

Research findings - summary

(Hillstone Primary)
Overall traffic



during School Street time window.



outside School Street time window.

At both schools, overall traffic volumes, across the school road and surrounding roads, **fell during the School Street time windows...**

...whereas **outside of the School Street time windows**, overall traffic levels across the same roads **rose** over the same timeframe, suggesting that some traffic had been removed from the road following the implementation of the School Street



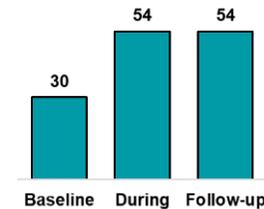
This was consistent with the literature review, which found that in almost all cases **there is a reduction in the total number of motor vehicles** on School Streets and neighbouring streets



From 15.3 mph to 16.3 mph

Average speeds on Hillstone Road (School Street) **rose slightly**, after the School Street was implemented. Though the speeds before and after were relatively low

(Somerville Primary)
Number of drivers pavement parking near School Street



At both schools, we observed an increase in the number of parked cars near the entrance to the School Street, and a **higher number of parking cars interacting with other road users**, following the School Street implementation. This indicates a **potential risk of worse road safety**

Our follow up residents' postal survey findings demonstrated **strong support for the School Streets initiative** as well as an **overall rise in the proportion of people who believed the school road and surrounding roads were safe**, compared to before the School Street was implemented, at both schools

(Somerville Primary)
% agreeing that School Street road is safe²



% agreeing that surrounding roads are safe³



There were some inconsistencies between the schools in the rigour with which the School Streets were stewarded by schools staff. We chose the two schools involved because of the difference in their surrounding road layouts. Nevertheless our findings at the two schools were broadly similar, and it was **not clear what gave rise to the small differences in impact we did find between the schools.**

² 6/32 respondents at baseline, 8/17 respondents at follow-up

³ 6/21 respondents at baseline, 4/10 respondents at follow-up