



**CiViTAS**  
Cleaner and better transport in cities

**BRIGHTON & HOVE**



## **Pilot Scooter Training Evaluation Report**

Brighton & Hove City Council, School Travel Team

November 2011



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## 1. The Scheme

The reason for running this pilot scheme came from the observation that many children own a scooter and love scooting around. More and more pupils scoot to schools as it is fun and faster than walking. The School Travel Team saw this as an opportunity to offer training to a selected number of school children and assess its impact. Similar schemes run by other Local Authorities have shown that scooting can contribute to reducing traffic around school, thus reducing congestion and increasing safety around the school. It also provides a healthier and more sustainable way for children to travel.

The scheme was organised by one of the School Travel Advisors and the Bikeability team who provided expert advice on the content of the course and organised the trainers. We also consulted with the Child Pedestrian Training Coordinator.

We offered the training to 3 different schools (one class each) and were hoping to have a mixture of reception and Year 2 pupils. At the moment, these pupils receive neither child pedestrian training nor Bikeability training. Children who are as young as 4 already scoot to school are often unaware of dangers. We wanted to experiment with two age groups in order to find out if the results were different.

We also decided to offer the training at the end of September and beginning of October to avoid the cold weather. For this reason, schools were reticent to have reception children participate as they had just started school for the first time. In the end, only year 2 pupils took part in the training.



## How did we select the schools?

Through the review of their School Travel Plan, some schools had expressed an interest in our pilot scheme. We gave priority to schools that were in the process of reviewing their plan and with whom we had developed a good relationship. Moreover, we were keen to work with schools that we were already working with to install scooter storage.

The course was organised around three 40 minutes lessons which covered level one. In all schools, Teaching Assistants and parents volunteers provided some extra help.

## Dates / Times of Scooter Training

| School                         | Date and time (am)       | Level  | Number of children              | No. of Trainers |
|--------------------------------|--------------------------|--------|---------------------------------|-----------------|
| Hertford Infant School         | 27 September: 10 – 10.40 | Year 2 | 34 children split into 2 groups | 3               |
|                                | 27 September: 11 – 11.40 |        |                                 |                 |
|                                | 28 September: 10 – 10.40 |        |                                 |                 |
|                                | 28 September: 11 – 11.40 |        |                                 |                 |
|                                | 29 September: 10 – 10.40 |        |                                 |                 |
|                                | 29 September: 11 – 11.40 |        |                                 |                 |
| St Bartholomews Primary School | 27 September: 2 – 2.40   | Year 2 | 28 children one group           | 2               |
|                                | 28 September: 2 – 2.40   |        |                                 |                 |
|                                | 29 September: 2 – 2.40   |        |                                 |                 |
| Portslade Infant School        | 5 October: 09.50 – 10.30 | Year 2 | 56 children split into 2 groups | 3               |
|                                | 5 October: 11.00 – 11.40 |        |                                 |                 |
|                                | 7 October: 09.50 – 10.30 |        |                                 |                 |
|                                | 7 October: 11.00 – 11.40 |        |                                 |                 |
|                                | 8 October: 09.50 – 10.30 |        |                                 |                 |
|                                | 8 October: 11.00 – 11.40 |        |                                 |                 |

## Objectives

The main aims of the training were:

For the children:

- To improve skills and confidence whilst scooting
- To increase awareness of dangers (such as driveways and stopping at kerbs)
- To improve awareness of pedestrians (pavement etiquette)

For the School Travel and CIVITAS teams:

- To involve parents or carers in the training as well as the evaluation as they are responsible for the safety of their children.
- To reinforce the messages and complement the work done through our Pedestrian Training and Bikeability.
- To evaluate the scheme in order to assess its impact and decide whether to expand the scheme in the future.

### The programme

The training was delivered by three qualified CRB checked Bikeability trainers who were keen to be part of this pilot scheme.

