

# FEAT 1st

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## Summary report of the pilot project

October 2011



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# 1 Executive Summary

The FEAT 1<sup>st</sup> pilot project delivered a practical programme of activities to year 5 pupils in one school over a twelve-week intervention. The overarching aim of the pilot was to increase the number of pupils cycling and walking to school as well as increasing pupils' and their parents' overall levels of physical activity.

As well as monitoring the impact of the project within the intervention school, surveys were conducted at a control school of similar size and location. Baseline surveys show that both schools had similar travel to school behaviour prior to the FEAT 1<sup>st</sup> project.

**Pupil survey results show that the FEAT 1<sup>st</sup> pilot has had a positive impact on the number of pupils cycling and walking to school, as well as increasing levels of physical activity among pupils:**

- At the intervention school, the percentage of pupils travelling to school by an active mode increased by 22.4 percentage points, from 53.6% before FEAT 1<sup>st</sup> to 76.0% at the end of the twelve-week intervention
- Over the same period, at the control school, the percentage of pupils travelling to school by an active travel mode remained fairly constant with a slight decrease from 57.7% of pupils in the pre survey to 55.1% in the post survey
- The increase in active travel at the intervention school was particularly characterised by an enthusiasm for cycling to school. Cycling at the intervention school increased by 20.4 percentage points (from 3.6% of pupils to 24% of pupils) compared to only 5.7 percentage points at the control school (from 11.5% of pupils to 17.2% of pupils)
- Furthermore, the percentage of pupils travelling to school by car decreased by 15.3 percentage points over the course of the pilot (from 39.3% of pupils to 24.0% of pupils) at the intervention school compared to only 0.5 percentage points at the control school (from 38.5% of pupils to 37.9% of pupils)
- The pupil survey results show a substantial increase in physical activity levels among the pupils who made a change from sedentary to active modes of travel to school; from an average of eight periods of physical activity per pupil per week to an average of nineteen periods of physical activity per pupil per week<sup>1</sup>.

**The increase in active travel and physical activity reported in the pupil survey is also supported by results from the parent survey.** Of the 13 respondents from parents of pupils in the intervention school:

- 54% of parents said that their child is now driven less often
- 62% of parents said that their child now cycles more often
- 38% of parents said that their child now walks more often
- 69% of parents said that their child's level of physical activity has increased

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<sup>1</sup> To pitch the definition appropriately for the age group, physical activity was defined as 'anything that you do that gets you moving around and makes your body work'. Pupils were asked to distinguish between periods of activity lasting for '0-30 minutes', '30-60 minutes', '1-3 hours' and '3+ hours'

**The parent survey also shows that FEAT 1st has had a positive impact on some parents' travel behaviours**, meeting the specific aim of the project to engage parents in the walking and cycling activities of their children, to both support their child and positively benefit the activity levels of parents themselves. Of the 13 respondents:

- Two parents said that they now walk and cycle more often as a result of FEAT 1<sup>st</sup>
- One other parent said that they now walk more often as a result of FEAT 1<sup>st</sup>. and another that they now cycle more often as a result of FEAT 1<sup>st</sup>
- Two parents said that they now use sedentary modes of transport less as a result of FEAT 1<sup>st</sup>
- Four parents said that their own level of physical activity has increased as a result of FEAT 1<sup>st</sup>.

In addition to this, **qualitative research with pupils, parents and school staff indicates that FEAT 1<sup>st</sup> has had wider benefits for pupils. Pupils and parents reported an increased sense of wellbeing, freedom and independence.** Additionally, school staff observed a sense of **pride and ownership** amongst participating pupils, in the project and in their active travel choices.

## 2 About Sustrans and the FEAT 1<sup>st</sup> pilot

### 2.1 About Sustrans

Sustrans is a leading UK charity enabling people to travel by foot, bike or public transport for more of the journeys we make every day. Sustrans makes smarter travel choices possible, desirable and inevitable. Millions of people choose to travel in more sustainable ways due to the work Sustrans is doing. Sustrans started out in Bristol in 1977 and is now a national charity working in a number of different ways to get more people travelling actively and sustainably. We work with families, communities, policy-makers and partner organisations so that people are able to choose healthier, cleaner and cheaper journeys, with better places and spaces to move through and live in. One area Sustrans is working hard in is school travel, with no less than three national Sustrans projects targeted specifically at school-aged children.

### 2.2 About FEAT 1st

The FEAT 1<sup>st</sup> pilot project was designed and delivered by Sustrans in partnership with North Tyneside Council and has been funded by North of Tyne NHS.

The overarching aim of the pilot was to increase the number of pupils cycling and walking to school as well as increasing overall levels of physical activity among pupils and their parents.

The specific aims of the pilot were:

- To increase pupils' confidence and enthusiasm for cycling and walking to school;
- To engage parents in the cycling and walking activities of their children, both to support their child's enthusiasm for these activities and positively benefit the activity levels of parents themselves.
- To investigate whether engaging parents in the activities of their children has a beneficial effect on the activity levels of children and parents.

The pilot project was delivered in one school in North Tyneside (Wallsend Jubilee) over a twelve-week period during the summer term, specifically targeting year 5 pupils and their families. FEAT 1<sup>st</sup> activities were delivered from 4 May 2011 to 22 July 2011.

Sustrans' FEAT 1<sup>st</sup> officer, North Tyneside Council staff and other Sustrans staff and volunteers delivered activities in the school one afternoon a week including bike skills and maintenance sessions, on-road cycle training and education to raise awareness of the need for physical activity. The FEAT 1<sup>st</sup> officer and North Tyneside school travel advisor also led family-orientated walks and bike rides on weekends and evenings as well as half-term activities including a mountain bike ride.

The impact of the pilot was monitored within the intervention school. Monitoring was also conducted within a control school (Hadrian Park Primary) who had no engagement in the project (with the exception of completing pre and post travel surveys and a physical activity diary at three points over the summer term).

### 2.2.1 Monitoring tools

In order to gauge baseline information from pupils in the intervention school and the control school, pupils were asked to fill out a survey prior to the FEAT 1<sup>st</sup> intervention (on 3 May 2011). This survey asked them about their current school travel patterns, as well as their overall level of physical activity. A post survey was then carried out in both schools towards the end of the intervention (on 20 July 2011). Exactly the same questions were asked in the pre and post survey to allow comparison between the two sets of data.

Physical activity diaries were completed by pupils every day at the intervention school (from 3 May 2011 to 20 July 2011) and at three weeks at the control school (weeks starting 9 May 2011, 13 June 2011 and 11 July 2011). Physical activity diaries asked pupils to record any periods of physical activity that they did each day (including a section for the weekend), providing a continuous set of data across the course of the intervention.

To pitch the definition of physical activity appropriately for the age group (year 5 pupils, aged 9 and 10 years old), physical activity was defined as 'anything that you do that gets you moving around and makes your body work'. Pupils were asked to distinguish between periods of activity that lasted for '0-30 minutes', '30-60 minutes' and '1-3 hours' in their physical activity diary. The pre and post survey provided a further distinction for periods of physical activity of '3+ hours'.

In addition to this, qualitative research to learn more about the impact and delivery of the project was carried out at the intervention school through an interview with two members of staff and a focus group with four pupils. A paper-based parent survey was also sent out to all parents of year 5 pupils at the intervention school to gather further information on the impact of FEAT 1<sup>st</sup> on their child's and their own travel behaviour and overall levels of physical activity.

Where we were able to secure parent/guardian's consent, we asked pupils to record their name on all surveys and physical activity diaries allowing us to match up responses from individual pupils across the various monitoring tools.

