

## PARK SMARTER PROGRAMME 2022/23



**SYSTRA**

# SMARTER CHOICES SMARTER PLACES

## PARK SMARTER PROGRAMME 2022/23

### IDENTIFICATION TABLE

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Data from monitoring survey added

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# 1. INTRODUCTION

## 1.1 Overview

1.1.1 SYSTRA has been commissioned by Angus Council to design and deliver the ‘Park Smarter’ school workshop campaign in primary schools across Angus.

1.1.2 This report summarises the planning and delivery of the campaign, highlights the key objectives, outputs, approach to delivery, outcomes and the campaign evaluation. It also provides an evaluation of the overall programme including suggestions for future improvements.

## 1.2 Background

1.2.1 Since 2015 SYSTRA (and formerly as JMP) has worked with Angus Council to deliver interactive classroom engagement sessions with pupils in selected primary schools across the region, with the aim of encouraging more active and sustainable travel.

1.2.2 Park Smarter was created and developed in 2018/19, when SYSTRA was appointed by Angus Council to design a campaign to raise awareness amongst primary school pupils and their families of the issues associated with driving pupils to school, and the resulting parking problems that this can create and which many schools in Angus face on a daily basis. Following a successful trial at Birkhill Primary School, the campaign was rolled out to four other primary schools in 2019/20 and three further primary schools in 2020/21.

1.2.3 The Covid-19 pandemic and associated restrictions on social contact, school closures and home school learning has brought challenges in delivering traditional face-to-face, in-class engagement. As a result, the last year’s programme (2021/22) had to trial new and innovative ways of delivering the campaign, which was successfully delivered via virtual and pre-recorded sessions.

1.2.4 The 2022/2023 campaign that was funded through the ‘Smarter Choices, Smarter Places’ programme was delivered virtually to six nominated schools in Term 3 in Angus. The campaign was intended to engage approximately 800 pupils and their families, across P4 through to P7 in 31 classes.

## 2. CAMPAIGN OBJECTIVES

### 2.1 Overview

2.1.1 In Angus, 1 in 5 pupils are driven to school every day<sup>1</sup>, leading to motor traffic congestion due to the volume of drivers trying to park at and around schools.

2.1.2 ‘Park Smarter’ is intended to highlight problems of inappropriate parking and congestion near primary schools, and reduce the impact of this behaviour by encouraging those driving children to school to consider the safety of others, and to consider using more active and sustainable travel modes if and when they can. It aims to challenge the behaviour of those parents/carers that choose to drive right to the school gate, or park irresponsibly near the school.

### 2.2 Objectives

2.2.1 The campaign’s objectives are to:

- Encourage parents to consider using alternatives to driving if and when they can;
- Increase the proportion of parents/carers who must drive to park and stride;
- Reduce the proportion of parents/carers that park or wait in illegal or inappropriate locations around the school;
- Highlight to children and their families the potential benefits of choosing to travel in a sustainable way;
- Introduce the concept of road safety and more specifically safe parking to the children; and
- Raise children’s awareness of their community and environment

2.2.2 The campaign has been designed to be delivered by schools, with the support of Angus Council and SYSTRA. It supports Curriculum for Excellence outcomes, with strong links across a range of curriculum areas, including health and wellbeing, geography, art, English, teamwork, problem solving, and community awareness and spirit.

2.2.3 ‘Park Smarter’ is designed to be a flexible initiative that can be run whenever the school feels it is appropriate. It is most effective when used in short bursts of activity i.e. 1-2 weeks at a time, and repeated from time to time to ensure that the relevant messages are reinforced.

2.2.4 The campaign can be implemented on its own, but is likely to be most effective when used in conjunction with other relevant initiatives such as Road Safety Week and Walk to School Week, and guided by a School Travel Plan.

<sup>1</sup> [Hands Up Scotland Survey - Sustrans.org.uk](https://www.sustrans.org.uk)

### 3. CAMPAIGN IMPLEMENTATION

#### 3.1 Campaign Resource Pack

3.1.1 The campaign resource pack was largely based on the material developed for the 2021/2022 ‘Park Smarter’ campaign, but it was reviewed and updated where relevant to suit this year’s programme, according to the feedback received from participating schools. The materials included:

- Park Smarter Guidance Note, providing an overview of ‘Park Smarter’ aims and objectives;
- Park Smarter Monitoring Guidance; pre and post workshops monitoring surveys for pupils to complete in order to assess any reported changes in travel choices or indiscriminate parking, and a post evaluation survey for teachers to complete providing feedback on the campaign and resources. Two different options were offered to schools; either paper hands-up surveys or online surveys that they could complete depending on their preference;
- Park Smarter Homework Pack; a pack of homework activities to reinforce the material covered during the presentation;
- Leaflet to Parents; providing information about the project and the benefits of parking smarter for issue to parents/carers;
- Park Smarter video recording; the main campaign presentation for the children to listen to and undertake tasks in order to learn about safe parking;

3.1.2 The above resources included all the relevant information of the proposed campaign implementation plan outlining recommended timescales for delivering the campaign and notes for teachers, detailing how to execute the workshops and supporting homework activities.

3.1.3 The schools were given an option between the resources being delivered as a ‘live’ on-line session by SYSTRA staff or as a pre-recorded workshop for the teachers to use as and when it suited their classes timetable.

3.1.4 Examples of the resources and visual supporting materials are shown in Figure 1 below.

Figure 1. Example of 'Park Smarter' campaign material

### Park Smarter

#### Homework 1 (P4-P7)

##### A Note to Parents & Carers

Even if you're running late, even if it's raining, don't put your own children or other people at risk. If other people sometimes drive your children to school, please remind them of their responsibility to keep others safe.

Walk, stroll or cycle to school instead of driving, even for part of the way, and you can:

- Have some quality time with your children on the journey to and from school
- Get some exercise into your daily routine
- Make your school journey less stressful and chaotic
- Probably save some money on fuel


**Homework Instructions:**  
Create a poster to remind drivers to Park Smarter near your school, that means parking in a safe and responsible way. Here are some tips for creating your poster:

Create a colourful picture or design

Think about your poster's main message - what do you want people to do?

