Bikeability Plus Pilot

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- London Borough of Lambeth
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Executive Summary
Executive Summary

This report summarises the findings of the pilot of Bikeability Plus, which took place between January 2015 and July 2015 in 18 areas across England.

What is Bikeability Plus?
Bikeability Plus is a suite of 11 additional modules to complement Bikeability training. It aims to address some of the key barriers to more children cycling more often: a lack of parental awareness and support; a lack of access to a bike (or to a working bike); and an inability to ride. The eleven modules are listed here (fuller descriptions of each are contained in the report):

- Bikeability Balance
- The Bikeability Bus
- Bikeability Fix
- Bikeability Fun-Time
- Bikeability On Show
- Bikeability Parents
- Bikeability Primer
- Bikeability Recycled
- Bikeability Ride
- Bikeability School Award
- Bikeability Transition
The impact of Bikeability Plus

More children cycle to school after the delivery of Bikeability Plus modules than before. Survey data from across the pilot areas showed an increase in children who “normally cycle to school” from 4% to 10%. Results from the pilot in Peterborough and Cambridgeshire showed that children cycling to school at least once per week rose from 5% to 25%.

Bikeability Plus had a positive impact on the take up of Bikeability training in the following ways:

- Early years training is very important for engaging children and parents alike as parents tend to be more engaged with their children’s learning and development at a younger age. In addition, having cycling activities throughout school, starting from an early age, normalises the habit of cycling from a young age.
- It breaks down three key barriers to accessing Bikeability training:
  - It broadens the pool of children who can ride a bike. Bikeability Balance and Bikeability Primer teach trainees how to ride, meaning more children can access Level 1 Bikeability training, as well as addressing the stigma of not being able to ride a bike.
  - Bikeability Recycled provides bikes to children who may not have access to one.
- Bikeability Fix teaches children how to maintain their bikes. This means bikes are in better condition when children arrive for Bikeability training (reducing valuable training time spent fixing bikes) as well as making children more independent as they can fix their own bike at home, or if they have a problem on a ride.
- Through breaking down these barriers, Bikeability Plus enables Bikeability to become more inclusive.
- Bikeability Plus enables participants to consolidate what they have learnt in Bikeability training; Bikeability Ride gets them out on the road putting their new skills into practice.
- Bikeability Plus appears to have a positive effect on parental permission to ride, which can be a principal barrier to cycling after Bikeability training. Survey results indicate a rise from 31% before to 37% after the pilot of children who are allowed to cycle without an adult supervising them.
- Several wider benefits of Bikeability Plus emerged from the pilot:
  - It improves the variety and excitement of being a cycling instructor, thereby improving instructor retention;
  - It can meet wider goals for Local Authorities, such as physical and mental health aims;
  - It demonstrates the value of integrating cycling into the curriculum, and using it as an educational tool.

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Individual modules
The most popular modules across the whole pilot were Bikeability Balance, Bikeability Ride and Bikeability Primer as they all met a clear demand and were quite simple to deliver. Bikeability Fix, Bikeability Fun-Time, Bikeability Recycled, Bikeability School Award and Bikeability Transition all met with success in some areas, although other schemes encountered difficulties, or altered the delivery of the modules. The Bikeability Bus, Bikeability Parents and Bikeability On Show were the most challenging as they required significant parental commitment.

Key lessons learnt for delivering Bikeability Plus
The following key lessons can be taken away from the pilot:

• Package up modules: Many schemes found that it was useful to deliver modules as a package to schools – including in some cases Level 1, 2 or 3 training. Examples of packages used were Bikeability Fix prior to Level 2 and Bikeability Balance and Bikeability Primer before Level 1.
• Timetable delivery over the full school year: It is important to plan delivery across the entire school year as some modules are naturally delivered before Bikeability training (e.g. Bikeability Fix) while others are better after Bikeability training (such as Bikeability Ride). Schemes also said that they schedule some activities up to a year in advance.
• Flexibility is important: Local areas and schools can be very different from each other and what works well in one place may not necessarily work well elsewhere. For schemes to be able to respond to local circumstances there is a need to retain some flexibility over delivery arrangements that exist within module descriptions.

• Link to Bikeability is important: Most schemes agreed that calling this initiative Bikeability Plus was important because parents and schools already trust Bikeability’s reputation and Bikeability Plus further develops and strengthens the Bikeability brand.
• Don’t focus on parents to get them involved in Bikeability: Many schemes find that parents of younger children are more willing to come into school for activities when they are in the early years of primary school. By introducing activities much earlier on in a child’s school career (e.g. through Bikeability Balance), Bikeability Plus has the potential to get parents much more involved in Bikeability in a much less daunting, natural way.
• Link Bikeability Plus modules directly to other pupil outcomes: There are opportunities to link Bikeability Plus to wider outcomes, for example, motor skills development in Bikeability Balance or route planning in Bikeability Transition.

Recommended way forward
The following points should guide the next steps for Bikeability Plus:

• All modules have value: Despite challenges delivering some modules, pilot schemes felt that every module had value and should therefore be retained.
• Package up modules: The pilot showed that certain modules work best when offered in conjunction with others. Therefore schemes should be encouraged to group modules together when offering to schools.
• Proposal-based funding: The pilot was funded on a cost per head basis, but Bikeability Plus could work better funded on a proposal basis. This would allow providers to make best use of synergies between the modules and with existing local projects and initiatives.
## Introduction

- What is Bikeability Plus?
- Purpose of this report
- The Bikeability Plus pilot
- Choice of pilot areas
- The scale of the pilot
- Monitoring method
- Structure of this report
What is Bikeability Plus?

Bikeability Plus is an initiative consisting of 11 modules for Bikeability providers to deliver in order to ensure that children and families are given the opportunities, skills, support and guidance that they need to make cycling part of their everyday life. The modules, which have been developed in consultation with the industry, are intended to complement and support Bikeability training (Levels 1, 2 and 3).

In particular, they are intended to address some of the key barriers to more children cycling more often such as: lack of parental awareness and support; lack of access to a bike; lack of access to a working bike; inability to ride etc. Bikeability Plus is intended to complement the core Bikeability training, which is aimed at improving the cycling skills and confidence of trainees who can already ride.
A brief description of the 11 modules:

**Bikeability Balance** A series of school based sessions that aims to prepare children in Reception and Year 1 with the skills needed to take part in Bikeability Level 1, by using games and balance bikes to develop their handling and awareness.

**The Bikeability Bus** A group ride to school for children, parents and school staff. Starting from a local focal point, such as a park or hall, the Bus may “pick up” riders along the way at prearranged “stops”.

**Bikeability Fix** These sessions teach Bikeability trainees how to perform basic maintenance on their bikes and also serve to make sure that bikes are roadworthy when they are brought to training sessions.

**Bikeability Fun-Time** A way for a scheme to provide an event where the local community can have a go at cycling in a fun, family atmosphere. The event is structured, and focussed on ‘trying’ rather than ‘teaching’ or ‘training’. Schemes are able to create an event that reflects their size, the size of their local community and the resources available to them.

**Bikeability On Show** This allows parents and teachers to learn about and witness the skills that children have learnt during training. The most important outcome of this module is that parents and teachers gain a better understanding of course outcomes, and why the outcomes are taught this way.

**Bikeability Parents** This is Bikeability for parents (and teachers), since the principles and skills taught during a Bikeability course apply just as much to adults as they do to children.

**Bikeability Primer** These sessions are for those children or family members who are unable to cycle, including children who are ready to make the move to riding with pedals after Bikeability Balance, older children who are struggling to master the skill, or adults who have never learnt to cycle.

**Bikeability Recycled** This is an initiative to redistribute bikes to those in the community who do not have the resources to buy their own. By providing families with better access to bikes for children, more will take part in Bikeability and make cycling a part of their life.

**Bikeability Ride** A series of led rides along predetermined, low traffic/traffic free routes, designed to boost confidence for a variety of audiences who are new to or returning to cycling in a bid to make cycling part of their routine, such as through commuting or encouraging their children to cycle. The rides will be relatively short and focus on leisurely/pleasant/practical routes; they are not designed for sports riding or training for experienced cyclists.

**Bikeability School Award** This is a ‘super-module’ for Bikeability Plus that incentivises and rewards schools for taking part in Bikeability Plus modules. It can be considered as a ‘wrapper’ module for all the other modules.

**Bikeability Transition** This provides students moving from primary to secondary school with a planned route to cycle to their new school. The module should be delivered shortly before students are about to make the transition from primary to secondary school.
Purpose of this report

This report provides end of project monitoring and feedback on the Bikeability Plus Pilot project and aims to pull together key findings and feedback on the delivery of Bikeability Plus modules including:

• Understanding the impact and effectiveness of the modules themselves;
• Understand how well the module descriptions and other materials support module delivery;
• Use comments and suggestions from pilot areas to refine delivery approaches and associated paperwork.

