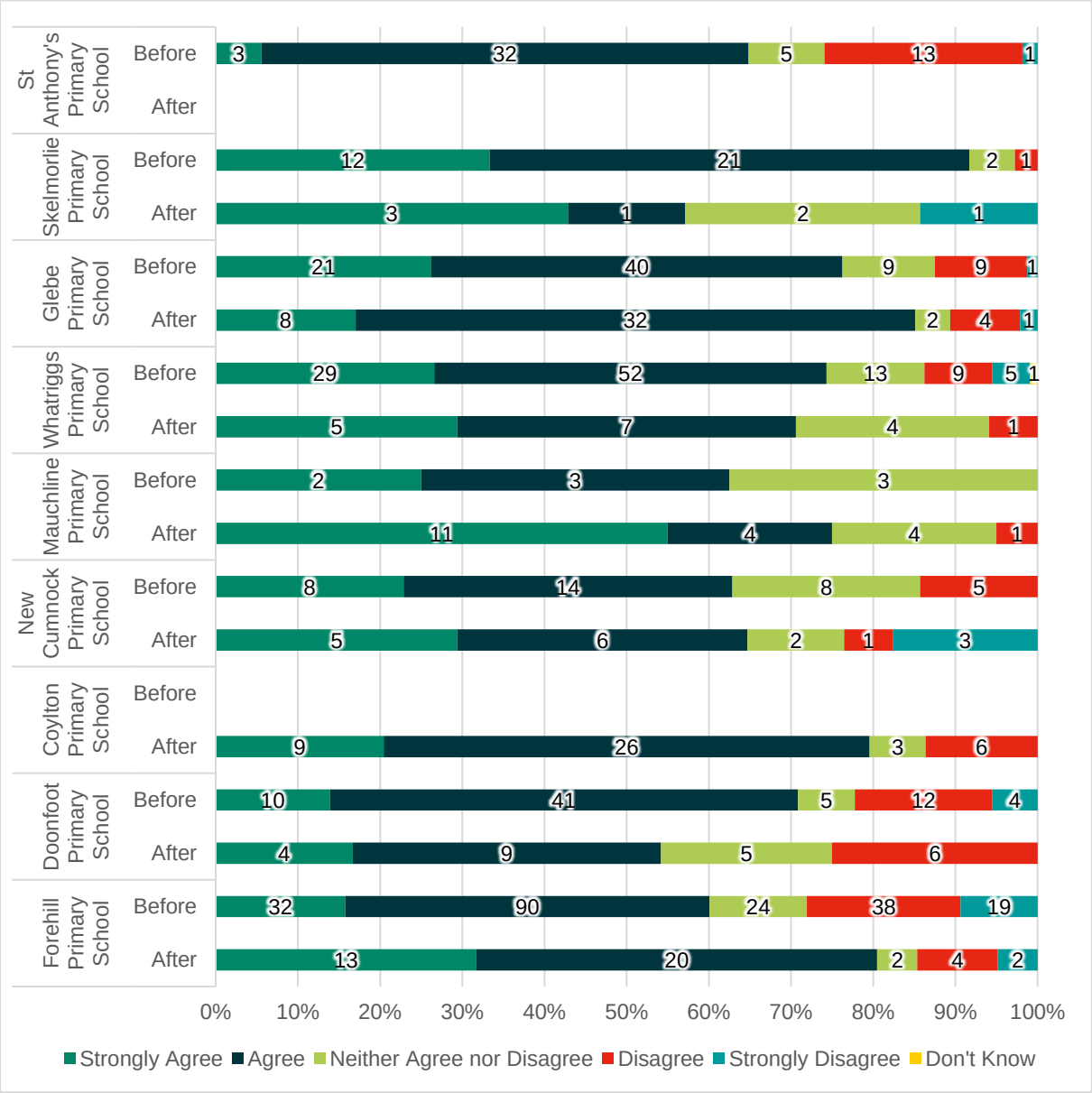

Figure E- 5: Parent/Carer Survey My Child is Aware of Road Safety Risks and Knows How to Keep Themselves Safe

