

I Bike

A summary report from the I Bike pilot project

December 2011



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1 Executive Summary

I Bike is a practical project that delivers an intensive pro-cycling educational programme to schools in Scotland. The project was established in 2009 and ran as a two-year pilot in Edinburgh and Perth.

The overarching aim of I Bike is to increase the number of pupils cycling to school. Specific aims of the project are to counter the decline in cycling levels as pupils move from primary school to secondary school and to recognise and support the differing needs of male and female pupils regarding cycling.

Results from the pilot show that I Bike has been very successful in meeting the aims of the project.

Pupil survey results show a positive increase in the number of pupils cycling to school following engagement in I Bike:

- The percentage of pupils cycling to school every day more than doubled, from 3.0% before I Bike to 7.0% after engagement in the project
- The percentage of pupils regularly cycling to school increased from 10.7% before I Bike to 19.3% after engagement in the project

Pupil survey results show that I Bike has been successful in countering the decline in cycling levels as pupils move from primary to secondary school:

- Only 1.4% of pupils cycled to secondary school every day before I Bike, increasing to 2.7% of pupils after engagement in I Bike
- 3.2% of pupils reported cycling to secondary school regularly before I Bike, increasing to 5.4% of pupils after engagement in the project

Pupil survey results show that I Bike has been successful in engaging and increasing cycling levels among female pupils:

- The percentage of female pupils cycling to school every day increased from 0.7% before I Bike to 4.5% after engagement in the project
- The percentage of female pupils regularly cycling to school increased from 8.6% before I Bike to 15.5% after engagement in the project

Parent survey results show that I Bike has increased cycling levels among female pupils outside of school, further demonstrating the success of the project in achieving its specific aims. Results from the parent survey show that:

- The percentage of female secondary school pupils who regularly cycle outside of school increased by 41.6 percentage points from 16.7% before I Bike to 58.3% at the end of the pilot
- The percentage of female primary school pupils who regularly cycle outside of school increased by 30.2 percentage points from 51.3% before I Bike to 81.5% at the end of the pilot

Alongside meeting the primary aims of the project, the evaluation shows a number of wider benefits of I Bike such as an increase in physical activity. Responses to the teacher survey show:

- 81% of respondents said that I Bike has helped to get pupils more physically active
- 81% of respondents said that I Bike has helped to increase awareness of the need to be physically active
- 56% of respondents said that I Bike had helped engage disaffected pupils

Qualitative research with pupils and results from the parent survey also indicate that **pupils' parents are more active since their children participated in I Bike**, demonstrating the wider impact of I Bike in promoting active travel and increasing levels of physical activity beyond the target audience.

Qualitative research shows that **I Bike has been successful in developing a programme of activities tailored to the particular needs of female pupils** and school travel professionals surveyed described how **I Bike helped contribute to other initiatives such as Fit for Girls, Active Schools and the Give Me Cycle Space**, as well as contributing to “great results in the Hands Up [Scotland] Survey”.

In total, the **I Bike officers in Edinburgh and Perth ran 893 activities as part of the I Bike pilot, delivering over 42,000 positive cycling experiences¹ to pupils, their parents, teachers and other members of the community.** Activities with the highest participation included assemblies, bike to school events and bike safety events.

Overall, the I Bike project has been very well received by parents, teachers, pupils and local authority partners. 94% of teachers surveyed said they would recommend the project to other schools, with one teacher commenting *“... since I Bike came there are loads more people cycling”* and another that *“before I Bike it was all boys [cycling], there were no girls cycling.”*

All six respondents in our local authority partner survey said that they would recommend I Bike to another local authority, with individual comments describing I Bike as a **“fantastic project”** and **“fantastic for the cluster”** of schools.

Since the pilot, funding for the project in 2011-2012 has been secured and I Bike will continue in Edinburgh and Perth, with the project now been expanded to include Fife.

¹ Activities were attended by 42,011 people in total. It is important to note that this figure may include repeat participants, and does not necessarily equate 42,011 different people

2 About Sustrans and the I Bike project

2.1 About Sustrans

Sustrans is a leading UK charity enabling people to travel by foot, bike or public transport for more of the journeys we make every day. Sustrans makes smarter travel choices possible, desirable and inevitable. Millions of people choose to travel in more sustainable ways due to the work Sustrans is doing. Sustrans was established in Bristol in 1977 and is now a national charity working in a number of different ways to get more people travelling actively and sustainably. We work with families, communities, policy-makers and partner organisations so that people are able to choose healthier, cleaner and cheaper journeys, with better places and spaces to move through and live in. One area Sustrans is working hard in is school travel, with a number of Sustrans' projects targeted specifically at school-aged children. I Bike is one such project, and is unique to Scotland.

2.2 About I Bike

I Bike is a practical project that delivers an intensive pro-cycling educational programme to schools in Scotland. The aim of the project is to increase the number of pupils cycling to school, and to encourage them to do so as frequently as possible. I Bike was established in 2009 as a two-year pilot in Edinburgh and Perth.

By working directly with schools we hope to create a cycling culture in the school which continues long after the officer has left. In addition to increasing overall levels of cycling to school, I Bike has a particular focus on the following two areas:

- to counter the decline in cycling levels as pupils move from primary school to secondary school; and
- to recognise and support the differing needs of male and female pupils regarding cycling.

The I Bike officers work with school staff, pupils (Years P6-S3) and parents to identify the barriers to increasing levels of cycling among girls in particular, but also boys, and to develop strategies to overcome any barriers to cycling. Typical activities include cycle training (including specialised training for girls), cycle maintenance tutorials, support with running cycle events, support with relevant classroom work and liaison with parents and school councils.

I Bike helps to meet local authority objectives and contributes to local investment in cycle infrastructure, bike storage and cycle training. It helps to meet many transport, health, environment and school/education objectives, including health, sports, leisure and active travel.

Funding of the I Bike pilot was 100% Bike Hub funding. The Bike Hub is a cycle industry initiative developed by The Bicycle Association of Great Britain and the Association of Cycle Traders to generate funds to support the future of cycling in the UK. Independent cycle retailers and companies are contributing to the Bike Hub fund, which is investing in major projects to encourage more cycling, particularly among young people.

Following the success of the pilot project, I Bike has been expanded to include Fife, while continuing to be delivered in Edinburgh and Perth.

2.2.1 I Bike in Edinburgh

Over the course of the two year pilot, Sustrans employed one cycling officer in Edinburgh who worked with 12 schools (10 primary, two secondary) over two clusters. The two clusters were:

- Portobello High Catchment area: Towerbank, Brunstane, Duddingston, The Royal High Primary and Parsons Green
- Firrhill Secondary Catchment area: Longstone, Oxfgangs, Pentland, Colinton and Bonaly.

2.2.2 I Bike in Perth

In Perth, Sustrans employed one cycling officer who worked with nine primary schools and three secondary schools:

- Primary Schools: Balhousie Primary, Craigie Primary, Goodlyburn Primary, Inchview Primary, North Muirton Primary, Oakbank Primary, St. Ninians Episcopal Primary, Tulloch Primary, Viewlands Primary
- Secondary Schools: Perth Academy, Perth Grammar, Perth High.