### 2.2.2 Weather conditions

Although weather conditions have an impact on travel choices, it should be noted that both schools are located within 2.1 miles of each other and so it is reasonable to assume that the same weather conditions applied to pupils at the intervention school and the control school.

Over the twelve week intervention period, it rained on 55% of the days, with an average mean temperature of 13°C. Weather did improve over the course of the intervention, arguably becoming more favourable to active travel: in May it rained on 71% of days with an average temperature of 11°C; in June it rained on 60% of days with an average temperature of 14°C; in July it rained for 35% of days with an average temperature of 14°C.<sup>2</sup>

The weather was very similar on the day of the pre and post survey. On the day of the pre survey (3 May 2011), it was mostly cloudy in the morning. On the day of the post survey (20 July 2011), it was cloudy first thing in the morning and rained later in the day).

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<sup>2</sup>Data on weather conditions has been taken from [www.wunderground.com/history/airport/EGNT/2011/5/4/MonthlyHistory.html](http://www.wunderground.com/history/airport/EGNT/2011/5/4/MonthlyHistory.html)

## 3 Results

### 3.1 Pupil surveys

An essential part of the monitoring of the FEAT 1<sup>st</sup> pilot were the pupil surveys conducted before and after the twelve-week project in both the intervention school and the control school.

This paper-based survey asked pupils questions about how they travel to school and how much physical activity they do in a normal week. Exactly the same questions were asked at both the intervention school and the control school.

#### 3.1.1 Sample size

Overall results are based on the following pre and post survey responses:

- At the control school, 26 pupils completed a pre survey (9 boys and 17 girls) and 29 pupils completed a post survey (12 boys and 17 girls)
- At the intervention school, 28 pupils completed a pre survey (15 boys and 13 girls) and 25 pupils completed a post survey (13 boys and 12 girls)

Of these we can track survey responses for pupils where we received parental consent to record their name on the survey form.

This represents a good response from both the intervention school and the control school.

#### 3.1.2 Comparison of baseline results

Pre survey results show that both the intervention school and the control school had fairly similar school travel behaviours prior to the FEAT 1<sup>st</sup> intervention, providing a good baseline from which to assess the impact of FEAT 1<sup>st</sup> on pupil's travel behaviours in the intervention school:

- 39.2% of pupils were driven to school at the intervention school prior to FEAT 1<sup>st</sup> compared to 38.5% of pupils at the control school
- 53.6% of pupils travelled to school by an active mode at the intervention school compared to 57.7% of pupils at the control school.

Active travel behaviour was also very similar prior to the intervention, with slightly higher levels of walking at the intervention school and two additional pupils cycling to school at the control school:

- 42.9% of pupils at the intervention school said that they usually walk to school prior to FEAT 1<sup>st</sup>, compared to 38.5% of pupils at the control school
- 3.6% of pupils said that they travel to school by bike at the intervention school (1 pupil) compared to 11.5% of pupils travelling to school by bike at the control school (3 pupils)
- Both schools had two pupils travelling to school by scooter prior to the intervention
- Neither school had any pupils travelling to school by park & stride prior to the intervention

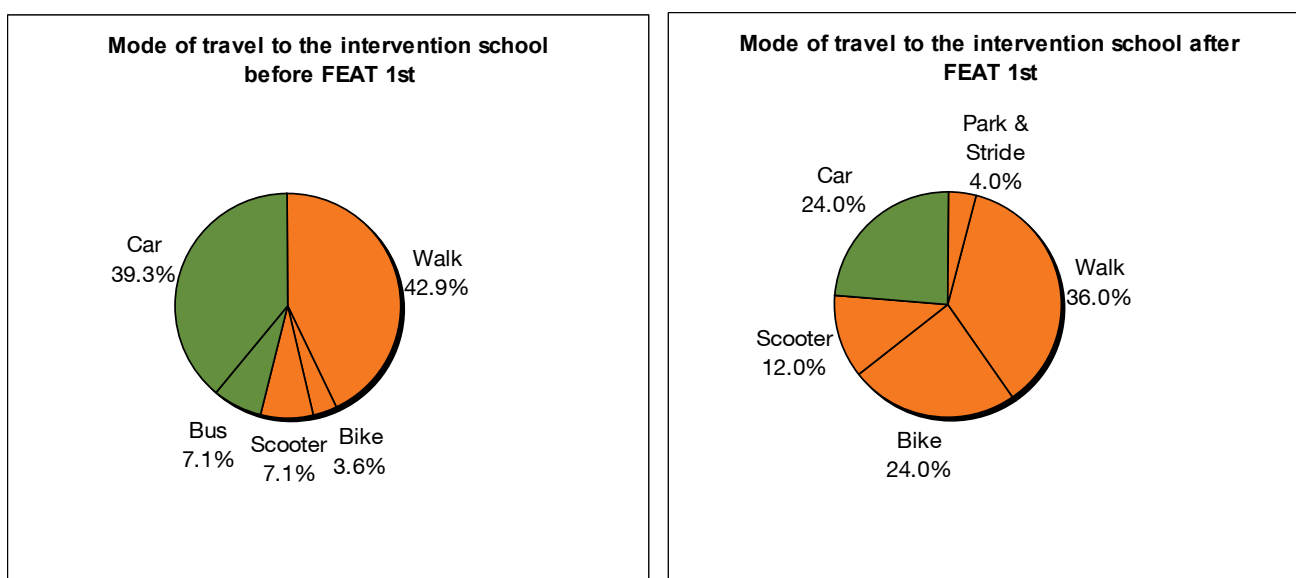
### 3.1.3 How do you usually travel to school?

One of the main aims of the project was to increase the number of pupils cycling and walking to school. This has been monitored by asking pupils 'How do you usually travel to school?'

**At the intervention school, the percentage of pupils travelling to school by an active mode<sup>3</sup> increased by 22.4 percentage points, from 53.6% before FEAT 1<sup>st</sup> to 76.0% at the end of the twelve-week intervention.** This reflects a change in travel behaviour among pupils who used to travel to school by car but now travel by an active mode of transport.

Chart 3-1 shows the modal share of transport to school before and after FEAT 1<sup>st</sup>, clearly demonstrating the shift from sedentary to active modes of transport.

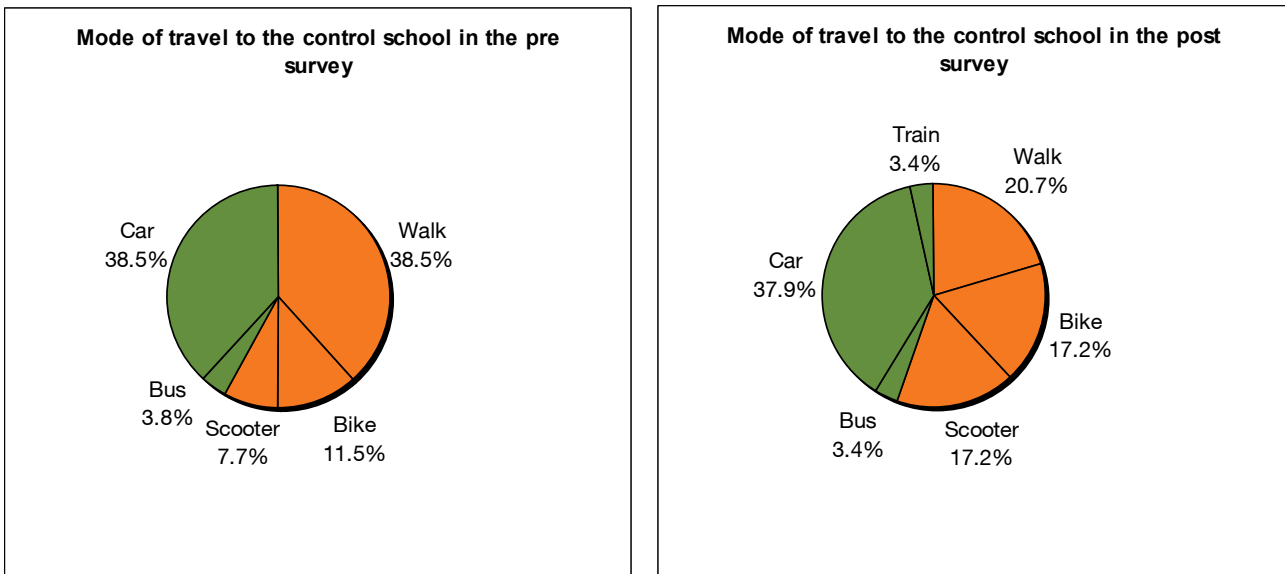
**Chart 3-1 Intervention school – How do you usually travel to school?**