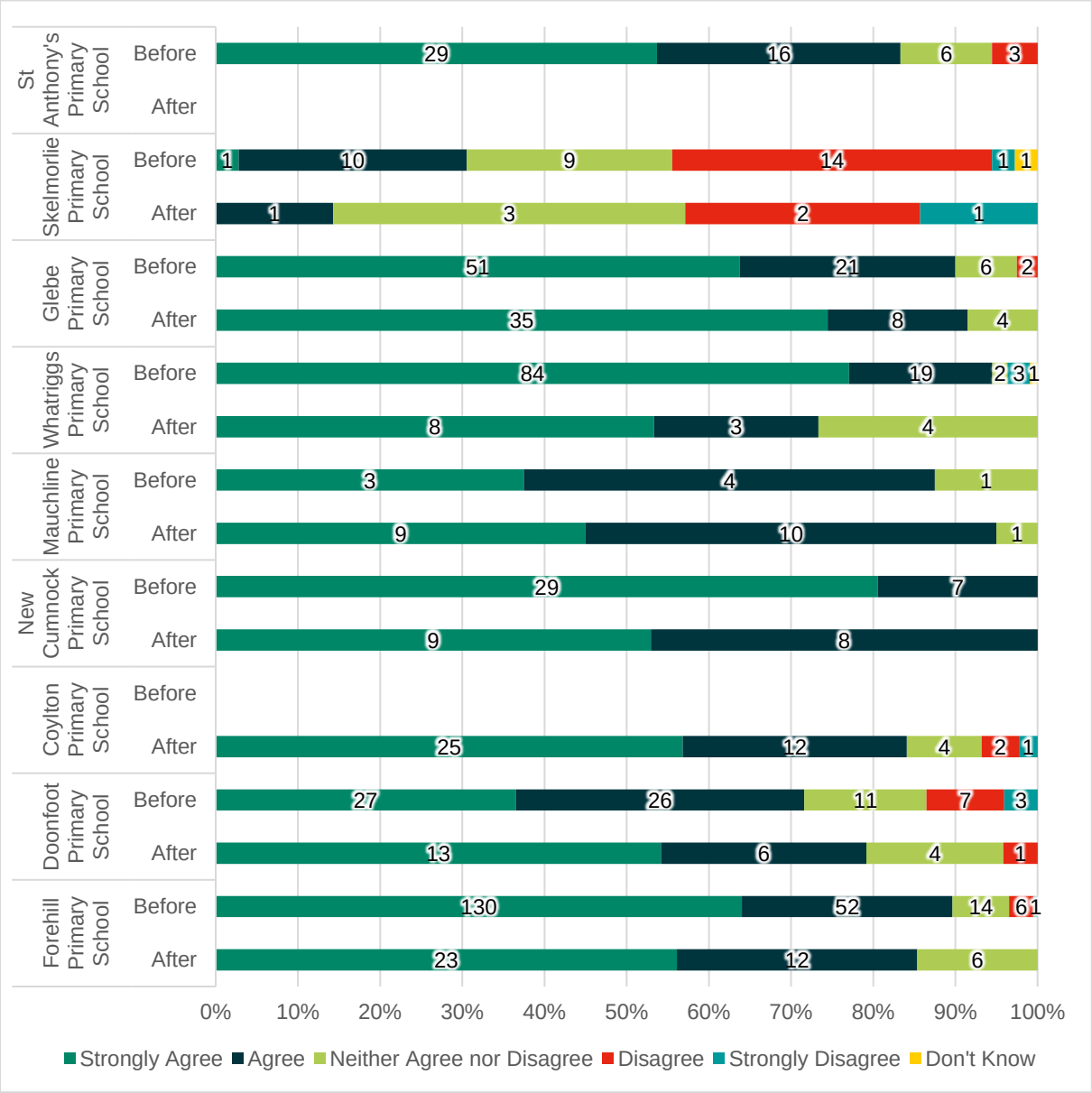

Figure E- 6: Parent/Carer Survey There is Too Much Traffic Around the School

