

Dadansoddi ar gyfer Polisi



Analysis for Policy

Social research

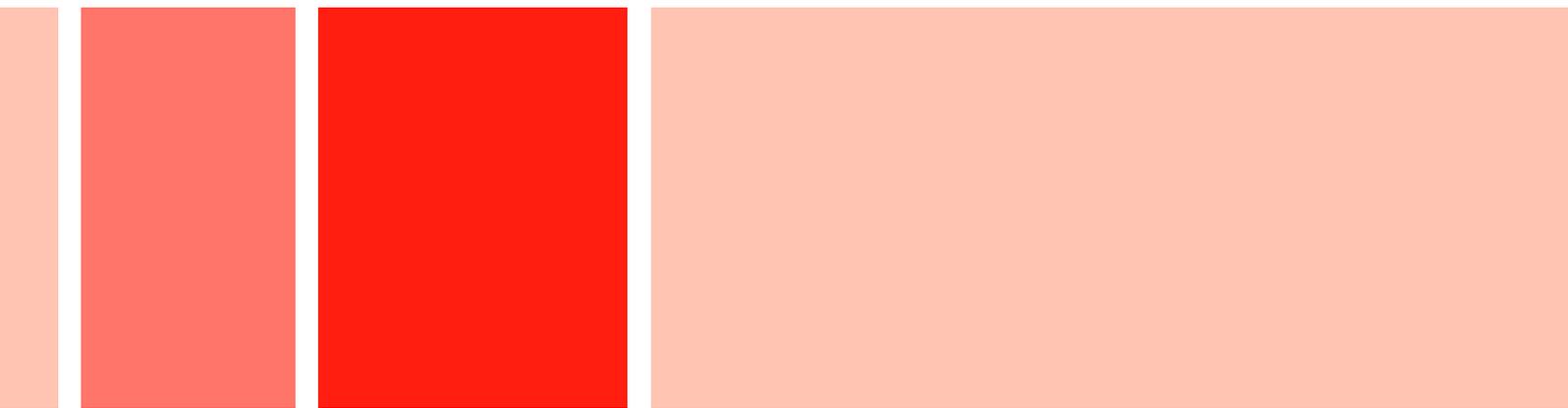
Number: 68/2013



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

14-19 Learning Pathways: review of learner travel



14-19 Learning Pathways: review of learner travel

BMG Research

Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

For further information please contact:

Kate Allen

Department for Education and Skills - DfES

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

Tel: 02920 825837

Email: 14-19@wales.gsi.gov.uk

Welsh Government Social Research, 2013

ISBN 978-1-4734-0482-3

© Crown Copyright 2013

Acknowledgements

The authors would like to acknowledge the support and advice provided during the course of the project by the Welsh Government. In particular, we would like to thank Kate Allen and Rebecca Olney for their expertise and their support of this research project.

We would like to thank the 14-19 Network Coordinators for their support in promoting this research to schools and for taking part in in-depth interviews.

Especially, we would also like to thank all the Local Authority Transport Officers, school staff and learners who dedicated their valuable time to take part in a survey and in-depth interviews and discussion groups.

Table of contents

Glossary of acronyms	3
Executive Summary	5
1 Introduction.....	11
2 Extent and nature of current travel behaviour.....	22
3 Impacts of travel arrangements and wider choice	40
4 Management strategies and good practice.....	64
5 Ongoing and future change	71
6 Key findings, conclusions and recommendations.....	76
Appendix A: Respondent profile.....	84
Appendix B: Survey questions	87
Appendix C: Stakeholder topic guide	112
Appendix D: Learner group discussion guide.....	117
Appendix E: Table of figures	120
Appendix F: Table of tables	121

Glossary of acronyms

ADEW	The Association of Directors of Education in Wales
ASCL	The Association of School and College Leaders
EMA	Educational Maintenance Allowance
KS4	Key Stage 4
RTC	Regional Transport Consortia
VLE	Virtual Learning Environment

Executive Summary

Introduction and context

The introduction of the Learning and Skills (Wales) Measure 2009 aimed to ensure learners had access to '*wider choice and flexibility of programmes and ways of learning*' as part of a wider policy through which the Welsh Government aimed to achieve transformation of learning provision through the development of 14-19 Learning Pathway frameworks. The Measure introduced a requirement for schools to provide learners aged 14-16 and 16-18 with at least 30 choices of educational and vocational courses. Many schools cannot individually afford to offer this variety. Therefore three methods were potentially available to ensure that this was viable:

- Electronic solutions: Virtual Learning Environments (VLEs) using internet resources to support learning situations and/or video-conferencing of teaching sessions between locations.
- Peripatetic teachers whose costs are shared by institutions.
- Transport arrangements which allow learners from more than one institution to travel to another place of learning and study together for part of the school/college week.

14-19 Networks assist in securing the range of programmes and support necessary to ensure learners have access to all elements of Learning Pathways and have assisted schools in the development of 'clusters' whereby a shared curriculum is delivered, allowing learners to access any of the 30 courses on offer in the area.

Against this background, this review considers whether the additional inter-institution travel, as a consequence of the Measure's '30 choices' requirement, has had any impact on learners, teachers, lecturers, and local authorities and, if so, to what extent.

Method

In order to meet the research aims and objectives a mixed-method approach was used. This included:

- Analysis of management information provided by the Welsh Government.
- An online survey at individual school level completed by the individual with responsibility for learner travel in 65 secondary schools.
- Qualitative consultations (including in-depth interviews with network representatives, transport officers and senior teachers and discussion groups with learners) in eight cluster areas.

Key research findings and conclusions

Key findings and conclusions in respect of the extent and impact of increased travel as a result of the Learning and Skills (Wales) Measure 2009 are presented under a series of headings based upon the key research questions.

Number of learners who travel and travel behaviour

- The research shows that approximately one-fifth of learners are required to travel to other institutions to undertake at least one of their chosen courses. On average, 44 learners per school in KS4 travel and 23 learners per school in sixth forms travel.
- Buses and coaches were the main single source of transport used for travel in KS4 and the sixth form. Local Authority (LA) Transport Officers rather than schools were most frequently responsible for organising and administering these contracts.
- Travel was most prevalent amongst sixth form learners and they also travelled an average of 3 miles further than those in KS4.

Impact of travel and transport on learners

- The research found that in many cases learners were frequently missing the first 5-10 minutes of lessons due to traffic or transport problems which had a disruptive effect on the late learners and others in the class.

- Increased travel had enabled learners to undertake a range of different courses, usually these were vocational courses such as construction, hair and beauty, and health and social care.
- Teachers were of the view that learners who travelled, performed academically to the same level in both their main school and the school to which they travelled. Teachers attributed this to the view that learners were studying courses in which they were particularly interested and therefore put particular effort into behaviour and performance.

Impact of increased travel requirements on courses

- Teachers reported a positive impact in that students travelling from other institutions were generally enthusiastic students. However, they also reported some negatives:
 - Disruption from late arrivals.
 - Need for additional planning.
 - Fewer opportunities for support and advice outside of scheduled classroom lessons.

Degree and extent to which learners are reluctant to travel and who, as a result, might not be able to access the full extent of wider choice of courses

- The most important factor to learners was being able to study the courses that were of most interest to them. In order to do this they were willing to travel although ideally they would not have to.
- Teachers regarded those in sixth form as more reluctant to travel to different institutions; however, they did not think this a very significant or widespread issue.

Key barriers to learner travel

- The main barriers to learner travel reported by teachers were:
 - Timetabling difficulties
 - Cost of transport for provision at other providers

- Poor public transport access
- Lengthy travel time
- Negative parental views
- Student reluctance to travel

How Local Authorities are attempting to minimise the levels of travel by learners, teachers and lecturers

- The most geographically convenient partnership working opportunities were identified by network partners in order to ensure minimal travel either by learners or peripatetic teachers.
- The use of other minimisation techniques such as electronic solutions and peripatetic teachers has been less prevalent than learner travel.
- Qualitative discussions suggest that in the few cases where peripatetic teachers have been used, this was mainly by schools in rural areas.

Additional transports costs for Local Authorities and schools in meeting the requirements of the Learning and Skills (Wales) Measure

- In most instances, Local Authorities indicated that they had used their 14-19 transport grant to fund learner travel but travel costs were frequently topped up by use of general school budgets.
- Those that had widely accessed public transport found their costs were lower, whilst those using taxis and other private transport (particularly in rural areas) found their costs were higher.
- LA Transport Officers ensured costs were kept low by examining contracts to ensure the contract compliance of private hire coach and bus companies and exploring the more frequent use of public transport.

Financial impact on schools and Consortia as 14-19 grants are phased out

- LA Transport Officers and 14-19 Network representatives identify the cost of funding learner travel between institutions as their biggest transport-related challenge in the next year. It is believed that the financial burden of funding transport will fall on schools and learners.

- There was a concern amongst senior teachers and 14-19 Network representatives that partnerships amongst Consortia and clusters may break down due to increased costs and the inability to meet these.
- The financial impacts of the reduced 14-19 grants to Consortia have not been felt in all areas as yet due to an increase in transport grant allocation in the last year.
- Several Local Authorities are currently working to identify how to fund transport when overall 14-19 grants are further reduced. This will mainly include seeking further funding from within both the LA itself and from schools.
- Some transport officers believed that peripatetic teachers and electronic techniques could be further explored as at least partial solutions to the funding challenge.

Effective arrangements to help establish good practice

- Interviews with schools and 14-19 Network representatives found that local partnerships had worked well together. Existing partnerships were utilised to ensure that clusters of schools within which learners travelled were geographically coherent and offered adequate learner choice. Regular meetings between partnership members ensured effective communication and decision-making regarding which courses were offered and the arrangements for these.
- Qualitative interviews found that where there were good relationships with frequent and effective communication between schools, 14-19 Network representatives and LA Transport Officers, partners tended to be more satisfied with their arrangements.

Recommendations

The following recommendations are made as a result of the findings from this research:

- In order to accurately determine the number of learners travelling more systematically, some change to the current methods being used for the collection of management data is needed.

- It should be ensured that opportunities remain available for learners to study subjects that are of specific interest to them to ensure continued engagement and consistent attainment.
- Where local areas feel it is required, further discussions should be undertaken within networks to identify whether alternative travel schedules, timetabling structures, transport types, and routes are available that would help limit the time spent by learners travelling.
- Further work should be undertaken to fully understand any learner reasons for not wanting to travel e.g. are they fully aware of the time and forms of transport involved, and whether these are 'real' or 'perceived' barriers. Where 'perceived' barriers exist these may be addressed with increased information being provided to learners about the nature of the travel, 'trial runs' of the travel routes to be used, and possible taster sessions at the schools they would travel to.
- Further work should be undertaken to fully understand the potential for, and costs of, more widespread usage of peripatetic teachers and electronic solutions. The limitations of these methods and the extent which these are 'real' or 'perceived' barriers should also be explored more fully.
- Best practice should be shared amongst local networks in order to ensure methods for keeping transportation costs low and maintaining successful partnerships and transportation arrangements are utilised where necessary.

1 Introduction

Context

1.1 The Welsh Government committed to transforming provision for 14 to 19 year olds following the publication of 'The Learning Country: Vision into Action'¹ in 2006. The aim was to ensure that:

'95 per cent of young people by the age of 25 are ready for high skilled employment and/or further or higher education by 2015.'

1.2 The Welsh Government aimed to achieve transformation through the development of 14-19 Learning Pathway frameworks. These frameworks blend six elements which, in combination, aim to ensure that all learners receive the balance of learning experiences that best meet their needs.

The elements are:

- Individual Learning Pathways to meet the needs of each learner;
- Wider choice and flexibility of programmes and ways of learning from a collaborative options menu;
- A Learning Core which runs from ages 14 through to 19 wherever young people are learning and which includes skills, knowledge, understanding, attitudes and values, and common experiences;
- Learning coach support;
- Access to personal support; and
- Impartial careers advice and guidance.

1.3 The second of these, the principle of '*Wider choice and flexibility of programmes and ways of learning*', was given practical substance by the Learning and Skills (Wales) Measure of 2009 which introduced a requirement for schools to provide learners aged 14-16 and 16-18 with at least 30 choices of educational and vocational courses in each case. Many schools cannot individually afford to offer this variety: the numbers of learners, particularly in sixth forms, seldom being sufficient to support minority course choices at a viable economic cost.

1.4 There were three methods by which it was suggested in the Measure that the 'economics of provision' could, in principle, be made viable:

¹ The Welsh Government. (2006). *The Learning Country: Vision into Action*. Cardiff: The Welsh Government.

- Electronic solutions: Virtual Learning Environments (VLEs) using internet resources to support learning situations and/or video-conferencing of teaching sessions between locations.
 - Peripatetic teachers whose costs are shared by institutions.
 - Transport arrangements which gather learners from more than one institution to study together for part of the school/college week.
- 1.5 Prior to the Measure, it had been noted that the use of electronic methods was limited. Estyn reported² in 2008 that ‘VLEs are having little impact on expanding learners’ choice’ and that the impact of video-conferencing ‘is limited to a small number of additional A Level courses’; and the use of peripatetic teachers does not offer large savings (since learner groups remain small). Essentially, the burden of generating choice fell on the transportation of learners at the Measure’s introduction in 2009. It is acknowledged that more recent policy and programme interventions, such as the introduction of Hwb – the all Wales Learning Platform in December 2012, may have a significant impact on the use of VLEs in the future, although evaluation of the extent of its use is not currently publicly available.
- 1.6 However, transport has its own costs and travel time can reduce the time available for teaching. In rural areas particularly, costs can be high and travel times significant (e.g. more than an hour) which can be deterrents for some pupils returning to post-16 education.³
- 1.7 The 14-19 Learning Pathways initiative, introduced in 2006, has been delivered via 14-19 Learning Networks. These strategic partnerships include representatives from appropriate sectors such as LA education departments, schools, colleges, training providers and Careers Wales (the organisation contracted by the Welsh Government primarily to deliver information, advice, and guidance to support educational and career development across Wales). The 14-19 Networks assist in

² Estyn (2008), *Choice and flexibility for 14-19 learners*, Cardiff: Welsh Government.

³ For example, Ceredigion County Council (in a 2010 consultation response to the Welsh Assembly on the 2009 Measure) noted inter alia that Ceredigion spent £465 per pupil in transport compared with £109 in Cardiff, that ‘joining Sixth Forms places a travel time penalty on pupils’, and that ‘high travel times may deter some pupils from returning to education post-16’.

securing the range of programmes and support necessary to ensure learners have access to all elements of Learning Pathways and have assisted schools in the development of 'clusters' whereby a shared curriculum is delivered allowing learners to access any of the 30 courses on offer in the area.

- 1.8 There are 22 Learning Networks in Wales, based on LA area boundaries. However, in 2012 there was a move to establish overarching regional network arrangements for 14-19 Learning Pathways. These regional arrangements mirror the Association of Directors of Education in Wales (ADEW) regions:
- North Wales (Anglesey, Gwynedd, Conwy, Flintshire, Wrexham, Denbighshire)
 - South, West & Mid Wales (Pembrokeshire, Ceredigion, Carmarthenshire, Powys, Swansea, Neath Port Talbot)
 - Central South Wales (Bridgend, Vale of Glamorgan, Cardiff, Rhondda Cynon Taf, Merthyr Tydfil)
 - South East Wales (Newport, Caerphilly, Torfaen, Blaenau Gwent, Monmouthshire)
- 1.9 These ADEW regions, however, differ from the Regional Transport Consortia areas within which school transport is most commonly organised at regional level. Transport Consortiums include:
- TraCC - (Trafnidiaeth Canolbarth Cymru) Mid Wales Consortium. Comprises of: Powys, Ceredigion, and the Meirionydd catchment of Gwynedd.
 - Taith - North Wales Consortium. Comprises of: Conwy, Denbighshire, Flintshire, Gwynedd (excluding the Meirionydd catchment), Anglesey, and Wrexham.
 - SWWITCH - (South West Wales Integrated Transport Consortium) South West Wales Consortium. Comprises of: Pembrokeshire, Carmarthenshire, Swansea, and Neath Port Talbot.
 - Sewta - (South East Wales Transport Alliance) South East Wales Consortium. Comprises of: Blaenau Gwent, Bridgend, Caerphilly,

Cardiff, Merthyr Tydfil, Monmouthshire, Newport, Rhondda Cynon Taf, Torfaen, and Vale of Glamorgan.

1.10 As part of their inquiry into the implementation of the Measure, the National Assembly for Wales Children and Young People Committee recommended that the Welsh Government should review the extent and impact of increased travel and transport which has arisen as a result of the implementation of the Measure. This recommendation was accepted by the Education Minister and specific areas for consideration recommended by the committee form the aims and objectives of this research.

Aims and objectives

1.11 Against this background, this review identifies and considers whether the additional inter-institution travel, as a consequence of the Measure's '30 choices' requirement, has had any impact on learners, teachers, and lecturers and, if so, to what extent. The review:

- Attempts to establish the number of learners who are travelling to sites other than their registered school/college to study their chosen course;
- Establishes the impact of travel and transport on learners, considering any differences between learners aged 14-16 and those aged 16-18;
- Establishes the time spent by teachers/lecturers on travel;
- Investigates the impact on teachers and lecturers of any increased travel requirements;
- Investigates the degree and extent to which learners are reluctant to travel and, as a result, may not be able to access the full extent of wider choice of courses;
- Identifies the key barriers to learner travel;
- Assesses if transport issues present a greater challenge for particular groups of learners;
- Considers how Local Authorities are attempting to minimise the levels of travel by learners, teachers and lecturers; and

- Explores the use of initiatives such as digital learning, video conferencing and blended learning as a means of reducing the need for travel.

1.12 These key aims and objectives are explored throughout the report; however, it should be noted that findings were limited on whether transport issues presented a greater challenge for particular groups of learners as small sample sizes in the online survey prevented detailed analysis comparing specific groups. Therefore findings included highlight challenges for specific groups e.g. schools with different language mediums, which were identified through qualitative interviews and as such may only be reflective of the specific areas and schools that were engaged qualitatively.

1.13 In addition, this review assesses the impact of the Measure on LA transport arrangements and the ability of LA transport systems to fulfil obligations for learner travel through collaborative delivery. To do this it explores:

- The additional transport costs for Local Authorities and schools in meeting the requirements of the Learning and Skills (Wales) Measure;
- The comparative costs of providing additional travel in rural and urban areas;
- The financial impact on networks, as the 14-19 grants are phased out;
- The impact that the phasing out of the 14-19 grants will have on LA transport plans;
- The key challenges faced by Local Authorities in meeting increased transport demand; and
- Effective arrangements to guide future good practice.

