

A high-angle photograph of a residential street. In the foreground, a white circular speed limit sign with '20' in the center is painted on the asphalt. Several children are walking and riding scooters across the street. In the background, a white van is parked on the left, and several cars are parked on the right. The scene is brightly lit, suggesting a sunny day.

WALES

20MPH

PILOT SUPPORT

2021-2022

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PROJECT OVERVIEW

Following the recommendations of the ‘Welsh 20mph task force group final report’ (July 2020), the Welsh government is proposing to introduce a 20mph speed limit on all ‘restricted roads’ across Wales. This will be the first national scheme in the UK of its kind and therefore the Welsh government is seeking to implement a trial phase in eight areas ahead of a national roll-out.

Transport for Wales is working with the Welsh Government and Local Authorities to deliver Phase 1 and to conduct a comprehensive monitoring and evaluation exercise linked to the eight Phase 1 trial areas. Working with seven Local Authorities in Wales the eight trial areas are:

- **Abergavenny, Monmouthshire**
- **Buckley, Flintshire**
- **Cardiff (North), Cardiff**
- **Cilfrew, Neath Port Talbot**
- **Llanelli (North), Carmarthenshire**
- **Severnside (Caerwent, Caldicot, Magor, Undy), Monmouthshire**
- **St Brides Major, Vale of Glamorgan**
- **St Dogmaels, Pembrokeshire**

Phase 1 started in the summer/autumn of 2021, with ongoing monitoring in each of the eight trial areas. Living Streets supported the pilot phase, with a specific emphasis on engaging and monitoring the effects of the 20mph roll-out on school journeys.

Living Streets was commissioned by Welsh government to work with 12 specific primary schools across the above 8 areas of Wales between September 2021 and July 2022 to better understand people’s travel behaviours and attitudes. The project included the offer of WOW Walk to School to all schools taking part.



PROJECT OBJECTIVES

Transport for Wales provided Living Streets with a preferred shortlist of 12 schools to engage – 8 in the trial intervention areas and a further 4 in control areas.

There were 2 key elements of support over the period of September 2021 – July 2022:

- > WOW – the walk to school challenge – with the primary objective of daily tracking and monitoring school travel behaviour via WOW Travel Tracker.
- > Qualitative data gathering support – running surveys to determine ongoing barriers to active travel to school to help understand if (perceived) traffic speed stops being an issue in the trial areas. Both qualitative (focus groups) and quantitative data was gathered (Travel Tracker data and perception surveys).

WOW – THE WALK TO SCHOOL CHALLENGE

WOW, Living Streets' walk to school challenge, is a proven and effective incentive-based scheme to increase walking rates in primary schools.

Support for schools consisted of:

- A launch bundle for schools including a WOW launch pack, WOW Travel Tracker guide, classroom guide for teachers, pupil guide and stickers, letters for parents, school poster, and a bilingual banner for the school railing.
- Collectable WOW badges, which pupils earn each month for walking to school at least once a week.
- Provision of our innovative whiteboard software, the WOW Travel Tracker, available in Welsh, which children use to log their journey to school.

Living Streets' Walk to School campaign supports around 600,000 children in over 2,100 schools to walk more through national schemes and events including Walk to School Week, and WOW – the walk to school challenge, making it one of the UK's leading behaviour change campaigns for young people. The Living Streets WOW – walk to school challenge is a pupil-led initiative where children learn about the benefits of active travel, self-report how they travel to school every day using the interactive WOW Travel Tracker and earn themselves badges for their efforts.

On average WOW gets 23% more children walking some or all the way to school after five weeks, and results in 30% fewer all-the-way car journeys.

Children taking part in WOW earn monthly collectable badges for their active journeys to school (which includes walking/wheeling, Park and Stride, scooting and cycling) if they meet their weekly trip threshold each week. This threshold is set by the school and will



depend on the catchment, routes to school and family locations specific to that school but is a minimum of one active journey. The badges are based on a different theme each year and are designed by children themselves in the Living Streets' national annual badge design competition.

Walking to school has significant benefits to both children and the adults that accompany them on their journeys to school and back.

There is good evidence to show that the walk to school has a positive and independent impact on children's physical activity, health, and fitness (Mackett, Lucas, Paskins, & Turbin, 2005; Voss & Sandercock, 2010; Southward, Page, Wheeler, & Cooper, 2012). In addition to physical health, children's (and parent's) mental wellbeing can be supported by regularly walking to school. The mental health benefits of regular walking are widely accepted in the scientific community, by mental health practitioners and beyond (Barton & Pretty, 2010; Roe & Aspinall, 2011; Cohen-Cline, Heesch, Burton, & Brown, 2011; and Turkheimer, & Duncan, 2015).

Children that walk to school have better road safety awareness and feel more connected to their communities. Evidence shows that children who walk to school have greater spatial awareness and understanding of the risks posed by traffic than children who are driven (Mackett, et al., 2007). Children who regularly walk to school also feel more connected to their communities. Living Streets has previously reported that children who walk to school have a wider social network and a better understanding of their local area (Living Streets, 2008), a finding which is reinforced by studies showing children who walk to school have a greater level of social development (Tolley, 2003; Naef, 2017).

