

The a-z of
TRAFFIC
TALES

Questionnaire Analysis

Executive Summary

The A-Z of Traffic Tales has been in development for over two years. The story, copy and content, the illustrations, the messages and the teacher extension notes for suggested activities have all been tested, trialled and amended in collaboration with teachers, advisors, health and safety professionals together with road safety professionals throughout that time, before the product was published. In November 2005, Transport for London (TfL) launched this new resource and distributed it for free to all London primary schools.

The large resource is a comprehensive set of materials aimed at Key Stage 1 children (5 – 7 years old), taking key road safety and citizenship issues relevant for this age group and introducing them through literacy. It takes the form of laminated big books together with detailed teacher's notes featuring 26 short stories around twins – their friends, families and local community, following the alphabet from A-Z. The resource pack contains six big books, teacher's notes, alphabet chart and poster all enclosed within a polypropylene case.

This report presents research findings compiled from a short questionnaire included within each free resource sent to the schools. The questionnaire sought both quantitative and qualitative responses, in order to assess the resource's appeal, quality and educational usefulness.

Although receipt of questionnaires is still ongoing, this report analyses the findings to date at the end of April 2006.

The overwhelming conclusion is that the A-Z of Traffic Tales resource has been received outstandingly positively by schools, and even at this early stage been found by teachers to be an excellent resource, achieving its objectives of providing a stimulus to key road safety and citizenship issues through literacy, and enabling them to actively include follow-up work within the curriculum.

There are three key recommendations that have come to the forefront of their suggestions. Firstly, that the children should have individual small books. Secondly, that there should be supporting interactive ICT material, such as a CD ROM, DVD or video. Also the increased use of interactive whiteboards in the classroom has led to the request that the material be extended for whiteboard use. Finally, the resource should be extended to include more cross curricular activities such as geography, science and maths.

Contents

1.0	Introduction	4
	1.1 Background	4
2.0	Research findings	5
	2.1 Resource use	5
	2.2 Changes to existing resource	6
	2.3 Additional support for the resource	7
	2.4 Resource curriculum links	8
	2.5 Additional cross-curricular links	9
	2.6 Additional comments and feedback	10
3.0	Conclusions and recommendations	11
4.0	Appendix	12
	Appendix 1 Questionnaire	12
	Appendix 2 Changes to existing resource	13
	Appendix 3 Additional support for resource – teacher comments	14
	Appendix 4 Resource curriculum links (literacy, citizenship and PSHE)	16
	Appendix 5 Additional cross-curricular links – teacher comments	17
	Appendix 6 Additional comments and feedback	18

1.0 Introduction

1.1 Background

The A-Z of Traffic Tales is a newly produced resource following two years of intensive research, development, collaboration and piloting.

It is a comprehensive pack consisting of six laminated 'Big Books' (480 x 344 mm), detailed teacher's notes, an A3 poster and a colourful alphabet chart, all held within a bright red polypropylene carry case, designed for use with young children in their first years in school.

The resource centres around short stories, one for each letter of the alphabet, where key road safety messages, together with relevant citizenship issues are introduced through literacy. Each of the 26 stories is written with clear sentences and paragraphs but integrates the correct road safety vocabulary. Simple one line encapsulations are at the base of each page, for less able readers to follow. Large colourful, stylised illustrations are included on each spread.

The content is designed not only to help young children in their physical, emotional and social development, helping them to learn how to keep safe around traffic, cope with new situations and people and have consideration for others, but also to help develop their literacy skills.

Throughout the development of the material, educational advisors, teachers, children, parents, health professionals and road safety officers all contributed and assessed the material for suitability: the language levels, the chosen font style and size, the illustrations and colour and all the information, facts and extension activities and curriculum links.

TfL commissioned 5,000 resource packs, together with a questionnaire, to be distributed free of charge to all primary schools throughout London. Schools in London could also request further free resources (up to three per school).

The questionnaire enclosed within each pack was designed to seek both quantitative and qualitative responses in order to assess the initial reaction of schools/ teachers to the A-Z of Traffic Tales resource, its appeal, quality and educational usefulness.