2.3 Monitoring Tools

In order to gauge baseline information on how pupils travel to school, a pupil survey was conducted at I Bike schools before engagement in the pilot in January 2010. The pupil survey was a hands-up survey in which pupils are asked to raise their hand in response to a number of questions about how they travel to school. A follow-up survey was then completed at the end of the school year (June 2010). By surveying pupils within the same academic year, we were able to survey the same classes, providing a comparable set of pre and post data, from which to measure the impact of the project on pupils' school travel behaviour.

Although pupils are asked to put their hands-up to explain how frequently they *usually* cycle to school rather than how they travelled to school on a particular day, there are nonetheless limitations with surveying pupils at different times of year and differing weather conditions may have an impact on pupils' travel choices.

In addition to the pupil survey, a paper-based survey was sent out to all parents of pupils engaged in the project in January 2010 and again at the end of the two-year pilot in June 2011. This was designed to gather further information on the impact of I Bike on their child's travel behaviour and cycling ability, as well as gathering information of parental attitudes to cycling to school.

Paper-based surveys were also sent out to all schools and local authority partners in order to gather feedback on the delivery of the project and to monitor the impact of the project at a school and local authority level.

Qualitative research to learn more about the impact and delivery of the project was carried out at five I Bike schools in Edinburgh and Perth at the end of the two year pilot through focus groups with pupils and interviews with teaching staff.

In addition to this, results from the national Hands Up Scotland survey have been used to provide a comparison between levels of cycling to I Bike schools and levels of cycling across the rest of Scotland. Hands Up Scotland is the largest annually-recorded set of data to look at how children travel to school across Scotland. Whereas the I Bike pupil survey is conducted with those in the target age group for I Bike (years P6-S3), Hands Up Scotland surveys the whole school, including those who are not engaged in the project.

3 Results

3.1 Activities

I Bike officers engage in a whole range of activities tailored to the schools and partners' requirements. Activities include assemblies, skills sessions, incentive schemes, themed bike to school days, bike maintenance, classroom sessions linked to the curriculum, competitions and many other activities. I Bike officers have also developed a number of activities focussed specifically on encouraging more girls to cycle to school, such as Beauty and the Bike activities.

Beauty and the Bike is a three day programme tailored for girls to encourage, support and enable them to take to two wheels. The sessions include workshops on fitness, health, natural beauty and the environment, bike maintenance, refresher cycle training, skin and hair care sessions and samples and prizes. The sessions culminate in a guided ride in the local area. Many of the sessions were delivered in partnership with staff from LUSH. The positive impact of the Beauty & the Bike sessions in engaging female pupils is evidenced in our qualitative research with pupils.

I Bike officers record the number of participants present at the key project activities in an activity log. The results below summarise the total number of positive cycling experiences delivered to beneficiaries in Edinburgh and Perth from January 2010 to June 2011 and a full table of results can be viewed in Appendix 1.6. It is important to note that the numbers included in the activity log are likely to include repeated participants and therefore cannot be assumed to represent the total number of individuals that have been engaged in I Bike activities.

3.1.1 I Bike activities in Edinburgh

The I Bike officer in Edinburgh ran 377 activities over the two year pilot (from January 2010 to June 2011), delivering a total of 21,724 positive cycling experiences² to pupils, their parents, teachers and other members of the community.

Activities with the highest participation rates included assemblies, bike to school events, bike shed openings and Bling Your Bike events (where pupils decorate their bikes). One Bike to School event engaged 300 pupils and 15 members of school staff.

3.1.2 I Bike activities in Perth

The I Bike officer in Perth ran 516 activities in schools over the two year pilot (from January 2010 to June 2011), delivering a total of 20,287 positive cycling experiences³ to pupils, their parents, teachers and other members of the community.

Activities with the highest participation included assemblies, bike safety events, transition sessions (which focus on the transition from primary to secondary school) and a bike show/display. One Bling Your Bike event engaged 240 pupils and 7 teachers, and one health event engaged 248 pupils, 21 teachers and 6 parents.

² Events/activities held by the I Bike officer in Edinburgh were attended by 21,724 people in total. It is important to note that this figure may include repeat participants, and does not necessarily equate 21,724 different people

³ Events/activities held by the I Bike officer in Perth were attended by 20,287 people in total. It is important to note that this figure may include repeat participants, and does not necessarily equate 20,287 different people

3.2 I Bike Resource Pack

The I Bike school champion handbook was designed to ensure schools maintained the momentum of the cycling culture and to help further embed cycling within the curriculum.

The resource will help schools run I Bike activities and events in their school and maintain the interest and enthusiasm for cycling once the Cycling Officer has moved on.

The handbook is an A4 pack which contains an indexed CD with resources, templates and lesson plans which will assist schools in developing their own structured programme of cycling related presentations, assemblies, lessons, events and activities.

With the help of this resource pack, schools can continue developing strong curriculum links, focus on outdoor learning, promote active travel, nurture physical and mental wellbeing and create cohesion with JRSO, Eco Schools and Pupil Councils.

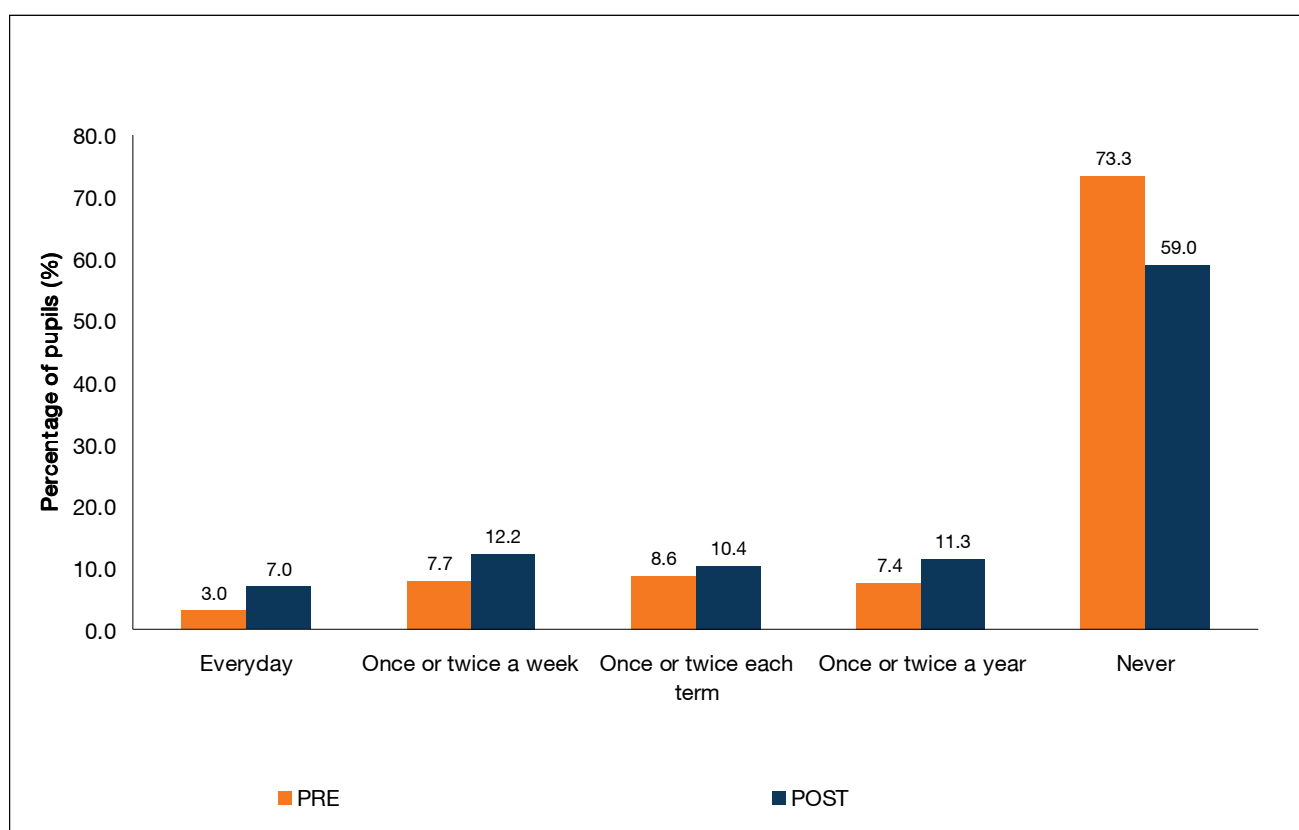
All twenty-four schools that were engaged in the I Bike project received an I Bike resource pack following completion of the I Bike pilot.

