

Local Sustainable Transport Fund - Application Form

Applicant Information

Local transport authority name(s)*: Gateshead Council

Senior Responsible Owner name and position:
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SECTION A - Project description and funding profile

A1. Project name:



A2. Headline description:

Funding was secured through *An Active Future for Tyne and Wear* Tranche 1 bid to provide access to the TravelMatters website for all primary sector schools in Tyne and Wear. The site contains a library of classroom resources to help promote safe and sustainable travel to pupils.

This Tranche 2 bid is to extend access to **all local authorities and teachers** across England. The funding will also enable further development of the website and resources (including incorporation of Key Stage 1), plus the successful development of a sister website aimed at the Key Stage 3 sector.



A3. Geographical area:

This bid covers all local authorities in England other than those in Tyne and Wear and the London boroughs (this is what the proposed package refers to throughout the bid). This includes over 100 local education authorities, 20,000 plus schools and upwards of six million pupils.

A4. Type of bid (please tick relevant box):

Small project bids

- Tranche 1 bid
- Expression of interest for Tranche 2 (please complete sections A and B only)
- Tranche 2 bid

A5. Total package cost (£m): 0.526

A6. Total DfT funding contribution sought (£m): 0.421

A7. Spend profile:

£K	2011-12	2012-13	2013-14	2014-15	Total
Revenue funding sought	N/A	£72	£77	£82	£231
Capital funding sought	N/A	£50	£80	£60	£190

Local contribution	N/A	£35	£35	£35	£105
Total	N/A	£157	£192	£177	£526

A8. Local contribution

The local contribution will be made up of staff resource and ongoing financial support during the setup and dissemination period spanning an initial three years. Thereafter, as a web-based resource, it is not heavily reliant on either. Once established, the potential for influencing opinion on sustainability and mode shift issues within schools is considerable.

A9. Partnership bodies

This bid is led by Gateshead Council working closely with a range of partners across England. These are listed below with written endorsements included.

*“**Modeshift** is a recently reconstituted national member organisation, which already has 40 local authority members countrywide. It provides support and best practice dissemination to members in relation to active, safe and sustainable travel promotion to pupils and the wider school community and seeks to influence the national debate in relation to Government policy, public opinion and the work of partner organisations. Modeshift fully supports this bid to provide free access to the TravelMatters website teaching resources for all Key Stage 1 & 2 schools in England. We consider that the teaching resources available on the TravelMatters website will help to ensure that a consistent level of sustainable travel promotion and education is available to primary-age pupils.*

Modeshift will utilise its Regional Representatives (none of whom are in DfT-funded posts currently) to assist in the delivery of TravelMatters, with an emphasis on using our efficient and established network to disseminate information and promote the use of the site within member local authority areas. We will provide assistance to Gateshead Council during the fund period and beyond to help to achieve widespread use of the TravelMatters teaching resources in classrooms. Modeshift will also provide information, guidance and member feedback to help inform an action plan to detail partnership working for the following 12 months.”

*“**Road Safety GB (RSGB)** is a national road safety organisation that represents local government road safety teams across the UK. It supports Road Safety Officers in fulfilling their statutory role - to reduce the number and severity of road accidents through education, training and publicity policies and programmes. RSGB also seeks to influence national debate - government policy and action, and public opinion - and works with other organisations to achieve common goals.*

RSGB fully supports this bid to provide free access to the TravelMatters website teaching resources for all Key Stage 1 & 2 schools in England. We consider that the teaching resources available on the TravelMatters website will help to ensure that a consistent level of safe and sustainable travel promotion and education is available to primary-age pupils. We recognise that many resources focus on or contribute to safety messages for pedestrians or cyclists. RSGB will use its established network to help disseminate information and promote the use of the site within member local authority areas. We will assist Gateshead Council during and after the funding period to help to achieve widespread use of the TravelMatters teaching resources in classrooms.”

“Orange Bus is an award winning digital agency based in Newcastle Upon Tyne. We have recently developed a new site for TravelMatters, on the Drupal development platform. This platform was chosen for the build since it is a robust, flexible and modular platform. This ensures that further development can be readily integrated on top of the current platform. Whilst scoping for this phase of the project, a number of ideas were discussed which could be fairly easily developed into the site in future phases, helping to further the reach of the site.

Alongside this, Orange Bus can offer marketing strategy and support moving forward. This will assist Gateshead Council in developing the reach of TravelMatters into the education sector, in the area of sustainable travel and its promotion. Orange Bus can produce marketing strategies which can be rolled out both on and offline, and content strategies which will ensure that TravelMatters constantly and consistently portrays a strong, cohesive message to potential and current users alike.”

*“**Sustrans** endorses and supports Gateshead Council's bid for funding to extend free access to the teaching resources on www.TravelMatters.org.uk to all schools in England covering Key Stages 1 and 2. If successful in receiving funding, we consider this project will help facilitate the effective dissemination of sustainable travel messages in the classroom and can assist Sustrans in promoting its work, campaigns and events to pupils and their families. In promoting and providing a link to Sustrans, TravelMatters can help teachers access the widest possible knowledge bank for sustainable travel, including providing a gateway to information about The National Cycle Network and our hugely successful Bike It Project.*

We will work in partnership with Gateshead Council during the fund period and beyond to help ensure TravelMatters is effective in promoting sustainable travel in the primary classroom. We will contribute to an annual progress report which will quantify how far use of the site has extended in relation to schools, the success of TravelMatters in relation to awareness-raising and modal shift among pupils and identify the effect of collaboration with Sustrans, including the development and provision of further cycling-focussed classroom resources for joint TravelMatters and Sustrans use. We will also collaborate on an annual action plan which will detail partnership working for the following 12 months.”

*“**Arriva** endorses Gateshead Council's bid for funding to provide free access to TravelMatters teaching resources for all relevant English schools. If successful, this bid will allow the website to grow and develop its depth and scope, including continuing to promote use of public transport by pupils and their families. We will be happy to provide Gateshead Council with supporting material, e.g. promotional photographs, information on events and occasional prizes.”*

*“**Go Ahead Group** endorses Gateshead Council's bid for funding to provide free access to TravelMatters teaching resources for all relevant English schools. Go Ahead Group sets extending and opening up communications with the assistance of new solutions as a high priority, and we recognise that if successful, this bid will allow the TravelMatters website to grow and develop*

its depth and scope, including continuing to promote use of public transport by pupils and their families. We will be happy to provide Gateshead Council with supporting material, e.g. promotional photographs, information on events and prizes linked to the activities on the site, and links to our own growing on line and mobile resources.”

SECTION B – The local challenge

B1. The local context

The package aims to address journey to school travel behaviour and will be delivered across England; therefore the local context refers to the specifics of journeys to school. This is described through a focus on the economic, environmental and social issues to be tackled by the package.