1.14 The review will be used to help inform a future assessment of the policy which will include a review of the local curriculum requirements.

Method

1.15 In order to meet the research aims and objectives it was agreed that a mixed-method approach would be the most appropriate methodology, including:

- Analysis of management information.
- An online survey of schools.
- Qualitative research including in-depth interviews and discussion groups with key stakeholders.

Analysis of management information

1.16 Following an initial inception meeting between BMG and the Welsh Government, management information relating to courses on offer which require travel and the funding of travel provision in respect of these courses was provided. Analysis of the following data was undertaken:

- The 14-19 Learning Pathways grant allocation in 2011-2013 by local area, region and age group, and the amount allocated from this to 14-19 transport.
- Collated Learner Travel data provided to the Welsh Government by the 14-19 Learning Networks. This includes number of learners travelling and the cost of this travel by LA and region. However, analysis of the number of learners travelling based upon this data has not been included in this report due to low levels of data completeness, therefore it should be noted that any estimates on the number of learners that travel are based on survey data only and as such may not be exact due to the limitations placed on the research by the incomplete management information.
- Trend data on the number of courses offered and on the numbers of courses run at KS4 and post-16.

Online survey

Design and dissemination

1.17 The online survey was designed to capture school-level data on the extent and impact of 14-19 learner travel. The sampling frame for this survey comprised teachers with responsibility for travel arrangements in all 216 secondary schools in Wales (including those with and without sixth forms). A total of 216 unique secondary school contacts were received from the Welsh Government.

- 1.18 The survey was designed by BMG Research, agreed by the project group in the Welsh Government, and hosted online using Confirmit software. Unique secure links were created and emailed to the Heads of the 216 secondary schools with a request that the survey questionnaire be completed and returned by the person within the school who had the lead responsibility for travel arrangements. The survey was launched on 19th February, 2013.
- 1.19 The deadline provided to respondents to complete the survey was 8th March 2013. However, following feedback from respondents which indicated that they required further time to complete the survey, this was later extended to 15th March 2013. The survey was made available in both Welsh and English language versions and respondents were given the opportunity to receive a paper version of the survey if required. The survey aimed to capture the following information:
- Level and nature of travel taking place at both KS4 and sixth form levels;
 - The perceived impact (if any) of travel on learners performance, attendance, and future progression; and
 - Views on funding for learner travel and any constraints (including parental concerns).

Fieldwork process

- 1.20 Throughout the fieldwork process, support was provided by BMG Research's call centre in order to raise awareness and encourage completion of the survey. Schools were contacted in the 2 days following the initial email to confirm that they had received the survey link, to identify who would be completing the survey and when they intended to return it, and to offer support if required.
- 1.21 Schools were subsequently contacted every week during the fieldwork period, or at a time and date agreed with them to follow up on progress, until a completed questionnaire was received or a refusal given.
- 1.22 Overall, responses were provided at an individual school level by 65 schools (completed by the individual responsible for learner travel). This

gives a response rate of 30 per cent of all secondary schools in Wales. Of these schools 59 had KS4 learners who travel and 38 had sixth form learners who travel.

Respondent profile

1.23 Overall, respondents to the survey were broadly reflective of the total sample population (as shown in more detail by the statistics in Appendix A) and while all attempts were made to ensure that the sample could be seen as fully reflecting the overall school population there are some caveats to note:

- Over three-quarters (77%) of schools that responded to the survey had sixth forms and 23% did not. This is broadly representative of the total population of secondary schools in Wales.
- Further, schools which responded to the survey were broadly in proportion to the total number of secondary schools in each LA area that responded. However, importantly, it should be noted that Powys had a significantly higher response rate compared to other areas and no responses were received from Blaenau Gwent, Newport or Wrexham.
- The sample generally reflected the distribution of schools according to Welsh Medium provision. However, proportionally there are somewhat fewer English medium schools (as opposed to bilingual) in the sample than in the population (see Appendix A).
- The sample reflected the distribution of schools according to size (based on numbers of learners) as shown in Appendix A.
- Finally, over one-fifth (22%) of respondents completed the survey in Welsh and nearly four-fifths (79%⁴) of respondents completed the survey in English.

⁴ Individual question bases are provided on the graphs and charts in this report. Due to the limited number of cases in the sample, cross-tabulations by sub-groups of schools are not provided as bases for sub-groups are too low to provide statistically significant findings. The data used in this report are rounded to the nearest whole percentage, for this reason, on occasion, tables or charts may not add up exactly to 100%.

1.24 It should be noted; however as an important caveat, that all of the schools that responded had learners that travelled in either KS4 or Sixth Form. There were no responses from schools where no learners travelled to access other learning options, therefore although the sample is broadly reflective of the overall school population the findings do not reflect the views of those schools that do not have learners that travel. This may indicate a degree of response bias or alternatively it may indicate that there are no schools where learners are not travelling to access the expanded curriculum options. This is an important caveat as it creates limitations to the research as schools with no learners travelling may have introduced measures that eliminate the need for travel, further research to investigate this issue may be required.

Qualitative interviews

1.25 In addition to the online survey, qualitative primary research was undertaken to identify in more detail:

- the impact of travel on learner choice, on learners themselves, and on schools;
- the characteristics of the management of partnerships and of arrangements between different schools; and
- the impact of current and future changes on Learning Networks and local authorities.

1.26 This qualitative work focussed on eight individual clusters of schools working together to deliver Learning Pathways (clusters generally consist of 2-3 schools).⁵ The clusters were selected in consultation with Welsh Government staff and network representatives to ensure regional distribution and a mix of urban and rural examples to allow exploration of the difference in the experiences of schools between these types of area. In addition of course, schools were selected which had learners who travel so the impacts of this could be fully explored.

1.27 The qualitative work comprised of in-depth interviews with a range of representatives from each cluster. Where possible, in each cluster,

⁵ Clusters included: x2 in the North West, x3 in the South East, x2 in the South West and Mid-Wales, and x1 in the Central South region.

interviews were undertaken with senior school staff (1-3 per cluster), the learning network representative, and the lead LA Transport Officer with responsibility for 14-19 learners. In addition, discussion groups involving 6-8 learners were held in at least one school per cluster. It should be noted that in some clusters only 1 school was able to participate in the qualitative research.

- 1.28 Interviews were conducted face-to-face and lasted approximately 60 minutes each. The face-to-face discussion groups with learners lasted approximately 30-45 minutes. Respondents were offered the option to take part in either Welsh or English. Four schools out of the 14 that took part in this qualitative work chose to undertake interviews in Welsh.
- 1.29 The findings from the qualitative research cannot be deemed to be as fully representative as findings which may have resulted if all school clusters in Wales had been consulted. This is due to the limited number of clusters in the sample and the fact that there was no prior way of characterising clusters (other than by the geographical factors mentioned above) which (if the sample had been larger) would have allowed other variation between types of cluster in the population to be reflected in the sample. However, it is believed that ensuring some spread across regions and the urban/rural dimension has generated sufficient variety as to allow major inter-institution travel issues to be captured.
- 1.30 In-depth interviews with local stakeholders explored:
 - The nature of the model used by the cluster to offer the required number of options to learners, the reasons for its adoption, and its strengths and weakness;
 - Perceptions of the impacts of the curriculum offer and associated travel on learner attitudes, attendance, achievement, staying-on rates, etc;
 - The impacts of grant reduction and other changes such as regionalisation; and
 - Local views of beneficial changes which could be driven by the Welsh Government.

- 1.31 Discussion groups with school pupils explored:
- Attitudes to travel or other approaches employed by networks; and
 - Whether the increased number of options available or increased travel impacted on their attitudes to education and course choices.
- 1.32 All interviews and discussion groups were conducted using semi-structured topic/discussion guides which ensured answers to specific common questions but also gave interviewees scope to make wider comments and observations beyond those required by the discussion guide.

Report structure

- 1.33 Following this introduction the report is structured as follows: Chapter 2 explores the extent of current travel between schools and the nature of this; Chapter 3 explores the impacts that the travel arrangements and wider choice of courses have had on learners and schools; Chapter 4 explores networks' and local authorities' management arrangements to better understand how travel arrangements are operating in practice; Chapter 5 explores the impacts which current and future changes will have on the networks and local authorities; and finally, Chapter 6 presents key findings and conclusions from the research.

2 Extent and nature of current travel behaviour

2.1 This section brings together findings from the management information data, survey data, and the qualitative research on the extent and nature of travel behaviour by 14-19 year old school students in Wales. Findings for KS4 and sixth form learners are compared.

Key chapter findings

2.2 Key findings in this section include:

- A mean of 44 learners in KS4 and 23 learners in sixth form per school travelled to another institution for curriculum choices.
- The proportion of sixth form learners (in schools surveyed) who travelled to other institutions in 2012/13 was higher at 20% than the proportion of KS4 learners (in schools surveyed) who travelled, with KS4 at 17%.
- Learners in sixth form travelled an average of 3 miles further to study at other institutions than learners in KS4.
- All LA areas have been able to offer 30 options to learners at KS4 and sixth form. Learners and schools were very positive about the wider range of choice.
- 14-19 grant funding allocated specifically to inter-school transport across Wales totalled some £1.5 million. Online survey findings show this was the main single source of funding for local collaborative provision learner transport at both KS4 and sixth form. 43% of schools with learners in KS4 who travel funded 76%-100% of their transport through this allocation compared to 62% of schools with learners that travel in sixth form. This was mainly topped up with funding from normal school budgets with only a few reporting this was learner funded.

Volume of travel

- 2.3 Analysis of the number of learners travelling based upon management information has not been included in this report as it was not possible to do this due to low levels of data completeness and concerns around the reliability of the management information and monitoring data being gathered. It is recommended that further work is undertaken on developing methods of data reporting and sharing with the Welsh Government so further analysis can be undertaken in the future.
- 2.4 All schools which took part in the online survey had learners who travelled to other institutions to widen their course choices (either in KS4 and/or Sixth Form). They were more likely to have learners who travelled to other institutions in KS4 than in sixth form as 91% of schools in the sample had KS4 students who travelled compared with 76% which had sixth formers who travelled.
- 2.5 The overall number of learners who travelled to other institutions was also higher in KS4 than in sixth forms, as would be expected given the relative size of these groups. However, the proportion of sixth form learners who travelled to other institutions was higher:
- The maximum number of pupils who travelled from a school at KS4 was 140 with some schools having just 1 KS4 pupil who travelled. In sixth form the maximum number of pupils who travelled was 70 and, again, the minimum number was just 1 pupil.
 - From the sample, a total of 2,567 KS4 learners travelled to other institutions compared with 873 in sixth forms, this gives means of 44 and 23 learners per school respectively. In schools with KS4 learners who travelled, an average of 17% of their entire KS4 cohort travelled. In schools with sixth form learners who travelled, an average of 29% of their entire sixth form cohort travelled.

Table 1: Number of learners travelling per school – banded *

Number of learners travelling	Number of schools - KS4 learners	Number of Schools - sixth form learners
	n (%)	n (%)
1-10 learners	5 (9%)	14 (37%)
11-20 learners	11 (19%)	7 (18%)
21-30 learners	13 (22%)	6 (16%)
31-40 learners	3 (5%)	2 (5%)
41-50 learners	4 (7%)	5 (13%)
51-60 learners	5 (9%)	2 (5%)
More than 60 learners	18 (31%)	2 (5%)

Source: Survey of schools 2013

* The numbers in the tables are of schools in the survey sample with KS4 and/or sixth form students who travelled.

2.6 In order to estimate the total number of learners travelling, the average number of learners in schools that responded to the survey is projected across all schools in Wales (216 secondary schools with learners in KS4 and 160 schools with sixth forms). Using the average proportion of learners who travel from survey respondents' schools against Welsh Government total cohort data⁶ it is estimated that 15,114 learners in KS4 travelled in 2012/13 and that 3,071 learners in sixth form travelled in 2012/13, a total of nearly 18,200 learners aged 14-19. However, it should be noted that the Welsh Government cohort data is collected by learner age not school year group, therefore, some age groups may contain learners in both KS4 and sixth form. The estimates for KS4 are

⁶ Welsh Government Total Cohort data 2011/12, data for 2012/13 was not available at the time of writing

based on the number of learners aged 14-16 and estimates for sixth form are based on the number of learners aged 17-18; as such, some variance in the exact numbers in these groups would be expected.

- 2.7 It is also important to note that these estimates are not adjusted for those schools not responding to the online survey that do not have any learners who travel. Six schools reported they had no learners travelling in KS4 in the online survey and 12 schools with sixth forms had no learners travelling; this level of 'non-travel' is therefore accounted for in the estimates. However, due to the element of sample bias in that schools which did not have any learners at all who travel did not respond to the survey the estimates will inflate the true volume of travel. As such these are likely to be over-estimates of the numbers of learners who travel, this uncertainty is attributable to the limitations placed on the research due to incomplete management information and schools that do not have learners that travel not participating in the survey. As noted previously, due to several gaps within the data, Welsh Government information cannot currently be used, and it is recommended that regular and consistent data collection is undertaken by local authorities so that systematic analysis of travel volumes can be undertaken in the future.

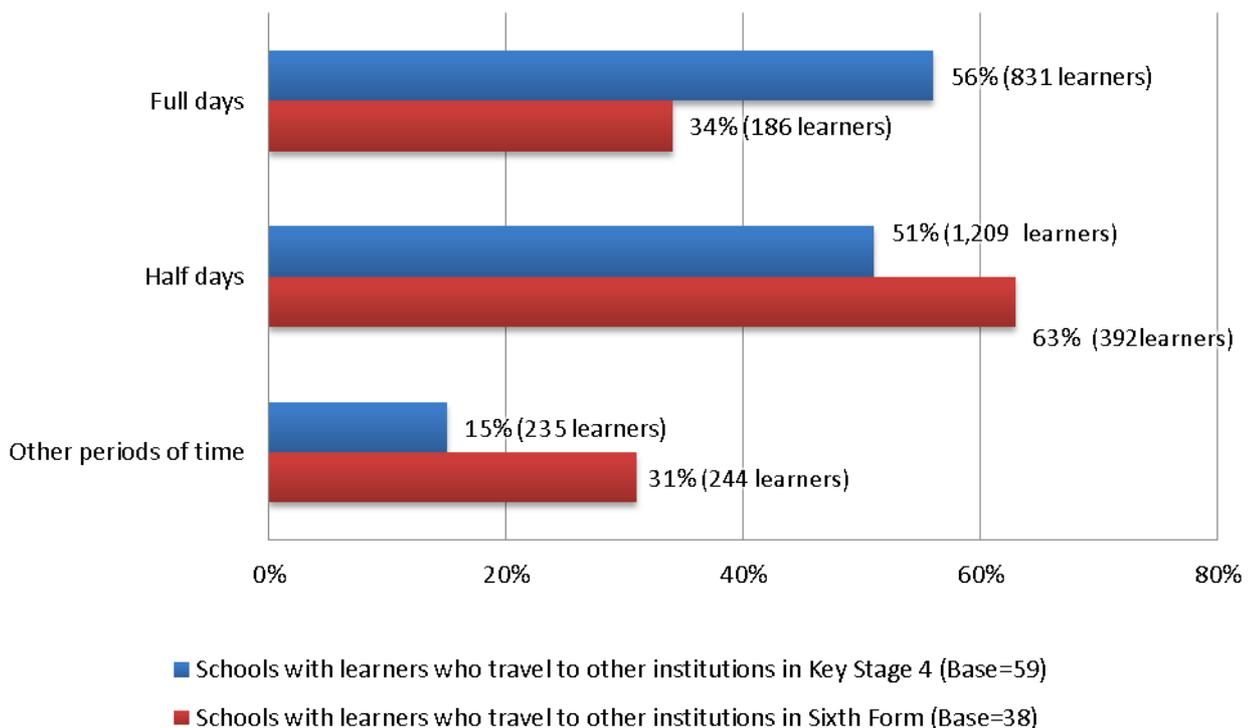
Average distance of travel

- 2.8 In terms of distance, learners in sixth form travelled an average of 3 miles further to study at other institutions than those in KS4. In KS4, the total distance that learners travelled ranged from less than one mile to 33 miles from their main school. The average journey distance was 8 miles per learner. This compares with learners in sixth form who travelled distances that ranged from less than one mile to 39 miles from their main school. The average journey distance for this group was 11 miles per learner. As might be expected, the in-depth interviews with schools and discussion groups with learners revealed that learners in rural areas tended to travel longer distances than those in urban areas. In terms of time spent travelling, journeys in the former could take up to an hour, whereas journeys in the latter tended not to take more than 30 minutes.

Transport patterns and types

2.9 Schools reported that learners spent a combination of periods of the day away from their school (Figure 1) including full days, half days and other periods of time (e.g. 2 hour blocks). Over half (56%) of schools reported that some learners in KS4 spent full days away from their school and 51% said that some learners in KS4 spent half days at other institutions. Overall, 1,209 KS4 students studied elsewhere for half days compared with 831 travelling for full days. Evidence from our qualitative research confirms that patterns of travel are very mixed between different schools and courses. However, learners studying vocational courses at other institutions tended to spend longer periods of time away from their main school.

Figure 1: Periods of the day which schools' learners spend away from their main school and number of learners this includes



Source: Survey of schools 2013

(a) Base=variable

(b) Multiple response question

(c) A small number of schools were unable to supply this data

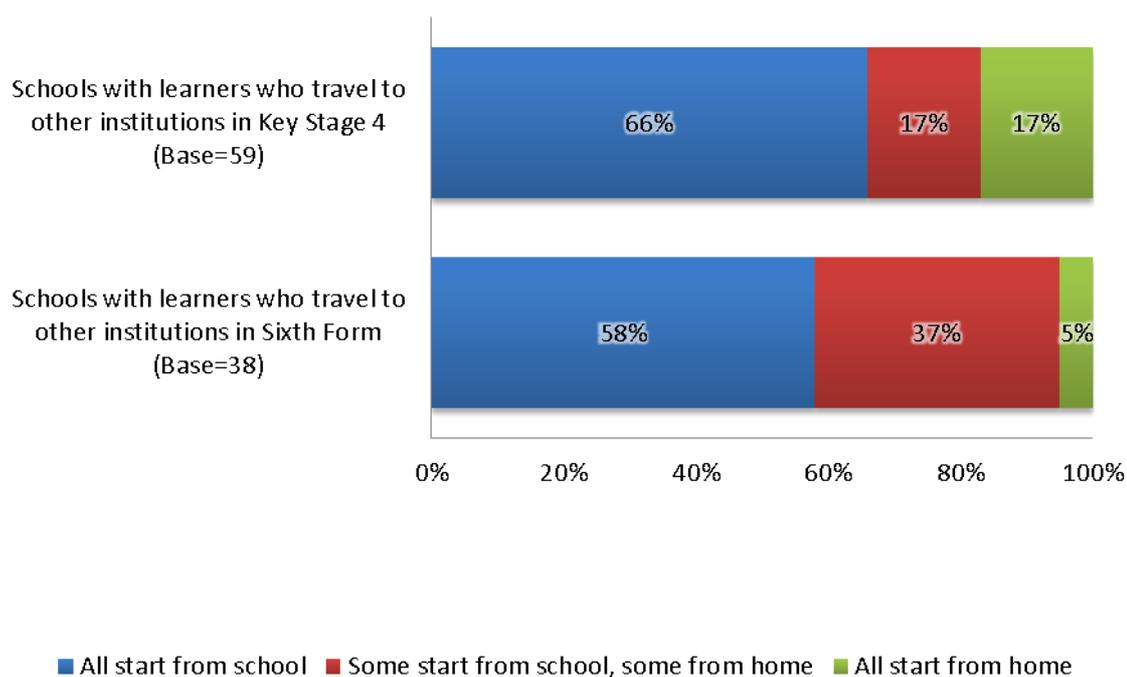
2.10 Nearly two-thirds (63%) of schools with sixth forms had some learners who spent half days away from their school whilst one third (34%) of these schools had learners who spent full days away from their school. The overall numbers of learners included in this measure mirrored these proportions, with 392 sixth form learners travelling to study for half-days and 186 sixth form learners travelling to study for full days.

