

I Bike

The annual report for the I Bike project 2017-2018



About Sustrans

Sustrans is the charity making it easier for people to walk and cycle. We connect people and places, create liveable neighbourhoods, transform the school run and deliver a happier, healthier commute.

Join us on our journey. www.sustrans.org.uk

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Registered Charity No. 326550 (England and Wales) SC039263 (Scotland)
VAT Registration No. 416740656

Circulation status	Sustrans and Funding Partner(s)
Report reference:	SUSR1649
Current status	Final Draft
Date issued:	12/03/2019
Quality Assured:	Lisa Gallacher
Sign-off	Lisa Gallacher
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I Bike 2017-2018

The Cycling Action Plan for Scotland sets out a vision that “By 2020, 10% of everyday journeys taken in Scotland will be by bike.” To enable this, Sustrans’ I Bike project delivers an intensive pro-cycling curriculum linked programme to schools in Scotland. The programme aligns with a range of national government policies and objectives, covering health and wellbeing, built environment, school education, sustainable transport and road safety, skills and volunteering and the community.

Now in its 10th year, I Bike is active in twelve local authorities (Aberdeen City, Aberdeenshire, Dumfries and Galloway, Dundee, East Dunbartonshire (2 I Bike officers), Edinburgh, Falkirk, Glasgow City, Midlothian (2 I Bike officers), North Ayrshire, Perth and Kinross and West Lothian. The overarching aim of I Bike is to increase the number of pupils cycling to school and in leisure time. Specific aims of the project are to counter the decline in cycling levels as pupils move from primary to secondary school and to recognise and support the different needs of male and female pupils. It also aims to create a positive pro-cycling culture within participating schools with a legacy of long term behaviour change within the school communities. In addition, I Bike promotes all forms of active travel (including park and stride to decrease congestion around the school gates).

The I Bike delivery model takes a long term approach to encouraging behaviour change within schools, ensuring that activities continue beyond the officer’s involvement. After the first year of intensive engagement, officers provide schools with support and advice to continue their own programme of cycling-related activities for a second supported year, and offers at-a-distance support for a third year.

This document summarises all core monitoring data collected in I Bike schools during the 2017-2018 school year across twelve participating local authorities. A supplementary report is available outlining the findings from qualitative research carried out in 2017-2018.



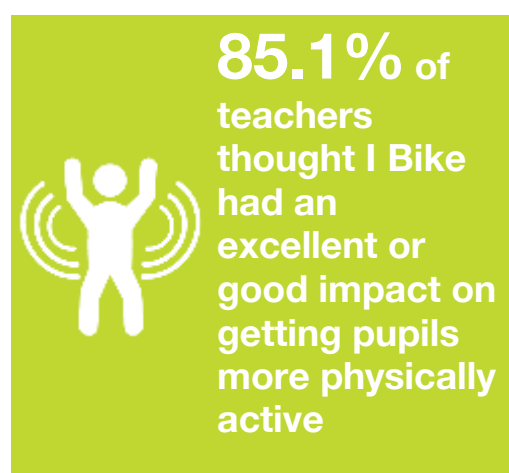
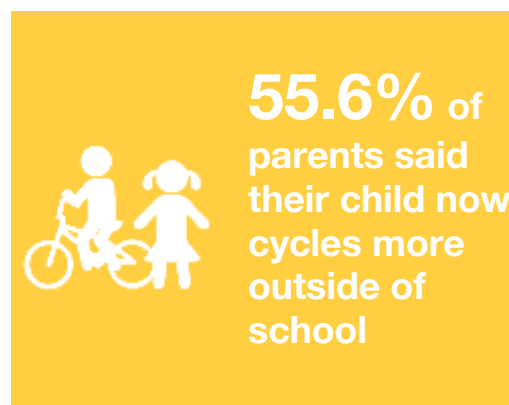
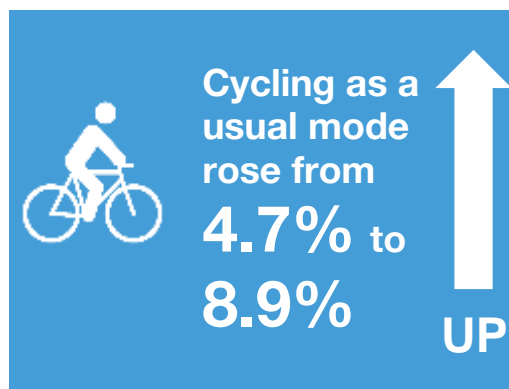
Executive summary: After one year

- The percentage of pupils usually travelling to school by **bike rose 4.2 percentage points** from 4.7% at baseline to 8.9%.
- The percentage of pupils usually **driven** to school **has fallen 6.2 percentage points** from 31.0% to 24.8%.
- **62.2% of pupils travelled to school by an active mode¹**, a rise of nine percentage points.

- Over half of parents surveyed (**55.6%**) said their child **cycled more outside of school** since I Bike.
- **70.4%** of parents said their child had **more knowledge of cycling** and **71.1%** had **more cycling skills**.
- Before I Bike, **51.6%** of parents **allowed their child to cycle to school**, this rose to **72.0%** after one year.

- **87.9%** of partners thought I Bike had an **excellent or good impact on increasing cycling levels** amongst children.
- **91.2%** of partners thought I Bike had an **excellent or good impact** on helping to positively promote their work to **increase physical activity** among school pupils.
- **100%** of partners **would recommend I Bike to other local authorities/organisations**.

- **90.2%** of teachers thought the number of **pupils cycling to school has risen** since becoming engaged with I Bike.
- **85.1%** of teachers thought I Bike had an **excellent or good impact** on getting pupils at the school **more physically active**.
- **85.1%** of teachers thought I Bike had an **excellent or good impact** on **increasing road safety awareness**



¹ Walking, cycling, scoot/skate

Monitoring and Evaluation

Sustrans' Research & Monitoring Unit are responsible for monitoring the I Bike project which includes a range of tools aimed at measuring the success of the I Bike project. This includes:

Monitoring tool	Description
Bike It Database	Officers log information about activities delivered, meetings attended and bike counts on Sustrans' online database. A detailed breakdown of activities delivered is provided as an appendix to this report (page 33).
Pupil surveys	<p>Pupil hands-up surveys are used to monitor variations in the mode of travel of school pupils. The surveys ask pupils about their usual mode of travel to school, frequency of travel modes, how often they ride their bike outside of school and how they would most like to travel to school.</p> <p>The surveys are delivered by the Sustrans I Bike Officers and/or school staff to a whole class before and after an intervention. Baseline surveys were conducted in each school before pupil engagement in the project. Follow-up surveys were conducted at the end of the 2017-2018 school year (with the same year groups), and will be repeated at the end of the next year of the programme.</p> <p>In 2017-2018, 10,607 pupils took part in the baseline survey and 9,139 took part in the post year one 2017-2018 survey at 46 schools. In addition, 3,373 pupils took part in a post year two survey, 2,021 in a post year three survey, 0 pupils completed a post year four survey and 162 pupils (at one school) took part in a post year 5 survey.</p>
Parent & carer surveys	<p>Parent & carer surveys are used to ascertain adult perceptions, attitudes and barriers towards active travel, gathering information such as whether parents currently allow their child to cycle or walk to school; and how their child currently travels to school.</p> <p>The paper based surveys were distributed and returned to school staff, although online surveying was also trialled in 2017-2018. The survey received 269 responses from 9 project areas.²</p>
Teacher & partner surveys	<p>Online surveys are conducted with key members of staff in schools engaged in the project and key stakeholders e.g. local authority partners and Active Schools at the end of each school year. Data from these surveys feed into the preliminary and longer term project evaluation. In 2017-2018, 102 school staff/champions from 88 schools responded to the teacher survey. Meanwhile, 34 responses were received for the partner survey.³</p>
Focus groups	<p>Ten focus groups took place at the end of the 2017-2018 academic year at selected I Bike schools in Dundee, Midlothian, North Ayrshire and Perth & Kinross.</p> <p>As part of a new methodology, single sex and mixed sex focus groups took place in each school to understand any gender differences in perceptions and attitudes to active travel. Schools were chosen based on a selected criteria including; primary/secondary, level of engagement, urban/rural classification.</p>
Teacher interviews	<p>Teacher and school staff interviews were conducted at four of the schools where focus groups were undertaken. An additional telephone interview was carried out at Lenzie Academy where a focus group could not be arranged.</p>

² No parent & carer surveys received from Edinburgh, Midlothian 1 or West Lothian.