Economy

National figures from the School Census (Mode of Travel subset)¹ show that although car use on the school run has decreased in recent years, these trips take place at around the same time each day and therefore can have a major impact on levels of traffic in some areas. Whilst this is most noticeable immediately outside the school gate, the impacts of this additional traffic are felt on the wider network at its busiest time. For example, at the peak time for school travel of 08:45 on weekdays during term time, up to 20% of car trips by residents of urban areas were generated by the school run.²

The cost of road congestion is high. The Eddington Transport Study³ has been widely quoted in evidence estimating that a 5% reduction in travel time for all business travel on the roads could generate around £2.5 billion of cost savings. Furthermore, it is estimated that the cost of congestion to business is set to rise by £10-12 billion (up to 2025). This figure rises to £23-24 billion per annum when the value of the lost time experienced by other travellers is added.

Research on the various smarter choices techniques (for example workplace and school travel plans, personalised travel planning and travel awareness campaigns) concludes that against the backdrop of a strong policy, smarter choices programmes can be effective in facilitating choices to reduce car use and offer sufficiently good value for money.⁴ Large-scale smarter choice programmes were also seen as a way of enabling employment growth, or housing growth, without creating unacceptable levels of congestion.⁵

Providing schools and teachers with comprehensive and coherent support in the promotion of sustainable travel has not been tried on a large scale, but seems an obvious step. It gives those who are best placed to discuss the issues, teachers in the classroom - the knowledge, tools and educational

¹ The mode of travel (MOT) school dataset is an annual record of how children usually travel to school recorded by the majority of Local Education Authority (LEA) schools in England. The data was reported by schools once a year as part of their January School Census return. In July 2011 Department of Education announced the removal of the MOT from the School Census.

² National Travel Survey, Department for Transport (2008)

³ The Eddington Transport Study, Department for Transport (2006)

⁴ Smarter Choices- Changing the Way we Travel, Department for Transport (2005)

⁵ The Effects of Smarter Choices Programme in the Sustainable Travel Towns , Transport for Quality of Life Ltd. (2010)

resources to take ownership of such issues and subsequent action to tackle them. This action also complements/adds value to and supports other smarter choice measures and LSTF funded initiatives and represents a low cost method of ensuring that the decreases in car use already achieved are maintained. Furthermore as a result of more sustainable travel to school, congestion can be further reduced across the network leading to improvements in the reliability and predictability of journey times for all journeys.

At a time when the government is seeking to support more people back into the workforce, the school run can pose a barrier to parents wishing to return to the workplace as timings of drop off and collections can restrict potential work opportunities. Certain sustainable travel activities encourage a reduction in pupils' dependency on a parent or carer to take them to school, thereby enabling the dominant child carer to carry out a full time position/improving their job opportunities, both stimulating economic growth and improving their economic wellbeing. For example, the establishment of walking and car-sharing schemes can remove the need for the parent to take their child to school on some days of the week and breakfast clubs/ after school clubs can assist those parents who need to go to work before/after the school journey starts. Only by making these options known to teachers, pupils and parents and highlighting the positive impacts of sustainable travel will we achieve modal shift.

The enabling and encouragement of sustainable travel, particularly for those on lower incomes, can also lead to a significant improvement in the economic wellbeing of individual households. Car owners in the lowest income quintile spend 25% of total household expenditure on motoring (by comparison spending 10% of income on household energy bills is defined as 'fuel poverty')⁶, so by providing information on the cost of travel to parents/carers could influence in change in some of the car journeys to sustainable modes.

Parents/carers accompany 84% of 7-10 year olds and 30% of 11-13 year olds to school in the UK, primarily because of a fear of traffic danger.⁷ The need to accompany children on the journey to school can provide a barrier to parents wishing to return to work, as it restricts the opportunities available. The website resources help to increase road safety knowledge among pupils and promote walking, cycling and car-sharing schemes for school communities.

Environmental

It is widely understood that cars consume the most fuel and pollute more at the start of their journey when the engine is cold. The car journey to school is often the first journey of the day in households with school aged children; hence a reduction in car trips through encouraging parents and children to walk to school for these short journeys will reduce the amount of carbon dioxide (CO²) emissions by a disproportionate amount.

The average trip length for primary school children is 1.5 miles; a distance which, for the majority of the population including young children can be travelled on foot (30 minutes) or by bicycle (10 minutes). These short

⁶ Fairness in a Car-Dependent Society, Sustainable Development Commission (2011)

⁷ National Travel Survey, Department for Transport (2010)

distances represent a key target area for behaviour change measures which is supported by the focus proposed by the Transport White Paper, 'Creating Growth, Cutting Carbon'⁸ on encouraging and enabling people to make sustainable journeys.

With transport accounting for 17%⁹ of an average school's carbon footprint, changing the way people travel to and from school will have implications not just in improved air quality and individual carbon emissions but on the national education sector carbon footprint.

Social

The Department of Health's (DoH) public health strategy 'Healthy lives, Healthy people'¹⁰ indicates that progress is being made in tackling childhood obesity; however, more than one in five children are still overweight or obese by three years of age. Rates are higher among some black and minority ethnic (BME) communities and in lower socio-economic groups as well as with those with certain conditions such as learning disabilities.

Four out of ten boys and six out of ten girls do not carry out the recommended minimum (one hour a day) of physical activity¹¹ and as the journey to and from school is one that every child must undertake it presents a perfect opportunity to incorporate physical activity to daily routines for families.

Tackling journey to school travel behaviour can therefore make a substantial contribution to congestion, carbon emissions and healthier lifestyles and associated impacts including poor local air quality, perceived and actual risks to safety and severance.

B2. Evidence

Travel Habits

Data from the latest National Travel Survey¹² shows that education (including escort) accounts for 11% of all trips made.

Trip Length

The average trip length for primary school children is 1.5 miles and for secondary school children 3.3 miles.

Car Travel

42% of trips to primary school and 22% of trips to secondary school are made by car.

16% of trips to primary school and 7% to secondary schools under 1 mile are made by car.

62% of trips to primary school and 21% to secondary school between 1 to 2 miles are made by car.

⁸ Creating Growth, Cutting Carbon, Department for Transport (2011)

⁹ Carbon Emissions From Schools: Where they arise and how to reduce them, Sustainable Development Commission (2008)

¹⁰ Healthy Lives; Healthy People, Department of Health (2010)

¹¹ National Diet and Nutrition Survey, Food Standards Agency and Department of Health (2000)

¹² National Travel Survey, Department for Transport (2010)

76% of trips to primary school and 51% to secondary school between 2 to 5 miles are made by car.

Bus/ Coach Travel

3% of trips to primary school and 31% of trips to secondary school children are by bus/ coach.