The information has come from the following sources:

• Telephone interviews with the schemes delivering the modules;
• Telephone interviews and some face to face conversations with schools in which the modules were delivered;
• Monitoring information provided by schemes;
• Written responses from schemes on: module paperwork and supporting materials; and the cost of delivery; and
• Information collected via an online survey which was completed by Year 5 and 6 pupils in schools where modules were delivered.

The Bikeability Plus pilot

Over the period January – July 2015 the 11 modules were piloted in 18 areas across England (including 3 boroughs in London) by 18 registered Bikeability schemes, with individual areas each piloting a different combination of modules. The key aims of the pilot were:

• Trial each of the Bikeability Plus modules in at least one area;
• Understand the potential impact and effectiveness of each of the modules;
• Trial different ways of delivering the modules to understand the effectiveness of different approaches;
• Understand the actual costs of delivery and how these compare with the guidelines set out at the start of the pilot;
• Enable the collection of more qualitative information from schemes and schools to allow the modules to be refined.
The areas and schemes piloting the modules, and the modules they delivered, are illustrated below.

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<th>Pilot areas</th>
<th>Organisations delivering</th>
<th>Bikeability Balance</th>
<th>Bikeability Bus</th>
<th>Bikeability Fix</th>
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No. of schemes piloting module

|                           | 15 | 2  | 13 | 9  | 5  | 5  | 11 | 5  | 10 | 4  | 3  |

* This table shows the modules that schemes actually delivered – some schemes had initially planned to deliver a wider range of modules but not all were delivered in practice.

** The London pilot was funded by TfL rather than directly by the DfT, but ran over similar timescales and so is included in this report for completeness.
Choice of pilot areas

The pilots were originally divided into two groups: those with experience of delivering Bikeability Plus-type initiatives already (and several of these schemes had contributed to the definition of the modules by attending a workshop); and those with no such prior experience. The latter group would be more representative of typical Bikeability schemes and would help to prove whether or not it was feasible for a provider which had only previously delivered ‘core’ Bikeability could take the Bikeability Plus modules ‘off the shelf’ and deliver them. The former, ‘experienced’ group started slightly ahead, with a view to refining the modules. However, the timescales for both pilots were very tight and in the event there was no time to refine the modules in between.

The scale of the pilot

The table below sets out the number of participants (number of schools for the School Award module) that the modules were delivered to in order to illustrate the scale of the pilot. In all, Bikeability Plus modules were delivered to almost 16,000 participants.

Monitoring method

Monitoring was undertaken using the following:

- The numbers participating in each module – these were required from grant recipients as part of their grant payment claim;
- Module specific monitoring as set out in each of the module descriptions, such as the number of trainees learning to ride following a Bikeability Primer course;
- An online survey asking about cycling to school, attitudes towards cycling and self-assessment of cycling skills and confidence, undertaken by Year 5 and 6 pupils in schools where Bikeability Plus delivery was undertaken. The baseline survey was undertaken before delivery started, where possible, although some schemes had already started delivering Bikeability Plus when the baseline survey was undertaken. The follow up survey was undertaken after delivery had been completed. Baseline surveys were generally undertaken in April/May 2015 while the follow up surveys were undertaken in July 2015.
Table 1.2
Delivery numbers for each module by area – no. of participants

<table>
<thead>
<tr>
<th>Pilot areas</th>
<th>Bikeability Balance</th>
<th>The Bikeability Bus</th>
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<td>Merseyside</td>
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<td>22</td>
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<tr>
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<td>120</td>
<td>46</td>
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<td>Wokingham</td>
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<td>663</td>
<td></td>
<td>72</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>3,892</td>
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<td>1,294</td>
<td>6,467</td>
<td>451</td>
<td>88</td>
<td>1,444</td>
<td>853</td>
<td>1,234</td>
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</tbody>
</table>
Structure of this report

The remainder of this report is structured as follows:

- **Chapter 2** highlights the impacts of Bikeability Plus – for example on cycling to school rates, the impact on take up and effectiveness of Bikeability Levels 1, 2 and 3, increased awareness of the Bikeability brand and on establishing longer term sustainable travel habits etc.;
- **Chapter 3** sets out the costs of delivery, compares actual costs with the cost guidelines set for the pilot, and sets out likely future costs for delivering individual modules;
- **Chapter 4** sets out some information on Monitoring the impacts of Bikeability Plus;
- **Chapter 5** highlights the key lessons learned from the delivery undertaken;
- **Chapter 6** sets out what the implications are for Bikeability Quality Assurance; and
- **Chapter 7** sets out a recommended way forward from the pilot.
2 The impact of Bikeability Plus

- Impact on cycling to school
- Impact on take up and effectiveness of Bikeability Levels 1, 2 and 3
- Increased awareness of the Bikeability brand
- Impact on establishing longer term sustainable travel habits
- Popularity of individual modules
- Effectiveness of individual modules
- The wider value of Bikeability Plus
- Feedback from schools, parents and trainees
- Case studies
Impact on cycling to school

The online survey undertaken found that nationally across the pilot areas, 4% of Year 5 and 6 pupils surveyed cycled to school before the pilot began. This proportion rose to 10% after the pilot. Figure 2.1 also indicates that there was a reduction in the number of pupils who were previously driven to school over this same period.

Based on a before and after survey, the number of children cycling to school in schools where Bikeability Plus has been delivered has increased from 4% to 10%

Figure 2.1
Question: How do you normally travel to school?

<table>
<thead>
<tr>
<th>Mode of Travel</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk all the way</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>Scoot or skate</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Car or van</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus or train</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Cycle</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Base: 828 pupils before, 806 after

Please note that figures have been rounded upwards and so percentages may total more than 100%
In Cambridgeshire and Peterborough in schools where Bikeability Balance, Bikeability Fix, Bikeability Fun-Time, Bikeability Primer and Bikeability School Award were delivered, weekly hands-up surveys were also conducted which showed a substantial increase in the number of children cycling to school in these pilot schools.

In Peterborough, schools were chosen on the basis on having no other previous cycling intervention, a history of positive relationship with Bikeability, and a willingness to buy into the programme’s main aims. The individual schools therefore started from a very different base to each other in terms of cycling to school.

In Peterborough, there was a 263% increase in pupils who cycle to school at least once a week in the schools where Bikeability Plus modules were delivered. The number of children cycling to school increased from 75 in the baseline week, to 291 in week 6 (out of a cohort of 995).

**Figure 2.2**
Changes in % pupils cycling to school at least once a week in the Peterborough pilot

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Base: 995 pupils across the five schools
In Cambridgeshire, 7% of children cycled to school at least once per week in the first week of the survey (before any modules had been delivered). The following week, this average had risen to 16%, and it continued to rise to a peak of 25% in the final week (see Figure 2.3).

The scheme manager attributed the majority of this rise in cycling to school to the success of the Fun-Time event that was staged in Week 1 of both pilots. Children and parents alike came along, tried out normal and unusual bikes, and generally had fun with bikes. The effect of simply getting people excited and having fun should not be underestimated in its power to get people (particularly children) cycling more often. Southend provided similar feedback, citing the effectiveness of Bikeability Fun-Time in getting people enthused and interested in cycling. There is therefore an apparent link between the delivery of Bikeability Fun-Time and boosting cycling, but nothing to evidence a causal link.

It is interesting to note that there was a bigger uplift in cycling to school in Peterborough (in an urban area) than in Cambridgeshire (rural area, and starting from a higher baseline).

Figure 2.3
Changes in % pupils cycling to school at least once a week in the Cambridgeshire pilot
Impact on take up and effectiveness of Bikeability Levels 1, 2 and 3

Sending children out on the road as part of Level 2 training can be very daunting for parents – Bikeability Plus provides a much gentler introduction to Bikeability

Many of the scheme managers involved in delivering the pilot felt that Bikeability Plus would have a positive impact on the take up of Bikeability training for a number of reasons.

The importance of early years training for children and parents

Early years cycle training (provided by Bikeability Balance and Bikeability Primer) provides a much gentler introduction to Bikeability for parents rather than starting straight away sending children out on the road at Level 2. This can be very daunting for some parents and can lead to them not giving permission for their children to participate in Level 2.

Many schemes said that engaging younger children has two key benefits. Firstly, Southend, Lincolnshire, Peterborough and Cambridgeshire all reported that it instils and normalises the habit of cycling from a young age. Secondly, many of the schemes find that parents are more engaged with their children’s learning and development in the early years, therefore it is easier to get parents involved in cycling with their children in association with these early years activities.

Cycle training throughout a child’s school career

Birmingham, Cheshire East, the London boroughs, Southend, Staffordshire and Wokingham all suggested that having some kind of cycle training or cycling activity in each or most years of a child’s education is a much better way to bring about higher levels of cycling.