Over the same period **at the control school, the percentage of pupils travelling to school by an active mode of transport remained fairly constant with a slight decrease from 57.7% of pupils in the pre survey to 55.1% of pupils in the post survey.** Chart 3-2 shows the modal share of transport to the control school in the pre and post survey, demonstrating that although there are changes in levels of cycling, walking and scooting, overall there is no modal shift from sedentary modes of transport to active modes of transport.

<sup>3</sup> 'Active travel' includes all pupils who walk, cycle, scoot, or park and stride to school

**Chart 3-2 Control school – How do you usually travel to school?**



The charts below show the changes in each mode of transport before and after FEAT 1<sup>st</sup> at the intervention school (chart 3-3) and each mode of transport over the same period at the control school (chart 3-4).

**Chart 3-3 Intervention school – How do you usually travel to school?**

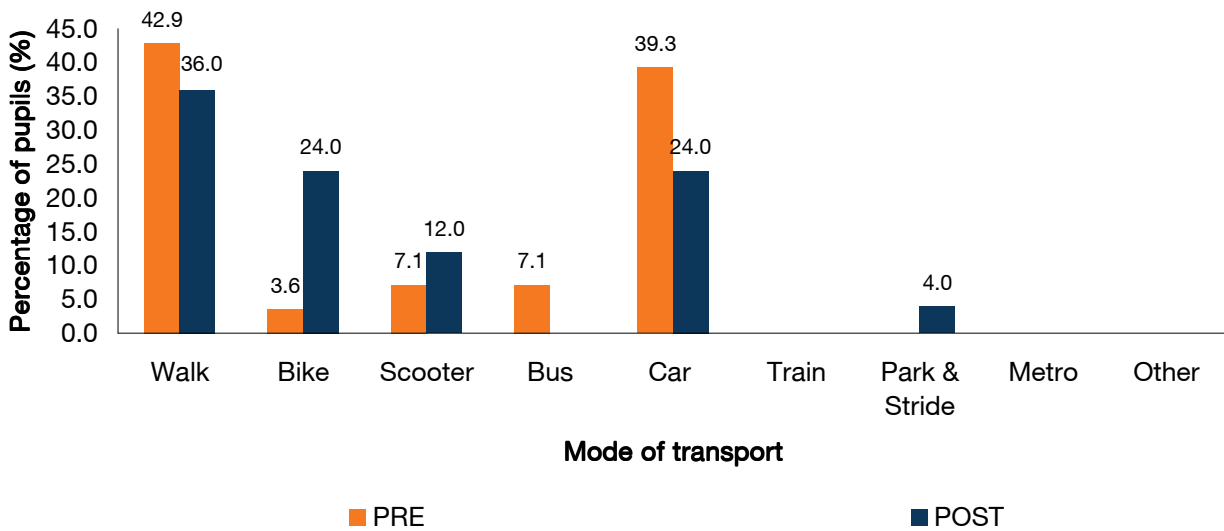
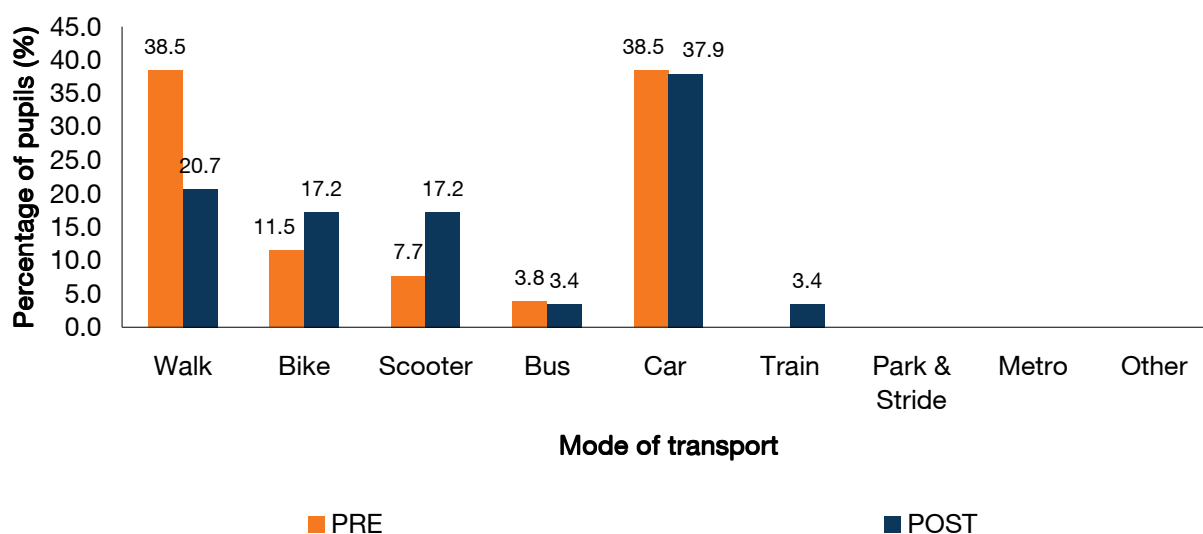


Chart 3-4 Control school – How do you usually travel to school?



Both schools recorded a decrease in walking to school with an increase in cycling and scooting to school, however the decrease in walking was much lower and the increase in cycling was much higher in the intervention school compared to the control school. Results show that:

- Walking to school only decreased by 6.9 percentage points (2 pupils) at the intervention school compared to 17.8 percentage points at the control school (5 pupils)
- **Cycling to school at the intervention school increased by 20.4 percentage points (6 pupils) compared to only 5.7 percentage points at the control school (2 pupils)**
- Scooting to school at the control school increased by 9.5 percentage points (3 pupils) compared to 4.9 percentage points (1 pupil) at the intervention school.