The following pages analyse all of the responses, evaluate all of the answers and assimilate the added suggestions. It is hoped that the findings of this research will help not only to evaluate the A-Z of Traffic Tales, but also to suggest any areas of improvement necessary and identify opportunities for development or extension.

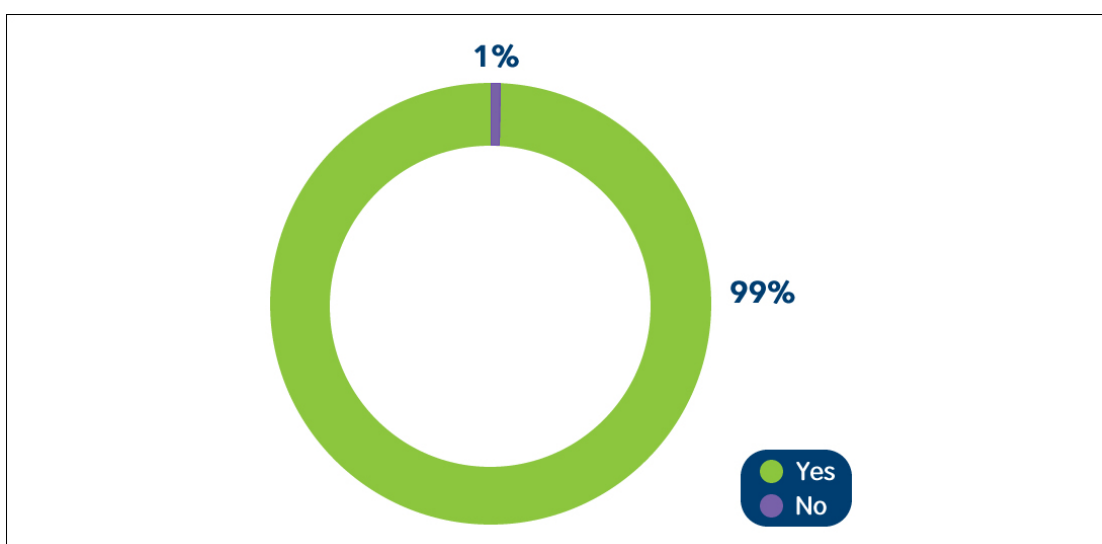
2.0 Research findings

The following research findings are based on the questionnaires received to the end of April 2006. There have been 250 questionnaires received to date; this represents a percentage return of approximately 12.5% against the approximate 2000 schools that received the resources. (However, please note over 3500 resources have been requested and despatched.)

2.1 Resource use

Respondents were asked whether they or their school would actually use the resource that they had received.

Will the resource be used?



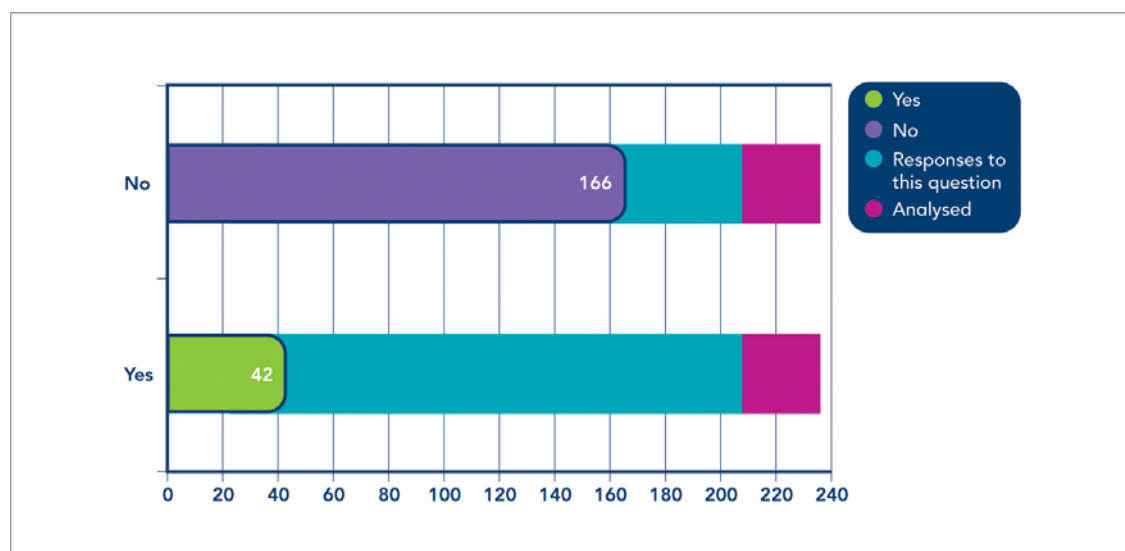
An overwhelming majority of 99% of respondents stated that they would use the A-Z of Traffic Tales resource.