The three levels of Bikeability itself were designed to be delivered progressively over time. The addition of Bikeability Plus modules introduces the possibility of year-on-year progression. This is something which has been developed independently by Southend Borough Council which has been running Bikeability Plus-style modules now for several years. Feedback from Wokingham described this approach as a ‘pathway’ through school. The demand already exists from younger children as many schools already get requests for cycle training from children who are not yet at the age when Level 1 is delivered. The progressive learning approach characterised by Bikeability and Bikeability Plus is consistent with the approach to delivery of aspects of the curriculum which get progressively harder as each school year passes.
Case study 1

Bikeability Primer
Peterborough

What happened
Tahlia in Year 1 at Castor School joined a Bikeability Primer session in the hope of learning to ride without stabilisers. To begin with Tahlia struggled to maintain balance whilst pushing herself along, so she spent time practising this skill.

Tahlia didn’t find this easy but has a determined attitude and by the end of the session she managed to push and glide the whole length of the playground.

Achievements
The following week Tahlia came back for a 2nd session and the result was amazing as she managed to ride with control unaided. Her proud Mum was so impressed to see her riding around the playground. Tahlia now rides to school every week.
Breaking down key barriers to participating in Bikeability Levels 1, 2 and 3

Bikeability Plus removes or reduces some of the key barriers that reduce the pool of children who can participate in Bikeability training:

- Not being able to ride a bike (Bikeability Balance / Bikeability Primer);
- Not owning a bike (Bikeability Recycled);
- Having a bike in poor repair (Bikeability Fix).

“There are many children in the older primary year groups who cannot ride a bike” – Salisbury School in Plymouth reported that there were 18 non-riders in Year 4 (when Bikeability Level 1 has been delivered this year) and 13 non-riders in Year 6 (when Bikeability Level 1 and 2 is usually delivered).

Ability to ride

Schemes in all of the pilot areas reported a large proportion of children who cannot ride a bike and who therefore miss out on Bikeability training in Year 5/6. Children who cannot ride are reluctant to put themselves forward for Bikeability training because of the perceived stigma attached to not being able to ride and therefore this skills gap is not addressed.

In Plymouth there were high numbers of non-riders in Years 4 and 6 in the school that participated in Bikeability Balance (and the more general experience of the scheme is that there are many children in the older primary year groups who cannot ride a bike, especially in areas which are more deprived where not all children have bikes). Salisbury School reported that there were 18 non-riders in Year 4 (when Bikeability Level 1 has been delivered this year) and 13 non riders in Year 6 (when Bikeability Level 1 and 2 is usually delivered). These high numbers of non-riders means that trainees are not able to get the most out of the Level 1 and 2 training that is being delivered because time is spent developing their basic riding skills first. For example, although trainees’ skills developed as a result of the training, not all progressed to the on-road part of the training. The school strongly believed that more children would have made more progress had they started the training with better basic riding skills. As part of the pilot Bikeability Balance was delivered to all children in Year 1 in this school and all were riding a pedal cycle by the end of the week.
Similarly, the headteacher from St Benedict’s Primary School in Leeds reported that some children in the school haven’t always been able to access Level 2 fully as they have not been able to ride a bike (they know that parents find it difficult to teach their children to ride). Bikeability Plus modules such as Bikeability Balance and Bikeability Primer now fill this gap, enabling them to learn to ride at an age where they have less fear and where there are fewer barriers to learning.

Bikeability Balance and Bikeability Primer sessions...are effective in widening the pool of children who are ‘Level 1 ready’

In Cambridgeshire and Bristol too it was considered that Bikeability Balance and Bikeability Primer sessions would be effective in widening the pool of children who are ‘Level 1 ready’ as they ensure that children start learning to cycle from an early age and provide a very supportive environment for less confident learners.

Feedback from Southend and Cambridgeshire on the Bikeability Fun-Time events was that their value was they provided exposure and the opportunity to try things out in a more informal, fun context. The scheme manager of the pilot in Cambridgeshire offered an anecdote about a child who turned up to a Bikeability Fun-Time event not being able to ride a bicycle. The child tried out a balance bike, took it for a few circuits and came back and requested a pedal cycle. By the end of the day, he could ride a bicycle (to his parents’ surprise!).

“Some children haven’t always been able to access Level 2 fully as they have not been able to ride a bike” Headteacher at St Benedict’s Primary School, Leeds

Access to a bike / a working bike

Many schemes believe that Bikeability Plus modules could be effective in addressing a key barrier to cycling which is access to a working bicycle, especially in the more deprived areas where not all children have access to a bike at all. Bikeability Recycled can address the barrier of no access to a bike because of cost reasons by recycling working bicycles back into the community in an affordable way. Bikeability Fix can address the barrier of bikes that are poorly maintained or unusable by helping children and parents to return them to working order.

Plymouth and Bristol both reported high levels of interest in Bikeability Recycled. In Plymouth, Bikeability Recycled worked really well, with all 86 bikes that had been recycled finding a new home via two Bikeability Recycled events. The bikes were generated by the project and a local recycling organisation brought them back into working order. In Bristol a joint Bikeability Fun-Time and Bikeability Recycled event was held at Henleaze Infants and Juniors Schools in March. The bike exchange available at the
event offered bikes for sale at low prices and bikes to swap for a £5 fee (to go towards the costs of the recycling service). 14 bikes were swapped and one bike was bought during the event.

In Lincolnshire, despite having a large number of bikes donated for recycling, it was initially impossible to find families to take the recycled bikes, despite lots of promotion through schools. Cheshire East also found that some families were perhaps ‘too proud’ to take donated bikes and didn’t want to be classified as being in need (a suggestion from another scheme was to charge a small fee instead of providing the bike for free). This highlights that schemes need to plan the delivery of Bikeability Recycled carefully. In Lincolnshire the potential solution is to recycle bikes through the authority’s Fostering and Adoption service, providing bikes to children who have been fostered or adopted.

**Making Bikeability more inclusive**

There were some indications that Bikeability Plus enables Bikeability to be more inclusive.

The delivery of Bikeability Plus in SEN schools in Birmingham highlighted that children and young people who were only able to participate in Level 1 were very capable and adept at Bikeability Fix. This illustrated that Bikeability Plus is able to ensure a greater participation in Bikeability generally by those whose participation in Bikeability training itself may be limited.

**Many cultural groups – for example Muslim girls – do not have a tradition of learning to ride a bike**

Many cultural groups, e.g. Muslim girls in Birmingham, do not have a tradition of learning to ride a bike at home, and they therefore may not take up offers of Bikeability training when available in school. The proactive delivery of Bikeability Primer beforehand to these pupils enables the development of these core skills and therefore can potentially have a significant impact on their demand for subsequent Bikeability training.

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Bikeability Fix was delivered to pupils at a SEN school who were only able to undertake Bikeability Level 1 – who proved to extremely adept, and very enthusiastic, at Bikeability Fix.
Similar feedback from the Manchester pilot showed that Bikeability Plus can improve social inclusion as it can engage harder-to-reach groups. By breaking down common barriers to cycling such as not owning a bike or having a poorly-maintained bike, modules such as Bikeability Fix, Bikeability Primer and Bikeability Recycled reduce the number of pupils who may otherwise be prevented from participating in Bikeability training.

In other areas with existing high take up of Bikeability Levels 1 and 2 (such as Wokingham and Lincolnshire), the likely impact on take up of Bikeability was considered to be less significant. However, in these areas and others, there are still likely to be significant impacts on the actual effectiveness of the Bikeability training that is being delivered. This is because particularly for Level 2 (or a Level 1&2 combined course) the amount of time spent on the playground can be reduced, allowing more time to spent on road doing Level 2 proper, because fewer trainees will need remedial help (which can hold up the rest of the group). This was reported in several areas including Leeds, Plymouth and Lincolnshire. In addition, as observed in Wokingham, it can reduce the time needed to fix bikes at the start of Bikeability training by ensuring that more bikes are in working order from the outset.
Consolidating and practising what trainees learn in Level 2

Feedback from schemes including Birmingham, Merseyside and Manchester highlighted the importance of pupils being able to practise (i.e. through Bikeability Ride) what they’ve learnt following Level 2, as some trainees come back for Level 3 and have forgotten what they’ve learnt through a lack of practice.

The online survey of participants showed that pupils in schools where Bikeability Plus had been delivered were more confident about cycling on local roads with traffic after the Bikeability Plus pilot than beforehand. Figure 2.4: shows that there was a six percentage point increase in pupils from these schools who say they are very confident.

**Figure 2.4**
Question: How confident do you feel about riding on local roads with traffic? (pick one answer)

<table>
<thead>
<tr>
<th>Level of Confidence</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very confident</td>
<td>33%</td>
<td>39%</td>
</tr>
<tr>
<td>Quite confident</td>
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<tr>
<td>Not very confident</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Not at all confident</td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Base: 772 pupils before, 776 after

Please note that figures have been rounded upwards and so percentages may total more than 100%.
Reducing time spent fixing bikes
Previous experience in Southend is that a lot of time is lost at the beginning of Level 2 courses fixing trainees’ bikes. In Wokingham, the feedback from instructors was that where Bikeability Fix had been delivered prior to Level 2 training, trainees’ bikes were in a better condition at the start of the Level 2 training. This means that more of the course time can be devoted to actually developing Level 2 skills – which means a greater portion of the funding for Level 2 is being spent on the activities for which it was intended.