Keep it short and simple

Create an easy memorable phrase (known as a slogan) to remind drivers (for example 'help keep us all safe')



Use the following page to create your poster

### Park Smarter

#### Homework 2 (P4-P7)

##### Why Park Smart?

Children are at particular risk from traffic and badly parked cars as they:

- Are less able to make safe choices
- Cannot judge speed and distance as well as adults
- Will generally take the shortest route, even if this is not the safest
- Find it more difficult to see, or be seen, around parked cars

**Homework Instructions:**  
Ask your family to help you answer the questions below and tick the correct response.

- Can drivers stop on school entrance (eg. zig-zag)?  Y  N
- Can drivers park in a drop-off zone and wait their children to the school gate?  Y  N
- Is it OK for drivers to park on the footway near school?  Y  N

2. In the space below write a list of other places that drivers should not park or wait in when they're taking pupils to or from school?

SCHOOL - KEEP - CLEAR

### Task 3: Draw this road sign?

#### Children going to and from school





### About road signs



Give orders



Provide information



Provide warning

Children are at particular risk from traffic and badly parked cars as they:

- Are less able to make safe choices
- Cannot judge speed and distance as well as adults
- Will generally take the shortest route, even if this is not the safest
- Find it more difficult to see, or be seen, around parked cars

**What we want you to do**

If you have to drive your child to and from school, park well away from the school entrance and NEVER on the zig-zag markings.

Even if you're running late, or if it's raining, don't put your own children or other people at risk. Park smarter or use designated parking areas.

In January 2022 new Highway Code regulations came in effect, these changes are to better protect more vulnerable road users including pedestrians and cycle users. You can familiarize yourself with these important changes at the Highway Code site: <https://www.highwaycodeuk.co.uk/>



### Task 7: Can you find 5 safe places to park a car?





## 3.2 Campaign delivery

3.2.1 The 2022/23 ‘Park Smarter’ campaign targeted P4 to P7 pupils in the following six primary schools in Angus:

- Birkhill Primary School;
- Mattocks Primary School;
- Rosemount Primary School;
- Northmuir Primary School;
- Hayshead Primary School;
- St Thomas Primary School.

3.2.2 In December 2022, we held online initial discussions with the headteacher and/or depute headteacher in each school, to explain the campaign, provide example resources and discuss the expectations of collecting pre and post campaign monitoring data.

3.2.3 Following the discussions, all participating schools opted to receive pre-recorded workshops. We then arranged teacher training sessions with the P4-P7 teachers who had to deliver the campaign, to explain to them in detail how to use the resources and how to collect monitoring data. This was an opportunity for them to ask questions and provide feedback on the resources developed.

3.2.4 The campaign materials were provided in an electronic format to all participating primary schools at the start of February 2023. We suggested the schools deliver the initial video recording workshop as soon as possible to ensure pupils had at least three weeks to complete the three homework tasks. Schools were asked to complete the campaign by Monday 13<sup>th</sup> of March.

3.2.5 At the time of the issue of the draft report issued in March 2022, four schools had completed the campaign delivery, while Mattocks Primary School and Northmuir Primary School had not been able to deliver the campaign by the mid-March deadline agreed at inception due to staffing issues and strikes. Mattocks Primary School completed the delivery of the campaign in mid-April, while Northmuir was not able to complete the campaign delivery.

## 3.3 Campaign engagement levels and outcomes

3.3.1 The delivery of the campaign within the schools has been successful, despite schools being affected by staffing issues and strikes. As a result, the programme engaged with **590 pupils**, according to the data collected from the monitoring surveys and level of engagement confirmed by the schools. The campaign has exceeded the number of pupils engaged last year (264 pupils). The 800 pupils target has not been achieved due to Northmuir Primary School not completing the campaign delivery. Participating classes at each school are shown in Table 1 below:

**Table 1. Schools Campaign Engagement Levels**

SCHOOL	ENGAGEMENT	METHOD	COMMENTS
Birkhill Primary School	135 pupils	Pre-recorded presentation in class	5 workshops delivered to P4-P7 pupils.
Mattocks Primary School	42 pupils (P4-7). The video recording was also used to deliver activities to 73 P1-7 pupils.	Pre-recorded presentation during assembly	Due to staff absence the school started delivering the campaign w/c 20 <sup>th</sup> of March. Delivery was completed on w/c 17 <sup>th</sup> of April
Rosemount Primary School	113 pupils	Pre-recorded presentation in class	4 workshops delivered to P4 to P7 pupils
Northmuir Primary School	60 pupils*	Campaign material used as part of an Active Travel initiative	Due to strikes and staff absence the school was not able to deliver the campaign as planned, but is using the resources for an Active Travel initiative
Hayshead Primary School	186 pupils	Pre-recorded presentation in class	Number of total workshops delivered not confirmed
St Thomas Primary School	54 pupils	Pre-recorded presentation in class	5 workshops delivered to P4-P7 pupils

*\*pre-workshop survey number of responses*

3.3.2 Schools have been contacted at the end of the campaign to confirm the number of pupils engaged. If schools could not confirm numbers, the number of pupils that responded to the pre-workshop survey has been used.

3.3.3 Both monitoring forms and links had been provided to the schools in advance of the pre-recorded workshops, so they could collect pre-workshop information before the sessions. The pre-workshop survey was aimed at collecting data on pupils' main mode of travel to school and any observations regarding inappropriate car parking around their school, while the post-workshop survey was aimed at collecting pupils' mode of travel to school and the effect of the 'Park Smarter' campaign.

3.3.4 The presentation and associated activities were designed to:

- Make children aware of what is safe parking and why it is important;
- Explain the consequences of parking inappropriately, including of parking on disabled bays;
- Enable children to recognise where is a safe place to be dropped off/picked up;
- Discuss the alternative ways in which children could travel to school, encouraging children to think about other modes of transport;
- Discuss where is a safe place to cross by making children aware of the principal road markings, road signs and different pedestrian crossing facilities; and
- Raise awareness of drop-off zones and their rules.

