

# Teaching Safe Behaviour

Kerbcraft in Wales Progress Report, October 2008

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	1997 Child Pedestrian Fatalities per 100,000 (0-14 year olds)
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 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 2006, the child pedestrian fatalities had reduced to 0.6 child pedestrian fatalities per 100,000 0-14 year olds for Great Britain, and to 0.4 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, with between four and six training sessions being 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 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 fourth round of monitoring of Kerbcraft schemes in Wales, using all four 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 and 2007.
- 1.3.4 The report covers the progress and performance of the Kerbcraft scheme in each Local Authority during the school year from September 2007 to July 2008. 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 conclusions and recommendations.
- 1.3.5 In addition to conclusions and recommendations, Chapter five provides some key comparisons with the findings of the same monitoring survey undertaken over the previous three 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.
- 1.4.4 Results in this report relate to the school year from September 2007 to July 2008. 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 can not 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 2007-2008 school year, the majority of Kerbcraft Co-ordinators were female; there were a total of 20 female Co-ordinators compared to only 3 male Co-ordinators.
- 2.1.2 Collectively the Co-ordinators had 85.4 years of experience of the Kerbcraft scheme, with an average of 3.7 years' experience each. However, there was great variation in the length of involvement that each Co-ordinator had in the Kerbcraft scheme. This ranged from a maximum of 7 years to only 4 months of working as a Kerbcraft Co-ordinator.

### 2.2 Time Spent on Management of the Scheme

#### RSO Time

- 2.2.1 Most RSOs, 20 out of 23, spent less than half a day per week on their Kerbcraft scheme during the 2007-2008 school year (see Table 2.1). Two RSOs spent half a day, and only one RSO spent a full day each week on their scheme.

**Table 2.1 Time RSOs have spent on Kerbcraft (2007-08)**

Time Spent on Kerbcraft	Number of RSOs
Less than 0.5 days per week	20
0.5 days per week	2
1 day per week	1
More than 1 day per week	0

- 2.2.2 RSOs were invited to comment on the amount of time they spent on their scheme. Of the 16 RSOs who did so, 10 felt that the schemes were well run and required very little input from them, *"The Co-ordinator is well motivated and well organised. She requires very little supervision."* When their input was required, these RSOs helped mainly with recruiting volunteers or dealing with unexpected difficulties. One other RSO used regular weekly meetings to supervise their Kerbcraft scheme. Meanwhile, two RSOs reported spending insufficient time on their Kerbcraft scheme, attributing this to time pressure and other more urgent priorities. A further RSO reported that the amount of time they spent was lower than previous years, due to their RSO post having been transferred from a private consultancy to a local authority. The last two RSOs found it difficult to estimate their time spent, as it had been highly variable and, in one case, too short in duration for them to establish a norm.
- 2.2.3 The number of formal management meetings with RSOs and Co-ordinators varied (see Table 2.2). Just over half of the RSOs (13 out of 23), reported holding informal meetings as required. Meanwhile, a further 9 RSOs held formal meetings once a month, whilst only one RSO held weekly meetings.

**Table 2.2 Frequency of Formal Management Meetings (2007-08)**

Frequency of Management Meetings	Number of RSOs
Once a week	1
Once a month	9
Informal meetings as required	13

- 2.2.4 The number of times RSOs visited their Kerbcraft Co-ordinator at schools varied (see Table 2.3). Around half of the RSOs (11) visited once a year, 5 RSOs visited every term, two visited once a month, and 5 did not visit their Co-ordinators at schools at.

**Table 2.3 RSO Visits to Co-ordinators at Schools (2007-08)**

Frequency of Visits	Number of RSOs
Once a week	0
Once a month	2
Once a term	5
Once a year	11
Not at all	5

- 2.2.5 The majority of RSOs, 20 out of 23, felt that the time they spent on Kerbcraft during 2007-2008 had been appropriate. Of the three that felt their time had not been appropriate, one stated that they would have liked to go "on site" more often, whilst another regretted the limited amount of support they had been able to give.
- 2.2.6 RSOs varied in their tendency to conduct formal appraisals with their Co-ordinators. Fourteen carried out formal appraisals during the 2007-2008 school year, whilst nine did not.
- 2.2.7 The majority of RSOs (16) did not need to sort out any problems for their Co-ordinators. Five RSOs reported that they were required to solve one or two problems, and only two reported that they needed to sort out a few problems. Eight RSOs provided details of the problems they needed to solve. These included:
- issues associated with the Co-ordinator's absence;
  - general funding and recruitment;
  - CRB checks;
  - English-Welsh translation; and
  - incompetent volunteers.
- 2.2.8 All 23 RSOs reported that the Co-ordinators would normally come to them if they had any queries. In addition, five reported that other colleagues in the department were also approached, whilst a further three reported that other Welsh Co-ordinators were also sometimes approached.

### Co-ordinators Time

- 2.2.9 A wide range of tasks fell within the responsibility of the Co-ordinators. Table 2.4 lists these, and also shows the average percentage of time (across all Co-ordinators) that Co-ordinators spent on each task. In addition, the table displays the minimum and maximum percentage of time any one individual spent on each task. The table illustrates that Co-ordinators spend the largest percentage of their time (60% on average) attending Kerbcraft training sessions in schools.

**Table 2.4 Percentage of Time Co-ordinators Spent on Different Tasks (Average Across All Co-ordinators 2007-08)**

Task	Percentage of Time (Average across all Co-ordinators)	Min	Max
	%	%	%
Attending Kerbcraft training sessions in schools	60	20	88
Administrating & managing the scheme	15	3	37
Recruiting volunteers	7	2	20
Liaising with schools	7	0	20
Training volunteers	6	3	10
Other road safety tasks	4	0	13
Other Kerbcraft tasks	2	0	10

- 2.2.10 A total of 12 Co-ordinators reported that they had attended all of the children's training sessions. The remaining 12 Co-ordinators on average attended 63% of the children's training sessions. Table 2.5 displays the individual percentages for those who failed to attend all the training sessions, and the reasons given. This shows that seven Co-ordinators have employed assistants/trainers to replace them at some training sessions – a reduction on the 11 who provided this reason last year. Of the remaining four, two shared their training sessions with another Co-ordinator, and one missed 5% of the training sessions to attend meetings. One Co-ordinator missed 5% of their training sessions because they had to conduct additional sessions at schools that started the scheme later on in the school year.

**Table 2.5 Percentage of Children’s Training Attended (by the 13 Co-ordinators that did not attend 100%) and Reasons for not Attending 100%**

% of Training Attended	Reasons for not attending 100% of children’s training sessions
25%	“Since employing two paid assistants I now manage the scheme and they cover most of the training. Although I do try and attend as much as possible”
40%	“I have two paid assistants who carry out the majority of the training. This enables me to concentrate on other elements of the scheme”
50%	“In schools where I have appointed Head Volunteers I have not needed to attend every training session. I have made sure I have monitored the scheme and kept in contact with all volunteers taking part and school members. In other schools where there is no Head Volunteer I have attended 100% of the training sessions”
55%	“Two part-time Child Pedestrian Trainers work on the Kerbcraft scheme as well as myself - I do not usually attend their training sessions unless required”
57%	“I have attended all sessions of the 11 schools I have been personally managing. The remaining 8 schools were led by another lady (Kerbcraft Supervisor) and she attended every one of their sessions. Therefore, all schools had every Kerbcraft session attended either by myself or by my colleague”
60%	“I have four paid trainers. I check on them weekly. They train, monitor and manage the volunteers. If they have a problem they contact me and I go and help them”
60%	There are two Co-ordinators who share the training sessions
60%	“I have recruited volunteers from the previous year that have been willing to carry on training without my presence needed”
95%	“My assistant has been training in one school while I've been training elsewhere”
95%	“Towards the end of scheme, I missed a few sessions at two schools. This was to enable me to run additional sessions at the schools that started the scheme later into the school year, to ensure that these schools were able to cover as many sessions in each skill area. I only missed sessions at schools where I had competent volunteers in place that could be relied on to effectively deliver the training”
95%	“There are a few diversions that would prevent attendance eg: council meetings.”

2.2.11 Most Co-ordinators, 21 out of 23, stated that they had been able to deal with their Kerbcraft workload adequately in the time available to them over the past year. One Co-ordinator who was not able to deal with the workload did not comment on the reason. The second one stated that he enjoyed expanding the Kerbcraft scheme into new schools and *“will not be happy until we have all school's on board”*.

2.2.12 Several Co-ordinators emphasised the importance of good planning and setting time aside for paperwork in order to keep their workload under control. Many outlined the benefits of additional paid assistants in offsetting their increased workload, although one stated that they still needed to recruit such an assistant. One Co-ordinator expressed frustration that their workload has significantly increased due to *“a few schools not reciprocating with the provision of sufficient volunteers.”* However, most Co-ordinators were pleased with how Kerbcraft was running, and stated that they enjoyed their work very much.

