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Evaluation of Road Safety Scotland's Learning Resources

EVALUATION OF ROAD SAFETY SCOTLAND'S LEARNING RESOURCES

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EXECUTIVE SUMMARY

Background

Road Safety Scotland (RSS) has a key role in developing and distributing road safety learning resources for people of all ages, from pre-school to early adulthood. At primary school level, the two key resources that RSS promote are Junior Road Safety Officer (JRSO) and Streetsense2. At secondary school level, the two key resources that RSS promote are Your Call and Crash Magnets.

A collective evaluation, covering all four resources, was commissioned and this report sets out the findings from that work, including recommendations for the future promotion of the four resources.

Aims and objectives

The aim of the work was to provide an understanding of how the RSS resources have been promoted and received in primary and secondary schools to date, and explore how this might be improved in the future.

The project specifically sought to:

- examine how aware educators are of the learning resources and how many schools are engaging in road safety learning activities as part of the curriculum
- examine how the resources are currently marketed and promoted, including the accessibility of online resources to educators and the effectiveness of marketing and promotion activities carried out by local road safety teams
- recommend improvements to the marketing and promotion of the learning resources

Research methodology

A mixed methods approach was used which included:

- a desk based review of the resources (as well as other resources available elsewhere)
- an online survey of primary and secondary schools across Scotland
- interviews with local authority representatives with an interest in road safety learning
- workshops with road safety practitioners
- case study interviews with schools

Main findings

The research shows that, although the resources themselves attract reasonably positive feedback for their content and design, none are currently being used to their full potential. This is especially true for the secondary school resources. A lack of clarity was observed around who should have responsibility for raising awareness and encouraging use at present, and in the future. A lack of consistency was also noted in the level and nature of promotion activity that is being achieved across the country. Several ideas were posited for improving the marketing and promotion of the resources in the future.

Use and awareness

Both primary school resources appear to be used more than the secondary resources, but there is clearly scope to increase use of all resources in schools. All appear to be employed across the different age groups for which they are designed, although a lack of monitoring data means that it is difficult to know the true extent to which they are being used, and in what ways.

A wide range of 'other' road safety learning tools are being used in both primary and secondary schools either to complement the messages inherent in the RSS resources or as an alternative. This is encouraging since it means that, even where the RSS resources are not being used, children and young people may still be engaging in some form of road safety learning.

Lack of awareness of the resources is the biggest barrier to use overall. Competing curriculum priorities, especially at secondary school level, is the other main barrier that may need to be overcome to increase use. Very few respondents reported that the suitability of the resources was a barrier.

Content and design

All resources received favourable feedback from practitioners in terms of engaging young people and being useful for teaching road safety messages. Practitioners and partners in delivery all praised the mapping of the resources with Curriculum for Excellence and perceived this to be a key strength.

The JRSO resource, in particular, seems to be liked, both in terms of the model it uses (i.e. peer learning) and the supporting materials that are available. Streetsense2 and Your Call both received positive feedback and seem not to require any substantive changes in order to make them more appealing to pupils or staff. Crash Magnets attracted the least positive feedback, and was considered to be too childlike in its appearance and perhaps not sufficiently sophisticated for secondary school pupils.

The main criticisms directed at the resources were that they are vulnerable to becoming dated, that their exclusive online availability means that they are not always accessible (due to limited computing facilities in schools), and that there may be scope for greater guidance or information for parents to encourage use of the resources outside of school time. It was also felt that some streamlining or prioritisation within the resources may make them more accessible and avoid practitioners feeling overwhelmed by the volume of content.

Incentivising use of the resources at either the individual or whole school level was suggested by many participants as a model that works well for other areas of the curriculum to motivate participation. Incentives might include individual certificates for pupils to demonstrate participation in road safety learning (and which could be included in personal achievement folders or referenced on *curricula vitae*), or flags or banners which could be displayed by the school to evidence their participation in road safety learning.

Marketing and promotion

There appears to be a lack of clarity at both local and national level around who has responsibility for marketing and promoting the RSS resources to individual schools. This can mean that there are gaps in marketing and promotion activity in some areas. There is considerable inconsistency around the country in terms of the levels of awareness of the resources, use of the resources and the marketing and promotion activity that is being undertaken with schools. Cut-backs in funding and staffing within local authorities has resulted in a reduction in the input that existing Road Safety Officers (RSOs) can offer for road safety learning within schools.

The main sources of awareness for primary resources appear to be local authority contacts (including education departments and RSOs), whereas secondary schools are more likely to hear about resources via word of mouth from teachers, as well as RSOs. Engaging new partners in the promotion of the resources, including voluntary sector partners, may be worth pursuing as well as working with external agencies who are already going in to schools to explore how they can help raise awareness. There may also be scope for using social media and a wider network of existing websites and online forums to share information about the RSS resources with practitioners.

Support from local authority colleagues and those working in the Education Sector is essential if the resources are ever to reach their full potential.

Recommendations

Recommendation 1: Road Safety Scotland should consider streamlining the existing road safety learning resources to make them more accessible for educators and other road safety practitioners alike. This includes potentially rebranding the resources under fewer headings, discontinuing the lesser used components of the resources and updating or refreshing some of the more popular content.

Recommendation 2: Partners in delivery, including Local Authorities, Police Scotland, NHS, Scottish Fire and Rescue Service and Education Scotland should jointly attempt to meet and discuss respective roles in road safety delivery and develop an understanding of where gaps exist around the country which require to be filled. A national workshop or similar event which involves national strategic partners may assist in achieving the clarity required and investigate the possibility of influencing regional strategic groups to engage local colleagues.

Recommendation 3: A single point of contact in every local authority should be identified to take responsibility for liaising with RSS in relation to road safety learning for schools. Decisions around who should take on this role at the local authority level should be made locally, and communicated to Road Safety Scotland, with contact details reviewed at least annually. It is recognised that there is no 'one size fits all' approach that can be posited and local models need not be constrained by any nationally shared protocol. However, increasing awareness of the resources around the country, with equal access for all, will be an impossible task without at least one named individual in each authority to be aware of what is available. Sharing of these details with the wider road safety practitioner community is also desirable.

Recommendation 4: A working group to consider opportunities for offering training around the RSS learning resources to educators should be considered. This group should explore ways of integrating road safety learning into existing Continuous Professional Development (CPD) programmes for teachers. Offering training in teacher training establishments should also be explored to ensure that new cohorts of teachers entering education establishments are aware of the most recent developments with the resources, where to find them and how they can be used.

Recommendation 5: Explore options for integrating use of the resources with existing reward schemes, or introduce a system of direct rewards which incentivises use of the resources. This could be at the whole school and/or individual level. National competitions could also be considered to incentivise use. This may increase teacher appeal and, therefore, awareness and use, and also provides RSS with another opportunity to open communications with schools.

Recommendation 6: Consideration should be given to how the resources can be better promoted to parents/carers and families to encourage use outside of the school environment. This would help share the burden of responsibility on teachers and also be another means by which overall awareness of the resources could be raised.

Recommendation 7: RSS to consider working with local authority colleagues to develop a monitoring tool to track use of the resources over time. This may include the development of a short survey which can be issued annually to schools to measure use and gather feedback on any changes required to content/design. Integrating a feedback survey into existing websites for the resources may also offer an easier way of schools feeding back pupil and practitioner opinion on a more regular basis. This would mean that feedback goes directly to RSS and would not be contingent on local partnership arrangements being in place.

Recommendation 8: RSS to consider a 'calendar' of road safety resource promotion which includes planning regular email updates to road safety partners to remind them of what is available and alert them to any new updates to the resources. Leading 'from the top' with regular alerts and emails may encourage delivery partners to do the same.

Conclusions

A great deal of positive feedback was gathered regarding the resources, with the primary school resources, in particular, being described as child friendly and fun, well structured, non-prescriptive, graphically appealing and clearly linked to the Curriculum for Excellence. Indeed, very few changes are required to the content and design of any of the resources.

Lack of awareness around what is available is a major barrier to children and young people's road safety learning. The overwhelming sense that emerged from this work is that road safety learning is everyone's responsibility but no-ones' job. Greater clarity on the roles and responsibilities around road safety learning is needed if this sense is to be challenged. Leadership is required at a national level in order to make strategic decisions that affect local partnership improvements. In addition, a local champion for road safety learning is needed in all areas to foster a proactive approach to road safety.

1 Introduction

Background

- 1.1 Road Safety Scotland (RSS) is part of Transport Scotland, and has responsibility for road safety learning and publicity, working with many partners across Scotland to ensure that road safety is seen as a lifelong skill. RSS has a key role in developing and distributing road safety learning resources targeted at children and young people of all ages, from pre-school to early adulthood.
- 1.2 At primary and secondary school level, the four key resources that RSS promote are Junior Road Safety Officer (JRSO) and Streetsense2 (for primary schools) and Your Call and Crash Magnets (for secondary schools).
- 1.3 Recognising that each of the resources have been in existence for different periods of time, with varying levels of evidence available regarding their use and effectiveness, it was decided that a collective evaluation, covering all four resources, would be commissioned. This report sets out the findings from that independent evaluation and presents recommendations for the future promotion of the four main RSS learning resources.

Policy context

- 1.4 Scotland's Road Safety Framework to 2020¹, launched in 2009 and reviewed in 2015/16, sets out targets for a steady reduction in the number of people killed and injured on Scotland's roads. Road safety learning plays an important role in working towards the priorities and targets outlined within the Framework.
- 1.5 All of the RSS learning materials are available as online resources accessible from the Road Safety Scotland website². This means that they are available to educators, parents and the general public alike.
- 1.6 While RSS take responsibility for the national development and promotion of learning resources for children, they cannot work alone and so, to date, they have relied on local partnership groups or local road safety teams around the country to promote and monitor the use of resources in schools³. These teams have historically been the primary means of raising awareness of the resources among practitioners, suggesting improvements and encouraging their use by educators.
- 1.7 A changing landscape in recent years means that there has been a fundamental shift to the way in which resources are promoted and shared. In particular, the formation of Police Scotland (and centralisation of policing services) means that some local

¹ Scottish Government (2009) Scotland's Road Safety Framework to 2020, 'Go Safe on Scotland's Roads: It's everyone's responsibility', available at: <http://www.gov.scot/Resource/Doc/274654/0082190.pdf>

² Available at: <http://www.roadsafetyscotland.org.uk/parents-and-educators>

³ Historically, road safety learning was delivered by each of the 32 local authorities under local governance with Road Safety Officers (RSOs) in each area employed by the Regional Police Forces. Following the formation of Police Scotland, a number of RSOs were redeployed or offered redundancy. The statutory duty for road safety delivery remained with local authorities but without police input.

authorities no longer have dedicated Road Safety Officers (RSOs). While some *ad hoc* arrangements have been set up between RSS and local partners to try and minimise the impact of this shift, and to ensure that schools are still made aware of the resources, it may be the case that the educational resources are no longer being marketed or promoted or actively used in these areas. Indeed, over time, there has been an emerging gap in the national understanding of how well the resources are being promoted to educators and if they are being used by schools.

Aims and objectives

- 1.8 The aim of the work was to evaluate four of Road Safety Scotland's learning resources to provide an understanding of how the resources have been promoted and received in primary and secondary schools to date, and how this might be improved in the future.
- 1.9 The project specifically sought to:
- examine how aware educators are of the learning resources and how many schools are engaging in road safety learning activities as part of the curriculum. This included exploring how many schools currently use the resources, the general level of awareness held by educators and any reasons why the resources are not being used
 - examine how the resources are currently marketed and promoted, including the accessibility of online resources to educators and the effectiveness of marketing and promotion activities carried out by local road safety teams. This also included consideration of how actively the resources have been promoted in different local authorities and any barriers that exist
 - recommend improvements to the marketing and promotion of the learning resources, considering how these activities might be developed to more actively raise awareness of the resources amongst educators and better encourage schools to include road safety within Curriculum for Excellence (CfE)⁴.

Research methodology

1.10 The research took place over a six-month period between December 2016 and May 2017. The approach to the work had five main strands, these being: a desk based review, an online survey of schools, interviews with local authority representatives, workshops with road safety learning practitioners and case study interviews with schools.

Desk research

1.11 A desk based review of all of the online resources was undertaken with researchers independently exploring the range and content of the online material. Website analytics were also analysed to explore uptake of the resources over time and understand how they have been used online. This was accompanied by a literature

⁴ Curriculum for Excellence (CfE)⁴ is Scotland's curriculum for children and young people aged 3 to 18. For more information see: educationscotland.gov.uk

review of road safety resources available to schools elsewhere in the UK, and a review of previous road safety resource evaluations, where available. The review sought to ascertain effective marketing approaches adopted in other jurisdictions and by others responsible for road safety learning promotion, to extrapolate good practice and to assist any future decisions about the four RSS resources. Findings from the initial review were also used to inform the development of questionnaires and topic guides used in the evaluation.

Online survey for schools

- 1.12 The desk based review was followed by the design and development of an online survey of schools. Two separate survey tools were developed, one for primary schools and one for secondary schools, each focussing on the respective age appropriate resources. The survey was issued to all schools on the Scottish Government's Education Analytical Services database, with emails being addressed to Head Teachers with a request that they be filled in by the most suitable representative from within the school.
- 1.13 The primary school survey was issued to 2,032 schools, around 3% of which were undeliverable after one or more attempts to send were made. A total of 262 responses were initially logged with the online survey website, however, after removing duplicates and excluding responses that contained only location data, 210 schools remained and were included in the analysis. While it is impossible to provide an exact response rate because it can never be known how many emails were successfully delivered and opened, the response rate can be estimated at around 10%.
- 1.14 The secondary school survey was issued to 407 schools, and 74 responses were received. Again, although it is not possible to say exactly what the response rate was, when accounting for undeliverable and unopened messages (around 3%), the response rate may be estimated at around 18%. This was notably higher than for primary schools but this is because a targeted telephone follow-up exercise was carried out to boost numbers (i.e. schools were telephoned and asked to provide the details of a named contact within schools who could be issued with the survey link)⁵. While the response rate is higher, the actual numbers of schools is lower than those that took part in the primary survey, and so the percentages reported here relate to a small number of schools. This should be remembered when interpreting the data.
- 1.15 The survey questions focussed on use and awareness of the RSS resources, strengths and weaknesses of the resources, perceptions of their effectiveness at facilitating road safety learning, and ideas for maximising their use and impact going forward. Surveys were issued with an initial two-week response deadline, and reminder emails were issued providing a further two-week response window. All responses were anonymous and data was analysed at the aggregate level to provide an indication of how resources are being used and perceived at the national level.

⁵ A sample of schools in each local authority were contacted by phone and encouraged to take part. This is likely to have influenced the findings to some degree since, even those who did not use the resources were encouraged to respond and indicate the reasons for their non-use.

Interviews with local authority representatives

- 1.16 At the start of the research, a request was issued to Directors of Education in each of the 32 local authorities across Scotland, inviting them (or a nominated representative) to take part in a brief telephone interview. The purpose of these interviews was to establish local policy and practice in relation to the delivery of road safety learning in schools. Interviews focussed on local roles and responsibilities for road safety learning, awareness and perceptions of the RSS resources, local practice around monitoring the delivery of road safety learning and its promotion, and suggestions for enhancing awareness and use of the RSS resources. A telephone interview with an Education Scotland representative was also undertaken.