Pupil Survey

Hands-up surveys are conducted with pupils before a school engages in I Bike and again at the end of their first year of engagement in the project. Results from the pupil survey show the impact that I Bike can have on children's travel behaviour by working intensively with schools over the course of a school year.

Pre surveys were conducted in 17 schools prior to engagement in the pilot project in January 2010 with a post-survey conducted at the end of the school year in June 2010. Chart 3-1 shows how often I Bike pupils cycle to school in the pre and post survey.

Chart 3-1 How often do you cycle to school? (2009-2010)



These results show that I Bike has met the aim of the project to increase overall levels of cycling to school:

- The percentage of pupils cycling to school every day more than doubled, from 3.0% before I Bike to 7.0% after engagement in the project
- The percentage of pupils regularly cycling increased from 10.7% before I Bike to 19.3% after engagement in the project

A specific aim of the I Bike project is to recognise the differing needs of male and female pupils regarding cycling. Pupil survey results show that the percentage of male pupils cycling to school was higher than the percentage of females before and after I Bike, but that cycling levels have increased for both male and female pupils, demonstrating the success of the project in working closely with female pupils:

- **The percentage of female pupils cycling to school every day increased from 0.7% before I Bike to 4.5% after engagement in the project**, compared to an increase in the percentage of male pupils cycling to school every day from 5.4% before I Bike to 9.6% after engagement in the project
- **The percentage of female pupils regularly cycling to school increased from 8.6% before I Bike to 15.5% after engagement in the project**, compared to an increase in the percentage of male pupils regularly cycling to school from 13.0% before I Bike to 23.1% after engagement in the project.

Another specific aim of the I Bike project is to counter the decline in cycling levels of pupils as they move from primary to secondary school. Looking at these results by school type, we see that reported levels of cycling to school were much higher before and after I Bike for primary school pupils compared to secondary school pupils, but that there has been a positive increase in levels of cycling to both primary and secondary school following engagement in I Bike:

- **The percentage of pupils cycling to primary school every day increased from 3.3% before I Bike to 7.6% after engagement in the project**, compared to an increase in the percentage of pupils cycling to secondary school from 1.4% of pupils before I Bike to 2.7% of pupils after engagement in I Bike
- Regular cycling to primary school increased from 12.2% before I Bike to 21.1% after engagement in the project compared to an increase in regular cycling to secondary school from 3.2% of pupils before I Bike to 5.4% of pupils after engagement in the project.

Although there is a positive increase in the percentage of female pupils cycling to school overall, pupil survey results still show low levels of females cycling to secondary school, with an increase in the percentage of pupils reportedly cycling to school every day from 0 of 113 female pupils in the pre survey to 1 pupil of 68 females surveyed in the post survey. This emphasises the need to continue to work closely with female secondary school pupils and I Bike continues to develop innovative solutions through activities tailored to increasing female participation.

3.3 Hands Up Scotland – A National Comparison

The Hands Up Scotland Survey, which was first delivered in 2008, is the first national dataset in Scotland designed to look at mode of travel to school across the whole country. In 2009 and 2010 the survey was repeated using the same methodology. In all years the question ‘How do you normally travel to school?’ was asked over the same one week period in September.

Sustrans manages Hands Up Scotland and therefore has access to results from all schools that responded to the survey. This provides us with a valuable additional tool to compare travel habits in I Bike schools with a national dataset⁴.

In 2010, the percentage of pupils from schools across Scotland who said they normally travel to school by bike was 2.8% and in 2009 the equivalent percentage was 2.3%⁵

⁴ It should be noted that any year-on-year comparisons with a national dataset should be made with caution, due to inevitable variation brought about by various factors such as changes in sample size, the impact of external factors such as weather patterns and the limitations of single-answer questions.

Table 3-1 How do you normally travel to school? (Hands Up Scotland results on a national level)

Year	Walk	Cycle	Scooter/ Skate	Park & Stride	Driven	Bus	Taxi	Other	Total
2008	48.3%	2.8%	0.7%	6.1%	22.0%	18.2%	1.4%	0.5%	396,377
2009	47.0%	2.3%	0.6%	6.7%	23.3%	18.1%	1.6%	0.4%	415,804
2010	45.8%	2.8%	0.7%	7.4%	22.9%	18.2%	1.6%	0.5%	439,401

Table 3-2 How do you normally travel to school? (Hands Up Scotland results for I Bike schools in Edinburgh and Perth)

Year	Walk	Cycle	Scooter/ Skate	Park & Stride	Driven	Bus	Taxi	Other	Total
2008	53.9%	3.4%	0.8%	3.9%	22.0%	14.8%	1.0%	0.2%	4,755
2009	46.4%	3.1%	0.8%	4.2%	23.9%	20.4%	1.0%	0.1%	3,352
2010	55.3%	5.6%	1.0%	7.3%	17.2%	12.5%	1.0%	0.1%	6,930

The percentage of pupils at I Bike schools who reported that they cycled to school through Hands Up Scotland was already higher than the national picture in 2009 (before the schools had become engaged in I Bike), at 3.1%. The percentage of pupils at I Bike schools saying they usually cycled to school in 2010 increased by 2.5 percentage points, to 5.6% in 2010 – 2.8 percentage points higher than the national picture for 2010.