Walking and Cycling

The School Census (2010) data shows that approximately 50% of pupils walk to school and 2% cycle to school.

Health

Children need at least one hour of moderate physical activity every day however half of all UK children don't manage this.¹³ The latest Health Survey for England¹⁴ data shows that in 2010 just under a third (30.3%) of children aged 2-15 year olds were either overweight (14.3%) or obese (16.0%). Although there is evidence of a slowing in the rate of child obesity since 2004 it is still a major concern. Walking one mile can burn at least 100 calories of energy and walking two miles a day, three times a week, can help reduce weight by one pound (0.5kg) every three weeks (this is an average figure and will vary depending on a number of factors including age, weight and height).¹⁵

It is not only obesity that is a concern; there are other physical and mental effects too. Children who do not get enough exercise could have weaker bones than those who do, as exercise helps keep bones stronger and joints more flexible. It helps keep the muscles surrounding the joints strong as well. Regular exercise could also help keep blood pressure and cholesterol low in children.

Children who get regular exercise are more likely to feel less stressed and sleep better than those who do not; also children who do not exercise regularly are also likely to have lower self-esteem than children who do. Regular exercise can help improve self confidence too and help children focus on school tasks.

Sustainable Travel Programmes

The value of sustainable travel initiatives has gained considerable recognition over the last few years. The Smarter Choices 'Changing the Way We Travel' Report found that sustainable travel initiatives were particularly cost-effective in terms of congestion yielding on average £10 of benefits to every £1 spent.¹⁶

The *Travelling to School Initiative* (TTSI)¹⁷ comprised of a series of measures to increase the use of healthy and sustainable modes of transport and reduce congestion in relation to pupils' travel to and from schools in England. An evaluation was carried out in 2010¹⁸ which identified:

¹³ Department of Health (2012)

¹⁴ Health Survey for England , Department of Health (2010)

¹⁵ Department of Health (2011)

¹⁶ Smarter Choices – Changing the Way We Travel, Department for Transport (2005)

¹⁷ The Travelling to School Initiative was a joint undertaking by the Department for Transport (DfT) and the former Department for Children, Schools and Families (DCSF)

¹⁸ An Evaluation of the 'Travelling to School Initiative' Programme, Department for Transport (2010)

A reduction in average car use of 1.5% across schools, resulting in a 1% reduction in the proportion of all pupils travelling by car;

An increase in the average proportion of car sharing of 0.5% across schools, resulting in a 0.5% increase in the proportion of all pupils car sharing;

An increase in the average proportion walking of 1.3% across schools, resulting in a 0.8% increase in the proportion of all pupils walking;

Primary schools reported the biggest changes, 1.6% in the overall proportion of pupils travelling by car and a 1.5% increase in walking; and

Secondary schools reported a 0.7% increase in the overall proportion of pupils using car share.

The evaluation of the smarter choices programme in the Sustainable Travel Towns¹⁹ demonstrated the positive contribution smarter choices has to the objectives of supporting economic growth, reducing carbon emissions, increasing health, promoting equality of opportunity, and improving quality of life.

Research for the Scottish Government²⁰ on mitigating transport's impact on climate change found that 'travel plans' (the term used in that report for smarter choices) were also amongst the most cost-effective ways to reduce transport's carbon emissions.

The evidence cited in this section highlights the fact there is still a problem for the journey to school and that sustainable travel programmes can contribute to alleviating the problem with TravelMatters forming part of and/or complementing these programmes.

B3. Objectives

Due to the thematic and national/inclusive nature of the bid it is not practical to identify objectives linked to each individual local authority Local Transport Plan (LTP). Instead the focus is on common areas of interest for local authorities across England, recognising that although the LTP objectives are driven locally there are many common challenges which the proposed package supports. Primarily, these are objectives to **support economic growth, reduce carbon emissions and support safe and sustainable communities.**

Supporting Economic Growth

Key to underpinning a successful and vibrant economy is a reliable and resilient transport network which is not hindered by traffic congestion. TravelMatters complements a range of LTP and LSTF activities that are targeting the journey to school and related traffic congestion. Areas including Brighton and Hove, Herefordshire and Southend on Sea all identify measures,

¹⁹ The Effects of Smarter Choices Programme in the Sustainable Travel Towns, Transport for Quality of Life Ltd. (2010)

²⁰ Low Carbon Scotland: Meeting the Emissions Reduction Targets, Scottish Government (2011)

such as allocation of funding for Bikeability and intensive school travel plan support to tackle the school run in their LSTF Tranche 1 programmes.

Many of the interventions involved in school travel planning which will be promoted and encouraged through the proposed package can have a “knock on” effect by increasing access to employment, particularly for parents returning to work as their children start school. By working towards a peak hour reduction in cars travelling to schools, especially in the morning there will be benefits for business travellers on the wider transport network.

Children are our future workers. Interventions need to be in place early enough to ensure they become a mobile, informed and sustainable travel minded workforce to help boost economic growth. Behaviour change requires early intervention – there is significant evidence (particularly in the health sector) that once behaviours are established they are much more difficult to change. If primary school children are converted to sustainable travel choices by their primary education they may be more likely to travel independently and access social and leisure facilities in the future. This could mean such local venues as cinemas, and shopping centres are more frequently and consistently used with the consequent boost to the local economy (i.e. no need to limit visits to only when a lift in a car can be provided). Young adults may be more likely to access employment if they are cyclists/informed and regular bus users/committed walkers.

Reducing Carbon Emissions

The package of measures included in this programme has a strong focus on environmental benefits of sustainable travel. Children tend to be open and receptive to sustainability messages and these messages are and will continue to be a core part of the educational content of resources provided under the TravelMatters programme.

Supporting Safe and Sustainable Communities

The proposed package will include web resources tailored to improving children’s health through active travel. Current estimates suggest an annual £600 return (much from short and long term health gains) for each pupil making the shift from travelling by car to walking and cycling.²¹ Road safety messages are also commonly featured, contributing to continued gains from fewer child pedestrian accidents.

C1. Package description

Developed by Gateshead Council over the past two years, TravelMatters (www.travelmatters.org.uk) is a website which contains a library of teaching resources for primary teachers which will help promote sustainable travel in the classroom. Already popular within Tyne and Wear, TravelMatters was devised in order to take account of the need for an efficient, consistent and economic method of achieving widespread dissemination of key messages.

Lessons learned within the health sector resulted in a much greater emphasis being placed on prevention; TravelMatters helps to address this need in relation to safe and sustainable travel and transport promotion in the classroom.

²¹ Transport White Paper, Creating Growth, Cutting Carbon , Department for Transport (2011)

To elicit views about the website and its resources an online survey, **TravelMatters Survey**, was undertaken with 33 teachers²². Teachers stated they are motivated to use TravelMatters resources as they find that they are attractive, useful and fit into existing subject areas, thus helping to deliver the curriculum.