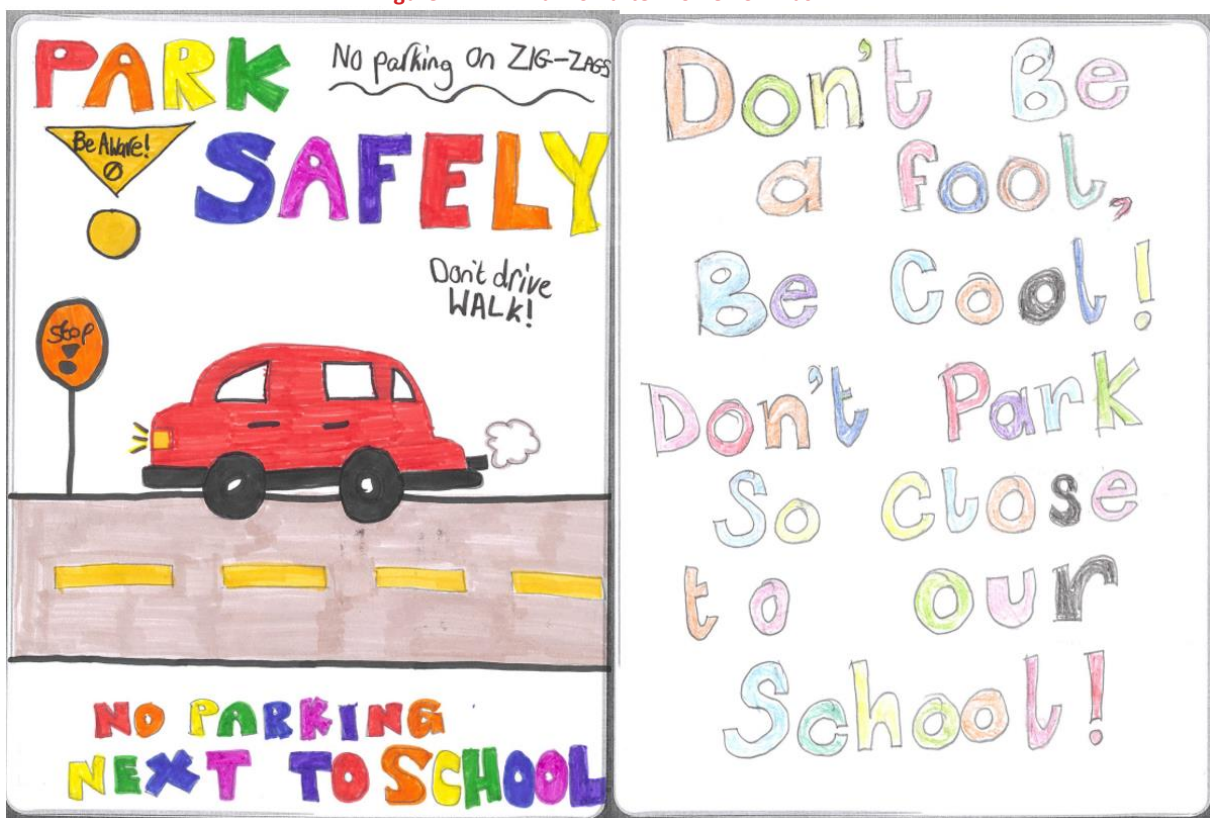
3.3.5 Copies of all the materials prepared for this year’s campaign have been provided to the Council.

### 3.4 Homework tasks results

3.4.1 Following the pre-recorded workshops, all pupils were then set 3 different homework tasks; one task per week. Birkhill PS, St Thomas PS, Rosemount PS and Mattocks PS returned some samples of the homework tasks. Samples of completed homework tasks have been requested from other schools.

3.4.2 The first task required pupils to create a poster reminding drivers to “park smarter”, in a safe and responsible way. A selection of the posters created by pupils from all participating schools is shown in the figures below.

Figure 2. Park Smarter Homework Task 1





3.4.3 The second homework task for P4-P7 classes required pupils to identify locations where inappropriate parking around schools takes place. Looking at the sample of homework tasks received from the participating schools, the most common responses are:

- Bus stop;
- Double yellow lines;
- People's private drives;
- Staff car park;
- Cycle lanes;
- School keep clear markings;
- Pavements;
- Disabled bays;
- Junctions.

3.4.4 In the third and final task, children were asked to draw various road markings and crossing facilities. The following figures show a compilation of all the road markings that pupils drew.