Walking to school will also help to improve air quality. Schemes like School Streets reduce traffic immediately outside the school gates and will have a positive effect on a school's air quality but encouraging people to walk to school will improve air quality for a much wider area. Over 2,000 schools and nurseries in England and Wales are within 150 metres of a road breaching the legal levels of NO₂ pollution (Dowler & Howard, 2017).

QUALITATIVE DATA GATHERING SUPPORT

Living Streets looked for evidence of the impact of the 20 mph Phase 1 Study Areas on travel attitudes and behaviour, they aimed to do this through comparisons of:

- Schools before and four weeks after the establishment of 20 mph Phase 1 Study Areas.
- Schools four weeks after the establishment of 20 mph Phase 1 Study Areas and six months later.
- Schools in 20 mph Phase 1 Study Areas and schools outside the areas.

In practice, the first two points above were not achieved due to data quality and install dates. Living Streets adjusted the timing as necessary to accommodate 20mph Study



Areas that were already established prior to the project and to accommodate for pressures in schools.

The third point consisted of the completion of 2 perception surveys by respondents, a 1st and 2nd. These 2 perceptions surveys were sent to all schools to distribute.

We expect the focus group sessions will provide the most insight into the effect of the 20 mph Phase 1 Study Areas and support or be supported by the survey results. Behavioural changes as a result of the areas are likely to be obscured by the big change in travel behaviour typically seen in Travel Tracker data as a result of WOW.

CHALLENGES AND LIMITATIONS

20mph had been introduced in the pilot areas from June 2021 to May 2022. 20mph was in place at 3 of the 8 intervention schools prior to the start of the project.

There were control schools with 20mph introduced before and during the project, however it was indicated from Welsh Government that it was only the road immediately outside the school.

The data collection focuses on the roads close to the school and the routes that participants take to school. Therefore, does not reflect experiences of those travelling beyond these areas.

3 schools declined to take part in WOW and the research: The Dell and Thornwell in Monmouthshire, and Thornhill in Cardiff. Llysfaen Primary School in Cardiff was identified by Welsh Government to replace Thornhill Primary School. The Active Travel Officers in Cardiff Council were able to link Living Streets with Llysfaen Primary School in mid-December. Llysfaen was considered a control school as roads only immediately adjacent to the school are 20mph resulting in lots of walk/cycle trips to school would still be along 30mph roads. Bryn Primary School replaced Maes y Morfa Primary School. Ysgol Y Felin replaced Halfway/Hannerffordd Primary Catholic Primary School. This delayed the launch start in these schools and took additional time for the school to find the appropriate member of staff to lead the challenge, set them up and find a time for the Living Streets facilitator to deliver an online launch assembly.



2 further schools declined WOW but continued to support with the data gathering of the surveys and focus groups. One was an intervention school and the other was a control school. One school gave the reason because they identified their route to school as unsafe and the other was taking part in something similar and did not have capacity for another initiative.

Schools are still affected by Covid with knock-on effects. Schools' priorities are affected by staff shortages, administrative and logistical impacts, and schools needing to focus on education, health and wellbeing of their school community. Staff absences has meant it is often difficult to get schools started on the project and to keep it going when key staff are absent. Many schools across Wales, England and Scotland delayed starting WOW as they did not feel they had time to take on WOW or any additional initiatives, despite being committed. We overcame some of the barriers by doing the majority of the initial set up admin for some schools, and offered additional training for staff and pupils, and made short launch videos for teachers to fit into their school day.

The project did not originally include Living Streets facilitator time to support schools with WOW. However, due to a delayed start in schools launching WOW, as a result of a combination of factors, the resource underspend funded the Living Streets facilitator time to support with WOW which saw great results. Factors included Local Authority staff having varied and limited capacity, alongside high and complex demands on schools; some of these we are aware of and have been noted in this report. This resulted in the Living Streets facilitator running training sessions, delivering launch assemblies, training pupils to be Travel Tracker Ambassadors and corresponding directly with schools regarding WOW throughout January - June.

There was restricted access to parents/carers and staff due to communications going via school channels. Where Living Streets was seeing a low return rate of surveys, reminders were sent to those schools to push the survey out again, which saw increased returns in some schools. Delay in receiving responses from surveys meant that they were open for three months in some cases, making the data collecting inconsistent across the schools. It was reported to the facilitator by some schools, that they get low returns from parents/carers as well. Invitations for the focus groups were done in a similar way to the surveys and there were occasionally few or no parents/carers present. The Living Streets facilitator fed this back to the school and in some cases was able to offer another session. Even with additional sessions there was one school that still did not have any attendance.

One of the main issues in the blanket brief was that the individual needs of the schools were not considered, for example, geographical location and catchment area. These factors affected the ability to gather data.



