



# Dulwich Cycle Saturation

Alleyn's Junior School  
James Allen's Preparatory School  
Southwark Cyclists  
Cycle Training UK

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## Background

The first 'Cycle Saturation' project developed by Southwark Cyclists took place at St John's Primary School in Rotherhithe in 2005. St John's Primary School is a fairly small state school of 210 pupils in a dense inner-city area. The project was funded by a £20,000 grant from Rotherhithe Community Council. Other funds were used to purchase 30 bike stands. About 60% of pupils opted for cycle training, and 450 hours were provided by professional trainers from Cycle Training UK (CTUK). Within four months the number of children cycling to school rose from zero to 60. In the following term, a bike cage was purchased and a Rotherhithe Schools Bike Club was established. (For details of this project, see the 'Cycle Saturation Project Report' available from [www.southwarkcyclists.org.uk](http://www.southwarkcyclists.org.uk).)

In the following year, Southwark Cyclists planned a second 'Cycle Saturation' project for a neighbourhood at the opposite end of the borough. The aim was to put into practice lessons learned in Rotherhithe and to test the model in a very different area. Dulwich is a leafy suburb with lots of open spaces. Two schools were selected to take part: Alleyn's Junior School and James Allen's Preparatory School.

Alleyn's School is a fee-paying, selective co-educational school. The Junior School takes pupils aged 4 to 11 years. A highly competitive entry to the Senior School means that many travel from across the city. One in three pupils receives some assistance with the fees in the form of a scholarship or bursary.

James Allen's Preparatory School (JAPS) is the junior section of James Allen's Girls' School, a fee-paying selective school for girls. JAPS consists of two sections: the Pre-Preparatory School for girls and boys aged 4 to 7 and the Middle School for girls aged 7 to 11 years.

The two schools – Alleyn’s and JAPS – are descendants of the College of God’s Gift in Dulwich, founded by the actor Edward Alleyn in 1619 and, with Dulwich College, they remain part of this foundation. Both schools published School Travel Plans in July 2005, which stated their intention to reduce reliance on cars and encourage walking, cycling and bus travel. (See below for more detail.)

The Dulwich Cycle Saturation Project was initiated by the Dulwich Safer Routes to School committee and Southwark Cyclists, and was funded by Southwark Council. Southwark Council was awarded £100,000 by TfL for Travel to School projects for these schools, and the schools requested that £30,000 was used for the cycle saturation project.

### **Overall aims of the Dulwich Cycle Saturation project**

1. to train as many pupils as possible
2. to increase the numbers cycling to school
3. to raise the profile of cycling within school
4. to ensure that cycling continues after the project
5. to establish further activities to engage pupils, such as evening rides, bike clubs and visits to the nearby Herne Hill Velodrome.

Southwark Cyclists defined some additional aims following the evaluation of its first Cycle Saturation project in Rotherhithe. These included better project management and greater involvement of parents and teachers.

### **About the neighbourhood of the two schools and transport links**

The village of Dulwich recorded a population of 100 in 1333. Today, Dulwich Village retains many eighteenth- and nineteenth-century buildings and is a conservation zone. The village borders on Dulwich Park, a Victorian park of 79 hectares. The South Circular ring road (A205) cuts Dulwich in half, but the sites of the two schools in this project are further north, close to the busy traffic routes and shopping streets of East Dulwich Grove and Lordship Lane in East Dulwich.

Pupils travel to the schools from a very wide catchment area covering the whole of South London and adjoining counties, with some pupils coming from North London. The most common mode of transport to school for staff and pupils is by car.

North Dulwich Station is a 6–7 minute walk from the schools, with trains from London Bridge. Herne Hill Station is a short journey by the 37 bus. Buses 12, 37, 40, 176, 185, 312, P4 and P13 all stop within a short walking distance. There is coach transport to the three Dulwich Foundation schools from the following areas: Battersea / Wandsworth / Clapham; Blackheath / Greenwich; Borough / Westminster / Victoria; Bromley / Locks Bottom / West Wickham; Fulham / Putney; Orpington; Sutton / Streatham / Norbury; Tooting Bec / Balham; Wallington / Thornton Heath / Streatham / Norbury; Wimbledon / Wandsworth.

Greendale, a shared pedestrian and cycle path, connects the schools with Denmark Hill.

Mode of transport	Children (%)			Staff (%)		
	2002 actual	2005 target	2005 actual	2002 actual	2005 target	2005 actual
Family car	37	27	34	0	0	0
Car (self drive)	0	0	0	62	43	54
Car (lift)	6	7	3	3	8	2
Walk	21	25	19	18	25	22
Bicycle	1	5	2	2	5	6
Public bus	6	10	8	7	10	9
School bus/ Foundation coach	24	20	29	0	0	0
Train	5	6	5	7	8	6
Taxi	0	0	0	0	0	0
Motorbike/moped	0	0	0	1	1	1
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Green Travel Plan James Allen's Girls' School, 2005

### Transport problems identified in the School Travel Plans

- congestion on East Dulwich Grove and in Dulwich generally
- road safety locally, especially on East Dulwich Grove and Red Post Hill
- congestion caused by coach parking outside the school
- a large catchment area
- long journey times for those coming to school by road