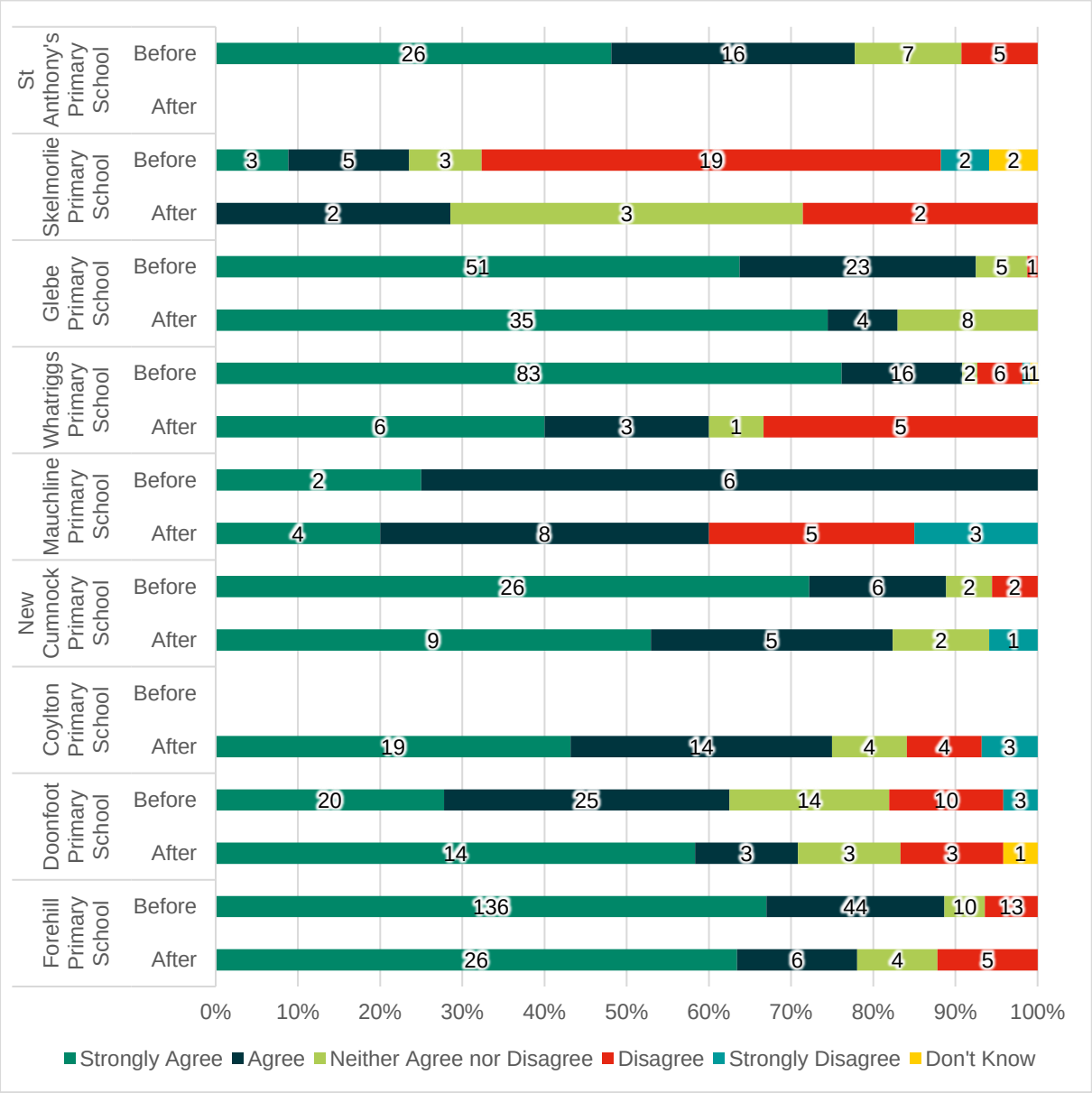

Figure E- 7: Parent/Carer Survey Parked Cars Around the School Make Crossing the Road Difficult