Comments from teachers about the resources/lesson plans included:

"I like that the resources can be used in many lessons throughout the curriculum."

"They were clear, with good learning intentions/criteria/objectives where necessary."

"They use correct lesson formats, and are explained substantially."

"I may have prepared similar lesson ideas/plans but they would not have been in as much detail with such clear and detailed objectives in relation to healthy travel and environments."

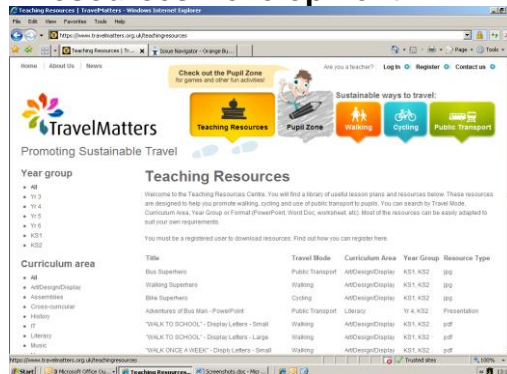
"I love those resources. Brilliant job!"

This Tranche 2 package is to extend access to **all local authorities and teachers** across England. The funding will also enable further development of the website and resources (including incorporation of Key Stage 1), and research to facilitate the successful development of a sister website aimed at the Key Stage 3 sector. The package consists of five scheme elements.

Scheme Element 1 – Website Development

The TravelMatters website has been improved using 2011/12 Tranche 1 funding. Local funding will support further general development and enhancements to improve user-experience, the inclusion of more detailed area-specific information, provision of Key Stage 1 resources and an improved Pupils' Zone. Years 2 and 3 of the Tranche 2 funding period will also see development of a further TravelMatters website for Key Stage 3 pupils aimed at promoting independent, safe and sustainable journeys.

Scheme Element 2 – Resources Development



²² Independent consultants Atkins carried out an online survey with 33 teachers in January 2012 to understand the demand for TravelMatters. Please see Appendix A for survey results.

TravelMatters currently has approximately 40 Key Stage 2 lesson plans and resources which are readily available for teachers to download and use. The resources help teachers to promote walking, cycling and public transport to pupils and provide materials that align with the curriculum.

Teachers who were involved in the recent TravelMatters Survey responded positively to the lesson plans with 97% of teachers stating that the lesson plans fit easily into the specific areas of the curriculum.

An average teacher can use up to six lesson plans every day so demand for good quality and varied resources is high. Tranche 2 funding would support greater augmentation of the resource library to incentivise regular return visits by teachers. TravelMatters lesson plans are developed by staff experienced in the fields of teaching and sustainable travel. To help ensure consistent quality, there will be an annual independent peer review of resources. To date, resources have been developed with a focus on Key Stage 2, however this will be expanded to include Key Stage 1 and during Year 2 and 3 of the funding period, Key Stage 3.

Scheme Element 3 – Staff Resources

Tranche 1 funding is supporting staff resource of approximately one full-time post, hosted by Gateshead Council. Tranche 2 funding would provide an additional staff resource of 0.5 post and also one full time support assistant post. These additional resources will facilitate the supply and use of TravelMatters to all primary sector schools in England. Staff resources will be primarily engaged in daily administration deriving from contact received via the TravelMatters site from schools throughout the country, marketing of the site to schools and further lesson plan creation.

Effective dissemination of the TravelMatters website to schools will be assisted by locally-based co-ordinators (known in Modeshift as regional representatives). The established regional network utilised by the newly re-constituted Modeshift organisation will help facilitate this (alongside the Road Safety GB organisation and central dissemination methods). Tranche 2 funding will support a staff resource to 0.10 of a post. Additional funding to the level of 0.10 will provide for administration support.

Scheme Element 4 – Marketing and Promotion

The TravelMatters website is a tried and tested brand which is already successful with over 100 registered schools. The responses from the TravelMatters Survey clearly demonstrate that it is a resource teachers can and would use:

“They were attractive, yet not too busy, simple but appropriate in tone and able to be extended easily if required.”

“The resources I assessed were relevant and appropriate. I enjoyed reviewing them and would use them if available.”

“Each lesson was straight forward and provided the necessary information (Learning Objective, Activities, and worksheets if necessary) to be able to give this lesson.”

Current TravelMatters promotion has however been focused on the Tyne and Wear conurbation and it is essential that the profile is raised so that local authorities, schools and teachers across England are aware of the resources. (As a result of fairly minimal initial marketing, six local authorities outside of Tyne and Wear have purchased a licence for TravelMatters, whilst many more expressed genuine interest but lacked the budget to purchase a licence.)²³. To support the profile-raising, a series of marketing and promotional activities will be programmed in during the funding period. These will include specific events across England but where appropriate will also piggyback any national events such as Walk to School Week.

Marketing materials, such as e-flyers, posters and adverts in the trade press will also be produced to facilitate local promotion of the website and its resources to schools. Furthermore, the TravelMatters Content Management System allows the TravelMatters team to track website users at school level, and this provides a valuable monitoring tool in terms of the effectiveness of the marketing.

Scheme Element 5 – Monitoring and Future Delivery

Through the unique registration process it will be possible to identify the quantity of local authority officers and schools accessing the site. However, it is essential for the success of TravelMatters to understand firstly if the web resources remain fit for purpose and secondly, but more importantly, if the sustainable travel message is getting across to pupils and parents and altering travel behaviour in favour of sustainable modes.

A proportion of the funding will be made available to develop and undertake an annual online survey for all users as well as for an independent expert assessment of all materials and lesson plans. These will allow the TravelMatters team the opportunity to make improvements to both the website and the resources.

Overall project assurance and monitoring will be undertaken by independent consultants, Atkins, with an annual report which will be used as a reporting tool to Gateshead Council, other partners and to the Department for Transport.

²³ In the event of this bid being successful, this licence fee would be refunded to these local authorities.

C2. Package costs

1: Website Development	£K	2012-13	2013-14	2014-15	Total
	Revenue	0	0	5	5
	Capital	0	20	0	20
	Local Contribution	5	5	5	15
2: Resources Development	£K	2012-13	2013-14	2014-15	Total
	Revenue	0	0	0	0
	Capital	0	10	10	20
	Local Contribution	5	5	5	15
3: Staff Resources	£K	2012-13	2013-14	2014-15	Total
	Revenue	62	62	62	186
	Capital	0	0	0	0
	Local Contribution	20	20	20	60
4: Marketing and Promotion	£K	2012-13	2013-14	2014-15	Total
	Revenue	10	10	10	30
	Capital	35	35	35	105
	Local Contribution	0	0	0	0
5: Monitoring and Future Delivery	£K	2012-13	2013-14	2014-15	Total
	Revenue	0	5	5	10
	Capital	15	15	15	45
	Local Contribution	5	5	5	15
GRAND TOTAL	£K	2012-13	2013-14	2014-15	Total
	Revenue	72	77	82	231
	Capital	50	80	60	190
	Local Contribution	35	35	35	105
Total package value		157	192	177	526
<i>Total bid to DfT</i>		<i>122</i>	<i>157</i>	<i>142</i>	<i>421</i>

C3. Rationale and strategic fit

Tackling the journey to school travel behavior supports national and local goals in terms of supporting economic growth, reducing carbon emissions, improving the local environment, providing equality of opportunity, improved safety, community cohesion and quality of life.