Increased awareness of the Bikeability brand
The schemes involved in the pilot believed that having more activities under the ‘Bikeability’ banner strengthens the brand, makes it more visible and gives people more positive associations with it. It also enables delivery of Bikeability in each primary school year from Reception to Year 6 and in doing so offers Bikeability to new year groups, instead of just one single school year, as is typically the case currently.

In Plymouth too it was considered very valuable to brand these additional modules as Bikeability – schools already understand Bikeability and appreciate the quality brand that it represents and therefore very quickly appreciate the additional/extension of the offer represented by Bikeability Plus. This makes it a relatively easy ‘sell’ to schools.

The majority of schemes felt that the link with ‘Bikeability’ in the programme name was very important. A small number of schemes felt that the addition of ‘Plus’ was not necessary and that the programme could just be included under the umbrella of Bikeability. However, there is the potential for this to cause some confusion until Bikeability Plus has been rolled out to all schools that get Bikeability. Therefore it is recommended that the name is reconsidered at some point in the future, but only if/when Bikeability Plus has been rolled out to all schools.
Case study 2

Bikeability Fix
Peterborough

What happened
Best friends Destiny and Aasia enjoyed coming along to the Bikeability Fix sessions at Norwood Primary School and both had very good reasons to take part. Aasia has 6 older brothers who all ride bikes but not one of them knows how to replace an inner tube or repair a puncture.

"I’d love to be able to show them how it’s done and prove that girls can fix bikes"

Achievements
Destiny was able to help her Dad fix his flat tyre after coming along to 1 session of Bikeability Fix.

"I’m so glad I could help my Dad, now he can get back on his bike and get fit again"
Impact on establishing longer term sustainable travel habits

The majority of the schemes involved in Bikeability Plus cited the potential positive impact that Bikeability Plus can have on establishing longer term sustainable travel habits.

A key factor in this is being able to engage with children at a much earlier stage than is possible currently with Bikeability training:

• Southend Council, which has been running Bikeability Plus-style modules for several years, aims for cycling to be part of children’s lifestyle as they grow up. They do this by integrating as much as possible into the children’s everyday life and education. Important factors in this are starting young and continuing throughout school, so Bikeability Balance is valuable as well as playing games and learning about how bikes work from an early age, right through to Transition modules for pupils moving on to secondary school. The headteacher at Meadow Primary school in Cambridge also underlined the importance of starting early: “If a child gets to 10 or 11 years’ old and can’t ride, they are much less likely to get into it as the ‘fear factor’ or barrier to cycling seems greater.”

• Similarly in Plymouth, the scheme manager believes that Bikeability Plus can have a much longer term impact on sustainable travel choices. It can ensure that children are riding much earlier than currently, developing a new set of complementary skills, and therefore better able to embed their cycling skills which will stay with them for the rest of their lives. Therefore it has a real role in establishing/determining future sustainable travel choices.

“If a child gets to 10 or 11 years’ old and can’t ride, they are much less likely to get into it as the ‘fear factor’ or barrier to cycling seems greater” Headteacher at Meadow Primary school in Cambridgeshire
Parental permission
Many schemes said that children already enjoy, and learn a lot, from Bikeability Levels 1, 2 and 3 – and they finish the session wanting to ride their bike more often and to school. However, getting a parent’s permission to ride can often be a big barrier to continued cycling.

Bikeability Plus appears to increase parental engagement with and awareness of Bikeability. Feedback from Southend referred to ‘pester power’ from children, meaning the power of children being excited and interested in cycling, which then filters up to their parents. The cycling champion at Our Lady of Lourdes school in Southend, said that they had seen whole families go out and buy bikes as a result of the children getting enthused by Bikeability Plus-style activities.

Similarly, in Bristol the Bikeability Fun-Time event at Henleaze School (which was attended by around 250 people for an hour after school in mid-March) provided an opportunity for instructors to talk to parents about family and adult Bikeability training. Having local instructors who knew the local area and also knew many of the children in the school, worked really well as they were able to talk about family training they had already done with local families in the area. It was a good opportunity to promote all three levels of Bikeability training and make parents aware of what can be offered to which age groups: this is especially helpful so they are aware that level 3 is available to their children when they move to Year 7 at secondary schools so they know to ask for it.

The results of the online survey indicate that there was an impact on parental permission to ride in schools where Bikeability Plus was delivered, even within the short timeframe of the pilot.

Figure 2.5: shows that 37% of children are allowed to ride independently in the follow up survey undertaken after the pilot, compared to 31% before.
Ultimately, Bikeability Plus plays a role in normalising cycling and developing a cycling culture where cycling becomes a default choice for certain journeys. Southend runs Bikeability Ride-type events where children cycle to local museums and galleries instead of taking a coach as they would on a conventional school trip. They also run Bikeability Rides along new stretches of cycling infrastructure in Southend to show children the quality of the tracks. The scheme manager in Cambridgeshire found that the Bikeability School Award, where schools and classes competed to have the highest cycle to school percentage, was effective in developing a cycling culture in schools.1

The online survey attempted to capture information on changes to travel habits by asking how often do you normally ride a bicycle. The online survey results showed that there were some increases in cycling a few times a week or a couple of times a month, while there was a reduction in the proportion of pupils who never cycle. However, it is difficult to be certain of this impact from the short timeframe and the longer time that it takes to change travel habits.

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1 Note: Schools located outside of Cambridge itself were deliberately chosen to participate in the Cambridgeshire pilot to ensure that they did not already have an existing, strong cycling culture which might magnify any Bikeability Plus impacts. The Cambridgeshire villages where Bikeability Plus was delivered are much more like schools in any other large, shire county.

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**Table 2.6** Question: How often do you normally ride a bicycle?  

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Base: 772 pupils before, 776 after</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day, or almost every day Before</td>
<td>12% After</td>
</tr>
<tr>
<td>3, 4 or 5 days a week</td>
<td>16% 16%</td>
</tr>
<tr>
<td>1 or 2 days a week</td>
<td>27% 27%</td>
</tr>
<tr>
<td>At least once a month</td>
<td>24% 28%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>11% 10%</td>
</tr>
<tr>
<td>Never</td>
<td>8% 12%</td>
</tr>
</tbody>
</table>

Please note that figures have been rounded upwards and so percentages may total more than 100%.
Popularity of individual modules

**Most popular module: Bikeability Balance**

Bikeability Balance was by far the most popular module in terms of take up across the different pilot areas and was universally popular. It was simple for schools to understand, did not require a big input from schools themselves, and tapped into a key issue which is the challenge faced by some parents in teaching their children to ride. For example:

- Plymouth recruited three times as many children for Bikeability Balance as it had initially anticipated;
- In Bristol and Lincolnshire, every single school taking part in the Bikeability Plus pilot wanted Bikeability Balance;
- In Leeds, the scheme could easily have doubled the number of children it delivered Bikeability Balance to;
- In Merseyside, the entire Bikeability Balance programme was fully booked within one day;
- In several areas, there have been demands for Bikeability Balance from other schools since the pilot.

Despite its popularity, Bikeability Balance is logistically challenging for schemes to deliver – there are resource requirements (getting the balance bikes to where they are needed) that take staff time to put in place, and requires schemes to purchase the balance bikes in the first place. In addition, not all instructors will be able to adjust to working with much younger children than they are used to.
Other very popular modules were:

**Bikeability Primer** This is a module that is easy for schools to participate in: it taps into a key issue of children not being able to ride/parents not being confident to teach their children to ride. There were difficulties in some locations, but the majority of schemes who ran this module found it to be very effective and popular.

**Bikeability Ride** This was a module which was quite simple to deliver and delivered a clear aim, i.e. consolidating skills learnt in Level 2 training. One of the particular benefits of Bikeability Ride, mentioned by several schemes, is that it provides an opportunity for children to demonstrate Bikeability outcomes to their parents, which initiated useful conversations with parents about why certain road positions are used or particular decisions are taken.

**Bikeability Recycled** It worked far better than expected in Plymouth – it was easy for schools to participate but schemes including Southend and Cheshire East struggled to get it off the ground. In Southend, they found that getting donations was possible, but few people bought a bike there and then. It was suggested that it could work better as an element of a wider community event, or with a Bikeability Fun-Time event as was done in Bristol and in Plymouth – and even better if it could be tied in with an existing community bike project. There were also issues around storage for schemes.

**Bikeability School Award** This was very successful in Cambridgeshire and Peterborough where schools competed for a prize – a pedal powered cinema event at their school. This healthy competition worked well and got a ‘buzz’ around cycling at these schools. Other schemes did not meet with such success and suggested that schools may be saturated with similar award schemes, such as Modeshift Stars. Award schemes of this type usually take 2–3 years to become established so this is a module that could potentially build over time.

