

Teaching Safe Behaviour

Kerbcraft in Wales Progress Report, October 2009

Report for Welsh Assembly Government

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1 Introduction

1.1 Background to Kerbcraft in Wales

- 1.1.1 Compared with the average for European countries, Wales has a good overall road safety record, but accident rates amongst child pedestrians have been high. Statistics available prior to implementation of Kerbcraft show that Wales had among the highest child pedestrian fatalities in Europe (see Table 1.1).

Table 1.1 Child Pedestrian Fatalities per 100,000 (0-14 year olds)

Country	Pre-Kerbcraft Child Pedestrian Fatalities per 100,000 (0-14 year olds, 1997)
Ireland	1.31
Wales	1.24
Great Britain	1.21
France	0.91
Netherlands	0.66
Italy	0.49

- 1.1.2 In line with the UK-wide target, the Welsh Assembly Government is committed to reducing child KSI (Killed or Seriously Injured) accident rates in Wales by 50% by 2010 (against the average of 1994 to 1998 rates). This represents a drop in real child KSI numbers from 289 to 145.
- 1.1.3 By 2007, the child pedestrian fatalities rate had reduced to 0.4 per 100,000 0-14 year olds for Great Britain and for Wales, which is a reduction of 68%.
- 1.1.4 In January 2003 the Welsh Assembly Government published its "Road Safety Strategy for Wales". In this, education, engineering, and enforcement strategy developments and targets were highlighted as important future Welsh Assembly actions.
- 1.1.5 Since 2002 funding has been allocated to every local authority in Wales to employ a Child Pedestrian Training Co-ordinator to run the Kerbcraft scheme.

1.2 What is Kerbcraft?

- 1.2.1 Kerbcraft is a road safety education programme designed to teach children (aged 5-7) by means of practical roadside training rather than lessons in the classroom. Kerbcraft teaches three core skills to children over a 12-18 month period, and recommends that between four and six training sessions are given in each skill. Training is progressive, with each skill building on the foundations laid by earlier skills. The three core skills taught are:

- recognising safe versus dangerous roadside locations;
- crossing safely at parked cars; and
- crossing safely near junctions.

1 Introduction

- 1.2.2 Each Local Authority receives a grant to fund a Kerbcraft Co-ordinator. The Co-ordinator recruits schools to take part in the Kerbcraft training, and recruits and trains volunteers, usually parents, to teach the three core skills to the children. Each volunteer is responsible for only two or three children per session. The Kerbcraft Co-ordinators are managed by a designated person within each Local Authority, who is usually, but not exclusively, a Road Safety Officer (RSO).

1.3 This Research

- 1.3.1 The Welsh Assembly Government (WAG) commissioned MVA Consultancy to develop a Kerbcraft monitoring pack containing a number of forms for Local Authority Co-ordinators and RSOs to complete at the end of each year and return to WAG. The forms can also be used at any interim period required, should WAG consider it appropriate or necessary. The pack contains four forms for the Co-ordinators/RSOs to complete which allows WAG to monitor the Kerbcraft scheme.

- 1.3.2 The forms included in the pack are:

- a short questionnaire to collect quantitative data on the scheme's performance, in particular to collect information on the number of schools, children and volunteers involved in the training within a specified period;
- a qualitative questionnaire for Co-ordinators to complete, covering management and implementation issues;
- a qualitative questionnaire for RSOs to complete, covering management and implementation issues; and
- impact sheets for Co-ordinators, teachers or volunteers to record any positive effects on training individual children.

- 1.3.3 The remainder of this report details the findings from the fifth round of monitoring of the Kerbcraft schemes in Wales, using all four of the tools listed above. (These four questionnaires are provided in Appendix B). The first round of monitoring was reported by MVA Consultancy in 2005, and subsequent reports were provided in 2006, 2007 and 2008.

- 1.3.4 The report covers the progress and performance of the Kerbcraft scheme in each Local Authority during the school year from September 2008 to July 2009. The report is laid out in the same format as the previous sweeps, as follows:

- Chapter two discusses the management of the Kerbcraft schemes in Wales;
- Chapter three outlines practitioners' opinions of Kerbcraft;
- Chapter four provides details of the Kerbcraft training that has been undertaken in Wales; and
- Chapter five provides a summary of the main findings, as well as some conclusions and recommendations.

- 1.3.5 In addition to a summary, conclusions and recommendations, Chapter five provides some key comparisons with the findings from this monitoring survey undertaken over the previous four years.

1.4 Explanatory Notes

- 1.4.1 Although Wales is made up of 22 Local Authorities, Caerphilly County Borough Council employs two full time Co-ordinators. One is responsible for the North of the area, and the other is responsible for the South. Each of their questionnaires have been analysed and reported separately, giving a total of 23 Local Authority areas for information supplied in the Co-ordinators surveys.
- 1.4.2 It should be noted that not all respondents have provided an answer to every question; therefore not all totals add up to 23.
- 1.4.3 Although the Local Authority line manager for each Kerbcraft scheme is generally the Road Safety Officer (RSO), not all the schemes are managed by RSOs. However, for ease of reporting, the term RSO has been used throughout this report to describe the results from the Local Authority line managers' survey.
- 1.4.4 Results in this report relate to the school year from September 2008 to July 2009. Given that the training generally takes 12-14 months to complete, a number of children included in this years monitoring survey may also have been counted in the previous survey. Likewise, a number of children may be recounted as participating in the scheme during the following year/survey. It should therefore be noted that results provided in monitoring survey reports provide a snapshot of the Kerbcraft scheme for a given year and cannot be added together to provide the cumulative number of children to have participated in the scheme to date.
- 1.4.5 Finally, it should be noted that the views expressed in this report are the views and opinions of Kerbcraft Co-ordinators and the Local Authority line managers. They do not necessarily represent the beliefs of either the authors or the Welsh Assembly Government.

2 Management of Kerbcraft

2.1 Co-ordinator Profile

- 2.1.1 During the 2008-2009 school year, most Kerbcraft Co-ordinators were female: 21 Co-ordinators were female, compared to two who were male.
- 2.1.2 Co-ordinators' experience as a Co-ordinator of the Kerbcraft scheme ranged from eight years to just seven months, with the average length of experience being 4.1 years.

2.2 Time Spent on Management of the Scheme

RSO Time

- 2.2.1 Most of the 23 RSOs (18) spent less than half a day per week on their Kerbcraft scheme, three spent half a day per week, one spent a full day per week, and one spent over one day per week on their Kerbcraft scheme.

Table 2.1 Time RSOs have spent on Kerbcraft (2008-2009)

Time Spent on Kerbcraft	Number of RSOs
Less than 0.5 days per week	18
0.5 days per week	3
1 day per week	1
More than 1 day per week	1

- 2.2.2 When asked to comment on the amount of time they had spent on Kerbcraft, 13 RSOs provided a response. Of these, five commented that very little input had been required of them as their Co-ordinator had run the scheme well. A further three RSOs remarked that they would have liked to spend more time working on the scheme, but had been unable to due to other demands on their time or because they had joined the scheme too late in the academic year. Meanwhile, two RSOs specified that they had spent more time than expected on Kerbcraft due to under-staffing, training demands and/or a lack of commitment from the participating schools. The remaining four respondents took this opportunity to outline the nature of their involvement, which included recruitment, school presentations and making preparations to expand the Kerbcraft scheme.
- 2.2.3 When asked about management meetings with Co-ordinators, just over half of the RSOs (12) stated that they only had informal management meetings as and when these were required (see Table 2.2). However, a further six stated that they had formal management meetings with their Kerbcraft Co-ordinators once a month, and two RSOs reported having formal management meetings once a week. The remaining three RSOs stated that they had formal management meetings less than once a month.

Table 2.2 Frequency of Formal Management Meetings (2008-2009)

Frequency of Management Meetings	Number of RSOs
Once a week	2
Once a month	6
Less than once a month	3
Informal management meetings as required	12

2.2.4 It was common for RSOs to visit their Kerbcraft Co-ordinators in school once a year, with 10 reporting to do this (see Table 2.3). A further five reported visiting once a term, whilst one visited once every month. Six stated that they had never visited their Co-ordinator at a school, and one RSO did not answer.

Table 2.3 RSO Visits to Co-ordinators at Schools (2008-2009)

Frequency of Visits	Number of RSOs
Once a month	1
Once a term	5
Once a year	10
Not at all	6

2.2.5 The majority of RSOs, 20 out of 23, felt that the amount of time they had spent on Kerbcraft between 2008 and 2009 had been appropriate. Of the three who did not feel their time spent had been appropriate, two expressed regret about this.

2.2.6 When asked whether they had conducted a formal appraisal with their Co-ordinators, 17 RSOs remarked that they had while six stated that they had not.

2.2.7 RSOs tended not to have sorted out any problems for their Co-ordinators, with 15 stating that they had never been required to do so, and six stating that they had only needed to sort out one or two. Meanwhile, two RSOs reported that they had needed to sort out 'a few' problems. The problems that RSOs were required to resolve included:

- issues associated with a co-ordinator's absence;
- issues associated with volunteers ignoring advice;
- issues associated with the prioritising of participating schools;
- CRB issues;
- performance and service delivery issues with a new assistant; and
- issues associated with the lack of commitment from some participating schools.

2.2.8 The majority of RSOs, 16 out of 23, reported that the Co-ordinators would usually come to them if they had any queries. Five RSOs stated that Co-ordinators normally approached colleagues in the department (sometimes in addition to themselves), whilst three stated that

their Co-ordinators normally approached other Welsh Co-ordinators (again, sometimes in addition to themselves).

Co-ordinators Time

2.2.9 Kerbcraft Co-ordinators had a wide range of tasks within their remit, but the one which consumed the most of their time was attending Kerbcraft training sessions in schools. A breakdown of Co-ordinators’ tasks and the time spent on these is shown in Table 2.4.

Table 2.4 Time Co-ordinators Spent on Different Tasks (2008-2009)

Task	Average % of Time Spent on Task Across all Co-ordinators	Minimum Time Spent on Task Across all Co-ordinators	Maximum Time Spent on Task Across all Co-ordinators
	%	%	%
Attending Kerbcraft training in Schools	60	25	85
Administering & managing the scheme	13	3	37
Liaising with schools	7	1	20
Training volunteers	7	2	10
Recruiting volunteers	6	1	15
Other Kerbcraft tasks	3	0	10
Other road safety tasks	4	0	15

2.2.10 Co-ordinators were fairly evenly split on whether they had attended all the children’s training sessions: 11 specified that they had and 12 that they had not. Those who had not attended all the training sessions attended between 25% and 90% of sessions, averaging 62% of sessions. When asked for their reasons for non-attendance, most Co-ordinators (11 out of 12) stated that they had employed assistants and/or trainers to attend the sessions in their place. Table 2.5 provides a full breakdown of the proportions of sessions attended by Co-ordinators who did not attend all sessions and their reasons for non-attendance.