Nine of the 23 Co-ordinators had received additional training during the 2007-2008 school year. The training received varied, but can be summarised as follows:

- paediatric first aid (5 Co-ordinators);
- risk assessment (3 Co-ordinators);
- report writing (1 Co-ordinator);
- Media – profiling road safety (1 Co-ordinator);
- training in coaching disabled performers and in sign language (1 Co-ordinator);
- Equal Opportunity and Fairness And Dignity At Work training (1 Co-ordinator); and
- Microsoft Excel (1 Co-ordinator).

### 2.3 Involvement with Kerbcraft Websites and other Co-ordinators

#### Kerbcraft Website

- 2.3.1 Last year, seventeen Co-ordinators accessed the Kerbcraft website and six did not. The majority of those who had used the site did so to gain further knowledge and/or share ideas and information with other Co-ordinators. Several also appreciated the links to other road safety sites and the option to purchase Kerbcraft materials through the website.
- 2.3.2 Six Co-ordinators stated that the website needs to be updated more regularly. One Co-ordinator suggested that it would be useful to include a section on Kerbcraft in Wales. Another Co-ordinator requested the ability to *"post reports, resources and successful projects"* on the website, as a way of helping Kerbcraft Co-ordinators to stay in touch.
- 2.3.3 When asked, 20 Co-ordinators said they would find it useful to have a section on the Road Safety Wales Website dedicated to Kerbcraft. Of the remaining three, two said it would not be useful, and one Co-ordinator did not answer. RSOs expressed similar views, with 21 agreeing that it would be useful to have a section on the Road Safety Wales Website dedicated to Kerbcraft.
- 2.3.4 Most Co-ordinators stated that they would like this section to include a forum for sharing information, training tips and problems. Several felt this would be easier to update than the current Kerbcraft website and would therefore be more useful. In addition, some Co-ordinators stated that a Kerbcraft section on the Road Safety Wales Website would be a good place to advertise for volunteers, as well as promote the Kerbcraft scheme and associated events more widely. Other suggestions were for it to include information for parents, and for it to facilitate professional networking amongst the Co-ordinators. Meanwhile, most RSOs suggested that such a section would be good for sharing information and photos, helping solve common problems, and downloading resources.

#### Contact with Others

- 2.3.5 Most Co-ordinators (20 out of 23) reported that they were in regular contact with other Welsh Kerbcraft Co-ordinators last year.

## 2.4 Other Management Issues

### Paid Co-ordinator Assistants/Trainers

2.4.1 Around half (12 out of 23) of the RSOs reported that they did not employ any additional staff to expand the Kerbcraft scheme during the 2007-2008 school year, whilst the remaining eleven did. A range of new positions have been filled, including:

- Road Safety Assistant;
- Senior/lead volunteers;
- Casual trainers;
- Paid assistants;
- Kerbcraft Supervisor;
- Part-time Child Pedestrian Trainers; and
- an instructor.

2.4.2 There is no consistent costing structure for these additional staff, with costs ranging from approximately £100, to £20,000 (which was funded internally) depending upon the number and responsibility of those employed.

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

- the programme can be expanded into new schools;
- there is an increase in the total number of children trained, either by incorporating new schools or by increasing the capacity in existing schools; and
- efforts can be concentrated on recruiting volunteers in difficult schools.

### Monitoring of the Schemes

2.4.4 Most Co-ordinators (21 out of 23) reported that they monitored their Kerbcraft scheme during the 2007-2008 school year. Their methods of monitoring involved:

- evaluation questionnaires/feedback forms for head teachers, teachers, parents and volunteers (10 Co-ordinators mentioned using this method);
- assessing volunteer's teaching in accordance with the Kerbcraft manual (4 Co-ordinators mentioned using this method);
- attending training sessions (2 Co-ordinators mentioned using this method);
- informal discussions with school staff, parents and children (2 Co-ordinators mentioned using this method); and
- regular review meetings with teachers and head teachers (2 Co-ordinators mentioned using this method);
- assessing children 1-5 years after they had participated in Kerbcraft, in order to check how much information they had retained (2 Co-ordinators mentioned using this method).

2.4.5 Other methods detailed by individual Co-ordinators involved providing checklists of children's knowledge, and giving children a test upon their completion of the scheme.

### Other road safety activities

2.4.6 In total, seven Local Authorities operated some other form of child pedestrian training scheme, in addition to Kerbcraft, over the last year. This training included:

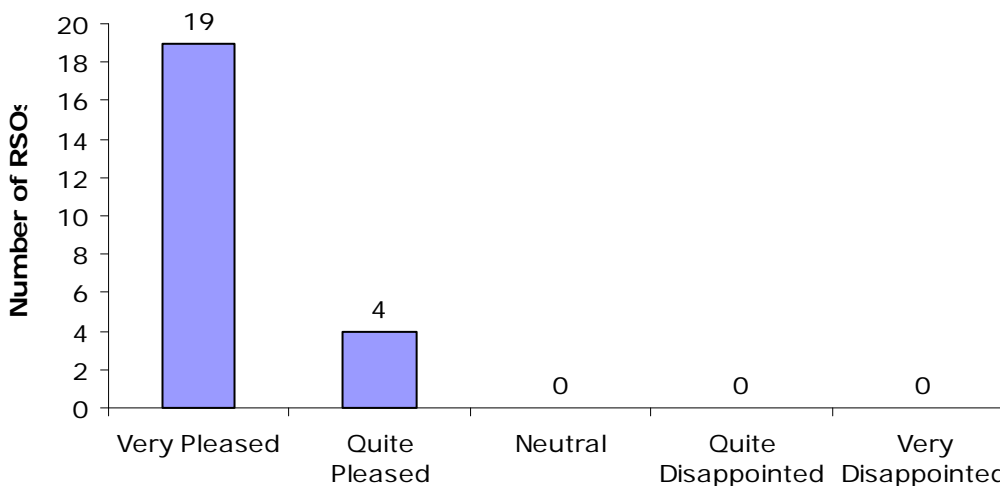
- school based demonstrations;
- Children's Traffic Club;
- Safe Routes Walks;
- walking buses;
- training sessions aimed at adults with learning disabilities;
- zebra crossing training; and
- activities at Beavers/Cubs/Brownies and at summer play schemes.

## 3 Opinions of Kerbcraft

### 3.1 RSOs' Opinions of Kerbcraft

#### RSOs' Opinions of their Kerbcraft Scheme

3.1.1 Overall, Welsh RSOs were pleased with the Kerbcraft scheme in their area during the 2007-2008 school year. Figure 3.1 illustrates that 19 RSOs were very pleased with their Kerbcraft scheme, while the remaining four were quite pleased. Importantly, no RSOs were neutral or disappointed with their scheme.



**Figure 3.1 RSOs feelings about Kerbcraft (2007-08)**

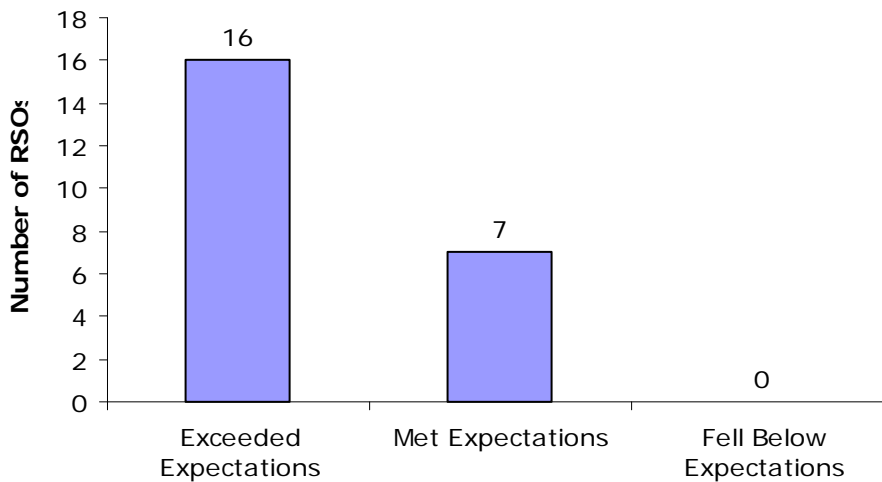
3.1.2 RSOs who were very pleased with their scheme gave a number of reasons for this. The main reasons can be summarised as follows:

- the enthusiasm, support and positive comments received about the scheme from the schools and parents;
- recognising the importance of the Kerbcraft training, both in terms of reducing road traffic accidents and in meeting the Government targets; and
- the dedication and organisational skills of the Co-ordinators.