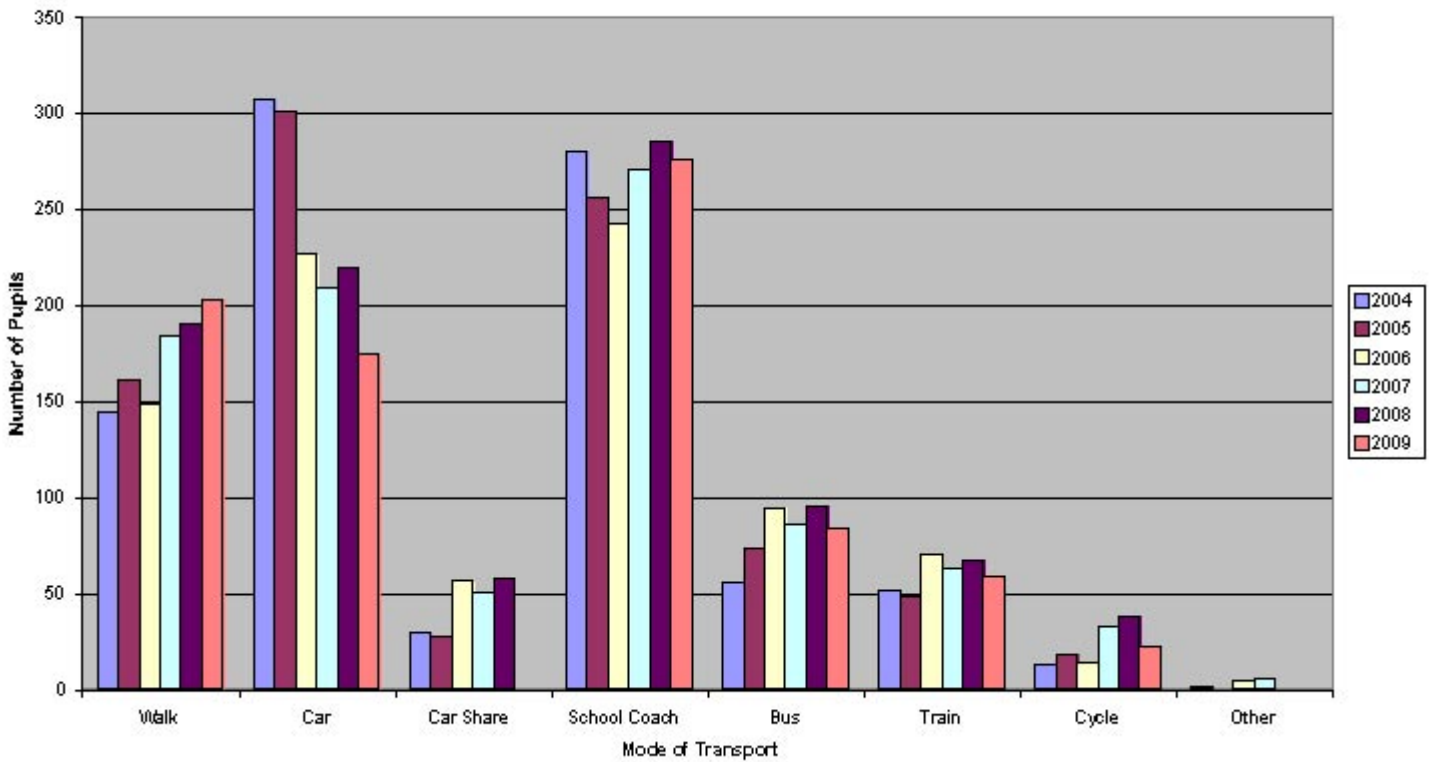
Further issues that triggered the production of the travel plan were the desire to reduce the use of cars by parents and staff and a desire for good relations with local community and neighbouring residents.

### Aims identified in the School Travel Plans

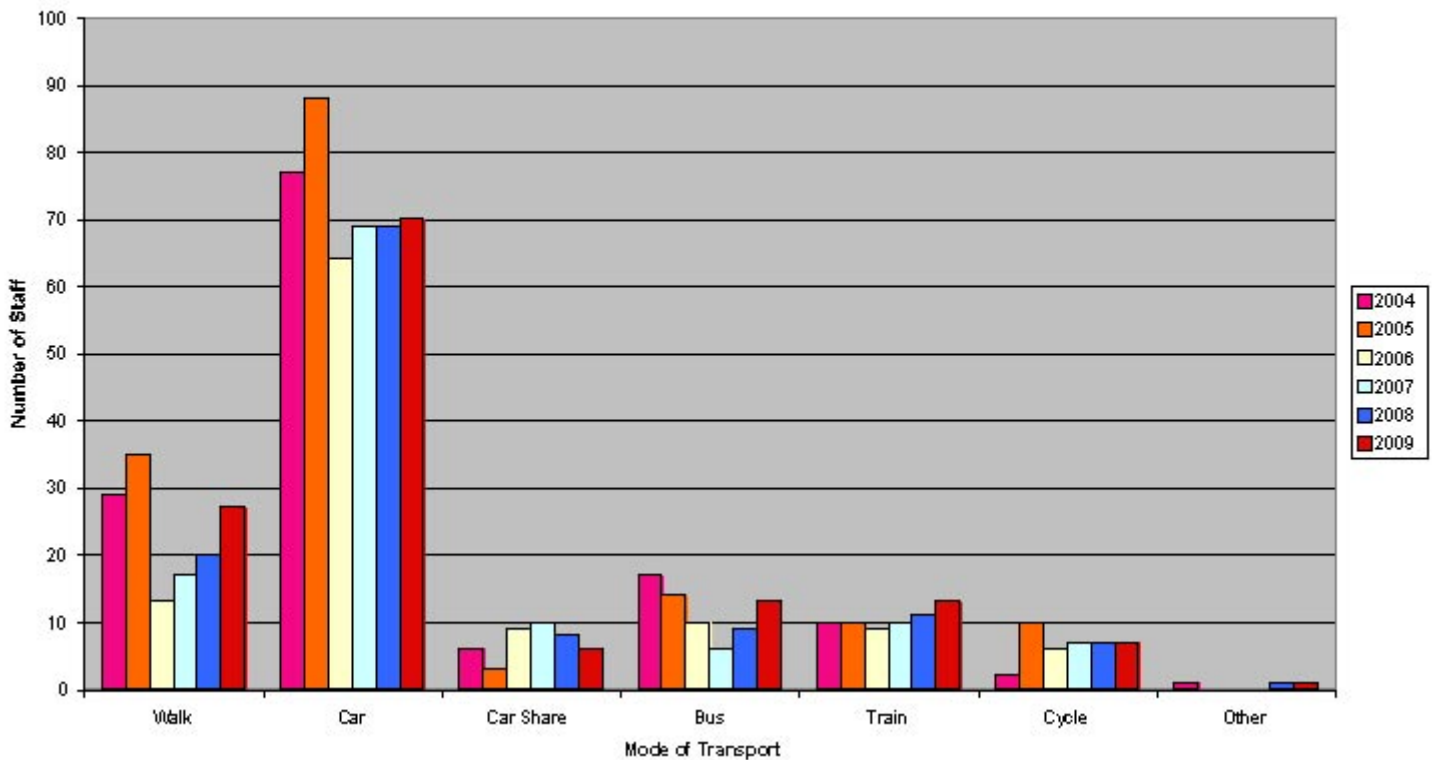
- to reduce car-borne journeys
- encourage walking, cycling and bus travel
- ongoing sustained work on a School Travel Plan
- managing parking