Modules with success in some areas, but not all:

**Bikeability Fix** This was very popular in certain areas – Staffordshire, Merseyside and Manchester – but some other areas struggled with it. Schemes generally felt that either it needed more time allocated in the sessions (2 × 45 minutes was insufficient) or the content to be taught should be scaled back (removing how to adjust gears). Issues with confirming the accompanying resources were felt to be responsible for the relatively low take up of this module in Plymouth. In Birmingham, some year 5 and 6 children struggled with the puncture repair aspect. Southend approached the module by breaking it down into smaller sections, taught throughout children’s time at school.

**Bikeability Transition** This got a mixed reaction. Some schemes felt that it has good potential and is a module which can work well in the right circumstances. Several schemes found the route planning element of it to be valuable, as children develop greater independence being able to find their own route, and adapt it when something blocks it. There were significant barriers in the pilot regarding the timing – which didn’t naturally fit with when Bikeability Transition should be delivered. Feedback from the London pilot suggested that there were issues regarding focusing on the route from primary to secondary schools rather than on the route from home and suggested it would work better as a one-to-one course, in a similar way to Level 3 training.

**Bikeability Fun-Time** This was successful in Cambridgeshire, Peterborough and Wokingham; the latter achieved double the number of expected participants. All schemes recognised that it is a big event to deliver, requiring a lot of organisation and resources, and can be weather dependent.
Case study 3

Bikeability Primer
Peterborough

What happened
David, a teacher at Castor School, had never learnt to ride a bike so with some positive encouragement from the school staff he joined in the Bikeability Primer sessions. With a bike on loan from Head Teacher Mark, he was off. To begin with David found balancing a bike very difficult and could not manage to push off with his feet without falling down. He suffered many pedal-slaps and falls during his first session but he did not give up.

Achievements
Over a few lessons and with some practising during the week David progressed to being able to ride along with control, turning in both directions and stopping without falling off, an amazing achievement! As a reward the school have presented him with his own bike so that he can cycle whenever he wants.
More challenging modules: Timing and timescale issues
There were general issues about the timing of the pilot (January - June) and relatively short timescales that created a context within which it was more difficult to deliver some modules:

• The short lead in time for the pilot created some difficulties for modules such as Bikeability School Award, Bikeability Transition, Bikeability Bus and Bikeability Recycled where a longer lead in time was desirable;
• The time of year for the pilot (i.e. January to June) made it difficult to deliver some modules which would ideally be delivered outside those timescales (e.g. Bikeability Transition is best delivered in July just before children change schools);
• The spring and summer terms can be quite cramped for some schools, especially with SATS and the core Bikeability training, which meant that some schools found it difficult to find additional time in the calendar.

The modules set out below proved to be the ones that were generally more challenging for schemes to deliver, for a variety of different reasons.

**Bikeability Bus** This module was not delivered well anywhere. Feedback suggested that this kind of module requires a lot of commitment from parents or a very keen teacher to keep it going. It was also reliant on there being a suitable route to the school.

**Bikeability Parents** In Plymouth, this module met with limited success as there was already a similar and well established initiative already being delivered in the town by Plymouth City Council and linked into local businesses.

In other areas there have been low levels of take up. In Bristol it was felt that the name of the module was not helpful (one scheme manager suggested ‘Bikeability for grown-ups’ or something similar). Experience from Southend and Cambridgeshire showed that parents did get engaged through Bikeability Fun-Time events and through their children coming home enthused, but it was more difficult to get parents to make the time to undertake Bikeability Parents themselves.

There was a general difficulty finding a good day to run the initiative and some schemes found this module a bit confusing.

**Bikeability On Show** While this module met with some success in London, it was generally difficult to deliver for similar reasons as the Bikeability Parents module, i.e. many parental commitments making it hard to find a good time for them.
Effectiveness of individual modules

There was evidence from the pilots that individual Bikeability Plus modules were effective in enabling children to achieve the stated outcomes of that module:

- In Bristol, 100% of the children who have undertaken Bikeability Balance to date have made progress with their riding skills;
- In Plymouth:
  - 32 Bikeability Primer places were delivered with 100% of the children riding by the end of the week.
  - 222 Bikeability Balance places were delivered with 94% (208 children) riding a pedal bike by the end of the week (i.e. going well beyond the intended outcomes of Bikeability Balance). They may not have ridden it entirely competently but they had started to ride.
- In Salisbury School, all Year 1 pupils who participated in Bikeability Balance were riding a pedal cycle by the end of the sessions.
- Bikeability Fun-Time was seen as effective at engaging both children and parents alike. Both Cambridgeshire and Southend cited how much it particularly engages parents, as well as getting children really excited about cycling.
- Southend found Bikeability Ride (Safari) to be effective as it introduced children to their surrounding area as well as getting them riding more.
The wider value of Bikeability Plus

The pilot produced a valuable benefit to instructors and therefore schemes by providing more work variety, thereby aiding retention of instructors. Instructors received additional training in order to deliver specific modules and had different pathways which could benefit instructors with differing skill sets. Bikeability Plus provided fresh challenges and meant they could work for more of the year (e.g. modules such as Bikeability Balance and Bikeability Fix can be delivered indoors in the quieter, winter months). All of these things increase the likelihood that instructors are retained, and in doing so gain more experience that will ultimately be of benefit to the delivery of the core Bikeability training.

The discussions with schemes and schools also highlighted a number of other benefits of Bikeability Plus and these are set out below:

- Bikeability Plus modules help children to become more independent cyclists. The Cambridgeshire pilot scheme manager said that learning how to maintain their bikes in Bikeability Fix gives children a greater sense of ownership of their bike and their cycling. Southend’s experience of introducing children to good quality, safe cycle routes also enables them to cycle more independently. Staffordshire found that the route planning element of Bikeability Transition meant children were better equipped to go on their own rides and have the flexibility to deal with route changes.

- Getting children more active is a simple but important benefit cited by schools in Southend, Cambridgeshire and Plymouth.

- Bikeability Plus’s role in increasing regular cycling and getting children having more fun on bikes contributes to healthier and happier children.

Southend’s experience over the past few years outside of the pilot has shown the value of integrating, as much as possible, cycling into a child’s education, which Bikeability Plus enables. Their experience shows that (particularly young) children learn better when they are doing something hands on or out of the classroom. They have used the bicycle to teach basic science and maths concepts, they have asked children to write instructions for fixing a puncture in English class and they have worked on route planning in geography lessons.

The pilot also demonstrated that Bikeability Plus can contribute to a local authority’s wider objectives/responsibilities. For example in Lincolnshire, issues with the high local cost of running Bikeability Recycled and initial challenges in finding a sustainable channel for ensuring working bikes find their way back into the community, encouraged the Council to devise an alternative approach. The approach currently being developed is to enable children in secure children’s homes to work on donated bikes (this is something they have been doing for a while, but didn’t always have access to a reliable source of bikes), and recycling the bikes back through the council’s Fostering and Adoption Service to children who have been recently fostered or adopted, which provides a sustainable market. The Council anticipates that this will be a cost effective and sustainable model for the long term.
Feedback from schools, parents and trainees

The pilot project generated a significant amount of feedback from schools, trainees and parents. The selection below gives an indication of the way that Bikeability Plus has been perceived by its ‘customers’.

Cambridgeshire:
• “Our daughter thoroughly enjoyed bike maintenance training and got a lot out of it. It taught her a tremendous amount and keeps her safe on the roads.” (Parent)
• “I’m going out on my bike after school.” (Trainee)

Southend:
• “Thank you for the sessions with our Reception children. They are fantastic, we have seen children beam with pride as they have learnt in two days to ride a bike unaided.” (School)
• “The children came into school so excited this morning asking if they were going to ride the bikes again.” (School)
• “The sessions have helped enhance the curriculum through the class teachers drawing on the skills and information the children experienced.” (School)
• “It was great to see the progression of skills being developed right from Reception to where we are in Year 7.” (School)
• “Creates numerous opportunities to engage with parents and the community.” (School)
• “I think this bike training is such a good thing to be taught in school. My son had never been on a bike before so to see him cycling unaided is amazing. He has really enjoyed himself.” (Parent)
• “Really proud and happy to see our 4 year old riding his bike. We are amazed he can ride confidently without his stabilisers.” (Parent)

Leeds:
• “The Bikeability session was really fun because I didn’t know what was going to happen. We had to go in and out of the cones, it was wiggly and exciting.” (Trainee)
• “I enjoyed gliding and riding really fast.” (Trainee)
• “My favourite part of the Bikeability was at the end because we played a game called Cups and Saucers and we got to go in and out of the cones. It was really fun.” (Trainee)

Peterborough:
• “Brilliant experience that kick-started my child’s ambition to ride his bike without stabilisers – Thanks Bikeability Plus!” (Parent)
• “Loved the initial fun day with all the different types of bikes and music and just the fantastic atmosphere created.” (Parent)
• “Over the six weeks, all of our reception children learned to balance and then ride a bike. Some reduced their mums to tears having struggled previously.” (Teacher)
• “Amazing!!! I’d tried a number of times to get her riding without stabilisers and had failed each time. The technique you used to get her to start the bike off by herself was fantastic and she is eager to ride her bike so much more now. Weekends now are structured around bike rides.” (Parent)
• “All of the children who participated in the years 1-3 learn to ride sessions are now able to ride independently and the year 5 and 6 maintenance work allowed the pupils to develop valuable life skills” (Teacher)
3 The cost of Bikeability Plus

<table>
<thead>
<tr>
<th>Funding arrangements for the pilot</th>
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<tbody>
<tr>
<td>Actual cost of delivery</td>
</tr>
<tr>
<td>Claiming the grant for Bikeability Plus</td>
</tr>
</tbody>
</table>
Funding arrangements for the pilot

The pilot project in England (outside London) was funded using 2014/15 DfT Bikeability funding. In London, it was funded by TfL.