Table 2.5 Percentage of Children's Training Attended (by the Co-ordinators that did not attend 100%) and Reasons for not attending 100%

% of training sessions attended	Reasons for failing to attend 100% of training sessions
25%	"My assistant's take over the training after I have gone through an induction with the volunteers and CRB checks. I attend a few sessions then to monitor progress etc."
35%	"I have been on maternity leave and someone else has been covering my duties, also we have paid and unpaid trainers at various schools delivering the scheme."
40%	"My two paid assistants carry out the majority of the training. I can then use my time to manage other elements of the scheme."
52%	"I have attended every single session of the 11 schools, which I have personally been running."
55%	"Two part-time Kerbcraft Trainers work on the scheme for 30 hours a week as well. We each have our chosen schools so do not usually attend their training, unless required."
60%	"Two of the five schools that have taken part this year have been running the scheme by themselves, with the help of lead volunteers."
63%	"I have 4 paid trainers who run the scheme in various schools. I have regular contact with them and try to observe them within a school once a week. The trainers know to contact me if they have a problem or if anything significant has accrued during a session."
73%	"This year we delivered training in 15 Schools. Eleven schools are being lead by the C.P.T.C. with 4 schools being Senior Volunteer lead. The C.P.T.C. attends 100% of the sessions for the 11 schools and completes observations at the other 4 throughout the year."
75%	"I attend 1 session of every skill in the schools my assistants are training in and all the sessions in the schools I am co-ordinating the training in personally."
82%	"have employed a Kerbcraft assistant who has attended the remaining 18% of training."
90%	"Two schools had a paid trainer and I co-ordinated the training and admin."
90%	"I have paid trainers who have taken on responsibility for certain schools (established)."

2.2.11 The majority of Co-ordinators, 19 out of 23, stated that they had been able to deal with their Kerbcraft workload adequately in the time available to them over the year. The reasons given by the three Co-ordinators who could not deal with their workload adequately were: understaffing, delays in starting the scheme, and too big a volume of schools participating in

the scheme. One further respondent did not specify whether they had been able to deal with their workload adequately.

2.2.12 When asked to comment on their Kerbcraft workload, those Co-ordinators who had been able to deal with it adequately revealed the following strategies:

- *“I have set up a yearly schedule where the schools stick to the same days to keep it consistent for volunteers, the assistants and the teachers.”*
- *“We have this year taken on more trainers and they have been training at various schools, this has now allowed us more time in the office to carry out the admin needs of the scheme.”*
- *“To help me manage the scheme more effectively I have created more formal procedures trainers must adhere. Each trainer will receive a Trainer's Manual, which contains all the standard information and procedures I want them to follow.”*

2.2.13 Other Co-ordinators who had been able to deal with their workload adequately attributed this to their assistants for enabling them to keep on top of it.

2.2.14 Overall, 13 of the 23 Co-ordinators received additional training during the 2008–2009 school year. The training they received varied widely, as can be seen below.

- Powerpoint and Excel (1);
- SNAP (2);
- risk assessment (2);
- first aid (3);
- manual handling (2);
- British Sign Language (1);
- BSE Level 1 Health and Safety certificate (1);
- Phase 2 Road Safety (2);
- Fairness and Dignity at Work (1);
- child protection (1);
- minibus driver training (1); and
- Welsh language learning for Welsh medium schools (1).

2.3 Involvement with Kerbcraft Websites and other Co-ordinators

Kerbcraft Website

2.3.1 In total, 13 Co-ordinators accessed the Kerbcraft website between 2008 and 2009, and ten did not. The majority of those who responded affirmatively had accessed the Kerbcraft website to get new resources/ideas, whilst several others accessed it to gather information on Kerbcraft when they came to their post. In addition, a few used the website to find links to other road safety websites or to keep abreast of road safety issues. However, two respondents commented that the website needed to be updated more regularly if it was to be useful for their needs.

Contact with others

2.3.2 Almost all Co-ordinators (21 out of 23) reported that they were in regular contact with other Welsh Kerbcraft Co-ordinators between 2008 and 2009.

2.4 Other Management Issues

Paid Co-ordinator Assistants/Trainers

2.4.1 Just over half of the RSOs, 14 out of 23, reported that they employed additional staff to expand the Kerbcraft scheme during the 2008-2009 school year. A range of new positions have been filled, including:

- Assistant Co-ordinator;
- senior/lead volunteers;
- trainers paid on a casual basis; and
- paid assistants.

2.4.2 There was no consistent costing structure for these additional staff, with costs (where mentioned) ranging from £1,300 to £20,000 depending on responsibilities and hours of employment.

2.4.3 The main benefits of employing additional staff were highlighted by RSOs as:

- the possibility of expanding the programme into new schools and increasing the number of children trained in each school;
- the potential for more community involvement; and
- the ability for more targets to be met.

Monitoring of the Schemes

2.4.4 Most Co-ordinators, 20 out of 23, stated that they monitored their Kerbcraft scheme during the 2008-2009 school year. Their methods of monitoring varied greatly, but usually involved a combination of the following:

- in-house questionnaires and evaluation forms for volunteers, teachers and parents, included space for their comments and suggestions (9);
- informal monitoring by maintaining close relationships with teachers and volunteers, attending training sessions, and speaking to pupils about the scheme (7);
- end of year/session assessments to test children's retention of their Kerbcraft skills (5);
- marking sheets for volunteers to fill out at the end of each session (3);
- Kerbcraft impact sheets and project monitoring forms (3);
- registers and diaries to record progress and difficulties (2);
- volunteer de-brief sessions and coffee mornings with senior volunteers to discuss best practise (2);
- regular meetings with schools and observational visits (2); and
- questionnaires for pupils (1).

Other Road Safety Activities

2.4.5 Overall, ten Local Authorities operated one or more additional forms of child pedestrian training in their local area, in addition to Kerbcraft, between 2008 and 2009. Those mentioned were:

- school-based demonstrations and lessons;
- Children's Traffic Club;
- safe route walks;
- activities at Beavers/Cubs/Brownies, and at summer play schemes;
- nursery road safety training;
- the Junior Road Safety Officers scheme;
- library and leisure centre visits; and
- practical instruction on how to use crossings around the school.

3 Opinions of Kerbcraft

3.1 RSO's Opinions of Kerbcraft

3.1.1 When asked, most RSOs (21 out of 23) were pleased with the Kerbcraft scheme, with 17 reporting that they were very pleased with it (see Figure 3.1). The remaining two respondents reported to have neutral feelings about the scheme. Importantly, no RSOs were disappointed with their scheme.

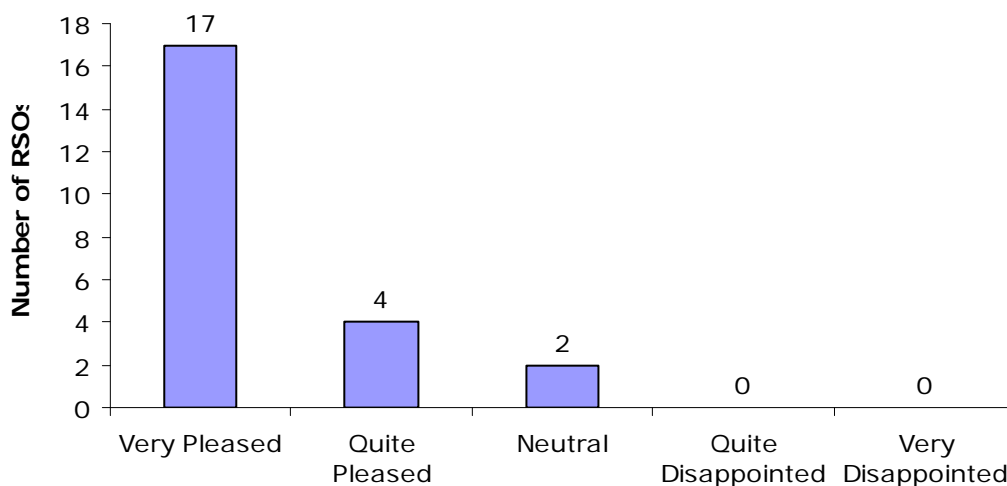


Figure 3.1 RSO's feelings about the Kerbcraft scheme (2008-2009)

3.1.2 Those RSOs who were very pleased with the Kerbcraft scheme gave the following reasons:

- they had received positive feedback from participants;
- they had noted the significant decline in national child casualty figures;
- they had managed to keep abreast with their training targets;
- they had managed to expand the number of schools and/or pupils participating in the scheme;
- the quality of training remained high despite the increased participation; and
- they had seen a rise in the number of loyal volunteers helping with the scheme.

3.1.3 Most RSOs (19 out of 23) felt that the scheme had gone as expected during the 2008-2009 school year. Three of the four RSOs who reported that it had not gone as expected specified that this was because of staff shortages, which had delayed the scheme. The remaining RSO stated that their Kerbcraft scheme had not gone as expected because a newly recruited assistant had not been of the standard they had expected.

3.1.4 Figure 3.2 illustrates that nearly all the RSOs were positive about how well their Co-ordinator's management of Kerbcraft had matched their expectations. A total of 12 RSOs reported that their Co-ordinator's management had matched their expectations, and 10 reported that it had exceeded their expectations. The reasons given for this high level of satisfaction included their Co-ordinator's enthusiasm for the scheme, professional approach, and good organisational skills, as well as the high number of volunteers they had been able

to recruit. Only one RSO reported that their Co-ordinator's management of Kerbcraft had fallen below their expectations, and they reported that this was because *"the scheme is a well oiled machine and there is now little room for improvement."*

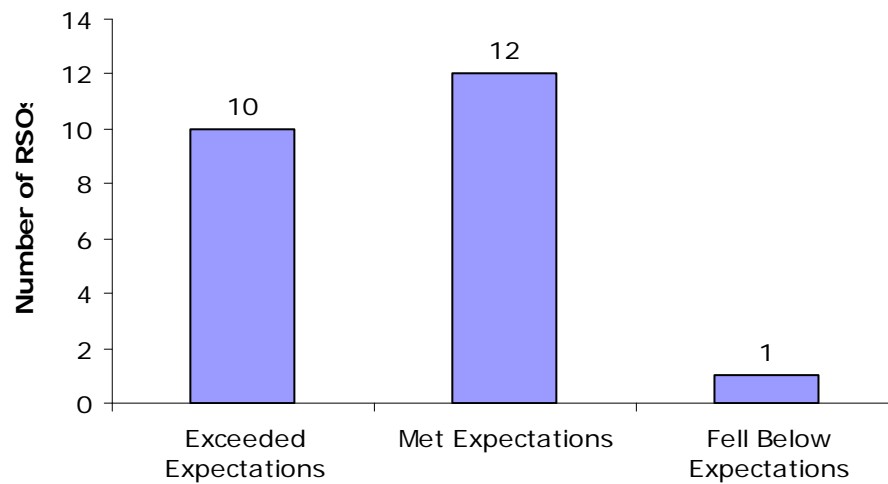


Figure 3.3 RSO Opinions of their Co-ordinator's management of Kerbcraft

3.2 Problems and Challenges Faced by RSO's

- 3.2.1 Overall, 15 RSOs reported that they had experienced at least one problem with the Kerbcraft scheme between 2008 and 2009. By far the most common problem was a lack of volunteers, which 13 RSOs mentioned. However, five RSOs mentioned a lack of school support, and two mentioned that general staffing shortages had been a problem. One RSO mentioned that the lack of a long-term funding strategy was problematic, whilst one stated that consistently bad weather had caused them problems.
- 3.2.2 RSOs were also asked to outline the three most challenging aspects of managing the Kerbcraft scheme, and 20 RSOs managed to identify at least one challenging aspect. Table 3.1 shows their responses, revealing that finding and recruiting volunteers remains the biggest challenge with 12 RSOs mentioning it as amongst the top three challenges (compared to the 9 RSOs who mentioned this as amongst the top three challenges between 2007 and 2008).