**Figure 3. Park Smarter Homework Task 2 – School Keep Clear Markings**



**Figure 4. Park Smarter Homework Task 2 – Cycle Lane**



**Figure 5. Park Smarter Homework Task 2 – Zebra Crossing**

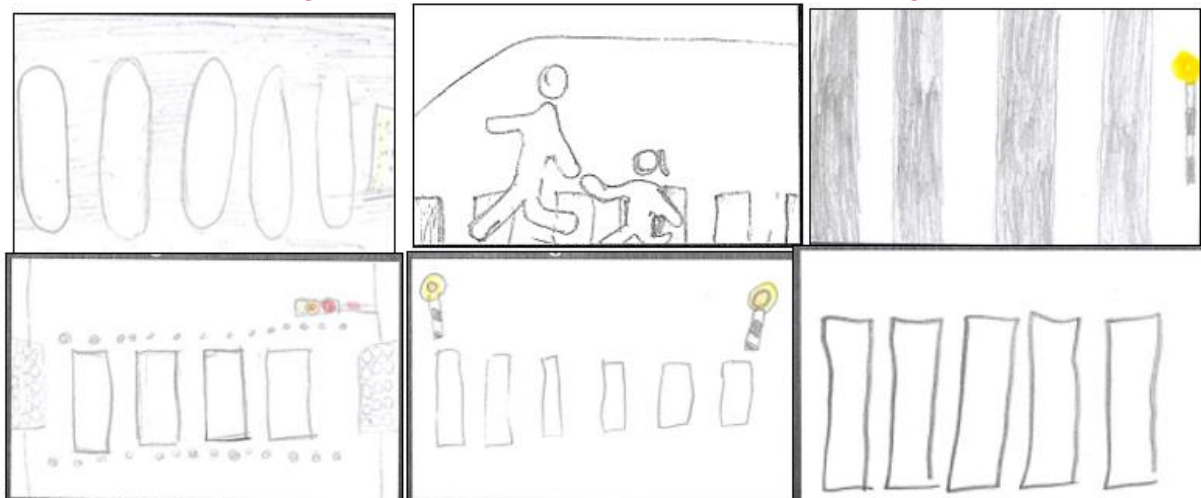


Figure 6. Park Smarter Homework Task 2 – 20mph speed limit sign

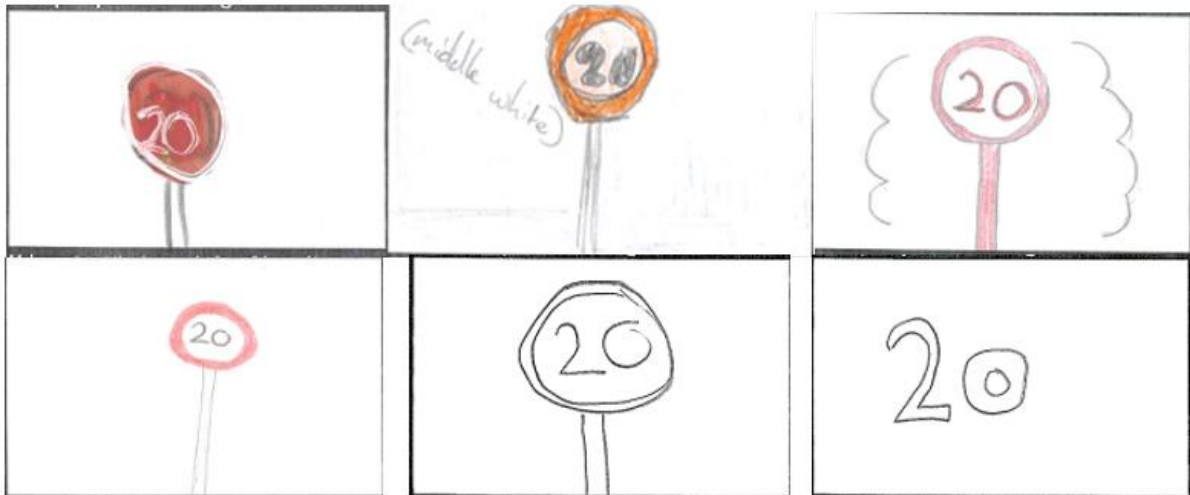
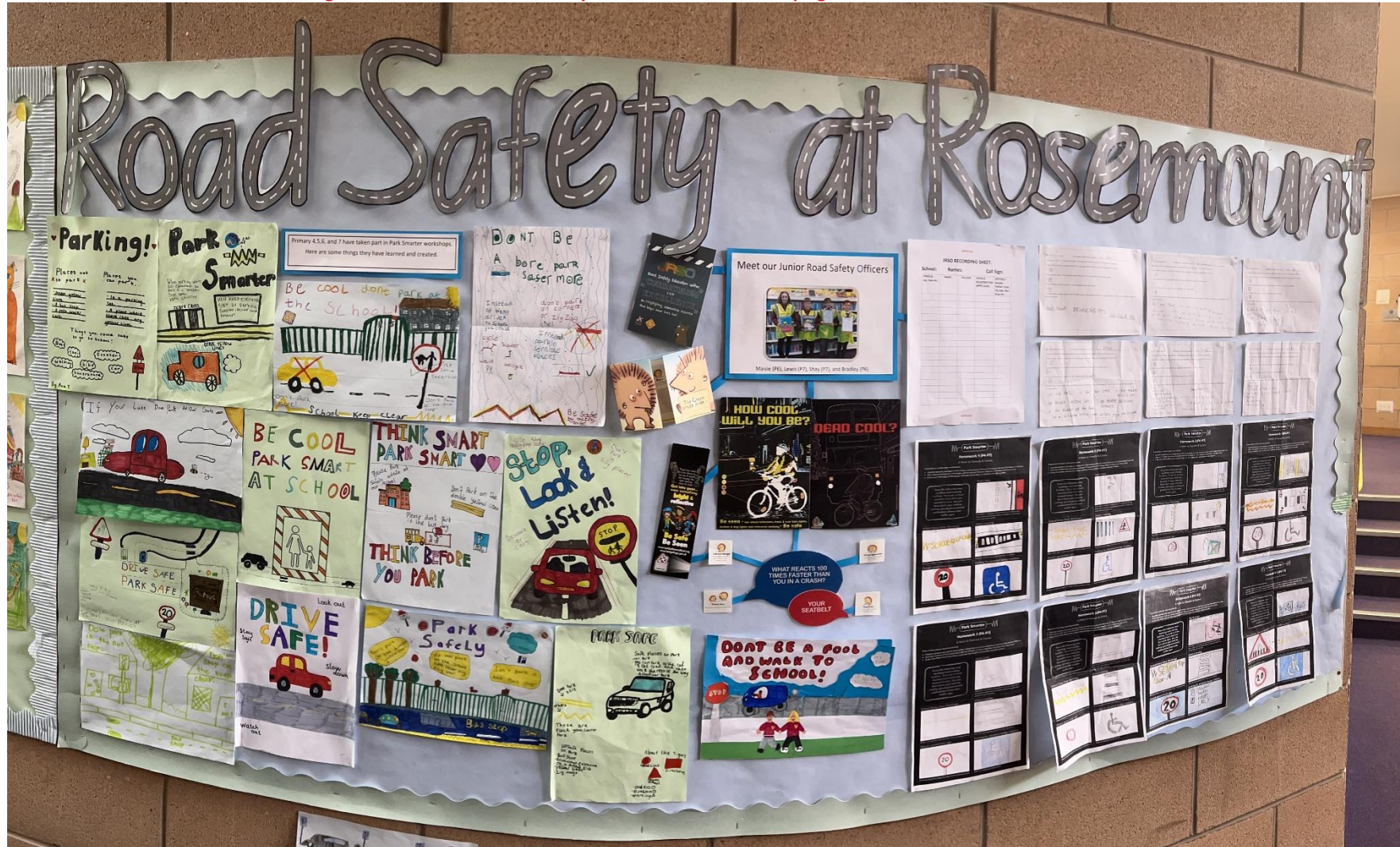


Figure 7. Park Smarter Homework Task 2 – Parking for disabled badge holders



Figure 8. Roremount Primary School Park Smarter Campaign Homework Tasks



## 4. CAMPAIGN EVALUATION

### 4.1 Overview

4.1.1 The monitoring of the campaign consisted of three surveys:

- A teacher evaluation survey
- A pupils' pre-workshop survey
- A pupils' post-workshop survey

4.1.2 Each of the schools was provided with links to online monitoring surveys to complete as well as an electronic copy of the surveys for the pupils' surveys, so they could be delivered because in class hands up surveys are preferred.

4.1.3 The response rate for each participating school is shown in the table below.

**Table 2. Monitoring surveys completion rate**

SCHOOL	PUPILS ENGAGED	PRE-WORKSHOP SURVEY	POST WORKSHOP SURVEY	TEACHERS SURVEY
Birkhill Primary School	135 pupils	2	0	5
Mattocks Primary School	N/A	34	3	0
Rosemount Primary School	113 pupils	30	45	1
Northmuir Primary School	60 pupils	60	1	0
Hayshead Primary School	186 pupils	186	122	5
St Thomas Primary School	54 pupils	57 (38 on-line and 19 paper responses)	35 (16 on line and 19 paper responses)	0
<b>Total</b>	<b>548</b>	<b>367*</b>	<b>205**</b>	<b>11</b>

\*369 total responses as 2 respondents did not include the name of the school

\*\*207 total responses as 2 respondents did not include the name of the school



4.1.4 The uptake of the pre-workshop survey was much higher than the post-workshop survey. The schools were regularly sent reminders to complete the survey. Some schools mentioned lack of time to deliver the survey as a barrier.