PROJECT ACTIVITIES

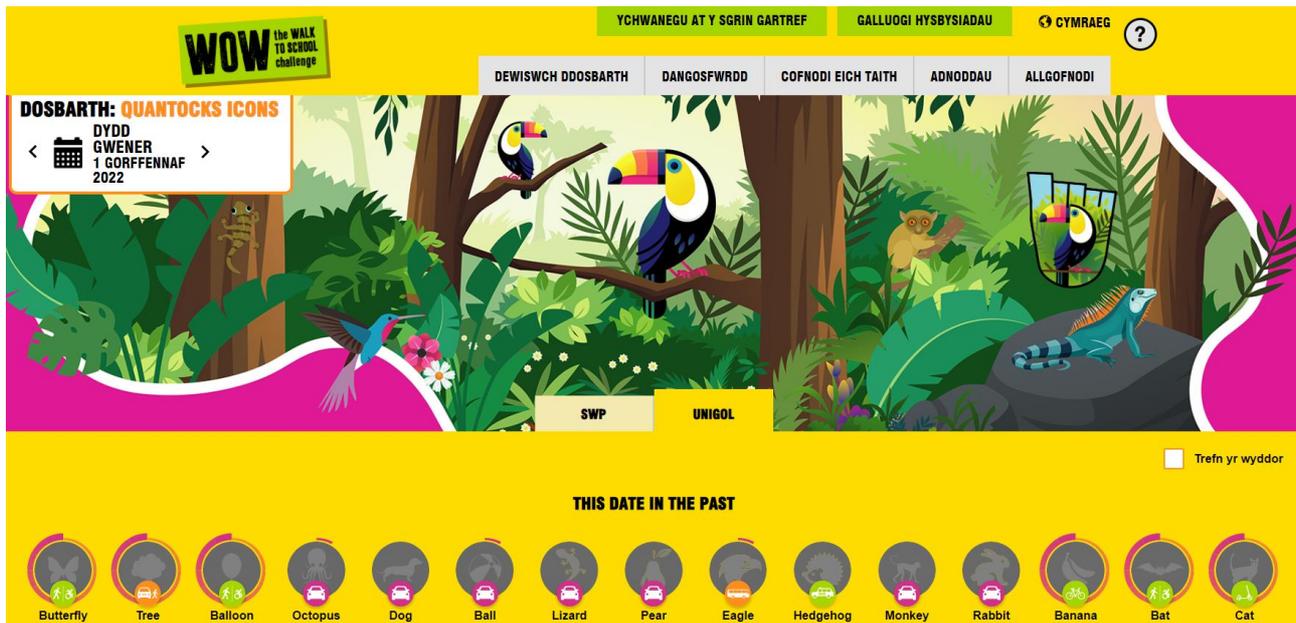
WORKING WITH WELSH GOVERNMENT AND LOCAL AUTHORITIES

- Liaise with Welsh Government regarding the specific schools to be working with as part of the project. These altered as the project developed due to schools unable to engage.
- Liaise with Council Officers in relevant Local Authorities to deliver introduction and training sessions online and answer any queries.
- Report back to Welsh Government about interactions and activities with schools.
- Create and conduct online surveys in collaboration with Welsh Government.
- Create and conduct online focus group sessions in collaboration with Welsh Government.

Intervention schools	Number of children	Installation of 20mph	Launch of WOW
Ysgol Llandudoch/St Dogmaels Community Primary School	115	June 2021	14/3/22
St Brides Major Church in Wales Primary School	219	July 2021	1/2/22
Ysgol y Felin	219	August 2021	1/2/22
Ysgol Mynydd Isa primary	577	March 2022	19/5/22
Cilffriw Primary School	250	March 2022	n/a
Coryton Primary School	245	April 2022	10/1/22
Llanfoist Fawr Primary School	210	May 2022	1/2/22
Durand Primary School	245	May 2022	24/1/22
Control schools			
Bryn Primary School	216	August 21	7/6/22
Gilwern Primary	212	March 22	n/a
Ysgol Bryn Gwalia Community Primary	198	Spring 22	31/1/22
Llysaen Primary School	330	April 22	25/4/22



LAUNCH WOW IN SCHOOLS



Travel Tracker available in Welsh and English.

- Delivered an introduction session online with schools and Local Authorities on 21 October 2021. 6 of the schools were able to attend. 1 of which was The Nell and was unable to continue to be involved.
- Worked directly with schools to find appropriate members of staff to lead on WOW, known as WOW Champions. Worked directly with the WOW Champions in each school to coordinate activities.
- Supported the WOW Champion in setting up Travel Tracker (holiday periods, class trips, badge threshold, classes and pupil names etc).
- Offered and delivered staff training, launch assemblies and pupil training in each school.
- Conducted launch assembly online to cover the benefits of active travel; how to use WOW Travel Tracker; badges to be earned; set up of Park and Stride site; and Travel Maps to inform and support behaviour change in each school.
- Continued to engage with schools throughout, informing them of any Travel Tracker updates, badge design competition and ordering of additional badges as they are required.
- 3 schools launched in January, 3 in February, 1 in March, 1 in April, 1 in May and 1 in June.