Each pilot area was able to apply for up to £25k in order to deliver Bikeability Plus modules. Each grant recipient completed an application form detailing: the modules they would deliver; the target number of participants per module; and the cost per module. They were encouraged to try to deliver modules which others had not applied for in order to ensure that all modules were piloted at least once.

In addition to the pilot areas listed in this report, a few local authorities declined the invitation to take part due to the short notice and the timing, and one SGO Host School withdrew from the pilot.

Actual cost of delivery

Feedback was gathered from schemes on the actual costs of delivery of the individual modules, which was compared with the guideline cost of delivery established for the pilot project, to understand what the overall financial implication of Bikeability Plus might be in the future.

The information is shown in the table below. In summary:

- There were a number of modules where the actual costs of delivery were much higher than anticipated. This included Bikeability Parents, Bikeability Fix and Bikeability Ride. However, these differences could often be explained. For example, in Bikeability Parents, the more limited take up of opportunities by parents pushed up the cost of delivery per head overall. In Bikeability Fix, the provision of specific resources to support the module – such as a multi tool – tended to push up cost of delivery.

- There were modules which had a high level of fixed cost, irrespective of the number of participants such as Bikeability Fun-Time.

- In some instances, schemes indicated that the cost of them delivering the modules in the future might be lower than currently – indicating that over time, the overall cost of Bikeability Plus could be reduced. This is as individual schemes: become more familiar with specific module requirements; have already met some of the fixed costs (such as buying equipment for Bikeability Fix and Bikeability Balance); have more instructors that have the specific skills and qualifications to deliver; and all parties generally become more used to the modules, so fewer explanations are required etc.
The costs of delivery tended to be higher in London and these costs have been included in the table below for completeness.

### Table 3.1
Actual costs of delivery compared to estimated cost of delivery (per head)

<table>
<thead>
<tr>
<th>Module</th>
<th>Guideline cost per head for pilot</th>
<th>Actual cost per head</th>
<th>Estimated cost per head for future delivery by these schemes*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bikeability Balance</td>
<td>£31</td>
<td>Ranged from £15–43/head but most delivery was under the £31 guideline</td>
<td>Most schemes felt that this was deliverable in the range of approx £20–30/head</td>
<td>The number of sessions delivered is key to the cost. A number of different approaches were used ranging from 3–6 sessions. Purchase bikes will also be a factor in costs of delivery.</td>
</tr>
<tr>
<td>Bikeability Bus</td>
<td>£5</td>
<td>£180**</td>
<td>Not known</td>
<td>Would be more appropriate per bus/event rather than per head.</td>
</tr>
<tr>
<td>Bikeability Fix</td>
<td>£31</td>
<td>Approx. £30–58</td>
<td>Most schemes felt that this was deliverable in the range of approx. £20–25 per head</td>
<td>Depends on resources needed/provided to support this module.</td>
</tr>
<tr>
<td>Bikeability Fun-Time</td>
<td>£27</td>
<td>£10–20</td>
<td>£10–20</td>
<td>Better to have a cost per event rather than per head as these are mainly fixed costs.</td>
</tr>
<tr>
<td>Bikeability On Show</td>
<td>£16</td>
<td>Most schemes delivered for less than £16. London’s costs were £40+ per head</td>
<td>£10–15</td>
<td>Again this depended on the number of parents participating / the actual approach taken to On Show.</td>
</tr>
<tr>
<td>Bikeability Parents</td>
<td>£21</td>
<td>One scheme delivered for £10/head while others were in the region £43–47</td>
<td>Delivery costs broadly reflect the DfT’s grant contribution per head for child Bikeability, which is to be expected.</td>
<td></td>
</tr>
<tr>
<td>Bikeability Primer</td>
<td>£21</td>
<td>In the region £21–32 per head</td>
<td>Approx. £20 per head</td>
<td>Depends largely on third party. More effective if combined with a Bikeability Fun-Time event.</td>
</tr>
<tr>
<td>Bikeability Recycled</td>
<td>£24</td>
<td>£24–49 per head (the higher costs reflected external partner costs)</td>
<td>Approx. £24 per head (one scheme has potentially found a much lower cost approach)</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Guideline cost per head for pilot</td>
<td>Actual cost per head</td>
<td>Estimated cost per head for future delivery by these schemes*</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------</td>
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<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bikeability Ride</td>
<td>£11</td>
<td>None of the schemes were able to deliver ride for the guideline cost per head – most were in the £18–30 Region (and higher in London)</td>
<td>Approx. £15-20 per head</td>
<td>All of the schemes delivering this agreed that £11 per head was too little to deliver this module successfully</td>
</tr>
<tr>
<td>Bikeability School Award</td>
<td>£149</td>
<td>Range from £149-1,440 per school</td>
<td>Approx. £149 per school is appropriate for the non-challenge type approach.</td>
<td>The higher costs of delivery associated with the more intensive, challenge/competition focused approach utilised in Cambridgeshire and Peterborough</td>
</tr>
<tr>
<td>Bikeability Transition</td>
<td>£16</td>
<td>Approx. £15</td>
<td>Approx. £15</td>
<td></td>
</tr>
</tbody>
</table>

* Note: this is future delivery by themselves (i.e. having the benefit of their own learning from delivering as part of this pilot). New schemes will no doubt find that their costs of first year delivery are nearer the ‘actual’ costs in the table above. However, the policy decision about whether to fund set-up or fixed costs of delivery (e.g. the purchase of balance bikes) is yet to be taken.

** Only one scheme was able to deliver Bikeability Bus and so the figures are from just one scheme.

The low take up there (one trainee participating) accounts for the very high cost per head shown.
Some key points raised in relation to costs of delivery were:

- The guideline cost correlated generally with the actual delivery cost for a number of modules such as Bikeability Balance, Bikeability Primer, Bikeability Fun-Time and Bikeability On Show;
- There was a large variation in the Bikeability Balance delivery costs – this relates specifically to the number of sessions delivered: no scheme delivered all six sessions as specified in the module description, most delivered between 3-5 sessions.
- The cost of delivering Bikeability Recycled are likely to depend on local circumstances/set up – for example Plymouth used an external partner to refurbish the bikes which proved to be costly. In Lincolnshire the plan in the future is to use young people living in secure children’s homes to provide this service as part of their skills development hence the cost could be practically zero.
- The very variable costs of delivering Bikeability School Award reflect the very different ways that this was delivered, with the very intensive, focused, competition-based approach used in Cambridgeshire and Peterborough resulting in higher delivery costs;
- Some modules such as Bikeability Fun-Time have a minimum direct cost that are unchanged regardless of how many people participate and are difficult to cost per head and therefore perhaps should be costed/funded per event. Set up of these events is time consuming and therefore expensive, even though they are ultimately worthwhile in their effect. There is also the issue of weather for Bikeability Fun-Time – a lot of resources are needed upfront, but the turnout is very dependent on circumstances beyond schemes’ control such as the weather. This same point also relates to Bikeability Bus which has a lot of fixed costs too, largely irrespective of the number of participants. However, it is important to relate it to a cost per head so that schemes put as much effort into getting people to show up as they do into arranging the event itself. Hence a cost per attendee/participant is still needed.
- Southend reported that allowing enough time for administration is important, particularly during the set up phase of the programme. For example, they found that their fleet of bikes when used for Bikeability Fix required instructors to do pre and post checks on the bikes.

The suggestion from one scheme was the use of proposal-based funding so that schemes are not tied to funding cost per head of delivery. It was felt that this would enable a much greater focus on the bigger picture. This is addressed further in Chapter 7.
Claiming the grant for Bikeability Plus

The grant was administered within the existing Bikeability grants process for Levels 1, 2 and 3 funding; an edited version of the claims form was used. There were no complaints with the process, as it was simple and familiar to all schemes.