(It can therefore be assumed that this means the resource will not be on shelves gathering dust!)

2.2 Resource changes

Respondents were asked whether they thought that there should be anything different about the resource.

Should the resource be altered?



The majority, approximately 80%, of respondents to the question thought that the resource was fine as it was, with nothing different. However, around 20% felt that it was not necessary a change, but an addition could be made. (There were 28 non responses to this question).

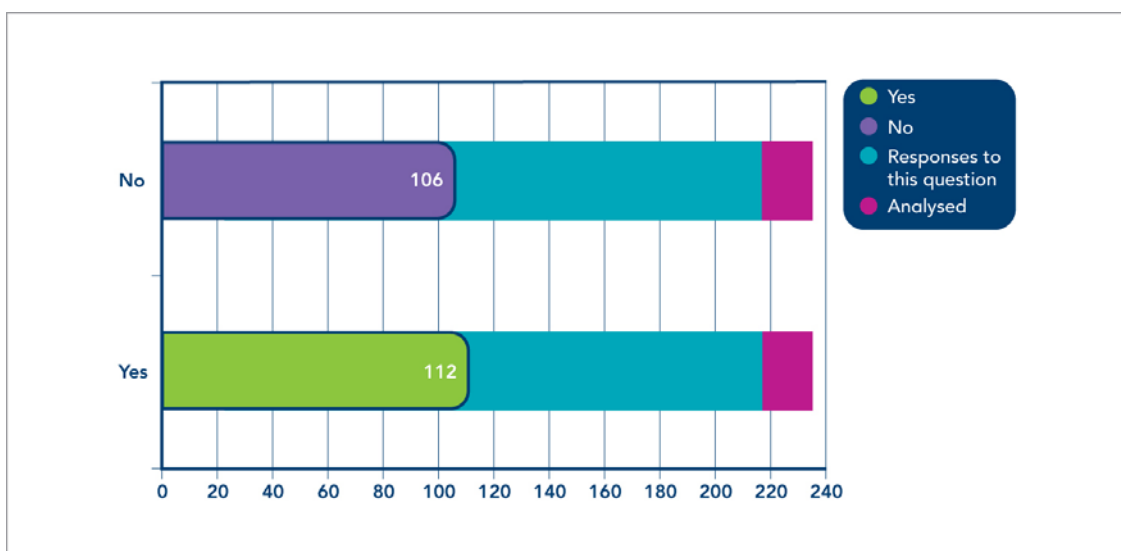
Whilst many respondents stated that this question would be easier to answer after they had had more time to use the resource fully, from those that replied yes, there were differing opinions as to what they felt could be different, although the majority asked for additional items rather than different items or changes. (The most common theme was the request for small versions of the big books. Other suggestions varied from a laminated A-Z chart, to the addition of role play games.)

For teacher comment see Appendix 2 on page 13.

2.3 Resource support

Teachers were asked whether they felt any other materials would support the resource.

Are there any materials you feel would support the resource?



Almost 51% of those who answered this question felt there were other additional materials that could support the resource; however, 49% of respondents felt that no additional materials were actually needed. (There were 18 non responses to this question.)