3.1.3 All but three of the RSOs (20 out of 23) felt that their scheme went as expected during the 2007-08 school year. The reasons provided for the scheme not having gone as expected were that, due to a Co-ordinator pregnancy many tasks had to be performed by others, problems in expanding the scheme, and not being able to find a paid assistance for the scheme.

3.1.4 Figure 3.2 shows that RSOs were generally positive about how well their Co-ordinators' management of Kerbcraft had matched their expectations. Overall, 16 RSOs stated that their Co-ordinator had exceeded their expectations, while seven RSOs felt that their Co-ordinator had met their expectations. No RSOs reported that Co-ordinators had fallen below their expectations. Some RSOs remarked on how capable their Co-ordinators were as well

as on their enthusiasm and professionalism. Others commented on the increase in the number of children trained and on the development and expansion of the scheme.



**Figure 3.2 Co-ordinators Match with RSOs' Expectations (2007-08)**

### 3.2 Problems and Challenges Faced by RSOs

- 3.2.1 RSOs were asked if they encountered any problems over the 2007-2008 school year. The most frequently mentioned problem was a lack of volunteers with 13 RSOs stating they have experienced this. Five RSOs also reported having encountered a lack of school support. One RSO reported that securing long term funding was necessary in order to attract permanent staff, while another stated that they had lost a Co-ordinator for a few months.
- 3.2.2 RSOs outlined the three most challenging aspects of managing their Kerbcraft scheme during the 2007-2008 school year. Table 3.1 details those challenges mentioned by more than one RSO. Recruitment and retention of volunteers (9 RSOs), the need to stabilise/secure funding longer term to retain Co-ordinators and boost morale and motivation (8 RSOs), and trying to prioritise new schools and manage the expansion due to the popularity of the scheme (5 RSO) were the aspects most likely to have been identified as one of the three main challenges faced by RSOs.

**Table 3.1 Challenging Aspects of RSO Management of Kerbcraft**

Main Challenges	Most Challenging	2nd Most Challenging	3rd Most Challenging	Total
Recruitment and Retention of Volunteers	6	1	2	9
Stabilise/secure funding longer term to retain Co-ordinators and boost morale and motivation	4	1	3	8
Method to prioritise new schools/manage expansion due to popularity	2	1	2	5
Weather	0	2	1	3
Identifying means/resources to extend schemes	2	0	0	2
Finding time to visit Co-ordinator	2	0	0	2
Managing costs within the budget	0	2	0	2

3.2.3 A significant number of other challenges were expressed by individual RSOs, these included:

- where best to spend the budget;
- knowing capacity cannot be increased over night as it needs time and money to ensure quality;
- processing of CRB checks;
- providing back-up staffing;
- control quality of service provided;
- maintaining number of children for training;
- training provided to adults with learning difficulties proved to be a challenge, as this was the first time this had materialised;
- would like to have given more time to scheme, but other road safety issues and problems have made it difficult;
- getting schools to take ownership of the scheme, in particular recruiting volunteers and ensuring that the volunteers attend every training session;
- assistance for the Co-ordinator; and
- not being able to reach all schools in the county.

### 3.3 RSOs' Opinions of the Scheme Nationally

3.3.1 Despite the challenges faced by RSOs, all 23 felt that the Kerbcraft scheme was worth doing:

*"It is a great scheme that should be available to all children in Wales."*

*"Have never had a negative response from parents, teachers or children."*

3.3.2 RSOs appreciated the practical nature of the scheme:

*"Scheme is an extremely valuable teaching method - no better way to learn than practical experience."*

*"The practical skills taught this way are a good road safety foundation for life."*

3.3.3 Support and funding from the Welsh Assembly Government was also very much appreciated.

*"Many thanks to the Welsh Assembly Government for their continued support, long may it continue."*

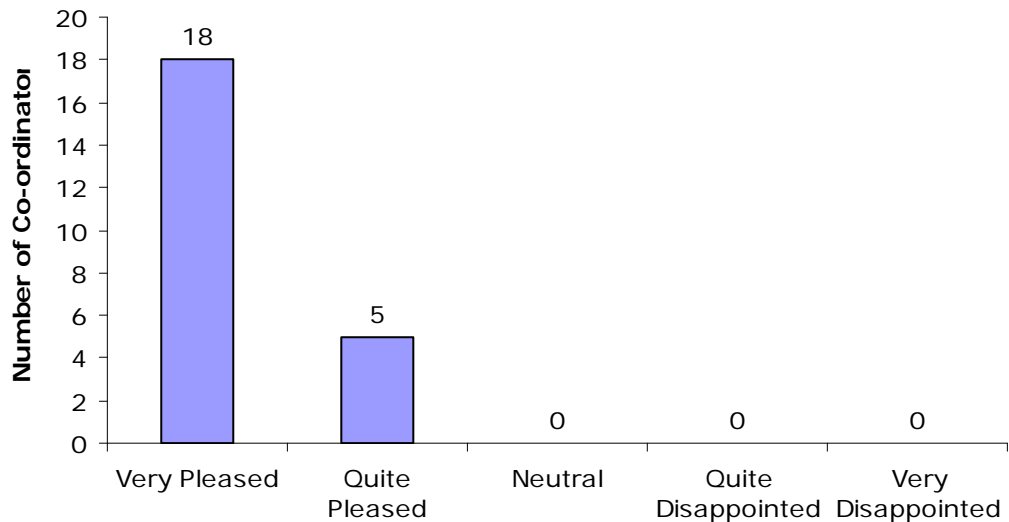
*"Thank you that a scheme like this can exist."*

*"I feel that Kerbcraft is a very worthwhile scheme and very much hope that it continues to be fully funded."*

### 3.4 Co-ordinators' Views on Kerbcraft

#### Co-ordinators' Opinions of their Kerbcraft Scheme

3.4.1 All Co-ordinators reported that they were pleased with the Kerbcraft scheme in their area over the last year. Figure 3.3 shows that 18 Co-ordinators were very pleased with their scheme, while the remaining five were quite pleased. No Co-ordinators felt neutral or were disappointed with their scheme. Many of the Co-ordinators who reported they were very pleased commented on the enthusiasm and support from all those involved, and the large number of children and schools that have been involved in the training this year. Further, the main reason why the remaining five Co-ordinators were only fairly pleased with the scheme was the difficulties they had faced in recruiting volunteers in some schools.



**Figure 3.3 Co-ordinators Feelings about Kerbcraft (2007-08)**

- 3.4.2 Most Co-ordinators (19 out of 23) stated that they were able to implement Kerbcraft training as it is in the Kerbcraft Manual last year. Three Co-ordinators who reported that they had not been able to implement the training this way explained that they followed the Manual as closely as possible, but they felt that some elements needed to be modified to accommodate the location of the school and available routes. The fourth Co-ordinator stated that weather conditions prevented him from following the Manual, however, *“even then brief sessions were held in classrooms to update children.”*

#### Challenges faced by Co-ordinators

- 3.4.3 Co-ordinators were asked to provide the three most challenging aspects of their job during the 2007-2008 school year. Table 3.2 shows the aspects mentioned by more than one Co-ordinator. Recruiting volunteers was considered to be the most challenging aspect by the Co-ordinators with 11 mentioning this as the most challenging aspect, and a total of 16 Co-ordinators mentioning this as one of the three most challenging aspects. Similarly, managing and motivating volunteers was also one of the main challenges, with 10 Co-ordinators mentioning this as one of the three main challenges. A further, 10 Co-ordinators reported that delays in training due to weather, absence, etc was one of the three main challenges.

**Table 3.2 Challenging Aspects of the Co-ordinators' Role**

Main Challenges	Most Challenging	2nd Most Challenging	3rd Most Challenging	Total
Recruiting volunteers	11	3	2	16
Managing and motivating volunteers	3	5	2	10
Delays in training due to weather, absence, etc	3	5	2	10
Difficulties in finding suitable sites/routes	2	1	1	4
Taking on more/prioritising new schools	1	1	2	4
Training children with special needs	0	1	1	2

#### 3.4.4 Other challenges reported by individual Co-ordinators included:

- taking full responsibility for the scheme when another Co-ordinator left;
- uncertainty of knowing whether or not the Co-ordinator post would still be in place at the end of each financial year;
- getting management in Local Authorities to appreciate the value of the volunteers to the scheme;
- maintaining enthusiastic approach that we started with six years ago;
- ensuring all paperwork has been completed and volunteers and children have received their certificates;
- unable to extend scheme to other schools within the time and resources;
- keeping the children's interest;
- physically fitting in the training; and
- behavioural problems have been an issue with one child being excluded from the scheme due to behaviour.

#### Positive and Negative Aspects of the Co-ordinator Position

- 3.4.5 When asked what they most enjoyed about their jobs, most Co-ordinators (21 in total) mentioned working with children and helping them develop life-long skills. In addition, some mentioned their ability to expand Kerbcraft into more schools (6 mentioned this), having the opportunity to meet other volunteers and members of staff (7 mentioned this), and receiving positive feedback from parents (3 mentioned this).