Table 3.1 Challenging Aspects of RSO Management of Kerbcraft

Main Challenges	Most Challenging	2 nd Most Challenging	3 rd Most Challenging	Total
Recruiting volunteers	8	4	0	12
Keeping within budget and securing extra funding	2	4	0	6
Retaining staff/the restricted staffing levels/poor quality staff	2	0	2	4
Prioritising schools/timetabling schools/meeting schools' expectations/dealing with a lack of school commitment	2	2	2	6
Finding the time to encourage and supervise staff and volunteers	2	1	0	3
Bad weather	1	0	1	2
CRB checks	0	2	1	3
Retaining volunteers	0	2	1	3

3.2.3 Other challenges, each mentioned by just one RSO, included:

- the lack of suitable training sites near rural schools;
- finding suitable training resources;
- maintaining the number of children eligible for training;
- ensuring special needs pupils are appropriately catered for;
- finding enough time to give the scheme the attention it deserves due to other commitments;
- evaluating the schemes success;
- ensuring that communication from the Co-ordinators and to the WAG are copied in to the RSO and Manager;
- extending the scheme, due to a lack of time in the post;
- scheme is labour intensive; and
- identifying suitable volunteers to become trainers.

3.3 RSO's Opinions of the Scheme Nationally

- 3.3.1 Despite these challenges, many RSOs took the opportunity to voice their support for the Kerbcraft scheme:

"The scheme in Cardiff just goes from strength to strength."

"It is still a great scheme! It just gets better and better."

- 3.3.2 However, many were concerned about the uncertain future for the scheme's funding:

"Please enable us to have another 3 years (or more) forward visibility with Kerbcraft through assurances that WAG financial support of the scheme will continue at current or increased levels."

"Ideally I would like the Kerbcraft scheme to be given a permanent, sure future, by whatever means and a guaranteed future for X and his team."

- 3.3.3 Many felt that Kerbcraft had now become a soundly established and invaluable learning tool:

"Kerbcraft is now an essential embedded aspect of road safety training."

"It is getting to be part of the standard curriculum in schools."

"The scheme will help to change the attitudes of young road users and influence future behaviour of prospective drivers."

"Pupils are demonstrating that the training is beneficial, which should contribute to them being safer future road users."

"Kerbcraft creates a sound footing for further road safety education in schools. A worthwhile initiative."

- 3.3.4 One RSO, however, felt that the Kerbcraft scheme needed greater publicity at a national level:

"Greater publicity required locally and nationally throughout Wales to highlight the benefits of the scheme."

- 3.3.5 One added that it was only fair to offer the Kerbcraft scheme to all Welsh school children:

"All children face the same road safety issues and therefore for fairness and consistency, it would be helpful if funding was made available for all of this age group."

3.4 Co-ordinators' Views of their Kerbcraft Scheme

- 3.4.1 Most Co-ordinators (21 out of 23) reported that they were pleased with the Kerbcraft scheme running in their area between 2008 and 2009, with 18 specifying that they were very pleased (see Figure 3.3). Of the remaining two Co-ordinators who were quite disappointed with the scheme, one stated that this was because of a lack of support from parents at the participating schools, whilst the other stated that they had not had sufficient time to run the scheme due to slow responses from schools and lengthy CRB checks. Furthermore, the main reason given by respondents who were quite, but not very, pleased with the scheme was the lack of staff and/or delays in appointing staff, both of which had restricted the volume of schools able to participate.

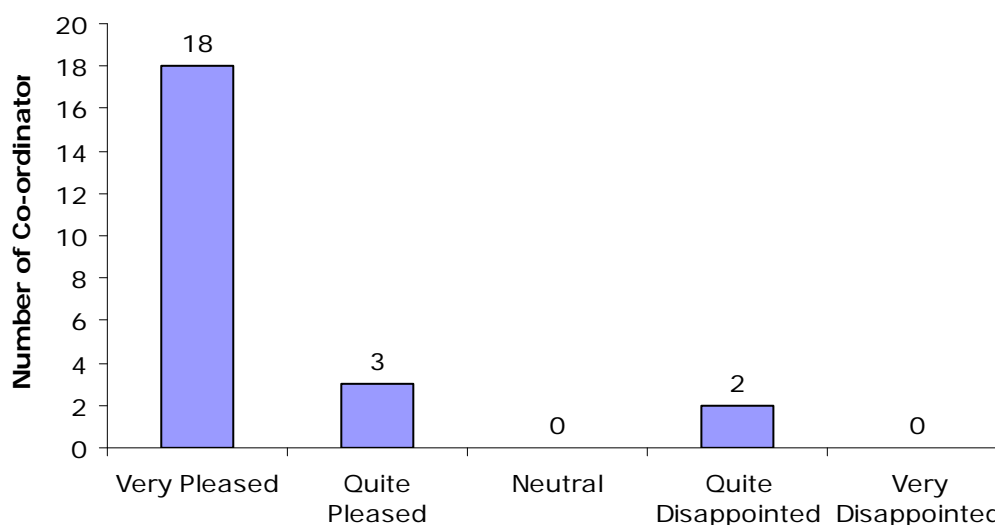


Figure 3.5 Co-ordinators' Feelings about Kerbcraft (2008-2009)

- 3.4.2 Most Co-ordinators (20 out of 23) stated that they had been able to implement training as specified in the Kerbcraft Manual between 2008 and 2009. The three who had not been able to do this explained that this was due to the location of the school, conditions on the day and, in one case, a lack of volunteers at certain schools.

3.5 Challenges Faced by Co-ordinators

- 3.5.1 Kerbcraft Co-ordinators were asked to specify the three most challenging aspects of their job during the 2008-2009 school year. Of those who responded, as with the RSOs, their biggest challenge remained recruiting volunteers, although bad weather and lack of commitment and/or timely co-operation from schools were also significant challenges for Co-ordinators. Table 3.2 reveals the challenges mentioned by more than one Co-ordinator.

Table 3.2 Challenging Aspects of the Co-ordinators' Role

Main Challenges	Most Challenging	2 nd Most Challenging	3 rd Most Challenging	Total
Recruiting Volunteers	9	3	2	14
Bad weather delaying training sessions	3	2	4	9
Lack of commitment and/or timely co-operation from schools	4	1	0	5
Timetabling and co-ordinating schools	2	2	0	4
Making timely progress in the face of bureaucracy, staff shortages and CRB checks	2	0	2	4
Keeping training sessions fresh for children and volunteers	0	2	2	4
Finding time to expand the scheme	1	1	2	4
CRB checks	0	2	1	3
Maintaining Volunteers	2	0	0	2
Integrating special needs children	1	0	1	2

3.5.2 Other challenges reported by individual Co-ordinators included:

- finding the time to complete training in certain schools;
- sustaining the initial success of Kerbcraft;
- having to pacify schools following upset caused by an assistant;
- being available every time assistants wanted to talk about the scheme;
- staying within the budget;
- acquiring parental consent for all children;
- re-training volunteers who had picked up bad habits;
- getting messages of road safety across to parents and encouraging them to set a good example to their children;
- lack of appropriate training sites in some rural schools;
- ensuring consistency of training across an authority; and
- recruiting and maintaining paid trainers.

3.6 Positive and Negative Aspects of the Co-ordinators Position

3.6.1 When asked what they most enjoyed about their jobs, about half of the Co-ordinators (12 out of 23) mentioned working with the children, including seeing them develop new skills and grow in confidence. In addition, six mentioned that they enjoyed the satisfaction of being able to teach the children lifelong skills and protect them from dangerous situations. A further five enjoyed being welcomed by the schools and having a good rapport with teachers, whilst three enjoyed expanding the scheme into new schools. Meanwhile, four enjoyed working with volunteers and forming strong relationships with them. Finally, three also enjoyed the opportunity that Kerbcraft presented for getting out of the office, and one enjoyed receiving positive comments from parents about the scheme.

3.6.2 The least enjoyable aspects of Co-ordinators' jobs were reported to be:

- volunteer recruitment and dealing with unreliable volunteers not turning up for sessions and/or dropping out of the scheme (6 Co-ordinators);
- re-scheduling sessions due to bad weather (6 Co-ordinators);
- timetabling Kerbcraft around other school activities (3 Co-ordinators);
- having a bad rapport with certain schools due to them being particularly slow to respond to the scheme and generally giving it a low priority (2 Co-ordinators);
- a shortage of paid staff or poor quality paid staff (2 Co-ordinators);
- organising large groups of volunteers (1 Co-ordinator); and
- dealing with a shortage of volunteers (1 Co-ordinator).

3.7 Co-ordinators Opinions of the Scheme Generally

3.7.1 Most Co-ordinators were positive about the Kerbcraft scheme. In particular, they found a high degree of job satisfaction in watching the scheme run smoothly and preparing to expand it into new schools:

"It has been good to involve some new schools this year and both have been successful and I have enjoyed working with them. I am pleased that my figures have increased and hopefully they will again next year."

"I have pride in the fact that we have been able to offer a scheme to 6 new schools, which has resulted in 128 more children being trained this year."

"The numbers of children being trained are increasing every year, which is always my main goal."

"I am extremely pleased that everything is running smoothly and to schedule."

3.7.2 In addition, several Co-ordinators expressed their gratitude for the invaluable support of their volunteers:

"I have recruited some excellent volunteers this year and had several returning volunteers which helps a lot."

"Again, thanks to [volunteers' names] we have surpassed our target and delivered a professional and well-received service."

- 3.7.3 However, a similar number of Co-ordinators mentioned that it had been a difficult year due to a lack of support from volunteers and from participating schools:

"Getting schools to respond quickly, if at all... There have been a few problems along the way, but they have now been resolved so the scheme can continue properly."