Workshops with delivery partners

- 1.17 A total of five workshops were held around the country. The spread of workshops was designed to maximise geographical coverage and accessibility to encourage a broad range of partners to engage. Invitations were extended to RSOs as well as to Scottish Fire and Rescue Service, Police Scotland, teachers and a range of other local authority staff with an interest in road safety. A representative from the Scottish Government Directorate for Learning also attended one of the events and staff from RSS was also in attendance at three of the events to observe and take part. A total of 40 individuals participated. All were independently facilitated and a mix of interactive tasks, presentations and round-table discussions were used to generate feedback on the resources and to gather evidence around current delivery and promotion of road safety learning, as well as suggestions for future change.

Case study interviews with schools

- 1.18 In order to showcase some of the work being done in schools using the RSS resources, and to highlight what can be achieved, a number of case studies were sought from primary and secondary schools. An initial request for schools to 'self-nominate' as case study schools as part of the online surveys resulted in very few responses and so a booster exercise was undertaken wherein road safety professionals were asked (as part of the workshops and through separate targeted emails) to nominate schools from within their own jurisdictions who they knew were using the resources well. This resulted in five primary schools being identified and agreeing to take part, but no secondary schools. A teaching practitioner from each school was invited to take part in a short one-to-one telephone interview to gather feedback on the way in which the resources were being implemented, and to provide feedback on behalf of pupils. Supporting visual materials to evidence the work that was being undertaken was also sought. For each school, a short, single page case study profile was produced and these are included here for illustrative purposes only.

Research caveats and report presentation

- 1.19 The initial access request issued to Directors of Education asking permission to survey schools resulted in only one 'opt out' response. No Directors of Education took part in the telephone interviews; rather, nominated representatives were put forward, and in only two cases was the nominated replacement based within a local education department. One further authority opted out of the interview process due to local restructuring and lack of available staff to take part. Nominated contacts at

five further local authorities did not respond to either phone or email correspondence regarding the interview and, as such, responses were received from 25 local authorities.

- 1.20 Where interviews did take place, in a number of instances, no 'lead officer' for road safety learning could be identified and this meant that interviews were instead carried out with some individuals who had very limited awareness or understanding of their authorities' local stance in relation to road safety learning. In these cases, the researchers were able to obtain a basic understanding of how road safety learning was approached by the local authority, but detailed feedback at the school level was missing. On balance, however, a number of other Directors referred the request to RSOs (in authorities where they existed) and this resulted in a wealth of information being returned. Similarly, some of the other interviewees who were identified (e.g. Health and Wellbeing Co-ordinators, Quality Improvement Officers, etc.) were also able to provide a detailed breakdown of local policy and practice in relation to road safety learning. The quality of data achieved from this exercise was very mixed across the country and it is difficult based on the feedback received to present a comprehensive overview of the approaches taken specifically by education authorities in relation to road safety learning around the country. While this possibly presents a gap in the work, it is an interesting finding too, insofar as it demonstrates that inconsistencies exist around the country, even in terms of knowing who (if anyone) is responsible locally for the promotion and monitoring of road safety learning in schools.
- 1.21 Similarly, although the school surveys did receive a reasonable response overall, the overall numbers of responses were lower than expected. In the interests of inclusiveness and recognising the diversity of education delivery that exists around the country, it was felt that inviting all schools in Scotland to take part in the survey was the sampling strategy most likely to collect data that was generalisable. Indeed, for both primary and secondary school surveys, at least one survey response was received from each local authority, except one who had opted out of the research. The approach taken was the most efficient approach overall and ensured that all schools were at least given the opportunity to take part. However, it is worth noting the small sample sizes in interpreting the data that follows.
- 1.22 Education practitioners were invited to attend the workshop events, however, uptake was low. This may have been due to the timing of the events (which were all held during the day) and lack of availability of teaching staff to attend off-site meetings during school time, but may also be indicative of a lack of interest in the subject or a lack of time to engage in road safety discussions *per se*. It is not possible to know why uptake among educators was so poor, but their lack of engagement with the research nonetheless provides useful context for the findings that were generated.
- 1.23 While the evaluation covered all four resources, attempts to directly compare feedback on the four resources was deliberately avoided. This would not be appropriate since each resource has a different focus, content and intended audience (i.e. they are targeted at children at different ages).
- 1.24 Although the online survey of schools was issued to all schools in Scotland, including schools for pupils with additional support needs, no specific questions were asked

about accessibility of the resources for pupils with additional support needs. Open-ended questions were included to allow for any comments about accessibility to be made, but no comments relating to disabilities or additional support needs were received. Similarly, no one who took part in the workshops or telephone interviews gave any feedback about use or suitability of the resources in special schools. In the absence of any direct questions to glean feedback on the appropriateness of the resources for pupils with additional support needs, it is likely that the findings presented here will relate mainly to those in mainstream education.

- 1.25 Finally, while it is important to recognise that RSS provide a wide range of resources that extend across and beyond the school years, their scrutiny was outwith the bounds of the current research, except where previous evaluations of these resources provided insight into 'what works' around the promotion and marketing of road safety resources. This ensured that the research remained appropriately focussed but that transferable messages from other domains were not missed.
- 1.26 The remainder of this report sets out the findings from the evaluation. Chapter 2 provides more detail about each of the four RSS learning resources, as well as findings from the desk based literature review. Chapter 3 explores current use of the resources, including website analytics data and findings from the schools' survey. Chapter 4 explores views around current marketing and promotion activity and ways to enhance future awareness and use of the resources. Chapter 5 explores perceptions of the resources in terms of content and design and also discusses ways of maximising their utility going forward. Finally, Chapter 6 summarises the main learning from the research and sets out a number of recommendations regarding the future of RSS's four main learning resources.

2 Exploring The Resources And What Works Elsewhere

The four learning resources

- 2.1 The focus of each of the four main RSS learning resources is educating children to develop long term road safety skills and behaviours. While they share this common focus, the way that messages are presented differ between resources to make them suitable for their targeted age groups.

Junior road safety officer

- 2.2 Junior Road Safety Officer (JRSO) is a programme targeted at primary schools. Launched in 2002, it is designed to empower young people to co-ordinate and lead their own road safety activities. This is achieved by older pupils volunteering to become JRSOs and encouraging younger peers to get involved in road safety learning. In addition to encouraging peer learning, it promotes partnership working between pupils, parents, teachers, other school staff, road safety officers and other professionals.
- 2.3 RSS act as a central co-ordinating organisation for JRSO schools and a dedicated website provides access to a range of resources to facilitate JRSOs in delivering their role. The resource includes information and materials to support road safety learning including a range of interactive games and tasks, ideas for JRSOs to engage their schools and a members' only area for JRSOs to upload examples of their work to share with others nationally. All JRSOs are issued with a hard copy personal organiser (from their local road safety team) which includes a badge, notebook and pen.
- 2.4 Although the JRSO resource has been in operation for 15 years, it has not previously been evaluated in Scotland.

Streetsense2

- 2.5 Streetsense2 is an online resource that aims to challenge knowledge, attitudes and behaviours, enabling children to self-reflect, and offering a structured programme for road safety learning in the classroom. The resource includes teacher notes, suggested lesson plans and pupil activities clustered into three separate sections (one each for the early years, first and second stages). Road safety videos are also available with quizzes and other activity sheets which can be used to develop discussions around what has been viewed. Many of the activities are downloadable and printable.
- 2.6 The Streetsense resource initially launched in 2003 and was last evaluated in 2006⁶. The resulting recommendations for improvements were used to inform its re-launch as Streetsense2 in 2008.

⁶ Available at: <http://www.roadsafetyscotland.com/research/completed-research/evaluation-of-streetsense/>

Your call

- 2.7 Your Call is an online resource that targets secondary school pupils in S1-S3. The site includes a range of interactive activities which explore risk-taking, decision making, personal safety, pre-driver attitudes and peer pressure. It also includes two feature films which explore the impact a road accident can have on young lives - one from a pedestrian perspective for younger pupils and, for older pupils, a passenger theme. Pupils are actively encouraged to discuss and share experiences, reflect and challenge their own behaviour with a view to taking responsibility for their own safety and that of others. It provides teachers with flexible lesson plans that support Curriculum for Excellence.
- 2.8 The resource was evaluated in 2013, four years after its initial launch in 2009⁷.

Crash magnets

- 2.9 Launched in 2006, Crash Magnets is an online learning resource designed specifically for use with children in S4-S6. It covers issues such as speeding, drink driving, driver distraction, drug driving and in car safety. The online activities are combined with DVD clips of other young people sharing experiences, with the aim being to encourage students to feel confident about expressing themselves in class about their own opinions and experiences. Activities are geared towards certain year groups, but are not prescriptive and allow for flexibility in order to support Curriculum for Excellence.
- 2.10 The resource was last evaluated in 2009.

Road Safety Learning and the Curriculum for Excellence

- 2.11 Curriculum for Excellence (CfE)⁸ is Scotland's curriculum for children and young people aged 3 to 18. The core messages of CfE are:

- active, experiential learning
- a holistic approach to learning
- smooth transitions
- learning through play

- 2.12 All of the RSS learning resources are explicitly and clearly linked to areas of the CfE and, each year, Road Safety Scotland develops, publishes and distributes 'Road Safety within Curriculum for Excellence', a guidance booklet that illustrates how each of the RSS resources fit⁹. Specifically, it shows how the RSS learning resources map onto six of the eight curriculum areas in the CfE, these being: Expressive Arts, Health and Wellbeing, Literacy and English, Maths and Numeracy, Social Studies and Technologies. The booklets are distributed to all educational establishments in

⁷ Available at: <http://www.transport.gov.scot/report/j299064-00.htm>

⁸ See educationscotland.gov.uk

⁹ The 2016/17 booklet is available at: <http://www.roadssafetyscotland.com/education-and-families/curriculum-for-excellence/road-safety-education-within-curriculum-for-excellence/>

Scotland. All of the RSS learning resources can also be accessed through GLOW which provides Scottish learners and educators access to a number of core web services and online resources for education.

What works elsewhere

2.13 Research from other jurisdictions also offers valuable insight into the pros and cons of different road safety learning strategies. The research is not vast and, indeed, several of the previous studies in this field call for more evidence on the effectiveness of different road safety interventions.

The THINK! campaign

2.14 In England and Wales, the main road safety learning resource is THINK! - a national campaign run by the Department for Transport¹⁰. THINK! provides road safety information for road users with the aim of encouraging safer behaviour to reduce the number of people killed and injured each year. A range of THINK! road safety materials is available for the public, for schools and other community groups, and for road safety professionals.

2.15 For schools, THINK! offers dedicated primary and secondary school websites which support teachers, parents and pupils including teaching ideas, curriculum links, online and downloadable activities and worksheets for pupils. THINK! road safety learning resources are organised into lesson packs by age and key stage. A full range of THINK! leaflets and posters can also be ordered and delivered free of charge to schools and others.

2.16 While the THINK! resources have been in existence for some time, and have been modified over the years in response to user feedback, a recent review of THINK!¹¹ found that there was inadequate exposure to learning experiences in schools and that road safety learning was patchy, fragmented and opportunistic, with virtually none taking place in secondary schools. It also showed that parents and schools often perceived that people other than themselves were responsible for delivering road safety learning. The THINK! resources were perceived to be somewhat dated and did not incorporate enough interactive technology or active learning opportunities to engage young people. Local funding cuts had also reduced the frequency of RSOs engaging with schools. Overall, the review concluded that there was a need for better direction, with schools needing evidence and guidance to persuade them of the importance of road safety learning in assisting core attainment outcomes.

Theatre in education resources

2.17 Theatre in Education (TIE) has developed over the years to become increasingly popular as a mode of delivering Personal and Social Education (PSE), including the delivery of road safety messages. TIE is different from paper or online based

¹⁰ For more information see: <http://think.direct.gov.uk/>

¹¹ Department for Transport (2016) Road Safety Campaign: Education Resource Review Findings, DfT, London

resources insofar it as uses performance, usually by professionally trained actors. RSS offers 'The Journey' as its main TIE resource for primary school pupils which deals with issues related to peer pressure and how this can influence behaviour near the roads. RSS offers 'Nine Lives of Roddy Hogg' for lower secondary school pupils (S1), which again looks at social norms among young people and how this can influence safe/unsafe behaviours. For senior secondary school pupils in S5 and S6, RSS promotes 'Friends Disunited' - a play that focusses on the responsibilities involved in becoming a driver and getting a car¹².

2.18 While none of the current RSS TIE productions have been evaluated, the Scottish Road Safety Campaign (SRSC) (now RSS) and the Road Safety Council of Wales (RoSCoW) published an evaluation of their previous theatre tour that was used in schools¹³ (the play "Too Much Punch for Judy" about drinking and driving). The research showed that, while all forms of presentation impacted positively on students' knowledge and attitudes in relation to road safety messages, students expressed a clear preference for the theatre presentation. They found the presentation enjoyable, realistic, hard hitting and said that they had learned a lot about drinking and driving. It also found, however, that there was a lack of follow-up work to the presentations given due to time pressures from examined subjects. Pupils also expressed a preference for learning from RSOs over teachers and it was recommended as part of that work that the theatre tour should be seen as part of a planned curriculum/programme involving different ways of presenting drink driving messages.

2.19 In 2002, RoSPA published an evaluation "S'Cool to be Safe: On the Road" - a Theatre in Health Education project delivered in England and Wales to children aged 9 to 11 years and offered jointly by Road Safety Officers and the police. It showed that, while TIE productions are viewed as engaging by pupils, and can be useful for teaching complex messages, children can often be too developmentally immature to understand abstract concepts presented through drama. The evaluation also showed that where different organisations work together in partnership to deliver such learning (such as the police, fire and local authorities), there are inevitable conflicts of interest and this can mean that messages are confounded.

Other learning

2.20 In 2009, the Department for Transport (DfT) published the findings from an independent review of the quality and delivery of road safety education, training and publicity (RSETP) in England, focussing largely on schools¹⁴. This sought to identify ways to raise the status of road safety learning as well as identify how road safety officers (RSOs) and educators could work better together to improve the delivery of high-quality road safety learning.

¹² At the time of writing, a new script was being written for S1 pupils to replace the Nine Lives of Roddy Hogg.

¹³ SCRE (1995) Theatre Tours in Road Safety Education: An Evaluation, Scottish Office, Edinburgh

¹⁴ MVA Consultancy (2009) Building on Success: Improving the Delivery of Road Safety Education, Training and Publicity, Department for Transport: London

- 2.21 The research showed that, while direct delivery of road safety learning took up the greatest proportion of RSOs time, there was little awareness among educators (mainly teachers) of many of the existing schemes and tools that are available for schools to use in promoting road safety. Consultation with educators as part of the DfT review showed a desire for greater access to ICT based resources, drama productions, interactive IT software, lively and interactive presentations by external agencies, hard-hitting videos and better quality and more up-to-date facilities in order to make road safety learning more accessible and user-friendly for both teachers and pupils. The research also showed a particular gap in relation to learning materials targeted at older school-aged pupils, and showed that secondary school staff considered other areas of the curriculum (such as sex and relationships education, drugs and alcohol education and healthy eating) to be of greater importance than road safety learning. The most frequently cited barrier to more effective road safety learning was insufficient funding to allow RSOs and others to promote it. A key recommendation from the work was the need to develop a clear and accountable partnership between local and central government to create greater cohesion and alignment of national road safety policy and practice.
- 2.22 In Scotland, Transport Scotland's Strategic Road Safety Plan (2016)¹⁵ notes that, there has always been a close working relationship between national and local government to ensure the effective and cohesive delivery of safer roads and that there is no 'one size fits all' approach and local authorities should have flexibility to tailor their measures according to specific needs on the ground. It stresses the need, however, for collaborative working and strong relationships to be sustained in order for common road safety goals to be achieved. Against this backdrop, the remainder of this report sets out the findings from the current research.