³ No partner surveys were received from East Dunbartonshire, Edinburgh or North Ayrshire

I Bike's impact on volunteers

“
I've really enjoyed the range of training and support offered by Sustrans, which has made the volunteer team feel integral to delivery of I Bike.”

Jeremy, I Bike Volunteer

www.sustrans.org.uk/volunteer

Our volunteers make a real difference.



sustrans
JOIN THE MOVEMENT

“It's always fun working with the kids and really rewarding...especially when someone first cycles by themselves! The confidence it gives them is so valuable, and they always make me laugh.”

- Julie Arbuckle, Volunteer,
Glasgow City



75 volunteers in
2 local authorities

2,009 hours
volunteered
between Aug 17 and
July 2018

450 I Bike
activities between
Aug 17 and July

In May 2018 we conducted a small piece of qualitative research to assess the impact of volunteering with the I Bike project with a particular focus on skills, social opportunities, sense of community, employability and physical activity.

A summary of the outcomes is provided on the right.

“It’s certainly not something that I did with the intention of using it for employability but as a result it is actually helping me...And it’s something that I definitely mentioned on many applications, so it’s something that I’ll be talking about in interview as well. So without realising it, I think it will have quite a big impact.” – Volunteer focus group participant

Outcome	Evidence
Skills	All participants reported an increase in their skills and/or knowledge as a consequence of volunteering with I Bike, in particular the Velotech course was mentioned by a number of participants. Some volunteers also reported that they had gained skills in leadership, risk management and experience of working with children.
Social Opportunities	None of the participants reported that I Bike had had an impact on their social life however it was acknowledged that social opportunities had been made available to them through I Bike including meeting other volunteers and staff.
Sense of Community	Participants mentioned feeling like they were contributing to society and that they had a greater awareness of local cycle routes. Not all volunteers were volunteering in their immediate local area which consequently meant they did not have an increased sense of their local community. However, they did feel more aware of the area they were volunteering in.
Employability	Volunteering with I Bike has increased the volunteers’ perceived sense of their own employability. Increasing their employability was a motivation to join the scheme for two of the seven volunteers. It was not the sole motivation for any of the volunteers.
Physical Activity	Participants reported either increases in or maintenance of their physical activity levels since becoming a volunteer. Maintaining a level of fitness was a motivation for one volunteer to become an I Bike volunteer. Some of the volunteers felt that they had changed their travel behaviour as a consequence of volunteering but not all did.

Aim 1: To give children the confidence, enthusiasm and skills to cycle to school



947 skills and training sessions delivered

24,194 pupil, parent, sibling and teacher attendances

155 schools/organisations engaged



During 2017-2018 I Bike officers delivered skills and training sessions including Learn to Ride, Balance Bike Skills, General Safety, Bike/Scooter Maintenance Sessions and National Standards Cycle Training such as Bikeability Scotland.

I Bike officers also delivered sessions designed to develop interest and enthusiasm including Active Travel Breakfasts, Bling your Bike and Prize Giving.

Educational sessions included Sustrans Big Street Survey, Art and Design, Geography, Environment and Science which linked I Bike with the curriculum.

204 interest and enthusiasm sessions delivered

19,638 pupil, parent, sibling and teacher attendances

94 schools/organisations engaged





71.1%
of parents
said their
child had
more
cycling
skills



70.4%
of parents
said their
child had
more
knowledge
of cycling




85.1% of
teachers said
I Bike had an
excellent or good
impact on
increasing road
safety awareness



75.6%


OF PUPILS WOULD PREFER TO
TRAVEL TO SCHOOL BY AN
ACTIVE MODE



150 education sessions delivered

6,097 pupil, parent, sibling and teacher attendances

45 schools/organisations engaged

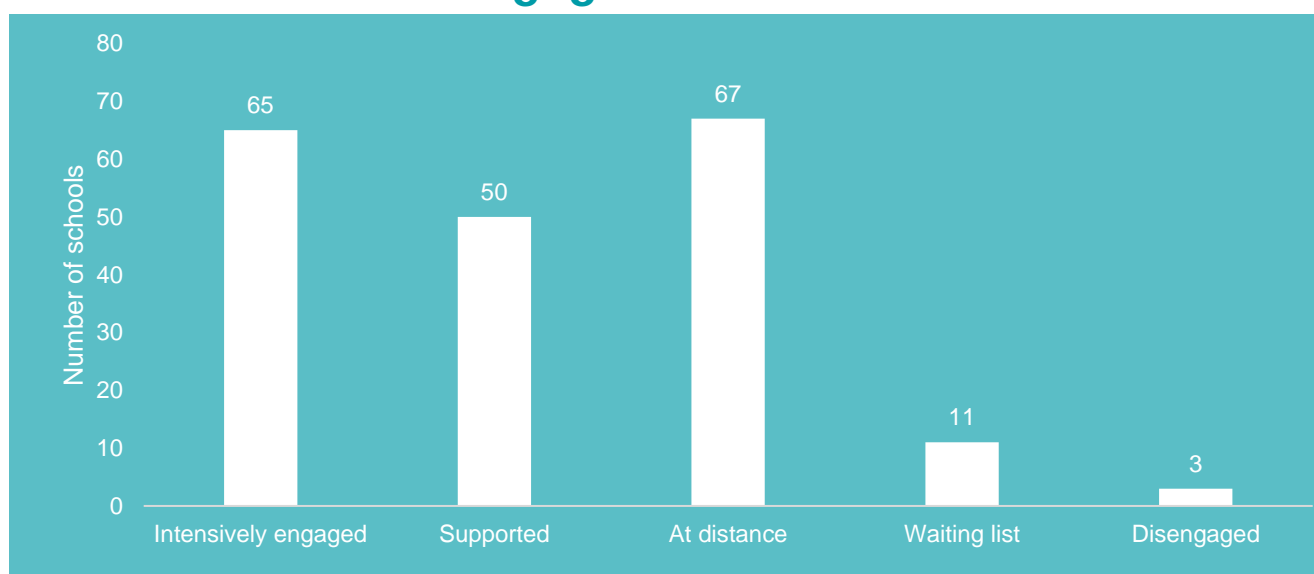


340 led rides, walks and scoots delivered

8,561 pupil, parent, sibling and teacher attendances

94 schools/organisations engaged

Number of schools engaged in 2017-18⁴



Big Pedal 2018

66 I Bike schools took part

40,230 child cycle and scooter journeys to school

29 tonnes of CO₂ saved



Pupils cycled and scooted almost 5 times around the world!

⁴ Based on all schools that had at least one activity delivered in the 2017-18 academic year
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CASE STUDY: CARBON FOOTPRINTS IN GLASGOW

As part of their environmental studies, primary schools within Glasgow have been participating in the I Bike Officer's delivery of Carbon Footprint lessons to compliment the school's current curriculum work. Pupils have been learning all about what carbon footprints are, and how their very own carbon footprints are effecting the world that they live in.

The programme has been delivered by the Sustrans I Bike Officer over the winter months, highlighting the key elements of global warming, toxic gases, and methods of transport which can harm the environment and how others can help lower emissions.

The children were able to enjoy the lessons through practical, fun sessions, aimed at self-reflection and thinking about changing day to day habits. The children learned new skills by building confidence, working as a team, and decision making. This has complimented the school Health and Wellbeing initiatives by increasing physical activity at the same time in a safe environment.



"THESE SESSIONS HAVE BEEN INVALUABLE AND HAVE ENCOURAGED PUPILS TO BE MORE INVOLVED IN ACTIVE TRAVEL. THEIR ENTHUSIASM AND CONFIDENCE CYCLING AND SCOOTING HAS GROWN THROUGH RORY'S GUIDANCE AND WELL PLANNED SESSIONS. ALL THESE SESSIONS DIRECTLY LINK WITH EXPERIENCES AND OUTCOMES IN THE CURRICULUM FOR EXCELLENCE AND WITHOUT SUSTRANS, THESE PUPILS WOULD NOT BE ABLE TO DEVELOP VITAL SKILLS FOR LEARNING, LIFE AND WORK. MANY PUPILS IN THE CITY DO NOT HAVE OPPORTUNITIES TO DEVELOP THEIR CYCLING SKILLS DUE TO VARIOUS FACTORS, BUT HAVING SUSTRANS IN SCHOOL, HAS DIRECTLY CONTRIBUTED TO THEIR DEVELOPMENT AS SUCCESSFUL LEARNERS, RESPONSIBLE CITIZENS, EFFECTIVE CONTRIBUTORS AND CONFIDENT INDIVIDUALS." – TEACHER, GLASGOW CITY

Aim 2: To increase cycling levels for school and leisure time



The data below demonstrates how I Bike schools have achieved the following:

- 🚲 Increased the percentage of pupils cycling to school at least once a week by 3.5 percentage points during 2017-2018
- 🚲 90.2% of teachers said cycling has increased at their school since I Bike engagement
- 🚲 55.6% of all the parents surveyed said their child now cycles more outside of school since participating in I Bike.