2.11 In both KS4 and sixth form, learners were least likely to spend 'other' periods of time away from their school e.g. in 2 hour blocks (15% at KS4 and 31% in sixth form) perhaps implying that, in most instances, schools and learners find it more effective to be off-site for longer periods of time.

2.12 When asked where their learners in KS4 and sixth form who travelled to other providers started their journeys, the majority of schools reported that all of their learners begin their journey from their main school, 66% and 58% respectively.

- Schools with sixth form learners who travelled to other institutions were more likely to state that these learners had a combination of initial journey starting points, with 37% reporting that some travelled from school and some from home compared with 17% of schools with learners who travelled at KS4.
- A minority of schools had learners who all started their travel from home although this was more likely in KS4 than in the sixth form (17% compared with 5%).

Figure 2: Where learners start their journeys



Source: Survey of schools 2013

(a) Base=variable

(b) Single response question

2.13 Figure 3 shows the percentage of schools offering different types of transport and the number of learners in KS4 who access these. Often, schools that had learners who travelled at KS4 reported that learners used a combination of transport types to travel to and from other institutions.

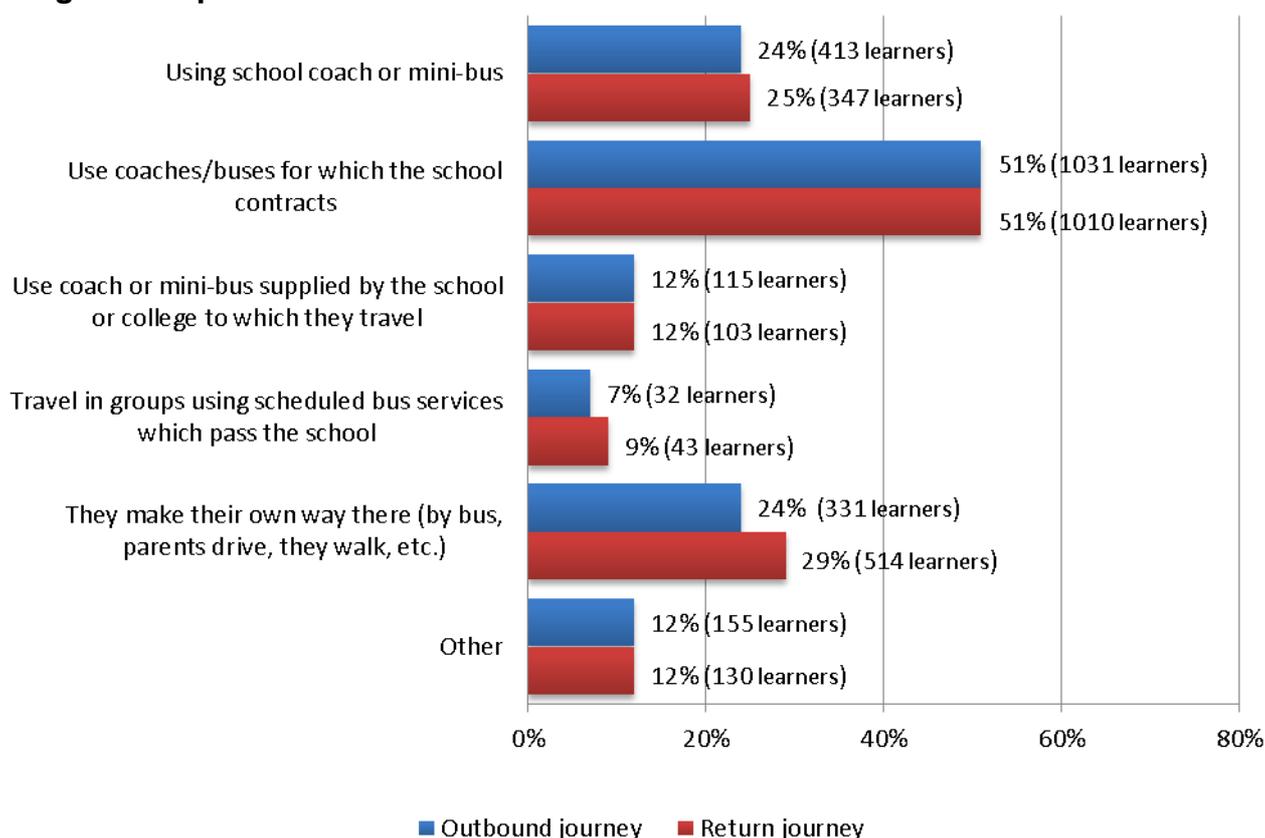
2.14 However, over half (51%) of schools had learners at KS4 who used coaches/buses for which the school contracts both to travel to and from lessons at other institutions. In-depth interviews indicate that these contracts tended to be arranged and administered by LA Transport Officers.

2.15 Other forms of travel used by schools (with learners that travel in KS4) involve students making their own way there (24% of schools for outbound journeys and 29% of schools for return journeys), or using school-owned coaches or mini-buses (24% of schools for outbound journeys and 25% of schools for return journeys).

2.16 12% of schools use 'other' forms of transport for both outbound and return journeys for learners that travel in KS4 as shown in Figure 3. These 'other' types of transport include options provided by the 14-19 Network such as taxis.

2.17 Whilst Figure 3 shows that modes of transport provided by the schools for learners in KS4 are the most frequently used for both learners' outbound and return journeys, more learners use their own methods of transport or public transport for return journeys than for outbound journeys.

Figure 3: Proportion of schools using different methods of transport for KS4 learners' outbound and return journeys and the number of learners using these options



Source: Survey of schools 2013

(a) Base=59

(b) Figure shows percentage of schools offering different types of transport and the number of learners in KS4 who access these

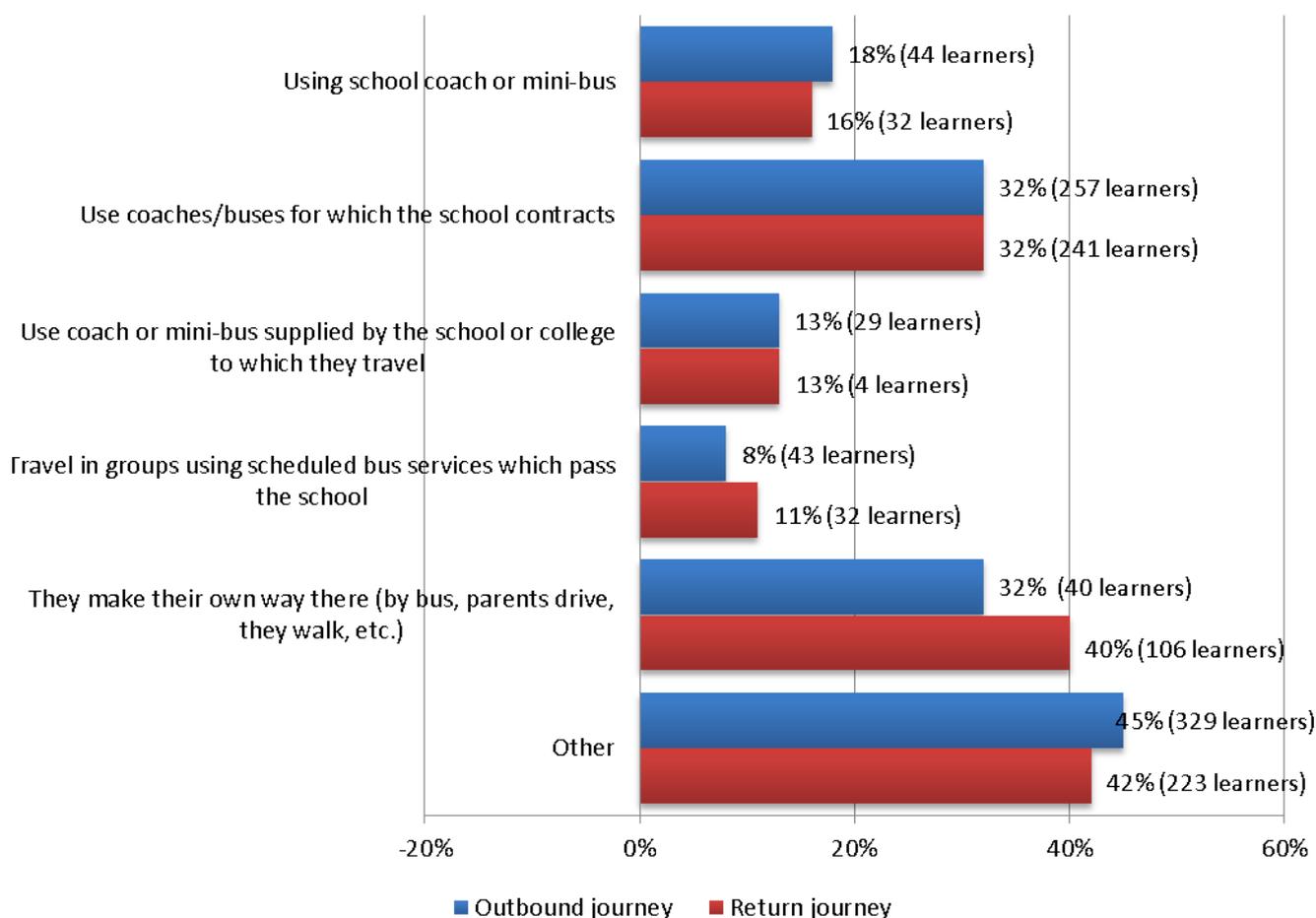
(c) Multiple response question

(d) A small number of schools were unable to supply this data

2.18 Figure 4 shows the percentage of schools offering different types of transport and the number of learners in sixth form who access these.

- 2.19 Forms of travel used include students making their own way there (32% of schools for outbound journeys and 40% of schools for return journeys), and using coaches/buses for which the school contracts (32% of schools for outbound journeys and 32% of schools for return journeys). However, when examined in terms of absolute numbers, more learners travel using coaches/buses for which the school contracts than travel independently.
- 2.20 Further, as Figure 4 shows, schools (with learners in sixth form who travel) quite frequently rely on 'other' transport methods (45% of schools for outbound journeys and 42% of schools for return journeys). As at KS4, the 'other' methods include forms of transport provided by the 14-19 Network such as taxis.

Figure 4: Proportion of schools using different methods of transport for sixth form learners' outbound and return journeys and the number of learners using these options



Source: Survey of schools 2013

(a) Base=38

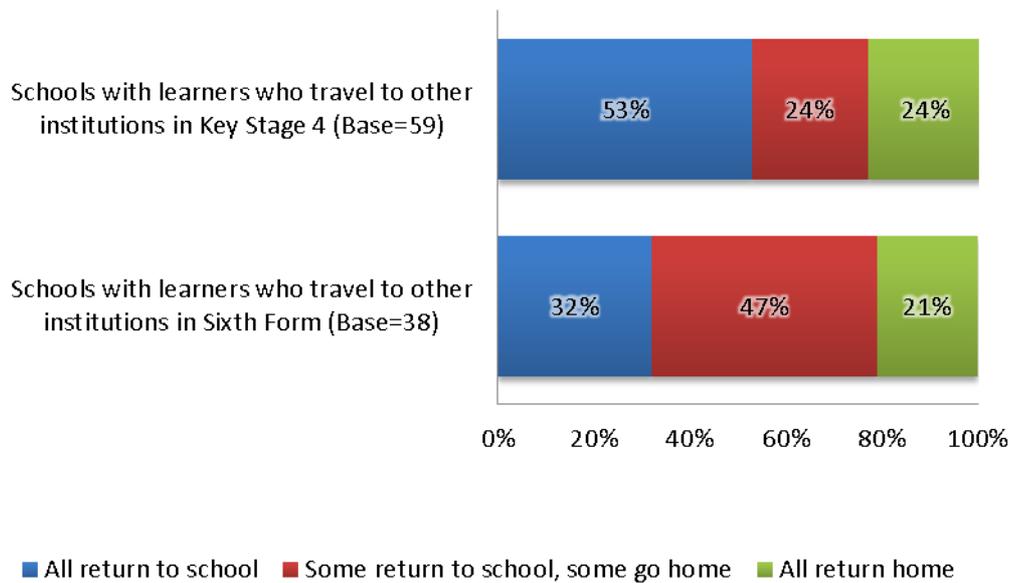
(b) Figure shows the percentage of schools offering different types of transport and the number of learners in sixth form who access these.

(c) Multiple response question

(d) A small number of schools were unable to supply this data

2.21 When asked where their learners in KS4 returned to following lessons at other institutions (Figure 5), over one-half (53%) of respondents reported that they all return to school and one-quarter (24%) reported that they all return home. A further 24% reported that it was a combination, with some returning to school and some going home. This differed for sixth form learners. Only one-third (32%) of schools reported that they all return to school, 21% reported that they all return home, and 47% reported that there was a combination.

Figure 5: Where schools' learners return following lessons in other institutions



Source: Survey of schools 2013
 (a) Base=variable
 (b) Single response question

Relationship of travel patterns to local curricula

2.22 Overall, Welsh Government KS4 take-up data shows that all LA areas have been able to offer the full requirement of 30 curriculum options to their learners at this stage since 2010/11 (only 5 schools were unable to do this in 2009/10). Table 2 shows the average number of courses offered at KS4 by each LA since 2009/10 (although it should be noted the measure was not fully implemented until September 2012).

Table 2: Average number of courses offered at KS4 at Local Authority level

Region	Local Authority	Average number of courses offered at KS4 at Local Authority level			
		2009/2010	2010/2011	2011/2012	2012/2013
Central South Wales	Bridgend	28	34	34	36
	Cardiff	31	35	35	36
	Merthyr Tydfil	34	40	39	37
	Rhondda Cynon Taf	31	31	34	34
	Vale of Glamorgan	33	38	38	39
North Wales	Anglesey	34	37	39	40
	Conwy	28	31	33	35
	Denbighshire	33	36	38	39
	Flintshire	31	34	35	37
	Gwynedd	33	35	36	37
	Wrexham	38	41	41	43
South East Wales	Blaenau Gwent	28	34	37	39
	Caerphilly	31	39	37	39
	Monmouthshire	36	36	39	39
	Newport	33	34	34	36
	Torfaen	32	34	36	37
SWAMWAC	Carmarthenshire	31	36	36	37
	Ceredigion	26	31	34	33
	Neath Port Talbot	34	35	35	35
	Pembrokeshire	33	34	35	37
	Powys	28	29	33	34
	Swansea	31	36	37	36
Wales		32	35	36	37

Source: Welsh Government KS4 take-up data

(a) Figures are rounded up

2.23 Within these figures, all Local Authorities in Wales offered a minimum of 4 vocational course options for learners in KS4 from 2009/10. This has increased to a minimum of 9 vocational options in 2012/13.

2.24 Further analysis of the data shows that the majority of courses offered by Local Authorities to KS4 learners were taken up each year meaning the majority of courses were actually run. However, in 2009/10 an average of 3 courses per LA did not run, in 2010/11 an average of 1 course per LA did not run, and in 2011/12 an average of 5 courses per LA did not run.

2.25 Table 3 summarises Welsh Government post-16 course offer data and shows that all LA areas have been able to offer 30 course options to

their learners at this stage since 2011/12 (which is the earliest year for which data was available). Overall, the number of courses offered at an individual LA level has increased marginally between 2011/12 and 2012/13.

Table 3: Average number of courses offered post-16 at Local Authority level

	Local Authority	Average number of courses offered post-16 by Local Authority	
		2011/12	2012/13
Region	Local Authority		
Central South Wales	Bridgend	47	48
	Cardiff	48	44
	Merthyr Tydfil	35	33
	Rhondda Cynon Taf	34	34
	Vale of Glamorgan	36	39
North Wales	Anglesey	34	34
	Conwy	40	43
	Denbighshire	51	51
	Flintshire	36	35
	Gwynedd	36	37
	Wrexham	45	42
South East Wales	Blaenau Gwent	32	42
	Caerphilly	38	39
	Monmouthshire	34	34
	Newport	53	56
	Torfaen	31	33
SWAMWAC	Carmarthenshire	38	38
	Ceredigion	33	33
	Neath Port Talbot	49	48
	Pembrokeshire	48	44
	Powys	34	42
	Swansea	39	49
Wales		40	41

Source: Welsh Government KS4 take-up data
(a) Figures are rounded up

2.26 Within these figures, all Local Authorities in Wales offered a minimum of 6 vocational course options for post-16 learners in 2011/12 with an average of 13 across all Local Authorities. This average has stayed the same in 2012/13.

2.27 Overall, our online survey of schools showed that allowing learners to travel to other sites enabled schools to offer more courses at both KS4 and sixth form. Schools with learners who travelled in KS4 reported that travel allowed them to offer between 1 and 9 more courses than they would be able to offer otherwise with an average of 5 more across the sample. Schools with learners who travelled in sixth form reported that travel allowed them to offer between 1 and 30 more courses than they would be able to offer otherwise with an average of 13 more across the sample.