3.4.6 The least enjoyable elements of their job included:

- recruiting and maintaining volunteers (12 Co-ordinators);
- bad weather disrupting activities and reducing motivation (7 Co-ordinators);
- managing difficult volunteers and teachers (4 Co-ordinators);
- the repetitive nature of some of the training (2 Co-ordinators);
- organisational problems due to the increasing number of schools becoming involved (2 Co-ordinators); and
- paperwork (1 Co-ordinator).

**Co-ordinators Opinions of the Scheme Generally**

3.4.7 The majority of Co-ordinators were very positive about the Kerbcraft scheme. They felt that it was a very valuable initiative and provided much enjoyment and job satisfaction for them:

*"I have enjoyed coordinating Kerbcraft and expanding the scheme with the aid of the Kerbcraft Supervisor."*

*"A wonderful and rewarding scheme - I have taken a great deal from what I have done and achieved over the last 10 months."*

3.4.8 In particular, many Co-ordinators enjoyed being able to expand the scheme into new schools:

*"I am very pleased with the scheme this year where more schools are now taking part and a lot more children are being trained."*

*"Another very satisfying years work. Our objective to increase numbers was achieved by taking on two extra schools this year ."*

*"I am pleased with the training over the last year and have enjoyed having the opportunity to involve more children and schools in the scheme."*

3.4.9 However, several Co-ordinators stated that the increased number of schools were causing them significant problems with organisation and training:

*"Setting up a large number of schools in a short space of time was very taxing."*

*"It is difficult now organising schedules around all the schools as there are so many."*

*"Unable to yet extend the scheme to other schools within the time and resources I have."*

*"[I found it difficult] prioritising schools due to high demand."*

### 3 Opinions of Kerbcraft

- 3.4.10 However, those who managed to overcome these issues said they were highly satisfied by being able to expand the scheme:

*"Involving a lot more schools in the scheme has been very rewarding."*

*"[I have most enjoyed] Taking Kerbcraft into nearly every school in the borough and as a result the scheme is now recognised in the communities."*

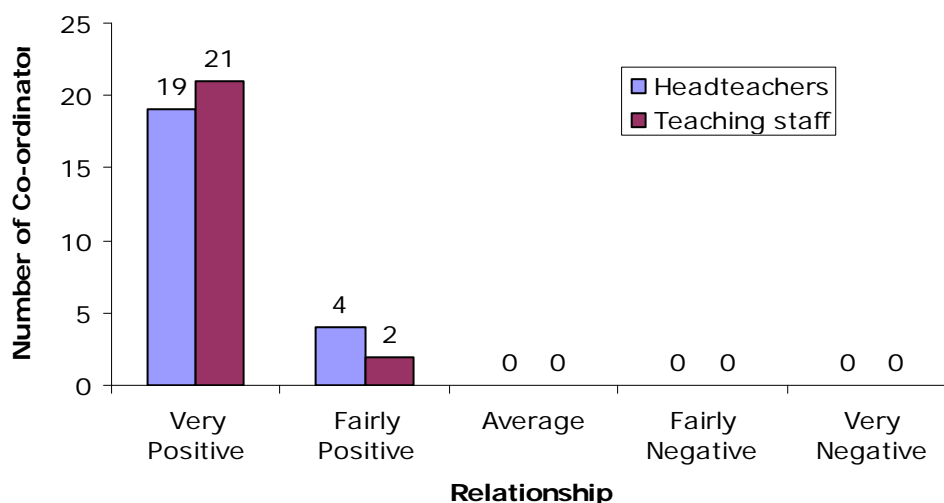
- 3.4.11 Only one Co-ordinator also enthused about the support they received from their volunteers:

*"We now have an excellent nucleus of experienced volunteers. Annette and Rachel are brilliant and great assets."*

## 4 Kerbcraft Training

### 4.1 School Involvement

- 4.1.1 During the 2007-2008 school year, a total of 358 schools took part in the Kerbcraft Scheme throughout Wales. Across the 23 schemes (operating in the 22 Local Authorities), an average of 16 schools participated, with a minimum of 7 and a maximum of 28 schools receiving training in any individual scheme. A full breakdown of the numbers of schools in each Local Authority can be found in Appendix A, Table 4.
- 4.1.2 Of the 358 schools that participated, 23% (81 schools) were new to the Kerbcraft scheme. On average, across the 23 schemes, four schools were new to the training during the 2007-2008 school year. Some schemes had no new schools participating, while one scheme provided training to 13 new schools.
- 4.1.3 A total of 18 schools across nine schemes were invited to participate but did not subsequently become involved in the training. The main explanations for not participating were:
- a lack of volunteers;
  - disruption/changes in schools, eg change in head teacher, school being inspected, and large scale road works and regeneration near the school.
- 4.1.4 In total, 76 Welsh medium schools participated in the Kerbcraft scheme across 15 Local Authorities, with an average of three Welsh medium schools per scheme. However, this average hides a wide range, with eight schemes having no Welsh medium schools involved, and one scheme with 23 Welsh medium schools participating. Further, 51 schools received training in Welsh across eight schemes, with an average of two schools trained in Welsh across all 23 schemes. Again, this average hides a wide range, with 15 schemes providing no training in Welsh, to one scheme providing training in Welsh to 23 schools.
- 4.1.5 Overall, 12 Co-ordinators stated that the schools they attend provide adequate facilities for coffee and a chat after roadside training sessions, while 10 Co-ordinators reported that they try as far as possible. Of those that stated their schools try to provide facilities most reported that, while some schools are accommodating, others are not. Also, some Co-ordinators indicated that parents don't feel comfortable using the staff rooms, while others don't want a break or have other commitments and, therefore, leave as soon as the training is finished. One Co-ordinator however, stated that the school does not provide facilities, but explained that *"having worked at schools myself I feel we would cause a disruption by having coffee on the school premises as children get easily distracted, especially if a family member is in the building"*.
- 4.1.6 All Co-ordinators reported having positive relationships with headteachers and teaching staff. Figure 4.1 shows that, in general, Co-ordinators considered themselves to have very positive relationships with both categories of staff during the 2007-08 school year. In addition, all 23 Co-ordinators stated that school staff had generally been welcoming and encouraging towards volunteers and their involvement in school activities.



**Figure 4.1 Co-ordinators' Relationships with School Staff (2007-08)**

- 4.1.7 Timetabling problems or issues were encountered by nine Co-ordinators. These included:
- inset days, staff training days and strike action (2 Co-ordinators mentioned these issues);
  - school activities such as school photo's, school trips, rehearsal for school plays/concerts, etc. (3 Co-ordinators mentioned these issues);
  - bad weather (2 Co-ordinators mentioned this issue); and
  - incorporating new schools into the schedule (2 Co-ordinators mentioned this issue).
- 4.1.8 Other issues mentioned by individual Co-ordinators included scheduling difficulties due to a Co-ordinator vacancy, difficulties in getting parents to attend meetings, and visiting schools attended by volunteers when also scheduled to train elsewhere.

## 4.2 Volunteers

### Number of Volunteers

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

**Table 4.1 Number of Volunteers (2007-08)**

	Total Across ALL Schemes	Average	Min	Max
Volunteers who trained children	904	39	3	120
Volunteers who were new to the scheme in 2007-08	574	25	3	46
Volunteers who received some training by the Co-ordinator in 2007-08	723	31	0	70

- 4.2.2 In total, 904 volunteers were responsible for conducting Kerbcraft training during the 2007-2008 school year. This is an average of 39 volunteers per scheme, and an average of 2.5 volunteers per school. The number of volunteers in each scheme varies significantly however, from only three to 120.
- 4.2.3 Of the 904 volunteers, 63% were new to the scheme in 2007-2008. On average, 25 volunteers per scheme were new to the training, with one scheme using three new volunteers through to one scheme that used 46 new volunteers during the school year.
- 4.2.4 Kerbcraft Co-ordinators provided training to 723 volunteers in total. However, 42 of these volunteers did not go on to train children, therefore, 681 (75%) of the 904 volunteers who trained children during 2007-08 were provided with new or additional training.

### Volunteer Recruitment

- 4.2.5 Co-ordinators reported using a variety of methods to recruit volunteers during the 2007-08 school year. Figure 4.2 illustrates the popularity of the different methods used, and which method they found to be the most effective. (Note: despite being asked to specify one method which they found to be the most effective, two Co-ordinators provided multiple responses to this question, indicating a combination of approaches as the most effective method. Therefore, the total number of responses to this question adds to more than 23.)