PUPIL DATA AFTER ONE YEAR

In the 2017-2018 academic year, 46 intensively engaged schools have pre and post pupil survey data available.

- The proportion of pupils never cycling to school fell 12.1 percentage points from 71.9% to 59.8%
- Pupils 'sometimes' cycling to school rose 8.6 percentage points from 21.0% to 29.6%
- Weekly cycling to school rose 3.5 percentage points from 7.0% to 10.5% at the end of year one.

PUPIL DATA AFTER TWO YEARS

This section provides results for all schools with two years of data, regardless of the school's first year of engagement. Data is from 53 schools at baseline, 44 at the end of year one, and 53 schools at the end of year two.

- Pupils stating they never cycle to school fell 9.4 percentage points from 71.4% to 62.0%
- Pupils 'sometimes' cycling to school rose 6.8 percentage points from 19.3% to 26.1%
- Weekly cycling to school rose 2.7 percentage points from 9.3% to 12.0%.

WHAT OUR PARENTS SAID

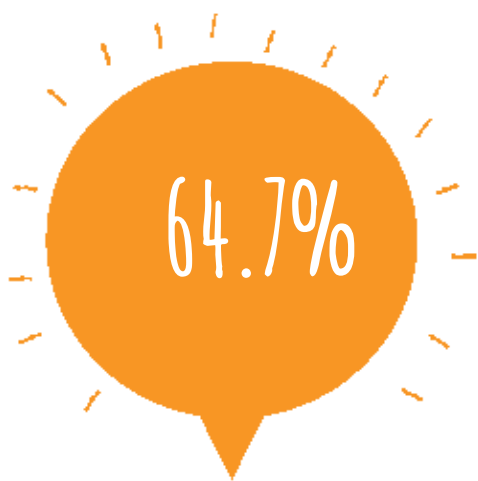
As part of our monitoring, parent and carer surveys were distributed amongst intensively engaged schools. The survey received 269 responses from 9 project areas. Results show that over half of parents surveyed (55.6%), said their child now cycles more outside of school and 93.8% allow their child to cycle outside of school.

Comments from parents included:

“2 weeks before I Bike my child couldn't & wouldn't ride a bike. The fear of doing this [I Bike] and not be able to cycle gave her the determination to try, and now she is much more confident.” – Parent, Aberdeen City

“My child has gained more confidence since participating in the I Bike programme.” – Parent, Glasgow City

I Bike has been a fantastic project for all our family kids. All 3 love to cycle to school and are far more motivated to get going in the morning. Feeling more independent. – Parent, Aberdeenshire



AFTER I BIKE, 64.7% OF PARENTS SAID THEIR CHILD TRAVELLED BY AN ACTIVE MODE.



BEFORE I BIKE, 51.6% OF PARENTS ALLOWED THEIR CHILD TO CYCLE TO SCHOOL. THIS ROSE TO 72.0% AFTER I BIKE.

WHAT OUR TEACHERS SAID

Teacher surveys were distributed to understand cultural changes and perceptions within the schools. The survey received 102 responses from 11 project areas with a summary of feedback below.

- Teachers thought bike rides and walks were the most important factors in promoting/improving walking/cycling at their school (89.4%)
- 88.8% thought cycle/scooter/walking training was very important or important, whilst 87.8% thought promotional events (Bike breakfasts, Dr Bike etc.) were very important or important
- 85.1% of teachers thought I Bike had an excellent or good impact on getting pupils at the school more physically active
- 90.2% of teachers said the number of pupils cycling had risen
- 100% of teachers would recommend I Bike to other schools.

“Before I bike were involved no one cycled to school at all, due to a steep hill and it not being cool. At least 10-11 a day now cycle with up to 35 a day during our bike week”

– Teacher, Dundee

“Pupils are definitely inspired to be on their bikes and into the outdoors more. Some of our pupils have experienced activities and been out to local places they would not have had chance to see. Most importantly our school has raised the profile of walk/cycle/scoot to school and road safety.”

– Teacher, Aberdeenshire

WHAT OUR PARTNERS SAID



Partner surveys were distributed to understand cultural changes and perceptions within the schools. The survey received 34 responses from 9 project areas with a summary of feedback below. Respondents included local authority contacts, Cycling Scotland, SWestrans and NHS Dumfries and Galloway.

- 87.9% of partners thought I Bike had an excellent or good impact on increasing cycling levels amongst children
- 90.9% thought there had been an excellent or good impact on raising the profile of cycling within the local area
- 76.5% thought there had been an excellent or good impact on helping to positively promote their work to increase pupil’s participation in cycling outside of school.
- 91.2% of partners thought I Bike had an excellent or good impact on helping to positively promote their work to increase physical activity among school pupils.



CASE STUDY: LEARN TO RIDE

Danderhall were the first primary school in Midlothian to take part in some lessons designed by our Midlothian officer to prepare pupils for Bikeability, with a focus on improving spacial awareness and offering a chance to identify pupils who needed extra support. It was also an opportunity to get their own bikes checked and have adjustments made to their bikes to make sure they were safe.

In East Dunbartonshire, Westerton Primary School started an after-school learn to ride session to help get everyone in school cycling. Parents were invited to come along and get involved in helping their child to cycle. This helped with engagement and uptake in the sessions. Over just two sessions the I Bike officer managed to teach 17 children to cycle!

“I WOULD LIKE TO TAKE THIS OPPORTUNITY TO TELL YOU WHAT A FANTASTIC SERVICE YOU PROVIDE AND WHAT A DIFFERENCE IT MAKES FOR CHILDREN LIKE MY SON WHO WAS UNABLE TO CYCLE AND ME AS A PARENT WHO WAS UNABLE TO TEACH HIM. I CANNOT ADDRESS ENOUGH HOW GRATEFUL I AM FOR THE HARD WORK AND DEDICATION ROSLYNN [I BIKE OFFICER] GAVE TO OUR SON. EACH LESSON MADE HIS CONFIDENCE GROW AND THANKS TO HER HE IS NOW ABLE TO RIDE A BIKE WHICH MAKES US FEEL REALLY PROUD AND HAPPY. YOUR STAFF ARE A REAL CREDIT TO YOU ESPECIALLY ROSLYN AND I WISH YOU ALL THE BEST FOR THE FUTURE AND HOPE THAT YOU WILL HAVE PLENTY MORE HAPPY CHILDREN AND PARENTS IN THE YEARS TO COME. BIG THANKS FROM ALL OF US.” – PARENT, MIDLOTHIAN

Aim 3: To increase sustainable and active travel to school including; cycling, walking, scooting and skating



The data below demonstrates how I Bike schools have achieved the following:



Active travel to school increased from 53.1% to 62.2% after one year



Weekly walking rose 8.6 percentage points to 56.2% after one year

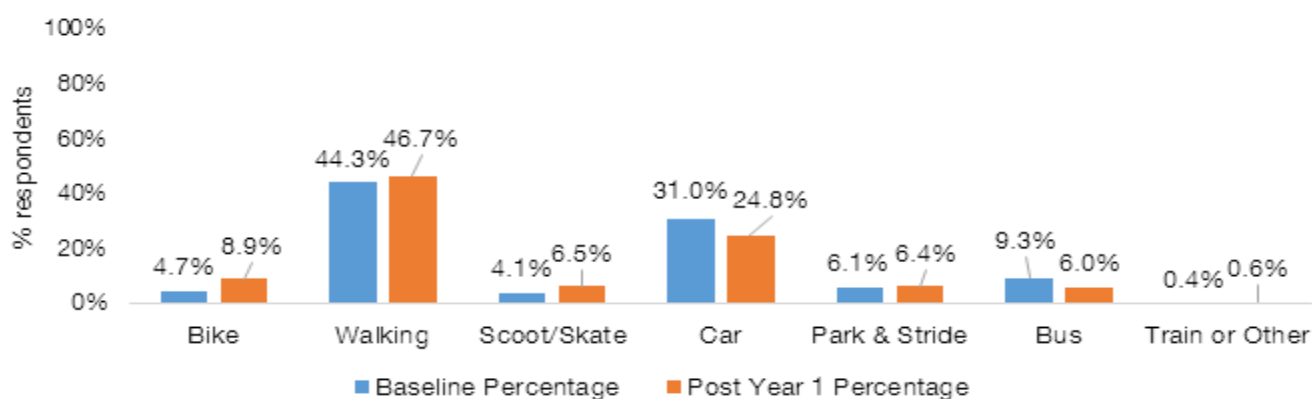



Cycling rose 3.7 percentage points and scooting/skating 1.4 percentage points after two years.