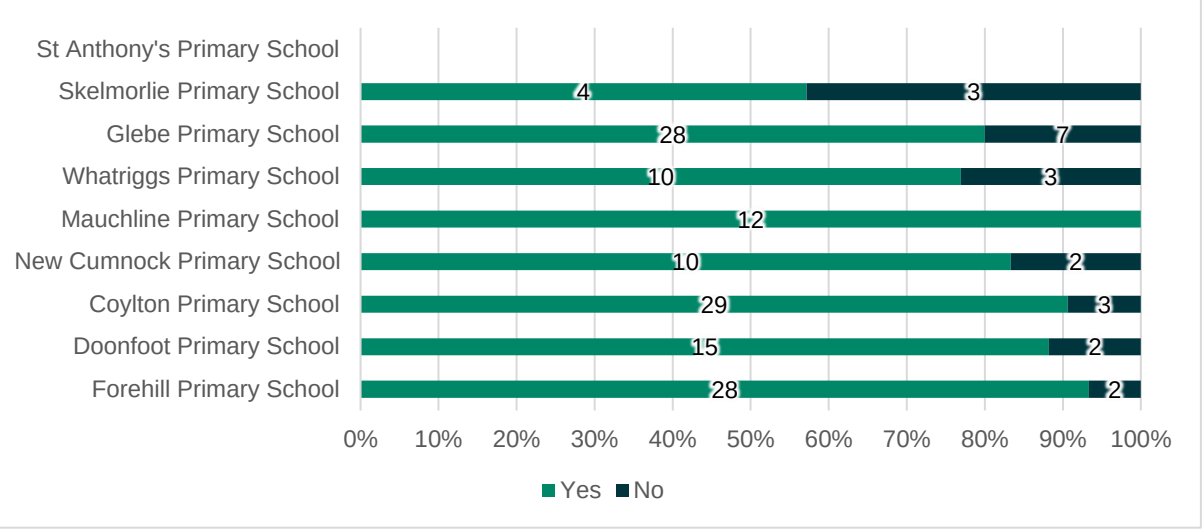

Figure E- 8: Parent/Carer Survey Were you aware that your child's school was taking part in the Trailblazers scheme?