The plans also mention the ambition to produce a school environment that deals with the issues of healthy lifestyle and care for the environment.

**Travel Modes Summary-  
Numbers of Pupils**



**Travel Modes Summary-  
Numbers of Staff**



JAGS annual survey of travel to school among staff and pupils

## Summary of the training delivered

### Alleyn's Junior

- 93 pupils were trained and 22 bikes checked in courses
- Approximately 50 hours of individual tuition were taken up (including 4 hours of training for adults)
- CTUK arranged 'Dr Bike' sessions for Founders Day and Car Free Day

### James Allen's Preparatory

- 59 pupils were trained on courses
- Approximately 82 hours of individual tuition were taken up (including 16 hours of training for adults and several mixed age groups)
- CTUK also arranged a Puncture Fixing session at the school

## Summary of training budget

### Courses

Alleyn's (May 2006 – May 2007)	£8,215
JAPS (August 2006 – March 2007)	£6,085

### Individual training

Alleyn's (August 2006 – April 2007)	£1,690
JAPS (October 2006 – July 2007)	£2,873.01

### Miscellaneous admin costs

Alleyn's	£350
JAPS	£524.91
Purchase of Ridgeback Envoy folding bike for JAPS	£296.99

Total £20,034.91

Mode of transport	Pupils at James Allen's Girls' School (%)					
	2004	2005	2006	2007	2008	2009
Family car	34	34	27	24	23	19
Car (lift/share)	3	3	7	6	6	11
Walk	18	18	17	20	20	22
Bicycle	1	2	2	4	4	3
Public bus	6	8	11	10	10	9
Train	6	6	8	7	7	6
School bus/ Foundation coach	32	29	28	29	30	30
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Mode of transport	Staff at James Allen's Girls' School (%)					
	2004	2005	2006	2007	2008	2009
Family car	55	55	60	58	55	51
Car (lift/share)	4	2	7	8	6	4
Walk	20	22	12	14	16	20
Bicycle	1	2	2	4	4	3
Public bus	12	9	9	5	7	9
Train	7	6	7	8	9	9
Other	1				1	1
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

As the figures on the tables above suggest, there was little change in the percentage of staff and pupils using bicycles to get to school. (It should however be noted that the survey at JAGS was carried out in February and so might reasonably be expected to indicate a low point in bike usage over the school year.) Nevertheless, the qualitative research – the interviews and observations of training sessions which are sampled in the rest of this report – suggests that participants found the training very valuable.

### About this report

The training was observed by three different people on six occasions and semi-structured interviews were carried out with trainees, parents, CTUK instructors and teachers in the two schools. The report also draws on CTUK's own feedback forms, the schools' publications, such as the Green Travel Plans, and the JAGS school travel surveys.



## Case study 1: After-school training: Alleyn's Junior School Tuesday 12 September 2006 3.30–5.30pm

All the trainees in this session have their own bikes and already cycle in parks, and for short distances such as to the local library with friends and/or family. Most had ridden on the road before, but not on their own, and some hadn't cycled in traffic before. One cycles to and from school on his own; a couple of the others cycle to school with their parents; others live too far away. One commented: 'My Dad said I could ride to school on my own if I do the training'. There are some (uncovered) bike racks in the playground but there is a lot of demand for them. Most of the parents had cycled to Alleyn's to collect their children and would ride home with them.