**Overall, whereas modal change at the control school was characterised by a shift from walking to cycling and scooting, at the intervention school, change was characterised by a shift from pupils being driven to school to travelling by an active mode.**

Looking at survey results for those pupils who we can track from the pre survey to the post survey (i.e. where we secured consent to record a pupil's name), we have results for five pupils at the intervention school who made a shift from a sedentary mode of transport before FEAT 1<sup>st</sup> to an active mode of transport at the end of the pilot project. Of these pupils:

- 3 pupils changed from being driven to school to cycling to school
- 1 pupil changed from being driven to school to walking to school
- 1 pupil changed from being driven to school to park and stride

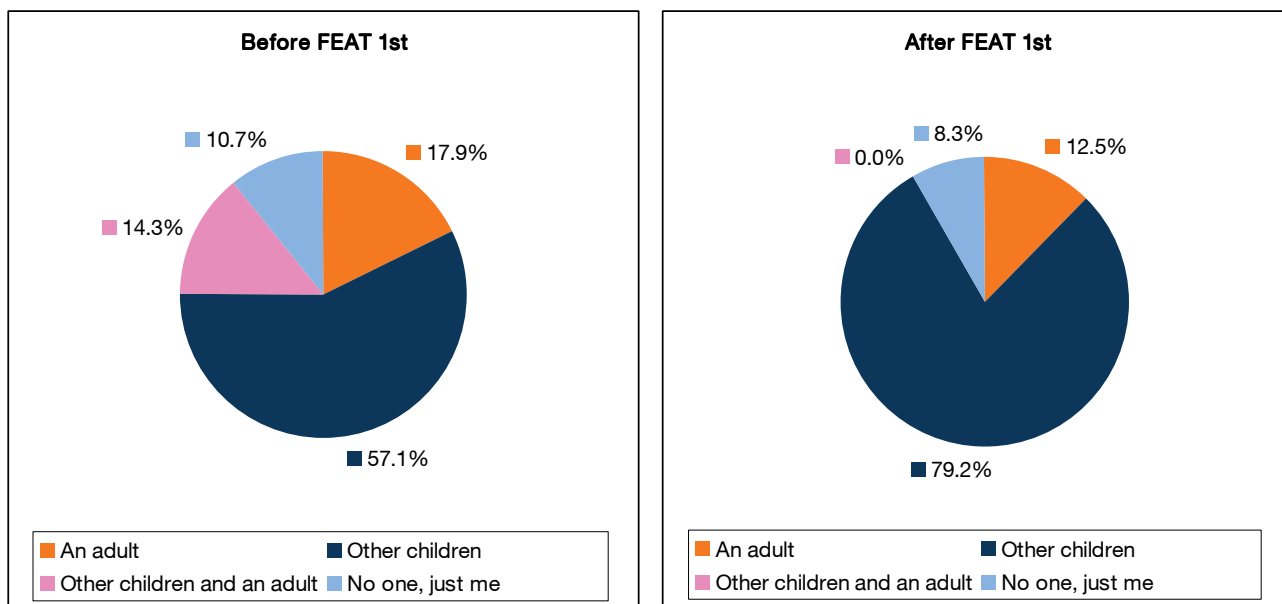
We will look at the level of physical activity for these particular pupils in section 3.1.5.

### 3.1.4 Who would you most like to travel to school with?

One of the specific aims of the project was to increase the *confidence* of pupils to cycle and walk to school. The question ‘Who would you most like to travel to school with?’ was asked in the pre and post survey and provides an insight into pupils’ level of confidence to travel to school independently.

Chart 3-5 shows that following participation in FEAT 1<sup>st</sup>, the percentage of pupils who would like to travel with ‘an adult’ decreased slightly from 17.9% of pupils to 12.5% of pupils, as did the percentage of pupils who said that they would most like to travel to school on their own (from 10.7% in the pre-survey to 8.3% in the post-survey). However the real change following participation in the FEAT 1<sup>st</sup> pilot is a 22.0 percentage point increase in the percentage of pupils who said they would most like to travel to school with ‘other children’ and a 14.3 percentage point decrease in pupils who would most like to travel to school with ‘other children and an adult’. This supports analysis of the qualitative research which suggests that pupils have grown in confidence and independence to travel to school – they still want to travel to school with other children, but do not feel the need for an adult to accompany them.

**Chart 3-5 Intervention school – Who would you most like to travel to school with?**



### 3.1.5 How much physical activity do you do in a normal week?

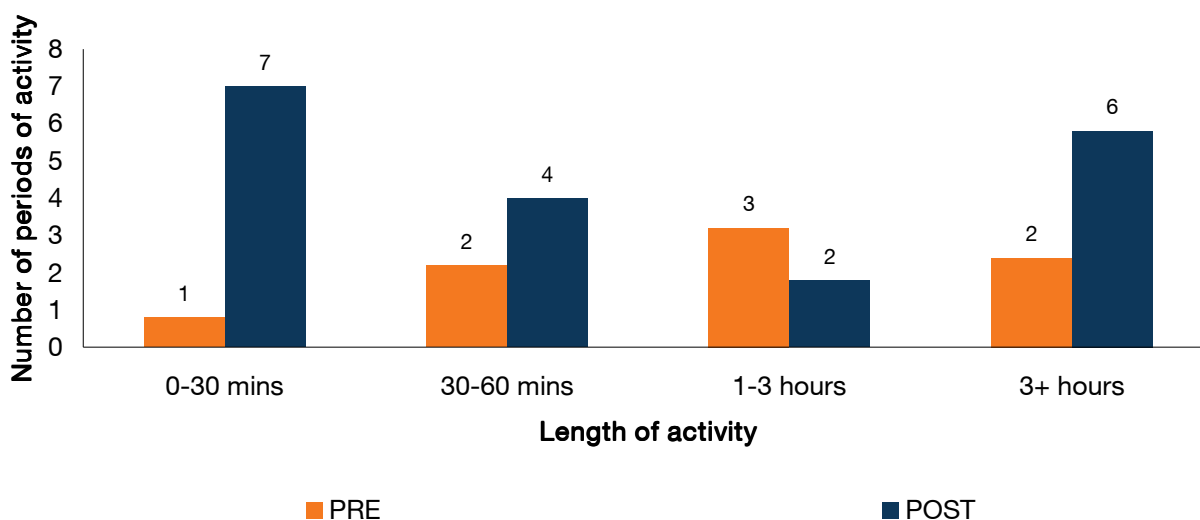
The overall aim of the project was to not only increase the number of pupils cycling and walking to school, but to increase their overall levels of physical activity.

The pre and post surveys asked pupils to record the types and amount of physical activity that they do in a normal week (excluding P.E.) The survey asked pupils to distinguish between periods of physical activity lasting for ‘0-30 minutes’, ‘30-60 minutes’, ‘1-3 hours’ and ‘3+ hours’.

Results for those pupils in the intervention school who made the transition from a sedentary mode of transport to an active mode of transport show a substantial increase in the level of physical activity reported following participation in the FEAT 1<sup>st</sup> pilot. **Overall, the level of reported physical activity more than doubled among pupils who reported a change from sedentary to active travel to school, from an average of eight periods of physical activity per pupil per week to nineteen periods of physical activity per pupil per week.**

Chart 3-6 presents these results in more detail, showing an increase in the number of periods of physical activity carried out between '0-30 minutes' that is consistent with journey to school times<sup>4</sup>. There is also a marked increase in the number of periods of physical activity carried out over '30-60 minutes' and '3+ hours'. Although there is a slight decrease in the number of periods of physical activity carried out over '1-3 hours' (from an average per pupil of three periods of activity a week to two periods of activity a week), the increase in periods of physical activity carried out over '3+ hours' (from an average per pupil of two periods of activity a week to six periods of activity a week) indicate that, as well as increasing levels of physical activity through active travel to school, these pupils have also increased the length of time they spend doing physical activities.

**Chart 3-6 Intervention school – Average level of physical activity per pupil per week for those pupils who changed from a sedentary to active mode of travel following participation in FEAT 1<sup>st</sup>**



Looking at results for those pupils who did *not* make a change from a sedentary mode of travel to an active mode of travel, we see a similar pattern. Although the magnitude of change is not as great, this is still positive with a slight increase reported in overall levels of physical activity.