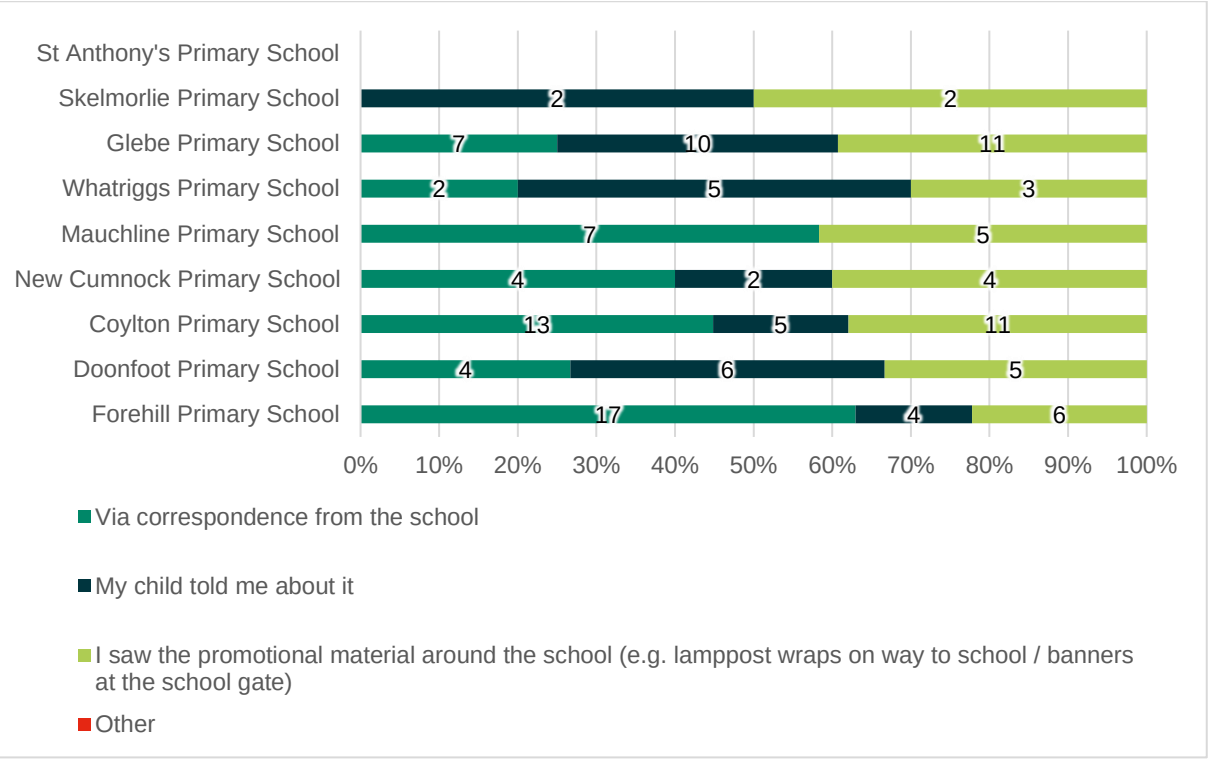

Figure E- 9: Parent/Carer Survey How did you become aware of the scheme? (select all that apply)

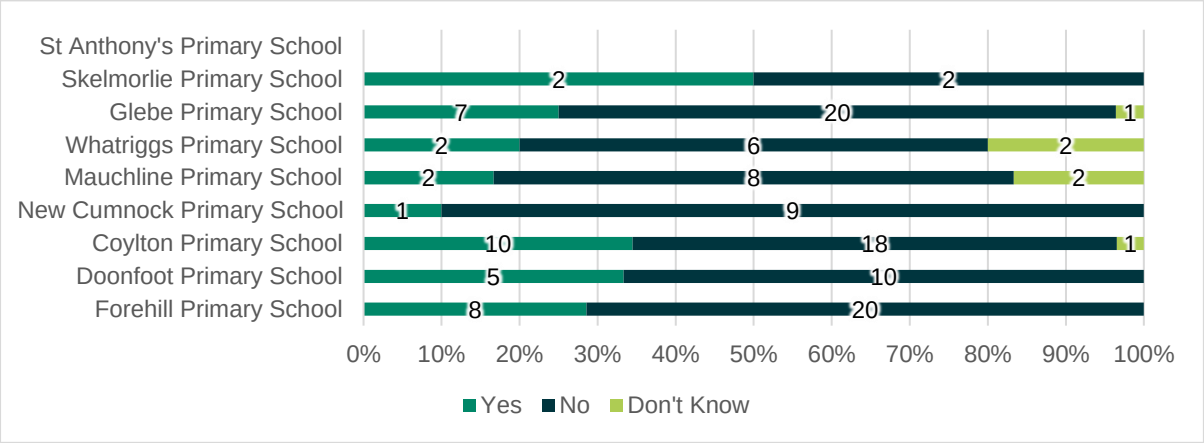

Figure E- 10: Parent/Carer Survey Have you or your child scanned a Trailblazers QR code to see the daily message, question or challenge?