The proposed package complements a wide range of local policies and plans including:

LTPs - these are typically focused around making the best use of local transport networks, reducing congestion and encouraging modal shift from car use to sustainable travel - all themes that the TravelMatters resources focus on.

LSTF packages and bids - a large proportion of Tranche 1 bids and the Tranche 2 Expressions of Interest had a focus on school travel and this proposed package supports and complements these interventions.

School Travel Plans - the proposed package will add value to the investment in school travel plans and provide schools with another resource to develop sustainable travel initiatives from.

Sustainable Modes of Travel to School Strategies - the package will also support the strategies that are developed by local authorities to implement under the Education and Inspections Act 2006.

Physical Activity Strategies - the proposed package supports the vision of local physical activity strategies of “*Inclusive and accessible, free or low-cost, fun, non competitive activity, sociable, part of everyday life, sustainable and environmentally beneficial*”²⁴ by encouraging walking and cycling for children.

Climate Change policies - both local authorities and schools have carbon reduction targets and as the proposed package encourages a shift to sustainable travel it can help meet these targets.

The proposed package will benefit communities across England and will not have a negative impact on individual groups or surrounding areas. The web resources will be made available for all groups including those on low income and other socially disadvantaged groups which can experience higher levels of obesity, heart disease and poor mental health.²⁵

TravelMatters is a long term programme focusing on prevention through education. This mirrors the health sector, which has been using education as a way of tackling change for many years.²⁶

C4. Community support

There is ever-increasing community support for promoting sustainable and active travel for the journey to school. The majority of schools now have a school travel plan (STP) and in the ‘Evaluation of the Travelling to School Initiative’²⁷ it was identified that 61% of respondents believe that STPs will support sustainable travel behaviour in the future and over 90% identified a need for help in the implementation of STPs. Transport professionals working in this field reported a strong desire on the part of schools for practical tools to enable them to *implement* their STPs.

Demand for projects such as Bikeability has been high with around 300,000 children per year taking part and over 80% of local authorities signed up to it. 97% of parents were very/quite satisfied with Bikeability and 95% of children described it as fairly or very good.²⁸ Evidence also shows that children and young people want to walk and cycle more with various sources of evidence ranging from one in three children wanting to cycle to school²⁹ and 50% of children at Bike It schools want to cycle to school.³⁰

The success of work in both the Sustainable Towns³¹ and Cycling Demonstration Towns³² shows that children and young people will choose to

²⁴ Active Bristol Physical Activity Strategy 2011-2016

²⁵ www.endchildpoverty.org.uk

²⁶ Online Interventions for Social Marketing Health Behaviour Change Campaigns: A Meta-Analysis of Psychological Architectures and Adherence Factors, University of Wolverhampton Journal of Medical Internet Research

²⁷ An Evaluation of the “Travelling to School Initiative” Programme, Department for Transport (2010)

²⁸ Research to explore perceptions and experiences of Bikeability training amongst parents and children, Ipsos MORI (2010)

²⁹ <http://www.bikehub.co.uk/featured-articles/cycling-to-school/>

³⁰ Bike It Project Review, Sustrans (2010)

³¹ The Effects of Smarter Choice Programmes in the Sustainable Travel Towns, Department for Transport (2010)

³² Evaluation of the Cycling City and Towns Programme, Department for Transport (2011)

walk and cycle more with the right infrastructure, information and support; the latter two are provided by the proposed package.

The proposed package expands an existing resource which has proved to be very popular since it originated in 2010. The TravelMatters website attracted users in over 50% of local schools within six months of its official launch.

The main user of the resources is the teacher and in the TravelMatters Survey all 33 respondents stated they would be happy to use the lesson plans in the classroom in the future. 97% felt that they have been designed to help promote sustainable travel to pupils and 97% responded that after reviewing the lesson plans they had enough knowledge to talk about sustainable travel.

Furthermore, members of the sustainable travel community are supportive of the proposed package as demonstrated by delegates at a number of sustainable travel conferences; *“A brilliant idea - we need to have a national approach as well as our own local authority’s; useful to have a One Stop Shop for resources for teachers”*, and *“Great way to promote sustainable travel. Information already done for teachers to adapt to specific school”*.³³

SECTION D – Value for money

D1. Outcomes and value for money

This section considers the benefits generated by the proposed package and assesses the available evidence of the extent to which it provides value for money. Due to the nature of the proposed package which aims to complement and support other sustainable travel initiatives, it is not appropriate to produce a comprehensive quantitative value for money assessment. Instead a high level qualitative assessment on the ways in which the impacts of the proposed package on car use and sustainable travel contribute to the objectives identified by Department for Transport has been presented.

The proposed package supports sustainable travel activities which are being undertaken and developed across England via a variety of approaches. Encouraging local authorities to take up the TravelMatters web resources alongside their current sustainable travel programmes provides a way of “locking in” and adding value to a whole range of benefits captured by the other sustainable travel measures.

The table shows the likely package outcomes which could potentially contribute to the Department for Transport’s objectives as presented in Appraisal Summary Tables, particularly in terms of secondary benefits.

Impact	Sub-Impact	Qualitative Assessment
Economy	Business users and transport providers	Potentially beneficial - alleviation of congestion around schools has the potential to improve journey times for others, particularly in the morning peak

³³ Summary of Evaluation Returns From delegates at ACT Travelwise National Autumn Conference; Modeshift Annual School Travel Conference; and NE and Humber School Travel Adviser Training Event (2009) Gateshead Council.