2.28 The qualitative research found that learners and schools were very positive about the wider range of curriculum choices available to them. Some learners noted that it enabled them to study subjects more relevant to courses they wanted to study in the future (at college or University) and others believed that some of the courses on offer were more relevant for future careers they wanted to pursue:

'I want to be an engineer; I can't do that at school'. KS4 Learner
'If you are doing a Law course, it shows you are interested [in the career].' Sixth form learner

'It's good that we get to do it in school because if you were thinking about doing a career path, you would have to go to college after school. It's good that you can kind of start now and get the training in now.' KS4 learner

Cost of travel between institutions

2.29 This research was also tasked with exploring the cost of the Learner Travel measure. Data provided by the Welsh Government on 14-19 travel funded by the 14-19 Learning Pathways grants shows that overall grant funding allocated to transport of students between institutions has risen from £1,263,478 in 2011/12 to £1,515,612 in 2013. This represents a 2.3% increase in the proportion of the total grant funding allocated for this purpose (Table 4).

Table 4: Overall grant funding allocated to transport

	Grant funding allocated to transport (£)		Total grant funding allocation	
	2011/12	2012/13	2011/12	2012/13
North	£413,380	£391,131	£4,739,494	£4,211,91
Central South	£212,840	£131,100	£5,111,507	£4,538,624
South East	£279,178	£255,625	£4,011,179	£3,563,896
South West and Mid	£358,080	£737,756	£5,479,632	£4,859,657
Total	£1,263,478	£1,515,612	£19,341,812	£17,174,089
% of total budget allocated to transport	6.5	8.8	-	-
% point difference from 2011-2012	-	2.3	-	-

Source: Welsh Government 14-19 Learning Pathways grants data

2.30 This data also shows that, in 2012/13, a large proportion (45%) of the 14-19 transport budget was not reported as to whether it was allocated to 14-16 or post-16 learner travel. Therefore, the exact balance of funding to each of these groups is unknown. Our qualitative interviews with LA transport officers, who have the responsibility for overseeing the majority of the spend on this type of transport, revealed that, in some areas, 14-19 budgets are treated as one entity and, in these cases, the LA does not hold separate data for the spending allocated to the different age groups. However, indicatively, of the remaining 55%, Welsh Government data suggests that over half (57%) was specifically provided for 16-19 learners and the remainder (43%) for 14-16 learners.

Table 5: Proportion of grant funding allocated to transport by recipient age

	Grant funding allocated to transport (£)	Proportion of region's transport funding by age range		
		14-16	16-19	14-19 (breakdown not specified)
North	£391,131	48%	29%	23%
Central South	£131,100	6%	10%	84%
South East	£255,625	17%	62%	22%
South West and Mid	£737,756	16%	26%	58%
Wales	£1,515,612	24%	32%	45%

Source: Welsh Government 14-19 Learning Pathways grants data

- 2.31 It is important to note however that management information showing funding information at an individual learner or cluster level or by type of transport used was not available. Therefore, analysis which breaks down expenditure in this kind of detail cannot be made. For example, the comparative costs of urban versus rural travel or of contracted services versus public transport are not clearly understood. For future detailed analysis, amendments to the way this information is collected may be needed.
- 2.32 Table 6, using online survey data, shows that, at KS4, the majority (73%) of schools reported that they funded travel between institutions using the Welsh Government Learning Pathway grants and, of these, 60% reported that they use the grant for more than 75% of their funding for transport between institutions. This was then frequently supplemented by general school budgets. 27 schools (53%) reported paying some of their learner travel out of general school budgets and 41% of these reported that they use school funding for more than 75% of their funding for transport. Only 1 school reported that travel was funded by students and their families at KS4.
- 2.33 At sixth form level, the majority (78%) of schools reported that they funded travel between institutions using the Welsh Government Learning Pathway grants and, of these, 80% reported that they use the grant for more than 75% of their funding for transport. As at KS4 this was then generally supplemented by general school budgets. 11 schools (34%) reported paying some of their learner travel out of general school budgets and 46% of these reported that they use school funding for more than 75% funding for transport. Only 2 schools reported that travel was funded by students and their families at sixth form.
- 2.34 This picture at both KS4 and sixth form is confirmed by findings from the qualitative work in which most schools reported that funding came from the 14-19 grant. A few reported that this was 'topped up' by individual school and LA budgets. One school also reported that learners in sixth form sometimes used their Welsh Education Maintenance Allowance (EMA) to fund their travel.

2.35 LA Transport officers and 14-19 Network representatives reported that they frequently looked at ways of ensuring that the costs associated with the provision of learner travel were kept low and value for money was achieved. This work included examining contracts carefully to ensure that all contractual obligations were met by private hire coach and bus companies (and imposing penalties when they were not), ensuring that the most effective travel routes were used, and exploring the more frequent use of public transport as opposed to private hire taxis or coaches. Most schools in more rural areas tended to use either their own school-owned or externally contracted private transport as suitable public transport was not readily available. Learners at schools in more urban areas with better options for using public transport were able to access token and card payment systems developed by LA Transport Officers and 14-19 Network representatives to ensure payment was efficient. One LA reported that this system had been very effective in reducing their overall budget.

'We wouldn't anticipate now that we would spend more than about £30,000 on bus tickets a year...so it's come down quite significantly.'

LA Transport Officer

Table 6: Proportion of transport funding from different sources accessed by schools for learners at KS4 and sixth form

Funding source		% of funding per school from different source			
		1%-25%	26%-50%	51%-75%	76%-100%
From Welsh Government grant to support the 14-19 Learning Pathways policy	KS4*	1 (2%)	7 (14%)	7 (14%)	22 (43%)
	Sixth form**	2 (6%)	3 (9%)	0 (0%)	20 (62%)
From normal school budgets	KS4*	3 (6%)	12 (24%)	1 (2%)	11 (21%)
	Sixth form**	1 (3%)	4 (13%)	1 (3%)	5 (16%)
By students and their families	KS4*	0 (0%)	0 (0%)	0 (0%)	1 (2%)
	Sixth form**	0 (0%)	0 (0%)	0 (0%)	2 (6%)

Source: Survey of secondary schools 2013

(a) *Base=51

(b) **Base=32

(c) Rows show number and percentage of schools that selected the different types of funding, therefore they do not total 100%

2.36 Interviews undertaken with school staff and LA Transport Officers

showed considerable variation in the travel methods offered by schools and this clearly had an effect on the associated costs. However, a broad pattern, though not unexpected, was that public transport options were much less feasible in rural areas than in urban ones; consequently, private hire solutions, with higher costs, usually imposed a greater strain on the travel budget for rural partnerships and schools.

3 Impacts of travel arrangements on curriculum choice and learning

3.1 This section brings together findings from both the survey data and the qualitative work to look at the relationship between student travel and how this may affect factors such as course choice and attainment. It presents data for both KS4 and sixth form travel and makes comparisons where these are of interest.

Key chapter findings

3.2 Key findings in the chapter include:

- Some learners restrict their curriculum choices as a result of the travel involved. However, this is not widespread and is usually off-set by desire to study specific courses.
- In the majority of cases, but not all, overall attendance was not affected by travel. However, learners who travel frequently miss the first 5-10 minutes of lessons which can have a negative impact on learner experience and on the lessons themselves.
- Learners who travel frequently report that travel to other institutions is tiring and can have an impact on their performance at school.
- Pursuit of options requiring travel is positively associated with learner's engagement and motivation.
- Overall learner development can in some instances be enhanced by the inclusion of course options to which learners travel. Enhancement stems from gains in confidence gained from travelling and from social integration with learners from other schools.
- Parents are often concerned about their children's travel. However, concerns can usually be overcome by further explanation and more information being provided by schools.
- Staff in schools believe that learners' attainment in 'travelled-to' courses tends to be consistent with their usual level of attainment in their main school.

- Schools report that overall progression into post-16 learning has increased although they cannot attribute this entirely to the availability of wider options.
- Schools are positive about the Measure and the wider curriculum choice which it has stimulated. However, there are concerns about the quality of some course options.

Impact on choice

3.3 Given the wide range of course options available for learners as a result of the Measure, learners in KS4 who travelled to other institutions did so, of course, to undertake a broad range of courses. Table 7 shows that these were overwhelmingly vocational courses, the most frequent examples being construction courses, with learners from 50 schools attending a different learning venue to study this course, and hair and beauty courses, with 49 schools having learners travelling to a different venue to study this course.

Table 7: Courses learners travelled for in KS4

Course	Number of schools offering course in KS4 n (%)
Construction	50 (85%)
Hair and beauty	49 (83%)
Automotive	42 (71%)
Engineering	25 (42%)
Hospitality and catering	15 (25%)
Business studies	14 (24%)
Public Services	14 (24%)
Agriculture	9 (15%)
Media	8 (14%)
Drama/Dance	6 (10%)
Health and social care	6 (10%)
Animal care	4 (7%)
Childcare	4 (7%)
Electronics	4 (7%)
Make-up	4 (7%)

Source: Survey of secondary schools 2013

(a) *Base=59

3.4 Learners in sixth form who travelled to other institutions did so for a mixture of vocational and academic courses as shown in Table 8. However, the most frequent included Health and Social Care where 28 schools had pupils travelling elsewhere to study this subject, Music and Music Technology (26 schools), and Drama and Dance (25 schools).

Table 8: Courses learners travelled for in sixth form

Course	Number of schools offering course in sixth form n (%)
Health and social care	28 (74%)
Music and music technology	26 (68%)
Drama and dance	25 (66%)
PE/Sports Science	24 (63%)
Public services	24 (63%)
Business	22 (58%)
Media	18 (47%)
Psychology	16 (42%)
ICT	14 (37%)
Childcare	13 (34%)
Design and technology	13 (34%)
Engineering	13 (34%)
French	12 (32%)
Spanish	12 (32%)
Physics	12 (32%)
Art	11 (29%)
English	11 (29%)
Maths	11 (29%)

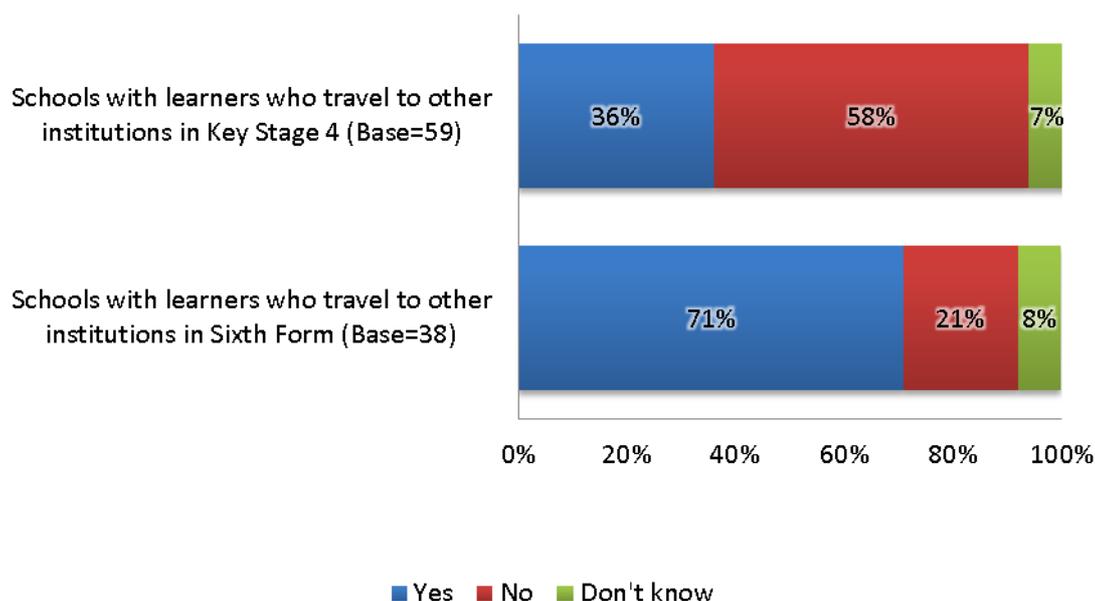
Source: Survey of secondary schools 2013

(a) Base=38

3.5 The online survey showed that school staff thought that learners in the sixth form more frequently restrict their curriculum choices because of reluctance to travel than do KS4 learners, with 71% of schools giving this as a factor for sixth form learners compared with 36% for KS4 learners.

3.6 Correspondingly, over half (58%) of schools thought that for some of their learners in KS4 the necessity for travel would not restrict their curriculum choices. This compared with one-fifth (21%) of schools with sixth form learners which thought that the requirement to travel would not restrict curriculum choices for learners in the sixth form.

Figure 6: Proportion of schools that think some learners restrict their choices because they are reluctant to travel to different providers



Source: Survey of schools 2013

(a) Base=variable

(b) Single response question

- 3.7 However, of those schools which believed that some sixth form learners restrict their choices because they are reluctant to travel, only one-third (33%) believed that the impact of this would be 'very significant/widespread', compared with a figure of 38% for KS4 learners.
- 3.8 The qualitative research with learners and senior teachers found that there were a range of reasons why learners may be put-off by travel, including concerns about arriving late for lessons or not at all, not being used to travelling and using buses (particularly in more rural areas), fear of being 'stranded' or having to wait if a bus was late or missed, and being concerned about the length of time spent travelling (some learners reported their journeys could take up to one hour).

'I've missed 5 lessons so far.' KS4 learner

'They're meant to be there at quarter to four, but they never come until about ten past, quarter past four, to pick us up.' Sixth form learner

'We had students that had been left behind and it was just horrendous, absolutely horrendous.' Senior teacher

'It's just over an hour each way...I just know it takes quite a while.'
Sixth Form learner

'We leave the school at 1pm and don't get back until 5pm, and we waste a lot of time travelling.' KS4 Learner

- 3.9 Some learners believed that some of their peers were put off by uncertainty around the details of travel arrangements as these were often not confirmed until the start of term. However, generally, learners and teachers reported that they did not believe this was a widespread issue. More positively, the research with learners found that where they were particularly interested in and motivated to study courses that were offered in other institutions this could offset concerns regarding travel:

'I don't really mind. As long as I got to, really, to do what I wanted to do. I don't mind travelling an hour now.' Sixth form learner

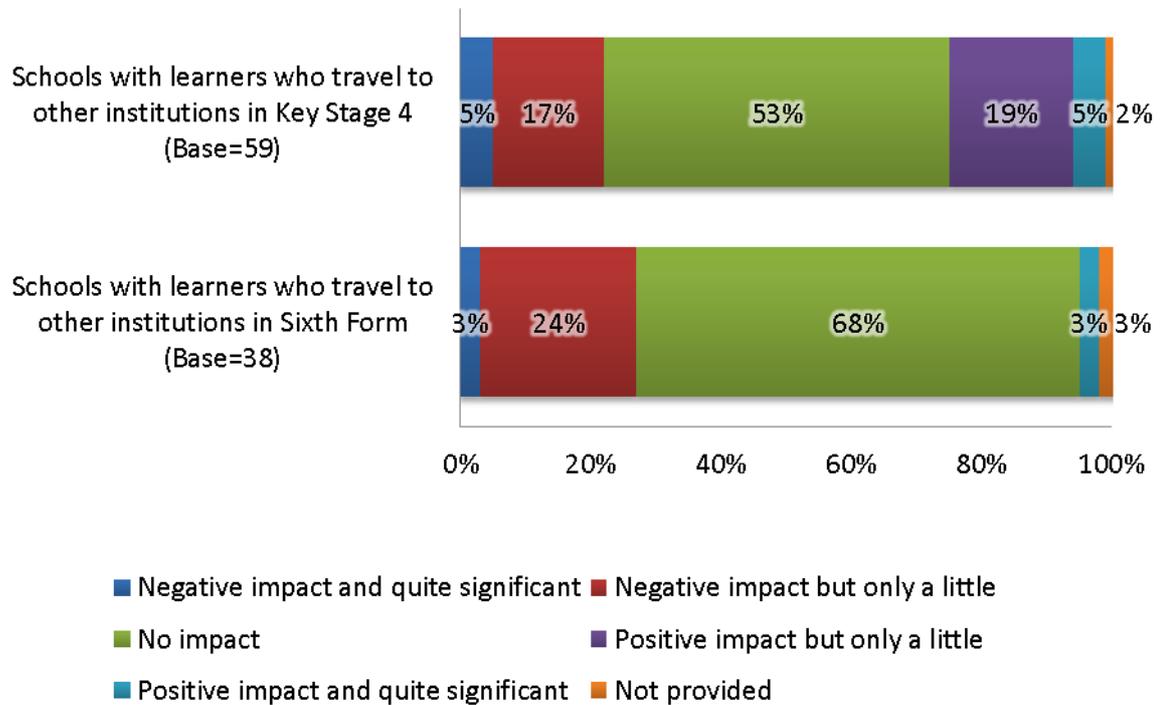
'If it [the travelling] was such a big deal we'd drop it, but it's the subject that's important for us.' KS4 learner

Impact on attendance and break times

- 3.10 The research also investigated whether there were other impacts on learners as a result of their travel to other schools or learning providers. This included questioning related to attendance in class both at the schools travelled to and at learners' main schools, and whether pupils who travel to other venues experience a reduction in break times during the day.
- 3.11 In the opinion of a majority of teachers there was no impact on learners' attendance at other schools on days when they travel with 53% of schools indicating this for KS4 learners and 68% for sixth form learners (although this is not based on actual attendance figures). The difference in these proportions suggests that teachers believe there may be slightly more impact on the attendance of KS4 learners who travel to other venues. Only 5% of schools reported that they believed additional travel

had a *significant* negative impact on attendance for KS4 learners at other schools and only 3% suggested that this applied to sixth formers.

Figure 7: Level of impact on learners' attendance on days when they travel



Source: Survey of schools 2013
 (a) Base=variable
 (b) Single response question

3.12 When survey respondents were asked whether they believed travel had an impact on learner's attendance at their *main school* on days when they travel, the vast majority (87%) of schools with KS4 learners who travel reported that they considered that travel had no impact. Only 3% of schools reported that travel had a significant negative impact on their attendance at their *main school*, whilst one-tenth (10%) reported that it had only 'a little' negative impact.