PUPIL DATA AFTER ONE YEAR

- After one year, pupils travelling actively to school has risen to 62.2%(Chart 1-1)
- Cycling rose 4.3 percentage points and walking 2.4 percentage points
- Pupils scooting/skating to school rose 2.4 percentage points
- Car use fell 6.2 percentage points.

Chart 1-1 Usual travel to school 2017-18 after one year





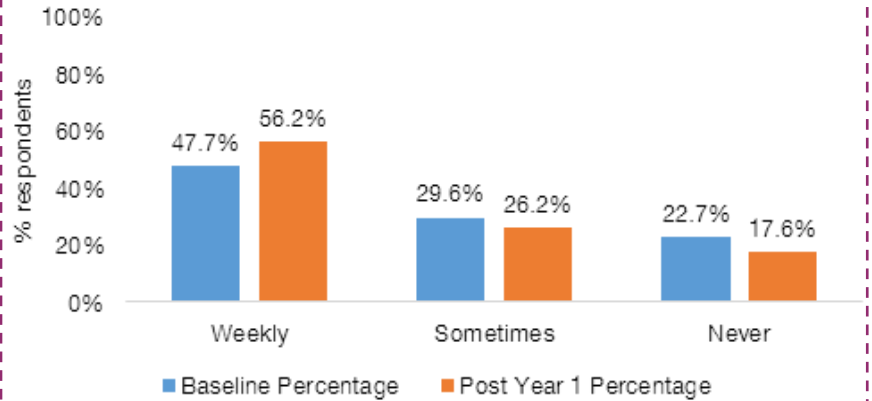
56.2%

AFTER ONE YEAR, PUPILS WALKING TO SCHOOL AT LEAST ONCE A WEEK ROSE 8.6 PERCENTAGE POINTS TO 56.2%

WALKING FREQUENCY 2017-2018 AFTER ONE YEAR

- Weekly walking rose 8.6 percentage points to 56.2% (Chart 1-2)
- Pupils sometimes walking fell 3.4 percentage points
- Pupils never walking fell 5.1 percentage points to 17.6%.

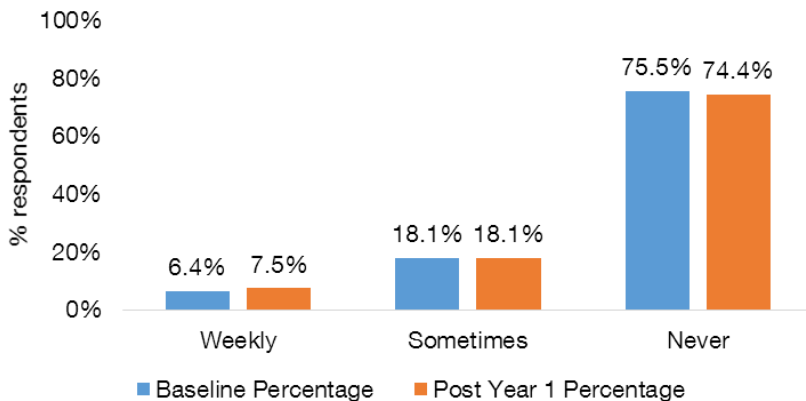
Chart 1-2 Walking frequency 2017-2018 after one year



SCOOTING/SKATING FREQUENCY 2017-2018 AFTER ONE YEAR

- 7.5% of pupils scoot/skate to school at least once a week (Chart 1-3).
- 25.6% of pupils scoot/skate to school weekly or sometimes.
- Pupils never scooting/skating fell to 74.4%.

Chart 1-3 Scooting/skating frequency 2017-2018 after one year

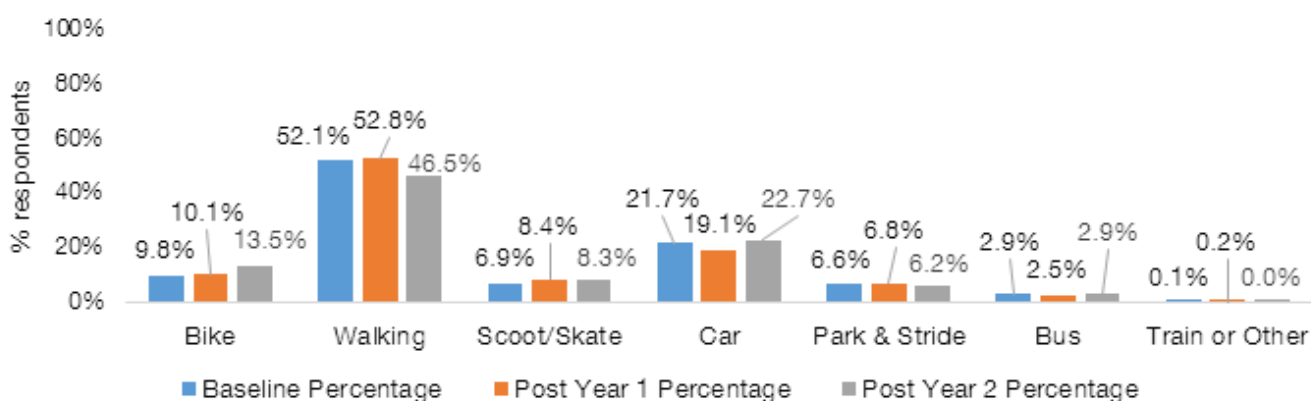


AFTER ONE YEAR, PUPILS SCOOTING/SKATING TO SCHOOL AT LEAST ONCE A WEEK ROSE TO 7.5%

PUPIL DATA AFTER TWO YEARS

- The percentage of pupils travelling actively to school remained stable at 68.3% (Chart 1-4)
- Cycling rose 3.7 percentage points and scooting/skating 1.4 percentage points
- Pupils walking to school fell 5.6 percentage points
- Car use rose 1.0 percentage point.

Chart 1-4 Usual travel to school 2017-18 after two years



WHAT OUR PUPILS AND TEACHERS SAID

A number of children commented on their enthusiasm for cycling to school, giving them time to enjoy being active.

Teachers also commented on the inclusivity that I Bike has brought to their school, many noted that “everyone can do it [cycle]”, regardless of sporting ability or any social stigma attached to other sporting activities in school.

“It’s really fun. It gets you on your bike and gets you outdoors and you can have adventures on your bike.” - Pupil, Mauricewood Primary, Midlothian

“There are more children that cycle to school and there are children who have a knowledge about their bikes, they’ve got an understanding about all the different components of it that was covered with I Bike.” - Teacher, Argnask Primary, Perth.

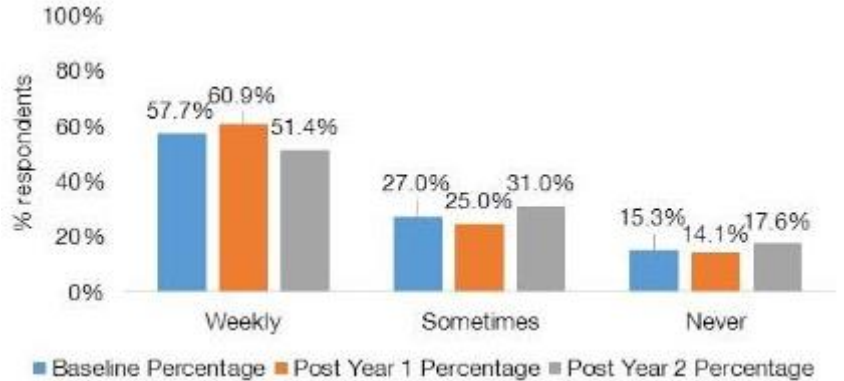


AFTER TWO YEARS, 31.0% OF PUPILS SOMETIMES WALK TO SCHOOL

WALKING FREQUENCY 2017-2018 AFTER TWO YEARS

- Weekly walking fell 6.3 percentage points to 51.4% (Chart 1-5)
- 31.0% of pupils sometimes walk to school, showing a rise of 4.0 percentage points
- Pupils never walking fell 2.3 percentage points to 17.6%.

