School Street Closure

Monitoring Guidance - External

7 October 2021

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

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

Join us on our journey.

www.sustrans.org.uk

Cover photo credit: Paul Mitchell/Sustrans

Objectives and outcomes

To develop a sound monitoring and evaluation plan it is important to have clear objectives and outcomes to monitor and evaluate against.

Objectives

The objectives of most School Streets projects are similar and we have identified the following objectives for a standard School Streets project:

1) **Increase the number/percentage of children/parents using active travel (walking, cycling and scootering) to get to school and back**

2) **Reduce the number/percentage of parents using cars to get their child(ren) to school and back**

3) **Create support for permanent School Streets**

Outcomes

The specification of project outcomes should set out the impact of achieving the project objectives and account for any specific benefits not included in the objectives. We have identified the following outcomes for a standard School Streets project:

1) **Increase in active travel**

2) **Fewer motorised vehicles and trips**

3) **Improved air quality**

4) **Reduced congestion**

5) **Increased physical activity**

6) **Increased physical and social safety**

7) **Increased feeling of community ownership**

8) **Reduced physical and psychological barriers to active travel**

9) **Increased access to sociable public space**

10) **Reduced inequality of access and mobility**

11) **More inclusive and attractive places**

12) **Create support for permanent School Streets**
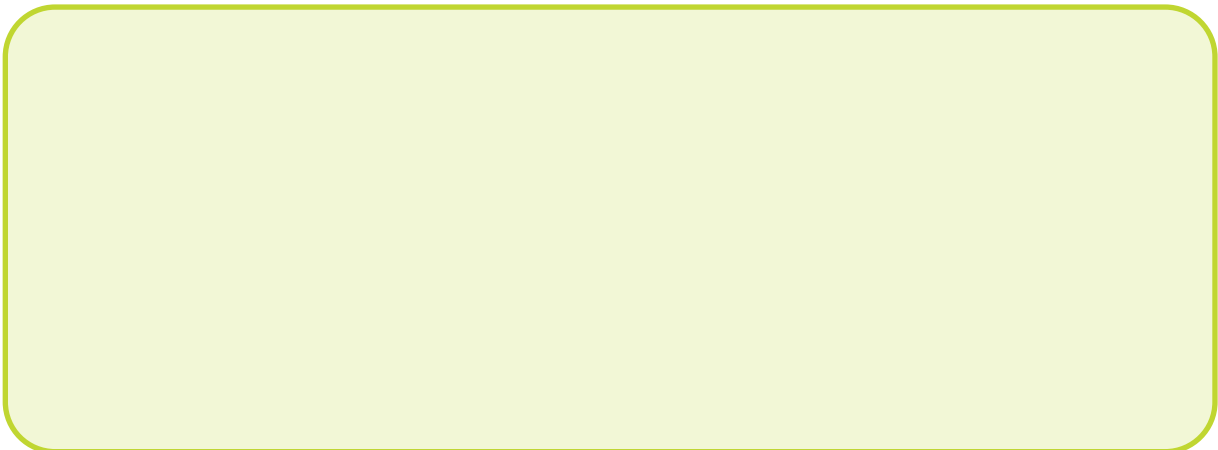
Monitoring

Core monitoring

As a minimum we recommend you use **Hands-up surveys (HUS)** and a **Parent and resident survey.**

We have recommended core questions for both the HUS (below) and Parent and resident survey below in Appendix 1: Question bank. Each question is linked to one or more of the outcomes listed above. When you write your report, you can refer back to these to report on each outcome.

You can of course ask additional questions to meet specific local objectives or stakeholder requirements. You will need to frame any additional questions as multiple choice questions to align with the format for the rest of the survey. Do not make the survey too long as this may reduce levels of engagement. Optional, open-ended questions are often an effective choice for gathering additional data as respondents who wish to engage more can do so.

Hands up Survey
A HUS is a survey of how pupils travwoti6 40dg7S

School Street Closure
23/11/2021

2) How would you mi TJk T7(e t(l)13)11 trav TJ5(ho(l)13)11l TJ? (T TouTJ can(l)wob-5(th)-7(e Ti22ha0 T20(e)-9

School Street Closure
23/11/2021

Monitoring Plan

We recommend identifying indicators for each objective that you wish to monitor. An indicator is a specific parameter or figure that can be used to measure the extent to which an objective or outcome has been achieved. For example, the indicator for the *Schools Streets* objective

School Street Closure
23/11/2021

When and how to survey?

When?

You can conduct a retrospective survey as soon as the school street is implemented using retrospective (Type 1) questions. However, respondents may not have had sufficient time to form lasting opinions or change habits. We therefore advise you provide sufficient time for potential respondents to get used to the effects of the school street closure.

Use pre and post surveys (Type 2 questions) when you are interested in how attitudes to school streets change with time since implementation. Do your pre surveys before the street closure is in place and your post surveys during or after the street closure. This will provide you with two sets of comparable data.

How?

Create the surveys

 6 X V W U D Q V can support you in implementing a **HUS.** HUS data will be gathered in schools and uploaded to a secure 6 X V W U D Q V ¶ G D W D E D V H   Z K H U H 5 0 8 Z L O O H [W U the data.