**Figure 4.2 Methods of Volunteer Recruitment (2007-08)**

- 4.2.6 Sending a letter to parents was the most popular method with all 23 Co-ordinators using this approach in 2007-2008 school year. This method was also considered by most (19) Co-ordinators to be the most effective method of recruitment. The next most used approach was national leaflets (14 Co-ordinators used this approach); however, only two Co-ordinators stated this was the most effective method. Further, 19 Co-ordinators reported using a variety of 'other' approaches to recruiting volunteers, including:
- assistance from headteachers and class teachers (5 Co-ordinators used this approach);
  - displays and presentations at schools, and at local fairs/fetes and shows; attending parents evenings (5 Co-ordinators used this approach);

- word of mouth (4 Co-ordinators used this approach); and
  - using the school magazine or newsletter (2 Co-ordinators used this approach).
- 4.2.7 'Other' approaches mentioned by individual Co-ordinators included advertising on the Local Authority website, using Newsline and other papers, sending letters to school governors, approaching the local Volunteer Bureau's, approaching individuals who assisted in previous years, and using Police Community Support Officers (PCSOs).
- 4.2.8 Despite the various methods used to recruit volunteers, all but two Co-ordinators reported that it was particularly difficult to recruit volunteers at some schools in their scheme during 2007-08. The main difficulties included:
- parents being employed full time or having other children to look after/other commitments (11 Co-ordinators mentioned this);
  - a lack of support for the school in general (7 Co-ordinators mentioned this);
  - a lack of parental interest in the Kerbcraft scheme (6 Co-ordinators mentioned this); and
  - a lack of support from the school/headteacher/class teacher for the scheme in general or in recruitment (3 Co-ordinators mentioned this).
- 4.2.9 Other difficulties were mentioned by individual Co-ordinators, including CBR checks acting as a deterrent; the length of the scheme, the schools employing the volunteers; in more rural locations the large catchment areas mean parents are not close to the school; and language and cultural problems which have been experienced in "ethnic schools".
- 4.2.10 Almost all Co-ordinators (21 out of 23) have also included schools in their scheme where it was particularly easy to recruit volunteers. The main reasons given by the Co-ordinators include:
- good support from the school, both for the scheme in general and in recruitment (7 Co-ordinators mentioned this);
  - a pre-existing active PTA, and/or an active school community (7 Co-ordinators mentioned this);
  - volunteers staying on from previous years, and easier to recruit new volunteers in schools where Kerbcraft is well established (7 Co-ordinators mentioned this);
  - parents being interested in, and supportive of their child's education and of the Kerbcraft training (5 Co-ordinators mentioned this); and
  - having access to parents with no other work commitments (3 Co-ordinators mentioned this).
- 4.2.11 Only six Co-ordinators reported that they had recruited volunteers from outside the school community. These volunteers included a fireman that lived next to the school and a crossing patrol officer, while the methods for recruitment included word of mouth, the schemes reputation, police liaison meetings, and being known to either the Co-ordinator or other volunteers.

### Volunteer Training

- 4.2.12 Co-ordinators provided a variety of training sessions for their volunteers during the 2007-2008 school year. Most Co-ordinators provided a mix of types of training to volunteers, with one providing group training and a training DVD; another one providing individual sessions and on the job training; three providing group sessions and on the job training; and 11 providing a mix of individual sessions, group sessions and on the job training. Five Co-ordinators provided group sessions only, while two provided on the job training alone.
- 4.2.13 In addition, most Co-ordinators (19 out of 23) have provided their volunteers with the opportunity to practice at the roadside before working with children. Only four reported that they have not provided this chance.
- 4.2.14 Most authorities (17 out of 23) reported that only a few parents expressed an interest but dropped out before the volunteer training session. Out of the remaining authorities, five reported that no parents have done this and one provided no answer. Of the volunteers who were trained, 42 failed to carry out any roadside training with children over the past year. Reasons given for this involved changes in the volunteers' personal circumstances, most notably illness and injury, finding paid employment, and acquiring new family commitments.
- 4.2.15 Slightly more than half (13) of the Co-ordinators reported that a few of their volunteers worked in more than one school, while the remaining 10 stated that none worked in more than one school during 2007-2008.

### Co-ordinators Relationship with Volunteers

- 4.2.16 All Co-ordinators reported having positive relationships with their volunteers, with all but one (22 Co-ordinators) stating this relationship was very positive, and one stating it was fairly positive.

## 4.3 Children Trained

- 4.3.1 In total, 9966 children received some Kerbcraft training across Wales during the 2007-2008 school year. This is an average of 433 children per scheme, with a minimum of 192 children, and a maximum of 869 children receiving training in any individual scheme.
- 4.3.2 Nearly all children (99%) targeted for training in 2007-2008 went on to receive some, only 149 (1%) targeted children across 11 schemes did not receive any training. The main reason was that no parental consent had been received; this was mentioned by 10 of the Co-ordinators. Other reasons mentioned by more than one Co-ordinator included children leaving the school (3 Co-ordinators) and a lack of volunteers (2 Co-ordinators).

### Core Skills

- 4.3.3 Children who receive Kerbcraft training should be taught three core skills:
- Safe Places Training;
  - Parked Cars Training; and
  - Junctions Training.

- 4.3.4 Table 4.2 details the number of children across all 23 schemes who received training in each of the three skills. Details of the number of children that have received some training per Local Authority, as well as a breakdown of children trained in each skill per Local Authority can be found in Appendix A, Table 3.

**Table 4.2 Number of Children Trained (2007-08)**

	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	9891	430	4%	96%	4.4
Parked Cars	9754	424	20%	80%	3.8
Junctions	9756	424	13%	87%	4.2

#### Safe Places Training

- 4.3.5 In total, 9891 children across Wales received some training in Safe Places, with an average of 430 children 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 4.4 sessions, with the majority (96%) of children receiving between four and six training sessions, and only 4% receiving between one and three session.
- 4.3.7 In cases where children had received less than four training sessions in Safe Places, Co-ordinators were asked to provide the most common reasons. The two main reasons given were:
- the children were absent from school, either due to illness or holidays, and were unable to make up the missed lessons (9 Co-ordinators mentioned this); and
  - the children had moved school, either they had left the school before completing the training, or had joined the school but could not fit in enough catch up lessons (7 Co-ordinators mentioned this).

#### Parked Car Training

- 4.3.8 A total of 9754 children across Wales received training in Parked Cars, with an average of 424 children trained per scheme. This is only 1% less than the number of children trained in Safe Places.
- 4.3.9 It is recommended that children receive four training sessions in Parked Cars, however the average number of sessions provided across the 23 schemes was only 3.8. Overall, 80% of

children received between four and six sessions, while 20% received one to three sessions in Parked Cars during the 2007-2008 school year.

4.3.10 The main reasons provided for children receiving less than the recommended number of training sessions included:

- the children were absent from school, either due to illness or holidays, and were unable to make up the missed lessons (8 Co-ordinators mentioned this);
- the children had moved/left the school before completing the training (7 Co-ordinators mentioned this);
- three sessions were enough for the children to learn the skill (4 Co-ordinators mentioned this);
- although three dedicated sessions were provided, the remaining training was worked into other sessions (3 Co-ordinators mentioned this); and
- a lack of volunteers, or volunteer absence (3 Co-ordinators mentioned this).

### Junctions Training

4.3.11 In total, 9756 children throughout Wales received some training in Junctions, with an average of 424 children trained in this skill per scheme. This is only 1% fewer than those that received Safe Places training, while two additional children received training in Junctions that Parked Cars.

4.3.12 The recommended number of Junctions training sessions is four to six, and on average, 4.2 training sessions were provided across the 23 schemes. Overall, 87% of children received between four and six sessions, while 13% received one to three sessions during the 2007-08 school year.

4.3.13 The main reasons for children receiving less than the recommended number of training sessions were:

- the children were absent from school, either due to illness or holidays, and were unable to make up the missed lessons (10 Co-ordinators mentioned this);
- the children had moved/left the school before completing the training (10 Co-ordinators mentioned this);
- a lack of sites or other problems with the location of the schools (2 Co-ordinators mentioned this); and
- three sessions were enough and/or the remaining training was worked into other sessions (2 Co-ordinators mentioned this).