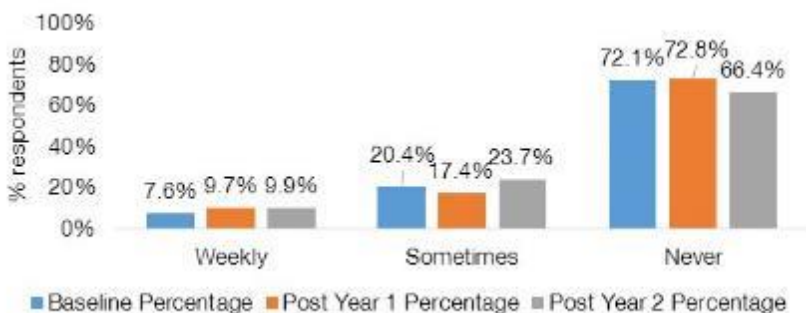
Chart 1-5 Walking frequency 2017-2018 after two years



SCOOTING/SKATING FREQUENCY 2017-2018 AFTER TWO YEARS

- Weekly scooting/skating rose 2.3 percentage points to 9.9% (Chart 1-6)
- Pupils sometimes scooting/skating rose to 23.7%
- Pupils never scooting/skating fell 5.7 percentage points to 66.4%.

Chart 1-6 Walking frequency 2017-2018 after two years



AFTER TWO YEARS, 9.9% OF PUPILS SCOOT/SKATE TO SCHOOL ON A WEEKLY BASIS

Aim 4: To address the decline in cycling levels as pupils move from primary to secondary



The [Cycling Action Plan 2017](#) highlights the disparity between primary and secondary active travel rates, and states that “there needs to be a concerted effort to increase the numbers of secondary students cycling to school, and receiving the Bikeability Scotland level 3 training.”

To make this a realistic option, I Bike officers have developed a number of activities which meet the aims of the project and are focused specifically to tackle the drop-off in cycling levels in the transition from primary to secondary school:

- Transition bike rides from feeder primary schools to secondary schools
- Integrating cycling within Core PE for S1/2 pupils
- Transition mapping sessions



396 pupils, parents, siblings and teachers participated in transition rides, walks and scoots to secondary school

“THE THIRD YEARS WE DID IT WITH, WHEN WE HAD THEM ON THE BIKES THEY WERE LIKE, ‘I’VE NOT BEEN CYCLING SINCE PRIMARY SCHOOL... AND THEN I THINK WHEN THEY WENT BACK ON IT THE REALISED IT WAS GREAT FUN.”

TEACHER, LENZIE ACADEMY, EAST DUNBARTONSHIRE.

WHAT OUR PUPILS SAID

Focus group feedback from pupils and teachers showed mixed opinions on whether pupils continue to cycle when transitioning to secondary school.

Some children acknowledged there may be a gap between older and younger cyclists while others thought those who cycled to school were a mix of ages. No children answered that a majority existed of older pupils cycling to school.

“They’ve [older pupils] got more things to focus on like exams and things like that so I think it would be a lot more harder to cycle.” - Pupil, Braeview Academy, Dundee.

“When you grow up you get more responsibility to go by yourself on your bike or your scooter to school, so that’s why I think it’s about the same.” - Pupil, Mauricewood Primary, Midlothian.

Despite the targeted activities, the pupil survey data shows there is still a gap between primary and secondary school cycling levels that needs to be addressed. After one year, 9.8% of primary pupils cycled to school, compared to 1.5% of pupils at secondary school (Chart 1-7).

It is encouraging however, that the percentage of secondary school pupils walking to school increased whilst the percentage travelling to school by car also decreased and therefore overall, active travel increased from 42.3% to 48.6% (Chart 1-8).

Chart 1-7 Comparison of cycling levels at primary and secondary schools in 2017-2018 after one year

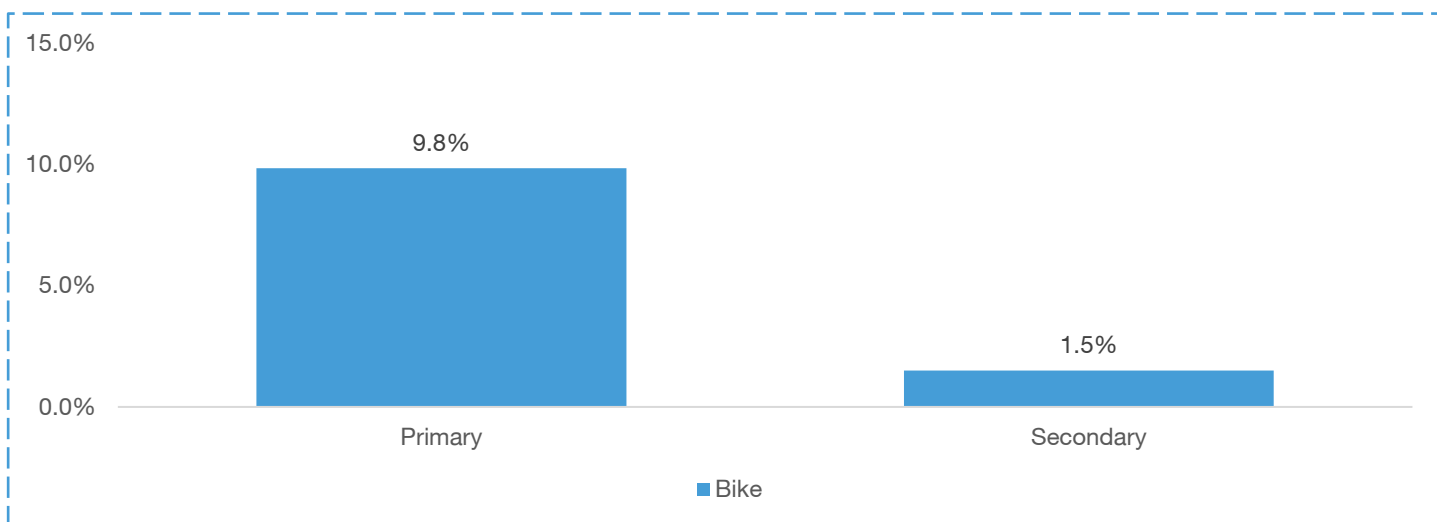
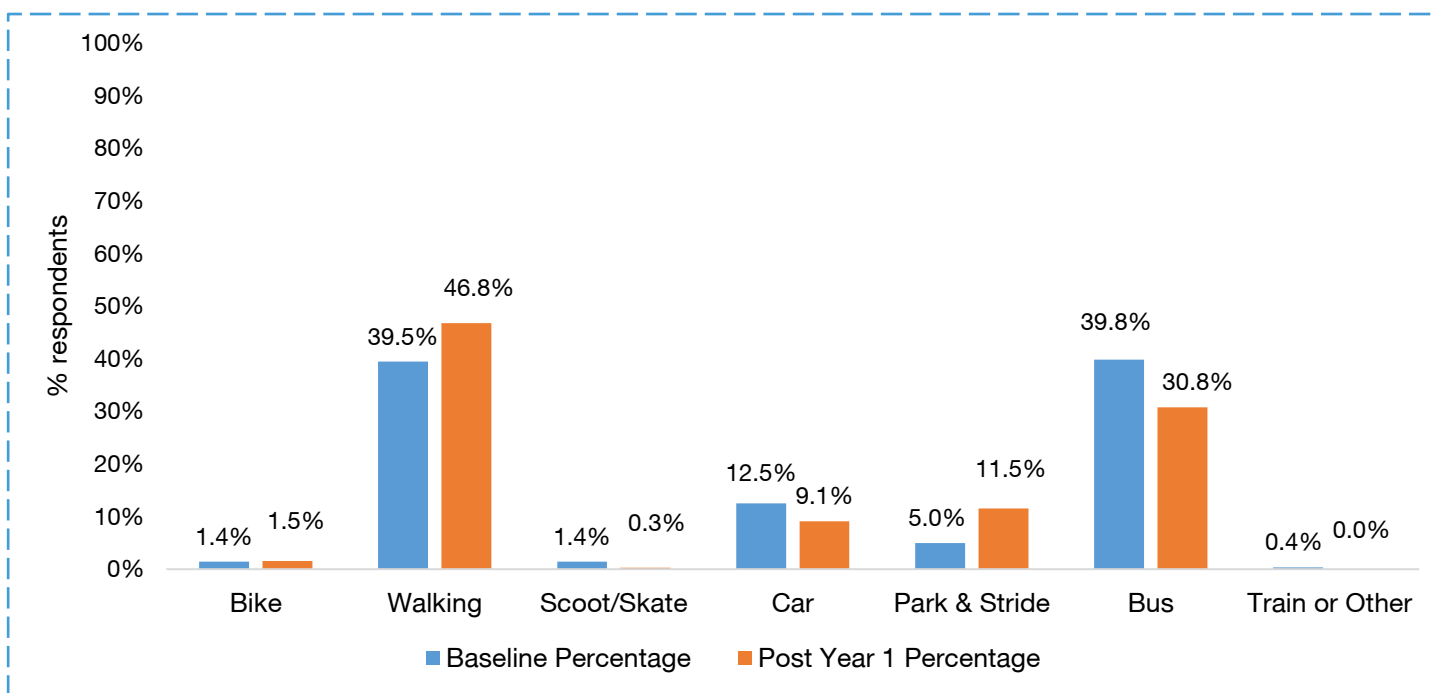


Chart 1-8 Usual travel to school at secondary schools in 2017-2018 after one year





CASE STUDY: BRAEVIEW ACADEMY BIKEABILITY LEVEL 3 & QUEENSFERRY AFTER SCHOOL CLUB

Braeview Academy were one of only three schools in Scotland to take part in a level three pilot in September 2017.