The trainers took part in a one hour training session where they had the opportunity to contribute ideas.

| <b>Summary of the course – Year 2</b>   |
|---|
| <p>Lesson 1:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Name parts of the scooter</li> <li>• Start and stop – Emergency stop</li> <li>• Scooting in a straight line with alternate pushing and balance on one leg</li> <li>• Safety rules</li> </ul>  |
| <p>Lesson 2:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Refresher on start and stop</li> <li>• Circuit including straight line, stop, slaloms</li> <li>• Summary of the rules plus driveways and wet weather</li> </ul>   |
| <p>Lesson 3:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Pavement etiquette: pedestrians, driveways, junctions, curbs and crossing practice.</li> <li>• Divide group into several groups:</li> <li>• Pavement practice – Mock up pavement with props</li> <li>• Another group goes outside without the scooters to identify hazards</li> </ul> |

The full syllabus is available on request.

Certificates and prizes were also given out. Originally, it was planned that trainers would give them out at the end of the last lesson, but they thought it would be too

time consuming. Schools organised for the prizes and certificates to be given out during an assembly. Prizes were: a high visibility waist coat, a bell, some fluorescent stickers and a high visibility bag.

## Assessment and feedback

### What we evaluated:

Through the evaluation, we aimed to find out:

- Parents, children and trainers' general opinions about the training

And more specifically:

- if the age range of children was appropriate
- If the training achieved its objectives
- If there would be value in expanding the scheme

### Children's evaluation



We organised a hands –up survey for children to be carried out at the end of the last session. It was done by the trainers in the first school (Hertford Infant).

As it turned out to be too time consuming during the scooter session, the class teachers carried out the survey in the other schools.

**Results from Hertford's Infant:** 32 children surveyed, 100% response rate.

| Usual mode of Transport | No. of children | No. of children % | Mode of travel on the day of the training | No. of children | No. of children % |
|-------------------------|-----------------|-------------------|---|-----------------|-------------------|
| Walking                 | 9               | 28 %              | Walking                                   | 8               | 25 %              |
| Car                     | 12              | 38 %              | Car                                       | 14              | 44 %              |
| Bus                     | 0               | 0 %               | Bus                                       | 0               | 0 %               |
| Cycle                   | 0               | 0 %               | Cycle                                     | 0               | 0 %               |
| Scooter                 | 11              | 34 %              | Scooter                                   | 10              | 31 %              |
| Other                   | 0               | 0 %               | Other                                     | 0               | 0 %               |

### Results from St Bartholomews' Primary: 21 children surveyed, 100% response rate

| Usual mode of Transport | No. of children | No. of children % | Mode of travel on the day of the training | No. of children | No. of children % |
|-------------------------|-----------------|-------------------|---|-----------------|-------------------|
| Walking                 | 7               | 33 %              | Walking                                   | 5               | 24 %              |
| Car                     | 4               | 19 %              | Car                                       | 2               | 10 %              |
| Bus                     | 2               | 10 %              | Bus                                       | 3               | 14 %              |
| Cycle                   | 0               | 0 %               | Cycle                                     | 0               | 0 %               |
| Scooter                 | 8               | 38 %              | Scooter                                   | 11              | 52 %              |
| Other                   | 0               | 0 %               | Other                                     | 0               | 0 %               |

### Results from Portslade Infant: 50 children surveyed, 100% response rate

| Usual mode of Transport | No. of children | No. of children % | Mode of travel on the day of the training | No. of children | No. of children % |
|-------------------------|-----------------|-------------------|---|-----------------|-------------------|
| Walking                 | 14              | 28 %              | Walking                                   | 14              | 28 %              |
| Car                     | 18              | 36 %              | Car                                       | 18              | 36 %              |
| Bus                     | 3               | 6 %               | Bus                                       | 3               | 6 %               |
| Cycle                   | 4               | 8 %               | Cycle                                     | 5               | 10 %              |
| Scooter                 | 7               | 14 %              | Scooter                                   | 7               | 14 %              |
| Other                   | 4               | 8 %               | Other                                     | 3               | 6 %               |

### Results from other questions (summary for all schools):

- 100% of children said they enjoyed the training.
- An overwhelming majority said they could ride their scooter better and could remember to stop and get off their scooter to cross the road. Most of them could remember to look out for people on the pavement.
- Almost all of them would like to be able to travel to school by scooter more often and have more practice at school.