3.13 Similarly, nearly three-quarters (70%) of schools with sixth form learners who travel reported that this had no impact on learners' attendance at their *main school* on days when they travel. However, 13% of schools reported that travel did have a significant negative impact on their

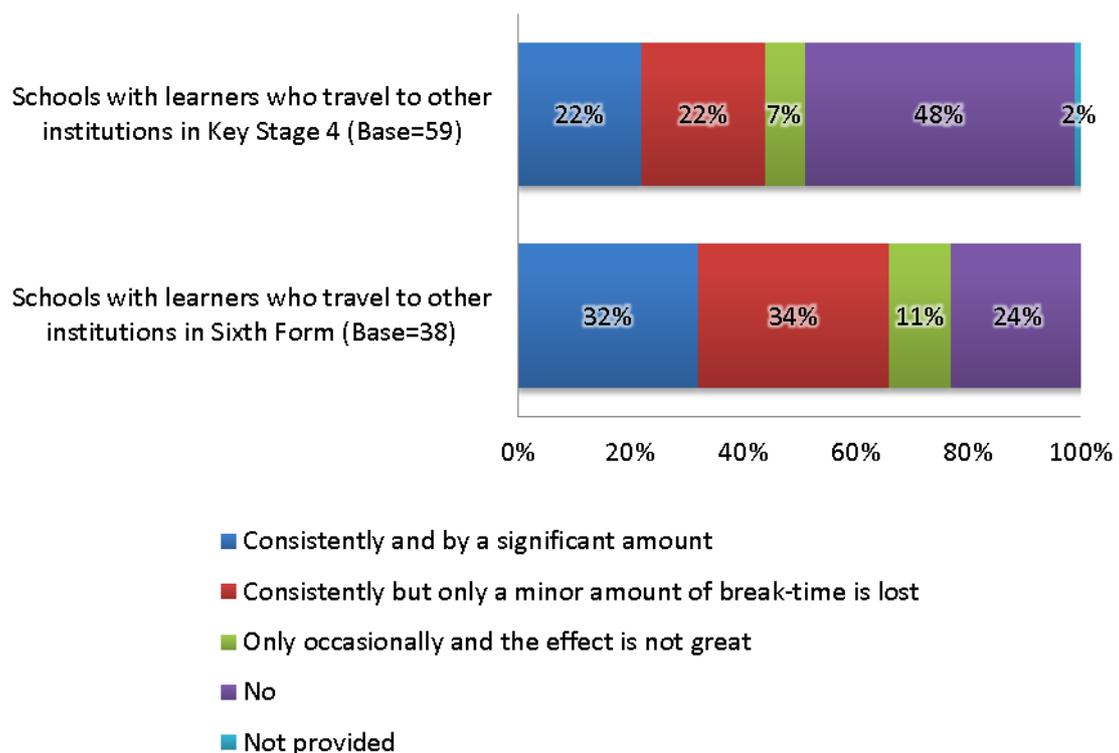
attendance at their main *school*, and 17% reported that it had 'a little' negative impact.

- 3.14 In-depth interviews with teachers and learners suggested that, overall, the travel requirement did not impact upon learners' attendance in terms of missing full lessons. However, most teachers and learners noted that learners frequently missed sections of lessons, usually the first 5-10 minutes, most usually attributed this to late-running transport services due to traffic or because learners did not catch the bus on time.
- 3.15 In terms of the effect on scheduled break times the teachers' perspective (as seen in the results of the online survey in Figure 8) showed that there was a fairly even view as to whether travel causes KS4 learners to have shorter breaks than normally timetabled.
- 3.16 However, teachers in over three-quarters (77%) of schools with sixth forms believed that travel caused sixth form learners to have shorter breaks and the majority (66%) of these believed that this had a consistent impact (although the perceived significance of shorter breaks varied, again as shown in Figure 8).
- 3.17 Of the teachers who reported that they believed that increased travel causes learners to have shorter breaks than normal, the majority, 63% at KS4 and 55% for sixth form, stated that in their opinion this had resulted in no negative effects (in terms of lateness at the start of classes, or inattention or poor behaviour in class) on learners. However, 27% thought there was a negative impact for KS4 learners and 28% of teachers thought there was an associated negative impact on sixth form learners.
- 3.18 The majority of teachers who believed that there were negative effects on learners as a result of shortened breaks reported that 'lateness at the start of classes' was the most common consequence, in 88% of cases for KS4 learners and 50% for sixth form learners. However, 'inattention in class' and 'poor behaviour in class' were also reported as negative effects associated with shorter breaks. However, these final impacts are based on very small samples of responses, 8 cases for both KS4 and sixth form, and cannot be considered to be meaningful in a statistical sense.

3.19 In-depth interviews with both learners and teachers supported some of these views regarding the impact of learners experiencing shorter breaks as a result of travel time. Several learners reported regularly eating their lunch while travelling and some reported being late back to lunch and therefore having less choice of food which they found frustrating. Some teachers reported that travel was often incorporated into free-study and learner enrichment time which meant learners who travelled were missing out on these opportunities:

'I have three hours in the other school, then ten minutes for lunch, then two hours of studying in the afternoon. It's a lot!' Sixth form learner

Figure 8: Whether travel causes learners to have shorter breaks than normally timetabled



Source: Survey of schools 2013

(a) Base=variable

(b) Single response question

3.20 Beyond missed lesson time and shortened breaks, some learners and teachers reported that travelling to other institutions had lengthened some learners' days, in a minority of cases by up to two hours, as not all

travel and lessons, particularly for vocational options, were able to be undertaken during 'regular' school hours. Learners affected by this reported that this made them more tired than they would be otherwise.

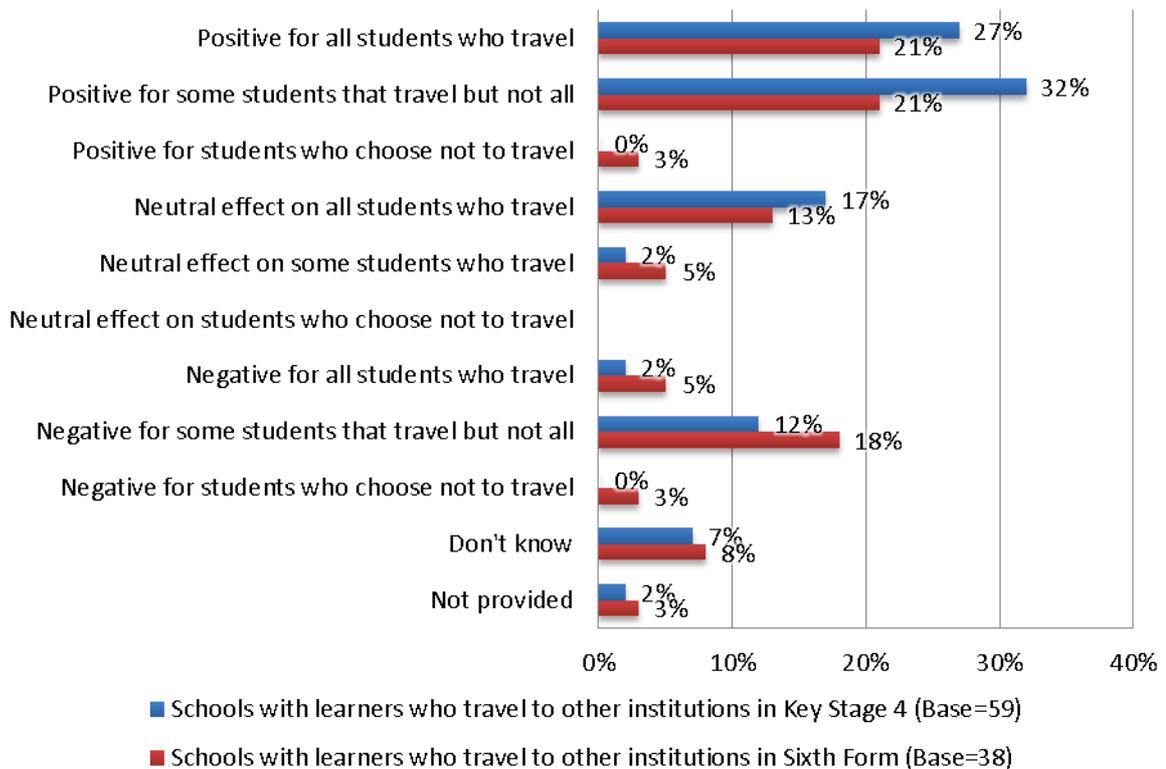
3.21 Further, from the in-depth interviews, the senior teachers interviewed did not report any longstanding behavioural issues amongst learners who travelled and reported only isolated incidents which were resolved early in the term.

Impact on engagement and motivation

3.22 The survey also sought to examine whether the introduction of expanded curriculum options and the associated travel for learners had resulted in any positive or negative impacts on pupil engagement and motivation.

3.23 Overall, schools were more positive about the impacts on the engagement and motivation of learners in KS4 than in sixth Form.

Figure 9: Whether the use of options requiring travel have positive or negative effects on the engagement and motivations of learners



Source: Survey of schools 2013

(a) Base=variable

(b) Single response question

3.24 Over half (59%) of schools reported that the use of options requiring travel has positive effects on the engagement and motivation of KS4 learners, compared with 42% who reported a positive effect on sixth form learners. Looking at the figure for KS4 learners in more detail: 32% of teachers report that this effect is 'positive for some KS4 learners who travel but not all' while 27% report it is 'positive for all KS4 learners who travel'. When the same effect on sixth form learners is considered the figures for these response drop to 21% for both responses. 14% of respondents report that the use of options requiring travel has negative effects on motivation and engagement for KS4 learners compared with 23% reporting a perceived negative effect for sixth form learners' motivation and engagement. Just 2% of teachers report that the travel has a negative impact on motivation and engagement for 'all KS4 students who travel' with the comparable figure for sixth form learners being 5%.

3.25 Interviews with teachers support these findings and suggest that, generally, options requiring travel had a motivating and engaging impact on the learners who undertook them:

'I think, for some, it can be very motivating. For some, that day off-site can, if you like, keep them on the straight and narrow for the four other days.' Senior teacher

3.26 Further, senior teachers reported that the increase in vocational courses on offer as a result of the Measure can help re-engage disaffected learners:

'We've had some really good experience with vocational provision, where students who, perhaps, have been a bit disaffected in Year 9. In Year 10 and 11 the vocational option can make them appreciate, if I knuckle down here and get this, and then do this back in school, I've got a good future ahead of me.' Senior teacher

Impact on overall learner experience

3.27 In-depth interviews found that, overall, learners and senior teachers were positive about the additional curriculum options which learners had been offered. As above, there were some consistent concerns about the timeliness of transport methods (across all forms of transport) and the time taken out of the day to travel (when learners could otherwise be studying) and, it was generally thought that learners would prefer to be able to study the same options at their main schools if that were possible. However despite these concerns they tended to be outweighed by learners' enjoyment of their courses and the quality of learning experience they were getting at other providers:

'The problems aren't the lessons, because the lessons are brilliant and all the teaching's great. It's mainly the travel is probably the only problem about it.' KS4 Learner

3.28 Generally, there was a sense amongst all stakeholder groups that learners 'just got on with it':

'Travel's not an attractive option, you get the odd one who's quite happy riding around on a bus all day, but the students here are used to travel, that's what they do, some are at bus stops at quarter past seven in the morning, or getting a taxi from their lane end down to the bus route, it's part of the fabric of learning. It's just what happens; transport's a means to an end. It's just getting them to where they can learn.' 14-19 Network representative

3.29 The only instances where learners regretted their decisions were when they felt they were not receiving the same quality of educational care as existing learners in other institutions (although this was not a common experience):

'The teaching up there wasn't as good, they just didn't teach you as much.' KS4 learner

3.30 One of the wider benefits identified by a large number of learners and teachers interviewed was a sense that travel increased social cohesion and understanding between learners at different schools:

'There's less tribalism between the schools, which means that if students mix at a later stage of life – either in education, at work or just day to day – they already know each other and so relationships are easier.' Senior teacher

3.31 One senior teacher also commented that it brought greater understanding and cohesion between those studying academic and those studying vocational courses at sixth form:

'The sixth form is no longer exclusive to academic minds. Pupils are no longer segregated by different educational streams and the Partnership (to some extent) brings together pupils of all abilities and aptitude.' Senior teacher

3.32 Despite these positive perspectives there were some notes of caution. One teacher noted that travel had an opposite effect on their own school environment, suggesting that the overall sense of community in their school had been negatively impacted as learners were spending more time off-site and therefore had less of an investment in their main school:

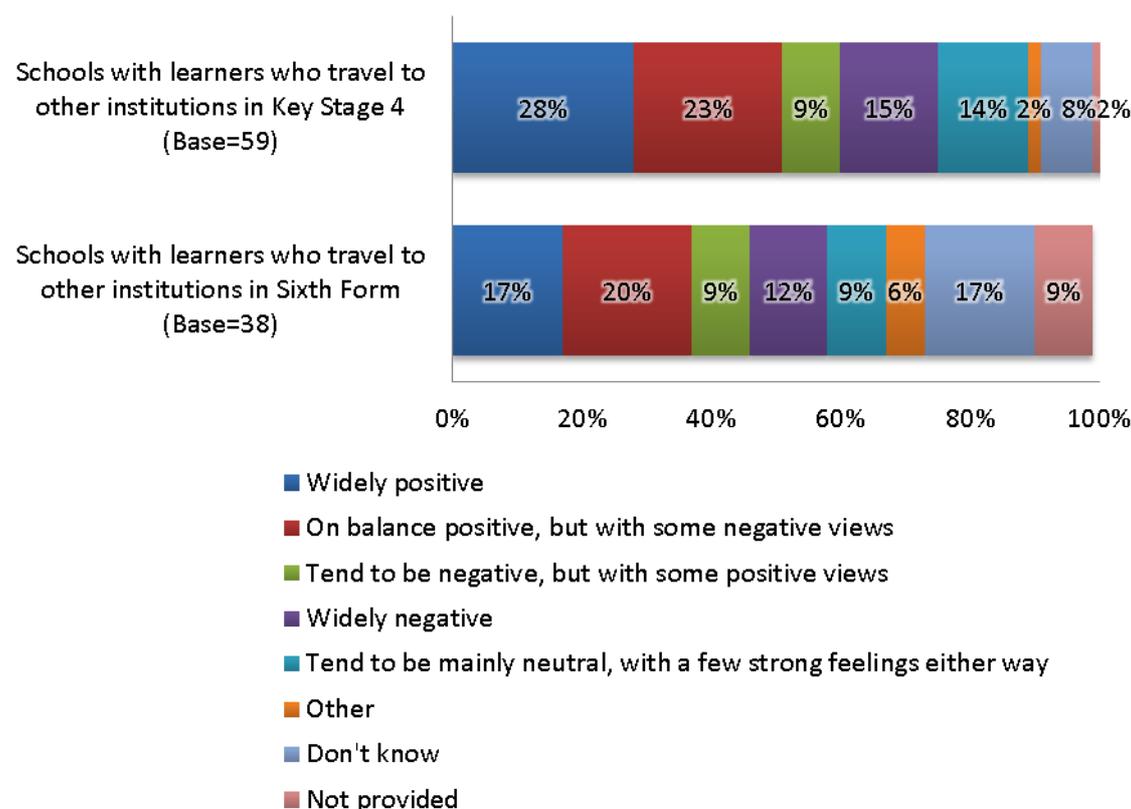
'We've had less sixth formers sign up to our mentoring programme for younger students.' Senior teacher

3.33 Some learners commented that they felt that travelling to other schools and colleges had had wider effects on them in making them more confident in meeting other people and in becoming generally more independent. They believed this would be beneficial to them in the future, particularly in the case of those sixth form students considering going to University:

'It prepares you as well, for when you go off to uni and stuff like that, because you've had to go out there and talk to people, and make a name for yourself somewhere completely different. If you come to a school from Year 7, all the way to Year 13, it's very easy to become so relaxed in a sense, you can then go to uni and it's a big shock, so I think it's quite a good opportunity.' Sixth Form learner

3.34 The research also explored perceptions of the parental view of increased learner travel and the increased curriculum. Respondents in the online survey were asked to describe parents' attitudes to the travel demands involved if their children want to undertake KS4 or sixth form options at other providers. Views were split as shown in Figure 10 with over one-quarter (28%) of schools with learners in KS4 who travelled saying that parents were widely positive, whilst 15% said parents were widely negative, and 14% said parents were neutral. Nearly one-fifth (17%) of schools with learners in sixth form who travelled reported that parents were widely positive, whilst 12% said parents were widely negative, and 9% said parents were neutral. On balance, thus, teachers more frequently felt that parents had positive attitudes towards their children's additional travel to undertake these courses.

Figure 10: How would you describe parents' attitudes to the travel demands involved if their children want to undertake options at other providers?



Source: Survey of schools 2013

(a) Base=variable

(b) Single response question

3.35 Teachers were also divided in their views as to whether parental views and their input into decision-making resulted in some learners not pursuing options which require travel. Teachers believed this was more likely to be an impact for KS4 learners (40%) than for sixth form learners (28%).

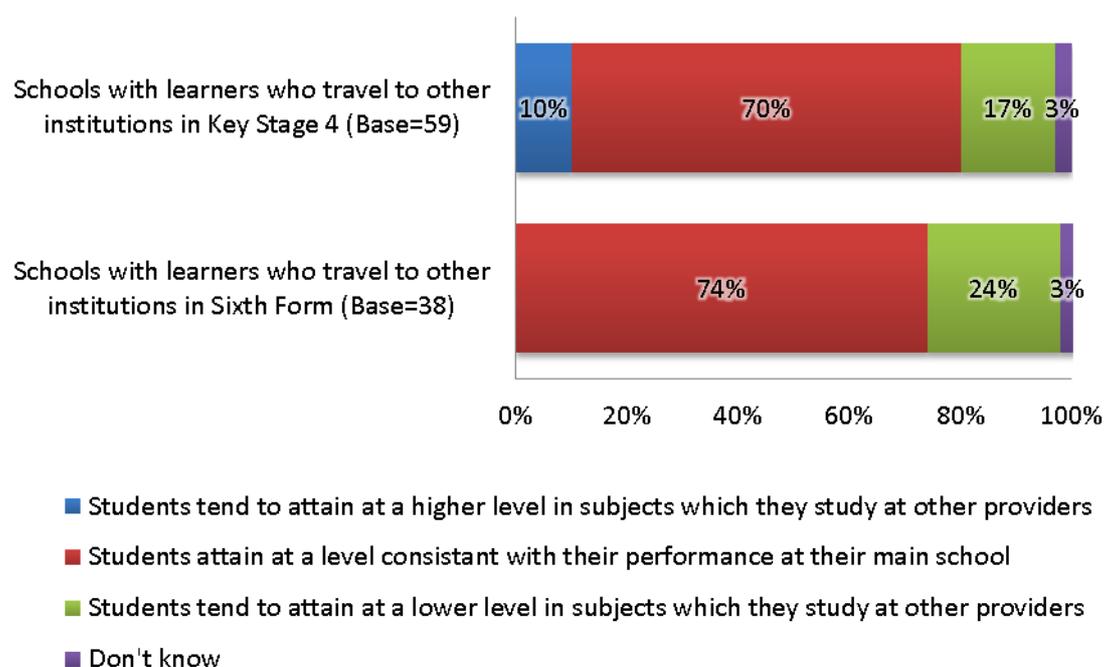
3.36 In-depth interviews with teachers and learners suggested that, in most cases, parents had initial reservations about their children travelling to other institutions and were confused as to why their individual schools could not offer these. However, most schools reported that these views changed once the reasons for travel and the arrangements in place were explained. Other than this there had been some occasional complaints by parents in instances where their child had been stranded at another school and they had had to collect them themselves.