Chart 3-7 shows an increase in the amount of physical activity carried out over '30-60 minutes' and '3+ hours' and a slight decline in activity over '1-3 hours'. As might be expected, we do not see the same increase in physical activity over '0-30 minutes' (which is consistent with the commute to and from school) that was reported by pupils who made a change from sedentary to active travel.

The consistency between the reported shift from a sedentary mode of travel to school to an active mode of travel to school and an increase in the level of physical activity carried out over '0-30 minutes' among these pupils would therefore appear to support the reliability of the data that has been self-reported across the surveys.

<sup>4</sup> Parent survey results show that pupils cycled to school from between 0.25 miles to 3 miles, taking from 5 minutes to 45 minutes

**Chart 3-7 Intervention school – Average level of physical activity per pupil per week for those pupils who did not change from a sedentary to an active mode of travel following participation in FEAT 1<sup>st</sup>**

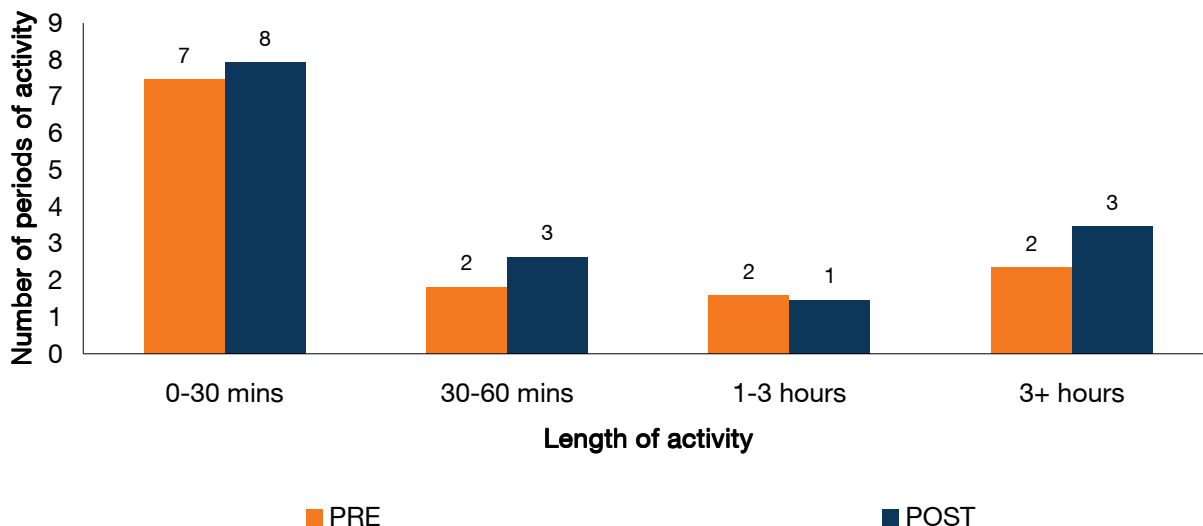
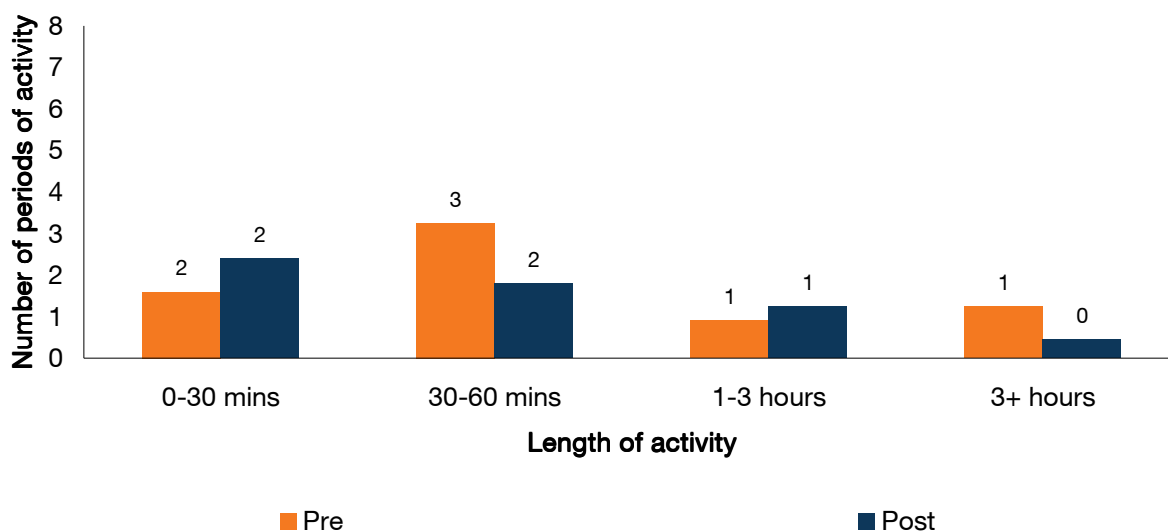


Chart 3-8 shows the average level of physical activity per pupil per week reported at the control school. This shows a far lower baseline level of physical activity carried out over '0-30 minutes' compared to the intervention school, although baseline levels of physical activity carried out over '30-60 minutes', '1-3 hours' and '3+ hours' are fairly consistent between the two schools. Whereas results from the intervention school show that overall levels of physical activity more than doubled for those pupils who made a change from sedentary to active travel and a slight increase in overall levels of physical activity among pupils who did not make a change from sedentary to active travel, results at the control school show very little change in overall physical activity levels (with if anything a slight decrease in the amount of time spent doing physical activity).

**Chart 3-8 Control school – Average level of physical activity per pupil per week as reported in the pre and post survey**



## 3.2 Physical activity diaries

Another important monitoring tool is the physical activity diary designed for the FEAT 1<sup>st</sup> pilot to monitor pupil's levels of physical activity over the twelve week intervention.

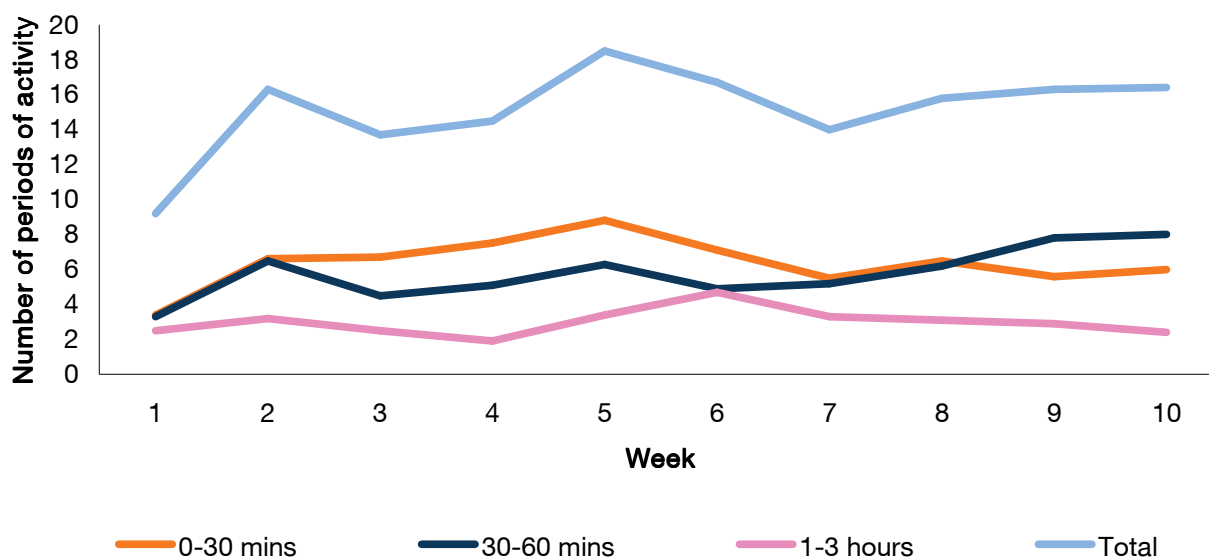
Pupils at the intervention school were asked to record all physical activity that they did each weekday and at the weekend, specifying what type of activity they did and how long they spent doing this activity each day. Pupils were asked *not* to include their journey to school within the list of physical activities.