### Adult/Child Training Ratios

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

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

- 4.3.15 Most Co-ordinators (19 out of 23) stated that they had kept to the recommended ratios during the 2007-2008 school year. Of the four Co-ordinators that did not keep to these ratios, two had implemented a 1:2 adult/child ratio across all three skills, while the other two implemented a 1:3 ratio across all three skills.
- 4.3.16 Those Co-ordinators that implemented a 1:3 ratio across all skills explained that they try as far as possible to use the recommended ratio for Parked Cars, but would use the 1:3 ratio where there is a shortage of volunteers. One also mentioned that they would always use the recommended 1:2 ratio where a child has behavioural issues.
- 4.3.17 One Co-ordinator who implemented the 1:2 training ratio for all skills explained that they used the recommended ratios in most schools, but the restricted pavement width at one school forced a 1:2 ratio. The other Co-ordinator explained:

*"We decided for safety reasons to reduce the prescribed ratio by limiting the number of children to each adult to enable them to hold an adult hand at all times. This regime is part of the basic Kerbcraft training. Volunteers prefer this too. Training is often reduced even further to 1:1 when working with children with special needs or behavioural difficulties or where space is limited e.g. narrow pavements."*

#### 4.4 Impacts of Kerbcraft Training

- 4.4.1 Evidence of children's progress in both road safety awareness and their general confidence has been reported in the impact sheets, which are completed by Co-ordinators, teachers and volunteers to record any positive effects of training on individual children. The main benefits of the Kerbcraft training are detailed in Tables 4.3 and 4.4.

**Table 4.3 Elements of Kerbcraft Considered to be Beneficial**

<b>Beneficial Elements of Kerbcraft</b>	
Child has benefited from close supervision/a small group	12
Child enjoys Kerbcraft/getting out of the classroom/practical nature	5
Child's looking and listening skills have improved	4
Child understands road safety	4
Improvements in behaviour	3
Child has become much more confident	3
Improvement in communication skills	3
Interacting with other pupils has helped the child	2
Child was able to see she did not have all the answers	1

**Table 4.4 Wider Benefits of Kerbcraft**

<b>Wider Benefits of Kerbcraft</b>	
Child has grown in confidence	15
Kerbcraft has helped develop road safety skills	10
Increased ability to listen and follow instructions	10
Had a positive impact on concentration	5
Communication and interaction improved	4
Child's behaviour has improved	2
Child's classwork has improved	1
Beneficial to development of child's language skills	1

- 4.4.2 Examples of quotes from the impact sheets demonstrating children's progress in roadside behaviour include:

*"When we take the children out into the community on walks (eg: for Geography, Library Visits etc) the children's increased awareness of road safety is very apparent."* (Head Teacher).

*"They become more interested in road safety as they interact with volunteers and gain knowledge."* (Kerbcraft Trainer).

*"Kate understands the importance of road safety and knows when it is safe to cross and uses a safe place to cross."* (Kerbcraft Trainer).

*"This child has learnt to focus his attention when crossing a road."* (Class Teacher).

*"He became more aware of the need to consider his actions and his own safety."* (Senior Teacher).

*"Child X has now become more attentive and aware of safety issues...in...the local environment."* (Class Teacher).

*"By the end Ryan was pulling my arm back when we got by a drive... He then told me that I should have stopped, so he was listening to all that we had talked about."* (Kerbcraft Trainer).

- 4.4.3 The impact sheets show additional progress in other areas, especially communication and confidence.

*"The above training has helped this little boy become more confident in making his own choices and expressing them, rather than following others."* (Class Teacher).

*"She has become much more confident within and around the classroom. She enthusiastically carries messages to other adults in the school, making and maintaining friends, having become more sociable and able to interact with others."* (Class Teacher).

*"He became more self confident and more self aware as a result. He was happy to talk to the class about his experiences." (Class Teacher).*

*"This pupil was forced to give her opinion and over the course she became much more confident to do this without so much prompting." (Coordinator).*

*"Praise for success raises self esteem." (Head Teacher).*

4.4.4 Improvements in pupil's concentration levels were also noted.

*"The children have to listen, follow instructions, concentrate and are encouraged to express themselves – all vital skills." (Head Teacher).*

*"Child X has steadily begun to listen and take on board the view points of others." (Class Teacher).*

*"I noticed a vast improvement in listening and concentration as the weeks progressed." (Class Teacher).*

*"He follows instructions and is also able to give instructions." (Class Teacher).*

4.4.5 Some commented that the children, particularly those with special needs, also benefited from Kerbcraft's close supervision and group-work.

*"Child X has greatly benefited from the ratio of helpers to support him to stay on task and think calmly." (Class Teacher).*

*"has benefited from 2:1 interaction. It has helped him to focus more." (Coordinator).*

*"The high pupil-adult ratio makes a significant impact on the children." (Head Teacher).*

*"He has enjoyed being part of small groups and has enjoyed being with different adults." (Class Teacher).*

*"She has greatly benefited from the genuine warmth and encouragement of the Kerbcraft staff." (Class Teacher).*

4.4.6 It was also noted that the children particularly enjoyed learning outside the classroom, and benefited greatly from Kerbcraft's practical nature.

*"Unlike in the classroom, he strives to achieve with Kerbcraft as it's a hands-on learning experience that he enjoys doing." (Coordinator).*

*"Education outside the classroom provides a meaningful experience – with a real life situation to talk about." (Class Teacher).*

*"He has enjoyed working in the outside classroom." (Class Teacher).*

*"[The most significant impact of the training was] being in the environment and seeing for themselves rather than being told in a classroom." (Class Teacher).*

*"He has benefited from... working through problems in a different environment from the classroom." (Class Teacher).*

*"interacts better with children she has trained alongside whilst out on the roadside." (Coordinator).*

- 4.4.7 Improvements in behaviour were also noted; however it is difficult to know whether this was as a direct result of Kerbcraft, or due to other factors:

*"A great improvement has been seen in the children's behaviour and in their listening skills during out of school activities." (Head Teacher).*

*"This child was not willing to listen and follow instructions during the initial Kerbcraft sessions... by the end of the Kerbcraft project he was calmer and responded well when pedestrian skills were taught to him." (Class Teacher).*

*"He has listened carefully, remembered instructions and followed commands sensibly. This has also continued in the class." (Class Teacher).*

*"His concentration level and patience has improved... his teacher says that he is more relaxed and has more patience in the classroom as well." (Coordinator).*

# 5 Summary, Conclusions and Recommendations

## 5.1 Overview

5.1.1 This is the fourth consecutive year in which the Welsh Assembly Government has commissioned MVA Consultancy to monitor the Kerbcraft schemes which are operating throughout the country. This report shows a similar picture to previous years, with the schemes continuing to expand and involve more children and more schools. As in previous years, the schemes are continuing to operate well throughout the country, with motivated Co-ordinators, enthusiastic Road Safety Officers and a large numbers of volunteers being involved. The growing number of participating schools is, however, putting pressure on some Co-ordinators. Nevertheless, those who have managed to overcome these challenges spoke very positively about their experiences.

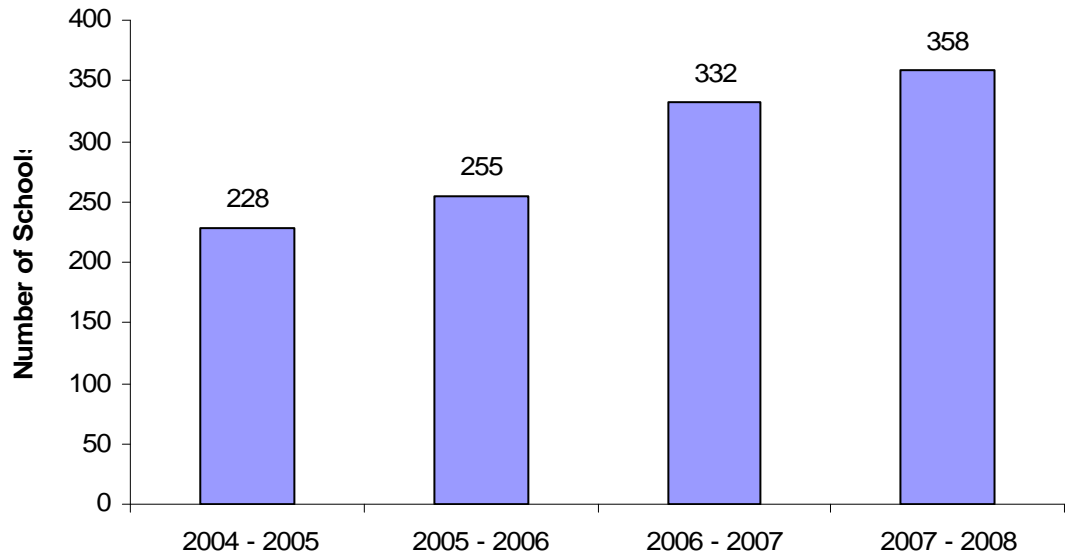
## 5.2 Numbers Trained

5.2.1 In the 2007 to 2008 school year:

- Kerbcraft training has taken place in 358 schools;
- 9966 children have received training; and
- 904 volunteers have been involved.