Impact on attainment

3.37 An important consideration for the Measure was whether additional travel had any impact on pupil attainment. The online survey asked respondents for their opinions on the level of this impact. It is important to note that responses examined in the section were based on school views and not on a formal examination by the research team of comparative attainment data. Schools themselves were free to respond to this question based either on their own opinions or formal attainment data which was available to them but the extent to which schools used either approach is unknown. The findings below should therefore be considered with this caveat in mind.

3.38 Nearly three-quarters of survey respondents believe that learners who travel attain at a level consistent with their performance at their main school including 70% of those with learners who travel in KS4 and 75% of those with learners who travel in the sixth form. The remainder mainly believe learners attain at a lower level at the schools they travel to than at their main school, as shown in Figure 11.

Figure 11: How does attainment differ between courses for learners that travel?



Source: Survey of schools 2013
(a) Base=variable (b) Single response question

In-depth interviews with learners and teachers suggest that, generally, learners did well in the courses they had chosen and that school level data showed pupils, as a whole, were achieving better than they had in previous years. Although this may be for a number of other reasons, some schools felt that increased engagement and motivation as a result of the wider range of courses on offer had had an impact on this:

'Their score was a grade higher, which tells me that those who do choose to travel are really committed, they really want to do that course and they perform better.' 14-19 Network representative

Impact on post-16 participation

- 3.39 Schools with learners in KS4 who travel to other institutions were fairly evenly divided as to whether the availability of options which require travel has any influence on the likelihood of learners who travel remaining in learning post-16. One-third (31%) believe it has a 'significant' influence, 25% reported it influenced staying-on to 'a small degree', and 29% did not think it had any influence.
- 3.40 The 31% of schools stating that travel, and the wider options which travel brings, has a significant influence on the likelihood of learners who travel remaining in learning post-16, believe this influence results in terms of: more students going to FE College (56%); more students staying in sixth form (50%); and more students entering Work-Based Learning/ Apprenticeships (33%). Only 6% of schools suggested that it results in more students going to a sixth form other than in their home school.
- 3.41 Half (50%) of respondents with learners in sixth form who travel believed that the availability of options that require travel 'increases the numbers who stay on here instead of leaving at age 16'. However, one-third (34%) reported that 'numbers who stay on would not be affected if we did not offer the travel-away options'.
- 3.42 Of those schools with a sixth form which believe that the availability of options which require travel increases the numbers who stay on at their sixth form, the majority (68%) believe this only results in a minor

increase of less than 10% staying on into their sixth form. However, 16% report more significant increases of between a 10% and 24% increase in numbers staying on into their sixth form.

- 3.43 Overall, findings from in-depth interviews with schools and network representatives suggested that they believed the increased curriculum choices as a result of the measure had led to an increase in general participation post-16:

'We've got increased participation, I mean, we've always had good staying-on rates in the sixth forms, but we've seen an increase in participation staying in sixth form, and also, participation in college.'

14-19 Network representative

- 3.44 Further to this one school reported that the number of pupils staying on in their sixth form has increased to approximately 80%.

Impact on Welsh Medium curriculum

- 3.45 The online survey and qualitative research explored the impact of increased choice and travel on the take-up and availability of provision in the Welsh medium to identify whether this has increased access and take-up of such provision to those that want it.
- 3.46 No English Medium school respondents with learners in KS4 who travel and only 3 English Medium schools with sixth form learners who travel reported that the travel undertaken allows the school to offer courses in the medium of Welsh Language when they would not otherwise be able to.

Impact on schools receiving pupils

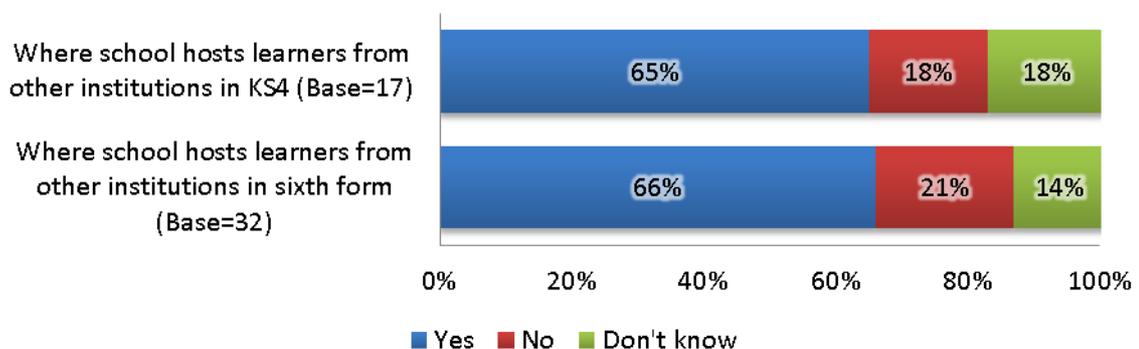
- 3.47 As well as looking at the impact of travel on learners travelling away from their main school and teachers views on the impact of this, the research investigated the views of teachers in schools which acted as 'host schools' where learners from other schools travelled to them. Over one-quarter (26%) of respondents to the online survey reported that they received learners from other institutions at KS4 and over half (58%) of

respondents received learners from other institutions to study at sixth form level:

- Schools which acted as a host destination for KS4 learners received them from between 1 and 4 other schools. The majority of schools which received learners from other schools offered between 1 and 4 courses to them. However, one respondent reported that their school offered 21 course options to external learners. Schools reported that they received between 3 and 43 external learners to take up these options, a total of 241 learners across all survey respondents.
- Schools which acted as a host destination for sixth form learners received them from between 1 and 8 other schools. The majority of schools which received learners from other schools offered between 1 and 16 courses to them. However, a small number of respondents offered more. Schools reported that they received between 1 and 90 external learners to take up these options, a total of 644 learners across all survey respondents.

3.48 Of those schools which acted as a host for external learners from other institutions, two-thirds, including 65% of those that hosted external learners in KS4 and 66% that hosted external learners in sixth form, reported that having learners from other providers had benefits for their school. As shown in Figure 12, only one-fifth (18% in KS4 and 21% in sixth form) of respondents did not believe this to be the case.

Figure 12: Does having learners from other institutions have benefits for the school?



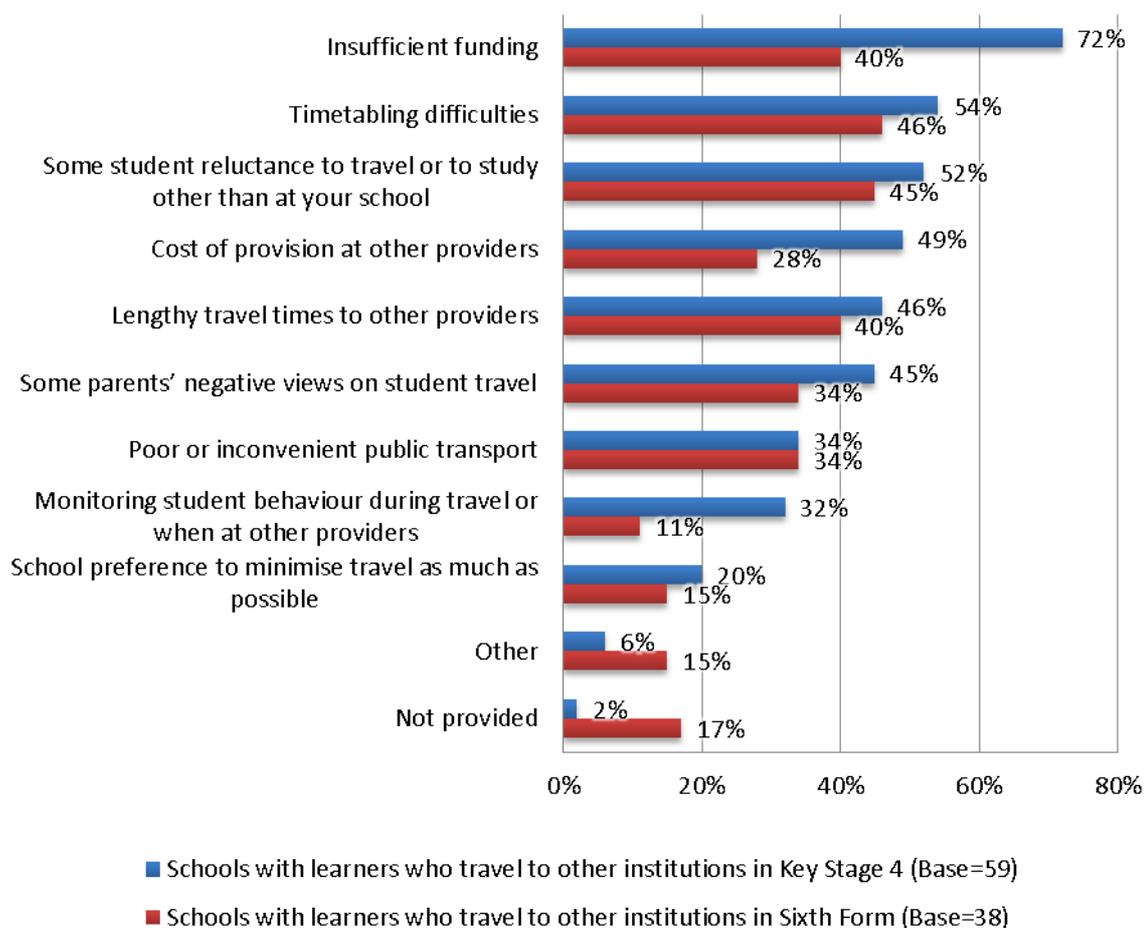
Source: Survey of schools 2013
 (a) Base=variable
 (b) Single response question

- 3.49 Common benefits respondents reported from receiving learners from other institutions at KS4 and sixth form included: developing better partnerships with other schools in their networks; increased social interaction and cohesion for learners; and value for money and resources from widening the curriculum.
- 3.50 Only 3 schools (18%) which received KS4 learners from other institutions reported that this had negative effects. These negative effects included behavioural issues (such as smoking and bullying) which have now been addressed, and learners arriving late and disrupting other learners' experiences. Further to this, only 6 schools (21%) which received sixth form learners from other institutions reported that this had negative effects. These negative effects included timetable constraints giving limited flexibility of choice, and some behavioural and attitudinal challenges.

Barriers to travel

- 3.51 In order to identify barriers and challenges to inter-institutional travel, schools responding to the online survey were asked what the main constraints were to supplying options that require travel by KS4 and sixth form learners. A range of constraints were reported, as shown in Figure 13.
- 3.52 The main constraints for KS4 options were: insufficient funding (72%); timetabling difficulties (54%); and student reluctance to travel (52%).
- 3.53 The main constraints for sixth form options were: timetabling difficulties (46%); student reluctance to travel (45%); insufficient funding (40%); and lengthy travel times to other providers (40%).

Figure 13: Main constraints on supplying options that require travel for learners



Source: Survey of schools 2013

(a) Base=65

(b) Multiple response question

Impact of late arrivals

3.54 It has been suggested earlier in this chapter by both learners and teachers (in both main schools and schools travelled to) that late running transport can have an impact on learner's overall experiences and that these losses could accumulate into quite a significant amount of time lost over the course of the year. In addition it has been noted that this can also impact on other learner's experiences by disrupting lessons:

'Where they're accessing the public transport, of course that's not necessarily timely and so there might be a long wait in one location. Either the lesson might have finished and they've got

to wait a chunk of time before they can come back, or they get somewhere particularly early, so that's been a frustration for a lot of them.' Senior teacher

3.55 Overall, this was the main negative affect reported by all research participants and there was a view that this was something that needed to be better addressed. However, there was not a conclusive consensus on who this should be addressed by as:

- in some instances it was felt responsibility should lie with the LA Transport Officer and transport contractors to ensure services ran to time;
- there was a suggestion that more should be done to ensure services offered were realistic and gave contractors sufficient time to travel between schools; and
- some LA Transport Officers and senior teachers reported that learners could do more to ensure they are on time for scheduled transport services.

Impact on teachers/lecturers

3.56 Findings from in-depth interviews indicate that, generally, teachers are happy to have additional learners from other locations in their classes and that these learners are usually enthusiastic about their courses. However, several senior teachers reported, again, that late-arriving pupils could sometimes have a disrupting effect on the delivery of the lesson.

3.57 In addition, senior teachers reported that they needed to plan more in advance for learners who travelled to ensure that they had sufficient materials for them and were able to engage with them outside of class if additional support was needed:

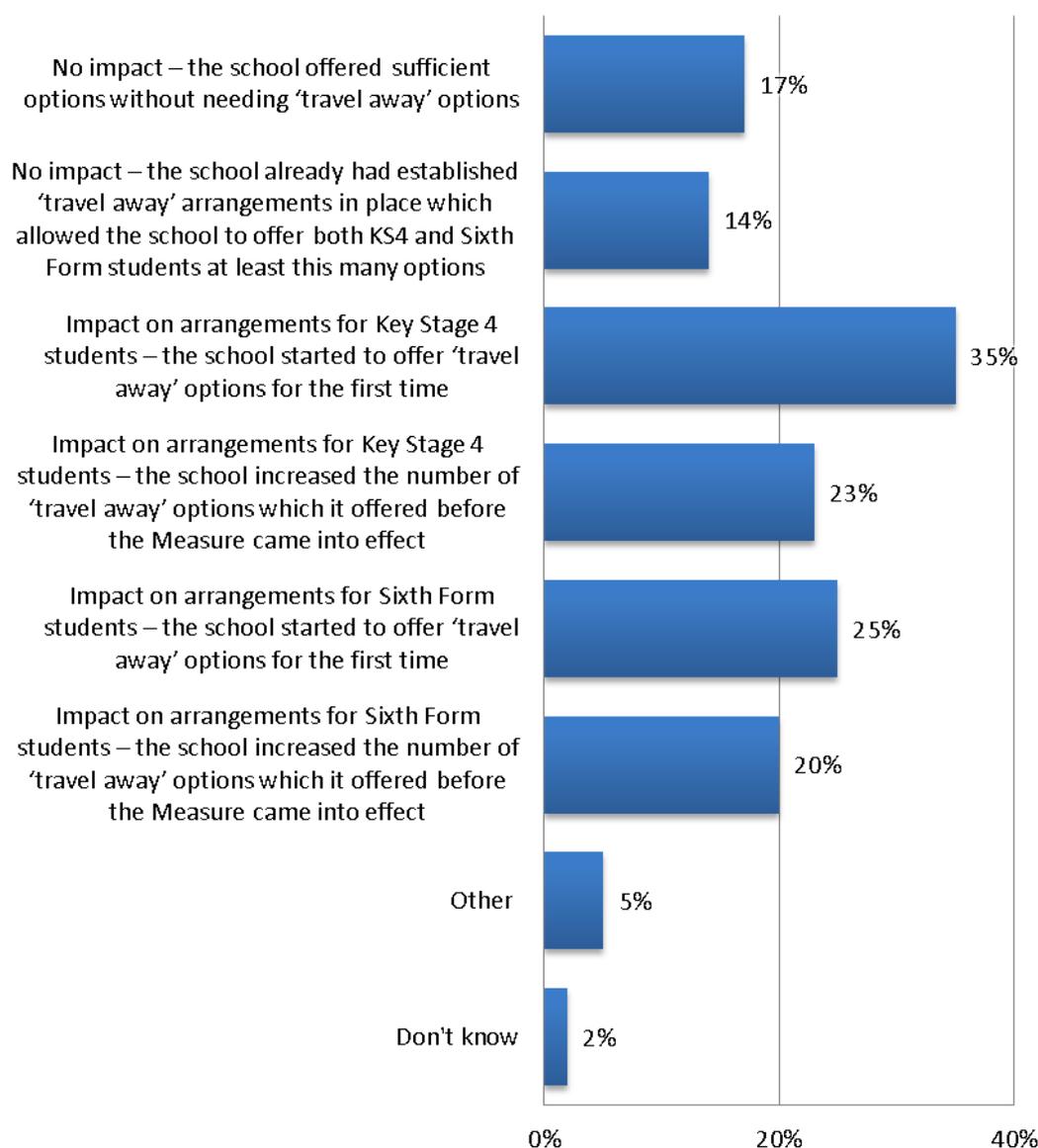
'You have to think much more carefully to make sure that you are well and truly on the ball. So say, for example, you wanted to give the students some kind of resource, and he says, 'Oh

god, I haven't done it,' well that's fine if the student's in your school because you can see them after lunch or whatever. You can just pop and give it to their tutor, but you don't have that kind of facility. The other issue that came was, I mean I was quite good in terms of communicating with students once they'd left the school. They knew, if they were stuck, they could email and we had that really good dialogue going, and they belonged to our school and they belonged to my group, so that worked really well but it doesn't work as well when students are from other schools.' Senior teacher

Overall impact of the Learning and Skills Measure

3.58 All respondents to the online survey were asked what impact the requirement that 30 course options be available to KS4 and sixth form students has had on their school. Responses were mixed as shown in Figure 14. However the most frequent response given was that the school started to offer 'travel away' options for the first time in order to meet the 30 option requirement through partnerships with other schools, including 35% in the KS4 case and 25% in the sixth form case. The Measure had had no impact on 17% of schools because the schools already had sufficient options and on 14% of schools because they already had travel arrangements in place.

Figure 14: Impact the requirement that 30 course options be available to KS4 and sixth form students has had on schools



Source: Survey of schools 2013

(a) Base=65

(b) Multiple response question

3.59 Interview responses revealed that, overall, schools are positive about the Measure and the stimulus to curriculum choices which it has brought about. However, opinions over quality are divided. Some teachers and network representatives think the overall quality of delivery is higher in both 14-16 and 16-19 option choices as learners are able to go to specialist providers. However, a minority of school staff interviewed were concerned that the emphasis on offering 30 options to learners meant there was variable quality between courses in order to meet the 30-

option target as they were not able to account for quality in partner schools and colleges:

'I had some emails from one of the other schools saying that their quality of their subject X was really, really good, as opposed to the quality of subject X in another school.' Senior teacher

4 Management strategies and good practice

4.1 This section brings together findings from both the online survey data and the in-depth interviews with 14-19 Network representatives, senior teachers, and LA Transport Officers to explore how transport arrangements have been managed and to identify elements of good practice amongst these.