¹⁵ Available at:

www.transport.gov.scot/media/10323/ts_strategic_road_safety_plan_2016_digital_sep_2016.pdf

Case Study: Barassie Primary School, South Ayrshire

RSS Resources Used

Streetsense2 - in the early years the school uses Go Safe with Ziggy and they build on this to use the other Streetsense2 resources as children progress through the school years.

"We use the document sent by Road Safety Scotland that links all of the resources to all of the Experiences and Outcomes in Curriculum for Excellence. Streetsense is used as a part of that."

JRSO - an active JRSO team who have a road safety calendar and run campaigns throughout the year relating to the weather and what is happening on the roads. For example, two weeks before Easter, the JRSOs help to co-ordinate the school's participation in the Sustrans 'Big Pedal' event and encourage children to cycle to school. In May, the JRSOs encourage pupils to take part in 'Walk to School Week', with children wearing different coloured socks or hats and getting prizes for taking part. In the winter, the JRSOs run a competition about being safe by being seen in the dark, and encourage pupils to put labels on their backpacks, etc. The JRSOs also help to co-ordinate the school's participation in the South Ayrshire wide road safety competition.

"The JRSOs are so busy. They speak regularly at assemblies and to parents, they have a stall at the Christmas fair, and a display board that is changed regularly throughout the year. They recently ran a campaign for children to design a poster targeted at parents to encourage them to slow down when driving. They also designed posters to promote 'Park and Stride' - walking part way to school - as part of our active travel ethos."



Wider Activities

The school runs Bikeability 1 (at Primary 5) and Bikeability 2 (at Primary 6) and the children do a local bike ride to use their skills on the road, going for a picnic at a local park. In primary 7, they build upon this and have a transition run to the nearby secondary school to promote active travel by bike as a way of getting to high school once children move on. Younger pupils take part in outside road safety learning, practising crossing the road and identifying hazards in and around the school. The school works hard to promote health and well-being and road safety is very much embedded in the school.

"Safe is the first SHANARRI indicator and we are very conscious that safety for children is a core message - if you don't have children who are safe, you don't have them to educate."

Most Positive Elements of the Resources:

- Freely available for all schools
- Easy to use as a standalone resource
- Great for non-contact activities/learning

"A supply teacher can easily go in and find the resources that they need to deliver a lesson - there is a progression that is already clearly marked out."

Learning Points:

- Works best with dedicated school staff
- Parents and volunteers can lead by example to help to reinforce the messages

"We have a school assistant who runs the JRSO scheme and, because she has that as her remit, she makes a really good job of it."

"Children positively evaluate road safety learning. They feel that they have the skills that they now need to travel safely. It's great that they feel safe."

3 Use and Awareness of the Resources

- 3.1 The evaluation was driven, in part, by a lack of existing evidence around how many schools are currently using the RSS resources and in what ways. This chapter provides an overview of the data that is available to inform an overall understanding of the current uptake of resources, including information held by RSS, website analytics and information gathered from the schools' survey which was commissioned as part of the research. It also presents findings from the local authority interviews and workshops around awareness of the resources to provide context for the statistical data presented.

Existing data on use of the resources

JRSO registered schools

- 3.2 When the JRSO scheme was originally started, RSS compiled a database of JRSO registered schools. This contained contact details for 2,393 primary schools across Scotland, with schools in every local authority represented. This database is updated by RSS when they are notified of any changes by local RSOs, but there is no regular monitoring or checking with schools to enquire if the JRSO resource is still being used. This gap is partially filled by annual data collected from RSOs (in those areas where they exist) to ask how many primary schools are taking part, the numbers of JRSOs at each school and the number of JRSO Co-ordinators.
- 3.3 The data collected by RSS shows that for the 23 local authorities where data was available, a total of 1,205 primary schools were known to be participating in JRSO in 2015/16. This represents around 72% of all primary schools in those areas. The proportion of schools known to be taking part ranges from just 1% to 100% showing that wide variation by local authority area can exist (although, in most areas where schools take part, participation is well above 50%). Comparable data for 2014/15 showed that uptake was around 76% with a similar range in proportionate uptake. While the actual numbers of schools known to be taking part (i.e. 1,268 in 2014/15 and 1,205 in 2015/16) is significantly lower than the 2,393 schools that were registered when the database was originally started, it seems that only around 1 in 4 schools are not taking part in JRSO and this figure is encouraging.
- 3.4 It is important to note that primary schools without a local authority road safety team order their JRSO support materials (organisers and certificates, etc.) through RSS. The numbers of schools who do this each year is small (with 20 schools ordering directly from RSS in 2015/16 and 12 in 2016/17). Therefore, while there is indicative data on uptake of the JRSO resource, RSS has no way of knowing, at present, how many schools are 'JRSO schools'. The numbers presented above will likely be an under-representation of actual uptake (given gaps in the data for nine local authorities).
- 3.5 It is worth noting that as part of the local authority interviews, representatives were asked to what extent their authority monitored the use of road safety learning resources in their schools. Many respondents noted that they did not attempt to monitor use of materials or record feedback from schools, largely due to the time and money that would be required to conduct such an exercise. One respondent noted

that their local authority had tried to conduct formal monitoring in the past but that this had not worked as some schools had not provided the required data, while another stated that they had also conducted more formal monitoring but that the data had not really been used. A further respondent noted that they tried to keep a spreadsheet to monitor use of resources by school, but they found that they did not have the time to keep this up-to-date.

- 3.6 Some, however, did note other less formal ways of monitoring distribution and uptake of resources. One respondent noted that the RSO's diary would provide a record of schools visited and the reasons for the visit, and/or which materials were distributed to which school and when. Another noted that JRSOs completed a book across the year which detailed any work that schools had done or campaigns that had happened, and these were collected in by the local authority and assessed in order to provide an award to the most active school and for the best campaign. Though the data from these books is not extracted and formally recorded, they provide a good overview of all road safety work that had taken place in each school over the past school year.
- 3.7 It was also suggested that it was easier to monitor the uptake of the JRSO scheme compared to the other resources due to the Induction Day training that is provided to all new JRSO schools, school visits, and the greater level of contact/input this requires between the school and the local authority, (e.g. for ordering support materials). In particular, it was noted that the shift to online resources for Streetsense2 meant it was difficult to effectively monitor use compared to the provision of hard copies in the past.
- 3.8 One local authority did use a 'Resource Tracker' which recorded requests from schools for road safety support and would, therefore, allow the use of RSS learning resources to be monitored on an ongoing basis. More typically, however, it appears that most monitoring is *ad hoc*, anecdotal, via word of mouth from schools, and from informal contact.

Website analytics

- 3.9 For all of the resources, web analytics data is available on an ongoing basis to evidence uptake and use. This data is collected independently and reviewed by RSS on an annual basis (or more regularly if necessary) and provides the main insight into how often each of the resources is being used, where and in what ways. Table 3.1 below summarises the main audience overview data for the academic year 2015/16 for each of the resources.
- 3.10 The data shows that the JRSO resource is by far the most utilised of all four resources. This is evidenced by the number of sessions/total visits to the site and the number of unique users. Streetsense2 is the second most utilised resource although it has only around a third of the number of visits/users when compared to JRSO. Both of the secondary school resources are used by fewer visitors again, with Crash Magnets proving to be the least used resource.

Table 3.1: Audience Data based on Web Analytics for all Resources (2015/16)

Indicator	JRSO	Streetsense2	Your Call	Crash Magnets
Number of Sessions/Total Visits	23,927	8,077	4,962	3,286
Number of Unique Users	18,641	5,945	4,073	2,828
% New Visitors	76%	72%	77%	85%
% Returning Visitors	24%	28%	23%	15%
Average Session Duration	4 minutes, 11 seconds	2 minutes, 18 seconds	8 minutes, 49 seconds	1 minute, 6 seconds

3.11 When looking at repeat visitors to each site, it seems that the resources are similar (around 1 in every 4 users is a repeat visitor), except in the case of Crash Magnets which attracts proportionately fewer repeat users.

3.12 The average time spent on each site varies considerably, but this is likely to be due, in part, to the nature of the different resources that are available on each site. Unfortunately, there is no way of knowing which components of Crash Magnets and Streetsense2 are most utilised since both use Flash based software which means that it is not possible to gather such information. Website analytics are available to show utilisation of specific components for JRSO and Your Call. For JRSO, the data shows that the 'Fun Zone' and 'Members Area' are the most visited parts of the site, accounting for more than 50% of the total page views. For Your Call, 'Text Test' was the most played interactive on the site by far, with a number of repeat plays also noted.

3.13 Table 3.2 below shows the different devices that were used to access the resources for the 12-month period from August 2015 to the end of July 2016. For all resources, desktop computers are the most used device and this probably reflects the greater likelihood that schools have computer access instead of mobile or tablet access at this time. The JRSO website appears to be visited to a greater extent by either tablets or other mobile devices compared to the other resources, and this may be indicative that it is being used more outside of the school environment compared to other sites.

Table 3.2: Devices Used to Access the Resources

Device Type	JRSO	Streetsense2	Your Call	Crash Magnets
Desktop	78%	91%	89%	91%
Mobile	12%	3%	8%	2%
Tablet	10%	6%	3%	7%

3.14 Table 3.3 below shows the locations where each of the resources were accessed. It shows that, while the majority of uses for each of the resources was within Scotland during the 2015/16 academic year, a notable proportion of visitors to the sites were from outside of Scotland.

Table 3.3: Use of the Resources by Location

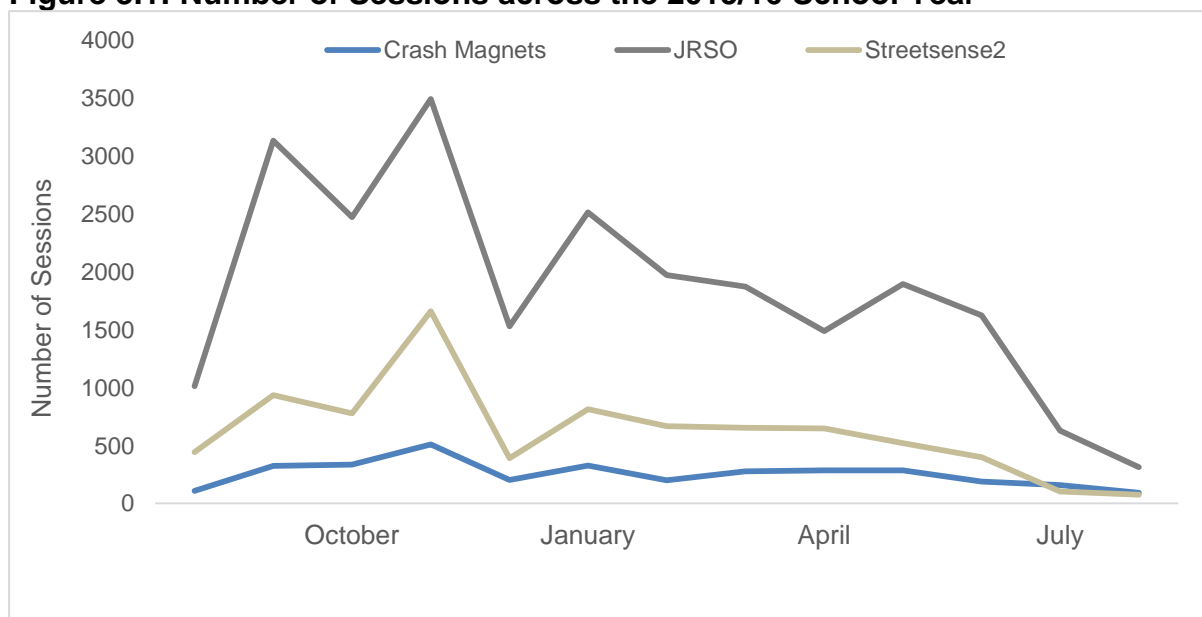
Location	JRSO	Streetsense2	Your Call	Crash Magnets
Scotland	69%	86%	-	82%
Other/Rest of UK	31%	14%	-	18%

Note: Data for Your Call is collected by a different provider from the other resources and so location information is not available for this resource.

3.15 A more detailed analysis of the locations from which the sites are visited shows that there is some international referencing of the resources¹⁶. This is encouraging and highlights the advantage of the online nature of the resources and their accessibility to all.

3.16 For all resources, there was greater use in the first school term of the session (i.e. up to the end of December 2015), with less use after January each year (see Figure 3.1). Data for the 2014/15 school year showed similar trends. This may indicate that teachers are delivering road safety learning in those months when there are darker evenings and, arguably, more dangerous road/travel conditions. However, it may simply reflect competing priorities at other times of the year (such as exams in the spring/summer term). What this does provide, however, is an indication of when it would be most beneficial to approach schools to encourage them to use the resources in the future¹⁷.

Figure 3.1: Number of Sessions across the 2015/16 School Year



Note: Data for Your Call is collected by a different provider from the other resources and so time series information is not available in a comparable format for this resource.

¹⁶ International use comes mainly from North America and mainland Europe.

¹⁷ Data for the 2014/15 school year shows comparable trends except for Crash Magnets where there was a notable peak in sessions at the end of the school year.

3.17 Overall, the web analytics show that there is a reasonable use of the resources, with the JRSO resource being particularly popular. It is worth noting that the providers of the analytics have noted a significant reduction in traffic over time, (particularly at the time that a number of RSO positions were made redundant) and, although use has recovered to some degree since that time, it has never returned to the levels when there were dedicated roles for road safety learning in all local authorities.

Findings from the online survey

Use and awareness of the JRSO resource

3.18 The JRSO resource was used in 76% of the primary schools who responded to the survey (n=160). This figure matches closely the estimated uptake of the JRSO resource held by RSS based on the feedback provided by RSOs each year.

3.19 Table 3.4 shows that, where it was being implemented, the majority of schools said that they had learned about the JRSO resource from a Road Safety Officer (49%), the local authority Education Department (41%), a teacher (24%) and/or directly from Road Safety Scotland (21%). While 6% of schools said that they had learned of the resource via Police Scotland, none had learned via the Scottish Fire and Rescue Service, teaching forums or via parents.

Table 3.4: Sources of Awareness of the JRSO Resource (n=160)

Source	% of Respondents
Road Safety Officer	49%
Local Authority Education Department	41%
A teacher	24%
Road Safety Scotland	21%
Education Scotland	11%
Police Scotland	6%
A pupil	1%

3.20 It is interesting to note that many primary schools said that they had learned of the JRSO resource from more than one source, suggesting that awareness levels are reasonably strong among primary schools and their partners. That being said, five schools also indicated that they were unclear how the resource had been introduced because it had been implemented a number of years ago.