### Conclusions:

Data from the first two schools show opposite results in terms of increase in number of children scooting to school on the day of the training. Therefore, we cannot draw a conclusion from the data.

All children enjoyed the course and seem to remember the safety rules that were taught. There is an overwhelming demand for more scooting to school and more training.



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## 2. Parents' Evaluation

The parents' evaluation was carried out in two ways:

- An evaluation form sent to all parents after the training via the school
- Individual parent's evaluation before and after the training

Unfortunately, the number of surveys returned was low but most of the comments were very positive.

### Parents' surveys – St Barts:

8 parents out of 21 replied

- Half of the parents said that bringing their child and their scooter to school didn't make any difference to the journey.
- The others said it made it more difficult
- All of them said the training made a difference to the way their child use their scooter. The vast majority had become more confident, some of them had more road sense and were more aware of other road users
- Two thirds would like their child to be able to travel to school by scooter more often
- Three quarters would like their child to have more practice on their scooter at school

Quotes from the parents:

- "She really enjoyed it and is much more confident"
- "Louis told me he enjoyed his scooter training but got a little bored sometimes"
- "Brilliant course! My child finds it hard to balance on a scooter – This has helped her learn. It enthused her and raised her confidence enormously. Thank you."

### Parents' surveys – Portslade:

7 parents out of 56 replied

- Two thirds of the parents said that bringing their child and their scooter to school didn't make any difference to the journey.
- The others said it made it easier
- All of them said the training made a difference to the way their child uses their scooter. The vast majority had become more confident; some of them had more road sense and were more aware of other road users. One parent said the child "could now brake and glide slaloms".
- All of them would like their child to be able to travel to school by scooter more often
- Two thirds would like their child to have more practice on their scooter at school

Quote from a parent:

- “We live quite far away from the school but sometimes park and scoot half way which is fun”

**Parents’ surveys – Hertford Infant:**

6 parents out of 34 replied

- All of them said the training made a difference to the way their child uses their scooter. The vast majority had become more confident; some of them had more road sense and were more aware of other road users
- All of them would like their child to travel to school by scooter more often and would like their child to have more practice at school.

Quotes from parents:

- “My child enjoyed practising in his scooter. Good scheme”
- “Mark the trainer was a top bloke, well done!”

**Individual parents’ evaluation:**

We decided to work with individual parents or carers to assess the impact of the training on their child. We met with them before and after the training and asked some similar questions. We interviewed 3 parents in St Bartholomews’ School and one in Portslade Infant.

|                 | How does your child get to school | Do you take other children to school?     | Does your child own a scooter? | Since when?             | How long has your child been scooting? | Comments                 |
|-----------------|-----------------------------------|---|--------------------------------|-------------------------|--|--------------------------|
| <b>Parent A</b> | Walk                              | Yes, a 4 yr old                           | Yes but recently stolen        | had one since she was 3 | 1 year                                 |                          |
| <b>Parent B</b> | Car (live too far)                | No  | Yes                            | Since the age of 4      | 2 years                                |                          |
| <b>Parent C</b> | Walk                              | No  | Yes                            | Two years               | 18 mths                                | Child with Special Needs |
| <b>Parent D</b> | Walk                              | Yes, an older daughter to a nearby school | Yes                            | Two years               | For about 2 years                      |                          |

|  | Parent A                           |   | Parent B                                    |                             |
|--|------------------------------------|---|---|-----------------------------|
|  | Before training                    | After training                                | Before training                             | After training              |
| How often does your child scoot to school?                           | Every now and again                | Once or twice a week                          | Never, as they live too far                 |                             |
| How often does your child scoot outside trips to school?             | Once a week                        | Twice a week                                  | Very often                                  | Very often, nearly everyday |
| What do you think your child should be aware of when scooting?       | How to manage speed, stopping      | Road Safety, breaking speed, balance, gliding | Other people, safety for them or the others | Hazards, people and animals |
| How confident is your child when scooting?                           | Not very confident                 | Confident                                     | Not very confident                          | Confident                   |
| Is your child able to stop quickly and safely?                       | No                                 | Yes   | Yes   |                             |
| Is your child aware that he/she need to stop at driveways and kerbs? | Yes                                | Yes   | No  | Yes                         |
| Is your child aware of pedestrians?                                  | Yes                                | Yes   | Not always                                  | Yes                         |
| Does your child get off the scooter when crossing?                   | Yes                                | Yes   | Yes   | Yes                         |
| Is your child aware of dangers when scooting down steep hills?       | Yes                                | Yes   | Yes, get off and walk                       | Yes                         |
| Do you think the training  | Very definitely. It has helped her |   | Yes. My son is much more aware of           |                             |