"Timetabling - only being able to offer 14 schools out of 30 schools the scheme...Although it was a very difficult year for Kerbcraft, I am looking forward to next year where we can go back to our 30 schools and really push the scheme forward."

"Retraining retained volunteers who had picked up bad habits. The scheme has been tiring but rewarding!"

- 3.7.4 Meanwhile, one Co-ordinator, whilst having enjoyed being a part of Kerbcraft, wanted the security of knowing whether the scheme was going to be made permanent:

"I am happy to be part of the Kerbcraft Scheme, however I do hope the post will become more permanent in the very near future."

4 Kerbcraft Training

4.1 School Involvement

- 4.1.1 During the 2008-2009 school year, a total of 377 schools took part in the Kerbcraft scheme throughout Wales. An average of 16 schools took part in each of the 23 schemes, with a maximum of 30 schools and a minimum of just five participating in any individual scheme. A full breakdown of the numbers of schools participating in each Local Authority can be found in Table 4 in Appendix A.
- 4.1.2 Of the 377 schools that participated in Kerbcraft between 2008 and 2009, 15% (56 schools) were new to the scheme. An average of two new schools participated in each of the 23 schemes between 2008 and 2009, with a maximum of eight new schools and a minimum of none.
- 4.1.3 A total of 20 schools across seven schemes were invited to participate in Kerbcraft but did not subsequently become involved in training. The main reasons for non-participation were:
- the school was too large and there was an inadequate number of volunteers available;
 - it was too difficult to recruit enough volunteers;
 - the school was too slow to respond and there was not enough time left to go ahead with the scheme;
 - parents did not respond with their consent, or these responses were too slow and came too late; and
 - certain key staff left the scheme and adequate replacements were not found for them.
- 4.1.4 Overall, 93 Welsh medium schools participated in the Kerbcraft scheme across 17 Local Authorities, with an average of 4 Welsh medium schools participating per scheme. However, this average hides a wide range in the numbers of Welsh medium schools per scheme, with six schemes having no Welsh medium schools and one having 23. Moreover, 57 schools delivered their Kerbcraft training in Welsh across eight Local Authorities. This gives an average of two per scheme, although in reality each scheme could have anywhere between zero and 23 schools providing training in Welsh.
- 4.1.5 In total, 9 Co-ordinators stated that the schools they attended provided adequate facilities for coffee and a chat after their roadside training sessions, whilst 12 said that the schools tried their best. Only 2 reported no adequate facilities were provided. When asked to explain what they meant by this, many respondents stated that the schools tried their best but the staffroom was not really big enough to hold school staff and volunteers at the same time. The two Co-ordinators who reported that their schools did not provide adequate facilities explained that their volunteers did not require them, as they could not spare the time to have a coffee after the session. Most of the Co-ordinators who mentioned that their schools did provide these facilities emphasised how accommodating the schools had been, and those who did not stated that it was very rare for a school not to try and accommodate the volunteers.
- 4.1.6 All Co-ordinators reported having positive relationships with head teachers and teaching staff. Figure 4.1 shows that their relationships with head teachers and teaching staff were generally very positive.

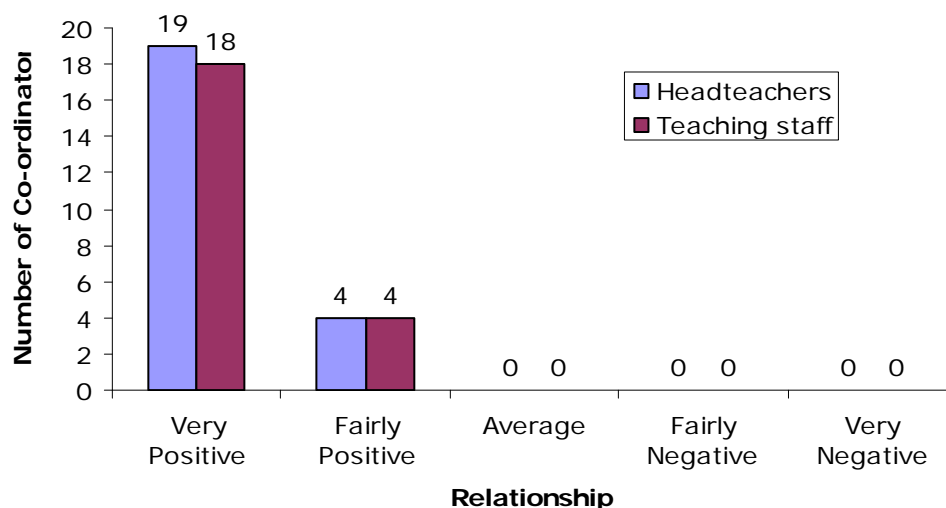


Figure 4.1 Co-ordinators' Relationships with School Staff (2008-2009)

4.1.7 Timetabling problems were encountered by 11 Co-ordinators. These included:

- bad weather resulted in sessions needing to be re-scheduled and squeezed in (4 Co-ordinators);
- sessions sometimes clashed with school trips and inset days and schools occasionally failed to tell Kerbcraft Co-ordinators about these events (4 Co-ordinators);
- a lack of volunteers and/or staff absence made it hard to timetable Kerbcraft sessions (3 Co-ordinators);
- some schools lacked flexibility in the times and days on which they requested Kerbcraft training to take place (2 Co-ordinators); and
- Monday morning slots were often disrupted by bank holidays, inset days and leave commitments (1 Co-ordinator).

4.2 Volunteers

Number of Volunteers

4.2.1 Table 4.1 provides an overview of the profile of volunteers, while Table 2 in Appendix A provides a breakdown of volunteers in each Local Authority.

Table 4.1 Number of Volunteers (2008-2009)

	Total across ALL schemes	Average	Min	Max
Volunteers who trained children	1076	47	3	162
Volunteers who were new to the scheme in 2008-2009	739	32	2	101
Volunteers who received some training by the Co-ordinator in 2008-2009	843	37	2	84

- 4.2.2 In total, 1076 volunteers were responsible for conducting Kerbcraft training during the 2008-2009 school year. This is an average of 47 per scheme, and 2.9 volunteers per school. However, the number of volunteers in each scheme varied considerably, ranging between three and 162.
- 4.2.3 Of the 1076 volunteers, 69% (739 volunteers) were new to the scheme in 2008-2009. On average, 32 volunteers per scheme were new to Kerbcraft, although individual schemes ranged from using two to 101 new volunteers.
- 4.2.4 Kerbcraft Co-ordinators provided training to 843 volunteers in total. However, 64 (8%) of these did not go on to train children. Therefore, 779 (72%) of the 1076 volunteers who trained children during the 2008-2009 school year were provided with new or additional training.

Volunteer Recruitment

- 4.2.5 Co-ordinators employed a range of methods to recruit volunteers in 2008-2009 but, as Figure 4.2 shows, sending letters to parents was the most popular (being used by 22 Co-ordinators) due to its high success rate. (Note: Co-ordinators were asked to select all methods that they usually used; hence the total for 'Usually used to recruit' exceeds 23. Furthermore, one Co-ordinator failed to specify which method had been most successful, so this category only totals 22).

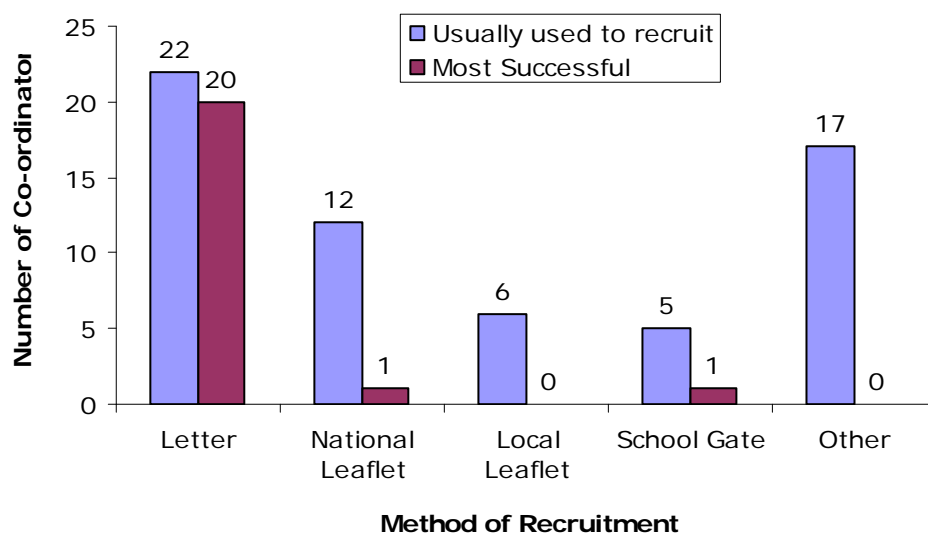


Figure 4.3 Methods of Recruitment (2008-2009)

4.2.6 After sending a letter to parents, the next most popular method of recruitment was using the national leaflet, with 12 Co-ordinators using this approach. Half this number used a local leaflet (6 Co-ordinators) or recruiting at the school gates (5 Co-ordinators). Moreover, 17 Co-ordinators used another method of recruiting volunteers, which included:

- recruiting at parents evenings (4 Co-ordinators);
- advertising in the local press and media (3 Co-ordinators);
- school displays (3 Co-ordinators);
- school fairs and events (3 Co-ordinators);
- asking school governors, dinner assistants and teaching assistants (2 Co-ordinators); and
- advertising in the annual school magazine and newsletter (2 Co-ordinators).

4.2.7 Additional 'other' approaches specified by individual Co-ordinators included advertising in the local library, advertising on the council website, using class teachers to enlist parents, making a recruitment DVD, advertising on the internet, relying on word of mouth, and using CAVS (a volunteer database).

4.2.8 Despite these methods, 18 of the 23 Co-ordinators reported that there had been some schools where recruiting volunteers was particularly difficult in the 2008-2009 school year. The main difficulties they specified were:

- parents being employed and/or having child care commitments (10 Co-ordinators);
- certain schools having higher levels of parental apathy (9 Co-ordinators); and
- parents' commitment and enthusiasm does not last the full length of the scheme (2 Co-ordinators).

4.2.9 Other difficulties mentioned by individual Co-ordinators included CRB checks acting as a deterrent; head teachers refusing to promote involvement to parents; schools using willing

parent volunteers for other activities such as relief kitchen assistants or reading assistants; and language and cultural issues preventing certain parents from volunteering.