Badges earned over the academic year 2021-22

CONDUCT ONLINE SURVEYS AND HOLD FOCUS GROUP SESSIONS WITH SCHOOLS

- Online surveys were created and shared with school communities via school communication channels. Schools distributed links and associated prepared text to parents/ carers and staff via newsletters, text messages and Parent Teacher Associations. See Appendix 1 for an example of the email sent to schools. The Living Streets facilitator continued to request repeat reminders to increase the response rate. The requirement to chase caused delays in gaining responses at similar times. The first online survey was sent out in December 2021, however due to low return rate the Living Streets facilitator continued to request responses up until March 2022. The second survey was sent out in May for all except one (as they were still getting set up with WOW and demands in the school were high) and closed in June 2022. Conflicting demands on schools and parents/carers reduced the number of responses we received.
- Arranged and hosted focus group meetings via MS Teams with parents/carers, staff and pupils in each school. All schools shared an invitation to join the focus groups. Dates and times were set in collaboration with each individual school to ensure the best turnout. Pupils from Eco Clubs and School Councils took part alongside staff, governors and parents/carers. Sessions lasted up to 60 minutes. They were only attended by those who were able to. 21 focus groups were scheduled in June 2022. Out of those, 12 were attended. 5 of those included pupils. Some of the 21 focus group sessions were reoffered due to no attendance. 2 parents emailed me their travel experience and is included in the findings. See Appendix 2 for details of focus group scheduling. All participants of focus groups were asked exactly the same questions. See Appendix 3.



FINDINGS

WOW WALK TO SCHOOL

3036 pupils took part in WOW Walk to School. The findings represented here are based on Travel Tracker data completed by pupils. St Dogmaels Community Primary School, St Brides Major Church in Wales Primary School, Ysgol y Felin, and Ysgol Mynydd Isa primary all had 20mph installed prior to launching WOW.

Cilffriw Primary School and Gilwern Primary declined to take part in WOW Walk to School, however they continued to support the research. Cilffriw Primary School is on a split site. It was noted that half the school population travel under a rail line and others come by bus or taxis. It was highlighted as a very unpleasant walk under the railway line with not enough space on the pavement, therefore did not feel it was appropriate to encourage more people to actively travel along that route. Gilwern declined to take part as they have been taking part in a walking miles project for some time, no added benefit perceived. The table below indicates the impact of WOW Walk to School on both schools with the 20mph intervention and those in the control area.

Schools	Active Travel Baseline %	Active Travel %
Intervention schools	49%	74%
Control schools	49%	67%

The table above indicates that across the school's active travel baselines has averaged as the same in both intervention and control schools. See appendix 4 for individual active travel school rates. The data above omits Cilffriw Primary School and Gilwern Primary who declined to take part in WOW.

Intervention schools has seen a greater increase in active travel (walk/wheel, cycle, scoot, Park and Stride) from 49% to 74% and control schools have seen an increase in active travel from 49% to 67%. Both have had a significant shift yet the difference between control and intervention schools has been small, with a difference of 7%. It is important to note that some of these baselines were taken after the 20mph area had been launched so this may be due to cars going slower, however there are other reasons which may have influenced this, like the variety of catchment areas. The graph below shows a meaningful increase in Park and Stride and a meaningful decrease in car journeys between baseline and follow-up since the start of the pilot.



EFFECT SIZES BETWEEN BASELINE AND FOLLOW-UP :20MPH SPEED LIMIT



Table showing shift in transport modes.

In both intervention and control school, badges from WOW have encouraged more people to walk and cycle. The Travel Tracker and the incentives it brings have encouraged people to start walking. Badges have encouraged more people to walk. Children have monitored the data on Travel Tracker, distributed badges and enjoyed the responsibility. This gave them ownership and developed their skills. One pupil leading on WOW in a school took the initiative to collect travel data for each class every day on paper when they could not access Travel Tracker. They did not inform a teacher for a few days. The pupil found a way for all the school to continue taking part. We are not sure why they were not able to access it as the teacher had not been told by the pupils. This shows great ownership and creative thinking in resolving this to ensure the school could continue to take part.

WOW helped families who were apprehensive about letting their child walk to school to be more open to the idea since there are more people doing it all together.

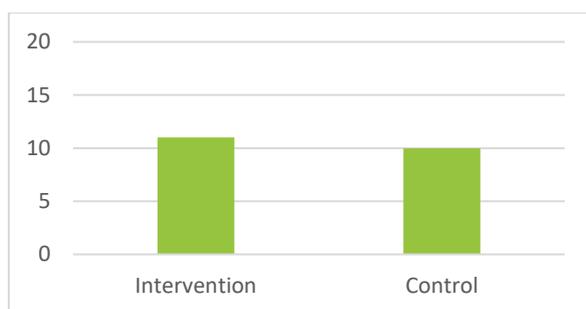
“Biggest impact on the way I travel to school over everything else is Travel Tracker. I know it’s a silly thing but has made a difference”.