Pupils took part in a recap of level one and two sessions. Level two sessions were held on roads around the school where pupils may ride when cycling to and from school. The first part of the level three programme was in a class room session. In the practical session pupils had the opportunity ride in a level three environment.

This gave them the experience of riding more complex junctions and roundabouts near the school.




Meanwhile in Edinburgh, Queensferry High's after school club has really taken off. Every Monday, the club made up of young people from S1 to S3 meet after school to ride a series of routes run by Sustrans staff, a teacher and two Sustrans volunteers. Routes include the Dalmeny Estate, Hopetoun House and the Vat run skills loop.

Since October they have started maintenance sessions too. The club get to service their own bikes, as well as a fleet of pre-loved bikes. The bikes need reconditioned, and give the club experience in bike mechanics but also benefit the primary schools as, once fixed, will be used as loan bikes for bikeability training.

Aim 5: To respond to the differing needs boys and girls regarding cycling.



The data below demonstrates how I Bike schools have achieved the following:

-  7.3% of girls usually cycled to school after one year.
-  There was a rise of 9.8 percentage points in girls travelling by an active mode.
-  Over a quarter of girls (28.4%) would prefer to travel by bike.



52 girl specific activities delivered in 2017-2018

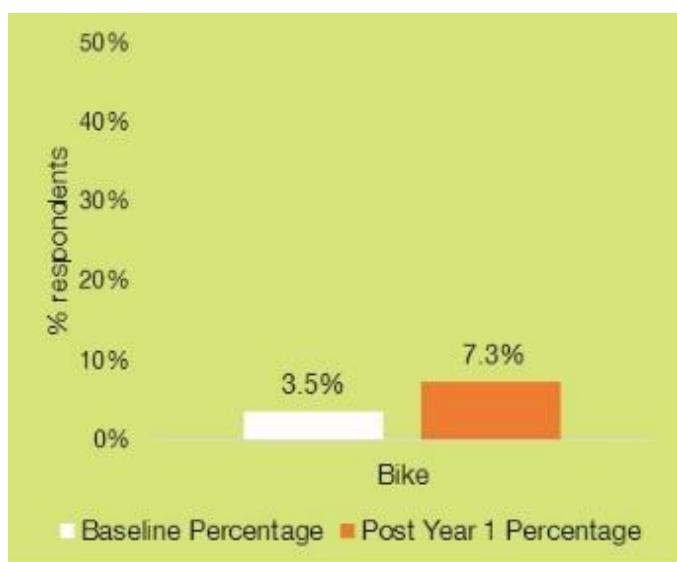
644 pupil, parent, sibling and teacher attendances

11 schools/organisations engaged

"I HAVE A GROUP OF FIRST YEAR GIRLS WHO HAVE GONE ON AND WE HAVE SET UP A CYCLE SPEEDWAY TEAM, WE'RE THE ONLY GIRLS' TEAM IN SCOTLAND"

TEACHER, BRAEVIEW ACADEMY, DUNDEE

Chart 1-9 % of girls usually cycling to school after one year 2017-2018



Pupil survey results show that after one year, there has been a rise from 3.5% to 7.3% of girls usually cycling to school (Chart 1-9). In comparison to 10.5% of boys usually cycling.

Overall there has been a rise in girls travelling actively to school. This rose 9.8 percentage points to 61.7%. After one year, 62.6% of boys travelled actively to school compared to 54.4% previously.

Girls cycling to school on a weekly basis rose from 4.9% to 9.1%, whilst girls never cycling fell 12.1 percentage points to 61.9%.

Results also show girls have a desire to cycle to school, with 28.4% saying they would prefer to travel by bike after one year. 34.2% of boys would prefer to travel this way.



CASE STUDY: I BIKE GIRLS

Around 40 teenage girls from seven secondary schools came together again at Larbert high school to take part in our second multi-school girls day cycle.

The event which was held to promote and encourage cycling and physical activity in girls, was attended by Female pupils from Dundee, Midlothian, East Dunbartonshire and Falkirk. The ride was also supported by I Bike Officers and Coordinators and the I Bike Manager Lynn Stocks.

The group cycled on local shared use paths through Larbert to Camelon then along the Forth and Clyde Canal to the Kelpies then returned to Larbert High via the path network through Abbotshaugh Woodland.

The girls were great and all seemed to enjoy themselves. The group was a mix of ages and abilities and everyone gave it maximum effort. The ride was also attended and supported by teachers from each school and Active Schools Coordinators. It wouldn't have been possible without this team work.

One common concern raised by female pupils in the focus groups was the issue of uniform and cycling in a mixed sex group. However, when asked about separating boys and girls for tasks during the I Bike officers visit, the pupils did not want a gender split.

Teachers linked initiatives in sport for girls to the number of girls cycling and spoke about the success of activities specifically for girls and vulnerable pupils in encouraging active travel.

"We've got a whole group of girls who've just really got into it and love it. They're very protective, they don't have anyone else join the team but they're all first year girls so I'm hoping they continue."

Teacher, Braeview Academy, Dundee.

Aim 6: To create a culture of cycling at project schools that can be sustained once the project officer has departed.



One of the main aims of the I Bike project is to create a cycling culture that is sustained after the project officer has departed the school. Teachers have commented on the continued support from parents and teaching staff alike. They also spoke about their I Bike officer creating momentum to help drive the school to a more sustainable future with regards to active travel. Some schools have invested in biking and scooter equipment and are campaigning for better infrastructure suited to active travel.

549 activities delivered in 'at distance' schools

21,884 pupil, parent, sibling and teacher attendances

79 schools/organisations engaged

"I WOULD LIKE TO SAY IT WOULD CONTINUE TO HAVE AN IMPACT. I SUPPOSE IT'S UP TO THE SCHOOL NOW TO CONTINUE DRIVING THAT FORWARD, BUT I THINK THE ENTHUSIASM FROM EMILY [THE I BIKE OFFICER] AND ALL THE KNOWLEDGE THAT SHE'S SHARED WITH MYSELF AND OTHER MEMBERS OF STAFF THEN I THINK WE'RE QUITE ABLE TO TAKE THAT FORWARD." - TEACHER, GATESIDE PRIMARY, NORTH AYRSHIRE.

"I GAVE A PROPOSAL TO THE HEAD TEACHER ABOUT TRYING TO GET A CYCLE PATH PUT IN TOWARDS THE SCHOOL THROUGH LENZIE... THERE'S NO CYCLE LANE IN LENZIE. THE ROAD IN FRONT OF OUR SCHOOL LINKS STRAIGHT TO ANOTHER BIG PRIMARY SCHOOL WHICH IS THEN LINKED UP... THE COUNCIL ARE GOING [TO BE] LOOKING AT GETTING THAT PATH ALL THE WAY FROM THE PRIMARY SCHOOL AND FROM THE SECONDARY SCHOOL." - TEACHER, LENZIE ACADEMY, GLASGOW.

"WELL, WE'RE HOPING THAT WE'RE GOING TO BE ABLE TO CONTINUE THE THINGS THAT HAVE BEEN STARTED SO THAT IT WILL HAVE A LASTING EFFECT. THINGS LIKE OUR MINI RIDERS... 'CAUSE THESE CHILDREN ARE SAYING THEY WANT TO BE PART OF IT AGAIN AND SO WE'RE JUST GOING TO KEEP THAT CONSISTENT AND TRY TO KEEP THE MOMENTUM GOING TO TRY AND GET THAT LASTING EFFECT." - TEACHER, MAURICEWOOD PRIMARY, MIDLOTHIAN.