- 4.2.10 However, most Co-ordinators reported that there were also schools within their scheme where it had been particularly easy to recruit volunteers: 19 Co-ordinators reported having such schools. The main reasons it was so easy to recruit volunteers in these schools include:
- some schools, often the smaller and more rural ones, have closer relationships between teachers and parents so the teachers know how best to recruit parents directly (5 Co-ordinators);
 - the school, in particular the head teachers, are committed and enthusiastic about the Kerbcraft scheme (5 Co-ordinators);
 - some schools already had a large base of volunteer parents and/or a strong PTA community (4 Co-ordinators);
 - some schools have very loyal Kerbcraft volunteers who participate in the scheme every year and spread word of their enjoyment of it to other parents (3 Co-ordinators);
 - the scheme is well established and everyone is aware of its benefits (3 Co-ordinators); and
 - parents don't work (1 Co-ordinator).
- 4.2.11 Only 7 of the 23 volunteers had recruited volunteers from outside the school community between 2008 and 2009. The volunteers were either PCSOs, members of the local women's group and other local organisations, or recruited through the council's CVS (volunteering) programme.

Volunteer Training

- 4.2.12 A variety of training was provided to volunteers between 2008 and 2009, consisting of individual training sessions, group sessions and on the job training to varying degrees and in various combinations. The most popular approach (employed by 9 of the schemes) was to provide a mixture of all three training types. Six schemes combined both groups sessions and on the job training, while two schemes provided a combination of individual and group sessions. Five schemes used group sessions only, while only one scheme provided on the job training in isolation. In addition, the majority of Co-ordinators, 17 out of 23, provided their volunteers with the opportunity to practise at the roadside before working with children.
- 4.2.13 Many co-ordinators (13 in total) reported that a few parents had expressed an interest in Kerbcraft but had dropped out before their volunteer training session. Of the remaining Co-ordinators, eight specified that none had done this, and two declined to comment.
- 4.2.14 Of the volunteers who were trained, 64 failed to carry out any roadside training with children over the year. The main reasons for this were a change in their work commitments, poor health/pregnancy, and that 12-14 weeks was too long a period for them to commit to.
- 4.2.15 Ten of the 23 Co-ordinators reported that a few of their volunteers worked in more than one school, whilst the remaining 13 stated that no one worked in more than one school during 2008 and 2009.

Co-ordinators Relationship with Volunteers

- 4.2.16 All Co-ordinators (except one who did not answer the question) reported having a positive relationship with their volunteers, and 21 stated that their relationship was very positive.

4.3 Children Trained

- 4.3.1 In total, 10,635 children received some Kerbcraft training in Wales during the 2008-2009 school year. This is an average of 462 children per local authority area, with a minimum of 109 and a maximum of 1060 children receiving training in any individual scheme.
- 4.3.2 Almost all of the children (98%) targeted for training between 2008 and 2009 went on to receive some. Of the 2% (202) that did not receive any training, the main reasons were a lack of parental consent (mentioned by 10 Co-ordinators), a lack of volunteers (mentioned by 2 Co-ordinators) and a child changing schools and joining one that did not offer Kerbcraft training (mentioned by 3 Co-ordinators).

Core Skills

- 4.3.3 Children who receive Kerbcraft training should be taught three core skills:

- Safe Place Training (recommended number of sessions: 4-6);
- Parked Cars Training (recommended number of sessions: 4); and
- Junctions Training (recommended number of sessions: 4-6).

- 4.3.4 Table 4.2 shows the number of children across all 23 schemes who received training in each of the three skills. It illustrates that, whilst the number of children receiving some training in each of the skills was fairly similar, the proportions receiving the recommended number of sessions varied more widely. In particular, children were least likely to have completed the recommended number of training sessions in Junctions Training. Details of this number by Local Authority, as well as a breakdown of the numbers trained in each skill per Local Authority, can be found in Table 3 in Appendix A.

Table 4.2 Number of Children Trained (2008-2009)

	Number of children who received some training across all 23 schemes	Average number of children who received some training per scheme	Percentage of children receiving 1-3 training sessions	Percentage of children receiving 4-6 training sessions	Average number of training sessions received
Safe Places	10624	462	3%	97%	4.5
Parked Cars	10585	460	9%	91%	4.0
Junctions	10496	456	11%	89%	4.1

Safe Places Training

- 4.3.5 Overall, 10624 children across Wales received some training in Safe Places, with an average of 462 children being trained per scheme.
- 4.3.6 It is recommended that children attend between four and six training sessions in this skill. On average, children received 4.5 sessions, with the majority (97%) attending between four and six training sessions, and only 3% of children receiving between one and three training sessions.
- 4.3.7 For cases where the children had received less than four training sessions in Safe Places, Co-ordinators were asked to provide the most common reasons for not meeting the recommended training levels. Those specified were:
- some children had been absent from school on the training days (7 Co-ordinators);
 - some children had left the school before completing their training (5 Co-ordinators); and
 - there was a lack of safe places for training near to the school (1 Co-ordinator).

Parked Car Training

- 4.3.8 A total of 10585 children in Wales received Parked Cars training, with an average of 460 children being trained per scheme.
- 4.3.9 It is recommended that children receive four training sessions in Parked Cars, which was exactly the average number of training sessions for children learning this skill. Overall, 91% of children received between four and six training sessions, whilst just 9% received between one and three.
- 4.3.10 When asked for the main reasons why children had received less than the recommended number of Parked Cars training sessions, Co-ordinators gave the following responses:
- some children had been absent from school on the training days (7 Co-ordinators);
 - some children had left the school before completing their training (5 Co-ordinators);
 - there was a lack of volunteers to assist with this training or the volunteers that were available did not turn up (3 Co-ordinators);
 - children appeared to be proficient in this skill after just three training sessions (2 Co-ordinators);
 - there was a shortage of parked cars for training at some rural schools (2 Co-ordinators); and
 - there were timetabling issues with the schools (1 Co-ordinator).

Junctions Training

- 4.3.11 In total, 10496 children across Wales received some training in Junctions between 2008 and 2009, with an average of 456 children being trained in this skill per scheme.
- 4.3.12 The recommended number of Junctions training sessions is four to six, and the average of 4.1 training sessions across the schemes shows that this recommendation was generally

adhered to. However, 11% of the children trained only received one to three sessions in this skill – a higher proportion than for either of the other two skill areas.

4.3.13 When asked for the main reasons why children received less than the recommended number of training sessions, Co-ordinators gave the following responses:

- some children were absent for certain sessions due to poor health, holidays or medical appointments (6 Co-ordinators);
- the scheme overran and/or started late, meaning that there was not enough term time left to complete training in this skill area (4 Co-ordinators);
- some children moved to a different school, which did not offer Kerbcraft training (4 Co-ordinators);
- there was a lack of suitable training sites around the school or the sites that were available were not varied enough to keep the sessions fresh for children, so they quickly became bored with this skill area (3 Co-ordinators); and
- there was a lack of volunteers (2 Co-ordinators).

Adult/Child Training Ratios

4.3.14 The recommended adult/children training ratios for each skill are:

- Safe places – 1:3;
- Parked Cars – 1:2; and
- Junctions – 1:3.

4.3.15 Many Co-ordinators, 16 out of 23, stated that they had usually kept to the recommended adult/child training ratio for each skill during the 2008-2009 school year. Of the seven Co-ordinators who had not usually kept to these ratios, one had implemented a 1:5 ratio across all skills, three had operated a 1:3 ratio across all skills, and three had used a 1:2 ratio across all skills.

4.3.16 The Co-ordinator who had implemented a 1:5 ratio across all skills explained that they had done this because:

"I have to carry out all the training by myself at the roadside with the children, so I have to take a few more than is the current ratio. We tend to stay close to the school until I get to know the children's personalities and characters, and then we move to busier locations. This ratio works well for both the children and myself. They all go on a regular basis, the training takes a little longer than other schools where I have volunteers to assist with the training, but so far I have not had any problems and the children all understand the training and respond well at the end of term assessment."

4.3.17 The Co-ordinators who had implemented a 1:3 ratio did so largely because they felt that there was no problem with doing this unless the child had a special educational need. None of the Co-ordinators who had implemented a 1:2 ratio specified their reasons for this.

4.4 Impacts of Kerbcraft Training

- 4.4.1 Using impact sheets, co-ordinators, teachers and volunteers are able to record how the Kerbcraft scheme has helped individual pupils to improve their knowledge of road safety and develop broader skills. Impact sheets are available to all, to be completed as required. The most common benefits recorded this year are detailed in Table 4.3.

Table 4.3 Benefits of Kerbcraft recorded for individual children

Benefits of Kerbcraft	Number
The child has become more self-confident	23
The child has benefited from working in a small group	15
The child has a better knowledge and understanding of road safety	14
The child's concentration has improved both outside and inside the classroom	14
The child has become more adept at listening to others	12
The child has benefited from the one to one supervision	11
The child's ability to follow simple instructions has improved	11
The child is more confident about making suggestions and voicing their opinion on road safety issues	9
The child has become more observant and aware of activity on the roads	7
The child's general behaviour has improved	7
The child has learnt how to act more appropriately with adults and peers	6
The child has benefited from learning in an external environment	4
The child has become more articulate	4
The child has learnt how to behave appropriately in groups and how to participate in group discussions	2

- 4.4.2 Some examples of how pupils' knowledge and understanding of road safety issues improved include:

"Learning the correct direction of traffic was an important achievement." (Class teacher)

"It was obvious that he observed all that was going on and he remembered important information from one week to the other." (Deputy Head)

"During today's lesson the training group used a different crossing area for the first time and D was slightly apprehensive, when it was explained to him that he still had to cross between parked cars, he immediately visually looked up and down the street for a large open gap between the cars and told everybody within his group that it was the safest place to cross...He then proceeded to tell other children what they had to check before stepping onto the nearside of the parked cars, he checked R/L/R and crossed the road safely." (Coordinator)

"Children are now more aware of road safety skills, can identify the kerb etc. One child commented about a member of the public "He didn't cross safely"." (Teacher)

"Initially reluctant to offer ideas she now participates fully in discussions offering thoughtful solutions. She also likes to chat about Road Safety topics to and from training sites." (Co-ordinator)

- 4.4.3 Several impact sheets also mentioned that pupils' confidence and self esteem had improved as a result of Kerbcraft:

"She began to answer questions correctly and make positive suggestions, which has led to a growth in confidence and self-esteem." (Head Teacher)

"He interacted well with his peers and adults and was able to provide useful suggestions and answers. This has led to a vast improvement in his self-esteem and confidence." (Head Teacher)

"Good behaviour is praised and rewarded by a sticker, this again boosts his self-esteem and confidence." (Coordinator)

- 4.4.4 In addition, many pupils were seen to be behaving more appropriately with adults and peers as a result of Kerbcraft's group work and close supervision:

"M has calmed down a lot and is more considerate of other pupils in her class and is more willing to allow other children to do things instead of her." (Coordinator)

"Being given the opportunity to express his own ideas has helped his tendency to want to disrupt. He seems happier to work with his peers." (Volunteer)

- 4.4.5 One impact sheet mentioned a direct link between one Kerbcraft module and a pupil's improved listening skills:

"X has had to become a better listener in order to take part in the parked cars sessions that require the child to take the lead." (Co-ordinator)

- 4.4.6 Meanwhile several pupils noticeably benefited from working in an external learning environment away from the classroom, as well as the more practical nature of Kerbcraft:

"Kerbcraft has given him the opportunity to work outside the normally busy classroom environment." (Head Teacher)

"X has followed instructions well, especially when the volunteer has been able to demonstrate physically what to do alongside a verbal instruction." (Teaching Assistant)

5 Summary, Conclusions and Recommendations

5.1 Overview

5.1.1 Now in its fifth year, MVA Consultancy's review of Kerbcraft shows a continuing expansion of the scheme throughout Wales. The scheme now involves more children and more schools than in any previous year. As in previous years, the schemes have continued to operate well throughout the country, with motivated Co-ordinators and enthusiastic Road Safety Officers. Although there was a significant rise in volunteers over the past year, many Co-ordinators reported a difficulty in recruiting and retaining volunteers. Nevertheless, all Co-ordinators spoke positively about Kerbcraft and felt that it was a worthwhile scheme that should be continued.