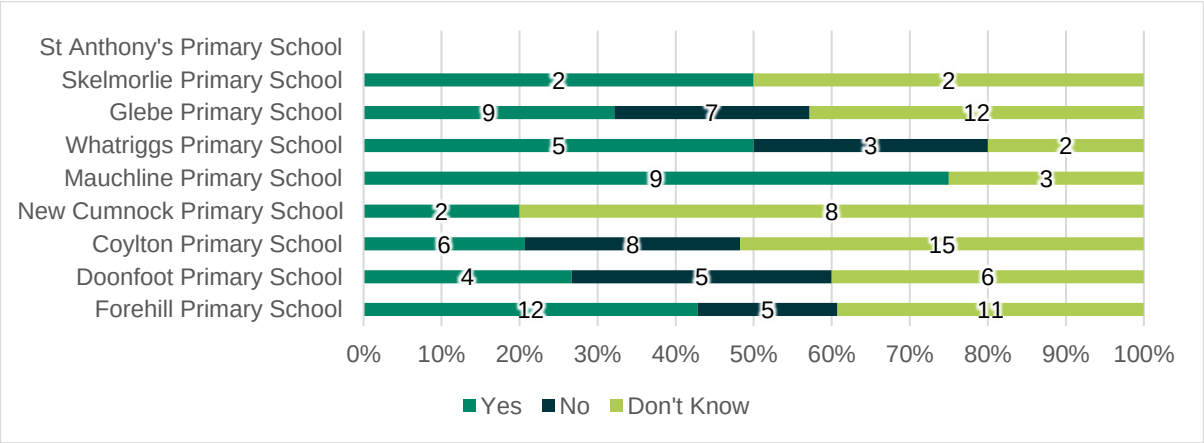

Figure E- 11: Parent/Carer Survey Do you think the information provided helped to improve your child's knowledge on/awareness of road safety?

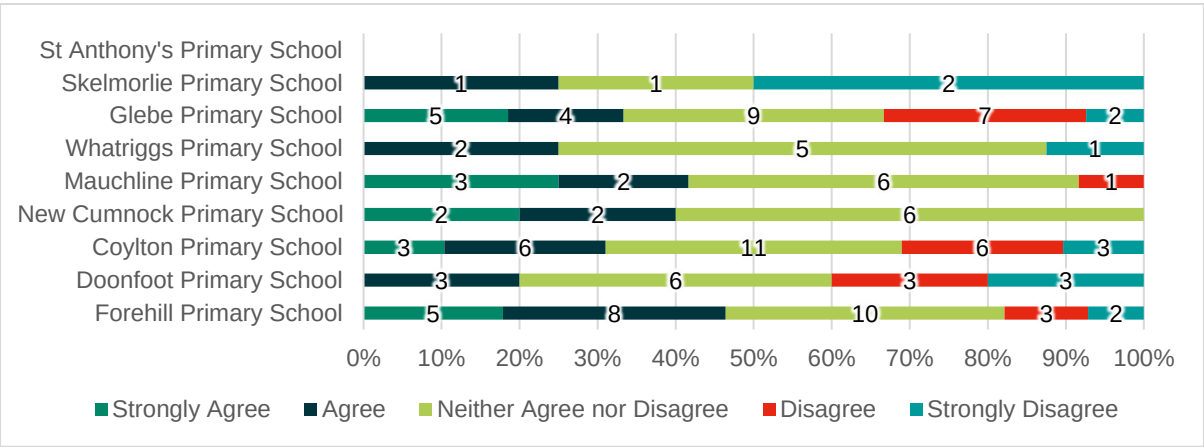

Figure E- 12: Parent/Carer Survey "The Trailblazers scheme has encouraged my child to walk/cycle/scoot/skate to school"