|  |  |  |  |  |
|--|--|--|--|--|
| made a difference to the way your child uses his/her scooter?  | learn to ride a two-wheeler, feel much more confident and enjoy scooting safely. |  | dangers, people, etc. He now knows how to use the brake.   |  |
| Do you think the training has improved his/her road sense and made him/her more aware of other road users? | yes  |  | yes  |  |
| Other comments   | Brilliant course. Great teaching, well pitched and fun for all.                  |  | Would recommend to other parents. Her child was very proud and loved the goodie bag and the certificate. Talking to other parents, it sounds like all children loved it. Her son would have used his electric scooter for long distances but now hesitates between his electrical and ordinary scooter |  |

|  | Parent C                              |                                | Parent D                                 |  |
|--|---------------------------------------|--------------------------------|--|--|
|  | Before training                       | After training                 | Before training                          | After training                                 |
| How often does your child scoot to school?                           | Never                                 | Every day                      | Once a week                              | Once or twice                                  |
| How often does your child scoot outside trips to school?             | Never                                 | Most weekends and after school | Every week-end                           | Once a week                                    |
| What do you think your child should be aware of when scooting?       | Other people                          | Other people and roads         | People in front of her, kerbs and hills  | People in front of her, wait for mum near kerb |
| How confident is your child when scooting?                           | Fearless because of her special needs | Confident                      | Confident                                | Confident                                      |
| Is your child able to stop quickly and safely?                       | Sometimes                             | Yes                            | Yes                                      | Yes  |
| Is your child aware that he/she need to stop at driveways and kerbs? | Not sure                              | Yes                            | Not always                               | Yes  |
| Is your child aware of pedestrians?                                  | No                                    | Yes                            | No, Not slowing down around pedestrians  | Yes  |
| Does your child get off the scooter when crossing?                   | Yes, she would do it                  | Yes                            | Not always                               | Yes  |
| Is your child aware of dangers when scooting down steep hills?       | Not at all                            | Yes                            | Is aware but still doing it.             | Yes  |
| Do you think the training  | Most definitely                       |                                | Yes. Also because it reminded the mum to |  |

|  |   |  |  |  |
|--|---|--|--|--|
| made a difference to the way your child uses his/her scooter?  |   |  | remind her child about safety rules.   |  |
| Do you think the training has improved his/her road sense and made him/her more aware of other road users? | Most definitely   |  | yes  |  |
| Other comments   | The training has made our daughter more aware and much more confident. It has also given us as parents more confidence in her riding her scooter. |  | It would be good to continue the training in year to come, ideally training throughout the year. Her child really enjoyed the role play. |  |

### Conclusions

- The training has had a positive impact on the children’s scooting skills and awareness of dangers. For two of them, it has increased how often they scoot.
- For the pupil with special needs, the training has had a dramatic effect. Before, she was not allowed to scoot for safety reasons. After the training, she started scooting to school everyday.
- The training not only had an impact on the children but on the parents too. They became more aware of safety rules and more likely to remind their child. In the case of the special needs pupil, the training has given the parents the confidence to let her scoot.

## 3. Trainers' Evaluation

We organised a feedback session with all the trainers a week after the last training session.

These are some of the comments:

- Registers were difficult to obtain and it proved difficult to check the consent forms.
- There were enough helpers, at least one member of staff present.
- In one school, the training was quite chaotic because of media intervention.
- Communication and organisation from schools was sometimes poor which resulted in confusion.
- More resources and props would be useful.
- Year 2 group were of mixed ability and some didn't show a change in ability. This maybe because of group size and the age range chosen.