Walking to school at I Bike schools increased between 2009 and 2010 (from 46.4% to 55.3%) compared to the national percentage, which decreased from 47.0% in 2009 to 45.8% in 2010. However, given that the percentage of pupils who said they normally walk to school at I Bike schools was 53.9% in 2008, it may be that the 2009 results were an anomaly, and so this initially positive result should be viewed with some caution.

The percentage of pupils at I Bike schools who reported that they were normally driven to school decreased from 23.9% in 2009 to 17.2% in 2010. The equivalent national percentage has remained around 23% over the past two years.

⁵ For more information on Hands Up Scotland please visit the Sustrans website.

3.4 Parent Survey

The parent survey is designed to gather information on parent perceptions of cycling and the I Bike project, including questions on their child's travel behaviour, level of cycle training and competency and perceived barriers to cycling to school. A pre intervention survey was delivered at the start of I Bike (January 2010) and a post survey was delivered following the two year pilot (June 2011).

In total 602 parents responded to the pre survey - 422 parents of primary school children (201 male and 221 female pupils) and 180 parents of secondary school children (95 male and 85 female pupils). 243 parents responded to the post survey – 180 parents of primary school children (78 male and 100 female pupils⁶) and 63 parents of secondary school children (27 male and 36 female pupils).

Results from the parent survey support results from the pupil survey that levels of cycling to primary school have increased as a result of engagement with I Bike:

- **The percentage of parents who said their child usually cycles to primary school more than doubled from 2.8% before I Bike to 7.4% at the end of the two year pilot**
- The percentage of parents with a female child who usually cycles to primary school increased from 0.9% to 4.1% following I Bike
- The percentage of parents with a male child who usually cycles to primary school increased from 5.0% to 11.5% following I Bike

The survey also shows that I Bike has been successful in encouraging levels of regular cycling⁷ outside of school. These results show a particularly positive improvement in levels of cycling among secondary school girls. Results from the survey show:

- The percentage of female primary school pupils who regularly cycle outside of school has increased from 51.3% before I Bike to 81.5% at the end of the pilot
- **The percentage of female secondary school pupils regularly cycling outside of school increased from 16.7% before I Bike to 58.3% at the end of the pilot**
- The percentage of male primary school pupils regularly cycling outside of school increased from 68.8% before I Bike to 84.3% at the end of the pilot
- The percentage of male secondary school pupils who regular cycling outside of school increased from 54.7% before I Bike to 81.5% at the end of the pilot.

By contrast, levels of cycling to school in secondary school pupils remained low (only 3 of 180 parents in the pre-survey and 1 of 63 parents in the post-survey said that their child usually cycles to school). As with the pupil survey results this highlights the need to continue to tackle the transition from primary school to secondary school.

Parents reported an improvement in the cycling competency of their children following the two year pilot. **The percentage of primary school pupils perceived as competent enough to cycle to school increased from 75.6% in the pre-survey to 83.5% following I Bike.** A similar increase was seen for secondary school pupils, from 69.3% in the pre survey to 79.4% post intervention.

Parent responses also indicate that children have been given more freedom to cycle as a result of I Bike. Responses show that:

- The percentage of primary school children allowed to cycle to school increased from 41.6% in the pre survey to 54.9% following engagement in I Bike

⁶ Two surveys did not specify child's gender

⁷ Once or twice a week or more

- The percentage of primary school children allowed to cycle on the road increased from 41.9% in the pre survey to 57.2% following engagement in I Bike
- The percentage of secondary school pupils allowed to cycle on the road increased from 75.2% in the pre survey to 80.6% following engagement in I Bike.

When asked ‘What would encourage your child to cycle to school more often?’ parents identified **cycling infrastructure as particularly important**. The most popular responses to this question included ‘more on-road cycle lanes’ (identified by 44.3% of primary parents and 42.9% of secondary parents), ‘more off-road cycle paths’ (38.3% of primary parents and 30.6% of secondary parents) and ‘secure cycle storage’ (30.2% of primary parents and 30.6% of secondary parents) as things parents thought would encourage their child to cycle to school more often.

There were some clear differences between what parents thought would encourage primary and secondary school pupils to cycle to school more often. ‘Slower traffic speeds near school’ was an important consideration for 43.6% of parents of primary school pupils, compared with just 24.5% of parents of secondary school pupils. **‘Having people to cycle with’ was considered an important factor by more parents of secondary school pupils (38.8%) and parents of female primary school pupils (29.4%) than by parents of male primary school pupils (16.1%)**. This could suggest that secondary school pupils and female pupils are more influenced by their peers than male primary school pupils when it comes to cycling to school.

3.5 Teacher Survey

The I Bike teacher survey was conducted in June 2011 at the end of the two year pilot. These surveys ask the person with overall responsibility for I Bike in schools (usually the head teacher or a nominated I Bike school champion) a series of questions relating to their perceptions of the impact of I Bike.

16 people completed the survey on behalf of the schools engaged in I Bike – representing a sample size of more than half of the schools engaged in the programme across Edinburgh and Perth.

In addition to increasing the overall “use of bikes and cycling”, the teacher survey suggests that I Bike has been successful in increasing overall levels of physical activity among pupils. Teachers responded as follows:

- **81% of respondents said that I Bike had helped to get pupils more physically active**
- 81% of respondents said that I Bike had helped to increase awareness of the need to be physically active

The survey also shows that I Bike has been successful in engaging pupils in activities:

- 88% said that I Bike had helped provide popular activities and events for pupils
- 69% of respondents said that I Bike had helped to provide opportunities and experiences that were previously not available to their pupils
- 56% of respondents stated that I Bike had helped to engage disaffected pupils
- 56% stated that I Bike had helped to engage female pupils, meeting one of the primary aims of the project.

Several teachers identified pupil engagement as the most important development at their school as a result of I Bike, specifically citing **“engaging pupils who may otherwise not have used their bike”** and **“children being active in the organisation of activities and groups”**. In addition to this, one

respondent pointed to **“more involvement of class teachers”** as the most important development as a result of I Bike, illustrating the success of project in engaging school staff as well as pupils.

The teacher survey also highlights the synergy between the I Bike project and the school curriculum. 50% of respondents said that I Bike had helped teachers to use the project for classroom work/curriculum, with one respondent citing “developing cycling into the curriculum” as an “unexpected” benefit and another stating that the “PE department got involved and have now added cycling to PE for 1st years”. 50% of respondents also stated that I Bike had helped improve the quality and delivery of their school travel plan and one respondent stated that **“development of bike training during curriculum time”** had been the most important development at their school as a result of I Bike.

When asked what factors were important in promoting and/or improving cycling at their school, **100% of respondents said that promotional events, bike rides, secure cycle storage and cycle training were important.** Given that I Bike supports schools with all of these factors, the perceived importance placed on them by school staff demonstrates the value of delivering a structured programme to support cycling in schools. This is reflected by the fact that **94% of respondents said they would recommend I Bike to other schools (with one “don’t know”).**

When asked what the most important development at their school had been as a result of I Bike, most answers referred to the success of the programme in engaging pupils and raising awareness of and encouraging cycling.

