

## Step 1: Get Thinking



### Time:

40–60 minutes,  
(including 10 minute briefing)  
plus follow-up discussion/  
decision-making session



### People:

Suitable for groups of 6–12  
(depending on staff capacity to  
support field trip), Any ability



### Aims:

1. Students understand what a school route audit is.
2. Students identify physical barriers along a major walking route to school.



### Skills, knowledge or learning:

Team-working, decision-making,  
observation, photography,  
map reading



### Preparation:

Identify a walking route to your school  
and undertake a risk assessment  
covering students walking this route  
with school staff



### Equipment:

Audit sheets, maps of the route,  
clipboards, pencils, cameras,  
pedometers

## Details of activity

### 1 Briefing

- Explain the School Route Audit purpose and process (using attached sheet).
- Give an insight into what you might be looking for during the audit (using the nine audit categories as examples).
- Split group into small teams, each with an adult to accompany them. If necessary, assign teams to different sections of the route.
- Distribute equipment and ask each team to assign its own navigators, note-takers, and photographers.
- Run through some of the more important personal safety points  
eg: awareness when crossing roads,  
remaining with the adult, not blocking footpaths etc.

### 2 The Audit

- The more detail on the audit forms the better. Take photos and note all comments; these can be used as quotes later. Ask open questions to draw out individual views and opinions.

### 3 Follow up session

- Sum up the main issues and findings. Help the group to agree on short-term and longer-term aims of further activity.
- Support the group to write a report containing a summary of the audit findings, including any issues identified and recommendations for changes and improvements to the route.

## Next Steps

Circulate the report to senior management at your school. Once it has been approved by the headteacher, share with local decision-makers and interested parties outside of school (eg local authority, neighbourhood or ward committee, residents groups).

# School Route Audit

## What is a School Route Audit?

Living Streets' School Route Audits are designed to enable school communities to work with their local authorities to create local streets 'fit' for the walk to school.

The aim of a School Route Audit is to identify barriers to walking and make it safer and more attractive for students to walk to school. It is therefore important that the condition of the streets and paths in the area should be of a standard that encourages routine physical activity, such as everyday walking, for students who attend the school, and for the wider local community. A School Route Audit allows us to review the major walking routes to school, decide on priority and other issues and solutions and to take action to influence changes.

## The 9 Audit Categories

- 1 Footway surfaces and obstructions – footway condition; inspection and hole covers; positioning, alignment and condition of street furniture; temporary obstructions including cars, advertising boards, shop front displays and road works; guard railing; drop-kerbs.
- 2 Facilities and signage – benches, litterbins, lighting, trees, signs for pedestrians, messages to drivers that this is a school area.
- 3 Maintenance and enforcement issues – litter; footway cleanliness, repair and patching; flyposting and graffiti; parking enforcement around drop-off areas and provision of parking (e.g. park and stride).
- 4 Personal security - lighting levels, sightlines, natural surveillance, anti-social behaviour, and escape routes, stranger danger.
- 5 Crossing points, access routes and desire lines – both formal crossings (Zebras, Pelicans, Puffins) and informal (no specific provision), including consideration of desire lines, i.e. the routes that people most want to take, the need for or overuse of guard railing, lollipop person provision, schools entrance points being open.
- 6 Road layout and space allocation – the share of space allocated to different users and the relationship of different elements of the street to each other.
- 7 Aesthetics – beauty and interest, public art, statues, green space, noise, smell.
- 8 Traffic – traffic speed and volume, air pollution, noise and smell.
- 9 Places to socialise and play – walking can be fun, social and educational for students so explore opportunities for this along key routes or outside the school.

Audit Form: Write down any comments within boxes and mark where you saw them by drawing a line from the box to the place on the map

INSERT YOUR MAP HERE