	Reliability impact on Business users	Potentially beneficial - alleviation of congestion around schools has the potential to improve journey time reliability, particularly in the morning peak
	Regeneration	Neutral
	Wider impacts	Neutral
Environmental	Noise	Potentially beneficial - school traffic and associated congestion is often found in residential areas and a reduction in car use could alleviate exposure to noise
	Air Quality	Potentially beneficial - school traffic and associated congestion is often found in residential areas and a reduction in car use could alleviate exposure to local air pollution
	Greenhouse gases	Potentially beneficial - reduction in school traffic reduces associated greenhouse car emissions
	Landscape	Neutral
	Townscape	Neutral
	Heritage of Historic Resources	Neutral
	Biodiversity	Neutral
	Water Environment	Neutral
Social	Commuting and other users	Potentially beneficial - alleviation of congestion around schools has the potential to improve journey times for others, particularly in the morning peak
	Reliability impact on commuting and other users	Potentially beneficial - alleviation of congestion around schools has the potential to improve journey time reliability, particularly in the morning peak
	Physical activity	Potentially beneficial - increased number of walking and cycling trips to school would increase physical activity of children and potentially their parents
	Journey quality	Potentially beneficial - children benefit from travelling to school with their peers and parents experience a potential reduction in the stress caused by driving in congested conditions around the school
	Accidents	Potentially beneficial - reduction in traffic and congestion around schools could reduce road traffic accidents. An increase in walking and cycling journeys could potentially have the opposite effect but safety is a key component of the web resources
	Security	Neutral
	Access to services	Potentially beneficial - increased knowledge can improve and extend options for travel to school
	Affordability	Neutral
	Severance	Potentially beneficial - alleviation of congestion around schools has the potential to improve journey time reliability, particularly in the morning peak
		Option Values
Public Accounts	Cost to Broad Transport Budget	Cost - Additional costs to local authorities and schools to supplement the resources
	Indirect Tax Revenues	Adverse - reduced indirect tax to Government as a result of reduced car mileage and associated fuel purchase and fuel duty

Benefits of reduced car use

Reducing the number of trips made to school reduces some of the negative side effects of car travel. Negative impacts of traffic include emissions of carbon dioxide, and local air pollutants, noise pollution, severance, accident risk and contribution to congestion and the associated delays and reduced journey time reliability for other drivers.

As school journeys are typically short, the level of traffic reduction achieved by changing mode share is relatively limited. However the trips are often focussed on busy urban roads at peak morning times, increasing the scale of their impact in terms of the locally specific impacts of air pollution, noise pollution and congestion.

Benefits of physical activity

It is widely recognised that regular moderately intense physical activity is an important element in the development of children and young people. Physical activity, including walking, has a range of benefits during childhood, including healthy growth and development, maintenance of energy balance, psychological well-being and social interaction. Using active travel for the journey to and from school provides a good opportunity to build activity into daily life, help meet the recommended levels of physical activity and also reduce risk factors for developing life threatening diseases in adult life.

Wider benefits

The successful promotion of walking and cycling increases key life skills. Other more minor benefits include potential improvements in accessibility offered through broader travel options and information and potential greater journey ambience and amenity resulting from reduced driving stress for parents. Wider pupil related benefits include improved behaviour and increased confidence and independence.

Value for Money

TravelMatters is a low cost resource which has potential beneficial impacts for children, parents and the teaching community. The reach of the resource through the ease of dissemination demonstrates an incremental value for money in the long term. Classroom delivery of the website's teaching resources will more than offset the initial financial outlay with even minimal penetration. For example, if only 500 schools throughout the country delivered an average of 10 TravelMatters lesson plans each year the delivery cost captured would be of the order of £150K per annum (based on £30 per lesson).

D2. Financial sustainability

The package has been identified with a view to maximizing the likelihood of benefits and activities being sustained beyond the fund period. In particular:

- >Gateshead Council is committed to maintain current levels of funding and as it is scalable in nature, it could be adapted to varying levels of funding;
- >The greatest cost is involved with getting the resource to the teachers established and used, thereafter the costs would reduce and the resources will remain an asset with only minimum maintenance required;
- >It is highly consistent with national and local policy, therefore in a good position to compete for available funding in the future;

- >There is potential for business involvement (through advertising) with future-proofing exercises planned throughout the bid period; and
- >Targeting children and providing them with the skills to use sustainable transport modes will mean they have a basis of knowledge and confidence to support their continued use as they grow older.

SECTION E – Deliverability

E1. Implementation

Gateshead Council will be the body with overall responsibility for managing the successful and efficient delivery of the package. It has a **strong track record** in delivering sustainable travel initiatives, including the Travel Matters website and associated resources. The website has been developed by a reputable web development company who will be involved throughout the bid lifecycle.

Gateshead Council will consider regular reports on progress in delivering the package, having particular regard to issues affecting the overall balance of the package, and their implications for delivery of the main policy and outcomes.

Senior manager supervision of the programme will be carried out by Nicolas Clennett, Head of Transport Strategy.

Day to day **delivery** of the package will be co-ordinated by the two project managers who have been successfully working on this package for the last two years. They will maintain the information and monitoring systems needed to provide reports and deal with day to day liaison, coordination and any issues affecting the project. They will also act as the main point of contact with the Department for Transport.

E2. Output milestones

To provide consistency, similar output milestones to the Tranche 1 “*An Active Future for Tyne and Wear*” package have been identified.

Output	2012/13	2013/14	2014/15
% of local authorities registered to use Travel Matters resources	20%	40%	60%
% of primary/ first middle Schools registered to use Travel Matters resources	20%	35%	50%

E3. Summary of key risks

Risk	Mitigation
Website not fit for purpose	<ul style="list-style-type: none"> • Website developed by a reputable company and has been tried, tested and

	<p>developed already (through Tranche 1 funding)</p> <ul style="list-style-type: none"> • Regular monitoring via users of the site through feedback surveys
Lesson plans and other resources not fit for purpose	<ul style="list-style-type: none"> • Lesson plans developed and updated regularly • Regular reviews by teachers and users of the resources
Ability for staff to engage with local authorities and schools	<ul style="list-style-type: none"> • Current staff have many years of experience and good relationships in engaging with local authorities and schools on sustainable travel matters • New staff to be managed through informed recruitment
Failure to deliver local contribution	<ul style="list-style-type: none"> • Close monitoring and regular reporting of local contribution spend and status • Commitment to authority funding contributions
Failure to secure all Department for Transport funding	<ul style="list-style-type: none"> • Close adherence to Department for Transport grant funding requirements • Robust project management to ensure delivery in line with funding profile • Regular liaison and progress reporting to Department for Transport
Reliance on Modeshift's network for dissemination. Modeshift is a newly reconstituted organisation which may have low take up or cease to continue.	Utilise the well-established RSGB network to assist dissemination.

E4. Project evaluation

We are happy to co-operate with the Department for Transport in evaluating the benefits of the Fund programme. We will work with the Department to prepare an evaluation plan and approach for understanding if, how and why the intended outcomes have been achieved, exceeded or not reached, supported by an appropriate monitoring budget.

Appendix A

TravelMatters Survey (January 2012)

The survey was closed at midnight on 29 January 2012 and 33 responses had been received by that time. This summary reports details those responses.

The teachers that responded had been teaching for a range of time from “less than a year” to 40 years.