## 4.2 Teachers Feedback

4.2.1 Overall, this year’s feedback from staff to the workshops was positive. The teachers feedback surveys received 13 responses across 5 schools.

4.2.2 Workshops were well prepared and informative with different activities. The content was good, provided a good level of detail and was in a digestible format. This encouraged interesting discussion among pupils. One school reported that they felt their younger children could benefit from using some of the material provided.

4.2.3 Pupils enjoyed the topic as well as tasks during the presentation and the homework tasks that they were given. One of their favourite tasks was designing their own poster for the campaign.

“The pace was good and the content generated some interesting discussions. It helped to get the children thinking about the way they travel to school.”

“The homework activities enhanced their learning and was an excellent way of informing parents in the dangers of incorrect or selfish parking”

“Great detail and information in an easily digestible format”

4.2.4 Some teachers raised concerns regarding parents’ engagement in the campaign, despite the pupils being encouraged to complete the homework tasks with their parents. Since most of the pupils complete their homework independently, the campaign may have had a little impacts on parents and carers parking behaviour.

4.2.5 In terms of the delivery format, schools could choose between a pre-recorded session or a live virtual session. All schools chose the pre-recorded session. In person workshops were not offered for this campaign.

4.2.6 Overall, we consider that the approach of the pre-recorded presentation worked well and from the teachers’ feedback, we were informed that the children enjoyed the video.

4.2.7 In addition, we see that the pre-recorded sessions had a number of benefits, including:

- Enabling the campaign to be undertaken despite Covid-19 restrictions;

- Enabling the schools and pupils to undertake the activities at their own pace and in their own time; and
- Enabling the delivery in class or during assemblies.

4.2.8 Notwithstanding the above, in two feedbacks it was reported that the video could have been more engaging and that an in-person workshop would have been more effective.

4.2.9 Other limitations of a workshop delivered through a video include:

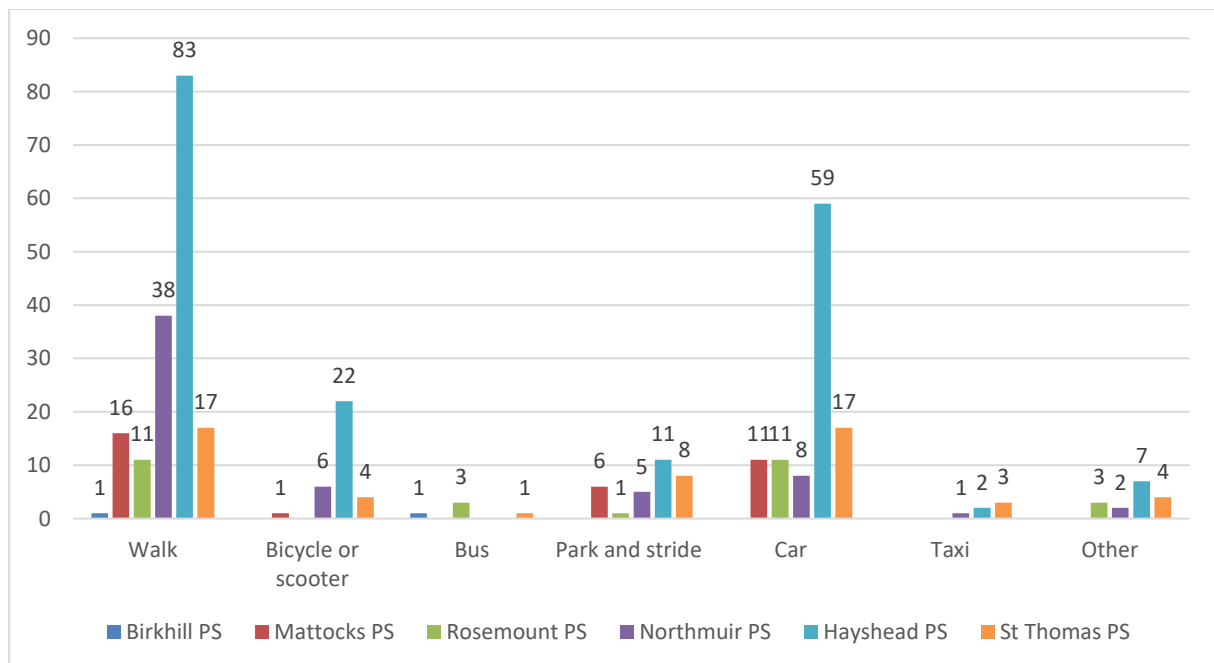
- Not allowing us to directly engage and interact with pupils, for instance to help those that might not understand particular topics or tasks, and would like to have them explained further; or to answer any pupils' questions, discuss their views etc;
- Not having the assurance that everyone in the class took part in the workshop; and
- Relying on schools to complete monitoring data and provide completed pupils' work, we were unable to quality check the data that we received in case they were incomplete/missing data.

### 4.3 Pupil travel mode to school

4.3.1 All schools except Birkhill Primary completed the pre-workshop survey. A total of 368 responses to the pre-workshop survey were received.