5.2 Numbers Trained

5.2.1 In the 2008 to 2009 school year, Kerbcraft has:

- taken place in 377 schools;
- trained 10,635 children; and
- involved 1,076 volunteers.

5.2.2 Figure 5.1 shows the total number of schools involved between 2004 and 2009, illustrating the 65% increase over this time period, from 228 schools in 2004-2005 to 377 schools in the 2008-2009 school year.

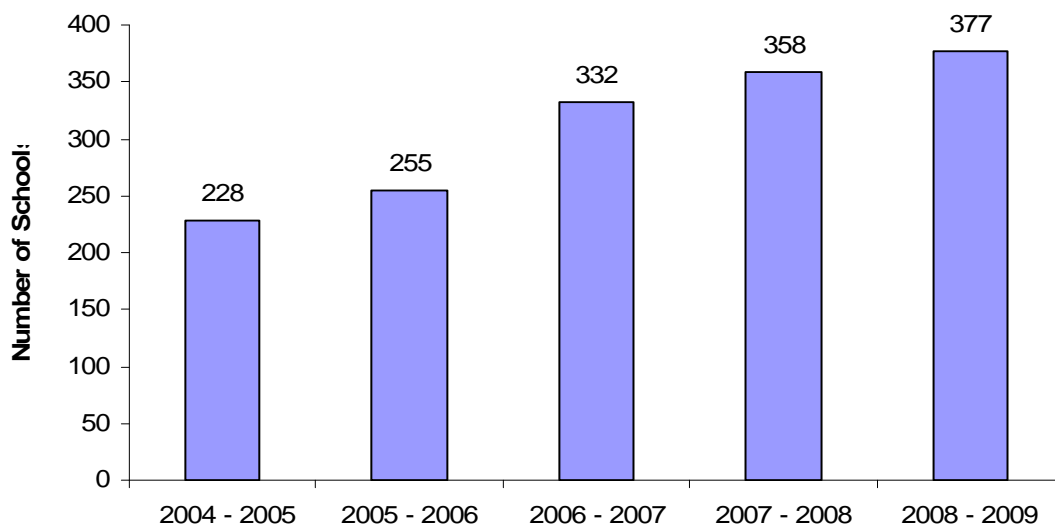


Figure 5.1 Number of Schools Involved in Kerbcraft

5.2.3 The scheme has also seen an increase in the number of Welsh Medium schools receiving training across the five years, from 41 in 2004-2005 to 93 in 2008-2009.

5.2.4 The number of children trained per year has increased by 45% between 2004-2005 and 2008-2009, as illustrated in Figure 5.2. However, it should be noted that some children may have been double counted across the years as the training can occur over two school years.

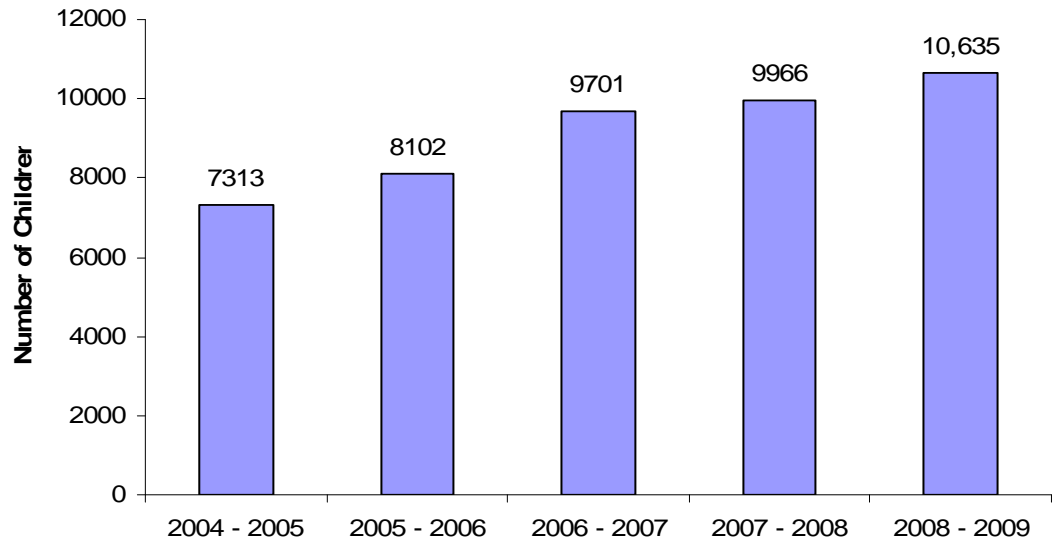


Figure 5.3 Number of Children Trained

5.2.5 Figure 5.3 shows that the number of volunteers who trained children in 2008-2009 was higher than for any of the past four years.

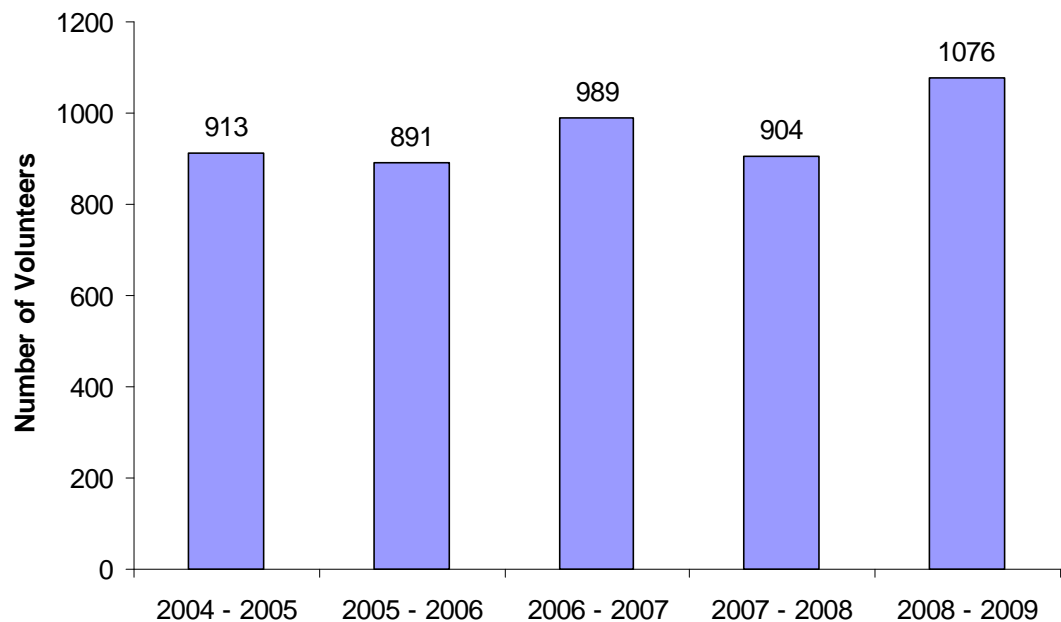


Figure 5.5 Number of Volunteers who Trained Children per School Year

5.3 Support for the Scheme

5.3.1 As in previous years, this report reflects the high degree of support and positive opinion surrounding Kerbcraft in Wales. Most RSOs and Co-ordinators expressed a high degree of enthusiasm and support for the scheme, and reported that many of those involved (parents, teachers, volunteers and children) had been pleased with its outcomes. More specifically:

- overall, 21 of the 23 RSOs were pleased with the Kerbcraft scheme in their area between 2008 and 2009, with 17 of them reporting to be very pleased. In addition, all 23 RSOs felt that the Kerbcraft scheme was worth continuing into 2009-2010;
- similarly, 21 of the 23 Co-ordinators were pleased with the Kerbcraft scheme in their area, with 18 reporting that they were very pleased. All Co-ordinators reported that they had had positive relationships with the head teachers, teachers and volunteers involved in their scheme; and
- many RSOs and Co-ordinators mentioned that the participating children had been enthusiastic about Kerbcraft and had shown improvements in their roadside behaviour.

5.3.2 This year's figures highlight significant developments in the expansion of Kerbcraft in Wales, especially in the number of volunteers becoming involved. In particular:

- just four RSOs mentioned expanding the scheme as one of its most challenging aspects, and only two Co-ordinators cited this as an issue. When asked to explain, most of these respondents (5 out of 6) stated that Kerbcraft's expansion had been difficult due to the time required to get new schools up and running, as well as the extra staff and volunteers needed;
- there has been a 7% increase in the number of children trained over the past year, and a 45% increase since 2004-2005;
- there has been a 5% increase in the number of schools participating in Kerbcraft over the past year, and a 65% increase compared with 2004-2005; and
- there has been an impressive 48% rise in the number of volunteers involved in Kerbcraft over the past year, and an 18% increase since 2004-2005.

5.4 Suggestions and Recommendations

5.4.1 This 2008-2009 monitoring survey highlights the issues causing most difficulty for Kerbcraft practitioners currently working in Wales. The following points offer some suggestions and recommendations for how these issues could be addressed, especially if the current success and the expansion of Kerbcraft is to be sustained.

5.4.2 Many RSOs and Co-ordinators stated that volunteer recruitment and retention was a major challenge for them, especially in schools that already had a high level of parent apathy. Despite the 48% rise in volunteers over the past year this is still a major concern mentioned by 14 Co-ordinators and 12 RSOs. To assist with this problem, a session will be provided at the Kerbcraft Conference in October where ideas for volunteer recruitment and retention can be shared between Co-ordinators and MVA Consultancy moderators. Despite the rise in volunteers over the past year, fewer Co-ordinators reported having volunteers who worked in more than one school (10 in 2008-2009, compared to 13 in 2007-2008), and perhaps volunteer provision could be enhanced by encouraging more volunteers to do this. Moreover,

although 18 Co-ordinators reported having certain schools in which volunteer recruitment was particularly difficult, 19 Co-ordinators reported having certain schools where it was particularly easy to recruit volunteers. Therefore, it might be possible for Co-ordinators to persuade volunteers from these schools to conduct Kerbcraft training at others instead.