3.21 In the schools where the JRSO resource was used, it was mainly for pupils in Primary 6 (78%) and Primary 7 (70%), although there was some reported use across all of the different ages and stages (see Table 3.5). A number of schools highlighted that a few pupils from classes in the upper school (P4-7) were generally selected as the junior road safety officers, and that the information was disseminated by these students to all levels. One school highlighted that the JRSO materials were also used in their nursery class and this was supported by qualitative feedback received in later stages of the research, with RSOs and others reporting instances of JRSOs engaging in 'paired' or 'shared' reading activities with nursery children, often reading the RSS early years' resource 'Go Safe with Ziggy' books together.

Table 3.5: Use of the JRSO Resource by Primary School Year Group (n=156)

Primary School Year Group	% of Respondents
Primary 1	24%
Primary 2	24%
Primary 3	25%
Primary 4	30%
Primary 5	37%
Primary 6	78%
Primary 7	70%

3.22 Around half (51%) of the schools who used JRSO said that they distributed information about the resource to their pupils to encourage them to access the materials outside school time.

3.23 Table 3.6 shows that, among those who used the JRSO resources, around 40% used the 'Play and Learn Zone' (43%) and the 'Fun Zone' (41%). This supports the website analytics which show that these two components account for over a third of all page views. Just under a quarter (23%) accessed the members' only area (which is again consistent with website analytics which show that the members' area accounts for 28% of page views). Interestingly, 15% of schools indicated that pupils were encouraged to navigate themselves around the site.

Table 3.6: Use of Specific JRSO Resources (n=160)

Resource Component	% of Respondents
Play and Learn Zone (resources include: design a t-shirt / cycle helmet, create a board game / poem, create a song and dance, school travel plans, looking for signs, reading together resources)	43%
Fun Zone (resources include: word search, dress a character, road safety quiz, phrase builder, Gutter's lost his bone game)	41%
Members only area	23%
None, we are just aware of their availability	21%
None, the pupils choose what to do on the website	15%
'KLANG: The Road Home' App	4%
UN Decade of Action section	3%

3.24 One in five schools indicated that, although they used the JRSO scheme in general in their school, the specific resources hadn't been used by pupils despite being aware that these were available (21%). Workshop participants suggested that, in such cases, it may be that school staff (including the JRSO Co-ordinator) has developed sound protocols over time which mean that they no longer need to re-visit the JRSO web pages to gather ideas or inspiration.

Use and awareness of the resource of the Streetsense2 resource

3.25 The Streetsense2 resource was used in 109 (52%) of the schools that took part in the survey.

3.26 The majority of schools where it was being implemented, said that they had learned about the Streetsense2 resources from the local authority Education Department

(42%), or a Road Safety Officer (35%) (see Table 3.7). Road Safety Scotland was cited as the source of awareness among a quarter of those who responded (24%). Awareness of the resource had also come from a teacher (21%), Education Scotland (14%), teaching forums (4%) and Police Scotland in a small number of cases (2%). Again, no one cited the Scottish Fire and Rescue Service or parents as a source of awareness.

Table 3.7: Sources of Awareness of the Streetsense2 Resource (n=109)

Source	% of Respondents
Local Authority Education Department	42%
Road Safety Officer	35%
Road Safety Scotland	24%
A teacher	21%
Education Scotland	14%
Teaching forums	4%
Police Scotland	2%

3.27 In the sites where the Streetsense2 resource was being used, its use was fairly evenly distributed across the school years. Table 3.8 shows that roughly 80% of schools indicated that it was used at all year levels. Again, this is encouraging and may provide evidence that the structuring of Streetsense2, with separate tasks for early, first and second stages, means that it has good appeal and relevance for all primary pupils.

Table 3.8: Use of the Streetsense2 Resource by Primary Year Group (n=101)

Year Group	% of Respondents
Primary 1	78%
Primary 2	79%
Primary 3	79%
Primary 4	79%
Primary 5	80%
Primary 6	83%
Primary 7	80%

3.28 Just under a third (29%) of the schools who use Streetsense2 said that they also distributed information about the resource to encourage pupils to access the materials at home.

3.29 When asked specifically which components of the Streetsense2 resource were being used, the Early Level resources were mentioned by a large proportion of schools (81%), followed by First Level resources (78%) and then the teacher's resources (69%) (see Table 3.9). Second Level resources were used by slightly fewer schools (66%).

Table 3.9: Use of Specific Streetsense2 Resources (n=109)

Resource Component	% of Respondents
Early Level (resources include: 'On the Street', 'Think, Stop, Look and Listen', 'Crossing Safely', 'Traffic Trail', 'Road Safety Words' and 'Go Safe with Ziggy')	81%
First Level (resources include: 'The Green Cross Code', 'Traffic is Dangerous', 'Safer Route', 'Streetwise Guys', 'Road Safety Words', 'Dress a Character')	78%
Teacher's Resources (Resources include CfE Experience and outcome guide and worksheets)	69%
Second Level (resources include: 'Safe and Unsafe Behaviour', 'Vehicles are Dangerous', 'Travelling Safely', 'A2B Safely', 'Road Safety Words', 'Road Signs', 'Seatbelts', 'Stopping Distances', and 'Peer Pressure')	66%
Travel Plan Section	27%
Fact Section	19%
Links Section (provides web links to additional road safety resources)	13%
None, we are just aware of their availability	3%
None, the pupils choose what to do on the website	2%

Complementary road safety learning resources (primary schools)

3.30 All primary schools were asked what, if any, other road safety learning resources were used. A broad range of different resources were mentioned, including:

- Bikeability (n=12)
- Kerbcraft (n=3)
- Living Streets: Walk to School (Travel Tracker) (n=3)
- THINK! (n=3)
- BRAKE (n=3)
- Tales of the Road (n=2)
- Go Safe with Ziggy (n=2)
- Zig and Zag resources (n=2)

3.31 Others that were mentioned by just one school each included iCycle, Streetwise, Go Safe, Nationwide Education, Speeding Ted, ParkSMART, WOW, Streetfeet, Twinkl, iBike and SUSTRANS resources. Several others also commented more generally that they used 'online resources' and 'YouTube' without clarification of the specific resource.

3.32 In addition to other resources being used, several schools described other approaches to road safety that they had developed. Eighteen said that the teacher(s) had developed their own lessons on road safety and seven schools highlighted that local police liaison officers provided road safety input. One school held an annual open afternoon tea where parents and grandparents were invited to reflect on road safety in the local community. Similarly, another school had an annual 'Road Safety Day' where the pupils explored a range of online resources. One school said that they were supported by a Lord Provost Safety Award, one had a 'Road Safety Children's Council' and another had a 'Travel Action Group'. Cycling proficiency and street cycling programmes were also mentioned as well as the 'walking bus'.

Case Study: Whitehills Primary School, Forfar

RSS Resources Used

- **Streetsense 2** - used throughout the school.
- **JRSOs** - the school has four JRSOs selected from P6. They use both the hard copy folder and the JRSO website.

The JRSO Scheme

JRSOs encourage good road sense in the other pupils across the school. Pupils apply to become JRSOs at the end of P5, using RSS's standard application form. Applications are assessed by the retiring JRSOs, who decide who to appoint for the following year. This gives the retiring JRSOs a real sense of responsibility and makes them feel very important.

Over the course of the year, JRSOs generally undertake a number of tasks, including:

- **Maintaining the JRSO noticeboard and creating wall displays;**
- **Putting on school assemblies** - these are usually held around 'Health Week' and sometimes in winter, and the JRSOs deliver talks, act out scenarios, and in 2016/17 designed and delivered a PowerPoint presentation plus a film about parking at the school and encouraging pupils to walk to school;
- **Run competitions** - most recently the JRSOs designed a competition for pupils to design a banner about parking in and around school, with the winning design being printed and hung outside the school. The JRSOs designed leaflets to be taken home to parents and sought involvement from the Community Police officer. The winner also received a specially printed t-shirt;
- **Organise Walk to School days/week** - all pupils are encouraged to walk to school once a week and the JRSOs collate the numbers of children walking and issue prizes at the end of term to the class with the most children walking. During 'Health Week' the JRSOs also organise Walk to School Week with prizes again given for the best class; and
- Some **Go Safe with Ziggy** materials are also used on the JRSO noticeboard and the colouring materials are used with some of the older groups for colouring-in competitions.



“The JRSOs feel very important and are given a real sense of responsibility.”

“All pupils like going on the website and playing the games. This is used frequently by the JRSOs.”

Most Positive Element of the Resources:

- The JRSO 'freebies' - this provides the opportunity to have lots of competitions and prizes.
- It gets the message across to the pupils.

Any Weaknesses/Desired Changes:

- Content of the JRSO website could be updated more often;
- Would like to see the JRSO Launch/Induction Day reinstated, “it gets the kids focused right from day one” (this was previously provided by the police but has not been conducted recently).

“There's more than enough there for us... It's perfect for our uses.”

Use and awareness of the Your Call resource

3.33 The Your Call resource was used by 22% of the schools that took part in the survey (n=16).

3.34 Table 3.10 shows that awareness of the resource had been mainly via Road Safety Officers (25%), Road Safety Scotland (19%) or an individual teacher (19%). Two schools each reported that they had been made aware by the local authority Education Department, Police Scotland or teaching forums. Two schools commented that they had come across the resources by doing an internet search and one school was unsure how the resources had been introduced. Pupils, parents and the Scottish and Fire and Rescue Service were not mentioned at all as sources of initial awareness.

Table 3.10: Sources of Awareness of the Your Call Resource (n=16)

Source	% of Respondents
Road Safety Officer	25%
Road Safety Scotland	19%
A teacher	19%
Local Authority Education Department	13%
Police Scotland	13%
Teaching forums	13%

3.35 In the schools where the Your Call resource was used it was used primarily in the lower school, with 75% of schools indicating that they used it with their first year pupils (see Table 3.11). Around a third said that they used it with their second (38%) and third (31%) year students.

Table 3.11: Use of the Your Call Resource by Secondary Year Group (n=16)

Year Group	% of Respondents
First year	75%
Second year	38%
Third year	31%
Fourth year	13%
Fifth year	19%
Sixth year	6%

3.36 In addition to using the resources in the classroom, a third (33%) of the schools said that they distributed information about the Your Call resource to encourage pupils to access the materials outside of the school. Two schools included information in a newsletter for parents and one included a link to the website in homework materials.

3.37 Of those who used the Your Call resources almost all (88%) accessed the 'Resources' section of the website. Over half used the 'Pedestrians' section (59%) and the 'Passengers' area (53%) (see Table 3.12).

Table 3.12: Use of Specific Your Call Resources (n=17)

Resource Component	% of Respondents
Resources (Teacher's Note Packs and web links to additional road safety resources)	88%
Pedestrians (resources include: Videos, 'What would you do?', 'Hazard Hunt', 'The Wall of Risk', 'Danger, Danger' and 'The Risk Factor')	59%
Passengers (resources include: Videos, 'Head Over Wheels', 'The Text Test', 'Sign-spotters', 'To the Shops' and 'Circle of Support')	53%
None, the pupils choose what to do on the website	6%
None, we are just aware of their availability	6%

3.38 Interestingly, one school commented that they had been unaware of the availability of online resources and had been using a hard copy resource pack provided in the past by a Road Safety Officer. Similar comments were also made during workshop sessions, with some attendees not knowing that Your Call was now available online.

Use and awareness of the crash magnets resource

3.39 The Crash Magnets resource was used in 31% of schools who took part in the survey (n=23).

3.40 Table 3.13 shows that in schools where it was being implemented, the majority learned about the Crash Magnets resources from a teacher (48%). Around a fifth had been made aware by a Road Safety Officer (22%). Other lesser mentioned sources of information were Road Safety Scotland (13%), Police Scotland (13%), Education Scotland (9%), local authority Education Department (9%), Scottish Fire and Rescue Service (4%) and teaching forums (4%). Pupils and parents were not mentioned by any school as being a source of awareness. In addition, two schools indicated that they were unsure how they had become aware of the resource and a further two said that they had come across it through an internet search.

Table 3.13: Sources of Awareness of the Crash Magnets Resource (n=23)

Source	% of Respondents
A teacher	48%
Road Safety Officer	22%
Police Scotland	13%
Road Safety Scotland	13%
Education Scotland	9%
Local Authority Education Department	9%
Scottish Fire and Rescue Service	4%
Teaching forums	4%

3.41 Among those who used the Crash Magnets resource, 42% said that they also distributed information about the materials to encourage pupils to access them at home. The website was included in homework materials by five of the schools; there was a link on the school website in one school; and two schools had promotional materials on display in a public area of the school.

3.42 Use of the Crash Magnets materials was quite widely spread across school years, but seems to be used slightly more among the upper school (fourth year and above) (see Table 3.14). This is encouraging since the previous evaluation of Crash Magnets showed that it was considered less appealing to older pupils.

Table 3.14: Use of the Crash Magnets Resource by Secondary Year Group (n=23)

Year Group	% of Respondents
First year	20%
Second year	24%
Third year	20%
Fourth year	36%
Fifth year	36%
Sixth year	40%

3.43 Table 3.15 shows that the most commonly used Crash Magnets resources were the DVD clips (96%), with over half the schools also using the 'Activities' section (61%) and the 'Facts' section (57%). The teachers' resources were used by just under half (48%) of the schools and the 'Links' (17%) and 'Games' (13%) were used by a much smaller proportion.

Table 3.15: Use of Specific Crash Magnets Resources (n=23)

Resource Component	% of Respondents
DVD Clips (resources include: 'Drinking', 'Drinking and Driving', 'Distraction', 'Speed', 'Seatbelts', 'Pedestrian and Cycle', 'Seatbelt: Saved my Life', 'Emergency Services', 'Donald's Story', 'David's Top Tips' and 'Country Roads')	96%
Activities (resources include: 'Back Seat Driver', 'Safe Driver', 'Have you clicked', 'Distracted Driver', 'Situation Cards', 'Headline News', 'Strapline', 'Courting Disaster' and 'Lapse, Error and Violation')	61%
Facts (resources include: 'Road Safety Statistics', 'Speed Limits', 'Drink Driving' and 'Learning to Drive')	57%
Teachers Notes	48%
Links (web links to other road safety resources)	17%
Games (resources include: 'Coulthard Challenge', 'Urban Maze', '2 Second Rule', 'Get Parked', 'Under the bonnet', 'Car Modifier' and 'Test Drive 3D')	13%
None, the pupils choose what to do on the website	4%
None, we are just aware of their availability	4%

Complementary road safety learning resources (secondary schools)

3.44 As with the primary school survey, secondary schools were asked about which, if any, other road safety learning resources that they used. Again, a wide variety of other resources were cited, including:

- Safe Drive Stay Alive (n=11)
- Talks from community police (n=9)
- Teachers own resources (n=5)
- Road Safety Theatre productions, e.g. Nine Lives of Roddy Hogg (n=4)
- Driving with Grace (n=4)

- Reckless Driving Wrecks Lives (n=3)
- Driving Ambition (n=2)
- Ghost Street Film (n=2)

3.45 Other resources that were mentioned by individual schools included The Crash (BBC resource), Headway, Bike Awareness (general), 2Moro's Drivers, Safe Islander, Good Egg Drivers or talks from local driving instructors, Scottish Fire and Rescue Service, the Community Safety Team or other external speakers.

Reasons for non-use

Reasons for not using the primary school resources

3.46 Table 3.16 shows the reasons given for not using each of the primary school resources.

3.47 Among the 50 schools that indicated that they did not use the JRSO resource, around a third (36%) said that this was because they were not aware of the resource. Just over a third of schools (38%) said that they used the resource previously but were no longer using it. No-one indicated that lack of access to computer facilities was a barrier to use.