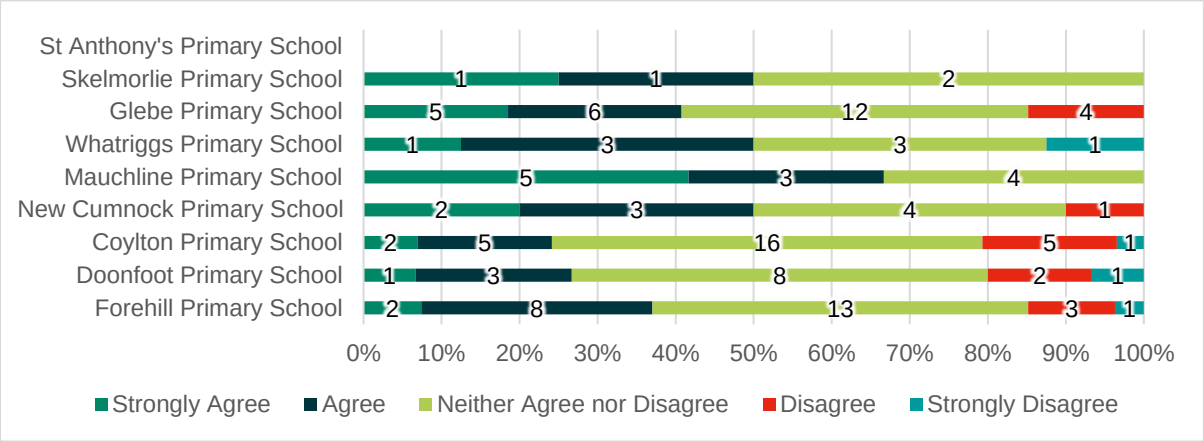

Figure E- 13: Parent/Carer Survey "The Trailblazers scheme has increased my child's understanding/awareness of road safety"

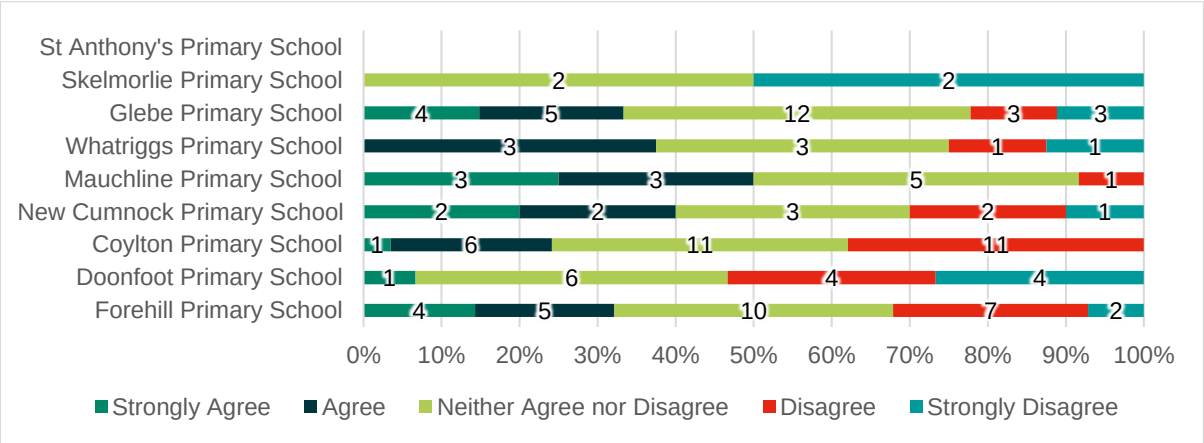

Figure E- 14: Parent/Carer Survey "The Trailblazers scheme has made me feel more comfortable that my child can travel to school safely"