Ten weeks worth of data was collected in total between 2 May 2010 and 17 July 2010, excluding the half-term break and the final week of the term (in which diaries were only partially completed). Where data was missing from the physical activity diary for more than one consecutive school week, data has been excluded from the collated results. In total ten pupils at the intervention school completed the diary consistently over the course of the project.

It was also intended that the physical activity diary be carried out for a week at three points throughout the term at the control school, however unlike the pupil survey, the diaries were not completed consistently at the control school to provide a comparison between the two schools.

Chart 3-9 shows the total number of periods of physical activity recorded at the intervention school over the ten weeks expressed as an average number of periods of activity carried out per pupil per week. The results are positive, showing an overall increase in reported levels of physical activity among the pupils. Periods of physical activity carried out over '0-30 minutes' and '30-60 minutes' show a slight increase over the course of the pilot, while periods of physical activity carried out over '1-3 hours' is fairly consistent.

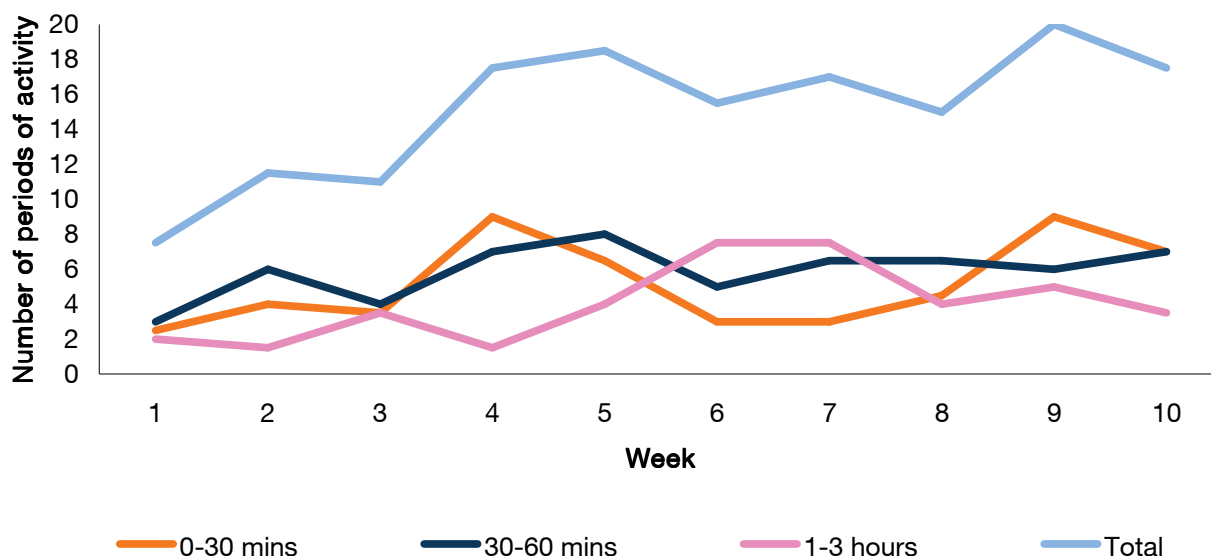
**Chart 3-9 Intervention school - Average levels of physical activity reported by pupils**



We only have a complete set of data for two of the pupils who made a change from a sedentary mode of transport to an active mode of transport. Given the small sample it is not possible to draw wider conclusions from these results, but it is interesting to see that they follow a similar trend to the results collated for all pupils who provided a full set of data. Chart 3-10 shows results for these two pupils. We can observe that as they have started to travel to school by an active mode (one having changed from being driven to school to park and stride; the other from being driven to school to

walking to school) this active journey does not appear to have replaced any other period of physical activity, but has in fact increased their overall level of physical activity.

**Chart 3-10 Intervention school: Average levels of physical activity reported by pupils who made a change from sedentary to active travel**



### 3.3 Qualitative research

Qualitative research was carried out at the intervention school in the final week of the project through a focus group with four pupils (two boys and two girls) and an interview with the head teacher and office manager.

Particular themes that were discussed were engaging pupils and their parents, attitudes to active travel and FEAT 1<sup>st</sup> activities.

#### 3.3.1 Engaging pupils and parents

The interviewees stated that peer influence has a big part to play in participation in any project within their school. As the head teacher explains, this was particularly true for female pupils, *“we started off with a few girls who weren’t buying into it, that had a knock on effect with other girls.”* Getting *“a few key people”* onboard was important to overcome this initial barrier:

*“It’s almost like they hold back until they see what the others are doing and then they join in”.*

She also identified the importance of FEAT 1<sup>st</sup> being embedded within the school in overcoming this initial barrier, explaining that pupils who did not want to participate *“were put into different classrooms with a load of work that they just had to get on with.”* Given a choice of what they’d prefer to work on *“it focussed the mind slightly”*, increasing participation in FEAT 1<sup>st</sup> and resulting in *“more children...coming [to school] by bike”*

The qualitative research also suggests that families have engaged in the pilot project and are now more active together. School staff highlighted parental participation in FEAT 1<sup>st</sup> activities, mentioning *“one particular family who have been to absolutely everything”* while the focus group with pupils suggested that some of the pupils are now more physically active outside of school with their families. One pupil said:

*"I go on my bike every Saturday and Sunday with my brother, sister and my mam, they walk and I ride my bike".*

Another pupil described how his father has started cycling more since taking part in some of the activities:

*"He's been on my brother's bike...and he liked it...we sometimes go cycling together".*

### **3.3.2 Attitudes to active travel**

The project appears to have achieved its aim in increasing enthusiasm for active travel amongst pupils and their parents.

In the interview, school staff discussed the pupils' positive attitude towards their cycle training the previous day, even though the weather had been poor:

*"The pupils were really enthusiastic yesterday...they were full of chat and the rain just didn't seem to bother them so they obviously were really enjoying it (cycle training)".*

As well as increased enthusiasm, school staff also identified a sense of ownership and pride amongst their pupils:

*"it's quite nice seeing them coming up on their bikes...putting the lock on and walking away and turning around to check it...it's almost like it's a sense of pride".*

The focus group with pupils also pointed to an increased enthusiasm for cycling outside of school. As one pupil said, *"I cycle to the park and back with my cousin...I do it more now, I do it every Saturday".*

Pupils also indicated an increased sense of wellbeing - that cycling is "fun" and makes them feel happy, as well as providing a sense of freedom, and giving them opportunities to see their friends:

*"There's probably more things and more allowances [sic] you can do on bikes like go on certain paths...you've got more freedom"*

One issue that came across during the focus group was that most of the pupils dislike travelling in the car and they prefer to cycle instead. Many of the pupils feel very strongly about this:

*"I hate going in the car because it's stuffy, even when the windows are down"*

*"In the car it takes two minutes but all you do is sit there...but when you're on your bike...if you see a friend you can go over and say hello"*

### **3.3.3 FEAT 1<sup>st</sup> Activities**

The school staff particularly enjoyed the Bike Breakfast and described it as *"very successful, the children really seemed to enjoy it"*. They also mentioned that it successfully engaged families as well as pupils: *"the few families were coming in as well, with the siblings ... they were talking about it"*.