Payment of Bikeability funding is linked to submitted monitoring data about the number of Level 1, 2 and 3 places delivered. This is done using an online monitoring website, which must be up to date before the payment can be made. A simpler version of this was used for the purposes of the Bikeability Plus pilot – a spreadsheet for each module was filled out by schemes showing how many pupils participated in each module. This spreadsheet was returned along with the grant claim form, thereby providing numbers on overall participation.

Going forward, it is suggested that Bikeability Plus monitoring is integrated into the online Bikeability monitoring system – schemes are very familiar with this process and it is proven to be effective and efficient. It should be noted that there is a workload implication here, both to develop the monitoring tool and for grant claimants completing it.
4 Monitoring the impacts of Bikeability Plus

Number of participants
Module specific monitoring
Online survey
Hands up survey
Future requirements
As part of the pilot, schemes were asked to undertake the following:

- Report back on numbers of participants for each module.
- Undertake/collate module specific monitoring as set out in the module descriptions (such as children’s confidence in their own ability on balance bikes);
- Ask Year 5 and 6 pupils in schools where modules were being delivered to undertake a 10 minute online survey to collect information on their level of cycling to school, aspirations and cycling skills.

**Number of participants**

The number of participants was required as part of the grant payments process and worked very well.

**Module specific monitoring**

Some of the module specific monitoring worked well, but there were issues with some aspects. For example the rainbow surveys undertaken as part of monitoring Bikeability Balance to get trainees to report back on their confidence in their own ability did not work well – the surveys were too complex for this age group and some unreliable monitoring information was probably gathered as a result. In this particular case it was reported that it was probably better to get instructors to report back on trainees’ growing confidence through this module.

The feedback on the individual monitoring elements are being used to refine the individual module descriptions (where these monitoring requirements are set out).

**Online survey**

The online survey for Year 5 and 6 pupils to fill out in class time had a mixed reception. Over 2,000 pupils filled out the survey, spread across the before and after rounds. However, as the survey required parental consent and teacher buy-in and time in order to be undertaken, these were felt to be potential hurdles to its completion. The survey is designed for completion by pupils in Years 5 and 6 and therefore does not attempt to capture any changes in the other year groups who may have also participated in Bikeability Plus. In addition the lead in time for the survey was very short which meant that some schemes had already started to deliver Bikeability Plus modules before the baseline survey was undertaken, and other schools could not find the time in their schedule to ensure it was undertaken.
Hands up surveys

This was not a requirement, but Cambridgeshire and Peterborough used Hands Up travel surveys to measure cycling to school numbers immediately before and during the pilot. The figures in the first section of this report from these surveys demonstrates the useful data that these kind of surveys can bring – in this instance they demonstrate the effectiveness of Bikeability Fun-Time (in the first week there was a spike in numbers cycling) and Bikeability School Award (by sustaining increases through to the last week of the pilot). These surveys are simple and easy to administer in schools.

Several schemes, including Merseyside and Manchester, indicated that longitudinal monitoring of pupils would be the optimum solution to track the progress and cycling habits of children over the longer term. However, this would be a resource- and time-intensive way of monitoring, but provides very valuable data. Therefore these are perhaps worth doing on a random sampling basis.

Future requirements

In the future it is recommended that schemes undertake the following monitoring:

1. Numbers of participants for each module – again linked to grant payments;
2. Module specific monitoring (these requirements will be refined/simplified using feedback from this pilot);
3. Hands Up travel surveys in schools – undertaken at baseline stage (before Bikeability Plus modules are delivered) and at frequent intervals afterwards. The value of these surveys is that they are very simple, all children of all ages can participate in them and therefore it is possible to identify any changes in cycling to schools across all school years. Where schools already undertake hands up surveys on a regular basis, bike counts (perhaps undertaken by pupils) could be undertaken in schools instead.
4. Online survey with pupils in Years 5 and 6. Although there were some issues with this survey in the pilot, it is felt that it would be worth persevering with it because it is able to collect a wide range of information around attitudes to cycling and self-assessment of cycling skills. The survey is also consistent with the Bikeability Survey undertaken by TABS and so over time will provide a useful dataset for comparison. It is also relatively insulated from potential manipulation externally by those who may have a vested interest in the results.

The above monitoring should be a mandatory part of delivering these modules, because of the importance of collecting good quality data. Tying the payment of grant to delivery of this information would be a way to ensure that good quality data are collected.
Package up modules
Timetable delivery over the full school year
Flexibility is important
Link to Bikeability is important
Don’t focus on parents to get them involved in Bikeability
Opportunity to link Bikeability Plus modules to other pupil outcomes
The pilot allowed schemes to trial a range of different delivery approaches for each module to help identify those that seemed to be most effective overall. Specific comments from schemes will be used to refine and improve paperwork such as module descriptions and supporting materials, but there were also a number of overarching lessons learned which are set out below.

**Package up modules**

Many schemes found that it was useful to deliver modules as a package to schools – including in some cases Level 1, 2 or 3 training. This approach had a number of benefits:

- Reduces the burden on schools – by reducing the amount of liaison/communication needed with schools in order to schedule in delivery/secure the relevant permissions etc.;
- Reduces the burden on schemes – by reducing the amount of admin/school liaison needed;
- Encourages schools to take up additional modules – they are more accepting of ‘unusual’ modules when they are combined with the things that they do know about – it just becomes ‘the way we are delivering Bikeability now’;
- Makes sense of the complementary aspect of Bikeability Plus and the progressive nature of Bikeability.

Some useful packages that were delivered are:

- Bikeability Fix immediately prior to Level 2 – ensures that bikes are better prepared for subsequent training sessions;
- Bikeability Ride is useful as a treat for Year 6 children after Level 2 training (e.g. following SATS);
- Bikeability Balance + Bikeability Primer + Level 1 – one necessarily leads onto the next;
- Bikeability Fix + Bikeability Recycled – use second hand bikes to practise mechanics.
Timetable delivery over the full school year

Linked to the above, there is also a need to think about and plan delivery across the entire school year. Some modules are naturally delivered before Bikeability training (such as Bikeability Fix, Bikeability Primer, Bikeability Recycled) while others are better after Bikeability training (such as Bikeability Ride). Therefore consideration of Bikeability delivery arrangements in schools need to be taken into account when scheduling.

Schemes found that Bikeability Plus could be a way of building up the level of activity in the traditional quieter, winter months (where it is entirely possible to deliver modules indoors such as Bikeability Balance, Bikeability Fix, Bikeability Recycled), and therefore ensure that the delivery of Bikeability training (which is often delivered in the spring and summer terms) is not impacted by delivery of these additional modules.

Schemes fed back that in many cases they plan their delivery well in advance – in the case of Manchester, Merseyside and Southend, they plan up to one year in advance which meant that adding new modules at short notice can be challenging. In addition the March-May period clashes with SATS exams which limited the time and flexibility of schools at this time of year. Schemes were therefore limited in how well they could participate in the full range of modules available.

Flexibility is important

Local areas and schools can be very different from each other and what works well in one place may not necessarily work well elsewhere. For schemes to be able to respond to local circumstances / take advantage of local opportunities, flexibility is very important. Schemes fed back that there is a need to retain some flexibility over delivery arrangements that exists within module descriptions.

Link to Bikeability is important

Most schemes agreed that calling this initiative Bikeability Plus was important for the following reasons:

• Brand development – Bikeability is seen as a quality brand by schools and parents, and providing additional modules under this banner helps build on this while widening out opportunities for skills development. This is important in ‘selling’ these additional modules successfully to schools particularly. Ultimately trainees benefit by being enabled and allowed to participate fully in all aspects of Bikeability.

• There are mostly high levels of brand awareness and recognition of Bikeability among parents. Again this is an opportunity therefore to increase the profile of Bikeability further, particularly by getting new age groups involved in undertaking Bikeability Plus modules.
Don’t focus on parents to get them involved in Bikeability

Many schemes find that parents of younger children are much more willing to come into school for activities and events for their children when they are younger than they are when they get older (but are still at primary school). Traditionally this has meant that parents are less directly aware of/involved in Bikeability as it tends to be delivered in Years 5 and 6.

By introducing activities much earlier on in a child’s school career (e.g. through Bikeability Balance), Bikeability Plus has the potential to get parents much more involved in Bikeability in a much less daunting, natural way. This means that parents will be much more aware of Bikeability from Reception and Year 1 onwards, and therefore potentially much more willing to see Bikeability training in Years 5 and 6 as a natural progression of that.

Opportunity to link Bikeability Plus modules more directly to other pupil outcomes

There are opportunities to more directly link Bikeability Plus module outcomes to the other pupil outcomes that children and schools are already working towards. This will be key in getting better buy in from those schools that have been less engaged with Bikeability up until now. For example:

- There are key links between Bikeability Balance and achievement of motor skills required as part of early years education;
- There are opportunities to link Bikeability Transition much more clearly/overtly into mathematics, into geography/route planning;
- Opportunity to link several Bikeability Plus modules into Personal, Social and Health Education (PSHE).