Comment from parent of Durand Primary School



INTERVENTION SCHOOL - CONTROL SCHOOL COMPARISON

Data has been collected from 2 surveys resulting in 884 surveys. There were 284 complete surveys from the 1st intervention area survey, 417 from the 2nd intervention area survey, and 183 complete surveys from control area schools. When survey participants were asked how likely they are to walk, wheel, cycle or scoot to school, for all or part of the journey, they responded on a scale of 1-20 where 1 represented 'very unlikely' and 20 represented 'very likely'.

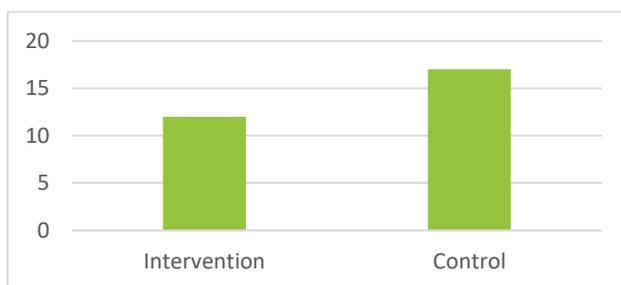


The findings from the perception surveys and focus groups presented a number of themes highlighted below:

Traffic on the way to and around the school

- **Driver behaviour:** In both intervention and control groups, participants reported drivers being frustrated by high traffic volumes, congestion, and slow-moving cars. In both groups dangerous and unsafe driving was reported. Pavement parking was experienced as a problem in some control schools. A police presence helped to ensure legal parking and driving in some control schools.

The table below illustrates responses to: How much would you support a 20mph speed limit in the area around the school? They responded on a scale of 1-20 where 1 is 'no support', and 20 is 'fully support'.



The surveys revealed that the majority are in favour of 20mph outside of schools, however the focus groups expanded on this highlighting roads need to be reviewed on a case by case basis and not impose a speed limit of 20mph on all roads as this has a negative effect on driver behaviour.



- **Volume of traffic:** High volumes of traffic and congestion was reported in both intervention and control schools.
- **Speed of traffic:** Traffic speed is experienced as dangerous/scary in some intervention and control schools. Participants reported drivers not adhering to the 20mph speed limit in many of the intervention area. Some participants highlighted that it felt safer crossing the road when it is 20mph because the cars go slower. It was noted that more people are travelling by bike and scooter than before the speed limit, particularly as they are taking part in WOW Walk to School.
- **Infrastructure:** The absence and quality of active travel infrastructure was reported in both intervention and control groups as a significant barrier to active travel, and to feeling safe when travelling to school. Often parents and children have to travel to school on roads with no or very narrow pavements, where they are too close to passing traffic and where there are no road crossings.

“It seems less busy than pre 20mph. It has made a difference; it feels slower on average. It is tricky because of the reduction in traffic during Covid and pre pandemic congestion so it is hard to tell”.

- Parent at Coryton Primary School

“I have never been tailgated since it was 20mph. Drivers are much closer together. It is not enforced so people don't drive adhere to it. It is 20 but it is not!”.

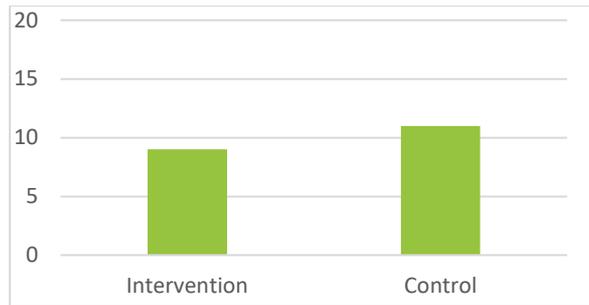
- A parent at Llanfoist Fawr Primary School.

Impact of 20mph speed limits

The surveys revealed that more people in the control areas are concerned about the speed of traffic when walking, wheeling, cycling or scooting to school (or think they would be concerned if they chose these travel modes).

The below table illustrates responses to: How concerned do you feel about traffic speeds when walking, wheeling, cycling or scooting to school? If you haven't ever done that, how concerned do you think you would feel? They responded on a scale of 1-20, where 1 is 'not at all' and 20 is 'very concerned'.





Focus groups produced mixed responses on the question if 20mph speed limit has had/could have a positive impact on traffic in the area, mainly depending on where the focus groups were held in both for intervention and control schools.

Intervention schools reported the following positive impacts:

- Easier to cross the road
- Feels safer
- More pleasant
- Easier for drivers to stop as they notice pedestrians more
- Reduce emissions
- Feels calmer and quieter
- Feels welcoming
- Significant difference of noise when cars travel at 20mph from when they travel at 30mph
- In the places where more people have been walking/wheeling, there has been more conversations between school children and those who live in the community, resulting in a stronger, closer, and more caring community.

In control schools participants thought that a 20mph could have the following positive impacts:

- Easier to cross the road
- Feels safer
- 30mph is threatening
- 30mph does not feel safe

Other participants from Intervention schools did not see a positive impact due to cars not adhering to the new speed limit. Many thought that most drivers do not know there is a 20mph restriction in place. Other reasons cited for not having a positive impact were:

- Drivers are taking risks they would not have done before, for example diving close to vehicles in front of them, overtaking, accelerating, and braking quickly.
- Drivers at 20pmh have been swerving their vehicle. It was thought this is because they are bored, their mind is wondering, and perhaps doing other things.
- It is not clear enough that it is 20mph and campaigns need to be pushed.
- It has yet to have an impact, still not many people follow it, and they are ignoring the signs.