Table 1.1 Length of time employed as a teacher

Years in Teaching	Number of responses
<1	2
1	10
2	4
3	1
4	1
5	1
6	2
7	1
10	2
11	1
12	1
13	1
14	1
15	1
20	1
27	1
30	1
40	1

Lesson Plans Used

Question 2: What are the titles of the lesson plans that you assessed?

Lesson plan names were not always specified exactly as on the website, thus in some instances there is uncertainty as to whether the Word or Powerpoint document was used – this is noted in Table 1.2. The most popular lesson plans were: *How has Transport Changed?* *Mental Maths Test 1* and *Alphabet Challenge*.

Table 1.2 Lesson Plans Used

Lesson Plan Name	Responses
About Challenge!	1
Activity Menus	5
Adventures of Bus Man (Word)	2
Alphabet Challenge	16
Cycling Ambassador	1
Election Special	1
Five good reasons to walk to school	4
Green Cross Code	13
How Has Transport Changed?	24
Jack Buses-It	2
Jack's New School Journey	5
Literacy - How to write a newspaper article	1
Meet Some Worried People (PowerPoint)	4
Mental Maths Test 1	25
Travel Discussion (PowerPoint)	1
Travel Discussion (unspecified format)	7
Travel Discussion (Word)	2
Who Owns the World?	7
Worrying News!	2
Writing a News Article - PowerPoint	4
Writing a News Article (unspecified format)	4
Writing a News Article (Word)	1
Total	132

Question 3: Overall, did you find the lesson plans easy to understand and follow?

Only one of the respondents did not feel that the lesson plans were easy to use/follow (they had been teaching for 13 years). The comment from this respondent showed that they thought the resource provided was not detailed enough to be classed as a lesson plan, *“No actual lesson plans were provided. A resource is not a lesson plan. The resources are good but it would be good to have a step by step explanation of how the creator thinks it could be used. As a teacher I can then decide to use it that way or adapt it to my class. It does need some sort of explanation.”*

This comment was echoed from another respondent: *“There were no lesson plans but the resources were clear and easy to follow.”*

In addition to these comments, eighteen other respondents provided an answer as to why they found the lesson plans easy to use. Key points here included:

Clear and easy to understand:

“They were very clear and concise. Additionally, the instructions lacked ambiguity and the resources required were clear.”

“Visually clear and not too long.”

“The layout of the resources was clear and simple and easy to follow.”

Good level of information provision:

“Thoughtfully set out instructions and information for both teacher and pupil.”

“Each lesson was straight forward and provided the necessary information (Learning Objective, Activities, and worksheets if necessary) to be able to give this lesson.”

Lesson Objectives:

“They all had clear learning objectives within them, and made their points obvious.”

“They were clear, with good learning intentions/ criteria/ objectives where necessary.”

“They use correct lesson formats, and are explained substantially.”

Curriculum Fit

Question 5: Overall, do you feel the lesson plans fit easily into their specific areas of the curriculum?

Table 1.3 Lesson plan fit to the curriculum areas

	Respondents
Yes	32
No	1

The “No” respondent felt that many could be cross-curricular.

Fifteen teachers provided an open response answer to this question, which in general highlighted the clarity of the resources and objectives, and the targeted nature of them. Suggestions for improvement include:

“Overall I did. However I thought more work needs to be do on the Numeracy area. I do not think a mental test is the only example that could be used.”

“Some plans were more obvious than others. It would probably be easier if there were some curriculum links provided.”

Age Group Appropriate

Question 7: Overall, do you feel the lesson plans were appropriate to the age group?

Table 1.4 Were lesson plans appropriate for the age group?

	Respondents
Yes	26
No	7

Of those that did not think the lesson plans were appropriate for the age group, some thought they were too easy, and others too difficult for the pitched age group.

Table 1.5 Reasons for lesson plans not being age appropriate

Open Response to “No”: Too easy for age group	Open Response to “No”: Too difficult for age group
The mental maths test was easy for a year three class. There could be more differentiation.	Sometimes I felt there was too much information in each slide for children to be able to take in.
Some seem a little simple for KS2	Writing A News Article would be difficult for that age group as there are many complexities in newspaper article writing. Although they are capable, what was set out in this lesson may prove difficult for children of lower ability.
In the Mental Maths Test 1 resource a lot of the questions were very easy and more suitable to year 2 children.	The documents featured too much text, a lack of opportunities for the children to reflect upon what they were being told and for a teacher to assess their learning.
I thought the alphabet challenge was more suited to younger children.	

The open responses alongside the “Yes” response also highlighted some areas of discrepancy:

“The alphabet challenge...could possibly be done a year earlier.”

“..there are a few lessons that many students would just be uninterested in...But this is partially because the topic (transportation) and how it is being delivered can be dry.”

“...some words may NOT be understood by younger pupils e.g. the word 'reinforcing' on slide 2 of the Alphabet Challenge lesson.”

Quality of Lesson Plans

Question 9: Overall, how would you grade the quality of the lesson plans?

Table 1.6 Quality of the Lesson Plans

	Respondents
Excellent	3
Very Good	13
Good	14
Fair	3
Total	33

Positive comments to this question centred on the plans being concise, easy to read and well laid out with suitable visuals *“ they were attractive, yet not too busy, simple but appropriate in tone and able to be extended easily if required”* *“clear concise, easy to use, differentiated and focused.”*

Less positive comments included:

“...the word documents could have had a few pictures on them.”

“They provide a good base for a lesson but they need to be extended to be workable in some circumstances.”

“With the topic of Transportation, there are a few areas where it would be more difficult to incorporate questions and create an entire unit based around

this. However, if done properly trying to include the idea of 'safer' travel and keeping a clean environment via 'riding bikes' could work."

"...for a KS2 session their needs to be more opportunity to interact and less reading or writing involved."

"There was resource but no lesson plan to explain what to do with the resource or an idea of how the creator felt it could be used."

Preparation of Lesson Plans

Question 11: Would you have thought about preparing such lesson plans if the material was not readily available?

Table 1.7 Preparation of lesson plans without the material

	Respondents
Yes	19
No	14

In general, the respondents that would not have thought about preparing lesson plans about transport stated that they had not previously considered how the topic of transport can be incorporated over a wider range of subjects (e.g. Alphabet Challenge and Mental Maths), and also mentioned the time need to prepare such resources. One respondent noted that it is, *"helpful to have material made by experts in that area."* and another noted, *"I may have prepared similar lesson ideas/plans but they would not have been in as much detail with such clear and detailed objectives in relation to healthy travel and environments."*

A few of those that would have considered lessons like this stated an interest in sustainable transport and an understanding of the importance of teaching this to pupils in a range of ways.

Question 13: Approximately how long would it have taken for you to have prepared the four lessons plans you reviewed yourself?

The majority of respondents would have spent 2 to 4 hours (13) or 1 to 2 hours (10) on preparing the lesson plans that they reviewed.