4.3.2 Pupils mode of travel to school per each school is shown in the figure below.

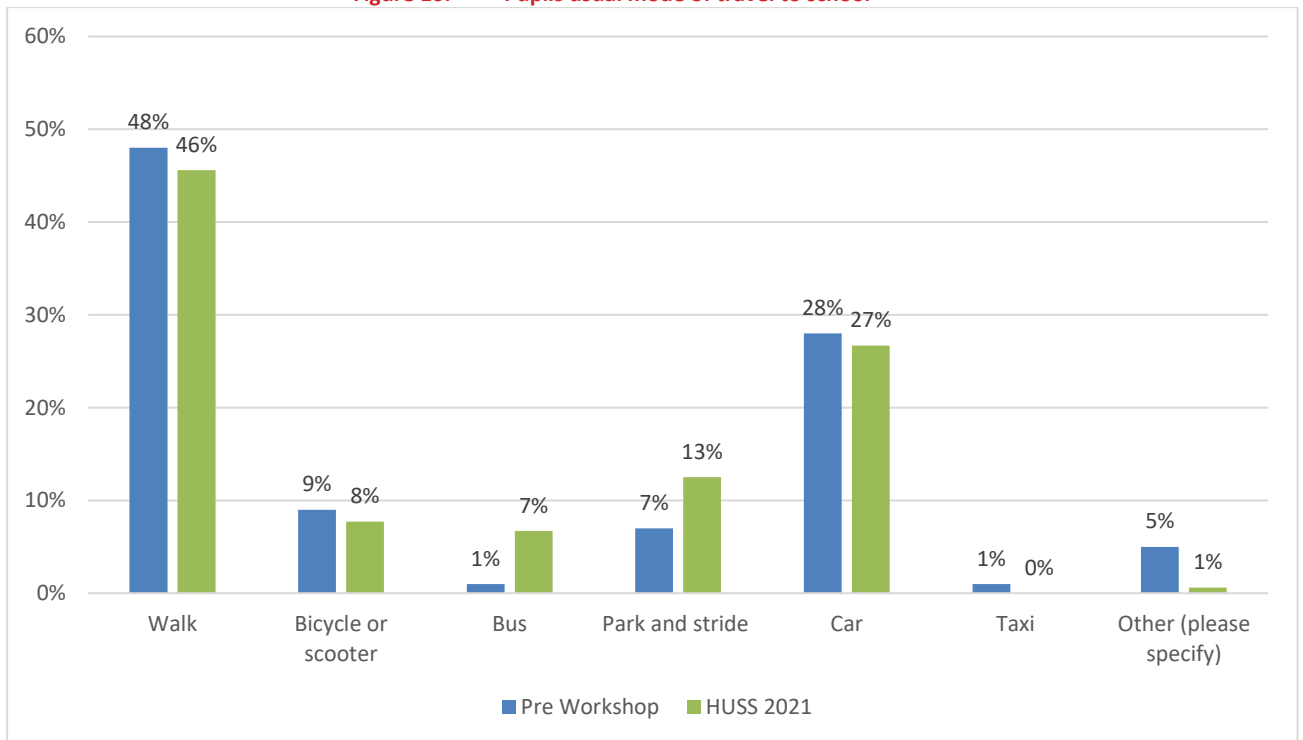
**Figure 9. Pre-workshop survey mode of travel to school**



4.3.3 The data collected from the schools before the workshops shows that 48% of pupils usually walked to school. We compared this with Sustrans' Hands Up Survey Scotland

(HUSS) provisional data for Angus primary schools in 2021<sup>2</sup>, which is in line with the Angus average of 47%. 9% of pupils reported scooting or cycling to school which is in line with the 8% Angus average. Only 1% of pupils said they use the bus to go to school, a much lower percentage compared to the Angus average of 7%. A similar proportion travel to school by car; 28% compared to 27% in the HUSS. 7% of pupils travel with park & stride, compared with 13% HUSS average.

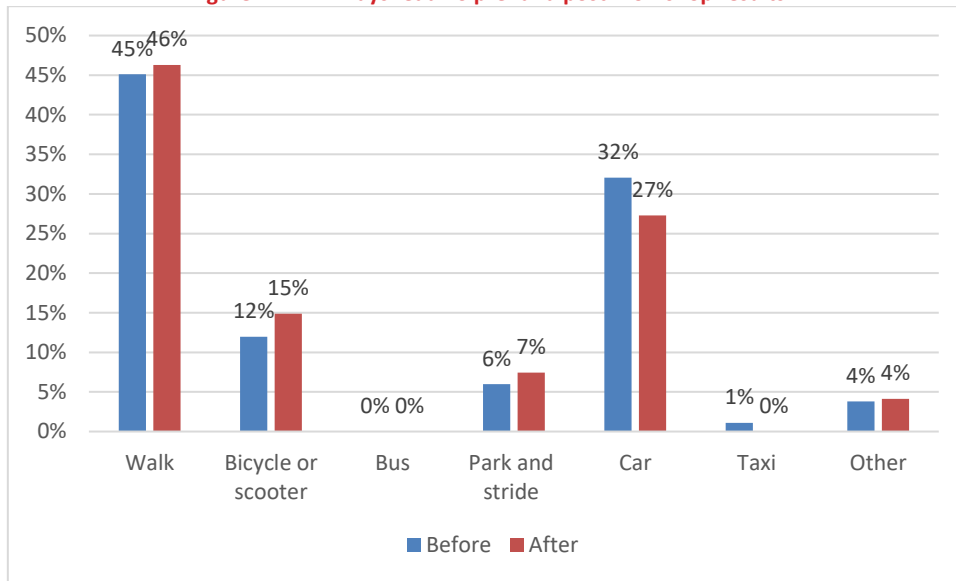
**Figure 10. Pupils usual mode of travel to school**



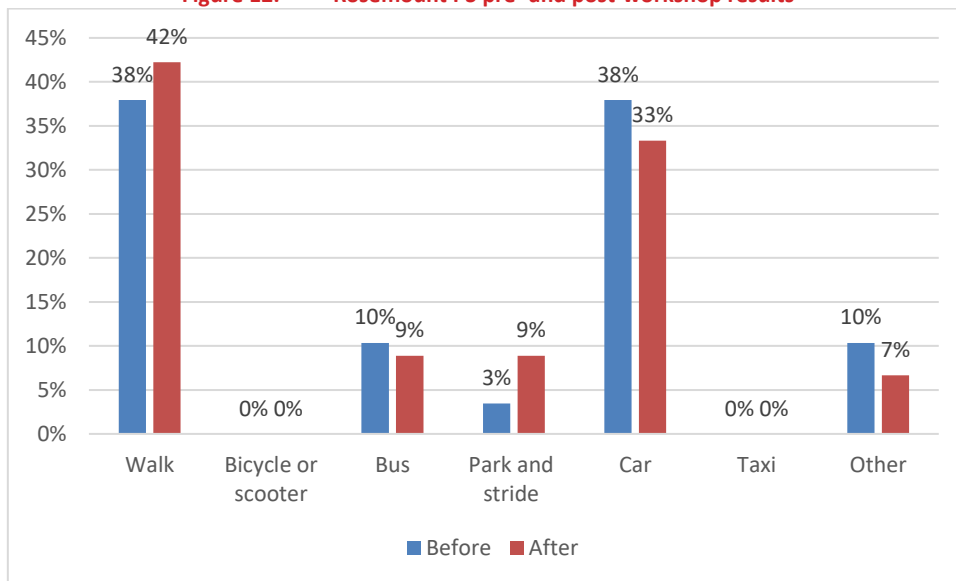
4.3.4 Pre and post workshop mode of travel to school data comparison have only been provided for Haysead and Rosemount and St Thomas School, as they were the only schools who completed both surveys.