### Activities covered in the session

- Bike check: brakes and tyres; helmets adjusted correctly
- Games: cycling around to maintain control and balance, trying to stay within a designated area and aiming to get in other people's way so they put their foot down or go outside the lines; pass the smile – cycling around in a circle and looking over shoulder to smile at person behind
- Discussion of communication with road users. What are the different ways to communicate? Arm signals, eyes, smiles...
- Control exercises: trainees giving a high-five hand slap as they cycle past the instructor
- 'Follow my leader': staying in a line and keeping a safe distance from cyclist in front
- Going out onto the roads: cycling through fairly busy roads (rush hour/end of school clubs period) to Dulwich Park. Stopped on way to talk about how to start a journey from a house i.e. negotiating with other road users; how much gap to leave between bike and parked cars; looking over shoulder before pulling out or turning.

**‘I’ve been encouraged to do more cycling because he’s doing the training.’**

**‘It will make them into good teenage cyclists.’**

One mother cycles with her son to school on average 3 times a week. She felt that cycle lanes on the pavements would benefit less confident and young cyclists, but that more confident cyclists oppose this idea because they’d have to go slower.

One father cycles with his son (age 7) at weekends, but as they live in Mitcham (about 6 miles from the school), he drives him to school and wouldn’t be happy for him to cycle to school even when 12 or 13 years old. He thought 2 or 3 miles would be the maximum reasonable distance to cycle to school. He thought it would be good for confidence to do the training and would make children more aware of how the roads work.

All the parents felt that it would make a big difference in the children’s confidence and were especially pleased about the opportunity in the training sessions to take their bikes out onto the road. (One parent compared it favourably to the Cycle Proficiency course run at the nearby Velodrome which hadn’t taken learners onto the road at all.)

One of the fathers commented: ‘there is lots of pressure on me from my son – he wants to cycle to school’. His son enjoys cycling, his friends cycle to school and it would halve his (walking) journey time.

These parents are now working out suitable routes for their children to be able to ride to school without using the main roads too much.

The parents said they would consider paying for the training, depending on the cost.

### **Trainers’ comments**

The trainers commented that it was tricky having the session after school rather than during lesson time. It was quite hard to concentrate as there was other activity going on at the same time (string orchestra, trumpets, sports clubs, young children running around) so the playground wasn’t always completely clear; it was perhaps also difficult for the children to stay in ‘learning’ mode after school for quite a long session. The timing also affected traffic volumes, as the group was going out on the roads in rush hour – although this perhaps was a helpful experience.

**Q. What’s the best thing about cycling to school?**

**‘I feel safer on my bike because I feel I could get away quicker if anyone was going to attack me’.**

**Q. Is there anything that makes it hard to cycle?**

**‘Sometimes if there is too much to carry. My friend had to bring a saxophone to school and ended up walking with her bike and her saxophone.’**



### **Case study 2: In-school training: JAPS 20 September, 2006**

This was the second session for seven girls aged 7 and 8. They cycle in local parks with their parents but not alone. One cycles to school with her mum but ‘I get back on the pavement when I know it’s not safe’.

At the beginning of the lesson the girls were taught to check that their helmets fitted properly. Each instructor took a smaller group and went carefully through the different parts of the bike and what to check before getting on. The height of the saddle and straightness and height of the handlebars was checked on each bike.

After that the girls rode around the playground so the instructor could observe their cycling technique. The remaining part of the lesson was spent teaching the pupils control skills, starting, stopping and hand signalling. Each instruction was explained with a demonstration of wrong and right techniques and pupils were asked to identify appropriately.

After a few practice lessons of emergency stops and hand signalling the less confident girls were given more one-to-one attention. After a few attempts the girls gained confidence and you could see that they really enjoyed getting it right.

**‘I’ve got a park near me with a cycle route through the trees. I cycle there but it goes onto the road and I have to be with my parents when I do that. I never do that on my own.’**

**'When I came off my stabilisers I thought ooh... I lived on a hill, so I was a bit nervous because I was unsure of my brakes, I didn't really trust my brakes.'**

**'I was about four when I got my first bike and I rode with stabilisers, then when I was seven I got my sister's old bike and it didn't have stabilisers. I was a bit scared. I wouldn't actually ride it, I would just push with one leg and put my other one on the street.'**

**'I have a holiday house and it's a private estate so there aren't many cars and I like riding there.'**

**'I don't cycle to school every day 'cos I've got so many sisters and they always get loads of homework and loads of stuff to bring to school so they walk or go in the car. That's the problem with cycling, there's nowhere to put your stuff!'**

**'My favourite part was learning how to do the emergency stop. You have to use both brakes and lean on the back wheel so it doesn't flip.'**

**'My favourite part was lifting your hand, I like cycling with one hand. It was a bit hard at first but I got used to it. I like that we had to ride and look around but it was quite easy once you get used to it.'**

**'I like the emergency stops and looking behind and doing all the turning and indicating.'**



### Case study 3: extra-mural training: JAPS

Four girls aged 11 and 12 took part in this session, starting in Brockwell Park. After practicing control skills in an enclosed area they set out on the road. This was their final session. All the girls have parents who already cycle, and are clearly supportive of the training.

**'I ride to school with Dad one or two days a week; he rides on the road and I ride on the pavement.'**

**'Before, I didn't understand about major and minor roads and the dashes on the road. I just expected that I should let the car go first every time.'**

**'Everyone should give it a go.'**

**'The most important thing I learned was how to tell the drivers what you're doing.'**

**'All the things we learned, we actually did on the road.'**



## Written feedback from participants

The responses to CTUK's own feedback form showed that the trainees especially valued the chance to learn on the road. They appreciated the basic principles of visibility and positioning, the 'rules of the road' and practical skills such as checking that a bike is road-worthy and fixing punctures.