The most common suggestion was for the books to be available as individual, small pupil versions (some requested a set of 26 small books, and others requested sets of miniature pupil versions of the big books), as well as supporting ICT resources, interactive resources, a CD ROM, DVD or video. Another regular request given was for more posters. Other support materials mentioned included prop boxes, actual models of vehicles, a fold out Zebra crossing, and also audio visual support, such as a song, as well as the need for extension material into Key Stage 2.

The following chart shows the percentages for the groups of individual requests.

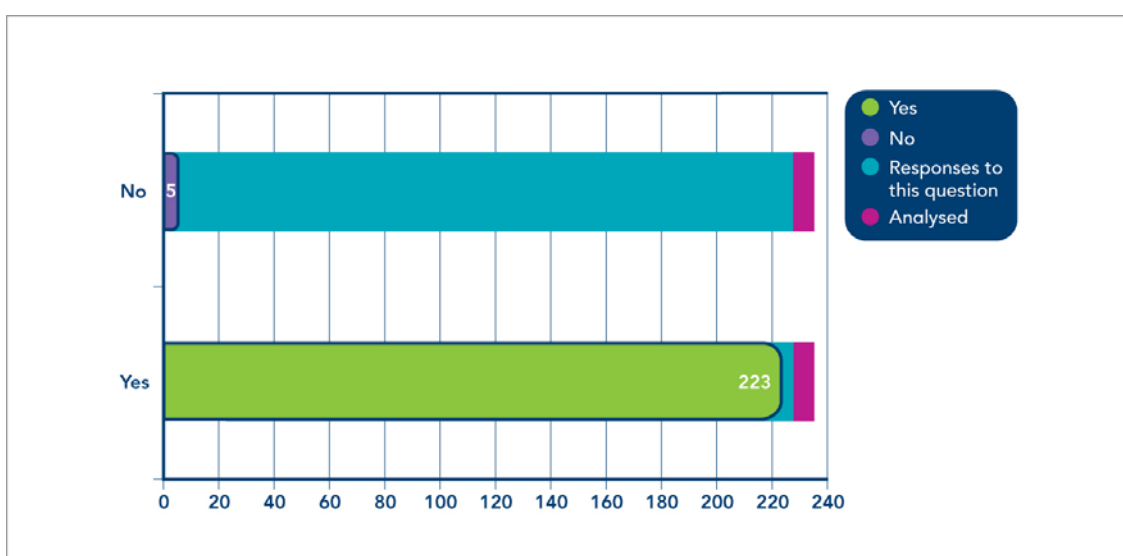
Smaller versions of the big books	31%
ICT resources/ interactive resources/ CD ROM, DVD or video	30%
Props/ kits/ loan boxes	12%
Posters	10%
Miscellaneous suggestions	17%

For further information on other suggested material see Appendix 3 on page 14.

2.4 Resource curriculum links

Respondents were asked whether they considered that the resource tied in adequately with the curriculum for literacy, PSHE and Citizenship.

Do you feel that the resource incorporates literacy, citizenship and PSHE adequately?



The overwhelming majority, 98%, thought that the resource incorporates literacy, citizenship and PSHE successfully. Teachers praised the resource, describing it as excellent and a useful stimulus for further ongoing work. (There were 8 non responses to this question).