Two schools cited cycle safety as the most important development at the school as a result of I Bike, with one teacher referring to a **“heightened awareness of the importance of cycling safety”** and another stating that I Bike **“made pupils throughout the school more aware of cycle safety”**.

The importance of developing cycling infrastructure within the school was also identified as the most important development within the school by two respondents, with one highlighting the importance of **“secure cycle storage”** and another the **“cycle to school initiative and installation of shelter”**

3.6 Partner Survey

The I Bike partner survey was sent to all local authority partners at the end of the two year pilot. Six responses were received from local authority professionals including Active Travel Co-ordinators and Sustainable Transport Assistants (three working in Edinburgh and three in Perth & Kinross).

The survey asked our partners to assess the impact that I Bike has had within their local authority and the extent to which it has helped them to meet their targets and deliver other initiatives.

All respondents stated that **I Bike has had a strong⁸ impact on increasing cycling levels amongst children**, with several respondents identifying this as the single most important development in the local authority as a result of I Bike. One respondent stated that **“[I Bike has encouraged] travel by bike to and from school but also outside of school time”** and another said they had **“seen levels of bikes rise each day [in school]”**.

Several partners also stated that cycling infrastructure within schools was the most important development as a result of I Bike in the local authority. The impact of cycling infrastructure on increasing cycling levels was highlighted: **one respondent stated that after the installation of bike shelters “bike [counts] increased to an average of 14-20 a day”** while another asserted that the **“physical presence [of cycle parking in primary school] encourages children of all ages to cycle/scoot to school”**. One partner also pointed out the impact increased cycling levels has had on cycling infrastructure:

⁸ good, very good or excellent

“Bike racks have been well used and in some cases more have been requested due to the success of I Bike”

Comments on I Bike tended to mention the success of the project in engaging “closely” and “intensively” with schools. The success of the project in engaging girls was particularly emphasised by respondents – **two partners identified the engagement of girls in cycling as the most important development at schools and/or the local authority as a result of I Bike**. Comments cited “good initiatives to enthuse girls in particular” as having been particularly effective, mentioning **“girls projects to encourage cycling such as beauty and the bike”**.

When asked whether I Bike had helped them to meet or deliver any other initiatives or targets, local authority partners identified two programmes where I Bike had specifically contributed to engaging girls. These included the **‘Fit for Girls’ programme to which “Beauty and the Bike really contributed”** and **‘Active Schools’ which “targets...inactive groups – so I Bike helped with girls and S3 pupils”**. The project also helped to meet targets by encouraging I Bike schools to *“develop their school travel plan”* and achieve *“great figures in the Hands Up [Scotland] Survey”*, as well as contributing to the ‘Give Me Cycle Space’ campaign.

All local authority partners thought I Bike had made a good, very good or excellent impact on establishing examples of good local practice, providing popular activities and events for the community and raising the profile of cycling within the local authority. One respondent effectively summarised the interplay between soft measures and infrastructure in raising the profile of cycling in school:

“We now have a bike crew, bike equipment, bike shelters and staff trained to lead groups. The bike profile has become much higher”

Another partner commented that *“I Bike has helped to encourage more adults to cycle and become involved in any led rides that are being run locally”*, identifying the positive impact I Bike is having beyond the target audience.

Other wider benefits of I Bike for partners included a good or excellent impact on good publicity for the local authority’s work, highlighted by five of the six respondents with one respondent citing *“fantastic PR”* as one of the most important developments at the local authority as a result of the project. **All six respondents said that they would recommend I Bike to another local authority** with individual comments including:

“Fantastic project working very closely with schools”

“I Bike has been fantastic for the cluster”

“It’s great having a project working intensively with schools to promote cycling”

3.7 Qualitative Research

Qualitative research was carried out at five I Bike schools in Edinburgh and Perth through a focus group with pupils and an interview with the head teacher or I Bike champion. Each focus group involved between five and eight pupils who had been engaged in I Bike. Particular themes that were discussed included the impact of I Bike in increasing cycling levels and overall levels of physical activity, engaging girls in I Bike, I Bike activities, perceived barriers to cycling and whether pupils will continue cycling in the future.

3.7.1 Increasing levels of cycling

Pupils and teachers both identified an increase in levels of cycling to school when discussing the impact I Bike has had on their schools. One teacher stated that *“there’s a massive, I mean massive*

uptake on it (cycling)", and a pupil commented: "... since I Bike came there is loads more people cycling".

Interview respondents at primary schools did not report any differences between male and female cycling levels either before or after the project. However, in secondary schools teachers commented that very few female pupils cycled to school before I Bike: "it was all boys cycling, there were no girls at all cycling before I Bike". The specific focus of I Bike on female pupils is perceived to have had an impact in terms of increasing the numbers of female secondary school pupils cycling and changing in their attitude towards cycling:

"Definitely with the girls it has become a little bit cooler...before they were fussy about their helmets and their hair and...and now it's ok...it's (I Bike) definitely raising the profile"

The focus groups also showed that the increase in cycling is not just confined to pupils cycling to school. Many pupils mentioned that they have started cycling more outside of school with their friends or family. One pupil said "We (pupil and parents) cycle further now...we've started trying new places", while another commented that "It's quite new for me (going on cycle rides) because I never used to go out on my bike as much or with my mum and dad". A pupil highlighted the impact that I Bike has had on their parents cycling:

"I told my mum how fun the activities were and she started hiring a bike to cycle into work and everything"

3.7.2 Increased physical activity

Many pupils highlighted the positive effects of cycling on their physical activity levels. For instance one pupil has been "going around the sports field that is about a mile long...to get exercise and it was quite fun". Another pupil feels "good and healthy" after cycling.

When asked if cycling more meant they were doing any other activities less, most pupils that responded stated that the only activities replaced by cycling were sedentary activities. One pupil mentioned that they "don't sit in the house as much now, I would rather go out and cycle with my friends" and another "used to play the Xbox all the time" but he has "not been on it for months". It also appears that cycling is starting to replace travelling in the car for some journeys. One pupil states that they are now "in the car a lot less" and another takes pride in the fact that they "used to go in the car to football training but I cycle there now".

3.7.3 I Bike activities

Feedback from the focus groups and interviews highlighted the popularity of I Bike events with pupils. One pupil captured the way I Bike events encourage pupils to cycle to school: "when we first opened the bike shed it was full everyday and then people stopped cycling and we only had a couple but then after we had a couple of fun days and the bike breakfast it started to get full again".

Beauty and the Bike events had a huge impact on the female pupils in particular. One girl highlighted the importance of the LUSH-sponsored events for her: "I wouldn't do it (I Bike) if LUSH wasn't in it because I don't really enjoy cycling but it showed me I kind of do like cycling". A teacher added: "the LUSH section, the girls loved that, it really caught their attention".