### What was the best thing about the course?

- learning to ride on the road
- learning to fix a puncture
- going down hills. And the instructors were really nice
- playing the game when we had to try not to put our feet down or crash into anyone

### What was the worst thing about the course?

- they didn't tell us to bring money for ice cream
- the HILLS
- finding out my bike had lots of things wrong with it at the first lesson

### What was the most important thing that you learnt?

- signalling
- looking behind you
- learning to ride on the road
- about side roads and major roads and giving way
- right of way
- how to take a wheel off
- riding one-handed
- looking

### Will you ride your bike to school now?

No: I can't, I live too far away.

Not sure: I live in SE5 which is ages away.



## Feedback from a Cycle Training UK instructor

Vicky Carnegy worked mainly at JAPS.

'My impression is that there was much greater 'buy in' from JAPS than from Alleyn's. Sessions at JAPS were run during the school day; at Alleyn's they were run after school or on Saturdays. At JAPS this meant that cycling lessons became a regular part of the school day over a long period of time. Trainees turned up promptly and with their equipment. The main contact at JAPS was always available, the reception staff were fully briefed and this helped everything to run smoothly. At Alleyn's it was more difficult to contact staff and the reception staff although very friendly did not appear to be fully aware of what our activity entailed.

At JAPS we were also able to spread the word very easily to encourage parents and brothers and sisters to take up the cycling lesson offer. This is obviously important with this age group (years 4,5,6) as parents will often want to cycle with their child but if they do not feel confident doing it or if there is another child in the family who is not confident this will hold everyone back.

We were also able to offer individual lessons. We were able to get a number of young people who did not know how to cycle to the stage where they were competent to ride off road. Without us, they might have completely 'missed the boat', like the many adults in the UK unable to ride a bike.

At JAPS we worked with year groups 3,4,5,6. The work that we did with years 3 and 4 should pay dividends later in when they take up road riding lessons. It was great to see them improve their skills in the playground. All in all, working at JAPS was a very positive experience for instructors and I hope for the trainees. We even managed to get one member of staff riding a bike for the very first time – which was great.'



## Feedback from a teacher

Anne Pearson co-ordinated the project at JAPS:

‘There were two aspects to the training: in school training and family training. We felt that the family training was quite important when considering children up to the age of 11 – their parents aren’t going to let them go to school on their own. And some older siblings were trained too.

We had very very good feedback on both elements. The parents were very impressed with the quality of the training and what the children did. Some still had reservations about whether they would allow their children to cycle to school.

There were some practical difficulties: we chose to schedule half the sessions during the school day as there were so many girls interested that we couldn’t fit them all in after school. So they missed two afternoons of school in the course of the four weeks of training. But it was a good educational experience for them, and their academic work didn’t suffer. They gained so much from it.

The trainers were very reliable, and I felt sure that if I needed any more help, if I had called up CTUK, I would have got it.

Before the project quite a lot of children were interested in cycling to school but they were prevented from doing it because their parents weren’t happy with the idea. A few children came to school with parents who are cyclists. Following the training, there are a few more children cycling and I think there will be more in the summer term when the weather is more reliable and the journeys are in the daylight.

It has definitely helped with confidence – the confidence of the children themselves and of the parents who now know that their children can do it.

The type of training the CTUK offered – actually taking the girls out onto the road – was very important. None of them had an accident. It made me realise it’s just a leap of faith. Many people have decided in advance that cycling on the road is too dangerous. Training helped to allay those fears. When you’ve been shown how safe it can be, you see there’s no reason you shouldn’t do it.

To any other schools thinking of setting up a similar project, I’d say: ‘Go for it’. Pupils get a better sense of the world around them as opposed to sitting in a metal box. And the exercise is good. It’s to be encouraged.’



## Conclusions

The neighbourhood of the two schools involved in this project offers lots of opportunities for cycling, both for pleasure and for practical journeys. Despite the very real difficulties outlined in the schools' travel plans (such as congestion round schools, fast-moving traffic and dangerous junctions), Dulwich and the surrounding areas benefit from lots of green spaces and marked cycle routes through residential streets. All the pupils interviewed already owned bikes and most could already ride. It might seem that there is therefore little need for cycle training to be targeted at these pupils, but this research suggests that training has a subtle and long-lasting value.

Participants, teachers and parents all noted how this type of training differs from courses directed towards the Cycle Proficiency Test. Riding with instructors on real roads – in a safe, supported way and after solid preparation – makes a huge difference to the confidence of both trainees and parents. Getting to know local roads and conditions makes it much more likely that cycling will become part of daily life. Parents recognised the expertise of the trainers and the challenges set for trainees, seeing the experience and knowledge they gained as significantly different from that gained by riding with family and friends.

The specific content of the training and the friendly, confidence-building style of the trainers were both mentioned in interviews. For those courses that went out onto the road, parents felt confident that their children had mastered the necessary skills and awareness. Children showed evident pride in skills such as being able to ride one-handed (in order to signal) and in their new understanding of the rules of the road. The longer guided rides that some trainees took – from Alleyn's Junior to Peckham Rye, for example – followed quiet roads and are eminently suitable for family outings or independent trips by older children. It was very satisfying to see courses rounded off with this kind of outing.

### Slow saturation

The project took much longer to deliver than anticipated: though it had been planned to be complete by the start of the autumn term 2006, sessions continue to run until July 2007. This was partly attributed to difficulties in arranging group sessions with the schools, and so CTUK increased the emphasis on individual sessions. Short heavy showers and slow drips can both cause 'saturation', and the longer time-scale did not seem to be a problem in terms of delivering the training. However, the extended time-frame did perhaps reduce the project's profile in the schools. As instructor Vicky Carnegie comments above, not all school staff seemed fully aware of the project (in contrast to Walk to School week, a concentrated burst of activity that involves everyone in the schools).