**Media:** After the press release went out, the training attracted a lot of media attention:

- BBC Breakfast news came to a school on two occasions and broadcasted live during the first training session. They interviewed parents, children, a trainer and a member of the road safety team.
- Meridian News also made a feature for the local television.
- Various articles appeared in the Argus, the Sun, City News, on the Wave.

This exposure attracted interests from other local authorities who are interested in running a similar scheme and from some scooter suppliers who would like to support the next round of scooter training.

### Costs

**Trainers' time:** The total cost for trainers was £560. This included all the training sessions, sessions with trainers before and after the training, extra time for trainers who were involved with the media.

**Officer time:** This is very difficult to evaluate. For all three officers involved, the total cost is estimated at £1,000 for planning, coordinating and evaluating the scheme.

**Prizes:** The total cost for prizes was £830. This included tabards, bags and bells for children and gift vouchers for parents who took part in the evaluation.

Costs for trainers and prizes will be reduced for future training as it is likely there will be no media coverage and prizes might be donated.

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## Recommendations for Future Training

### Syllabus:

Work with the trainers to improve and vary some activities. The role play seems to be very much appreciated. The mock up road system in the playground needs to be expanded and possibly delivered during the first session.

### Organisation:

- Length of session: session 1 should be an hour and include the safety rules and the pavement etiquette outside the school – The other two sessions should be 45 minutes.
- Age group: It was felt that reception children were far too young and that it would be good to offer the training to more year 2 pupils. It could be re evaluated before making a final decision
- Group size: The maximum number of pupils in one group should be 15, with at least two trainers. We recommend 2 helpers for the pavement session (with a split group of 7 or 8 pupils), 1-3 adult to child ratio. We should carry on asking parents to help so they can be involved and the safety messages can get to them too.
- Communication and organisation with the schools: Responsibilities of the schools need to be clarified and a contact person within the school needs to be appointed for all communication. We need to think of ways that parents are informed and consent forms are sent back weeks before the training so we can check them and make our own register. We could ask parents to send back the consent forms directly to us.
- Scooters: We need to think of ways we could insure that scooters are in good state. Also it might be useful to have some spares scooters in case scooters are forgotten or in a bad state.

### Others:

- Scooter racks: we need to work with the school to ensure scooter racks are installed. This would help promote scooting to school on a long term basis.
- Assembly: We might want to ask the school to commit themselves to having an assembly after the training to give out prizes/certificate and spread the safety messages to all of them (provide some resources?)

## Resources:

The idea is to create a pack that could be uploaded on the Council website.

### A box loan scheme:

A box loan scheme would be very helpful to encourage schools to run the training themselves. This would be a cost effective way to expand the scheme and offer it to all schools in the City. The box could either be used by members of staff at the school or by the trainers:

This could include:

- Certificates
- Small prizes
- Activities to do in the classroom
- Scooting Highway Code
- Tips for schools to promote scooting (bling your scooter, competition)
- Syllabus
- Photos and safety rules for an assembly
- Cones, various props...

There is a plan to run another round of scooter training in April 2011. These are the resources that would be useful:

- More cones
- Two scooters for trainers to use
- Some spare scooters for the children?
- Chalks and glow lines/weights
- Laminated photos A3
- Ear plugs (for the role play with the elderly man)
- Glasses/pushchair, hat, cane

### Trainers:

Ideally the training should be delivered by qualified and experienced trainers. Taking into account budgetary restrictions, various ways could be explored. Training could be delivered by either staff, parents' volunteers or even by high school pupils as part of a project.

It was calculated that the cost for each student would be about £3 for a 3 session course (excluding prizes, certificates...) and the school or the parents might be able to absorb the costs. Such a scheme can be run at a minimum costs once resources are in place and is very adaptable to the needs of a particular school.

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## Conclusions:

- The pilot scheme has shown us that there is both a demand and a need for such training
- Scooting is a first step towards achieving independent and sustainable travel
- The road safety awareness and skills taught during the training would be another way to strengthen messages conveyed through pedestrian training and cycle training.

## Contact:

Delphine Jacq  
School Travel Advisor  
Brighton & Hove City Council  
T: 01273 291744  
E: [delphine.jacq@brighton-hove.gov.uk](mailto:delphine.jacq@brighton-hove.gov.uk)