 6 X V W U D Q V can support you in implementing a **Parent and resident survey** using a secure online survey platform. Additionally, RMU could also create a QR code that directly links to the survey for wider use, if needed (posters with QR codes could be put up around the school street for parent and residents to scan and complete the survey).

Distribute the surveys

To distribute the **HUS**, contact the school(s) and request that the teachers conduct the survey with their classes. They can then pass the data either directly to the project officer or upload it to the Sustrans database (if Sustrans is involved). If this is not possible, the project officer can go into the school and conduct the survey themselves if the school and the most recent guidance on safety and public health permits it.

Distribute the **Parent and resident survey** to parents/carers in at least two of the following ways:

    School email to parents

    School website

    Postcard survey with letterbox on the school street

School Street Closure
23/11/2021

Analysis

Please s S H D N   W R   6 RMU team if you need any help with the analysis of data. RMU have well established methods and a wealth of experience in analysing data.

Reporting

The report should be organised around the individual objectives and outcomes. Use the figures and graphs generated from analysis to evidence how each objective and outcome has been met. Return to your monitoring plan and look at what the indicators were for each objective/outcomes. Present the data in clear and easy to understand graphs and sentences. Identify relevant qualitative comments for each objective and present them as supporting comments. Only provide personal information of the commenter if they have provided their permission for you to do so, otherwise att U L E X W H   F R P P H Q W V   W R   µ $ Q R Q \ P R X V ¶

Involving RMU

RMU can be commissioned to work with your project directly, or to undertake the data collection, curation, analysis, and reporting. We would need to be commissioned and have capacity to take on the work. Below are some possible tasks you might require for key monitoring:

Hosting surveys online or/and on a secure database

Analysing numeric questions

Analysing free text responses

Quality assurance of a report and analysis written by you

Writing a report

If you would like more comprehensive or bespoke monitoring, please get in touch with EYP.Monitoring@sustrans.org.uk or Steyn.Crous@sustrans.org.uk for a quote and to discuss further.

School Street Closure
23/11/2021

Appendix 1: Question Bank

physical and social safety; Increased feeling of community ownership; Reduced physical and psychological barriers; Increased access to sociable public space; More inclusive and attractive places; Help children/parents to social distance while travelling to school and back		Increased feeling of community ownership of the street, More space to socialise with other people, There is space for everyone to move around freely without limitations, The street is a more inclusive and attractive place to be, There is space for social distancing, Other: please explain your answer [Free text box]	
	What are the disadvantages of school street closures in your opinion? [Select all that apply]	Traffic gets displaced to other streets, I have to park my car further away from V F K R R O use active travel due to specific limitations, Route to school from home and back is unsafe, I live too far away from school to use active travel, I K D Y H D G L V D E L O L W \ D Q children, My children have a disability and need to be driven to school, Other:	

Increased active travel; Increase in Physical activity; Fewer motorised vehicles and trips	Please indicate how the school street closures impacted your use of each mode for travelling to school:	More, the same, less, N/A response options for each mode (Walk, Cycle, Scoot/Skate, Park & Stride/Walk, Car (including taxi and car share), Bus (including school and public bus), Train/other rail)	Increase the amount/percentage of children/parents using active travel (walking, cycling and scooting) to get to school and back; Reduce the amount/percentage of parents using cars to get their child(ren) to school and back
Reduced physical and psychological barriers to active travel	Do you agree with the following statement about your school street? It is now easier to walk, cycle or scoot to school and back than before the school street closure.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)	How much do you agree with the following statements about your school street? It is now easier to social distance while travelling to	Strongly disagree - strongly agree (5 point scale) + I don't know	Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)

More inclusive and attractive places	Since the cars were removed, is your street a nicer and prettier place?	Scale with smiling/frowning faces pictures: a lot nicer and prettier ±a lot less nicer and prettier; Not sure in the middle	Additional benefits
Create support for permanent school streets	How happy are you with your school street?	Scale with smiling/frowning faces pictures: Not happy at all ±very happy; Not sure in the middle	Create support for permanent school streets
Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)	Is it easier for you to social distance on the school street?	Yes, No, I don't know	Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)

Outcome	Question	Outcome	Question
Comparative (Type 2) questions for parents and carers			
Improved air quality	Do you agree with the following statement about your school street? I'm worried about air quality at drop-off and pick-up times.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Reduced congestion/Traffic dispersion	Do you agree with the following statement about your school street? The surrounding streets are congested with car traffic at drop-off and pick-up times.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Reduced congestion	Do you agree with the following statement about your school street?		

Reduce the amount/percentage of parents using cars to get their child(ren) to school and back

	street? I think the school street is a good space to socialise with others		
Reduced inequality of access and mobility	Do you agree with the following statement about your school street? I have access and mobility problems on my school street?3.4		

back (specific to the Covid-19 restrictions

Reduced physical and psychological barriers	How easy is it for you to walk/cycle/scoot to school?	Scale with smiling/frowning faces pictures: Not easy at all - very easy; Not sure in the middle	Additional benefits
Increased access to sociable public space	Do you think your schools street has enough space for you to talk and play with your friends?	Yes no , Don¶t	Additional benefits
More inclusive and attractive places	How nice and pretty is your school street?	Scale with smiling/frowning faces pictures: Not nice and pretty at all -	

Reduced inequality of access and mobility

Overall, how would you rate your