Feedback from the pupils highlighted that the bike maintenance aspect of the project was of major benefit to their cycling levels and confidence – both key aims of the project. The pupils said that due to the condition of their bikes (before FEAT 1<sup>st</sup>) they were not cycling as much:

*"My back brake was broken but because of FEAT 1<sup>st</sup> we were taught how to fix the back brakes and I fixed it"*

One pupil appears to be more confident in bike maintenance skills because of the project: *“If my bike has a problem with it I’ll just fix it. Or if my mum or dad’s bikes break then I’ll be able to say well you need to adjust this or you need to do this”*

The school staff also commented on the importance of cycle training in increasing parents’ confidence in their child’s ability;

*“If the parents realise that their child [has] done this cycling proficiency and they know how to look after their bike they might be more inclined to give them more independence”*

The bike ride sessions were also popular amongst the focus group pupils. One pupil enjoyed going to Chopwell Woods and describes the *“big downhill part and all the wind getting blown in your face”*.

The following response sums up how effective the bike ride sessions were for achieving the project aims of increasing pupil’s physical activity levels and enthusiasm:

*“That night I was flat out on my bed really early. It was good fun as well seeing my friends outside school time”*

### 3.4 Parent survey

Parent surveys were sent to parents of all pupils engaged in the FEAT 1<sup>st</sup> project. 13 responses were received in total representing the parents of just under half of all pupils engaged in the project.

Results show that FEAT 1<sup>st</sup> has increased the number of pupils cycling and walking, as well as increasing their overall levels of physical activity, meeting the overall aim of the project. When asked ‘How has your child’s travel behaviour changed since they participated in FEAT 1<sup>st</sup>?’ parents responded as follows:

- **62% of parents said that their child now cycles more often**
- **38% of parents said that their child now walks more often**
- **54% of parents said that their child is now driven less often**

When asked ‘Has your child’s physical activity level changed since participating in FEAT 1<sup>st</sup>?’ parents responded as follows:

- **69% of parents said that their child’s level of physical activity has increased** (31% saying that it had remained the same)
- **31% of parents said that their own physical activity levels have increased**

Results from the parent survey also show that **the project has had a positive impact on some parents travel behaviours**. Three parents said that they now walk more often as a result of FEAT 1<sup>st</sup> and three parents said that they now cycle more often as a result of FEAT 1<sup>st</sup>. Two parents also stated that they now use sedentary modes of transport less as a result of participation in FEAT 1<sup>st</sup>.

Responses to the survey indicate that FEAT 1<sup>st</sup> has positively impacted upon parents’ attitude to cycling. **More parents now allow their child to cycle to school and to cycle outside of school as a result of FEAT 1<sup>st</sup>**. Before the pilot, five of the thirteen parents who responded to the survey did not allow their child to cycle to school. Of those parents, three now allow their child to cycle to school. In addition, two parents did not allow their child to cycle outside of school before FEAT 1<sup>st</sup>, both of whom now allow their child to cycle outside of school.

100% of respondents to the parent survey said that their child had not received any on-road cycle training prior to the training delivered as part of FEAT 1<sup>st</sup>. **Following the intervention, the number of**

parents who think that their child is competent enough to cycle on-road has doubled from just three prior to the intervention to six of the parents surveyed following FEAT 1<sup>st</sup> (46% of all respondents).

Qualitative responses indicate that engaging parents in the activities of their children can have a beneficial effect on the time families spend together. One parent commented that **FEAT 1<sup>st</sup> bike rides had provided a “great bonding” opportunity** and were **“exciting to do together - a brilliant couple of hours”**.

While engaging families in active travel is at the heart of the project, one parent pointed to the success of the project in providing an opportunity that they themselves could not provide:

*“After a bad fall [as a child] I have a knee problem which hinders me riding a bike now. My son...has become far more confident and safe thanks to his time spent on the project. FEAT 1<sup>st</sup> has stepped in and encouraged and taught where I could not. Fantastic project – thank you”*

Survey responses also highlighted some other benefits of the FEAT 1<sup>st</sup> project in addition to increasing levels of active travel and physical activity. Parents stated that the intervention encourages children to be **“active and also responsible”**, providing **“a good sense of freedom and independence”** and building **“self-confidence”**.

One parent described their child’s increased awareness of the benefits of exercise for health and mentioned how **“lovely”** it was for them to see the positive impacts of the project on their child:

*“[My child] has had so much fun and looked forward to each session. It has encouraged her to become more independent. Her confidence [has grown] with riding her bike so much and you can see how proud she is of herself. Its lovely to see and [she] is aware of exercise and her health needs and choices and certainly chooses more exercise ... I hope there will be more courses”*

## 4 Conclusion

It is important to acknowledge the limitations of the data (the sample size is small and there is no statistical significance within the data). It is also necessary to acknowledge that varying weather conditions may have an impact on travel choices when analysing data over a twelve-week period. Having said this, both schools are located within 2.1 miles of each other, sharing similar weather conditions, and so the pre and post surveys present a useful comparison between the control school and the intervention school.

Given this, results show that through intensive engagement with pupils over a twelve-week period, the FEAT 1<sup>st</sup> pilot has achieved very positive results, meeting the overall aim of the project to increase cycling and walking among pupils and to increase levels of physical activity.

The pilot has been effective in achieving modal shift within a short timeframe. Results from the pupil survey show a definite shift from sedentary modes of transport to active modes of transport at the intervention school (from 53.6% before FEAT 1<sup>st</sup> to 76.0% at the end of the project), with no change from sedentary to active travel at the control school.

Results from the parent survey show a positive increase in active travel outside of school with 54% of parents saying that their child is now driven less often, 62% saying that their child now cycles more often and 38% saying that their child now walks more often as a result of FEAT 1<sup>st</sup>.

Data collected at the intervention school shows that pupils who have made the change from a sedentary to active mode of transport to school have increased their overall physical activity levels.

This includes additional periods of physical activity of '0-30 minutes' (consistent with the school commute) as well as an overall increase in the duration of periods of physical activity following the intervention.

In addition to this, results show that both pupils and parents are doing more physical activity after engagement in FEAT 1<sup>st</sup>: 69% of the parents surveyed said that their child had increased their overall levels of physical activity and 31% said that their own levels of physical activity have increased as a result of participating in the project.

Parent survey results also indicate that some parents have changed their own travel behaviour (with three of the thirteen surveyed saying that they now cycle more often, three saying that they now walk more often and two saying that they now travel by sedentary modes of transport less often).

Research conducted with pupils, parents and school staff also shows that FEAT 1<sup>st</sup> has been successful in engaging families in project activities and increasing the time they spend doing physical activity together.

Overall, the research shows that the FEAT 1<sup>st</sup> pilot has been very effective in meeting the aims of the project and indicates that, with continued investment, the project will continue to increase active travel and physical activity levels among more pupils and their families.

## 5 Appendix

### 5.1 Pupil survey results

This section contains pupil survey data collected in the intervention school and control school. The pre survey was delivered on 3 May 2011 prior to the start of FEAT 1<sup>st</sup> and the post survey was delivered on 20 July 2011 at the end of the 12 week intervention. This data has been summarised and is shown in the following tables.