Table 1.8 Time taken to prepare an equivalent lesson plan

Time	Total
Less than 1 hour	1
1 hour to 2 hours	10
2 hours to 4 hours	13
4 hours to 6 hours	7
6 hours+	2
Total	33

Use of the Plans in the Future

Question 14: Would you be happy to use the lesson plans in the classroom in the future?

Table 1.9 Willing to use the lesson plans again

	Respondents
Yes	27
Maybe	6
No	0

Popular themes could be found when looking at the open responses from respondents that would use the resources again – most notably that they liked the interesting ideas and good quality, found the plans a good starting point (e.g. to modify for different ages/abilities) and time saving.

Table 1.10 Reasons for using the resources again

Open Response Themes	Responses
Interesting ideas	14
Good starting point	9
Good quality	6
Would save time	6
Clear/easy to use	4
Easily transferable to classroom	2
Different perspectives	1
Good topic	1
Total	43

Respondents that said they would “maybe” be willing to use the lesson plans again generally stated that they would use them as a starting point/make changes and/or use them alongside other things.

Sustainable Transport

Question 16: The lesson plans have been designed to help promote sustainable travel to pupils. Do you feel they achieve this aim effectively?

Table 1.11 Effective promotion of sustainable travel to pupils

	Respondents
Yes	32
No	1

The overwhelming majority of teachers questioned felt that the plans effectively promoted sustainable travel to pupils with the reasons why shown in Table 1.12.

A suggestion to take the teaching further was, “...it would be interesting to tie in sustainable fuel options for later grades as well (e.g., solar energy, electric cars, etc.).”

Table 1.12 Effective promotion of sustainable travel to pupils

Open Response Themes	Responses
Presents all the facts/options	13
Good way of presenting information	8
Engage children	8
Not effective on their own	6
Well prepared work	2
Makes it 'cool'	1
Support objectives	1
Total	39

A couple of other notable responses include: *“They may promote some of the pupils to want to walk to school however in primary schools it is ultimately up to parents and “I believe that for notion of sustainable travel to be understood and grasped, it needs to be implemented from Nursery and Reception. As well, I do not feel as though the curriculum focuses on students of lower economic status but instead makes the assumption that all students will have access to bicycles. Or on the other hand, by asking students to walk to school, we are putting some students at risk as parents will then take this to mean that any student, of any age, will be safe to walk home by them self.”*

Question 18: Before reviewing the lesson plans did you feel you had enough knowledge to develop your own lesson plan and to talk about sustainable travel?

Question 20: Now you have reviewed the lesson plans do you feel you have enough knowledge to develop your own lesson plans and to talk about sustainable travel?

The teachers were asked if they felt they had enough knowledge to develop their own lesson plan and to talk about sustainable travel, both before, and after reading the lesson plans. Before reviewing the lesson plans, 18 felt they had enough knowledge to do so – rising to 32 after the lesson plans.

Table 1.13 If teachers had enough knowledge of sustainable transport before and after reviewing lesson plans

	Before	After
Yes	18	32
No	15	1
Total	33	33

The respondent that still did not feel they had enough knowledge after using the resources stated, *“I would need to do some personal research to understand more of the background information.”*

Respondents noted in this question that whilst they may have had knowledge, they wouldn't have known how to present it so clearly and engagingly linking across many curriculum areas.

Hours in the Curriculum

Question 22: If you were in a full-time teaching post, how many hours per year would you include sustainable travel in the curriculum? (without availability of this resource).

Question 23: With the availability of this resource (and over 150 lesson plans available), if you were in a full-time teaching post, how many hours per year would you include sustainable travel in the curriculum?

The teachers were asked how many hours of sustainable transport a year they'd include in the curriculum, both without and with the TravelMatters lesson plans.

Twenty-one teachers reported an increase in the number of curriculum hours a year with the use of the lesson plans, with an average of 10-30 hours of teaching predicted with the use of the lesson plans (as appose to under 10 hours without).

Table 1.14 Time spent on Sustainable Transport Teaching/per year

	Without Lesson Plans (respondent)	With Lesson Plans (respondents)
Under 10 hours	25	8
10 – 30 hours	8	18
30-60 hours	0	7

National Impacts

Question 24: If this resource was available nationally what impact do you think it could have?

Table 1.15 Considered impacts of TravelMatters' Resources on key areas

	Encouraging children to travel to school by sustainable modes	Health and well being of children	Traffic levels in the local area	Local environment
Maximum Impact	4	4	3	2
Moderate Impact	25	21	12	18
No Impact	0	0	1	0
Minimum Impact	4	8	17	13

Respondents generally viewed the resources would have a moderate impact on encouraging travel to school by sustainable modes, the health/wellbeing of children and the local environment. However, the majority (17) of respondents believed it would have a minimum impact on traffic levels in the local area.

Final Respondent Comments

Three respondents made a comment about the website – namely that it was uncluttered and easy to use.

Sixteen respondents commented about the resources, in general very positive about what they had reviewed, for example, *“I love those resources. Brilliant job!”*, *“I like that the resources can be used in many lessons throughout the curriculum”* and *“The resources I assessed were relevant and appropriate. I enjoyed reviewing them and would use them if available.”*

Constructive criticism included requests for KS1 material, the importance of ensuring that parents were also onboard with the idea.

Comments directly related to individual lesson plans were:

“The Travel Discussion introduces the discussion topic as a statement rather than a question. Using a question here would allow for exploration of alternatives. Exploration of alternatives would then lead to discussion of why walking is better than using a car. Using a statement rather than a question makes children presume to know an answer before a discussion has started.”

And

“I think some of the resource material could be better presented. For example 'How Transport Has Changed' did not seem to work very well and the Numeracy area does not seem to be very adventurous.”

Summary

The survey responses were very positive towards the TravelMatters' resource materials, though some comments questioned the use of the term 'lesson plan'. Respondents thought the lesson plans used interesting ideas, were clearly set out, presented subjects fully and in an engaging way, were an excellent starting point and would save them time.

The example resources were considered a good fit into the curriculum and age-appropriate by the majority. There were some comments about areas that may have been pitched too low or too high for an age group, but these were not generally consistent and thus are probably dependent on individual schools/the teacher's perceptions.

Significantly more respondents felt they had enough sustainable transport knowledge to effectively teach after reviewing the resources (compared to before), and in nearly two-thirds of cases respondents stated that the resources would encourage more hours per year of the curriculum to be on sustainable transport.

In general it was considered that the resources would have a “moderate impact” on key issues nationally; and 26 of the respondents said they would use the resources again (the other 7 were “*maybe*”).

Nearly all respondents believed the resources were an effective way to promote sustainable travel to pupils, but it was noted that at a primary school level it is essentially the parents' choice as to how children travel to school.