Table 3.16: Reasons for not using the Primary School Resources

Reasons	% of Respondents JRSO (n=50)	% of Respondents Streetsense2 (n=82)
We used this resource previously but no longer use it	38%	23%
We were not aware of this resource	36%	50%
We use an alternative resource	6%	11%
We do not have the computer facilities available for pupils to access this resource	-	5%
We do not consider the resource appropriate for our pupils	4%	1%
We do not consider this a key area within our curriculum	2%	1%

3.48 Eighty-two schools indicated that they did not use the Streetsense2 resource and half of these said it was because they were unaware of the resources (50%). Almost a quarter indicated that they had used the resource previously but no longer used it (23%) and a further 11% indicated that they used an alternative resource.

3.49 Three schools referred to changes in leadership as the reason the resource was not used. One school still used the original Streetsense resource as they had experienced problems accessing the updated version and another said they couldn't get onto the website. Two schools referred to the challenge of teachers finding time to familiarise themselves with the resource as a barrier to uptake.

3.50 Encouragingly, only very few schools said that they did not consider the primary resources to be appropriate for their pupils or that they did not consider road safety to be a key area of the curriculum.

Reasons for not using the secondary school resources

3.51 Table 3.17 shows the reasons given for not using each of the secondary school resources.

3.52 Fifty-eight schools indicated that Your Call was not used in their school and 50 provided an explanation about why this was the case. The majority (94%) said that they were unaware of the Your Call resource. Seven schools (14%) said that they used an alternative resource and one in ten (10%) said that they had issues accessing computing facilities to enable their pupils to use the resource. Two schools said it was not a key area in the curriculum and two indicated that they had used the resource previously but no longer used it. Nobody said that they did not consider the resource appropriate for their pupils.

Table 3.17: Reasons for not using the Secondary School Resources

Reasons	% of Respondents Your Call (n=50)	% of Respondents Crash Magnets (n=38)
We were not aware of this resource	94%	68%
We use an alternative resource	14%	16%
We do not have the computer facilities available for pupils to access this resource	10%	5%
We do not consider this a key area within our curriculum	4%	3%
We used this resource previously but no longer use it	4%	24%

3.53 The majority of the schools that did not use Crash Magnets said it was because they were unaware of the resources (68%). Almost a quarter (24%) indicated that they had used the resource previously but no longer used it and a further 16% indicated that they used an alternative resource. Two schools highlighted that they did not have access to computing facilities to use the resources with their classes and one indicated that this was not a key area in their curriculum. Two schools also highlighted that PSE was not timetabled for the upper school students and that was why the resources were not shared with pupils. Again, encouragingly, no-one said that they did not consider it appropriate for pupils.

3.54 It is perhaps interesting to note that, while the survey did not indicate that lack of access to computers or mobile devices was a common barrier to greater use (at either primary or secondary school level), several comments were made in this regard during the workshops and local authority interviews. There were reports of schools having limited access to ICT suites, problems with accessing the internet and mobile devices blocking the download of particular content. Several participants also spoke about local authority education departments banning the viewing of some material (including all You Tube videos) and material that required 'Flash Player' (such as Crash Magnets).

Other perceived barriers to use

3.55 While for both primary and secondary schools the main reason for non-use of the resources appears to be a lack of awareness, the biggest perceived barrier to the use of the resources among local authority representatives and workshop participants was problems with schools fitting road safety learning into already busy school timetables. Some respondents noted that it can be difficult to get through all the academic subjects as well as tackling a host of different health and well-being issues (including drugs, alcohol, sex education, cyber bullying, etc.), making it difficult to find time to accommodate road safety in the curriculum:

“It's finding the time for schools to get it [road safety] into their timetables, but it's the same with any other subject as well.” [Curriculum Development Officer]

“The teachers value the resources and like the quality of the resources, it's just fitting them into the curriculum [timetable].” [Road Safety Officer]

3.56 It was also reported that some RSOs were finding it harder to get access to visit schools to arrange training events for teachers due to staff shortages/lack of availability. Some noted that, while their schools liked the resources and were happy for others to visit to deliver the education/training, the school staff struggled to find time to directly employ the resources themselves. Some also lacked the confidence to do so because they had not been trained in their use. It was felt that more RSOs (or equivalent) being able to visit the schools and directly deliver road safety learning would be beneficial and also ensure a consistent approach to delivery across the country.

3.57 Other potential barriers to the use of the RSS materials included:

- a reliance on online resources - it was felt that there was still a need for hard copies of the materials to be available as a back-up in cases where there was poor ICT access in schools or to allow resources to be used 'off site' (e.g. for those who do not have access to online materials at home)
- restrictions on the volumes of materials that can be ordered - it was felt that, on occasions, this meant that not enough copies could be obtained to cover all schools and teachers, they felt that being able to order more would be beneficial
- staff turnover in schools - it was felt that when trained and engaged teachers moved roles (either due to a change in year group responsibilities or school) engagement can often drop off
- difficulties in getting secondary schools/pupils to engage with road safety - it's often not seen as 'cool' or relevant to that age group

3.58 In summary, the data shows that, while the primary school resources, in particular, appear to be reasonably well utilised, there is clearly scope for increasing the use of all resources, especially at secondary school level. The main barrier to use at present

seems to be lack of awareness of what is available, and a lack of suitably qualified and skilled staff to deliver the resources, either school staff (who lack time and might not have been trained) or external visitors (who lack funding and support to go into schools). A lack of reliable and routinely updated information on which schools are using the resources makes targeted promotion activity difficult.

Case Study: Gourock Primary School, Inverclyde

RSS Resources Used

- **Streetsense2** - used as a whole school resource by all teaching staff at different ages and stages.
- **JRSO** - an active committee that runs weekly competitions in school, assist with 'Walk to School Week' and speak to parents at induction days and parents' evenings to encourage safe travel to school.

Use of the Streetsense2 Resources

The school has a complete Health and Wellbeing (HWB) Programme which covers all of the HWB outcomes in Curriculum for Excellence. Each teacher has a full planner - covering early years, first and second stage - and this includes a range of activities that are mapped to each outcome. Streetsense2 activities are used by teaching staff to contribute to three outcomes, these being:

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible;
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations; and
- I know and can demonstrate how to travel safely.



Teachers have lesson plans, based around the Streetsense2 materials, and pupils all have their own Health and Wellbeing folders in which they keep evidence of their road safety learning.

“We really just use Streetsense as it is, and because it has been mapped to Curriculum for Excellence we are able to just take each topic and work with it.”

Most Positive Elements of the Resources:

- It is an easy to access tool that teachers can use.
- The pupils can keep a record of their learning.
- It maps well with Curriculum for Excellence.
- It helps with other skills too, not just road safety.

“I don't know what we would use for a resource other than Streetsense. It's something that we have always used, and it has been kept up-to-date too.”

“It helps with literacy too - children are having to think, they are having to talk to each other about what they think and share opinions, whilst building their vocabulary. They have to plan their own safe routes to school as well, so it covers so many skills.”

The schools in Inverclyde also benefit from a strong local support network, including the RSOs: “If you have a really good road safety team that are willing to support schools, that's great, because it's only as good as the support that you've got.”

“I think they just really enjoy this kind of active learning.”

Any Weaknesses/Desired Changes:

- Would like to involve parents in reinforcing road safety messages.
- There can be a reliance on the hard copy materials that teachers are familiar with.

“It should be a partnership with parents, so maybe we should be trying to share the website, and get them involved through the parent info sheets in the pack.”

“Because we have been doing it for so long, we maybe just stick to what we know, and so maybe not as many people use the online resource as could do.”

4 How the Resources are Marketed and Promoted

4.1 In addition to establishing how schools are currently using the resources, and their perceived usefulness at engaging and teaching pupils road safety messages, a key aim of the work was to understand how the resources are currently marketed and promoted to explore if and how this could be improved. This chapter draws mainly on the findings from interviews with local authority representatives and the workshops with practitioners to provide an overview of current practice.

Responsibility for marketing and promotion

4.2 A wide range of individuals and local authority departments were cited as being responsible for road safety learning, marketing and promotion across the country. These included:

- Roads or Roads and Transportation Departments
- Road Safety Departments
- Engineering Teams and Departments
- Curriculum or Education Departments
- Economic Development and Strategic Transportation Departments
- Infrastructure Departments
- Planning Departments
- Safer Communities Departments
- Environmental Assets Departments
- Corporate Services Departments

4.3 In most instances, nominated contacts within local authorities came from outwith the Department for Education. In some areas (12 out of the 25 interviewed) a dedicated RSO was available and therefore responsible for road safety learning. However, it was noted by some that the funding for this post was coming to an end and the longevity of the post was uncertain, and in some areas the post holder had been seconded or off sick for some time, and no one was actively covering these responsibilities. In other areas, there was a lead contact (other than an RSO), but they also had other responsibilities and were not dedicated to road safety learning alone. This person often had responsibility for health and wellbeing, a remit which road safety learning was considered to fall within, or they had much a wider road safety role. In other areas, it was cited that a number of individuals and/or teams/departments would have responsibility for road safety learning, typically Education and Roads departments, but again, these individuals, teams and departments would be responsible for a wider remit than just road safety learning. There was a shared responsibility among the staff, but no one person took overall responsibility.

4.4 In some areas, however, it appears that there is no local authority based contact or individual responsible for road safety learning. Historically, the local police service had provided RSOs in these areas. However, when Police Scotland was established, RSO roles were often removed and the local authority had not created a corresponding role or adapted their staffing profile to compensate for this gap.

- 4.5 While many areas acknowledged that local responsibilities for road safety were 'unclear', all agreed that it was an important part of young people's education and agreed that someone (or some people) should be responsible. Overwhelmingly, there was a real sense that road safety is everyone's responsibility, but no-one's job and responding to road safety concerns is dealt with on a case by case basis:

"When something comes into the Education team it's disseminated by an officer, whichever role you've got, it could be literacy, numeracy, health and wellbeing, the officer who picks it up would put the message out to schools." [Curriculum Development Officer]

Local promotion practices

- 4.6 There was variation in the extent to which local authorities were pro-active in promoting road safety learning resources.
- 4.7 In some areas, the initial materials had been distributed to schools, but no further promotion appears to have taken place, and it is left to the schools to approach the local authority for additional hard copies or with any queries/questions relating to the RSS resources.
- 4.8 Other local authorities noted that they undertake largely desk-based promotion, for example, sending promotional emails, leaflets or posters, letters and newsletters, etc. to schools in their area. Often the distribution of information was prompted by or restricted to any updates that are available to the resources, or to alert schools to a new opportunity, although some areas did issue mailshots with greater frequency/regularity. For example, some said they would issue an email or newsletter at the start of each school year to remind teachers of the resources that are available to them and try to renew enthusiasm for these. Some also noted that they provide a road safety page on their website which schools can access, or have a Facebook page to advertise or inform schools about a variety of resources.
- 4.9 Other areas, typically those that have an RSO, undertook school visits and more pro-active promotion of road safety learning resources. This included running central training days or providing in-school training for teachers, hosting seminars (e.g. JRSO and travel plan seminars) and annual events (e.g. JRSO Inductions and JRSO Information Events), and attending Head Teachers' meetings and conferences, Probationer Days, In-Service seminars, twilight classes, and other forms of CPD training events to display available resources and talk to staff about them.
- 4.10 A range of wider promotional activities were also noted in relation to road safety learning delivered by RSOs, including attending local events and festivals to display and discuss the services and resources available to the public, conducting car seat clinics and winter tyre campaigns, and distributing beer mats and posters regarding drink driving to local pubs and clubs.
- 4.11 In some areas, it was felt that some schools (particularly secondary schools) adopted a more reactive approach to road safety learning, with them tending to ask about resources/support only in response to incidents, near misses, or developing issues/problems.

- 4.12 Several respondents noted that marketing and promotion of the resources was dependent on them having an appropriate 'awareness' of what was available. Awareness of the specific resources and materials used by schools was mixed and depended largely upon the role of the local authority contact who was interviewed. Where contacts were responsible for road safety learning resources it was also often cited that, whilst they knew what resources were available and promoted to schools in their area, they were less sure of the extent to which each resource was used (and therefore did not know where to concentrate their promotion efforts).
- 4.13 Most noted that their primary schools used the JRSO scheme and/or Streetsense2. Meanwhile, 13 local authorities indicated that their secondary schools had access to/used Crash Magnets, and 10 had access to/used Your Call, although it should be noted that a few local authorities stated that they had never heard of Your Call (consistent with the school survey findings).
- 4.14 In addition to the specific RSS resources of interest to the evaluation, a large number of other resources were also mentioned. For primary schools, these included:
- magic shows and theatre productions
 - road safety assemblies and/or talks from external partners
 - cycle training (including Bikeability, i-bike and i-cycle)
 - walk to school weeks (for primary schools)
- 4.15 For secondary schools, other resources included:
- Safe Drive Stay Alive
 - wreckless Driving Wrecks Lives
 - young Driver Programmes/Pre-Driver Education Programmes
 - theatre productions
- 4.16 At senior secondary school level (S5 - S6), much of the work being undertaken by schools seems to focus on involvement of the police, or use of events/activities that focus on crashes and real-life stories of accidents and deaths (such as Safe Drive Stay Alive or local equivalents). There was some suggestion that secondary schools preferred to run events that brought together 'clusters' of schools since this was more cost effective. This was also a good substitute for individual practitioners going into individual schools which was something which was becoming more difficult to achieve:
- "There is a clear need to have people in schools promoting the resources and encouraging them to buy-in to road safety education. Attendance of RSOs in school assemblies, running Bikeability, giving presentations, etc., would help raise awareness but is not feasible due to lack of funding." [Traffic Engineer]
- 4.17 The list of resources used across the country also highlights the range of partners that assist local authorities and schools in the promotion and delivery of road safety learning. The most common partners identified were Police Scotland and the Scottish Fire and Rescue Service. Others (mentioned with less frequency) included

Road Safety Partnerships or Groups (where these exist), Parent Councils/groups, the NHS and the Scottish Ambulance Service, as well as Sustrans and Living Streets in the delivery of their initiatives.

- 4.18 One local authority noted that they receive some financial assistance from a local business to help fund certain initiatives/programmes, while two others noted that local driving instructors are involved in, or help to provide, young driver education.
- 4.19 Most local authorities that participated in an interview noted that they did not have a dedicated area wide policy in relation to road safety learning in schools or any strategic plans for marketing and promotion.

Barriers to better marketing and promotion

- 4.20 The most significant barrier to the marketing and promotion of the RSS learning resources was considered to be a general lack of time and manpower within local authorities, meaning that it was difficult to dedicate time to road safety learning. RSOs stated that they had a "huge remit" and a focus on road safety learning was becoming increasingly less possible given new emerging priorities. It was felt there was a widespread need for more people with more time to promote to schools and deliver training. Having someone who can physically go into schools to promote the materials and show teachers how to use them, it was felt, would encourage uptake, however, many considered that this was not possible given current resources/staffing levels:

"I think the [RSS] resources that come out are good, they're well thought out and they're up to date and using modern technology... they're getting ahead of the game and using all the stuff that they need to use technology wise which is really good. For me it's just a time factor, fitting it all in. It's something that we want to do and we try our best to do but we just don't always have the time." [Road Safety Officer]

- 4.21 It was also felt, in some areas at least, that the priorities within local authorities are the main barriers to use. In these areas, it was considered that road safety learning needs to be further up the agenda and supported by funding. Interviewees noted that they were never asked about what road safety learning they are delivering:

"It is not a local authority priority interest due to resources being squeezed. If something doesn't have a budget behind it, it drops off the radar." [Road Safety Officer]

- 4.22 One local authority contact also noted that the lack of evidence to show the link between road safety learning and reduction in collisions/fatalities, etc. meant that it was difficult to argue for funding to support proactive marketing and promotion of the available resources.