<sup>2</sup> [Hands Up Scotland Survey - Sustrans.org.uk](https://www.sustrans.org.uk/hands-up-scotland-survey)

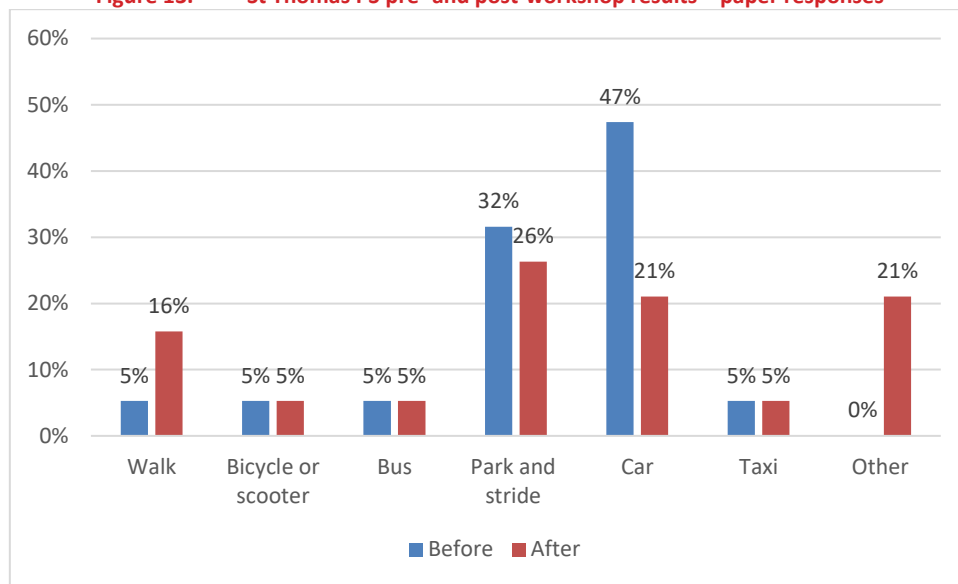
**Figure 11. Hayshead PS pre- and post-workshop results**



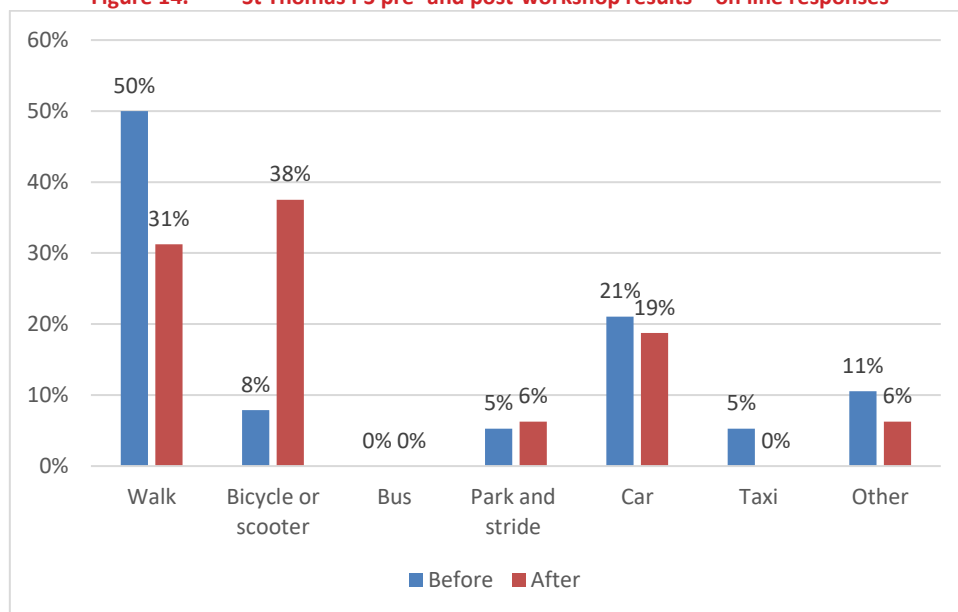
**Figure 12. Rosemount PS pre- and post-workshop results**



**Figure 13. St Thomas PS pre- and post-workshop results – paper responses**



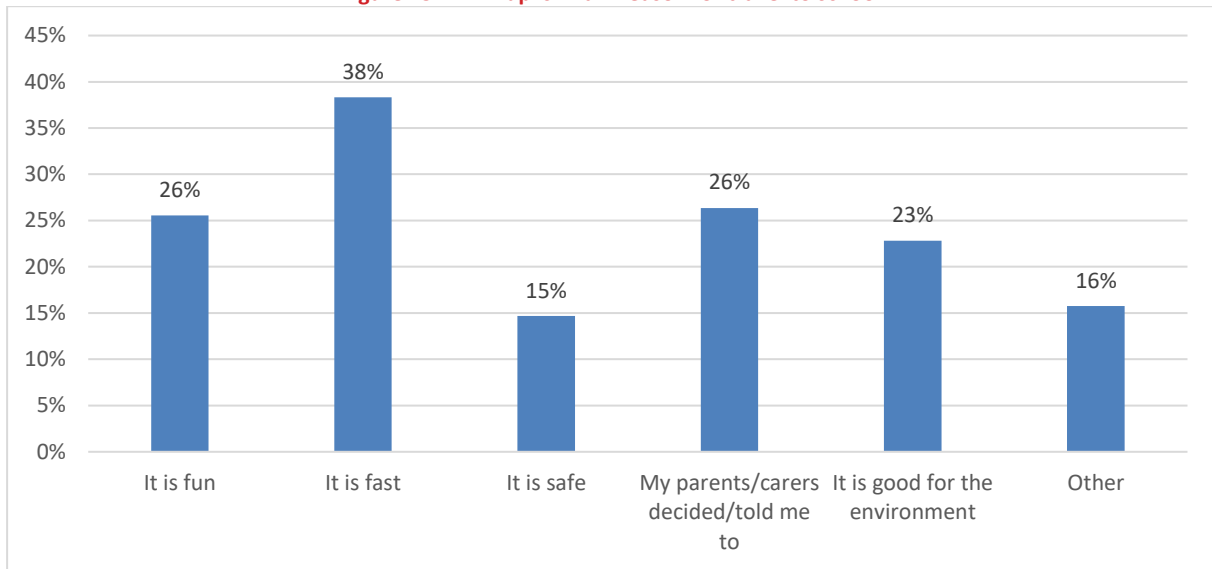
**Figure 14. St Thomas PS pre- and post-workshop results – on line responses**



#### 4.3.5

In the pre-workshop survey, pupils were also asked the reasons for using their chosen travel mode to school and the majority (n=141, 38%) of those who answered the question said that it's fast, followed by 26% (n=97) who responded that their parents decided to do so, similar to the ones who responded that it is fun (n=94, 26%). A full breakdown of the responses is shown in Figure 15 below.