- 5.4.3 Four Co-ordinators mentioned being held back by a lack of commitment and co-operation from certain schools, which they felt had led to timetabling difficulties and delays in setting up new Kerbcraft schemes. In addition, several others mentioned that they found it difficult to manage school's expectations and demands regarding the Kerbcraft scheme. These issues suggest that the scheme could be improved if participating and prospective schools were provided with more information on what to expect from the Kerbcraft scheme and a suggested timetable for how to implement it. Furthermore, when schools join the scheme they could be presented with a contract clearly outlining their responsibilities, as well as those of the Co-ordinator, so as to clarify the division of duties.
- 5.4.4 The most popular method of monitoring Kerbcraft (mentioned by nine Co-ordinators) was through the use of in-house questionnaires, which were distributed to all teachers, parents and volunteers. Given the popularity of this method it might be sensible to develop standardised versions of these questionnaires to deliver where appropriate, and include the results within the annual monitoring reports. Providing these would also save Co-ordinators time, allowing them to focus more on other activities such as volunteer recruitment.
- 5.4.5 Finally, whilst several Co-ordinators and RSOs expressed concern over the continued funding of the Welsh Kerbcraft scheme, this worry has been expressed less in 2009 than in previous years.

Appendix A – Tables 1 to 4

Table 1 Additional Training Courses Provided to Co-ordinators per Local Authority (2008-2009)

Authority	Training Courses Provided
Blaenau Gwent County Borough Council	
Bridgend County Borough Council (1 & 2)	Risk Assessment, Powerpoint and Excel.
Caerphilly County Borough Council (1)	SNAP software training.
Caerphilly County Borough Council (2)	SNAP software training.
Cardiff Council	
Carmarthenshire County Council	
City and County of Swansea	Risk Assessment, First Aid.
Conwy County Borough Council	First Aid, Manual Handling.
Cyngor Gwynedd Council	
Cyngor Sir Ceredigion	First Aid.
Denbighshire County Council	British Sign Language.
Flintshire County Council	
Isle of Anglesey	
Merthyr Tydfil County Borough Council	
Monmouthshire County Council	
Neath Port Talbot County Borough Council	Phase 2 Road Safety Training, Health and Safety.
Newport	Road Safety Wales conference.
Pembrokeshire County Council	
Powys County Council	Phase 2 Road Safety Training, First Aid, Manual Handling, Fairness and Dignity At Work.
Rhondda Cynon Taf County Borough Council	
The Vale of Glamorgan	Child Protection
Torfaen County Borough Council	Welsh Language Learning for Welsh medium schools, minibs driver training.
Wrexham County Borough Council	

Table 2 Number of Volunteers per Local Authority (2008-2009)

Authority	Volunteers who trained children	Volunteers new to the scheme	Volunteers trained in 08-09
Blaenau Gwent County Borough Council	3	2	2
Bridgend County Borough Council (1 & 2)	23	10	19
Caerphilly County Borough Council (1)	75	52	63
Caerphilly County Borough Council (2)	94	74	74
Cardiff Council	47	24	57
Carmarthenshire County Council	44	22	22
City and County of Swansea	36	26	36
Conwy County Borough Council	59	54	57
Cyngor Gwynedd Council	31	19	31
Cyngor Sir Ceredigion	42	26	42
Denbighshire County Council	27	13	13
Flintshire County Council	22	22	22
Isle of Anglesey	29	26	24
Merthyr Tydfil County Borough Council	12	8	12
Monmouthshire County Council	84	65	84
Neath Port Talbot County Borough Council	22	22	22
Newport	43	22	22
Pembrokeshire County Council	43	39	52
Powys County Council	11	11	23
Rhondda Cynon Taf County Borough Council	48	36	37
The Vale of Glamorgan	51	23	23
Torfaen County Borough Council	68	42	45
Wrexham County Borough Council	162	101	61
Total	1076	739	843
Mean	47	32	37
Minimum	3	2	2
Maximum	162	101	84

Table 3 Number of Children Trained in Each Skill per Local Authority (2008-2009)

Authority	Total Children Trained	Safe Place Training	Parked Car Training	Junction Training
Blaenau Gwent County Borough Council	257	257	252	249
Bridgend County Borough Council (1 & 2)	335	335	335	335
Caerphilly County Borough Council (1)	979	979	975	975
Caerphilly County Borough Council (2)	702	702	702	702
Cardiff Council	420	420	420	420
Carmarthenshire County Council	468	468	468	448
City and County of Swansea	476	476	459	386
Conwy County Borough Council	537	537	537	537
Cyngor Gwynedd Council	388	388	388	388
Cyngor Sir Ceredigion	309	309	309	309
Denbighshire County Council	359	359	359	359
Flintshire County Council	301	301	296	293
Isle of Anglesey	195	195	195	195
Merthyr Tydfil County Borough Council	136	136	136	136
Monmouthshire County Council	835	835	835	834
Neath Port Talbot County Borough Council	213	211	213	209
Newport	320	320	320	320
Pembrokeshire County Council	611	611	611	611
Powys County Council	109	109	109	109
Rhondda Cynon Taf County Borough Council	451	451	451	451
The Vale of Glamorgan	536	527	518	536
Torfaen County Borough Council	638	638	637	634
Wrexham County Borough Council	1060	1060	1060	1060
Total	10635	10624	10585	10496
Mean	462	462	460	456
Minimum	109	109	109	109
Maximum	1060	1060	1060	1060

Table 4 **Number of Schools Involved with Kerbcraft per Local Authority (2008-2009)**

Authority	Total Schools	New Schools
Blaenau Gwent County Borough Council	8	0
Bridgend County Borough Council (1 & 2)	12	0
Caerphilly County Borough Council (1)	29	2
Caerphilly County Borough Council (2)	26	0
Cardiff Council	13	0
Carmarthenshire County Council	19	5
City and County of Swansea	15	6
Conwy County Borough Council	17	5
Cyngor Gwynedd Council	24	1
Cyngor Sir Ceredigion	15	4
Denbighshire County Council	13	2
Flintshire County Council	12	0
Isle of Anglesey	13	2
Merthyr Tydfil County Borough Council	5	1
Monmouthshire County Council	19	2
Neath Port Talbot County Borough Council	14	0
Newport	11	5
Pembrokeshire County Council	21	2
Powys County Council	5	1
Rhondda Cynon Taf County Borough Council	17	2
The Vale of Glamorgan	17	1
Torfaen County Borough Council	22	7
Wrexham County Borough Council	30	8
Total	377	56
Mean	16	2
Minimum	5	0
Maximum	30	8

Appendix B – Questionnaires



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT RSO SURVEY

The Kerbcraft RSO survey is designed to provide the Welsh Assembly Government with information on key Kerbcraft management and implementation issues. This questionnaire will be distributed annually at the end of each summer term and will allow you, the RSOs, to review progress over the previous school year period. This will enable the Assembly to identify implementation issues within individual schemes; to identify any changes over time both within and across schemes and to identify patterns of progress over all Kerbcraft Schemes in Wales. Key issues identified from the survey can then be addressed through regional networks and/or the development of refresher training courses.

The questionnaire on the following pages should be printed off and returned by post.

Please send completed questionnaire to: *Meryl James, Road Safety Unit, Transport Planning & Governance, Welsh Assembly Government, Cathays Park, Cardiff CF10 3NQ*

Thank you for taking the time to complete this survey

1) Name

2) Name of Authority

3) Name of Co-ordinator

4a) On average, how much time have you spent on your Kerbcraft Scheme over the last year?

Less than 0.5 days per week

0.5 days per week

1 day per week

More than 1 day per week

4b) Please use this space for any comments you have on the amount of time you spent on Kerbcraft over the last year.

5) How often have you had formal management meetings with your Kerbcraft Co-ordinator?

Once a week

Once every two weeks

Once a month

Less than once a month

Informal meetings as required

6) On average, how often do you visit your Kerbcraft Co-ordinator at schools?

Once a week

Once a month

Once a term

Once a year

Not at all

7) Has the time you have spent on Kerbcraft over the last year been, in your view, appropriate?

Yes No

If no, please specify why

8) Have you carried out a formal appraisal with your Kerbcraft Co-ordinator in the last year?

Yes No

9a) Overall, how closely do you think your Co-ordinator's management of Kerbcraft has matched your expectations this year?

Exceeded my expectations

Met my expectations

Fell below my expectations

9b) Do you have any comments on your Co-ordinator's management of the scheme over the last year?

10a) Has your Co-ordinator received any additional training in the last year?

Yes No

10b) If yes, please give details of the training

11a) Have you employed any additional staff to expand the Kerbcraft programme?

Yes No

11b) If yes, please give details including costs

11c) What difference has this made to the training?

12) Who does your Co-ordinator normally go to with any queries? (Please tick only one option)

Myself

Colleagues in the department

Other Welsh Co-ordinators

Other

(Please specify)

13a) Have you personally had to sort out any/many problems for your Co-ordinator?

None

One or two

A few

Quite a lot

A lot

13b) What sort of problems have you had to sort out and how important were they?

14a) Have you operated any other child pedestrian training schemes (for any age range) in your local area in the last year?

Yes No

14b) If yes, please provide details of the Scheme and the age range targeted.

15a) Has your Kerbcraft scheme gone as you expected this year?

Yes No

15b) If no, please say why not?

16a) Overall, how do you feel about Kerbcraft in your area over the last year?

Very pleased

Quite pleased

Neutral

Quite disappointed

Very disappointed

16b) Please say why you feel this way

17a) Based on the performance of your scheme over the last year, do you still feel Kerbcraft is worth doing?

Yes No Undecided

17b) If no, why not?

**18a) Have you encountered any problems over the last year which relate to the following issues?
(Please tick as many boxes as required)**

Lack of volunteers

Lack of school support

Lack of management or
Councillor support

Please specify 'other'

Other

18b) Do you have any comments about the challenges you have faced in the last year?

19) What are the three most challenging aspects of managing a Kerbcraft scheme? Please list in order of difficulty, with '1' being the most difficult.

1)

2)

3)

20) Do you have any other comments you would like to make about Kerbcraft?

21) Date of completing this
Questionnaire

Signed:

Thank you for completing this survey



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT CO-ORDINATOR SURVEY

The Kerbcraft Co-ordinator survey is designed to provide the Welsh Assembly Government with information on key Kerbcraft management and implementation issues. This questionnaire will be distributed annually at the end of each summer term and will allow you, the coordinators, to review progress over the previous twelve month period. This will enable the Assembly to identify implementation issues within individual schemes; to identify any changes over time both within and across schemes and to identify patterns of progress over all Kerbcraft Schemes in Wales. Key issues identified from the survey can then be addressed through regional networks and/or the development of refresher training courses.

The questionnaire on the following pages should be printed off and returned by post.