## Aims achieved

Southwark Cyclists' original aims were 1. to train as many pupils as possible; 2. to increase the numbers cycling to school; 3. to raise the profile of cycling within school; 4. to ensure that cycling continues after the project; 5. to establish further activities to engage pupils, such as evening rides, bike clubs and visits to the nearby Herne Hill Velodrome.

1 and 3) The project clearly succeeded in training a cohort of pupils from Years 3 to 6 and raised the profile of cycling within the schools, with a presence at assemblies and other events.

2) The project was apparently less successful in increasing the numbers cycling to school. Figures from JAGS show a very small increase – 1 or 2 % – in cycling when pupils and staff were asked about the mode of transport they typically use for the journey to school. (Figures from Alleyn's Junior were not available.) This is in contrast to the Rotherhithe saturation project, following which the number of children that sometimes or always cycled to school increased by from 26% before to 45% after the project. The Dulwich figures should be treated with caution, since the survey was carried out in February – several months after the end of the saturation project and at a season in which cycle journeys are likely to be at their lowest level because of wet weather and short days. However, there are several factors specific to the Dulwich schools that made it hard to influence the choice of transport for journeys to school: the schools' catchment area is huge, much larger than that of state schools; pupils who travel by the foundation coaches live too far away to cycle comfortably (at least until they are older); such long journeys tend to reduce flexibility (whereas children who live closer to school can vary their mode of travel spontaneously according to the weather and planned after-school activities such as sport and music). The lack of a measurable increase in cycling to school should not be used to discount the value of this training, since interviews show that it had a very positive impact on pupils' independence and confidence in cycling for leisure. Providing this foundation at an early age makes the bicycle always available as an option – with life-long benefits for individuals' health and for the environment.

4 and 5) Cycling undoubtedly continues on an individual level but the schools have not developed any cycle clubs or rides since the training. The website for Alleyn's Junior states that 'co-curricular activities are considered important within the life of the school. They are run by staff, parents, and visiting coaches. They embrace the common interests of the children and those who run the activities'. Cycling is not mentioned on the Alleyn's School website as an option for getting to school, nor as a potential co-curricular activity. This is a pity, given that they do have 45 cycle parking spaces and have participated in the saturation project with such good results for pupils. It is impossible to say whether the school has canvassed children's interest in cycling, or if there is a lack of interest among staff. In contrast, the JAGS website refers to cycling in several contexts including an 'Eco-School' action plan on transport, and a report of pupils' involvement in the Safer Routes to School project together with pupils of a local state school, the Charter School.

## **Cycling in the local ecology**

How does a cycle saturation project relate to the wider community? Southwark Cyclists had defined two additional aims for the project: greater involvement of parents and teachers and better project management, and both of these aims touch on wider questions. In Rotherhithe, the project was conceived to address not just individual pupils' health and independence, but also the problem of congestion at the school gates. Several motivating forces came together. Parents could see that by not driving they also helped to make the school neighbourhood safer for their children to walk or ride. Cycle saturation projects will have most impact where parents and children can see the results. In Dulwich, the transport situation is very complex, with a lot of pupils living outside the borough, and a lot of commuter traffic passing the schools, as well as a large volume of 'school run' traffic. CTUK staff and members of Southwark Cyclists attended meetings of the Safe Routes to School group, helping to place the project in the context of the whole neighbourhood, but there is much more to be done.

This raises further questions about the best use of financial resources. Most Dulwich parents interviewed said that they would have been happy to contribute financially towards the cycle training, seeing it along the lines of the charges made for externally-run school club activities such as ballet and taekwondo. In the environment of a fee-paying school, it may make sense to treat cycle training as part of the programme of extra-curricular clubs, financed either through school fees or at a small charge to parents, and facilitated by a voluntary organisation like Southwark Cyclists if there is not sufficient interest or expertise among staff. Subsidised training should perhaps be reserved for schools where it can be shown that the training is part of a wider neighbourhood initiative.

Cycle training in this particular context did not produce immediate benefits for the wider community – for a number of reasons, such as pupils' lack of freedom over transport choices when travelling long distances to school. The training was enormously valuable to participants, but the decision to subsidise training in fee-paying schools needs to be carefully considered in balance with other opportunities for developing cycling.

## Recommendations for organisations planning similar projects

- establish a consistent team of instructors to work with each school group.
- make sure instructors are fully briefed about the whole project and so can do informal publicity and recruitment. For example, when parents arrive to collect their children from a course, instructors might give them an invitation to book a free training session for themselves. Personal explanations and enthusiasm are crucial in this kind of project.
- make sure cycle training is seen as part of the school's wider ambitions for transport, health and sustainability.
- use cycle saturation to help schools build neighbourhood links, rather than considering schools and pupils in isolation.
- consider scheduling training within the school day wherever possible. This helps with pupils' concentration and energy as well as indicating the school's positive attitude towards cycling. Cycle training within the school day could be part of sports lessons or the PHSE/Citizenship curriculum. Training organisations such as CTUK offer classroom lessons based on cycling which are linked to national curriculum topics in geography, science and language.
- consider appointing one or more volunteers – ideally parents who already cycle – who can make a regular time commitment to help to manage and publicise the project. This might involve conversations at the school gate, talking to pupils in assembly, observing sessions, helping out with bike repairs or liaising with members of staff.
- consider establishing road-riding courses for Year 6 pupils (aged 10 – 11) as a rite of passage or mark of increasing independence, as distinct from playground-based courses for younger children.
- consider linking cycle training to projects that aim to ease the transition to secondary school. Cycle training supports this by developing transferable skills of clear communication, anticipation and negotiation of shared space.
- plan a programme of follow-up rides and outings with teachers and parents from the earliest stage.
- offer individual advice on planning a safe route to school as a follow-up to training.
- plan a final group outing with parents and siblings and/or celebration of the pupils' achievements.