Suggestions for future promotion of the resources

- 4.23 Feedback was sought from schools via the surveys on how to more effectively engage with them in order to promote the resources. Table 4.1 shows that the majority advised that emailing the school directly was an appropriate approach. More

than half of both primary and secondary schools also recommended that promotional materials be sent to schools (posters, etc.).

Table 4.1: Preferred Means of Communicating with Schools

Engagement Mechanisms	% of Primary School Respondents (n=168)	% of Secondary School Respondents (n=55)
Emails to Schools	81%	80%
Promotional Materials (e.g. flyers, posters sent to schools)	67%	55%
Written Letters to Schools	18%	17%
Verbal Communication	13%	20%
Teaching Forums	23%	12%

4.24 Feedback was also sought from schools on who they perceived should promote/share information about road safety learning resources with schools. Table 4.2 shows that, while primary schools seem to show a preference for promotion and awareness raising activity to be led by RSOs and Road Safety Scotland, as well as the local authority Education Department (to a lesser extent), secondary schools seem to indicate that there is a greater role for the police alongside RSOs and Road Safety Scotland.

Table 4.2: Perceptions of Who Should Promote/Share Information about the Resources with Schools

Source	% of Primary School Respondents	% of Secondary School Respondents
Road Safety Officers	77%	73%
Road Safety Scotland	63%	52%
Education Scotland	44%	39%
Local Authority Education Department	54%	41%
Police Scotland	49%	75%
Scottish Fire and Rescue Service	23%	46%

4.25 Additional feedback from schools on how the promotion of materials should be handled and how they should be distributed included:

- more visits, at least annually, from external road safety experts/RSOs
- a campaign to raise awareness of the materials, e.g. television adverts
- CPD training for teachers to show how the resources can be used (one suggestion was for web tutorials)
- promote materials by linking with the 'Walk to School' initiative and 'Health Week', where families get involved
- road safety induction days with other schools (e.g. Highland have a JRSO roadshow annually)
- parents' events, e.g. courses for parents to show how to use the resources. One school suggested that an external expert on road safety should provide a session for parents

- promotional leaflets to send home with pupils to promote the website and general attempts to engage parents

4.26 Other ideas suggested less prevalently included:

- regular emails to schools to remind them of the materials available
- asking individual schools to add the resource links to their websites
- asking for support from the parent council within the school to share the resource links
- more promotional materials per se (e.g. stickers, high-visibility tags for bags, posters, etc.)

4.27 Among secondary schools, respondents suggested that it would be beneficial for a specialist speaker (e.g. a RSO or police officer) to be subsidised to talk to the pupils and/or parents. Schools also recommended more training opportunities would raise awareness among staff about the resources. Two schools suggested that training and information should target particular members of teaching staff, including: pastoral care teams, guidance teams and pupil support departments. The importance of providing schools with regular updates and reminders was considered key to ensuring that road safety becomes and/or remains a focus. Challenges with the withdrawal of funding for Road Safety Officers was highlighted by a number of schools.

4.28 Local authority interview respondents and workshop participants also outlined a number of areas which would help to facilitate greater promotion of road safety learning into schools.

Named contacts

4.29 Overwhelmingly, it was felt that, in order for road safety learning to be sufficiently elevated within the curriculum, a national steer would be needed from Education Scotland. Without such input, it was perceived as pointless in pursuing local authority education departments to get more involved. To facilitate this, respondents felt that RSS could work more closely with Education Scotland.

4.30 A dedicated point of contact, or a 'champion' within the local authority was also seen as beneficial in promoting road safety learning to schools. It was felt that this would help to keep road safety learning on the agenda and ensure that schools are kept up-to-date with any changes in resources. Where there was no current lead officer some local authorities felt that they were becoming more distanced from what was going on at local school level. Maintaining relationships with secondary schools was seen as particularly difficult and many RSOs, when asked what they could do in the short term following the workshops to assist in the promotion of the resources, said that they would seek to re-establish contact with secondary schools as a priority (given the low reported uptake of resources from the survey which was presented at these events).

4.31 While many authorities do already have readily identifiable individuals who take a lead with road safety learning promotion (especially RSOs), it was felt that those

areas without a single point of contact were currently offering poor opportunities for pupils to access what was available. Although some good local, informal relationships do exist between local authorities, police staff and RSS, these relationships are fragile and vulnerable to change as staff move posts, particularly within local authorities and Police Scotland. Suggestions for who could fill that role included Quality Improvement Officers, Health and Wellbeing Co-ordinators or local Police Scotland representatives.

- 4.32 Similarly, it was considered important that individuals with a role specifically for road safety learning are available within schools to promote resources and enable children to have more of a voice - consulting with pupils on the resources, what they think and what they would like. Suggestions were made that RSS could develop a standard survey template for schools, containing just basic feedback questions, which could be issued annually, allowing them to indicate use of the resources and provide feedback from pupils. This could be issued either centrally by RSS or by local authority contacts and could be reasonably low cost if online survey software was used and the survey was distributed by email. This would allow regular pupil feedback to be garnered and make sure that the end users' voices were better reflected in any modifications of the resources going forward.

New or 'other' partners

- 4.33 Recognising that many of the traditional partners in delivery (e.g. local authorities, Police Scotland, Scottish Fire and Rescue Service) had increasingly stretched budgets and increasing workloads, it was strongly expressed that RSS should be seeking to engage new or 'different' partners in assisting with the promotion of road safety learning. This may include partners from both the private and third sector. Some positive examples were given of charities (such as Absafe¹⁸ in Aberdeen) who currently get involved in visiting schools to provide age appropriate, curriculum linked safety education. National young people's charities, such as 'Young Scot'¹⁹ might also be potential new partners to consider.
- 4.34 Specifically, it was felt that there were opportunities for charities to play a more direct role in assisting RSS in promoting resources - this might be via word of mouth when visiting schools or advertising the resources on their own websites to help to broaden the reach and increase awareness in communities.
- 4.35 Similarly, there was discussion about using volunteers to promote road safety learning in schools, including parent volunteers, although this would require a programme of training from RSS in advance.

¹⁸ Absafe is a charity dedicated to safety education. For more information see: <http://www.absafe.org.uk/>

¹⁹ Young Scot is the national youth information and citizenship charity. For more information see: <http://www.youngscot.org/about-young-scot/>

Teacher training and continuous professional development

- 4.36 Several interviewees and workshop participants raised the idea that road safety learning should be offered to teachers as a continuous professional development opportunity (and that this would inherently raise awareness). RSOs tend to have developed their own materials for use when they get a CPD opportunity with teachers. However, given that RSOs are stretched or are non-existent in some areas, it was felt that it may be more appropriate for RSS to create a concise and consistent CPD training package around the resources. This could be developed in consultation with a sub-group of RSOs and should be designed to be offered both face-to-face and as an online alternative (to reduce the need for practitioners to travel or take time out of school). Making road safety learning part of teachers' mandatory 35 hour CPD requirements in the year was something which was seen as quite simple to facilitate, given that existing CPD advertising and monitoring systems already exist in local authority areas.
- 4.37 Similarly, it was felt that RSS could explore strengthening links with teacher training organisations, to raise awareness of the resources among newly qualified teachers. Most of the teachers who took part in the workshops could not recall having received road safety learning as part of their training, but suggested that this would have been welcomed. The importance of staff confidence should not be overlooked when it comes to delivering road safety learning. Some teachers suggested that colleagues might actively avoid road safety learning because they felt unprepared to deliver it.
- 4.38 Several of the RSOs who contributed to the research said that they had previously provided sessions within teacher training colleges, but that this was no longer offered as a result of reduced staffing levels and competing workloads. Opportunities to speak to probationer teachers tended to have been identified on an informal basis but a number of participants felt it would be useful to reinstate and formalise this as it would be an efficient way of getting current information about resources into all schools in Scotland.

Social media and national presentations

- 4.39 The practitioners who took part in the research all suggested that there was scope for RSS to better promote the resources via social media (including Twitter, Facebook, etc.), as well as to make even better use of the teaching and education online facilities such as GLOW²⁰, Sparklebox²¹ and local authority education websites. The Education Scotland representative who took part in a telephone interview also suggested that information should be included as part of the National Improvement Hub²².

²⁰ GLOW is funded by the Scottish Government and gives Scottish learners and educators access to a number of core web services and online resources for education. More information is available at: <https://connect.glowscotland.org.uk/>

²¹ Sparklebox is an online resource that allows the sharing useful downloadable resources with teachers around the world. More information is available at: <http://www.sparklebox.co.uk>

²² The National Improvement Hub is a gateway to educational improvement resources and support. For more information see: <https://education.gov.scot/improvement/>

4.40 It was felt that use of social media and national online teaching forums might be particularly useful, given that increasing volume of emails being received by schools on a variety of subjects/from a variety of sources. While electronic communication is preferred, communication that is included as part of wider correspondence, rather than specifically and exclusively about road safety learning, might be the most appealing.

Assistance from RSS

4.41 On a general note, more regular ongoing contact from RSS might also encourage local authorities to be more proactive in promotion. This might include:

- RSS regularly advising RSOs of what is being sent to schools and when this is happening to prevent overlap but also to allow them to send out timely reminders in between contact from RSS
- RSS continuing to highlight new or updated resources - this gives the local authority contacts a reason for actively promoting to the schools and encourages renewed interest
- RSS could provide a termly email/newsletter which could be forwarded to all schools

4.42 Finally, several workshop participants noted that, although RSS always attend the national learning festivals, and many RSOs attend local learning festivals, to engage with teachers, it would be useful if they had a greater presence, including, perhaps, speaking or presenting on the theme of road safety learning and availability of the resources.

Case Study: Carbrain Primary School, Cumbernauld

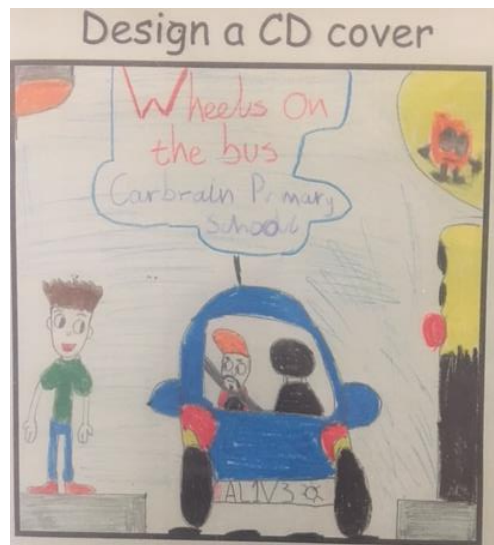
The JRSO Scheme

The school has two JRSOs, one P7 and one P6. The JRSOs are appointed in P6 and serve for two years, with only one new JRSO appointed each year. Pupils apply for the position at the end of P5, and the existing JRSOs and the Co-ordinator assess the applications, interview potential candidates, and appoint the successful applicant.

“The most important thing is just getting that message across, to be safe wherever you are and whatever you're doing.”

In 2015/16 the school won the local authority 'Team of the Year Award' and the 'Co-ordinator of the Year Award', and were second for 'Noticeboard of the Year'. JRSO responsibilities and activities typically include:

- Attending the **Induction Day**;
- Designing and maintaining the **JRSO noticeboard**;
- Assisting with the **Travel Tracker** - the JRSOs monitor the responses to identify pupils who deserve to receive a badge each month and issue these as prizes;
- **Run competitions** - the JRSOs set or assist with school wide competitions, assessing all entries and decide upon a winner. They will also award prizes where relevant;
- **JRSO Meetings** are held once per term to discuss activities and campaigns. The meetings are minuted by the Co-ordinator;
- Conduct school **assemblies** - the JRSOs will talk about the road safety topics for the term. They will research the topic and decide what they want to say and the best way to deliver this to the school, sometimes this includes involving other pupils and using drama to deliver messages. Topics covered at assemblies have included cycle safety and helmets, as well as car safety and using the right car seat, among other things; and
- At the Induction Day the JRSOs receive a diary which provides suggestions for activities throughout the year. The JRSOs follow this but also undertake **additional activities/campaigns which they decide upon and design**. In this latest year (2016-17), the JRSOs created a music DVD and CD with a song about road safety. This was based on the music to 'The Wheels on the Bus' but each verse of the song focused on a road safety message. The CD/DVD is available for purchase across the school community to raise school funds.



“Even their IT skills have improved, when they're researching things they know what they're doing and they just get on with it.”

The Co-ordinator also noted that the JRSO programme helped to build the JRSOs' confidence.

The importance of the support available from the local authority was also noted as contributing to a successful JRSO scheme:

“We're very well supported. The team are always on hand. They're really good and really on the ball. They're always there for you if you want to showcase something, or there's a certain topic you want to cover, they'll have the resources you can use.”

“I firmly believe that if it's something you're passionate about and you want to do your best then you're going to get the best results.”

5 Overall Perceptions of the Resources

5.1 While the main focus of the research was to explore the promotion and marketing of the resources to increase their use over time, across the research, participants were also asked about the extent to which they perceived the resources to be 'fit for purpose' in terms of engaging young people and their effectiveness at teaching road safety messages. This was designed to garner views on the ways in which the resources might be modified in the future in order to maximise their use.

Ratings for usefulness and engagement

5.2 As part of the school's survey, both primary and secondary school practitioners were asked how useful they perceived the resources to be for teaching road safety learning, and how well they felt the resources engaged their pupils.

5.3 Table 5.1 shows that the majority of schools said that they found the resources either 'useful' or 'very useful' for teaching road safety messages, although there was some evidence of indifference. This was especially true for Crash Magnets where 32% of schools said that they found the resource 'okay'. One in five schools also said that they found JRSO and Your Call 'okay' compared to only one in ten for Streetsense2.

Table 5.1: Percentage of schools who perceived that the resources were useful for teaching road safety

	JRSO (n=140)	Streetsense2 (n=94)	Your Call (n=14)	Crash Magnets (n=23)
Very useful	39%	33%	27%	40%
Useful	39%	55%	53%	28%
Okay	21%	12%	20%	32%
Not very useful	1%	-	-	-
Not useful at all	-	-	-	-

5.4 Table 5.2 shows that there was also mixed feedback regarding how practitioners felt that pupils engaged with the resources. While more than half of schools said that they found each of the resources to engage the pupils 'well' or 'very well', around a third said that their engagement was 'okay'. Your Call was seen as the most engaging overall.

Table 5.2: Percentage of schools who perceived that pupils engaged well with the resources were useful for teaching road safety

	JRSO (n=140)	Streetsense2 (n=96)	Your Call (n=14)	Crash Magnets (n=23)
Very well	19%	14%	7%	32%
Well	35%	50%	67%	28%
Okay	34%	32%	26%	36%
Not very well	11%	3%	-	4%
Not well at all	1%	1%	-	-

- 5.5 Surprisingly, JRSO received the least favourable feedback for engagement, despite being by far the most used resource. This finding also contradicts much of the positive qualitative feedback that was reported for JRSO, which follows.