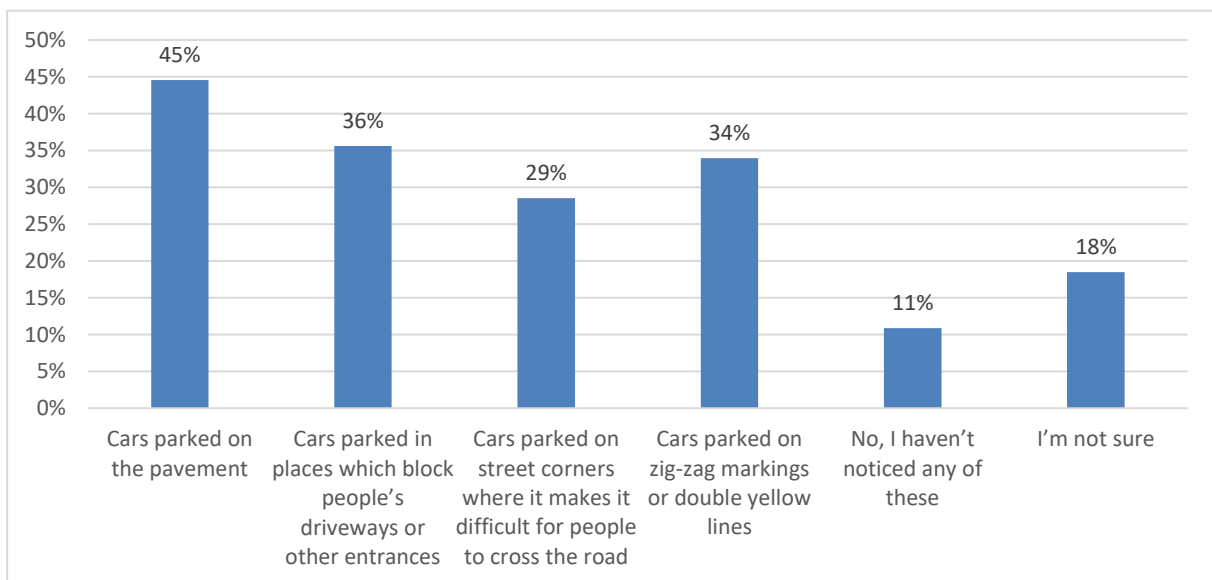
**Figure 15. Pupils' main reason for travel to school**



## 4.4 Parking problems around the school

4.4.1 In the pre-workshop survey, pupils were also asked if they had ever noticed inappropriate parking in front of their school. The most common reported issue was cars parked on pavements (n=164, 45%) followed by cars parked on people's driveway (n=131, 36%) and cars parked on zig zag markings or double yellow lines (n=125, 34%).

**Figure 16. Parking issues around the school**



4.4.2 Parking issues broken down per school are reported in the table below. Multiple responses were allowed for this question.

Table 3. Parking issues reported per school

SCHOOL	ROSEMOUNT PRIMARY SCHOOL	HAYSHEAD PRIMARY SCHOOL	ST THOMAS PRIMARY SCHOOL
Cars parked on the pavement	10	73	21
cars blocking driveways	4	74	17
cars obstructing crossing	7	49	13
cars parked on zig zag markings or double yellow lines	11	56	19
No issue noticed	0	24	4
not sure	13	37	4

4.4.3 When asked if they had noticed other parking issues, 7 pupils at Hayshead and 7 pupils at St Thomas reported that they had noticed people parking in disabled spaces. This issue was not noticed by pupils at Rosemount Primary

## 4.5 Post workshop survey

4.5.1 Pupils from Hayshead (122), Rosemount (45), St Thomas (16) a few from Mattocks and Northmuir (2 and 1) responded to the post workshop survey.

4.5.2 The majority of pupils reported that they remember the Park Smarter Workshop (57%) . Only 17% didn't and the 26% were not sure.

4.5.3 73% of pupils reported that they had talked to their parents about the workshop or about the homework tasks, however the majority felt that this has not made a difference to the way their parents park (81%).

## 4.6 Social Media Campaign

4.6.1 The Park Smarter Campaign was promoted on the Get on the Go social media channels (Facebook, Twitter and Instagram) with two posts:

- Post 1, 17th March 2023 – Post showing the posters created by Birkhill Primary School Pupils for the first homework task.
- Post 2, 23<sup>rd</sup> March 2023 – Post showing some of the questions of the second homework task and some responses from the pupils.

4.6.2 The graphics used in the social media posts are shown below.

Figure 17. Post 1 graphics



Figure 18. Post 2 graphics





## 5. SUMMARY

- 5.1.1 Based on the data presented in this report it can be considered that the 2022/23 ‘Park Smarter’ campaign was successful and met its objectives and desired outcomes. The campaign engaged **590 P4 to P7 pupils** and their families in six primary schools in Angus.
- 5.1.2 Due to staffing issues and strikes, some schools (Mattocks PS and Northmuir PS) had to delay the delivery of the campaign. Mattock PS was able to deliver the campaign by mid-April, while the reach of the campaign at Northmuir PS is not clear, as the school as not confirmed the number of pupils involved in the campaign.
- 5.1.3 Using our experience and feedback from schools from this and the previous year, we believe that the classroom and homework resources continue to be appropriate for use by teaching staff.
- 5.1.4 The prepared resources for home school learning offered a number of benefits, including allowing schools a high level of flexibility in delivering the campaign. However, we feel that they cannot replace in-class workshops which allow direct engagement and interaction with pupils (for example helping them with / further explaining tasks, as required; stimulating discussion, answering questions etc). We would favour direct engagement with pupils to include either teachers helping to deliver any pre-recorded resources or an external party delivering the campaign in-class (i.e. as undertaken during the previous campaign).
- 5.1.5 From teachers feedback, we believe that the current campaign remains appropriate, however face to face workshops would be welcomed.
- 5.1.6 While in the post-workshop surveys pupils reported remembering the content of the workshops and having talked about it with their parents, it is unclear what effect the campaign may have had on parents’ parking behaviour. We suggest contacting the schools at the end of the school year to get their feedback on the campaign effects on parking behaviours.
- 5.1.7 Overall and in conclusion, we remain confident that ‘Park Smarter’ continues to be a useful mechanism for promoting safe parking and active travel to primary school pupils and their families in Angus.

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