2 Appendix

2.1 Appendix 1: Usual mode of travel to school in I Bike areas

Table 2-1 Usual mode of travel to school in I Bike areas 2017-2018⁵

	Pre 2017-2018							Post 2017-2018						
	Bike %	Walk %	Scoot/skate %	Car %	Park & stride %	Bus %	Train or Other %	Bike %	Walk %	Scoot/skate %	Car %	Park & stride %	Bus %	Train or Other %
Aberdeen City	2.5%	63.7%	0.3%	22.7%	9.3%	1.1%	0.3%	10.1%	43.7%	0.0%	46.3%	0.0%	0.0%	0.0%
Aberdeenshire	3.1%	45.5%	8.7%	28.2%	12.0%	2.4%	0.1%	5.7%	41.1%	14.3%	25.2%	11.3%	2.0%	0.3%
Dumfries & Galloway	2.6%	43.4%	2.6%	26.1%	7.5%	17.2%	0.6%	4.1%	51.1%	0.6%	17.4%	11.8%	15.0%	0.0%
Dundee	7.0%	38.9%	5.0%	38.3%	5.6%	4.9%	0.3%	7.9%	45.9%	3.1%	30.0%	10.4%	2.3%	0.4%
Edinburgh	5.7%	57.0%	5.7%	25.3%	4.0%	2.3%	0.0%	4.4%	56.3%	7.0%	23.2%	6.0%	3.1%	0.0%
Falkirk	4.0%	36.3%	1.7%	36.4%	5.5%	15.7%	0.4%	4.5%	39.4%	2.7%	37.8%	8.6%	7.0%	0.0%
Glasgow City	4.2%	51.2%	4.4%	34.2%	0.2%	5.3%	0.5%	14.3%	53.1%	8.9%	18.9%	0.3%	2.8%	1.6%
Midlothian 1	7.2%	38.3%	2.6%	13.2%	4.1%	34.0%	0.7%	3.9%	40.7%	3.8%	13.4%	7.5%	30.8%	0.0%
Midlothian 2	9.8%	48.6%	9.4%	19.4%	8.6%	4.2%	0.1%	12.8%	52.6%	6.6%	17.9%	7.9%	2.4%	0.0%
Perth & Kinross	4.5%	38.4%	6.7%	24.8%	7.0%	16.7%	1.9%	9.8%	36.3%	6.0%	27.0%	4.8%	13.7%	2.5%
West Lothian	4.0%	38.4%	2.8%	41.8%	11.3%	1.5%	0.2%	6.6%	38.4%	4.6%	38.7%	9.4%	2.1%	0.2%

⁵ Not all areas have data available

Table 2-2 Usual mode of travel to school in I Bike areas after two years⁶

	Baseline							Post year one							Post year two						
	Bike	Walk	Scoot/ skate	Car	Park & stride	Bus	Train / Other	Bike	Walk	Scoot/ skate	Car	Park & stride	Bus	Train / Other	Bike	Walk	Scoot/ skate	Car	Park & stride	Bus	Train / Other
	Aberdeenshire	13.1%	47.7%	5.5%	23.2%	7.0%	3.4%	0.0%	14.7%	48.4%	5.7%	20.5%	7.1%	3.2%	0.3%	18.0%	40.8%	6.3%	26.0%	5.3%	3.6%
East Dunbartonshire 1	8.1%	61.1%	3.7%	23.8%	3.2%	0.0%	0.0%	6.5%	66.3%	5.5%	15.4%	6.4%	0.0%	0.0%	21.4%	43.7%	4.6%	30.2%	0.0%	0.0%	0.0%
Edinburgh	5.1%	59.5%	10.0%	18.1%	5.4%	1.8%	0.1%	5.9%	56.8%	15.5%	14.6%	6.5%	0.2%	0.3%	8.6%	55.6%	12.8%	14.0%	7.3%	1.8%	0.0%
Falkirk	5.8%	53.3%	5.4%	24.6%	7.7%	3.0%	0.2%	8.1%	54.8%	3.0%	24.9%	5.5%	3.6%	0.1%	11.0%	46.4%	6.4%	27.0%	6.6%	2.6%	0.0%
Perth & Kinross	22.9%	39.9%	13.4%	9.7%	6.8%	7.3%	0.0%	13.1%	44.0%	13.6%	7.4%	13.6%	7.9%	0.3%	10.6%	44.4%	10.6%	19.8%	7.5%	7.0%	0.0%

⁶ Not all areas have pre and post data available over two years
29 I Bike The annual report for the I Bike project 2017-2018

2.2 Appendix 2: Weekly cycling/walking/scooting/skating in I Bike areas

Table 2-3 Weekly cycling to school in I Bike areas 2017-2018⁷

Weekly cycling					
	Pre 2017-2018		Post 2017-2018		% point change ⁹
	No. of pupils ⁸	%	No. of pupils	%	
Aberdeen City	42	6.9%	17	15.3	↑ 8.4%
Aberdeenshire	33	3.5%	52	5.9%	↑ 2.4%
Dumfries & Galloway	37	8.7%	23	7.5%	↓ 1.3%
Dundee	27	6.3%	20	9.4%	↑ 3.0%
Edinburgh	20	5.9%	22	7.5%	↑ 1.6%
Falkirk	56	6.9%	56	6.7%	← 0.2%
Glasgow City	113	4.3%	334	11.6%	↑ 7.3%
Midlothian 1	55	23.6%	39	11.6%	↓ 11.9%
Midlothian 2	195	16.3%	209	19.0%	↑ 2.7%
Perth & Kinross	7.8%	40	12.7%	55	↑ 5.0%
West Lothian	7.3%	104	9.1%	127	↑ 1.8%

Table 2-4 Weekly cycling to school in I Bike areas over a two year period¹⁰

Weekly cycling							
	Baseline		Post year one		Post year two		% point change
	No. of pupils	%	No. of pupils	%	No. of pupils	%	
Aberdeenshire	222	15.1%	183	15.8%	248	21.0%	↑ 5.9%
Dumfries & Galloway	289	8.3%	310	15.2%	337	10.0%	↑ 1.8%
Dundee	13	2.6%	14	5.4%	46	6.1%	↑ 3.5%
East Dunbartonshire 1 ¹¹	35	6.4%	32	8.2%	37	9.8%	↑ 3.4%
Edinburgh	79	5.8%	68	4.7%	117	9.6%	↑ 3.8%
Falkirk	76	6.7%	122	10.4%	80	10.3%	↑ 3.6%
Midlothian 1	106	6.3%	77	5.4%	51	3.8%	↓ 2.5%
Perth & Kinross	275	13.5%	272	20.0%	290	18.7%	↑ 5.2%

⁷ Not all areas have data available

⁸ Because the number of pupils surveyed may differ at pre and post, number of pupils may be higher at post but the percentage may be lower or number of pupils may be lower and the percentage may be higher when compared to pre values.

⁹ Key:

↑ percentage point change rose by more than one

← percentage point change is less than one

↓ percentage point change fell more than one

¹⁰ Not all areas have data available

¹¹ Due to school strikes no post pupil survey data was collected from East Dunbartonshire 1 schools

Table 2-5 Weekly walking to school in I Bike areas over a one year period¹²

Weekly walking					
	Baseline		Post year one		% point change
	No. of pupils ¹³	%	No. of pupils	%	
Aberdeen City	219	66.2%	50	49.5%	↓ 16.7%
Aberdeenshire	236	40.8%	260	50.2%	↑ 9.4%
Dumfries & Galloway	104	33.5%	65	43.8%	↑ 10.3%
Dundee	52	27.9%	42	39.0%	↑ 11.1%
Edinburgh	97	51.3%	79	58.2%	↑ 6.9%
Falkirk	202	41.8%	187	40.3%	↓ 1.5%
Glasgow City	898	58.8%	1060	73.8%	↑ 15.0%
Midlothian 1	67	45.1%	82	44.4%	← 0.6%
Midlothian 2	397	58.6%	358	59.4%	← 0.8%
Perth & Kinross	136	41.7%	91	36.7%	↓ 5.0%
West Lothian	304	39.9%	283	41.6%	↑ 1.7%

Table 2-6 Weekly walking to school in I Bike areas over a two year period¹⁴

Weekly cycling							
	Baseline		Post year one		Post year two		% point change
	No. of pupils	%	No. of pupils	%	No. of pupils	%	
Aberdeenshire	430	52.6%	339	56.8%	325	48.4%	↓ 4.2%
East Dunbartonshire 1	122	59.8%	56	67.8%	32	44.1%	↓ 15.7%
Edinburgh	421	67.2%	432	63.9%	376	60.6%	↓ 6.5%
Falkirk	292	58.5%	287	63.8%	173	45.2%	↓ 13.2%
Perth & Kinross	72	54.5%	77	54.4%	79	58.3%	↑ 3.8%

¹² Not all areas have data available

¹³ Because the number of pupils surveyed may differ at pre and post, number of pupils may be higher at post but the percentage may be lower or number of pupils may be lower and the percentage may be higher when compared to pre values.