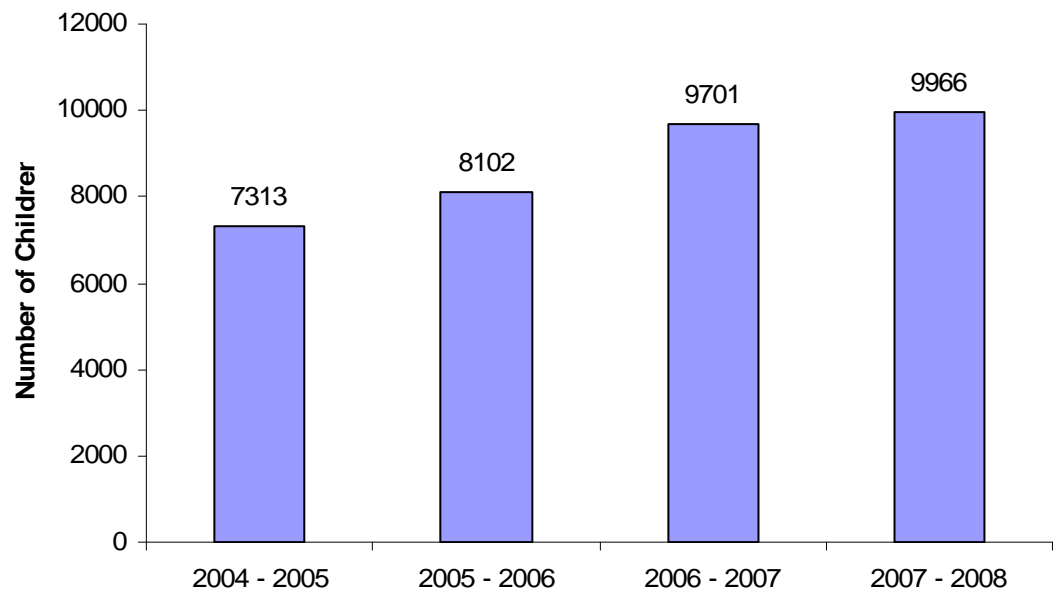
5.2.2 Figure 5.1 displays the total number of schools involved between 2004 and 2008. There has been a 57% increase over this time period, from 228 schools in the 2004-2005 school year, to 358 schools in the 2007-2008 school year.

5.2.3 There has also been a significant increase in the number of Welsh Medium schools receiving training across the four years, from 41 in 2005 to 76 in 2008. The number involved was, however, slightly higher last year than this, when the Kerbcraft schemes operated in 79 Welsh Medium schools.



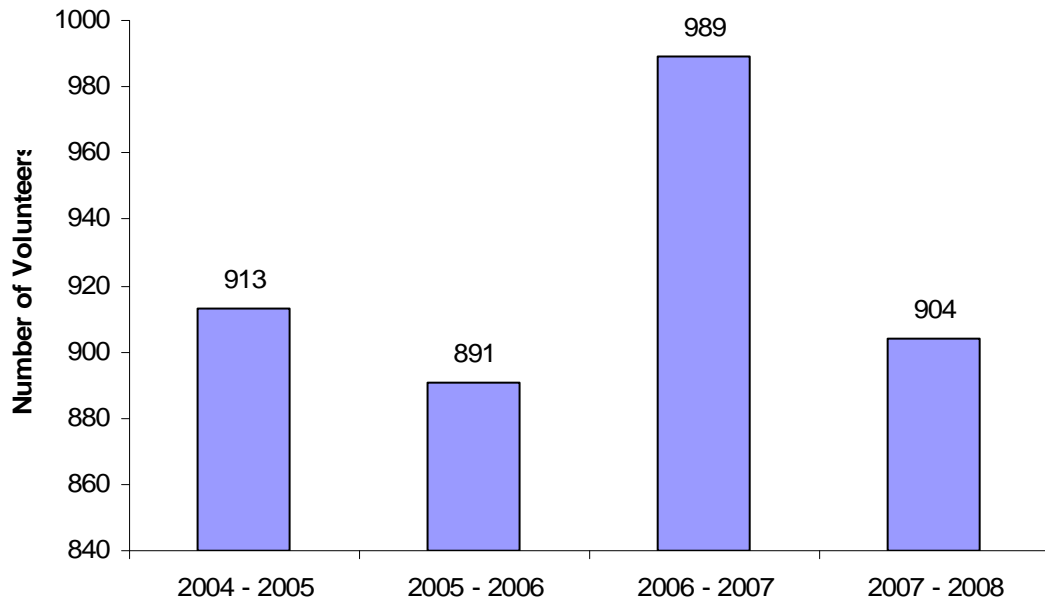
**Figure 5.1 Number of Schools Involved**

5.2.4 Figure 5.2 shows that between 2004-2005 and 2007-2008, there has been a 36% increase in the number of children trained per year. 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 5.2 Number of Children Trained**

- 5.2.5 Figure 5.3 shows that the number of volunteers trained in the 2007-2008 school year has suffered the largest decline since the Kerbcraft schemes began. There has been a 9% drop in volunteer numbers since last year, which contrasts starkly with the previous year's 11% increase in volunteers.



**Figure 5.3 Numbers of Volunteers Trained per School Year**

### 5.3 Support for the Scheme

- 5.3.1 This report has highlighted the overwhelming support and positive opinion surrounding Kerbcraft in Wales. Most RSOs and Co-ordinators were extremely happy with their schemes and stated that those involved, parents, teachers, volunteers and children, had been very positive about the outcomes.
- All RSOs were pleased with the Kerbcraft scheme in their area, and none reported being disappointed. In addition, all RSOs considered their Co-ordinator to have exceeded or matched their expectations.
  - All Co-ordinators were pleased with the Kerbcraft scheme in their area, with 18 reporting to be very pleased. All Co-ordinators reported that they had positive relationships with the headteachers, teachers and volunteers.
  - Many mentioned that the children had been enthusiastic about their training, and that there had been a visible improvement in their roadside behaviour.

5.3.2 Comparing this year's results to previous years highlights significant developments in the expansion of Kerbcraft, with more schools becoming involved and fewer Co-ordinators concerned with how to expand their scheme.

- Only one RSO cited finding ways and means of expanding the scheme as one of the three most challenging aspects of their role this year, compared to three last year. Similarly, only one Co-ordinator cited this is an issue, stating that they did not have the time or resources to expand the scheme at present.
- There has been a 2% increase in the number of children trained over the past year, and a 36% increase compared with 2005.
- There has been an 8% increase in the number of schools participating in Kerbcraft over the past year, and a 57% increase compared with 2005.

### 5.4 Suggestions and Recommendations

5.4.1 The 2007-2008 monitoring survey has highlighted the issues creating the most difficulties for road safety practitioners delivering Kerbcraft. The following points include a number of suggestions and recommendations that could address these issues.

5.4.2 Many RSOs and Co-ordinators stated that the expansion of the Kerbcraft scheme was proving to be a major challenge. For example, 10 RSOs reported that time management and knowing which schools to prioritise were among the three most challenging aspects of their roles. Six Co-ordinators also mentioned a significant increase in their workload due to the greater number of schools and children involved in Kerbcraft, although several stated they were pleased with the extra benefits this brought to the scheme. In response to this feedback, RSOs and Co-ordinators may benefit from guidance or training on how to overcome these challenges.

5.4.3 Another issue related to the expansion of the Kerbcraft schemes is that of volunteer recruitment. In total, five RSOs listed the recruitment of volunteers as the most challenging aspect of their job, and 13 reported experiencing significant problems due to a lack of volunteers. Meanwhile, 19 Co-ordinators cited 'recruiting, retaining and motivating volunteers' as among their three greatest challenges – an increase on the 15 Co-ordinators who mentioned this in 2007. In response to this, schools in general, and headteachers in particular, should be encouraged to play a more active role in recruiting volunteers, and both headteachers and Kerbcraft Co-ordinators could be given guidance/training on how to do this. In addition, Co-ordinators and RSOs should be encouraged to plan Kerbcraft's expansion to a sustainable level, and to do so at the start of the school year in order to gain more control over their workloads.

5.4.4 Six Co-ordinators would like to see the Kerbcraft website updated more regularly. Several felt that having a Kerbcraft section on the Road Safety Wales Website would make such updates easier and more frequent. Others stated that such a section could help ensure the Kerbcraft information was more relevant for Wales. Still more felt that a Kerbcraft section on the Road Safety Wales Website would be a good way of helping Welsh Kerbcraft organisers to network. Three co-ordinators suggested a Kerbcraft section on the Road Safety Wales Website could help organisers to advertise for volunteers and share recruitment tips.

## 5 Summary, Conclusions and Recommendations

- 5.4.1 Whilst a common concern over the continued funding of the Welsh Kerbcraft scheme beyond March 2009 is still evident, this concern has been expressed less in 2008 than in previous years.