The **bike maintenance** and **skills sessions** were also very popular. These activities in particular seemed to have a big impact on the pupils' confidence with regard to cycling. Many of them spoke with assurance about the skills that they now have: "now you know that when you're out cycling if you did get a puncture you'd know how to fix it". They seem to cycle more now because of this confidence. One pupil states that she cycles more "because we've done more, we've done right hand signals...I used to be scared when you take your hand off to signal, in case I fell off, but I'm not anymore".

Alongside I Bike activities, the provision of **bike shelters** was also considered an important benefit of I Bike by all schools. Many of the teachers emphasised having somewhere safe to lock up bikes as a crucial influencing factor for pupils cycling to school: *“definitely getting the bike parking was fantastic for this school...it raised the profile of cycling”*. One pupil described the opening of their bike shelter as being *“amazing”*.

3.7.4 Barriers to cycling

Pupils identified several practical barriers which prevented them from cycling to school. These included the distance they have to travel to school: *“I just live over the road and if I cycle then I’d just get on my bike and have to get off again”*. Another pupil *“can’t really cycle to school because I live too far away”*. Other practical barriers reported included not having access to a bicycle or having a bicycle in need of repair.

Having someone to cycle with was an important factor for secondary school pupils. One pupil stated *“it’s really weird if you are just by yourself cycling”*. Having someone to cycle with was also important to primary school pupils: for them the chance to go out cycling with their friends was one of the positive factors that make cycling more appealing: *“it’s just nice to get on your bike and see your friends”*.

Pupils’ attitudes to cycling in secondary schools were different to the attitudes of primary school pupils. This was highlighted by the all female focus group at Firrhill High School where it was revealed that one of their main barriers to cycling was the attitude of the male pupils towards girls cycling at their school: *“all the boys in our year laugh at you... because seemingly it’s not cool”*.

3.7.5 Cycling in the future

The majority of secondary pupils said they would continue to cycle in the future; *“it’s a good way to get around places if you don’t want to jump on a bus”*. Primary pupils facing a move to secondary school perceived some practical and organisational barriers which could prevent them from cycling:

“I will see, I will try it a few times if I’m not sleeping in class after it I’ll probably keep doing it”

“It depends on books, I see my sister some days and she has quite a lot of books in her bag”

However, many of the teachers mentioned that there were planned transition rides and cycling events coming up for the pupils moving to secondary school. These aim to show pupils that there are enjoyable routes to their new school. One teacher explains: *“I have 11 children interested in cycling to the Grammar...we take them the shortest safest route”*. The teachers also seemed positive that they will continue to promote cycling at their school in the future:

“All the things that we’ve been doing, we would...definitely continue doing”

“We’ll continue. We’ll keep going...we’ve done some in between the I Bike events that we’ve organised ourselves”.

4 Conclusion

Research conducted throughout the I Bike pilot project shows that I Bike has had a positive impact on overall levels of cycling to school in I Bike schools in Edinburgh and Perth, meeting the primary aim of the project.

Pupil survey results demonstrate the impact I Bike can have working intensively with pupils over the course of a school year. The overall percentage of pupils regularly cycling to school increased from 10.7% of pupils before I Bike to 19.3% after engagement in the project. This includes an increase in regular cycling to secondary school from 3.2% before I Bike to 5.4%, demonstrating the success of the project in countering the decline in cycling in secondary schools.

Furthermore, through qualitative research I Bike has engaged with pupils to understand more about the perceived barriers to cycling to secondary school, allowing I Bike to continue to design and deliver popular activities to tackle these barriers, such as transition events for primary school-leavers demonstrating safe and practical routes to secondary school and the LUSH-sponsored events targeted at female secondary school pupils.

Although there is more work to be done in increasing the levels of female pupils cycling to secondary school, the pilot has been very successful in increasing levels of cycling outside of school for this group: the percentage of parents with a female child in secondary school who said their child regularly cycles outside of school increased from 16.7% before I Bike to 58.3% at the end of the pilot, demonstrating a 41.6 percentage point increase in regular cycling over the course of the two year pilot.

In the partner survey, school travel professionals also stated that I Bike has been instrumental in helping to deliver other initiatives such as 'Fit for Girls' and 'Active Schools' which targets "inactive groups [such as] girls and S3 pupils". This was supported by results from the teacher survey, with 56% of respondents stating that I Bike had specifically helped to engage female pupils.

Research also shows that I Bike has delivered a number of wider benefits in addition to meeting the primary aims of the project. 81% of respondents to the teacher survey stated that I Bike has helped to get pupils physically active while pupils in the focus group reported wider benefits for parents and siblings who are now cycling more. This was supported by a partner who commented "*I Bike has helped to encourage more adults to cycle*".

The parent survey also shows that parents of pupils engaged in I Bike have greater confidence in their child's cycling ability following the I Bike project: more pupils are now allowed to cycle to school and on the road as a result of I Bike, providing pupils with increased freedom and independence.

Overall the I Bike pilot has demonstrated success in meeting the primary aims of the project: increasing overall levels of cycling to school, engaging female pupils and tackling the decline in cycling from primary school to secondary school.

Research with teachers, local authority partners and pupils themselves, show that I Bike has successfully engaged inactive groups and developed a programme of activities tailored to meet the specific needs of female pupils, indicating that the project is well positioned to continue to tackle perceived barriers to cycling and increase the number of pupils cycling to school with the continuation of the project in Edinburgh, Perth and Fife.

I Bike has support from pupils, parents, teachers and local authority school travel professionals. All six respondents to the partner survey stated that they would recommend I Bike to other local authorities, with individual comments describing it as a "*fantastic project*" and "*fantastic for the cluster*".

5 Appendix

5.1 Pupil Survey Data

This section contains data from the pupil survey conducted in I Bike schools over the first year of the pilot. Pre surveys were conducted prior to engagement in I Bike in January 2010 and post surveys were conducted in June 2010 at the end of the 2009-2010 academic year.

Pupil survey data is presented for I Bike overall (Edinburgh and Perth combined) and for Edinburgh and Perth individually.

A list of all schools who took part in this survey is provided in Table 4-1.

Table 5-1 Schools engaged in I Bike which provided hands-up survey data during the 2009-2010 school year

Area	Schools
Edinburgh	Bonaly Primary
	Brunstane Primary
	Colinton Primary
	Duddingston Primary
	Longstone Primary
	Oxgangs Primary
	Parsons Green Primary
	Pentland Primary
	Towerbank Primary
Perth	Balhousie Primary
	Goodlyburn Primary
	North Muirton Primary
	Oakbank Primary
	St Ninians Primary
	Tulloch Primary
	Viewlands Primary
	Perth Academy

5.1.2 Pupil survey data for Edinburgh and Perth (2009-2010)

This section contains pupil survey results for I Bike schools in Edinburgh and Perth. Pre surveys were conducted prior to engagement in I Bike in January 2010 and post surveys were conducted in June 2010 at the end of the 2009-2010 academic year.