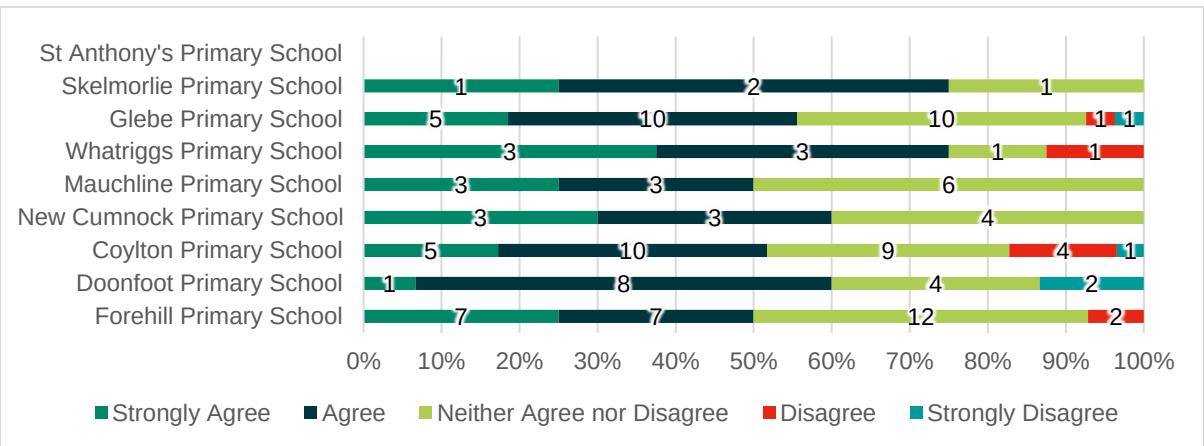

Figure E- 15: Parent/Carer Survey "My child has enjoyed participating in the Trailblazers scheme"

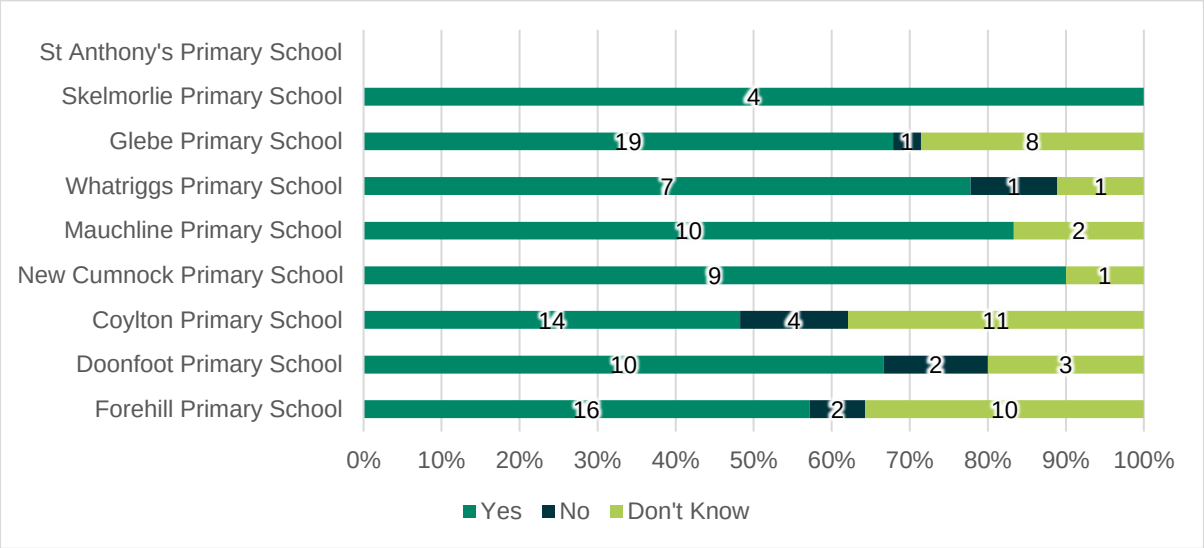

Figure E- 16: Parent/Carer Survey Would you support a continuation/extension of the Trailblazers scheme at your child's school in the future?

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