Key chapter findings

4.2 Key findings in this chapter include:

- The design of travel strategies tends to be based on geography and language.
- Overall, the majority of areas use learner travel to support the delivery of the Measure and alternatives to travel are not widely used. However, there is recognition that further exploration of alternatives should be undertaken.
- Where peripatetic teachers were employed by one school surveyed this was viewed very positively as an example of good practice.
- 'Good practice' more generally concerned close partnership working and building on existing effective practice.

Relationship between network types and travel strategies

4.3 To explore the reasons behind the choice of model used for delivery by different delivery clusters, qualitative interviews were undertaken with 14-19 Network representatives, senior teachers, and LA Transport Officers.

4.4 These interviews found that the main reason for the models operated by the networks was simply the area's specific geography. In most instances schools were clustered based upon proximity to minimise travel by learners and subsequent discussions were held between schools to ensure a range of options were offered.

'We clustered them into sort of three groups because it's quite a large borough. We organised it into three groups of transport clustering each valley together.' Transport Manager

- 4.5 A key consideration for Welsh Medium schools was ensuring that they were partnered with other schools which could offer Welsh Language provision. Identifying suitable high-quality provision in close proximity was a problem in some instances for Welsh Medium schools. As a result, in one cluster interviewed in a rural area, two Welsh Medium schools had engaged peripatetic teachers as they believed this would be less expensive and more time-effective than learners travelling.
- 4.6 Another consideration, for a few clusters, was to ensure the diversity of learners by social and economic demographics to ensure opportunities were available for all and to improve social cohesion.
- 4.7 Schools within several clusters also worked in partnership to ensure that the courses offered reflected the needs of the local community:

'There are a lot of countryside children here and we want to retain farming'. Senior teacher

- 4.8 Generally the approach to the type of transport provided was specific to the local areas based on the geography and transport available to them. For example, in more urban areas where public transport was readily available at the times needed this was used; or where schools were not a great distance apart regular shuttle buses contracted by the school or LA were used. However, in more rural areas taxis were used when only a small number of learners needed to travel; and fixed timetable bus and coach services contracted either by the school or LA were used.

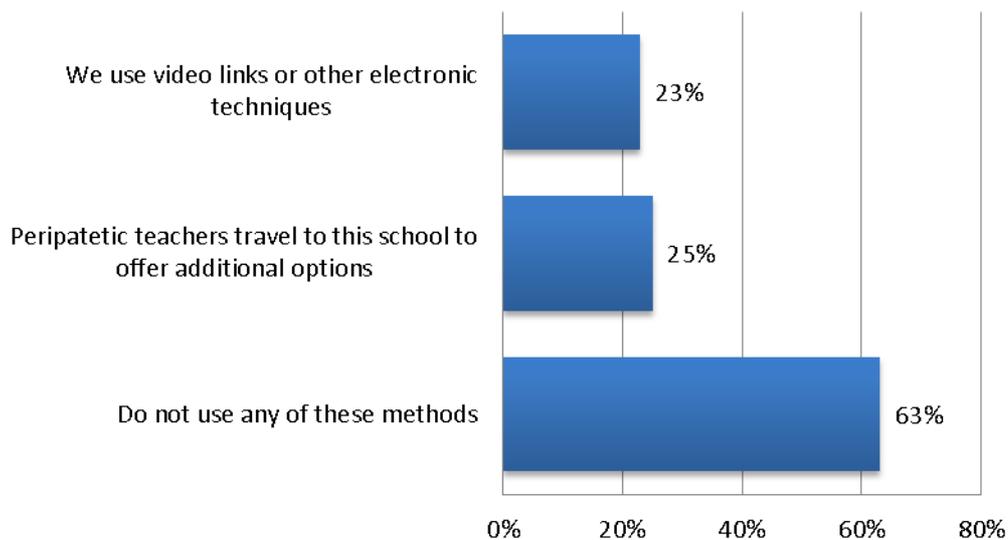
Travel minimisation strategies and use of alternatives to travel

- 4.9 In-depth interviews found that the majority of stakeholders, in order to adopt the Measure, had introduced strategies that required learners to travel to other sites to access the additional curriculum choices rather than using peripatetic teachers or bringing in technological options (this

is not necessarily reflective of the whole population of schools since schools selected for qualitative interviews all had learners who travelled). In some instances, schools had engaged with LA Transport Officers in order to plan the most efficient routes for journeys.

4.10 Some schools have however used methods other than travel to ensure that their learners are able to choose from 30 options at both KS4 and sixth form. The online survey explored what other methods had been used by schools. Over one-third (37%) of respondents reported that they used such methods. The methods used included video links or other electronic techniques (23%), and peripatetic teachers to travel to the schools to offer additional options (25%).

Figure 15: Methods used by schools to reduce the numbers of learners who might otherwise have to travel



Source: Survey of schools 2013

(a) Base=65

(b) Multiple response question

4.11 Schools which used electronic or other techniques to deliver courses reported that they offered between 1 and 5 courses in this way, although over three-quarters (80%) of these only offered one or two.

4.12 Schools that do not use video and electronic techniques reported that this was for a range of reasons including: the practical nature of the courses to which learners travelled; not having the resources to deliver lessons electronically; and finding electronic solutions unreliable.

Further to this, qualitative interviews with senior teachers identified that they did not want to use electronic solutions as this removed some of the wider support teachers could provide outside of lessons when learners needed to work in groups, had queries, or were struggling with their work.

'Initially we did try video conferencing so that nobody had to move, but the staff involved found that they felt that it didn't really work with the courses that were doing this. You know with languages, students needed to speak to each other and they found that quite difficult. The technology in this part of the world is not very impressive in terms of bandwidth and things like that.'

14-19 Network representative

- 4.13 However, it was reported that in some areas, more investment had been put into using videoconferencing facilities to minimise travel by both learners and teachers. In other areas there is recognition that use of electronic solutions has been low and they are exploring an increased use of ICT solutions.
- 4.14 Amongst the quarter (25%) of schools that reported in the online survey that they that used peripatetic teachers to deliver courses, these schools reported that they offered between 1 and 12 courses in this way, although of these the vast majority, three-quarters (75%), only offered one course in this way.
- 4.15 Schools that do not use peripatetic teachers reported that this was due to a range of reasons including: not having a need to do so yet; the cost involved and they also said that they believed teachers found the idea of the working hours/travel unattractive.
- 4.16 However, interviews with teachers in one school in a rural area revealed that they had opted to use peripatetic teachers as they estimated that the cost of transporting learners to other schools was equal to the cost of hiring 5 additional teachers, and believed, therefore, that it was more sensible to hire teachers who would travel the 45 minutes it would take between schools than for several learners to do this. This peripatetic service was relatively seamless and learners were not aware that their

teachers also went to another school to teach which meant the school were very positive about its overall impact and effectiveness and was viewed as an example of best practice, particularly in an area where Welsh medium schools were further apart.

- 4.17 One-fifth (23%) of survey respondents reported that their school had introduced other strategies or techniques for minimising the volume of learners who travel from school to other institutions (other than use of peripatetic teachers or electronic solutions). The schools that reported they had such strategies stated these mainly centred on working internally to ensure that there was sufficient variety of curriculum choices for learners at their schools to ensure that a significant proportion of the 30 course requirement was met within their own school without students needing to travel or aimed to increase quality and appeal to learners to encourage them to stay at the school:

'We are striving to increase the range of subjects available in house and striving to raise standards to ensure quality outcome available in home school.' Senior teacher

Demand for the wider course offer

- 4.18 The qualitative research and online survey asked teachers for their views on the relationship between the increased course options offered to students, the potential for this creating a demand for student travel to other institutions, and the particular terms of the Learning and Skills (Wales) Measure. Feedback was varied and included:

- Most schools did not believe that offering 30 courses was sustainable in current economic climate:

'The Measure is a dogma we could do without. Yes, it has promoted choice; but many of the subjects in the expanded curriculum have very small numbers of learners. Would it not be better to have reduced choice but more sustainable group size and reduced cost of transport?' Senior teacher

- Most schools believed they would adhere to the principle of wider choice even without the Measure, of which the '30 options' rule seems arbitrary to some. They believe the offer would be more effective if the schools had more freedom and flexibility to choose the appropriate number of options for them:

'30 is too rigid a number and we would like some leeway to amend the curriculum according to the needs of the cohort of pupils.' Senior teacher

- The overall quality of the courses offered also needs to be considered and maintained as a high priority as there is a view that not all choices of comparable quality:

'Quality rather than quantity should be the key. Schools need to worry more about the quality of the provision rather than the number of subjects on offer.' Senior teacher

- Additional challenges faced by Welsh Medium schools should be considered as there is not always a high quality of Welsh Medium provision within a viable travel distance.
- Some schools believed that the system would be more fairly balanced between rural and urban schools if they could buy in on a 'needs' basis.

Identification of good practice

4.19 In-depth interviews with schools and networks revealed several facets of best practice that had emerged when developing transport arrangements to deliver the Measure. This included:

- When forming local partnerships, schools identified existing partnerships between schools which could be developed further as well as identifying opportunities where schools' geographical proximity could be exploited to offer a wider range of curriculum choices. In one

instance this included cross-border collaboration between schools in two different local authorities.

- The majority of school partnerships had regular meetings (at least once a term) in order to agree and discuss the delivery pattern and to explore any challenges with delivery arrangements.
- Use of shared timetables was common across partners in order to enable learners to choose from a standardised selection of choices.
- Good relationships with LA Transport Officers and frequent and effective communication between partners, both through meetings and on a one-to-one basis, tended to ensure partners were more satisfied with their arrangements than where these were less evident.
- One area also reported that they use approximately £3,000 p/a of their transport budget on taxis to send pupils to undertake voluntary work. This aims to 'give something back' to the community, and affords pupils additional skills, experiences and values. The area also reported that this activity helps to create a sense within the local community that their pupils are capable of more than just studying in school.
- Several LA Transport Officers and 14-19 Network representatives reported exploring elements of best practice elsewhere, such as approaches to transport and timetabling models used in other local areas both in Wales and the wider UK and drawing on these elements in their own models.

5 Ongoing and future change

5.1 This section brings together the findings from both the online survey data and the in-depth interviews to explore the impact of current and future changes to policy and grants on partnerships' ability to deliver the requirements of the Learning and Skills Measure and long-term sustainability.

Key chapter findings

5.2 Key findings in this chapter include:

- Currently the full impact of the phasing out of 14-19 grants is unknown – some areas have yet to see a reduction in funding.
- Final action plans to respond to the reduction in funding are not yet available in all areas. However, most will include the need for financial contributions from schools and LA budgets.
- Schools were generally committed to delivering the range of options. However, there were concerns that without appropriate funding some clusters and consortia could dissolve.

Impact of the phasing out of 14-19 grants

5.3 All online survey respondents were asked what impact the reduction in Welsh Government funding from 2012/13 for the 14-19 policy had had on schools' approaches to the offer of course options undertaken at other providers. One-quarter (25%) reported that there had been 'no impact' so far. However, nearly one-fifth (19%) reported that 'fewer courses are offered at our school' and 17% reported that 'fewer courses are offered at other providers'. However, nearly half (42%) of all online survey respondents could not provide a response to this. The differing experiences here may be partially explained by our earlier examination of the costs of learner travel which showed that the overall allocation for transport had actually increased in 2012/13. Further to this, our in-depth interviews with senior teachers, LA Transport Officers and 14-19 Network representatives identified a range of experiences so far, with

some schools and consortia not expecting an impact until next year, but seeing this as the key challenge they will have to face in the future.

- 5.4 In-depth interviews revealed that teachers, LA Transport Officers and 14-19 network representatives were all concerned about the phasing out of the 14-19 grants:

'Yes it will have an impact, yes definitely.' LA Transport Officer

- 5.5 In particular, teachers and 14-19 Network representatives were concerned that without this contribution they would be unable to sustain the offer of a minimum of 30 high-quality curriculum choices. This was attributed to the fact that, as budgets would need to be reduced, learner travel at its current level would be unsustainable without contributions from schools and Local Authorities (which are already under-pressure to reduce their budgets):

'We've had just under 20% of cuts in the last two years. This [approach] is so successful that we shouldn't be talking of cutting spending on transport, we should be talking of increasing spending on it, with the impact it's having on young people.... It's just made things more difficult. We try to keep it away from course provision, so we try to reduce the impact on learners, but what's happened really is we've just got a smaller percentage of learners who can access the wider choice.' 14-19 Network representative

- 5.6 At the time of the research, respondents were mainly still in the process of developing action plans within their clusters and consortia to respond to phasing out of the grant. However, most stated that they believe the responsibility for funding travel would fall on schools or learners. In one area, schools had committed to contribute £20,000 each to fund learner travel.

- 5.7 LA Transport Officers reported that they had not been fully informed of the planned changes although they acknowledged that there probably

would be changes. Several Transport Officers reported that they felt more could be done by schools to explore electronic solutions and use of peripatetic teachers:

'It does beg the question to whether the kind of costs that are involved in doing this, whether that is seen as effective use of spending, or whether it's more practical or cost effective to move the teaching staff around, and really the sustainability of it thereafter.' LA Transport Officer

Extent and impact of shift to regional planning

5.8 Interviewees were also asked the extent to which they had shifted from consortium to regional planning. The extent of, and shift to regional planning varied between the areas consulted and not all respondents were certain of its extent. In the areas consulted where regional planning was underway it was noted that it was difficult identifying a model that was suitable to areas with very different geographies:

'Well in the first phase, regionalisation is causing us some difficulties, because the model that we have adopted is far different from the model that has been adopted in the four authorities that we are now partners with.' 14-19 Network representative

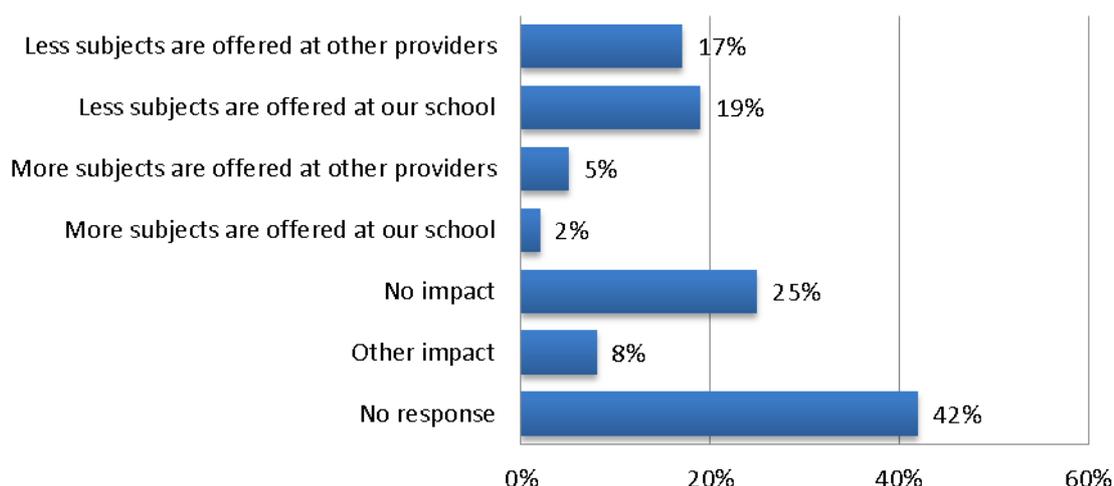
5.9 One respondent noted that the shift to regional planning was opening up more digital resources for curriculum delivery:

'We've now put in a regional plan instead of a local area network plan, but we still have our sub-sections. So we have, in that plan, lines which are completely regional, so we have a Welsh Medium forum which supports different activities, we have a digital resources line which is regional, and then we also have a set of sub-regional activities.' 14-19 Network representative

Future impact of funding changes

5.10 Moving forwards, respondents were asked what they thought that the anticipated impact of the overall 14-19 grant reduction in the 2013/14 academic year would be on the transport budget and delivery (Figure 16). Over one-third (34%) reported that they envisaged ‘fewer courses will be offered at other providers’, whilst 32% reported that they anticipated that ‘fewer courses will be offered at our school’. However, nearly one-half (42%) of respondents could not provide a response to this. Findings from the qualitative research suggest that this is because they are currently unsure what their response will be.

Figure 16: Anticipated impact from grant reduction in the 2013/14 academic year



Source: Survey of schools 2013

(a) Base=65

(b) Multiple response question

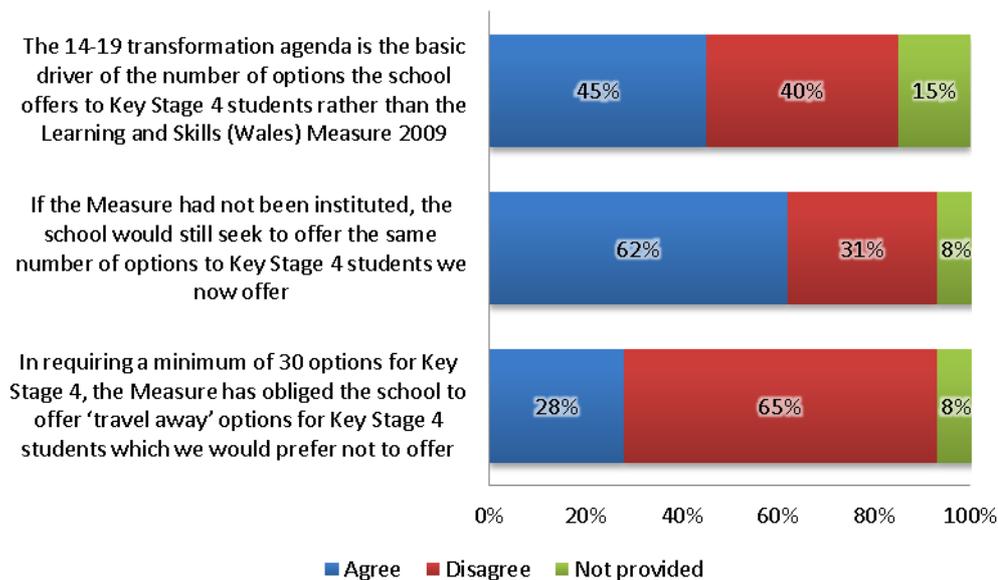
5.11 Schools were divided on their views as to whether they agreed that ‘the 14-19 transformation agenda is the basic driver of the number of options the school offers to KS4 and sixth form students rather than the Learning and Skills (Wales) Measure 2009’ with 45% agreeing with this and 40% disagreeing for KS4 compared to 38% agreeing and 38% disagreeing for sixth form as Figure 17 shows.