Feedback on content and design

Experiences and perceptions of the JRSO resource

- 5.6 Feedback on the JRSO resource was particularly positive among those who attended the workshops and who took part in interviews. It was suggested that the peer learning approach was something that pupils engaged with well, and the responsibility and pride felt by the pupils was tangible. The JRSO planners and the badges which acted as a physical symbol of the role were important in its success, as well as the certificates for JRSOs, Co-ordinators and schools.
- 5.7 Feedback from the schools' survey showed that the JRSO materials were considered to be comprehensive, graphically well presented, informative, child friendly and fun. The ease with which pupils could access and navigate the learning materials was also highlighted. The clear advice on how to structure the JRSO work throughout the year, and support options to involve the whole school, were also highlighted as being particularly beneficial. In addition, the structured ideas to help pupils think independently and creatively were considered useful. Children liked the use of technology to support their learning, as well as being able to work independently with the resources, the 'Fun Zone' and the 'Members' Area'. Pupils also liked the free 'gifts' that accompanied the resources such as notepads and reflectors, it was reported.
- 5.8 The survey supported workshop participants' views in that older children were seen to appreciate the responsibility of being positive role models, being committee members and being able to lead learning. Several respondents specifically highlighted the benefit of including information about competitions and prizes. Several also mentioned that they liked the JRSO Induction Day model and suggested that these events were always well received.
- 5.9 The main criticisms in relation to the JRSO resource seem to be technical ones - some reported problems logging in to the Members' Area and challenges feeding back any issues with the website to those who manage it. One respondent suggested that there could be more downloadable material and another suggested that more videos about road safety would be useful as part of this resource. A lack of time to engage as fully with the resources as schools might like was also raised, with some suggesting dedicated times in the curriculum to prevent key lessons being missed during class time or pupils forfeiting play times to attend JRSO meetings instead.

Experiences and perceptions of the Streetsense2 resources

- 5.10 Feedback on the Streetsense2 resource was slightly less positive overall. However, many of those who attended the workshops said that they did not realise the full extent of what was available until seeing the demonstration on the day. There was some suggestion that the resource lacked 'support' for its use - i.e. no clear direction

for teachers on how to use the different resources. While the resource is deliberately not prescriptive, there was some feeling that more clarity or guidance on how best to use or integrate the resources into lessons might be appreciated (including sample lesson plans). Indeed, as part of the workshops, some of the longer serving professionals recalled the previous hard copies of the Streetsense materials and felt that these might have been more accessible for teachers.

- 5.11 Feedback from the schools' survey suggests that the resource was generally well liked by pupils and teachers, with the main view being that it was 'easy' to use and the content was relevant to specific age groups. The structuring of the materials and the linking of activities to 'Curriculum for Excellence' and 'Health and Wellbeing' outcomes were appreciated. The activities overall were considered to be engaging with the games, fun images, interactive nature, colourful presentation and factual content all being highlighted as strengths. The online stories and videos linked to specific themes were praised as was the information relating to cycling.
- 5.12 The main limitations appear to be that it can require too much printing/photocopying/writing where access to computers is limited - this can be costly and time consuming. One further challenge highlighted when implementing the resources was that older pupils can sometimes believe that they already know everything about road safety and can be difficult to engage as they perceived it as being "too young" for them. Similar views were raised during workshops with some participants feeling that the Streetsense2 characters could be "annoying" for older children.

Experiences and perceptions of the Your Call resources

- 5.13 Feedback on the Your Call resource was scarce and, where given, was non-committal²³. Most professionals who attended the workshops and who took part in local authority interviews said that the resource was 'okay'. The two videos that form part of the package were seen as clear, appropriate in content and educational, and the accompanying tasks were described as "self-explanatory".
- 5.14 Schools seem to appreciate the interactive nature of the resources and positive comments were also received relating to the videos, quizzes, games and tasks. The ease of understanding and diversity of the approaches used in the activities were also highlighted as strengths. Several workshop participants mentioned that they rarely heard schools talk about Your Call but, where they did, feedback was generally positive.
- 5.15 Overall, there was nothing to suggest that the Your Call resource needed to change, however, given low levels of awareness of the resource, and low reported use, it is difficult to know if this finding is reliable. A lack of feedback may instead be emblematic of a lack of familiarity and use of the resource, and so should be interpreted with caution.

²³ This may be because fewer schools used the secondary resources and so there was less feedback that had been imparted to those who took part in the workshops. Those who did provide feedback were not confident due to a lack of familiarity with the resource and lack of awareness of the full Your Call offer.

Experiences and perceptions of the crash magnets resource

- 5.16 Feedback on Crash Magnets was also fairly scarce. Positive feedback mostly concentrated on the hands-on/interactive nature of the materials as well as the range of materials and games. The 'informative nature', 'Scottish' element, DVD clips, animation and resource cards were also praised.
- 5.17 When asked about what they liked least about the materials, survey participants suggested that the materials were not age appropriate (specifically, that the robot magnet character seemed a bit 'immature' and that the games were perhaps presented in a childlike way. Referring to them as 'activities' rather than games' and removing the robot character from the games might make them seem more neutral for those who are aged 16+ (i.e. presentational changes rather than content changes). Some suggested that the resource might also be directed more at urban locations and could be repetitive. It was suggested by a number of local authority contacts that Crash Magnets could benefit from being updated.

Other feedback

- 5.18 Overall, feedback from the interviews and workshops suggests that professionals find the messages within the resources to be appropriate, consistent and valuable for teaching road safety and assisting pupils to readily identify appropriate road safety behaviours. While the content and educational messages were praised, it seems that there is scope to change the format of delivery, especially at secondary school level, and perhaps to streamline the resources at primary school level.
- 5.19 Other feedback from schools included making all of the resources more suitable for rural schools, creating PowerPoint resources, apps and tablet friendly resources, more interactive or whiteboard friendly resources, and hard copies of resources being made available to schools with limited IT provision. One school suggested providing materials that can be shared at home as part of home-school partnership - stories, storybooks, games, etc. A 'dummies guide' to the materials was also suggested which offered ideas for different age groups.
- 5.20 The importance of ensuring the materials do not become dated was highlighted in both the survey and workshops, as was allowing the materials to be locally tailored.
- 5.21 While the majority of professionals and practitioners said that they welcomed the online nature of the resources, in terms of ease of access and engagement for young people, there were several comments across the research about technical problems accessing some of the resources. Access to some content is limited or not possible when using tablets and smartphones, which means that access is restricted to personal computers, and many schools are now moving towards mobile devices instead. Some also mentioned that the respective websites can (at times) be slow to load and can result in children/young people becoming bored or distracted. It was recognised that this might sometimes be the fault of the school with slow internet connectivity, etc., but was still seen as something that might be off-putting for some

teachers when considering revisiting the sites. At the time of writing, web optimisation work on the RSS resources was planned.

- 5.22 More online materials would be welcomed for secondary schools, as well as the use of virtual reality scenarios that could be incorporated into the materials. Contacts considered that practical training is often most effective for pupils at secondary school level and it seems that many secondary schools are using other resources and things that bring together clusters of schools, because it is more cost effective and may be more impactful (in terms of grabbing students' attention). Examples include Safe Drive Stay Alive, Crash Live and West Drive.
- 5.23 Collectively, local authority interviewees liked that the resources are evidence based Scottish resources (designed by teachers, for teachers with end users involved in their testing and development), that the resources are well laid out and provided a consistent approach covering nursery right through to secondary level education. They also welcomed that the resources saved each local authority from having to develop their own materials. Interviewees also commented that the resources require very little adapting for use in special support schools.
- 5.24 Several interviewees commented that they welcomed the support available from RSS in the delivery of the resources:
- “The resources themselves are excellent.”
- “Road Safety Scotland couldn't do any more, they supply us with the resources, they give us all the promotional materials”.
- “All the resources are brilliant. They're all very well thought out and researched... I don't think I'd be able to do my job without them.”
- “We are so lucky to have Road Safety Scotland and have them develop these resources is brilliant, and the fact that they are all evidence led as well.”
- 5.25 Finally, several workshop participants commented that they liked the booklet produced by RSS linking the resources to the Curriculum for Excellence. Some of the teachers who attended the workshops had not seen this before and commented that it would be helpful for colleagues to have copies. This might suggest that there are some problems with the current distribution methods for this booklet and ensuring that it reaches teaching staff.

Suggestions for maximising use and engagement

Streamlining of resources

- 5.26 One of the main pieces of feedback from the workshops was that, although the resources individually were quite appealing and were seen to be useful, the volume of available material might prove off-putting for some. There may be “too much resource”, especially for Streetsense2 and Crash Magnets and these could be condensed or presented in a more tailored way. It was expressed that, while the materials were good, there was a lot available, and a list of key messages or some

way to prioritise work modules may be beneficial. This way, if a class or teacher is short on time then at least the minimum work is still being done and the key messages are getting through to the pupils.

- 5.27 An alternative suggestion was made to collapse all road safety learning resources into one place and under one banner making it very easy for teaching staff to know which site to visit (with separate links from there to the different tasks and activities). While it was recognised that the RSS website already offered this facility, suggestions were made that some staff would not know to look at the RSS website and if carrying out a website search would be more likely to look for 'road safety resources' or something similar.

Updating of resources

- 5.28 In line with the feedback from schools and professional partners alike, there may be benefit in the revamping or updating of some of the RSS resource websites to make them more sophisticated in terms of their graphics and game play. While this seems to be particularly relevant to the Crash Magnets site/games, comments about the need for continuous updating of materials and interactives were made in relation to all resources (although it was recognised that the cost of doing so might not be commensurate with the additional utility achieved).

Incentivising Use

- 5.29 Workshop participants spoke about the value of incorporating road safety learning into existing schemes and programmes where schools received accreditation, as they felt that this would incentivise use. For example, Rights Respecting Schools, Eco-Schools/Green Flag Award or Active Schools. This may even be as simple as requiring schools to include a commitment to deliver road safety learning as part of their school travel plan.
- 5.30 For primary schools, several examples were given of websites where pupils can accrue points for taking part or spending time engaging in activities online which can result in certificates or other rewards (e.g. Sumdog²⁴ or Education City²⁵). Importantly, pupils can accrue points for taking part both within school hours and out of hours, with these types of sites being praised for promoting home-school links. An annual national RSS competition and reward for evidencing effective use of the resources was also suggested, to motivate and encourage schools to take part and to give them a tangible goal to aim towards.
- 5.31 At secondary school level, it was suggested that road safety learning practice could be incorporated into external programmes such as the Duke of Edinburgh scheme, or other similar initiatives, that demonstrate or evidence good road safety skills. Learning could also be used to enhance pupils' CVs as they approach the end of their compulsory education. The current Scottish Government focus on 'Developing

²⁴ See <https://www.sumdog.com/>

²⁵ See <http://www.educationcity.com/>

the Young Workforce'²⁶ may mean that there is greater enthusiasm among school practitioners to engage with materials which will help their pupils with future employment prospects. At present, it was perceived that pupils may not see the benefits of taking part in road safety learning, i.e. with no 'immediate', 'visible' or 'tangible' results. The life skills acquired and new knowledge which could keep them safe were clearly important but might not be immediately recognisable to pupils. Some kind of physical incentive might therefore act as a greater motivator. The certificates and badges that form part of the JRSO scheme were highly rated and seen as playing a key role in the success of that resource. Something similar for engagement with Streetsense2, Crash Magnets and Your Call might be considered (at either the whole school or individual pupil level). One workshop participant posited the idea of 'Senior Road Safety Officers' (SRSOs) as a continuation of the JRSO scheme, which might encourage secondary school pupils to take ownership of road safety learning and encourage peer learning in the secondary school environment.

External visitors

- 5.32 Schools felt it would be beneficial for external visitors to attend school assemblies or visit schools to introduce materials, train staff in their use, or undertake initial classes with pupils allowing the teacher to shadow them. However, local authority respondents generally noted that it was difficult to visit all schools with current resources. Also in line with the survey findings, and local authority interviews, there was a strong sense among workshop participants that the police, and the 'uniform' was good for capturing children's attention at both primary and secondary level and for making them take road safety learning more seriously.

Parental involvement

- 5.33 Workshop practitioners discussed the importance of parental involvement (and responsibilities) in shaping children's road safety behaviours. For this reason, it was felt that more education was needed with parents and that parents too could become more prominent partners in delivering existing road safety learning.
- 5.34 While it seems that many professional partners and learning practitioners lack the time alongside existing commitments to focus on road safety learning, there has been little activity in the past about encouraging greater responsibility among parents or encouraging them to take more of a lead on road safety learning. The danger is that not all parents will 'opt in' and that those children who are most at risk may be least likely to get the exposure to road safety learning that they need (whereas delivery in schools removes parental engagement barriers). However, there is no reason why parents could not be encouraged to work more alongside teaching staff to deliver road safety learning (as an enhanced approach, rather than a replacement). Support staff, along with parent volunteers were identified by RSOs as a crucial component in the schools that had managed to maintain an active JRSO team despite reduced external support from RSOs.

²⁶ Developing the Young Workforce is Scotland's youth employment strategy. More information is available at: <http://www.gov.scot/Topics/Education/edandtrainingforyoungple>

- 5.35 As a starting point, simple information leaflets could be issued to parents of children in both primary and secondary schools, alerting them to the resources, which might have an immediate impact on overall awareness.

Education Buy-In

- 5.36 There was an overwhelming sense that, unless road safety learning is promoted and seen as important by education authorities, it will never achieve full attention in schools. Suggestions for ensuring greater ownership among education colleagues included pursuing the incorporation of road safety learning into local and national audits of establishments (e.g. via Her Majesty's Inspectorate of Education (HMIE)), with schools being required to evidence their work in this field.
- 5.37 Road safety learning is currently often taught within Personal and Social Education (PSE) which is already overcrowded with other topics. PSE tends to be used for 'topical' issues that are locally relevant to the school and this flexibility means that it may be easy to overlook road safety in preference for other topics. It also means that, where road safety is delivered in these sessions, it is 'reactive' and in response to a near miss or recognition by the school that some of their pupils'/parents' road behaviours are unsafe.
- 5.38 It should be noted that several interviewees acknowledged that, ideally, road safety learning should be delivered on a continuous basis throughout the year rather than as a single exercise. However, it was felt that achieving even one 'access point' into the curriculum was difficult and that this was the immediate challenge to be overcome. Although not ideal, this 'single input' approach to road safety learning was seen as something which was likely to persist (i.e. schools carrying out one session of road safety learning each year in order to 'tick the box') unless there was a cultural shift led by senior managers in local authorities to encourage a greater focus on road safety. If senior staff within local authority education departments proactively encouraged schools to deliver road safety learning on an ongoing basis throughout the school year, this would likely encourage more schools to do so. Several RSOs noted that changing norms within schools relies on passionate staff, easy to access resources and regular reminders of what is available and that this is, realistically, a longer-term aspiration. Many interviewees said that ensuring that 'some' road safety learning was delivered was a positive first step.

Case Study: Muirhead Primary School, Troon

RSS Resources Used

- **Streetsense2** - used by class teachers throughout the school and **JRSOs** - selected from P7. The number of JRSOs varies depending on class size each year. Pupils apply to become JRSOs at the end of P6, and the outgoing JRSOs decide who to appoint for the following year.