- It is a surprise to drivers who are coming from a built-up area outside of the 20mph restriction.
- Cars go slower, but bicycles and motorcycles are not and as a result they cut through traffic in unpredictable ways.
- Google Maps and their Satellite Navigation are not updated with the new speed restrictions and found this to be confusing.

Some participants from control schools did not anticipate a positive impact. Reasons cited were:

- There is so much traffic that it is not possible to travel more than 20mph and is therefore not required.
- It is not the right solution to high traffic speed. It was suggested that pavements should be widened where possible and increase crossing options. This would result in traffic not being able to move more than 20mph because of the planned environment and crossings.

WOW Walk to School and education programmes from the Local Authorities were mentioned as supporting families with the new speed restrictions.

“It definitely feels safer. Don’t think anyone is monitoring speed though. Seems a bit quieter with slower speeds. Generally slower.”
- Participant from Cillfiw Primary School.

Suggestions to increase adherence to the 20mph speed limit

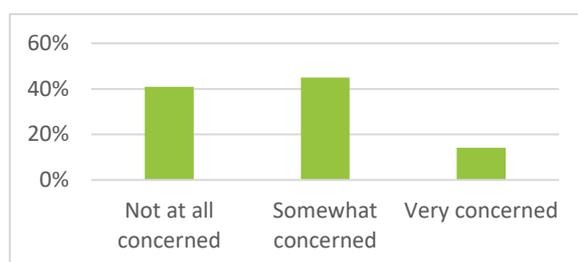
Participants in Intervention schools suggested:

- Drivers to be fined when breaking the speed limit
- Increased signage, vehicle activated speed signs, painted speed limit on the road surface, and images of children crossing the road.
- Better communication, specifically communication via leaflets through doors, via 20s Plenty magazines and TV adverts. It was noted they should include myth busters, suggesting leaving home a bit earlier, and provide an opportunity to understand the benefits of travelling at 20mph for all road users. It was thought this would help drivers with the changes to speed restrictions.
- It was highlighted that the Satellite Navigation systems and Google Maps indicate the areas as 30mph instead of 20mph which was confusing. This should be updated.
- Pupils could work with Road Safety teams in the Local Authorities and the Police to monitor speeds of passing traffic. Those caught exceeding the speed limit are given two options: to pay a fine and gain three points or attend the School Court. Those who choose the School Court receive a letter to invite them to the school



with the police to receive questioning from the pupils as to why they were speeding.

Seen in the table below, the survey results from intervention areas highlighted that since the introduction of the 20mph speed limit in the area around the school they expressed mixed feelings about how concerned they are about traffic speeds when walking, wheeling, cycling or scooting to school. It may be that they are less concerned because they have noticed a reduction in speed and are experiencing some of the positive factors raised above from the focus groups. Where they are somewhat concerned and very concerned may be due to the lack of adherence to the speed limit and the negative effects on driver behaviour as noted in the negative factors raised during the focus groups.



Choosing mode of travel

There is a mixture of those who walk, drive (whole and part of the way), cycle, scoot and take public transport to school in both Intervention and Control schools. Travel choices are variable and change regularly depending on various factors:

- **Active travel (walk/wheel, cycle, scoot, Park and Stride)**

Main reasons for travelling actively in both Intervention and Control groups are

- Proximity to school
- Fitness and health benefits
- Benefits for the environment
- Do not have access to a car

- **Travel by car**

Main reasons for travelling by car in both Intervention and Control groups are:

- Live too far to walk/wheel, cycle, scoot the whole way
- Additional family or work commitments
- No safe route to school for active travel
- Weather
- Children's road awareness



- **Factors that influence Active travel**

Participants from both Intervention and Control schools highlighted that their choice of travel mode is influenced by lots of factors, and not just the speed limit.

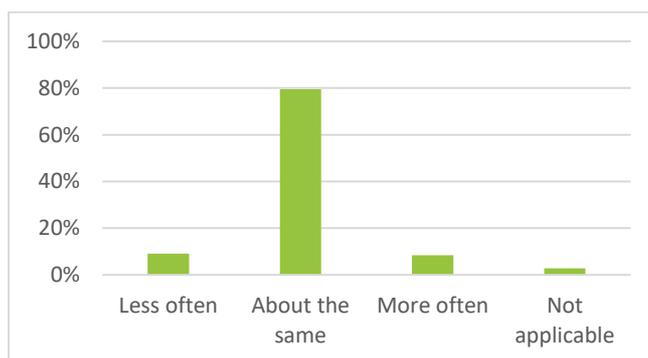
Factors mentioned were:

- Pupils wanting to earn badges via WOW Walk to School
- Distance to school
- Benefits to the environment
- Weather
- Work/ family commitments mean they drive to school
- No safe route to school
- Infrastructure deters them from travelling actively

- **Likelihood of modeshift now it is 20mph**

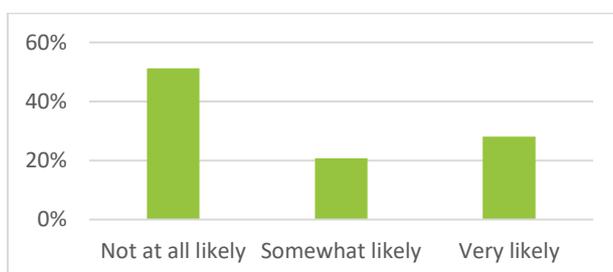
The surveys of the intervention areas revealed that most people travel in the same way since before the 20mph was introduced.