Table 5-2 Overall: How often do you cycle to school? (2010)

	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Every day	35	5.4	5	0.7	59	9.6	28	4.5
Once or twice a week	49	7.6	55	7.9	83	13.5	68	11.0
Once or twice each term	74	11.4	42	6.0	67	10.9	61	9.9
Once or twice a year	50	7.7	49	7.1	77	12.5	63	10.2
Never	440	67.9	544	78.3	330	53.6	399	64.5
Total	648	100.0	695	100.0	616	100.0	619	100.0
	Pupils regularly cycling							
	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Regular cycling*	84	13.0	60	8.6	142	23.1	96	15.5

*Regular cycling refers to pupils who cycle once or twice a week or more

Table 5-3 Overall: How often do you cycle outside of school? (2009-2010)

	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Every day	127	20.3	47	6.9	166	26.9	82	13.3
Once or twice a week	271	43.3	336	49.1	244	39.5	290	47.0
Once or twice each term	129	20.6	184	26.9	130	21.0	144	23.3
Once or twice a year	27	4.3	42	6.1	30	4.9	21	3.4
Never	72	11.5	76	11.1	48	7.8	80	13.0
Total	626	100.0	685	100.0	618	100.0	617	100.0
	Pupils regularly cycling							
	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Regular cycling*	398	63.6	383	56	410	66.4	372	60.3

*Regular cycling refers to pupils who cycle once or twice a week or more

5.1.3 Pupil survey data for Edinburgh (2009-2010)

This section contains pupil survey results for I Bike schools in Edinburgh. Pre surveys were conducted prior to engagement in I Bike in January 2010 and post surveys were conducted in June 2010 at the end of the 2009-2010 academic year.

Table 5-4 Edinburgh: How often do you cycle to school? (2009-2010)

	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Every day	25	7.5	4	1.2	27	8.2	13	4.1
Once or twice a week	33	9.9	43	12.6	50	15.2	37	11.7
Once or twice each term	54	16.1	27	7.9	47	14.2	30	9.5
Once or twice a year	28	8.4	29	8.5	55	16.7	45	14.2
Never	195	58.2	239	69.9	151	45.8	192	60.6
Total	335	100.0	342	100.0	330	100.0	317	100.0
	Pupils regularly cycling							
	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Regular cycling*	58	17.3	47	13.7	77	23.3	50	15.8

*Regular cycling refers to pupils who cycle once or twice a week or more

Table 5-5 Edinburgh: How often do you cycle outside of school? (2009-2010)

	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Every day	63	19.4	17	5.1	88	26.5	43	13.7
Once or twice a week	149	45.8	191	57.4	141	42.5	144	45.7
Once or twice each term	68	20.9	84	25.2	75	22.6	81	25.7
Once or twice a year	12	3.7	13	3.9	14	4.2	4	1.3
Never	33	10.2	28	8.4	14	4.2	43	13.7
Total	325	100.0	333	100.0	332	100.0	315	100.0
	Pupils regularly cycling							
	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Regular cycling*	212	65.2	208	62.5	229	69	187	59.4

*Regular cycling refers to pupils who cycle once or twice a week or more

5.1.4 Pupil survey data for Perth (2009-2010)

This section contains pupil survey results for I Bike schools in Perth. Pre surveys were conducted prior to engagement in I Bike in January 2010 and post surveys were conducted in June 2010 at the end of the 2009-2010 academic year.

Table 5-6 Perth: How often do you cycle to school? (2009-2010)

	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Every day	10	3.2	1	0.3	32	11.2	15	5.0
Once or twice a week	16	5.1	12	3.4	33	11.5	31	10.3
Once or twice each term	20	6.4	15	4.2	20	7.0	31	10.3
Once or twice a year	22	7.0	20	5.7	22	7.7	18	6.0
Never	245	78.3	305	86.4	179	62.6	207	68.5
Total	313	100.0	353	100.0	286	100.0	302	100.0
	Pupils regularly cycling							
	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Regular cycling*	26	8.3	13	3.7	65	22.7	46	15.2

*Regular cycling refers to pupils who cycle once or twice a week or more

Table 5-7 Perth: How often do you cycle outside of school? (2009-2010)

	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Every day	64	21.3	30	8.5	78	27.3	39	12.9
Once or twice a week	122	40.5	145	41.2	103	36.0	146	48.3
Once or twice each term	61	20.3	100	28.4	55	19.2	63	20.9
Once or twice a year	15	5.0	29	8.2	16	5.6	17	5.6
Never	39	13.0	48	13.6	34	11.9	37	12.3
Total	301	100.0	352	100.0	286	100.0	302	100.0
	Pupils regularly cycling							
	Pre				Post			
	Boys		Girls		Boys		Girls	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Regular cycling*	186	61.8	175	49.7	181	63.3	185	61.2

*Regular cycling refers to pupils who cycle once or twice a week or more

5.2 Hands Up Scotland Data

This section contains data from the national Hands Up Scotland dataset, managed by Sustrans. The survey was delivered in 2008, 2009 and 2010. Pupils from schools across Scotland were asked the question 'How do you normally travel to school?' over the same one week period in September.

Participation in the Hands Up Scotland survey is not compulsory – therefore the same schools may not respond year on year. A list of all I Bike schools that took part in Hands Up Scotland is provided in table 4-8.

Table 5-8 Schools engaged in I Bike which provided data for Hands Up Scotland

Area	2008	2009	2010
Edinburgh	Colinton Primary	Colinton Primary	Brunstane Primary
	Duddingston Primary	Longstone Primary	Colinton Primary
	Oxgangs Primary	Oxgangs Primary	Longstone Primary
	Pentland Primary	Pentland Primary	Oxgangs Primary
	Towerbank Primary		Parson's Green Primary
	Portobello High		Pentland Primary
			The Royal High Primary
			Towerbank Primary
			Portobello High
Perth	Balhousie Primary	Balhousie Primary	Balhousie Primary
	Goodlyburn Primary	Goodlyburn Primary	Craigie Primary
	Oakbank Primary	North Muirton Primary	Goodlyburn Primary
	Tulloch Primary	Oakbank Primary	Inchview Primary
	Viewlands Primary	Tulloch Primary	North Muirton Primary
	Perth Academy	Perth Grammar	Oakbank Primary
	Perth Grammar	Perth High	St. Ninian's Episcopal Primary
			Tulloch Primary
			Viewlands Primary
			Perth Academy
			Perth Grammar

Table 5-9 Hands Up Scotland national breakdown of travel modes to school

Year	Walk	Cycle	Scooter/ Skate	Park & Stride	Driven	Bus	Taxi	Other	Total
2008	48.3%	2.8%	0.7%	6.1%	22.0%	18.2%	1.4%	0.5%	396,377
2009	47.0%	2.3%	0.6%	6.7%	23.3%	18.1%	1.6%	0.4%	415,804
2010	45.8%	2.8%	0.7%	7.4%	22.9%	18.2%	1.6%	0.5%	439,401

Table 5-10 Hands Up Scotland breakdown of travel modes to I Bike schools

Year	Walk	Cycle	Scooter/ Skate	Park & Stride	Driven	Bus	Taxi	Other	Total
2008	53.9%	3.4%	0.8%	3.9%	22.0%	14.8%	1.0%	0.2%	4,755
2009	46.4%	3.1%	0.8%	4.2%	23.9%	20.4%	1.0%	0.1%	3,352
2010	55.3%	5.6%	1.0%	7.3%	17.2%	12.5%	1.0%	0.1%	6,930

5.3 Activity Log

This section outlines the number of activities delivered by I Bike officers in Edinburgh and Perth throughout the two year pilot. Data has been presented for Edinburgh and Perth for the 2009-2010 and 2010-2011 academic year.