## **APPENDIX: Bikeability guidelines**

**These national guidelines were developed after the training discussed in this report took place, but are included as an indication of course content for schools and others planning courses. Further information can be found at: [www.bikeability.org.uk](http://www.bikeability.org.uk).**

### **Level 1**

The level 1 skills course aims to develop the necessary skills to control their bicycle and to make short trips on quiet roads or cycle tracks. It is also to prepare pupils to take the level 2 on road course. By the end of the session, students should be able to:

1. Carry out a simple bike check
2. Get on and off the bike without help
3. Start off and pedal without help
4. Stop without help
5. Ride along without help for roughly one minute or more
6. Make the bike go where they want
7. Use gears correctly (where cycle has gears)
8. Stop quickly with control
9. Manoeuvre safely to avoid objects
10. Look all around, including behind, without loss of control
11. Signal right and left without loss of control

### **Level 2**

Level 2 training takes place on roads. The outcomes include:

1. All level one outcomes
2. Start an on-road journey
3. Finish an on-road journey
4. Be aware of everything around, including behind, while riding
5. Understand how and when to signal intentions to other road users
6. Understand where to ride on roads being used
7. Pass parked or slower moving vehicles
8. Pass side roads
9. Turn left into a minor road
10. Turn left into a major road
11. Turn right from a minor to a major road
12. Turn right from a major to minor road
13. Explain decisions made while riding, thereby demonstrating understanding of safe riding strategy
14. Demonstrate a basic understanding of the Highway Code, particularly how to interpret road signs
15. Demonstrate understanding of safety equipment and clothing

Training and assessment will be made on the following manoeuvres. Instructors should use different locations and graduate from simple moves on quiet streets to more difficult moves on busier roads.

- Starting and stopping.
- Passing side roads.
- U turn (this is an optional manoeuvre)
- Overtaking parked vehicles.
- Left turn into a minor road.
- Left turn from minor road onto a major road
- Right turn out of minor road
- Right turn into a minor road

## LOOKING AND LISTENING

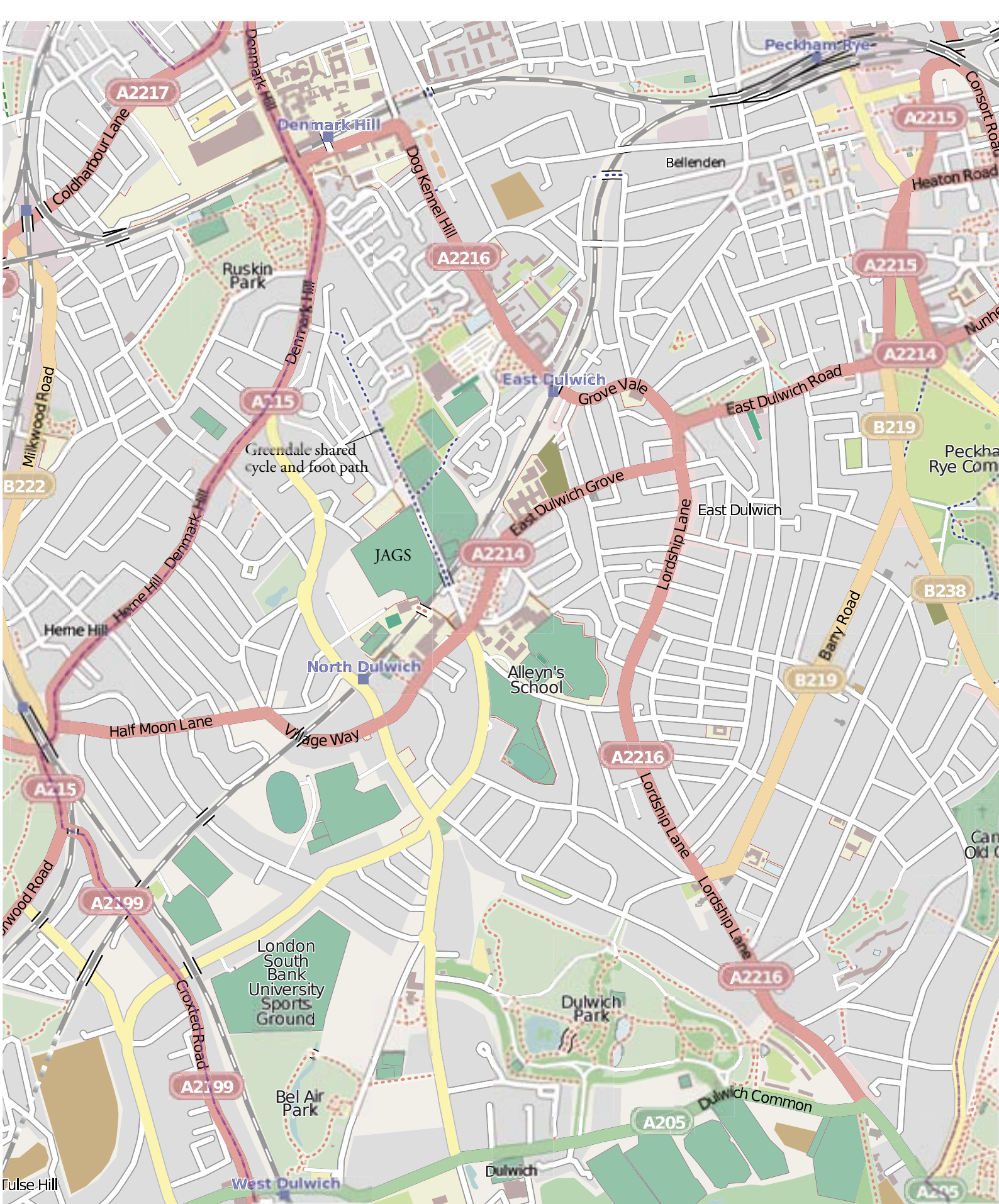
- Stress the need for listening - in some cases this is as important as looking to determine the approach of traffic.
- Before making a move it is vital to check that it is safe - cyclists must look all around for traffic, etc. Failure to do so will be considered unsafe.
- Immediately prior to turning or overtaking, a cyclist should give a last final check behind to check that the situation has not changed.
- Looks should be given mainly over the right shoulder. However when moving over to the left or turning left, it is advisable to do a final check over the left shoulder.
- Stress the importance of acting upon what is seen
- When riding, the cyclists will be watching the road ahead but should also be aware of what is happening around them e.g. be aware of pedestrians in case they step into the road or attempt to cross.
- Make a note of cars at the side of the road
  - are they parked or about to move?
  - could a car door open?
  - are they concealing a driveway?
- Parked vehicles can also present a problem by restricting the view and cyclists may have to take up an unorthodox position in order to see more clearly.
- In some cases they may need to look to see if there is someone in the parked car.
- When pulling out of a side road a minimum check of right, left, right is needed - but more looks might well be necessary.
- It is a good idea to encourage cyclists to make eye contact with the drivers of vehicles, for example those waiting at junctions or coming up from behind.