¹⁴ Not all areas have data available

Table 2-7 Weekly scooting/skating to school in I Bike areas over a one year period¹⁵

Weekly scooting/skating					
	Baseline		Post year one		% point change
	No. of pupils ¹⁶	%	No. of pupils	%	
Aberdeen City	3	1.0%	2	2.6%	↑ 1.6%
Aberdeenshire	57	8.7%	92	17.5%	↑ 8.8%
Dumfries & Galloway	15	4.7%	6	2.0%	↓ 2.7%
Dundee	7	2.1%	1	0.7%	↓ 1.4%
Edinburgh	16	6.5%	21	13.2%	↑ 6.7%
Falkirk	16	4.0%	13	3.2%	↓ 0.8%
Glasgow City	80	4.8%	102	6.8%	↑ 2.1%
Midlothian 1	12	11.7%	10	5.3%	↓ 6.4%
Midlothian 2	111	16.1%	57	9.7%	↓ 6.4%
Perth & Kinross	29	9.1%	23	7.7%	↓ 1.4%
West Lothian	55	6.6%	39	5.3%	↓ 1.3%

Table 2-8 Weekly scooting/skating to school in I Bike areas over a two year period¹⁷

Weekly cycling							
	Baseline		Post year one		Post year two		% point change
	No. of pupils	%	No. of pupils	%	No. of pupils	%	
Aberdeenshire	37	5.0%	36	6.3%	48	6.1%	↓ 1.1%
East Dunbartonshire 1	5	2.7%	7	8.4%	4	6.4%	↑ 3.8%
Edinburgh	79	13.2%	98	17.0%	76	14.5%	↑ 1.4%
Falkirk	27	6.6%	29	4.9%	32	9.8%	↑ 3.2%
Perth & Kinross	21	16.7%	25	20.4%	27	25.3%	↑ 8.6%

¹⁵ Not all areas have data available

¹⁶ Because the number of pupils surveyed may differ at pre and post, number of pupils may be higher at post but the percentage may be lower or number of pupils may be lower and the percentage may be higher when compared to pre values.

¹⁷ Not all areas have data available

2.3 Appendix 3: Activity log

Table 2-10 Total number of activities delivered in 2017-2018

	Total logs	Pupils	Staff	Parents	Siblings	Volunteers
Active Travel Act lesson	6	199	7	0	0	3
Active Travel Breakfast	109	7,668	321	849	96	36
Art And Design	14	307	20	0	1	0
Awards Ceremony	9	1,573	83	17	0	0
Balance Bike Skills	28	779	55	10	2	1
Big Street Survey	3	47	3	0	0	0
Bike Loan	21	266	47	8	0	6
Bike/Scooter Maintenance Session	97	1,992	137	0	0	15
Bikeability (National Standard) Cycle Training	228	5,092	268	81	0	152
Bikeability Balance	1	28	0	0	0	0
Bikeability Learn to Ride	7	46	4	2	0	0
Bikeability Promotion	2	14	2	0	0	0
Bling Your Bike	10	1,003	21	12	0	1
Citizenship	4	120	8	0	0	0
Competition or Incentive	21	1,421	80	22	0	3
Cross Curricular	14	525	17	0	0	3
Cycling Skills	275	6,873	325	32	1	95
Dr. Bike/Dr. Scooter	122	2,163	81	103	1	33
Environment	19	478	23	0	0	6
Equipment Sale	1	0	0	0	0	0
General Safety	4	33	5	0	0	0
Geography	4	231	10	0	0	1
Hands Up Survey	16	3,810	56	0	0	0
Journey to/from School	2	39	4	0	0	0
Learn to Ride	106	747	69	147	16	33
Led Ride	244	4,042	316	43	12	212
Led Scoot	33	1,292	94	41	0	3
Led Walk	60	2,374	137	82	0	2
Local Authority Meeting	29	5	40	0	0	0
Mathematics	3	252	8	0	0	0
Mixed mode ride/walk/scoot	3	113	6	9	0	1
Music	1	17	2	0	0	0
Other Interest and Enthusiasm Session	82	9,295	184	70	5	13
Other Stakeholder Meeting	57	6	47	29	0	0
Other Survey	12	655	37	0	20	0
Personalised Travel Planning	10	158	18	5	0	0
Physical Education	26	1,395	49	0	0	0
Prize Giving	3	114	0	0	0	0
Project Communication Event	33	3,722	234	7	0	6
Promotional Stand	5	1,390	63	550	0	0
PSHE	39	1,365	91	4	0	5
Pupil Group Meeting	66	1,691	48	1	1	1
Safe Routes lesson	6	251	13	0	0	0
Safety Awareness	49	4,791	184	20	10	4
School Champion Meeting	181	4,674	303	2	0	1
School Staff Planning Meeting	46	195	89	7	0	0
Science	10	622	5	0	0	1
Scooting Skills	175	6,866	383	20	0	57
Special Event	76	9,951	401	175	10	15
Train the Trainer (Bikeability)	26	14	159	8	0	0
Volunteer Meeting	6	1	1	1	0	10
Total	2,404	90,705	4,558	2,357	175	719

2.4 Appendix 4: Bike Counts

Table 2-11 Dumfries Bike and Scooter Counts 2017-2018

School name	Max bike count	Max bike count -% of school roll	Max scooter count	Max scooter count - % of school roll
Brydekirk Primary School	0	0%	3	10%
Canonbie Primary School	3	4%	0	0%
Cargenbridge School	22	21%	0	0%
Castle Douglas Primary School	16	4%	21	5%
Dalbeattie Primary School	26	8%	19	6%
Gatehouse of Fleet	13	11%	4	3%
Heathhall Primary School	96	42%	52	23%
Hecklegirth School	11	6%	2	1%
Lincluden School	27	11%	26	10%
Locharbriggs School	6	5%	2	2%
Lochside School	23	12%	12	6%
Lockerbie Primary School	48	15%	25	8%
Maxwelltown High School	3	1%	0	0%
Shawhead School	1	4%	2	7%
St Michael's School	6	3%	4	2%
St Ninian's School	26	19%	12	9%
Twynholm Primary School	19	34%	0	0%

Table 2-12 Dundee Bike and Scooter Counts 2017-2018

School name	Max bike count	Max bike count -% of school roll	Max scooter count	Max scooter count - % of school roll
Ancrum Road Primary School	17	4%	80	20%
Ballumbie Primary School	83	21%	57	15%
Braeview Academy	25	5%	0	0%
Fintry Primary School	44	11%	30	8%
Forthill Primary School	25	4%	10	2%
Mill Of Mains Primary School	75	28%	56	21%
St Andrews RC Primary School	81	23%	73	21%
St Fergus RC Primary School	24	14%	15	9%
St Francis (Pitkerro Road Campus)	17	9%	5	3%
St Francis (Longhaugh Road Campus)	17	7%	25	10%
St Pius RC Primary School	26	14%	20	11%
Victoria Park Primary School	25	7%	54	29%

Table 2-13 Edinburgh Bike and Scooter Counts 2017-2018

School name	Max bike count	Max bike count -% of school roll	Max scooter count	Max scooter count - % of school roll
Queensferry Primary School	66	17%	52	13%

Table 2-14 Midlothian Bike and Scooter Counts 2017-2018

School name	Max bike count	Max bike count -% of school roll	Max scooter count	Max scooter count - % of school roll
Dalkeith High School	17	2%	3	0%
Danderhall Primary School	69	27%	29	11%
Kings Park Primary School	9	2%	26	5%
Mayfield Primary School	13	6%	1	0%
Newbattle High School	6	1%	0	0%
Newtongrange Primary School	21	6%	21	6%
Woodburn Primary School	44	11%	69	16%

Table 2-15 Perth and Kinross Bike and Scooter Counts 2017-2018

School name	Max bike count	Max bike count -% of school roll	Max scooter count	Max scooter count - % of school roll
Blackford Primary	33	50%	8	12%
Braco Primary	23	46%	2	4%
Errol Primary	3	1%	5	2%
Muthill Primary	3	5%	0	0%
Royal School of Dunkeld	65	42%	2	1%
The Community School of Auchterarder	27	3%	41	5%