**Table 5-1 Intervention school - How do you usually travel to school?**

	Pre		Post	
	Frequency	%	Frequency	%
<b>Walk</b>	12	42.9	9	36.0
<b>Bike</b>	1	3.6	6	24.0
<b>Scooter</b>	2	7.1	3	12.0
<b>Bus</b>	2	7.1	0	0.0
<b>Car</b>	11	39.3	6	24.0
<b>Train</b>	0	0.0	0	0.0
<b>Park &amp; Stride</b>	0	0.0	1	4.0
<b>Metro</b>	0	0.0	0	0.0
<b>Other</b>	0	0.0	0	0.0
<b>Total</b>	28	100.0	25	100.0
	Pupils who usually travel actively			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Active travel*</b>	15	53.6	19	76.0

\*Pupils who usually walk, cycle, scoot or park & stride

**Table 5-2 Control school - How do you usually travel to school?**

	Pre		Post	
	Frequency	%	Frequency	%
Walk	10	38.5	6	20.7
Bike	3	11.5	5	17.2
Scooter	2	7.7	5	17.2
Bus	1	3.8	1	3.4
Car	10	38.5	11	37.9
Train	0	0.0	1	3.5
Park & Stride	0	0.0	0	0.0
Metro	0	0.0	0	0.0
Other	0	0.0	0	0.0
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>
	Pupils who usually travel actively			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Active travel*</b>	15	57.7	16	55.2

\*Pupils who usually walk, cycle, scoot or park & stride

**Table 5-3 Intervention school - Who would you most like to travel to school with?**

	Pre		Post	
	Frequency	%	Frequency	%
An adult	5	17.9	3	12.5
Other children	16	57.1	19	79.2
Other children and an adult	4	14.3	0	0.0
No one, just me	3	10.7	2	8.3
<b>Total</b>	<b>28</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>

**Table 5-4 Control school - Who would you most like to travel to school with?**

	Pre		Post	
	Frequency	%	Frequency	%
<b>An adult</b>	3	11.5	4	13.8
<b>Other children</b>	9	34.6	15	51.7
<b>Other children and an adult</b>	9	34.6	5	17.2
<b>No one, just me</b>	5	19.2	5	17.2
<b>Total</b>	26	100.0	29	100.0

**Table 5-5 Intervention school - Who do you usually travel to school with?**

	Pre		Post	
	Frequency	%	Frequency	%
<b>An adult</b>	16	57.1	8	33.3
<b>Other children</b>	5	17.9	8	33.3
<b>Other children and an adult</b>	4	14.3	3	12.5
<b>No one, just me</b>	3	10.7	5	20.8
<b>Total</b>	28	100.0	24	100.0

**Table 5-6 Control school - Who do you usually travel to school with?**

	Pre		Post	
	Frequency	%	Frequency	%
<b>An adult</b>	7	26.9	8	28.6
<b>Other children</b>	1	3.8	2	7.1
<b>Other children and an adult</b>	14	53.8	11	39.3
<b>No one, just me</b>	4	15.4	7	25.0
<b>Total</b>	26	100.0	28	100.0

**Table 5-7 Intervention school - How often do you travel to school by walking?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	8	32.0	4	16.7
1 - 4 days a week	9	36.0	12	50.0
Once or twice a term	1	4.0	3	12.5
Once or twice year	2	8.0	0	0.0
Never	5	20.0	5	20.8
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>
	Pupils walking regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regular walking*</b>	17	68.0	16	66.7

\*once or twice a week or more

**Table 5-8 Control school - How often do you travel to school by walking?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	2	7.7	3	14.3
1 - 4 days a week	13	50.0	5	23.8
Once or twice a term	5	19.2	10	47.6
Once or twice year	2	7.7	0	0.0
Never	4	15.4	3	14.3
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>
	Pupils walking regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regular walking*</b>	15	57.7	8	38.1

\*once or twice a week or more

**Table 5-9 Intervention school - How often do you travel to school by cycling?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	1	4.0	3	12.5
1 - 4 days a week	4	16.0	11	45.8
Once or twice a term	6	24.0	4	16.7
Once or twice year	2	8.0	0	0.0
Never	12	48.0	6	25.0
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>
	Pupils cycling regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regular cycling*</b>	5	20.0	14	58.3

\*once or twice a week or more

**Table 5-10 Control school - How often do you travel to school by cycling?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	1	4.2	4	21.1
1 - 4 days a week	4	16.7	1	5.3
Once or twice a term	3	12.5	4	21.1
Once or twice year	1	4.2	0	0.0
Never	15	62.5	10	52.6
<b>Total</b>	<b>24</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>
	Pupils cycling regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regular cycling*</b>	5	20.8	5	26.3

\*once or twice a week or more

**Table 5-11 Intervention school - How often do you travel to school by scooter?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	0	0.0	1	4.5
1 - 4 days a week	2	8.3	2	9.1
Once or twice a term	3	12.5	2	9.1
Once or twice year	2	8.3	2	9.1
Never	17	70.8	15	68.2
<b>Total</b>	<b>24</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>
	Pupils scooting regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regular scooting*</b>	2	8.3	3	13.6

\*once or twice a week or more

**Table 5-12 Control school - How often do you travel to school by scooter?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	1	4.2	6	30.0
1 - 4 days a week	1	4.2	1	5.0
Once or twice a term	1	4.2	1	5.0
Once or twice year	1	4.2	1	5.0
Never	20	83.3	11	55.0
<b>Total</b>	<b>24</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>
	Pupils scooting regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regular scooting*</b>	2	8.3	7	35.0

\*once or twice a week or more

**Table 5-13 Intervention school - How often do you travel to school by car?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	8	38.1	4	17.4
1 - 4 days a week	7	33.3	10	43.5
Once or twice a term	1	4.8	5	21.7
Once or twice year	3	14.3	1	4.3
Never	2	9.5	3	13.0
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>
	Pupils being driven regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regularly being driven*</b>	15	71.4	14	60.9

\*once or twice a week or more

**Table 5-14 Control school - How often do you travel to school by car?**

	Pre		Post	
	Frequency	%	Frequency	%
Every day	8	32.0	10	47.6
1 - 4 days a week	8	32.0	7	33.3
Once or twice a term	4	16.0	3	14.3
Once or twice year	0	0.0	0	0.0
Never	5	20.0	1	4.8
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>
	Pupils being driven regularly			
	Pre		Post	
	Frequency	%	Frequency	%
<b>Regularly being driven*</b>	16	64.0	17	81.0

\*once or twice a week or more

## 5.2 Physical activity diary

This section contains data collected using physical activity diaries in the intervention school. Ten weeks worth of data was collected in total between 2 May 2010 and 17 July 2010, excluding the half-term break and the final week of the term (in which diaries were only partially completed). Where data was missing from the physical activity diary for more than one consecutive school week, data has been excluded from the collated results.

Table 5-15 contains data for all ten pupils who consistently recorded their physical activity over the course of the project. Table 5-16 contains data for two of these pupils who also reported a change from usually travelling to school by a sedentary mode of transport before FEAT 1<sup>st</sup> to active travel to school following the project.

**Table 5-15 Total frequency of physical activities**

(From a sample of 10 pupils)

Week	0-30 minutes	30-60 minutes	1-3 hours
Week 1	34	33	25
Week 2	66	65	32
Week 3	67	45	25
Week 4	75	51	19
Week 5	88	63	34
Week 6	71	49	47
Week 7	55	52	33
Week 8	65	62	31
Week 9	56	78	29
Week 10	60	80	24

**Table 5-16 Total frequency of physical activities**

(From a sample of 2 pupils who made a shift from sedentary to active travel to school)

Week	0-30 minutes	30-60 minutes	1-3 hours
Week 1	5	6	4
Week 2	8	12	3
Week 3	7	8	7
Week 4	18	14	3
Week 5	13	16	8
Week 6	6	10	15
Week 7	6	13	15
Week 8	9	13	8
Week 9	18	12	10
Week 10	14	14	7