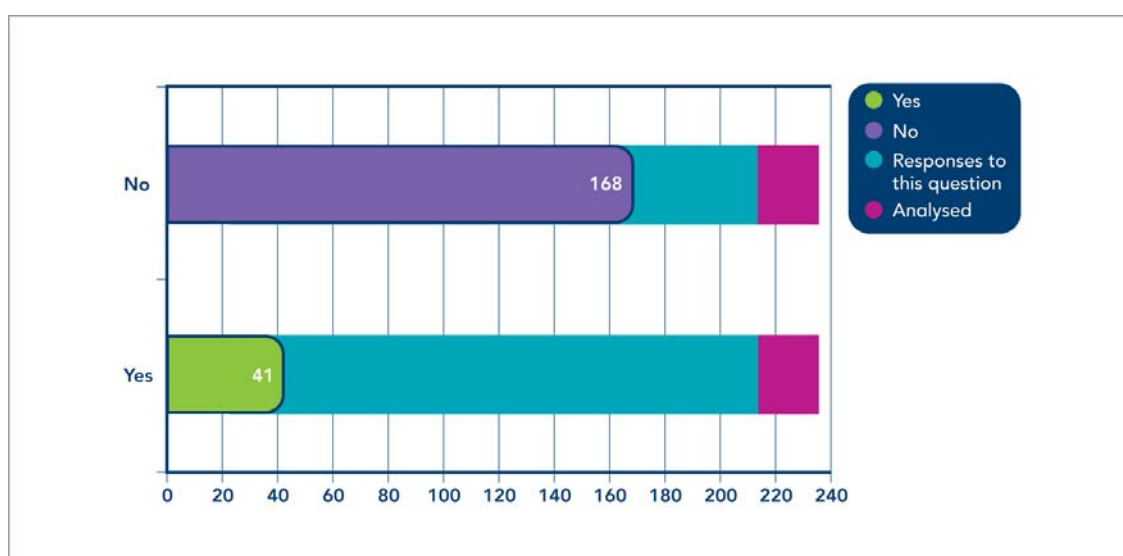
Of those teachers who answered 'no' to the question, they requested other curriculum areas to be covered, in particular geography.

For teacher comment see Appendix 4 on page 16.

2.5 Resource curriculum link additions

Respondents were asked whether they would like anything else to be added to incorporate the National Curriculum.

Should anything else be added to incorporate other areas of the National Curriculum?



The majority, 81%, stated that it was not necessary to incorporate other subject areas into the resource, whilst 19% stated that additional curriculum material could be incorporated. (There were 20 non responses to this question.)

The latter 19% of respondents gave a wide variety of suggestions and some of the more common responses requested that geography, science and maths content, particularly numeracy activities, be added to the resource. The chart below shows the breakdown by subject.

Geography	22%
Science	15%
Maths/ numeracy	11%
Other/ general comments	52%

For teacher comment see Appendix 5 on page 17.

2.6 Additional comments

The final part of the questionnaire was left open for additional comments, suggestions and feedback regarding the resource.

A substantial amount of feedback was positive. Respondents commented that the resource was excellent, very useful, very vibrant, very well planned, very well presented, very visual, very child friendly and a fantastic free resource. Respondents also remarked on the thoroughness of the resource, the clear messages it portrayed and the high standard to which it was produced.

Some teachers stated that they needed more time to use the resource before they could fully evaluate it and provide detailed feedback.

Selected teacher comment:

"A very vibrant, lively and comprehensive resource – fabulous and free!"

"A well produced resource, colourful, interesting and stimulating"

"A super resource. My KS1 teachers love it"

"Really lively, bright, stimulating resources which capture children's attention and stimulate discussion and awareness of danger as well as developing road sense and promoting good practice"

"A very informative and innovative resource"

"The books are great – engaging children and encouraging good language skills. Wonderful illustrations"

"It is an enterprising and effective way of linking PSHE road safety into the KS1 curriculum by maximising literacy links"

"What a superb resource and so beautifully presented. Not often we get something for free that is such high quality"

For further comment see Appendix 6 on page 18.

3.0 Conclusion and recommendations

In conclusion, the research findings show that the A-Z of Traffic Tales resource has been received extremely positively.

Whilst the majority of respondents thought that the resource was thoroughly excellent as it was, there were some common responses with regard to enhancing the resource further through support material and extension to make it fully cross curricular. Based on these, our recommendations are as follows:

- Produce the 26 stories as small individual reading books for children to use independently at school, or to take home for use with parents.
- Introduce supporting ICT resources that are interactive, whether they take the format of a CD ROM, DVD or video, especially for interactive whiteboard use.
- Include opportunities and suggestions for geography, science and maths, in particular numeracy activities, by extending the teacher's notes, or making additional guides.