# Appendix A – Tables 1 to 4

**Table 1 Additional Training Courses Provided to Co-ordinators by Local Authority (2007 – 2008)**

<b>Authority</b>	<b>Training Courses Provided</b>
Blaenau Gwent County Borough Council	
Bridgend County Borough Council (1 & 2)	
Caerphilly County Borough Council (1)	First Aid (aimed at children) and Risk Assessment
Caerphilly County Borough Council (2)	First Aid (aimed at children) and Risk Assessment
Cardiff Council	
Carmarthenshire County Council	
City and County of Swansea	Risk Assessment, First Aid, on-job training with neighbouring Local Authorities
Conwy County Borough Council	
Cyngor Gwynedd Council	Media - profiling Road Safety
Cyngor Sir Ceredigion	
Denbighshire County Council	Four day First Aid course, Sign Language Level 2
Flintshire County Council	
Isle of Anglesey	
Merthyr Tydfil County Borough Council	
Monmouthshire County Council	
Neath Port Talbot County Borough Council	Report writing
Newport City Council	
Pembrokeshire County Council	
Powys County Council	Fairness and Dignity at Work, Manual Handling, Equal Opportunity Training
Rhondda Cynon Taf County Borough Council	Microsoft Excel, Coaching Disabled Performers
The Vale of Glamorgan Council	Paediatric First Aid course
Torfaen County Borough Council	
Wrexham County Borough Council	

**Table 2 Number of Volunteers by Local Authority (2007-2008)**

<b>Authority</b>	<b>Volunteers who trained children</b>	<b>Volunteers new to the scheme</b>	<b>Volunteers trained in 07-08</b>
Blaenau Gwent County Borough Council	3	3	0
Bridgend County Borough Council	43	26	43
Caerphilly County Borough Council (1)	66	34	70
Caerphilly County Borough Council (2)	54	28	54
Cardiff Council	43	26	32
Carmarthenshire County Council	45	29	29
City and County of Swansea	30	20	30
Conwy County Borough Council	30	30	30
Cyngor Gwynedd Council	32	31	31
Cyngor Sir Ceredigion	39	19	39
Denbighshire County Council	21	8	21
Flintshire County Council	18	16	23
Isle of Anglesey	22	20	20
Merthyr Tydfil County Borough Council	19	15	15
Monmouthshire County Council	51	46	53
Neath Port Talbot County Borough Council	27	18	0
Newport City Council	18	12	12
Pembrokeshire County Council	39	22	42
Powys County Council	43	35	35
Rhondda Cynon Taf County Borough Council	45	39	47
The Vale of Glamorgan Council	41	17	17
Torfaen County Borough Council	55	36	36
Wrexham County Borough Council	120	44	44
Total	904	574	723
Mean	39.3	25.0	31.4
Minimum	3	3	0
Maximum	120	46	70

**Table 3** Number of Children Trained in Each Skill by Local Authority (2007-2008)

<b>Authority</b>	<b>Total Children Trained</b>	<b>Safe Place Training</b>	<b>Parked Car Training</b>	<b>Junction Training</b>
Blaenau Gwent County Borough Council	257	257	255	253
Bridgend County Borough Council	608	607	608	603
Caerphilly County Borough Council (1)	869	869	864	861
Caerphilly County Borough Council (2)	628	628	621	614
Cardiff Council	439	439	439	439
Carmarthenshire County Council	386	386	315	315
City and County of Swansea	339	339	339	339
Conwy County Borough Council	426	426	426	426
Cyngor Gwynedd Council	383	383	383	383
Cyngor Sir Ceredigion	280	280	280	280
Denbighshire County Council	322	322	322	322
Flintshire County Council	252	247	252	250
Isle of Anglesey	198	198	198	198
Merthyr Tydfil County Borough Council	192	192	192	192
Monmouthshire County Council	584	584	584	584
Neath Port Talbot County Borough Council	509	509	505	497
Newport City Council	271	271	271	271
Pembrokeshire County Council	552	552	552	552
Powys County Council	339	339	331	331
Rhondda Cynon Taf County Borough Council	440	440	440	440
The Vale of Glamorgan Council	540	471	428	462
Torfaen County Borough Council	441	441	438	433
Wrexham County Borough Council	711	711	711	711
<b>Total</b>	<b>9966</b>	<b>9891</b>	<b>9754</b>	<b>9756</b>
<b>Mean</b>	<b>433.3</b>	<b>430.0</b>	<b>424.1</b>	<b>424.2</b>
<b>Minimum</b>	<b>192</b>	<b>192</b>	<b>192</b>	<b>192</b>
<b>Maximum</b>	<b>869</b>	<b>869</b>	<b>864</b>	<b>861</b>

**Table 4 Number of Schools Involved with Kerbcraft by Local Authority (2007-2008)**

<b>Authority</b>	<b>Total Schools</b>	<b>New Schools</b>
Blaenau Gwent County Borough Council	8	0
Bridgend County Borough Council	19	4
Caerphilly County Borough Council (1)	28	10
Caerphilly County Borough Council (2)	20	10
Cardiff Council	13	1
Carmarthenshire County Council	19	5
City and County of Swansea	9	2
Conwy County Borough Council	12	2
Cyngor Gwynedd Council	23	3
Cyngor Sir Ceredigion	13	3
Denbighshire County Council	12	1
Flintshire County Council	11	0
Isle of Anglesey	10	1
Merthyr Tydfil County Borough Council	7	2
Monmouthshire County Council	18	6
Neath Port Talbot County Borough Council	24	0
Newport City Council	8	2
Pembrokeshire County Council	19	4
Powys County Council	17	13
Rhondda Cynon Taf County Borough Council	15	3
The Vale of Glamorgan Council	16	3
Torfaen County Borough Council	15	3
Wrexham County Borough Council	22	3
<b>Total</b>	<b>358</b>	<b>81</b>
<b>Mean</b>	<b>15.6</b>	<b>3.5</b>
<b>Minimum</b>	<b>7</b>	<b>0</b>
<b>Maximum</b>	<b>28</b>	<b>13</b>

# 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, Roads Network Management Division, Transport Wales, 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) Would you find it useful to have a section on the Road Safety Wales Website dedicated to Kerbcraft?

Yes

No

**14b) If yes, what would you like to see included in the Kerbcraft Section?**

**15a) Have you operated any other child pedestrian training schemes (for any age range) in your local area in the last year?**

Yes  No

**15b) If yes, please provide details of the Scheme and the age range targeted.**

**16a) Has your Kerbcraft scheme gone as you expected this year?**

Yes  No

**16b) If no, please say why not?**

**17a) Overall, how do you feel about Kerbcraft in your area over the last year?**

Very pleased

Quite pleased

Neutral

Quite disappointed

Very disappointed

**17b) Please say why you feel this way**

**18a) Based on the performance of your scheme over the last year, do you still feel Kerbcraft is worth doing?**

Yes  No  Undecided

**18b) If no, why not?**

**19a) 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

Other

Please specify 'other'

**21b) Do you have any comments about the challenges you have faced in the last year?**

22) 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)

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

24) Date of completing this  
Questionnaire

**Signed:**

**Date:**

**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, Road Safety Unit, Roads Network Management Division, Transport Wales, 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?  
this

(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

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 interest 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**

**21a) Would you find it useful to have a section on the Road Safety Wales Website dedicated to Kerbcraft?**

Yes  No

**21b) If yes, what would you like to see included in the Kerbcraft Section?**

**22a) Have you been in regular contact with other Welsh Kerbcraft Co-ordinators in the last year?**

Yes  No

**23a) Have you been able to deal with your Kerbcraft workload adequately in the time available to you in the last year?**

Yes  No

**23b) Please use this space to make any comments about your Kerbcraft workload this year**

**24a) Have you conducted any monitoring of your Kerbcraft Scheme in the last year?**

Yes  No

**24b) If yes, please provide details of how you have monitored your scheme**

**25a) Overall, how do you feel about Kerbcraft in your area over the last year?**

Very pleased

Quite pleased

Neutral

Quite disappointed

Very disappointed

**25b) Please say why you feel this way**

26a) What have you enjoyed most about your job in the last year?

26b) What have you enjoyed least about your job in the last year?

27) 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)

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

29) Date of completing this Questionnaire

Signed:

Date:

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, Roads Network Management Division, Transport Wales, 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?

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

8b) 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

Yes

No

the scheme until all 3 skills have been completed?

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

11d) 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:

Date:

Approved by:

Date:



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
<b>Background information</b> <i>Please provide any background information that is relevant or will help to set the context for your observations</i>		
<b>Kerbcraft training</b> <i>Please outline training that the child has received and particular elements of that training that you believe have had a significant impact</i>		
<b>Impact of Kerbcraft</b> <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
<b>Background information</b> <i>Please provide any background information that is relevant or will help to set the context for your observations</i>		
<p><b>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</b></p>		
<b>Kerbcraft training</b> <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><b>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</b></p>		
<b>Impact of Kerbcraft</b> <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><b>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</b></p>		

Signed:  
Role within school:

A. N. Other  
Teaching Assistant

Print name:  
Date:

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