Consideration needs to be given as to how these better links can be planned into module outcomes and reflected in module descriptions and module-specific monitoring requirements etc.
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Implications for the Bikeability Quality Assurance system
Implications for the Bikeability Quality Assurance system

A comprehensive quality assurance system for Bikeability was rolled out from 2012 to help ensure that providers are delivering the high standard of training expected of Bikeability schemes. The system includes a programme of External Assurance visits, in which small teams of industry and training experts visit providers and give feedback on the quality of their practical training delivery.

At present, External Assurance is primarily focused on Level 2 Bikeability delivery as this is where the majority of DfT funding is spent, with a smaller proportion of Level 1 and Level 3 training observed. We suggest it is important that Bikeability Plus be included in the quality assurance system because it bears the Bikeability name and delivery should be of the standard expected of Bikeability schemes. In addition, if the programme is to be publicly funded it is important that this funding is spent on high quality, effective activities.
Consideration will need to be given as to how to incorporate Bikeability Plus within the existing quality assurance system, reflecting the fact that levels of delivery (at least initially) may be relatively low in comparison to the core training. Things to consider will include:

- **Registration (and registration renewal) of schemes to deliver Bikeability Plus modules** – providers must register with Bikeability before delivering the core training and must update this registration annually. This helps to monitor which providers are actively delivering Bikeability and feeds into the process for selecting schemes for an external assurance visit. There should be a means of tracking which schemes are delivering Bikeability Plus, including which modules and the content of these; however, the registration process should be kept in proportion for both schemes and DfT, as this has the potential to increase operating costs if substantially more time is needed to register and process registrations.

- **Relevant expertise of the External Assurance panel** – it would be worth including some Bikeability Plus within the programme of External Assurance visits because this is the only way to ensure that practical delivery is in line with expectations. However, we should be selective on which modules are included within visits made by the panel and should review whether the panel as currently constituted has the necessary expertise to undertake such visits effectively. Since the panel consists of people with Bikeability and training expertise, focusing them on modules with a training element (such as Bikeability Balance and Bikeability Primer) is likely to be the best use of their time and skills. External Assurance of the non-training modules could potentially be observed by different staff.

- **Funding for Bikeability Plus quality assurance** – at present, spend on quality assurance is approximately 1% of the grant funding for Bikeability (albeit not paid for out of the grant funding pot). If Bikeability Plus is to be included within the quality assurance system, the funding for quality assurance would need to be increased to maintain the current quality assurance activities for the core Bikeability training. However, depending on the amount of funding for Bikeability Plus, the ratio of 1% may need to be increased to ensure that meaningful quality assurance can be undertaken for the sum. Consideration will need to be given to the cost of adding Bikeability Plus into the registration and renewal processes and the cost of External Assurance visits.

- **Selection of Bikeability Plus delivery for External Assurance** – schemes are currently selected based either on their volume of delivery, at random or in response to a complaint about delivery. A means of identifying and prioritising Bikeability Plus schemes will be needed. This could simply include a review of any Bikeability Plus activities on the same occasion as their core training is observed or, more likely due to timing, specific visits to observe Bikeability Plus activities.
The inclusion of Bikeability Plus within the quality assurance system would also require definition of specific criteria that could be observed as part of External Assurance, in the same way that the External Assurance visits of core training are based on the National Standard outcomes for instructors and trainees.

If Bikeability Plus is to be rolled out more widely, there is likely to be a need for training and development among the instructor workforce and scheme organisers in order to get them delivering Bikeability Plus in line with expectations. Careful consideration is needed as to who delivers this training, since not all the Instructor Training Organisations are experienced in Bikeability Plus-style activities.
Conclusions and recommendations

Key conclusions
Future suite of modules
Development of a proposal-based funding approach
Development of guidance
Filling the gap in the short term
Potential roll out timetable
Key conclusions

The Bikeability Plus pilot has demonstrated that:

• Bikeability Plus works: modules are effective at tackling the key barriers that exist to undertaking Bikeability training and cycling, and in creating an enthusiasm for cycling. In doing so it is also effective in raising the profile of and further strengthening the Bikeability brand.
• Bikeability Plus can have a positive impact on cycling to school rates and take up of Bikeability Levels 1, 2 and 3.
• Bikeability Plus is effective in spreading the experience of Bikeability right across the primary age groups. Many schemes believed that enabling earlier involvement in cycle training is key to embedding learning and enthusiasm, and therefore encouraging a lifetime of cycling.
• Despite some challenges with the timescale and timing of the pilot itself, schemes found considerable success in delivering the Bikeability Plus modules and in enabling participants to achieve the stated module outcomes. The overwhelming feeling was that given a less constrained delivery window, this success would be even greater.
• Perhaps inevitably, some modules were more popular than others, with Bikeability Balance, Bikeability Primer and Bikeability Ride all being universally popular. This points specifically to a desire for Bikeability training at a much earlier point in children’s primary school careers.
• Crucially the delivery of complementary Bikeability Plus modules can mean that more of the funding allocated to the delivery of Bikeability Levels 1, 2 and 3 can be used for that very purpose (rather than on fixing bikes, on learning to ride, or by delivering sub-optimally i.e. by not maximising the numbers participating).
• Bikeability Plus has been enthusiastically supported by schools, parents and children alike. The pilot has created a momentum around Bikeability and a clear desire for children and others to have access to these opportunities in the future. While some schools may be willing to pay for this themselves, others will not have the ability to do so. A secure source of funding is needed for the initiative to ensure that delivery can be comprehensive rather than patchy, and that schools and children have good and fair access to these opportunities.
Future suite of modules

Despite there being some modules that were more challenging than others to deliver, the vast majority of schemes felt that every Bikeability Plus module had some potential value (and in many cases it was recognised that the more challenging modules to deliver, such as Bikeability Bus and Bikeability Transition, are arguably the ones that could have the most significant impact overall on cycling habits). The mixed experiences of schemes in delivering some modules were in a sense an expected outcome of the pilot – where there was a specific need to pilot all modules and schemes did not necessarily have complete freedom to choose the modules for themselves. Therefore it is recommended that no modules are dropped at this stage – it would be a shame to lose the development work that’s gone into these to date. Indeed the lessons learned that are set out in this report can help to ensure a better and more productive climate for delivery next time around.

However, there was a feeling that offering schools too many potential modules could be overwhelming, with schools unable to give them the required focus. Therefore in a roll out situation it is recommended that providers are required to package up modules into more digestible portions for their schools. Rather than centrally specifying what these packages should be, schemes should be enabled to make that decision themselves, in discussion with the grant recipient where necessary, based on their detailed knowledge of their areas and their schools. The revised module descriptions will be enhanced to help schemes with this packaging process.

Development of a proposal-based funding approach

Modules for this pilot were funded on an individual, module basis on a cost per head basis. However, what could be much more effective, and which would link neatly with the packaging approach described above, would be a move towards proposal based funding rather than per head allocation. This would enable providers to propose what they would do with the funding that they are allocated, allow them to make the most of the links between modules, but also to link in better with local projects and initiatives, to ensure that the Bikeability Plus funding is utilised as effectively as possible. The guideline cost per head figures which have been validated through the pilot process could be used to help assess proposals.

Development of guidance

There will be a need to provide some guidance about which schemes the funding should be made available to if central funding is allocated to Bikeability Plus. This will depend on the funding approach used, but the process needs to ensure that schemes don’t start delivering Bikeability Plus unless the quality of their Bikeability delivery is up to scratch. A proposal based funding approach will make this relatively easy to do and provides a strong argument for going down that route.
Filling the gap in the short term

The Bikeability Plus pilot has created a real desire for Bikeability Plus modules – to the extent that many schools have been trying to rebook sessions for the 15/16 academic year with schemes. Some important momentum has been built up with Bikeability Plus that will take time and effort to re-build if it is lost through a break in delivery. Any anticipated/projected 2015/16 underspend for Bikeability training could really usefully be transferred across to Bikeability Plus over this same period. Schemes are likely to be able to book in schools at relatively short notice to enable this funding to be effectively deployed over this current financial year.

Potential roll out timetable

The actions below will need to be part of a roll-out timetable (for the moment this ignores funding constraints and just sets out the practical considerations) to indicate over what period delivery could be ramped up. The timetable would need to allow for:

- Enhancement of the QA process;
- Development of a funding mechanism;
- Modification of the online monitoring tool;
- Development of guidance for which schemes are able to deliver Bikeability Plus;
- Criteria for assessing a proposal-based mechanism;
- Refining collection of effectiveness data (hands-up, online survey etc).

Much of the above can happen in parallel, and will probably take around 6 months or so to complete.

However, it is important to recognise that firming up the above will take some time and that it is an iterative process. Therefore there is no reason why continued Bikeability Plus delivery cannot happen in the meantime but with the emphasis on continued learning by all, over the short term potentially funded by 15/16 underspend, but then centrally allocated funding thereafter.

Any anticipated/projected 2015/16 underspend for Bikeability training could really usefully be transferred across to Bikeability Plus over this same period.