4.0 Appendix

Appendix 1: The Questionnaire



QUESTIONNAIRE - please fax back to 0870 333 7772

please delete
as appropriate

- 1) Do you think that you will use the resource? Yes/No
- 2) Is there anything you feel should be different about the resource? Yes/No
If yes, please give details.....
.....
.....
- 3) Are there any other materials you feel would support the resource? Yes/No
If yes, please give details.....
.....
.....
- 4) Do you feel that the resource incorporates literacy, citizenship
and PHSE adequately? Yes/No
If no, please give details.....
.....
.....
- 5) Would you like to see anything else added to incorporate the
National Curriculum? Yes/No
If yes, please give details.....
.....
.....
- 6) Additional Comments - TfL would welcome any feedback regarding
the resource
.....
.....
.....
.....

Contact Name (Mr, Mrs, Ms, Miss)

School Name

School Address

.....

Email Tel:.....

dbda

Appendix 2: Changes to the existing resource (2.2) - teacher comment

General

"Be careful that the initial letter makes its own sound at the beginning of the word"

"For a special school it could be made friendlier by simplifying the text and having lots of photos/ pictures/ videos"

"Book covers laminated"

"The A-Z chart to be laminated so it lasts longer"

"Links with school travel plan as a separate document"

"I will review this after I have used the pack more"

Additional items

"Some child size copies of the big books for children to read by themselves"

"A pack for KS2 organised by topic rather than the alphabet"

"Very good but perhaps some activity sheets for the children to do alongside the big books might be useful"

"Games for reception – role play"

"Reflector badges would be helpful to give to the children or stickers about road safety"

Specific

"It would be good if different families could be used in the illustrations so that different ethnic groups could be shown"

"More multicultural"

Negative

"No Jewish representation!"

Positive

"No, very comprehensive and well thought out"

Appendix 3: Additional support for the resource (2.3) - teacher comment

Smaller versions of the big books

This category accounted for 31% of all suggestions.

"A library set of 26 small books, one per story"

"Small sets of the same text would be good for guided reading"

"Some child size copies of the books for children to read by themselves"

"Being greedy! But a set of 6 small books of each big book would be very useful when working with a focus group after reading big book with whole class"

ICT resources, interactive resources, CD ROM, DVD or video

This category accounted for 30% of all suggestions.

"Materials for interactive whiteboard"

"Interactive/ audiovisual resources"

"ICT resources especially to use on interactive whiteboard"

"Pack is excellent; it would be worthwhile having it on CD ROM so that it could be used with the interactive whiteboard"

"Perhaps a DVD linked to the stories, especially how to cross the road"

"A video of traffic situations and what would you do"

"There is very little material especially DVD/ video on road safety and we'd value more information"

Props/ kits/ loan boxes

This category accounted for 12% of all suggestions.

"Actual models of buses/ cars"

"Fold out zebra crossing"

"Hands on tactile resources e.g. hand puppets, floor map, (especially for special needs children)"

"Maybe small props could be included so children could act out parts of the stories"

"Model vehicles"

"Some props and some costumes for role play – i.e. hat, jacket, scarf, lights and green man"

Posters

This category accounted for 10% of all suggestions.

"Large posters for the school corridors"

"We would have liked a couple of large posters to display the message around the school"

"A colouring poster of do's and don'ts of crossing the road that could be linked to each book"

"More posters"

Other suggestions

This category accounted for 17% of all suggestions.

"I would have said a parent leaflet of some sort, but I understand this is available with the bookmarks separately"

"Loose photos of real traffic situations"

"Pictures/ photos etc. of different transport"

"Maybe some photocopiable worksheets to use at the end of each book? (Teachers love worksheets!)"

"Perhaps games"

"Personal mini reflectors"

"Visit by road safety officers/ people who deal with road safety incidents, nurses etc."