The JRSO Scheme

The Co-ordinator initially provides a fairly structured programme during the first term of the year, with JRSOs having more autonomy in the following terms of the year:

- The first thing JRSOs do is **design and maintain the JRSO noticeboard**;
- **Run the Hands Up Survey** - the JRSOs visit the classrooms to gather the required information;
- **A welcome speech at assembly** - to introduce themselves and talk about what they are going to be doing throughout the year;
- **Organise a school fair stall** towards Christmas - usually based on a 'Be Bright, Be Seen' theme. The JRSOs make things for the stall as well as signs and banners;
- Into the New Year, the JRSOs confidence has increased, and they make decisions about what activities and campaigns they want to run. **The latest campaign focused on scooter safety.** JRSOs prepared a leaflet of 'Scooter Tips', changed the noticeboard to inform pupils on the differences between cycle and scooter helmets, liaised with the local authority Road Safety team to organise a 'Scooter Tutor', and campaigned for a new bike shed;
- **Car Park Campaign** - An initiative to improve parking in the school car park. The JRSOs contacted the community police who attended the school with speed cameras, and wrote articles published in the local newspaper, on the school website and in the school newsletter;
- **Run Lunch Clubs** - JRSOs use a large zebra crossing mat to teach the infants the 'Green Cross Code'. They also use a height chart to inform pupils whether they need a car seat or booster seat. Another topic covered is travelling safely with technology for older children; and
- **Walk to School Week** - JRSOs organise and monitor this. A trophy and pedometers are given to the class that makes the biggest improvement.



“At the beginning of the year they don't have that much confidence, but that really grows over the year.”

JRSO was considered very valuable in getting the message out, not just to other pupils, but, because they engage with the local police, communities, media, etc. the message is disseminated much wider.

The Co-ordinator also noted the valuable support provided by the local authority Road Safety Team:

“I think they're marvellous at working with and supporting us.”

Feedback from Pupils

“My favourite job with the group was learning how to make a computer infograph to show the results of our car park survey, I had never done that before.”

“I really liked being able to update our own page on the school website.”

“My favourite thing was sending messages to other schools.”

“My favourite was doing car park duty, handing out parking tickets and using the police speed gun when they came to help us.”

“My favourite was writing letters and doing the surveys, and I liked helping the wee ones.”

6 Discussion

Key Findings

6.1 The research shows that, although the resources themselves attract reasonably positive feedback for their content, age appropriateness and design, they are not currently being used to their full potential. This is especially true for the secondary school resources. Lack of awareness appears to be the biggest barrier to use and some lack of clarity was observed around who should have responsibility in this regard, as well as a lack of consistency in the level of promotion that is being achieved across the country. Several ideas were posited for better marketing and promoting the resources in the future. Overall, the key findings are:

Use and awareness

- Both primary school resources are used more than the secondary resources. JRSO seems to be particularly well utilised and this is evidenced by the website analytics, the schools survey and feedback from partners
- The secondary school resources were used by less than half of the schools surveyed here and Your Call seems to have a particularly low uptake, (although web analytics suggest that Your Call is used more than Crash Magnets)
- A lack of any other monitoring data for secondary school resources means that it is difficult to know the true extent to which they are being used. There is, however, an apparent negative correlation between age and exposure to the RSS resources, possibly due to a focus on attainment at this stage
- All resources appear to be employed across the different age groups for which they are designed, and use is not isolated to specific year groups
- Less than half of survey respondents indicated that they shared information about either the primary or secondary resources with parents to encourage pupils to access the materials outside school time
- Most visits to the respective websites are made from desktop devices rather than mobile devices and there may be some technical challenges still to overcome in making all resources fully mobile
- A wide range of 'other' road safety resources are being used in both primary and secondary schools either to complement the learning from the RSS resources or as an alternative. This is encouraging since it means that, even where the RSS resources are not being used, children and young people may still be receiving some form of road safety learning
- Lack of awareness of the resources is the biggest barrier to use overall with very few schools reporting that suitability of the resources was a barrier
- While the survey did not indicate that lack of access to computers or mobile devices was a barrier to greater use (at either primary or secondary school level), several comments were made in this regard during the workshops and local authority interviews
- There is some evidence that an 'over-reliance' on online content may be a barrier to some schools, especially where access to computers is limited. The cost of printing/photocopying downloadable content is prohibitive, in some cases
- Competing curriculum priorities, especially at secondary school level, is a barrier that may need to be overcome

Content and design

- All resources received favourable feedback from practitioners in terms of engaging young people and being useful for teaching road safety learning
- Practitioners and partners in delivery all praised the mapping of the resources with Curriculum for Excellence and perceived this to be a key strength
- The JRSO resource, in particular, seems to be liked, both in terms of the model it uses (i.e. peer learning) and the supporting materials. The badges and certificates for pupils were seen as a strength of this resource
- Streetsense2 and Your Call both received positive feedback and seem not to require any substantive changes in order to make them more appealing to pupils or staff
- Crash Magnets attracted the least positive feedback, and is considered to be too childlike and perhaps not sufficiently sophisticated for secondary school pupils
- The main limitation of the resources is perceived to be that they can easily become dated and require to be regularly updated to keep pupils interested
- The online availability/accessibility was welcomed by most although some hard copy support materials may help to facilitate teaching in some cases
- Streamlining of the resources may make them more accessible and avoid practitioners feeling overwhelmed by the volume of content
- There is perhaps scope for greater guidance or information for parents on how to use the resources and to get them actively involved in encouraging use among children and young people
- Incentivising use of the resources at either the individual or whole school level was suggested by many of those who took part in the research and was seen as a model that works well for other educational resources/areas of the curriculum to motivate participation
- The support available from RSS for users of the resources was praised, as was the support that they currently offer to partners in delivery

Marketing and promotion

- There appears to be a lack of clarity at both local and national level around who has responsibility for marketing and promoting the RSS resources to individual schools. This can mean that there are gaps in marketing and promotion activity in some areas
- Indeed, there is considerable inconsistency around the country in terms of the levels of awareness of the resources, use of the resources and the marketing and promotion activity that is being undertaken with schools
- Cut-backs in funding and staffing within local authorities has resulted in a reduction in the input that existing RSOs can offer for road safety learning within schools
- The main sources of awareness for primary resources appears to be local authority contacts (including education departments and RSOs) whereas secondary schools are more likely to hear about resources via word of mouth from teachers/practitioners, as well as RSOs (in those areas where they exist)
- Schools seemed to express a preference for email correspondence to raise awareness of the resources, alongside CPD/training and visitors from external partners to introduce the resources to pupils

- There appears to be some preference for the Police to play a more active role in promoting road safety awareness among secondary schools, especially with older pupils
- More visits, at least annually, from external road safety experts or RSOs would increase awareness considerably
- Engaging new partners in the promotion of the resources, including voluntary sector partners, may be worth pursuing
- CPD for staff around road safety learning is currently absent and is an opportunity that many would welcome
- There may be scope for using social media and a wider network of existing websites and online forums to share information about the RSS resources with practitioners
- A greater presence from RSS at national and local teaching conferences might be welcomed
- Support from local authority colleagues and those working in the Education Sector is essential if the resources are ever to reach their full potential

The findings in context

- 6.2 Encouragingly, the findings from this research show that many of the concerns with the resources that were raised in previous evaluations have now been addressed. In particular, those who took part here seemed to welcome the move to mainly online content for all resources, since this had made them more accessible and child-friendly for those in mainstream education²⁷. The resources also all seem to be being used across a broader age range than previous evaluations indicated, and this is again a positive finding. In particular, Crash Magnets now appears to be being used with older pupils, and this was not evidenced in the earlier research²⁸.
- 6.3 The evaluation has also shown that some concerns that were identified in previous evaluations still remain. This includes a lack of general awareness of the resources among practitioners - whereas previous evaluations found that 'trained' staff were not cascading information to their peers, this evaluation found teachers are similarly not aware of the resource, probably because of the shift away from face-to-face training to online teacher support materials. Timetabling issues that were identified in previous evaluations, and competing priorities in the curriculum also appear to remain. The previous evaluations of Streetsense, Your Call and Crash Magnets all also showed that there was scope for closer working between schools and local authority colleagues to promote the resources, and this seems to remain unchanged.
- 6.4 The national Road Safety Framework acknowledges that, while there are already some excellent networks and examples of robust partnership working across Scotland, there is scope for better interaction to ensure more effective lines of communication and responsibility across functions, in some cases. This has been evidenced by the current research which shows that ambiguity around roles and responsibilities in relation to road safety learning at the local level exists in some areas and more

²⁷ No questions were asked about accessibility specifically for pupils with additional support needs and so this finding relates to those in mainstream education only.

²⁸ Again, however, it should be noted that this finding is based on small numbers of actual responses and so should be interpreted with caution.

effective communication is needed to ensure that schools are at least being made aware of what is available. Recognising that it is for local decision makers to determine how best to address local road safety issues, it seems that there is also scope for a better national steer in relation to roles and responsibilities within local authorities in terms of who should lead road safety learning promotion and monitoring.

Gaps in the research

- 6.5 While the research has provided a wealth of evidence regarding current practice around the awareness, promotion and use of the resources, it is recognised that the work has limitations. In particular, findings around the use of the resources was based largely on the survey, web analytics held by RSS and *ad hoc* feedback. There is no formal monitoring of which resources are being used, by whom and in what ways and a research approach that canvasses the views and experiences of only a small number of users will always be subject to some fragility. Ideally, a more robust audit of schools would be needed with monitoring of use over a longer period of time in order to evidence true uptake and longevity of use, but this was not possible within the bounds of the current work.
- 6.6 Crucially, the research did not engage with children and young people to gather an 'end user' voice and this represents a gap in the evidence accrued. This is not dissimilar to previous work in this area which often represents view of pupils vicariously via feedback from teachers and is possibly a reflection of the logistical challenges of finding time to engage children in research of this kind. Nonetheless, it is recognised that a fully rounded evaluation of the resources is not possible without this.
- 6.7 Similarly, the research did not engage with parents or carers. This is crucial, perhaps, since one of the main findings from others seems to be that there is scope for greater involvement of parents and carers in their children's road safety learning.
- 6.8 Finally, although attempts were made to engage education practitioners (i.e. teachers) as well as strategic education partners (including Directors of Education), their relative absence in the fieldwork means that it is difficult to know the extent to which the findings here can be generalised. While the survey response rates were acceptable, it is recognised that a greater response would have yielded more confidence in the findings. Engaging more practitioners in the work would have also given a greater insight into the ways in which the resources are being used on the ground and could have allowed for greater exploration of existing networks and modes of communication which could be tapped into to better promote awareness and use of the resources going forward. On this basis, any future work to assess uptake of the resources should perhaps factor in more direct engagement with teachers.

Recommendations

- 6.9 Based on the findings from the research, the following recommendations are made:
- Recommendation 1: Road Safety Scotland should consider streamlining the existing road safety learning resources to make them more accessible for educators and other road safety practitioners alike. This includes potentially rebranding the resources

under fewer headings, discontinuing the lesser used components of the resources and updating or refreshing some of the more popular content.

- Recommendation 2: Partners in delivery, including Local Authorities, Police Scotland, NHS, Scottish Fire and Rescue Service and Education Scotland should jointly attempt to meet and discuss respective roles in road safety delivery and to develop an understanding of where gaps exist around the country which require to be filled. The acknowledged 'responsibility of all' was clearly evident in the research although there seems to be some lack of clarity around who should be taking the initiative to try and establish more formal protocols for communication and dissemination around road safety learning. A national workshop or similar event which involves national strategic partners may assist in achieving the clarity required and investigate the possibility of influencing regional strategic groups to engage local colleagues.
- Recommendation 3: A single point of contact in every local authority should be identified to take responsibility for liaising with Road Safety Scotland in relation to road safety learning for schools. Decisions around who should take on this role at the local authority level should be made locally, and communicated to Road Safety Scotland, with contact details reviewed at least annually. It is recognised that there is no 'one size fits all' approach that can be posited and, indeed, local models need not be constrained by any nationally shared protocol. Without at least one named individual in each authority to be aware of what is available, however, increasing awareness of the resources around the country, with equal access for all, will be an impossible task. Sharing of these details with the wider road safety practitioner community is also desirable.
- Recommendation 4: A working group to consider opportunities for offering training around the RSS learning resources to educators should be considered. This group should explore ways of integrating road safety learning into existing CPD programmes for teachers. Offering training in teacher training establishments should also be explored to ensure that new cohorts of teachers entering education establishments are aware of the most recent developments with the resources, where to find them and how they can be used.
- Recommendation 5: Explore options for integrating use of the resources with existing reward schemes, or to introduce a system of direct reward which incentivises use of the resources. This could be at the whole school and/or individual level. National competitions could also be considered to incentivise use. This may increase teacher appeal and, therefore, awareness and use.
- Recommendation 6: Consideration should be given to how the resources can be better promoted to parents/carers and families to encourage use outside of the school environment. This would help share the burden of responsibility on teachers and also be another means by which overall awareness of the resources could be raised. Parental involvement in delivering road safety learning to children is currently not integral to any of the resources and there may be scope to include 'parent/carer' guidance in each of the resources. Seeking ways to raise awareness among parents and carers and encouraging them to complement learning that is taking place in

schools should be pursued. Contact with national parent forums may inform this discussion and planning.

- Recommendation 7: RSS to consider working with local authority colleagues to develop a monitoring tool to track use of the resources over time. This may include the development of a short survey which can be issued annually to schools to measure use and gather feedback on any changes required to content/design. Integrating a feedback survey into existing websites for the resources may also offer an easier way of schools feeding back pupil and practitioner opinion on a more regular basis. This would mean that feedback goes directly to RSS and would not be contingent on local partnership arrangements being in place.
- Recommendation 8: RSS to consider a 'calendar' of road safety resource promotion which includes planning regular email updates to road safety partners to remind them of what is available and alert them to any new updates to the resources. This may also include a widening of the list of recipients for such messages as standard, including contacts in the police and fire services and community safety partnerships, as well as Quality Improvement Officers (QIOs) based in education teams to ensure that information is reaching a wider audience. Other non-traditional partners in delivery could also be explored, including charitable organisations. It seems that regular reminders are needed in order to keep road safety learning high on the agenda and also to encourage a 'continuous' approach to road safety learning delivery throughout the year. Leading 'from the top' with regular alerts and emails may encourage partners in delivery to do the same.

Conclusions

- 6.10 RSS can take encouragement from the positive feedback gathered here with the resources being considered child friendly and fun, well structured, non-prescriptive, graphically appealing and clearly linked to the Curriculum for Excellence. Indeed, very few changes are required to the content and design of any of the resources except, perhaps, for updating the secondary school resource 'Crash Magnets' and making its presentation more age appropriate. As with previous evaluations, however, while the road safety resources that exist are often positively rated and well received, lack of awareness around what is available is acting as a major barrier to children and young people's road safety learning.
- 6.11 The key challenge is clearly in the marketing and promotion activity that is undertaken, the diminishing time and budgets to allow for this and the considerable variation that exists in reaching schools around the country. The overwhelming sense that emerged from this work is that road safety learning is everyone's responsibility but no-ones' job. Greater clarity on the roles and responsibilities around road safety learning is needed if this sense is to be challenged. Leadership is required at a national level in order to make strategic decisions that affect local partnership improvements. In addition, a local champion for road safety learning is needed in all areas to foster a proactive approach to road safety.



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