The below table shows the responses from intervention areas only to the question: Compared to before the introduction of the 20mph Phase 1 Study Area, how often do you walk, wheel, cycle or scoot to school, for all or part of the journey?



This is then further backed up by Intervention areas being asked whether since the introduction of the 20mph speed limit in the area around the school, are they more or less likely to walk, wheel, cycle or scoot to school, for all or part of the journey.

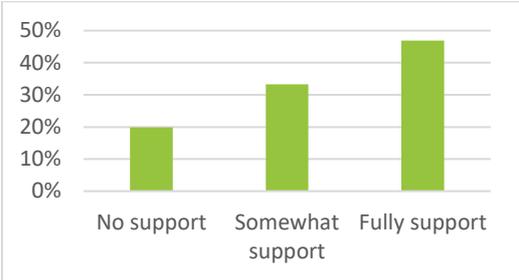
The table below shows a mixed response but majority are not at all likely to actively travel since the 20mph speed restrictions have been in place.



Most of the intervention and control area schools' participants already walk to school. Intervention schools' participants reported that they would be more likely to walk now that it is 20mph. The control area schools' participants agreed that it would be safer with a 20mph speed limit because cars are going slower, and therefore it will be easier to cross the road, not need to worry so much about speeding traffic, and it will calmer.

Those who indicated they would not travel actively in both the intervention and control area schools, were for reasons that the route is still unsafe because the pavements are not wide enough, there are not crossings in appropriate places, or they live too far away.

80% of those completing surveys in the intervention areas show some level of support for 20mph outside schools as seen in the table below:



SUMMARY

From our intervention area schools we have learned that the 20mph speed restriction has been well received in the areas where there is adherence to the speed limit and where good active travel infrastructure already exists. Participants told us the speed restrictions will only work in terms of making them feel safer (a key driver in modeshift to active modes) if it is paired with adherence to the speed limit and good infrastructure.

Participants told us that in the areas where drivers are not adhering to the new speed limit, it could be dangerous. Unsafe driving that makes active travellers feel unsafe and possibly push them back into their cars.

We were told that the 20mph speed restrictions are beneficial and will make active travel more attractive, but it is only one of many things that make people consider active travel options rather than use their car for the school run. Distance to school, the weather, quality of infrastructure, personal safety, and additional journeys linked to the school run are some of the main factors for choosing to drive.

Comparisons between the intervention and control area schools indicate that these factors influencing travel behaviours are similar and not dependent on speed limit alone. It has highlighted the importance of the role of good active travel infrastructure and other factors play to influence travel behaviour. Active travel programmes like WOW play a part in encouraging children and parents to choose active travel over using their cars. Our participants indicated that a 20mph speed limit were not effective in reducing traffic volumes, improving driver behaviour, or even reducing concerns around traffic speed across the board. Enforcement of speed limits, clear signage and better communication also came through as important factors to make sure drivers adhere to speed limits.

St Dogmaels Primary school in Pembrokeshire are keen to continue with WOW and looking at ways to fund it. Monmouthshire County Council is aiming to fund two of their schools as they have requested to continue with WOW.

“Seeing more people, meeting your friends, more quieter streets, feel fresher, safer walking to school because there are less cars around, less going passed you on the pavement. Because everyone walks it is safer in numbers and gives older ones independence”

- Participant from St Dogmaels.



APPENDIX 1 – EXAMPLE EMAIL TO TEACHERS

Dear *Teacher*,

The Welsh government is proposing to introduce a [20mph speed limit on all 'restricted roads' across Wales](#). The first phase of introducing the 20mph default speed limit has started in 8 communities across Wales. Data is being gathered from these areas, plus 4 more outside of the areas to be used to support and inform future decisions. Living Streets is supporting Welsh Government with this data gathering. You will have all been contacted by your Road Safety team within your relevant Local Authorities about this project. If not, please let me know.

I work for [Living Streets](#) who are providing [WOW](#) in your school and conducting evaluation to compile anonymous data to Welsh Government.

Please share this Survey Monkey link: [XXXXX](#) with all staff and parents/carers across the school.

I know it is a really busy time for schools at the moment, so I really appreciate your support in getting the survey out there. Below is some text for teachers and parents/carers for you to use/edit as you see fit.