5.3.1 Activity log data (2009-2010)

Table 5-11 Activity log data for Edinburgh (2009-2010)

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
After School Club	4	44	7	0	0	51
Assembly	14	3,084	88	30	0	3,202
Bike Breakfast	4	180	21	66	10	277
Bike Crew/BUG Event	3	31	3	0	0	34
Bike Crew/BUG Meeting	33	218	4	0	0	222
I Bike Champion Meeting	10	8	12	0	0	20
Bike Maintenance Session	1	19	1	0	0	20
Bike Picnic	1	18	2	0	0	20
Bike Safety Event	1	8	0	0	0	8
Bike Shed Opening	2	214	16	12	3	245
Bike to School Event	1	300	15	0	0	315
Bikeability Training	1	55	2	4	0	61
Classroom Session	5	164	6	0	0	170
Dr Bike Session	1	10	2	0	0	12
Head Teacher Meeting	16	0	32	0	0	32
National Standards Training	1	12	0	0	0	12
Parents Meeting	3	4	6	25	0	35
Playground Skills Session	4	120	3	0	0	123
Prize/Award Presentation	4	492	29	25	2	548
School Fair	1	300	20	300	100	720

Table 5-11 Activity log data for Edinburgh (2009-2010) (continued)

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
Staff Meeting	1	0	6	0	0	6
Transition Session	6	1,092	31	0	0	1,123
Other (meeting)	20	730	49	21	0	800
Total	137	7,103	355	483	115	8,056

Table 5-12 Activity log data for Perth (2009-2010)

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
Assembly	22	4,546	255	0	0	4,801
Beauty & The Bike Event	7	272	11	1	0	284
Bike Breakfast	2	98	11	16	0	125
Bike Crew/BUG Event	20	273	22	0	0	295
Bike Crew/BUG Meeting	24	255	17	4	0	276
I Bike Champion Meeting	28	63	41	0	0	104
Bike Maintenance Session	9	226	10	0	0	236
Bike Picnic	7	123	25	17	0	165
Bike Shed Opening	2	209	20	4	0	233
Bike Sports Day/Event	2	30	2	1	0	33
Bike to School Event	4	633	20	0	0	653
Classroom Session	6	274	13	0	0	287
Head teacher Meeting	17	0	33	0	0	33
Parents Meeting	8	0	22	76	0	98
Playground Skills Session	3	112	10	1	0	119
School Fair	1	300	10	0	0	310
Staff Meeting	12	0	20	0	0	20
Transition Session/Event	2	18	2	0	0	20

Table 5-12 Activity log data for Perth (2009-2010) (continued)

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
Volunteer Meeting	1	0	3	0	0	3
Other (meeting)	77	101	53	0	0	154
Total	254	7,533	596	120	0	8,249

5.3.2 Activity log data (2010-2011)

Table 5-13 Activity log data for Edinburgh, 2010-2011

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
After School Club	2	10	0	0	0	10
Assembly	27	7,170	253	0	0	7,423
Beauty & The Bike Event	11	95	12	0	0	107
Bike Breakfast	8	256	25	119	0	400
Bike Crew/BUG Event	1	183	12	0	0	195
Bike Crew/BUG Meeting	63	412	5	0	0	417
I Bike Champion Meeting	22	1	35	0	0	36
Bike Maintenance Session	18	563	10	0	0	573
Bike Picnic	1	22	2	0	0	24
Bike Ride	8	201	16	0	0	217
Bike Shed Opening	2	210	9	25	0	244
Bike Sports Day/Event	2	380	23	0	0	403
Bike to School Event	7	1,785	103	0	0	1,888
Bikeability Training	2	72	2	2	0	76
Bling/Decorate Your Bike	2	192	8	0	0	200
Classroom Session	5	186	9	0	0	195
Classroom Skills Session	1	15	0	0	0	15
Dr Bike Session	3	35	9	0	0	44
Headteacher Meeting	14	0	17	0	0	17

Table 5-13 Activity log data for Edinburgh (2010-2011) (continued)

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
Parents Meeting	2	6	0	23	0	29
Playground Skills Session	4	85	5	0	0	90
Prize/Award Presentation	1	25	1	8	0	34
Puncture Repair Session	2	109	4	0	0	113
School Fair	2	135	25	130	50	340
Transition Session/Event	5	491	4	1	0	496
Walk to School Event	1	0	0	0	0	0
Other (meeting)	24	60	19	3	0	82
Total	240	12,699	608	311	50	13,668

Table 5-14 Activity log data for Perth (2010-2011)

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
Assembly	15	2,704	161	6	0	2,871
Beauty & The Bike Event	14	449	6	5	0	460
Bike Breakfast	8	214	32	37	4	287
Bike Crew/BUG Event	4	338	28	0	0	366
Bike Crew/BUG Meeting	47	346	32	1	0	379
I Bike Champion Meeting	41	0	46	0	0	46
Bike Maintenance Session	16	370	12	0	0	382
Bike Picnic	3	44	5	1	0	50
Bike Ride	6	90	5	15	0	110
Bike Safety Event	5	790	60	0	0	850
Bike Shed Opening	1	20	4	0	0	24
Bike Show/Display	1	200	5	0	0	205
Bike Sports Day/Event	2	141	7	0	0	148
Bike to School Event	2	104	8	0	0	112

Table 5-14 Activity log data for Perth (2010-2011) (continued)

Activity	No. of activities	Pupils	Staff	Parents	Siblings	Total attendees
Bikeability Training	1	12	2	0	0	14
Bling/Decorate Your Bike	1	240	7	0	0	247
Classroom Session	31	2,372	117	0	0	2,489
Classroom Skills Session	3	171	6	0	0	177
Community Event	3	0	0	0	0	0
Dr Bike Session	13	330	30	1	0	361
Environment Event	2	158	11	0	0	169
Female Specific Event	1	0	0	6	0	6
Headteacher Meeting	3	0	4	0	0	4
Health Event	1	248	21	6	0	275
National Standards Training	1	3	2	0	0	5
Parents Meeting	2	0	2	26	0	28
Playground Skills Session	8	469	14	0	0	483
School Fair	3	35	51	20	0	106
Staff meeting	17	0	34	0	0	34
Transition Session/Event	6	1,285	59	2	0	1,346
Volunteer Meeting	1	0	1	3	0	4
Total	262	11,133	772	129	4	12,038