Please send completed questionnaire to: *Meryl James, Transport Planning & Governance
Welsh Assembly Government, Cathays Park, Cardiff CF10 3NQ*

Thank you for taking the time to complete this survey

1) Name

2) Name of Authority

3) Name of RSO/Line Manager

4) How long have you been a Kerbcraft Co-ordinator?

Years

Months

5) In the last year, what percentage of your time do you spend doing the following?
(Should add up to 100%)

Recruiting volunteers

 %

Training volunteers

 %

Attending Kerbcraft training sessions in schools

 %

Administrating & managing the Scheme

 %

Liaising with schools

 %

Other Kerbcraft tasks

 %

Please Specify

Other road safety tasks

 %

Please Specify

6a) Have you attended all the children's training sessions?

Yes No

6b) If no, what percentage do you attend? %

6c) If not, please outline your reason(s)

7a) How do you usually recruit volunteers?
(Please tick all that apply)

Letter to parent
National Leaflet
Locally produced leaflet
School Gate
Other

Please specify 'other'

7b) What method has been the most successful
this year? (Please tick only one box)

Letter to parent
National Leaflet
Locally produced leaflet
School Gate

7c) Do you have any comments about how you usually recruit volunteers?

8a) Have there been any schools where it was particularly difficult to recruit volunteers this year?

Yes

No

8b) If yes, what do you think were the reasons for this?

9a) Have there been any schools where it was particularly easy to recruit volunteers this year?

Yes

No

9b) If yes, what do you think were the reasons for this?

10a) Have you recruited any new volunteers from outside the school community/scheme area this year?

Yes

No

10b) If yes, how/what channels did you use to contact them?

11) How many of your volunteers work in more than one school?

All

Most

About Half

A few

None

12) How many parents expressed an interest but then dropped out before the volunteer training session

All

Most

About half

A few

None

13) Generally speaking, what type of training sessions did you run for your volunteers this year?

Individual Sessions

Group Sessions

On the job training

Mix of all

Other

please specify
'other'

14) Generally speaking, did the volunteers have a chance to practice at the roadside before working with the children this year?

Yes

No

15a) Have you been able to implement Kerbcraft training as it is in the Kerbcraft Manual this year?

Yes No

15b) If no, please say what changes you have made and why

16) Overall, what is your relationship with Headteachers, teaching staff and volunteers?

	Headteachers	Teaching Staff	Volunteers
Very Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairly Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairly Negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very Negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17a) Overall, did the schools provide adequate facilities for coffee and chat breaks after roadside training sessions?

Yes No They Try

17b) Do you have any comments about the school's ability to help in this area?

18) Overall, have the school staff generally been welcoming and encouraging towards volunteers and their involvement in school activities?

Yes No

19a) Have you encountered any particular time-tabling problems or issues this year?

Yes No

19b) If yes, what were they?

20a) Have you used the Kerbcraft website in the last year?

Yes No

20b) If yes, please say what you used it for and how useful you found it

21) Have you been in regular contact with other Welsh Kerbcraft Co-ordinators in the last year?

Yes No

22a) Have you been able to deal with your Kerbcraft workload adequately in the time available to you in the last year?

Yes No

22b) Please use this space to make any comments about your Kerbcraft workload this year

23a) Have you conducted any monitoring of your Kerbcraft Scheme in the last year?

Yes No

23b) If yes, please provide details of how you have monitored your scheme

24a) Overall, how do you feel about Kerbcraft in your area over the last year?

Very pleased

Quite pleased

Neutral

Quite disappointed

Very disappointed

24b) Please say why you feel this way

25a) What have you enjoyed most about your job in the last year?

25b) What have you enjoyed least about your job in the last year?

26) What were the three most challenging aspects of your job in the last year? Please list in order of difficulty, with '1' being the most difficult.

1)

2)

3)

27) Please use this space for any other comments you would like to make about your Kerbcraft Scheme over the last year.

**28) Date of completing this
Questionnaire**

Signed:

Thank you for completing this questionnaire



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT ANNUAL TRAINING REVIEW QUESTIONNAIRE

This document has been designed to enable you to provide the Welsh Assembly Government with an annual summary of the Kerbcraft training which has taken place in your authority. In particular it collects information about:

- the number of children trained overall and by skill;
- the number of training sessions provided for each skill;
- the number of volunteers recruited and trained; and
- the levels of school engagement.

The information which you provide will enable the Assembly to monitor progress in your authority, as well as to compile statistics of Kerbcraft training taking place across all Kerbcraft schemes in Wales.

The questionnaire on the following pages should be printed off and returned by post.

Please send completed questionnaire to: *Meryl James, Road Safety Unit, Transport Planning & Governance, Welsh Assembly Government, Cathays Park, Cardiff CF10 3NQ*

Thank you for taking the time to complete the information

YOUR DETAILS

Name

Name of Authority

Please answer the following questions in relation to your Kerbcraft Scheme over the last schoolyear, from to.....

SCHOOL PROFILE

1a) How many schools have taken part in your Kerbcraft Scheme this year?

1b) How many of those schools are new to the scheme this year?

2a) Did you approach any schools who were not able to take part in Kerbcraft training this year?

Yes

No

2b) If yes, please state the number of schools who did not take part

2c) If yes, please state briefly the reason(s) why these schools did not take part in any Kerbcraft training this year.

3a) How many, if any, Welsh Medium schools have taken part in your Kerbcraft Scheme this year?

3b) Did you deliver any Kerbcraft training in Welsh this year?

Yes

No

3c) If yes, please state how many schools received training in Welsh

TRAINING PROFILE

4a) In total, how many children were targeted for training this year?
(ie, across all participating schools, how many children were there in
the classes where training was delivered)

4b) Of the children targeted for training this year (ie those in Q4a),
how many received at least some training in any skill?

4c) Of the children targeted for training this year (ie those in Q4a),
how many received no training in any skill?

(Note: Q4a should be equal to Q4b + Q4c)

4d) Please state briefly the main reason(s) why the children counted Q4c received no training
(e.g. lack of volunteers, no parental consent)

SAFE PLACES TRAINING

5a) How many children across all participating schools received
4-6 Safe Places training sessions?

5b) How many children across all participating schools received
1-3 Safe Places training sessions?

5c) Please specify the average number of Safe Places training sessions
received, per trained child, across all your schools

5d) Please state briefly the most common reason(s) why any children may have received less
than 4 Safe Places training sessions in the last year

PARKED CARS TRAINING

6a) How many children across all participating schools received 4-6 Parked Cars training sessions?

6b) How many children across all participating schools received 1-3 Parked Cars training sessions?

6c) Please specify the average number of Parked Cars training sessions received, per trained child, across all your schools

6d) Please state briefly the most common reason(s) why any children may have received less than 4 Parked Cars training sessions in the last year

JUNCTIONS TRAINING

7a) How many children across all participating schools received 4-6 Junctions training sessions?

7b) How many children across all participating schools received 1-3 Junctions training sessions?

7c) Please specify the average number of Junctions training sessions received, per trained child across all your schools

7d) Please state briefly the most common reason(s) why any children may have received less than 4 Junctions training sessions in the last year

VOLUNTEER PROFILE

Across all schools:

8a) How many volunteers trained children this year?

8b) How many of these volunteers were new to the scheme?

8c) How many volunteers did you (or your colleagues) train this year?

9a) How many volunteers were trained by you but did not go on to carry out any roadside training with children in the last year?

9b) Please outline briefly why you think that these volunteers did not go on to carry out any roadside training with children

10a) What percentage of your volunteers (counted in Q8a) have stayed with the scheme to train children across all 3 Kerbcraft Skills in the last year?

10b) Do you generally expect volunteers to stay with the scheme until all 3 skills have been completed?

Yes

No

10c) Please use this space to make any comments about volunteer engagement or commitment to your scheme over the last year

11a) Do you usually keep to the recommended adult/child training ratio for each skill?

Yes

No

11b) If no, please indicate what ratio(s) you currently use to conduct training on each skill

Safe Places

Parked Cars

Junctions

11c) If no, please outline briefly why you have made these changes to the training ratio(s)

12) Date of completing this
Questionnaire

Thank you for completing this questionnaire.

Completed by:

Approved by:



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT IMPACT RECORDING SHEET

Kerbcraft is a road safety project designed to teach pedestrian skills to children between the ages of 5 and 7 years. In order to assist with the evaluation of this National scheme in your school, it would be helpful if you could record when Kerbcraft has had a positive effect on an individual pupil. This might be in the context of their road safety skills or wider development such as improved ability to listen or follow instructions, improved concentration, speaking or listening skills, self esteem, etc.

Please find an example overleaf.

School	Date	Co-ordinator's name
Pupil gender M/F		Year group
Background information <i>Please provide any background information that is relevant or will help to set the context for your observations</i>		
Kerbcraft training <i>Please outline training that the child has received and particular elements of that training that you believe have had a significant impact</i>		
Impact of Kerbcraft <i>Please describe the nature of that impact, such as improved road safety skills, improved ability to listen or follow instructions, improved concentration, speaking and listening skills, self esteem, etc.</i>		

Signed:
Role within school:

Print name:
Date:



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT IMPACT RECORDING SHEET

EXAMPLE

Kerbcraft is a road safety project designed to teach pedestrian skills to children between the ages of 5 and 7 years. In order to assist with the evaluation of this National scheme in your school, it would be helpful if you could record when Kerbcraft has had a positive effect on an individual pupil. This might be in the context of their road safety skills or wider development such as improved ability to listen or follow instructions, improved concentration, speaking or listening skills, self esteem, etc.

School	Date	Co-ordinator's name
Pupil gender M/F		Year group
Background information <i>Please provide any background information that is relevant or will help to set the context for your observations</i>		
<p>Sarah does not have specific learning difficulties but does struggle to follow instructions in class and could be described as having low self-esteem. She is often withdrawn in the classroom and does not have a particular friend</p>		
Kerbcraft training <i>Please outline training that the child has received and particular elements of that training that you believe have had a significant impact</i>		
<p>Sarah has taken part in 6 safe places sessions. She is about to start parked cars training. After a reluctant start Sarah has really enjoyed all of safe places training and volunteers have highlighted her contributions. She has really benefited from the small group interactions and working through problems in a different environment from the classroom</p>		
Impact of Kerbcraft <i>Please describe the nature of that impact, such as improved road safety skills, improved ability to listen or follow instructions, improved concentration, speaking and listening skills, self esteem, etc.</i>		
<p>Sarah has followed instructions well, especially when the volunteer has been able to demonstrate physically what to do alongside the verbal instruction. Most importantly Sarah has grown in confidence over the six weeks and this has been noted in school. She has communicated with different adults during the training and has begun to enjoy interacting with some of the children she has worked with at the roadside</p>		

Signed:
Role within school:

A. N. Other
Teaching Assistant

Print name:
Date:

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