## RIGHT OF WAY

- Cyclists must understand which road user has the right of way in different situations.
- They can easily cause problems for themselves and others if they are too hesitant.
- However they do need to realise that other people do not always do as they should and that drivers of other vehicles may not give way to them as expected.
- They must check that it is safe before making any move and then act decisively.
- Sometimes drivers will let a cyclist have priority in order to have more room to manoeuvre themselves. Cyclists must ensure that there is no danger from other traffic before taking advantage of this.
- In these situations eye contact with the driver is essential and an acknowledgement is helpful i.e. a nod or shake of the head to express intentions.

## SIGNALS

- These must be given clearly, correctly and whilst in control of the cycle.
- Signals only need to be given if there is another road user or pedestrian who would benefit.
- If, on checking for traffic, cyclists decide a signal is not necessary, the instructor should not insist on them giving one.
- Instructors may like to ask the trainee to justify their decision to signal or not.
- Normally there is no need for a signal when first starting off as the cyclist will not move unless it is safe to do so. However in some circumstances a signal will be useful to other road users.
- Slowing down signals are no longer taught to cyclists as they are seldom used or understood.
- It is not essential to signal right before overtaking a parked car, particularly if the move is started early and performed gradually. However a good look behind must be given.
- Signals are intended to make intentions clear but sometimes they can be confusing. Consider a cyclist approaching parked cars opposite a side road to the right. What does a right hand signal mean?
- Discuss such situations with your cyclists so that they can decide on a suitable strategy. This could result in omitting one signal (if overtaking) or extending another (if turning right).
- Be flexible and do not be afraid to adapt to circumstances.



## Location of JAGS and Alleyn's Junior

[www.openstreetmap.org](http://www.openstreetmap.org)

## Dulwich Saturation Project

Alleyn's School  
Townley Road  
London SE22 8SU  
020 8557 1500  
[www.alleyns.org.uk](http://www.alleyns.org.uk)

James Allen's Girls School  
144 East Dulwich Grove  
London SE22 8TE  
020 8693 1181  
[www.jags.org.uk](http://www.jags.org.uk)

Southwark Cyclists  
Barry Mason: 07905 889 005  
[www.southwarkcyclists.org.uk](http://www.southwarkcyclists.org.uk)

Cycle Training UK  
Unit 215, Building J  
100 Clement's Road  
London SE16 4DG  
020 7231 6005  
[www.cycletraining.co.uk](http://www.cycletraining.co.uk)

London Borough of Southwark  
Roger Stocker  
Cycling Projects Officer  
Chiltern House  
Portland Street  
London SE17 2ES

## Useful links

Bikeability  
[www.bikeability.org.uk](http://www.bikeability.org.uk)

Great Wheelers Cycling Club, Thornton Heath  
[www.greatwheelers.co.uk](http://www.greatwheelers.co.uk)

Herne Hill Velodrome  
[www.hernehillvelodrome.com](http://www.hernehillvelodrome.com)

Living Streets  
[www.livingstreets.org.uk](http://www.livingstreets.org.uk)

London Cycling Campaign  
[www.lcc.org.uk](http://www.lcc.org.uk)

Safe Routes to Schools  
[www.sustrans.org.uk/what-we-do/safe-routes-to-schools](http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools)

Walk to School  
[www.walktoschool.org.uk](http://www.walktoschool.org.uk)