"We use Makaton sign language, so maybe some resources can reflect this"

**Appendix 4: Resource curriculum links to literacy, PHSE and citizenship (2.4) -
teacher comment**

"Extremely well"

"Very much so, it fits our philosophy of making learning practical"

"Yes, covers all areas very well"

"Yes, good cross curricular links have been made"

"Would be nice to have direct links to national literacy strategy
i.e. Year 1, term 1 CVC words"

"Will be able to comment after using them further"

Appendix 5: Additional cross-curricular links (2.5) - teacher comment

Geography

"Planning safe routes using maps"

"Possible link to geography – locality"

"Maps"

"Expand geographical content if possible"

"More focus on geography"

Maths

"Numeracy activities"

"Numeracy/ counting/ graph work"

"Problem solving activities"

Science

"We can see a link to science, can you expand this a little e.g. light/ dark. Could also link to pollution and forces (pushes and pulls)"

"Science/ safety etc."

"Science added e.g. reflection properties of material/ light and dark forces, friction etc."

General

"Links to Every Child Matters"

"Is there a related website, if not it would be useful"

"Music"

"Design and technology"

"Art"

Appendix 6: Additional comments and feedback

General

"A lovely set of resources"

"A super resource. My KS1 teachers love it"

"A similar pack but for KS2"

"Excellent – thank you. We welcome anything to help keep our children safe"

"Kids love it"

"My children are enjoying this resource pack daily"

"It's a lovely child friendly resource"

"Thank you for sending us a copy of this resource! Very much appreciated"

"On day it was received, 4 local PC's/ community officers were in school talking about safe routes/ walking. They were very impressed"

"It received lots of positive comments in the staffroom"

"Good bookmarks. Good road safety messages in the tales and in teacher's notes"

"We are working on Every Child Matters... as a citizenship project we plan to lean heavily on your fantastic resources, thank you very much"

"I like the way Diwali is incorporated and in the letter 'c' the cartoon crash and the crash depicted on the news has been contrasted"

Quality

"A very well presented pack – beautiful books"

"A well produced resource, colourful, interesting and stimulating"

"Good quality books"

"Good quality resources, thank you"

"Presentation of resources are of a high standard, colourful and appealing – thank you"

"The resource is wonderfully presented and has been produced at a high standard"

"Brilliant alphabet frieze"

Thoroughness of content

"Enterprising and effective way of linking PSHE road safety into Key Stage 1 curriculum by maximising literacy links"

"A very vibrant, lively and comprehensive resource – fabulous as free!"

"Well linked into literacy objectives"

"Thank you so much – a bright, colourful resource which has been well planned (and in its own case)"

"Appears to be an excellent resource addressing all aspects (some in a fairly hard hitting manner) in an appropriate way"

"The large picture books are useful in that either the long or short story version can be used"

Illustrations

"A very visual resource"

"It is bright, interesting and eye catching"

"The books are great – engaging children and encouraging good language skills. Wonderful illustrations"

"The resource is excellent; the big book is good with good stories. The illustrations in the book are fantastic and the teacher's book is useful as well"

Free resource

"It is a fantastic, free resource to receive. Thank you"

"It's always great to receive bright colourful resources for free. Thank you"

"Thank you for providing this resource for free!"

"We have been pleased with the number of free resources available to teach road safety and feel this will be a well used resource pack"

"What a superb resource and so beautifully presented. My teachers are looking forward to using it. Not often do we get something for free that is such high quality"

Curriculum links

"A very well planned resource to develop road safety awareness in the context of literacy, citizenship and PSHE"

"A very well presented resource and easy to incorporate in the curriculum"

"An excellent cross curricular resource"

"So pleased it is cross curricular – just the sort of thing we need"

"It is an enterprising and effective way of linking PSHE road safety into the Key Stage 1 curriculum by maximising literacy links"

"This is an excellent resource. It compliments our literacy scheme of work and also provides the road safety measures that we are also involved with"

Negatives

"It's a pity there's a wash over the illustrations, they should be bright and vivid"

"We would not put up the alphabet frieze but may cut it up and use"

"The resource looks useful, but most of our pupils are profoundly and multiply disabled and would be unable to deal with road safety independently. We may give the information to our more able pupils"

"Need more time to evaluate"