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Teachers, parents/carers:

Welsh Government is proposing to introduce a [20mph speed limit on all 'restricted roads' across Wales](#). Data is being gathered from 12 specific areas. This includes both within and outside of the study area. [Living Streets](#) is supporting Welsh Government with this data gathering by working with specific schools.

Please complete this 2min survey <https://XXXX>, as our school is outside of the study area and will provide valuable anonymous feedback for Welsh Government to find out our experience of traffic on the roads around the school.

Many thanks,

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If you have any questions, comments, feedback, please do not hesitate to contact me.

Many thanks,



APPENDIX 2 – FOCUS GROUP SESSIONS

Pilot/ Intervention	Date	School	Participants	Numbers
Intervention	8 June 9.30-10am	Ysgol Y Felin	Eco and School Council – Pupils	18
Intervention	8 June 1-1.30pm	Llanfoist Fawr Primary	Eco Council – 3 Pupils and 1 staff	4
Intervention	9 June 10-10.30am	Ysgol Y Felin	Parents/carers	No attendees
Intervention	10 June 9-9.30	Llanfoist Fawr Primary School	2 Parents/carers, 1 staff	3
Intervention	14 June 9.30-10.15	St Dogmaels Community Primary School	Eco and School Council – Pupils and Chair of PTA	15
Intervention	14 June 6-6.30	Ysgol Mynydd Isa	Parents/carers	No attendees. Had email response from 2 parents
Intervention	14 June 7-7.45pm	Durand Primary School	Parents/carers	1
Intervention	21 June 9.30-10am	Cilffriw Primary School	Staff	1
Intervention	21 June 11-11.30	Coryton Primary	9 Pupils, 1 staff	10
Intervention	22 June 6-6.30pm	Coryton Primary	2 parents/carers	2
Intervention	23 June 7-7.45pm	Cilffriw Primary School	Parents/carers	No show
Intervention	7 July 6.30-7pm	St Brides	Parents/carers	No show
Intervention	7 July 7-7.30pm	Cilffriw Primary School	Parents/carers	No show
Intervention	TBC w/c 11 July	Ysgol Mynydd Isa	Parents/carers	No show
Pilot	9 June 9.30-10am	Ysgol Bryn Gwalia	4 pupils and 1 staff	5
Pilot	14 June 12-12.30	Llysfaen Primary School	Parents/carers	4
Pilot	14 June 5-6pm	Gilwern Primary	Parents/carers	1
Pilot	17 June 9-9.30	Ysgol Bryn Gwalia	Parents/carers	5
Pilot	17 June 9.45-10.15	Bryn Primary School	Parents/carers	No show
		12 schools		69



APPENDIX 3 – FOCUS GROUP QUESTIONS

Introduction text:

Living Streets is gathering feedback on the introduction of Phase 1 of the 20mph project in 8 communities across Wales. The data gathered will be used to support and inform future decisions made by Transport for Wales, Welsh Government and Local Authorities. Your views, thoughts and experiences will provide support to their monitoring and evaluation exercise. I will take notes as we go through the discussion, all comments will be anonymous, so I ask that you are as direct and honest as you feel comfortable in this setting. You can email/ phone me with anything you feel uncomfortable saying here.

Questions:

1. How do you travel to school, and why do you choose to travel that way?
2. What is traffic like on your way to school and outside school? Driver or pedestrian viewpoints/ issues
3. Has the 20mph speed limit had a positive impact on traffic in the area? [YES/NO with reasons] (What do you think will change as more people get used to it?)
4. Are you more or less likely to walk, bike or scoot to school now it is a 20mph?
5. Is your choice of travel mode influenced by the traffic on the roads or are there other factors?
6. What do you think would help people to adhere to the speed limit?
7. If you choose to drive, what is the main reason for this instead of cycling, walking, scooting, public transport? Convenience, health concerns, road safety concerns, time constraints, other?
8. If you currently choose to drive, what would be the main motivator for you to change your habits, i.e. to change from car to cycling, walking, scooting, public transport? Personal Health, climate emergency, cost of current mode of transport/ of having alternative transport, weather, traffic congestion?
9. You have been taking part in WOW walk to school. What has been the best thing about WOW and has it made a difference to your choice of travelling to school?



APPENDIX 4 – WOW TRAVEL TRACKER DATA

Intervention School	Active Travel baseline %	Active travel % 1/9/21-29/7/22
Ysgol Llandudoch/St Dogmaels Community Primary School	58%	85%
St Brides Major Church in Wales Primary School	44%	93%
Ysgol y Felin	54%	61%
Ysgol Mynydd Isa primary	48%	77%
Coryton Primary School	56%	74%
Llanfoist Fawr Primary School	33%	62%
Durand Primary School	48%	69%
Average	49%	74%
Control school		
Bryn Primary School	23%	53%
Ysgol Bryn Gwalia Community Primary	61%	64%
Llysfaen Primary School	62%	85%
Average	49%	67%
10 schools		

Active travel includes walking or wheeling, cycling, scooting, and Park and Stride



We are Living Streets, the charity for everyday walking. Our mission is to achieve a better walking environment and inspire people to walk more.

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