5.12 However, teachers were more likely to say that their school would still seek to offer the same number of options at KS4 than to say that they

would do this at sixth form level: 62% of respondents agreed that this was the case for KS4 compared to 40% for sixth forms.

5.13 Further to this, respondents were more likely to say that, in requiring a minimum of 30 options for students, the Measure has obliged the school to offer ‘travel away’ options for students which they would prefer not to offer at sixth form than at the KS4 level. The figures for this response show that 40% agreed this was the case for sixth form whilst 28% agreed this was the case for KS4 (see Figure 17 below).

Figure 17: Views of course options for KS4 pupils



Source: Survey of schools 2013

(a) Base=65

(b) Single response question

5.14 Finally, respondents to the online survey and in qualitative interviews were asked to provide their views on how the Measure or the underlying ‘choice agenda’ might be beneficially adjusted from their school’s point of view. Suggestions included:

- The need to remove or reduce the minimum number of course options to allow schools more flexibility to meet the needs of their learners.
- The need to review the current arrangement as the associated costs and impact on school timetables is not sustainable.
- A need to increase focus on the quality rather than on quantity of courses offered.

- More support needed for schools in rural areas as public transport routes are frequently less well developed.
- Provide more support and consideration for Welsh Medium schools as it is often more challenging for them to find appropriate partners.

6 Key findings, conclusions and recommendations

- 6.1 This final section summarises key findings and draws conclusions in respect of the extent and impact of increased travel as a result of the Learning and Skills (Wales) Measure 2009. It does so under a series of headings based upon the key research questions.

Number of learners who travel and travel behaviour

- 6.2 The research shows that approximately one-fifth of learners are required to travel to other institutions to undertake at least one of their chosen courses. Survey findings indicate that, on average, 44 learners per school in KS4 travel and 23 learners per school in sixth forms travel. Using the average proportion of learners who travel from survey respondents' schools, we estimate that in Wales as a whole in 2012/13 the number of learners travelling away from their main school to access the expanded curriculum amounted to 15,114 learners in KS4 and 3,071 in sixth form, a total of nearly 18,200 learners aged 14-19. However, it is important to note that these estimates are not adjusted for those schools which did not have any learners who travel as the number of these was unknown, therefore these may be overestimates. This uncertainty is attributable to the limitations placed on the research.

Recommendation: A more systematic approach to determining the number of learners travelling would require a change to the current methods being used for the collection of management data.

- 6.3 Travel was most prevalent amongst sixth form learners. In 2012/13, 20% of learners in the sixth form travelled to other institutions compared to 17% of those in KS4. Learners in sixth form travelled an average of 3 miles further than those in KS4, (sixth form learners travelled an average of 11 miles compared with 8 miles for KS4 learners).
- 6.4 Buses and coaches were the main single source of transport used for travel in KS4 and the sixth form. Responsibility for the contracts varied

between schools and local areas. However, qualitative interviews found that LA Transport Officers rather than schools were most frequently responsible for this.

Impact of travel and transport on learners

- 6.5 Increased travel had enabled learners to undertake a range of different courses in KS4 and at sixth form level that the schools themselves would have been unable to offer. These additional courses were usually vocational courses such as construction, hair and beauty, and health and social care.
- 6.6 The majority of teachers were of the opinion that there was little impact on learners' attendance on days when they travel, although there was some impact on the attendance of those who travel at KS4. In several instances learners were missing the first 5-10 minutes of lessons which had a disruptive affect on the individuals and others in the class. Attendance tended to be affected when there were problems with transport such as late running services due to traffic, or learners not catching the bus on time.
- 6.7 In many instances, learners consistently missed time from scheduled breaks as a result of travel with this being more common for those in sixth form. However, the amount of time lost was not regarded as significant. Some learners reported in qualitative depth interviews that they felt that travelling made them tired during their lessons.

Recommendation: Where local areas feel it is required further discussions should be undertaken within networks to identify whether alternative travel schedules, timetabling structures, transport types, and routes are available that would help limit the time spent by learners travelling.

- 6.8 Overall, it was the teachers' view that learners who travelled in both KS4 and the sixth form attained consistently in both their main school and the school to which they travelled. In some instances, both teachers and learners felt that travelling learners actually performed better in those

courses where they travelled elsewhere as, in those cases, learners were studying courses in which they were particularly interested and, therefore, put particular effort into behaviour and performance.

Recommendation: Ensure opportunities remain available for learners to study subjects that are of specific interest to them to ensure continued engagement and consistent attainment.

Impact on of increased travel requirements on courses

6.9 Teachers reported a positive impact in that students from other institutions were generally enthusiastic students. However, they also reported some negatives:

- Disruption from late arrivals.
- Need for additional planning.
- Fewer opportunities for additional support and advice outside of scheduled classroom lessons.

Degree and extent to which learners are reluctant to travel and who, as a result, might not be able to access the full extent of wider choice of courses

6.10 Teachers thought that learners in the sixth form were more likely to restrict their curriculum choices to avoid the need to travel elsewhere than KS4 learners, 71% compared with 36%. Teachers regarded those in sixth form as more reluctant to travel to different institutions. However, generally they did not think this was a very significant or widespread issue.

6.11 Learners indicated that the most important factor to them was being able to study the courses that were of most interest to them. In order to do this they were willing to travel although many said 'it is a hassle' and ideally they would not have to. Some also believed that travel was an issue for their peers, but not, generally, a big issue.

Recommendation: Further work should be undertaken to fully understand any learner reasons for not wanting to travel e.g. are they

fully aware of the time and methods involved, and whether these are 'real' or 'perceived' barriers. Where 'perceived' barriers exist these may be addressed with increased information being provided to learners about the nature of the travel, 'trial runs' at the travel routes to be used, and possible taster sessions at the schools they would travel to.

Key barriers to learner travel

6.12 The main barriers to learner travel reported were:

- Timetabling difficulties, this was particularly the case for schools and LA Transport Officers.
- Student reluctance to travel, this was particularly the case for schools and learners.
- Cost of transport for provision at other providers; this was particularly the case for schools, LA Transport Officers and 14-19 Network representatives.
- Lengthy travel time; this was particularly the case for schools and learners.
- Negative parental views; this was particularly the case for schools.
- Poor public transport access; this view was held across all interviewee groups particularly in more rural areas.

How Local Authorities are attempting to minimise the levels of travel by learners, teachers and lecturers

6.13 14-19 Network representatives and LA Transport Officers have worked closely with schools to identify the most geographically convenient partnership working opportunities in order to ensure minimal travel both by learners and, in cases where peripatetic teachers are used, by teachers. Welsh Medium schools (particularly in rural areas) find it challenging to find appropriate partner organisations within a suitable travel distance.

6.14 Qualitative discussions suggest that in the very few cases where peripatetic teachers have been used, this was mainly by schools in rural areas.

6.15 Generally, the use of other minimisation techniques has been less prevalent than learner travel which appears to be schools' and 14-19 Network representatives' preferred solution to enabling expanded access to courses. In some Local Authorities investment has been made in videoconferencing facilities to minimise travel for both learners and teachers. However, there appear to be barriers to schools using this more widely as some schools reported that they would be reluctant to use electronic solutions as they did not trust their reliability and some felt that teaching was more effective if face-to-face, particularly where learners needed to see their teachers outside of class.

Recommendation: Further work should be undertaken to fully understand the potential for and costs of more widespread usage of peripatetic teachers and electronic solutions. The limitations of these methods and the extent which these are 'real' or 'perceived' barriers should also be explored more fully.

Additional transports costs for Local Authorities and schools in meeting the requirements of the Learning and Skills (Wales) Measure

6.16 In most instances, Local Authorities indicated that they had used their 14-19 transport grant to fund learner travel but travel costs were frequently topped up by use of general school budgets.

6.17 The comparative costs of providing additional travel in rural and urban areas, identified through the in-depth interviews were, as would be expected, dependent on what arrangements urban and rural areas had decided to use. Those that had widely accessed public transport found their costs were lower, whilst those using taxis and other private transport (particularly in rural areas) found their costs were higher. However, different methods for capturing these costs between local authorities and the lack of widely available data for 'cost per learner' means an overall comparison has not been possible in this research. A more systematic approach to capturing this data would be beneficial to future analysis.

6.18 LA Transport Officers had undertaken a variety of activities to ensure costs were kept low, including examining contracts to ensure the contract compliance of private hire coach and bus companies and exploring the more frequent use of public transport as opposed to private hire taxis or coaches.

Recommendation: Best practice should be shared amongst local networks in order to ensure methods for keeping transportation costs low are utilised where necessary.

Financial impact on schools and Consortia as 14-19 grants are phased out

6.19 The financial impacts of the reduced 14-19 grants to Consortia have not been felt in all areas as yet due to an increase in transport grant allocation in the last year.

6.20 However, over the next year, most LA Transport Officers and 14-19 Network representatives identify the cost of funding learner travel between institutions as being their biggest transport-related challenge. It is believed that the financial burden of funding transport will fall on schools and learners. Interviewees in rural and urban areas consulted all felt this would be a challenge. However, uncertainty about how they will respond and lack of a consistent approach to capturing individual costs of transport means exact financial implications cannot yet be calculated.

6.21 Several Local Authorities are currently working to identify how to fund transport when overall 14-19 grants are further reduced. This will include seeking further funding both within the Authority itself and from schools. In one instance, it may also involve charging learners.

6.22 Some transport officers believed that peripatetic teachers and electronic techniques could be further explored as at least partial solutions to the funding challenge.

6.23 There was a concern amongst senior teachers and 14-19 Network representatives that partnerships amongst Consortia and clusters may break down due to increased costs and inability to meet these.

Effective arrangements to help establish good practice

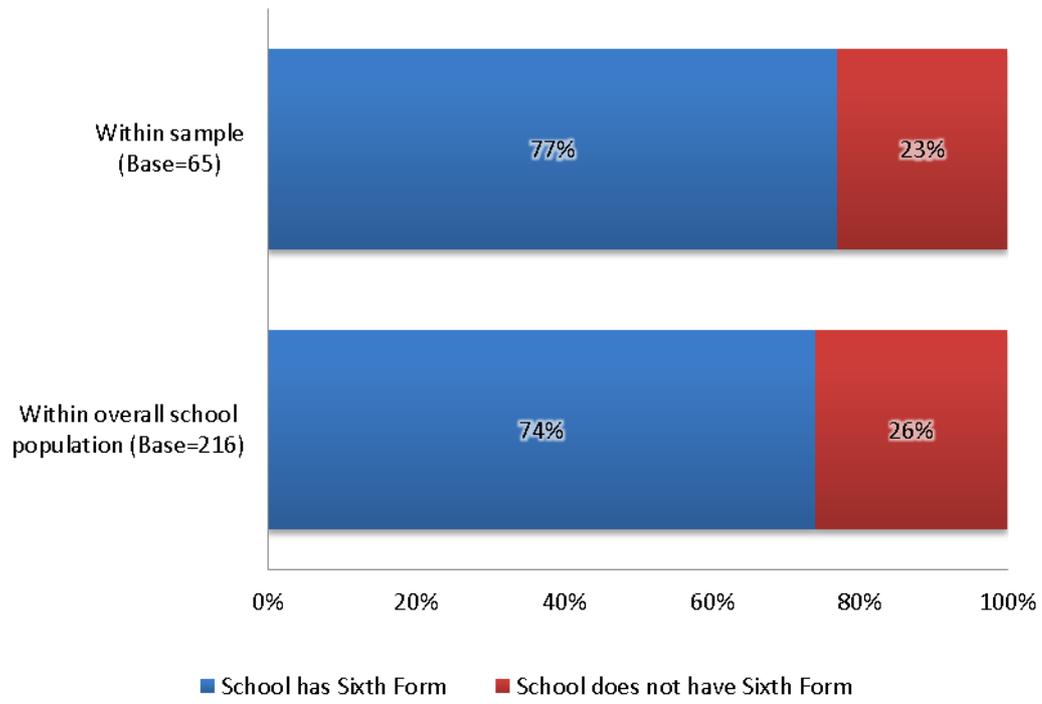
- 6.24 Interviews with schools and 14-19 Network representatives found that local partnerships had worked well together and, where possible, had been built on existing partnerships to ensure that clusters of schools within which learners travelled were geographically coherent and offered adequate learner choice. Regular meetings between partnership members ensured effective communication and decision-making regarding which courses were offered and the arrangements for these.
- 6.25 Despite challenges with timetabling, cases of best practice identified through qualitative interviews found that, where there were good existing relationships between schools, 14-19 Network representatives and LA Transport Officers exemplified by frequent and effective communication, partners tended to be more satisfied with their arrangements than where these behaviours were less evident.

Recommendation: Best practice should be shared amongst local networks in order to ensure methods for maintaining successful partnerships and transportation arrangements are utilised where necessary.

Appendix A: Survey respondent profile

Respondent profile

Figure 18: Proportion of schools with a sixth form



Source: Survey of schools 2013
Base=variable

Table 9: Proportion of all schools in Local authorities in Wales

Area	Within sample (Base=65)	Within overall school population (Base=216)
Powys	15%	6%
Carmarthenshire	9%	7%
Cardiff	9%	10%
Gwynedd	8%	7%
Conwy	6%	3%
Neath Port Talbot	6%	5%
Bridgend	6%	4%
Rhondda Cynon Taf	6%	8%
The Vale of Glamorgan	5%	4%
Ceredigion	5%	3%
Merthyr Tydfil	3%	2%
Caerphilly	3%	7%
Isle of Anglesey	3%	2%
Monmouthshire	3%	2%
Flintshire	3%	6%
Swansea	3%	7%
Denbighshire	3%	3%
Pembrokeshire	2%	4%
Torfaen	2%	3%

Source: Survey of schools 2013

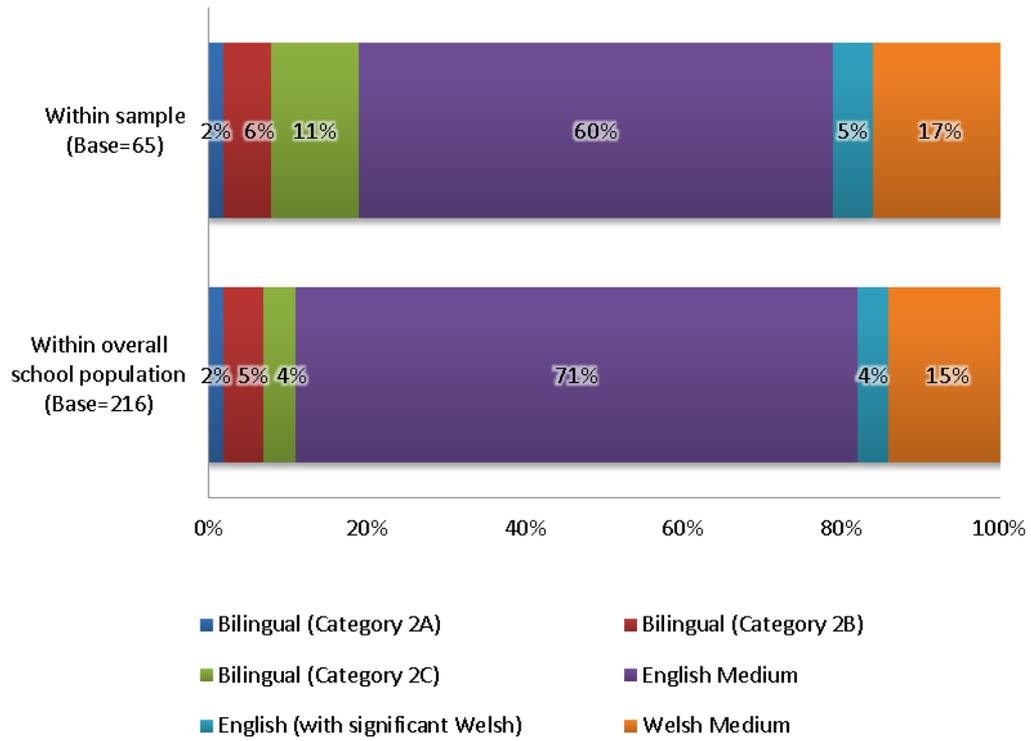
(a) Base=variable

Table 10: Size of schools in Wales

Area	Within sample (Base=65)	Within overall school population (Base=216)
Less than 500 learners	14%	11%
500-999 learners	52%	54%
1,000-1,499 learners	23%	26%
1,500-1,999 learners	9%	7%
More than 2,000 learners	2%	0.5%
Unknown	0%	1%

Source: Survey of schools 2013
(a) Base=variable

Figure 19: School type according to Welsh Medium provision



Source: Survey of schools 2013
 (a) Base=variable

Appendix B: Survey questions

EXTENT AND IMPACT OF INCREASED TRAVEL ARISING AS A RESULT OF THE LEARNING AND SKILLS (WALES) MEASURE 2009

Survey of Secondary Schools in Wales, 2013

DB1. INSERT FROM DATABASE Name of school

DB2. INSERT FROM DATABASE Postcode

DB3. INSERT FROM DATABASE: Does school have a sixth form?

1. IF FIELD 'NUMBER OF OPTIONS OFFERED AT 16-18'= Yes
2. IF FIELD 'NUMBER OF OPTIONS OFFERED AT 16-18'=>1 No

DB4. INSERT FROM DATABASE Number of pupils at the last published School Census

DB5. INSERT FROM DATABASE Number of Options Offered at KS4

DB6. INSERT FROM DATABASE Number of Options Offered at 16-18

DB7. INSERT FROM DATABASE Local authority

DB8. INSERT FROM DATABASE Welsh medium type

ASK ALL

S1. Please select the language in which you would like to view this survey.

1. **Cymraeg**
2. **English**

Introduction

Many thanks for your interest in this research into the impact of increased travel arising as a result of the Learning and Skills (Wales) measure 2009. This research is being undertaken by BMG on behalf of the Welsh Government.

The following survey seeks to collect information on school's views on the nature of any increased travel for students as a result of the measure and the impact, if any, this has.

You may choose to consult with colleagues in order to answer the questions in this survey, the link you have been provided can be forwarded to them. The link is a **unique secure link** so the responses you provide cannot be seen by anyone other than yourselves and the BMG research team. You can also be provided with a PDF copy of the survey, if requested, which can be completed and returned to BMG.

If you need to consult with more than one colleague to complete this we recommend one person is nominated to ensure all parts have been completed before pressing the 'submit' button at the end.

You can return to the survey at any time using the link we have provided. If you would like to save your responses and return at a later time please ensure you press the 'Next' button before exiting the survey.

Please answer the questions to the best of your knowledge, **if following consultation with colleagues you are still unsure about any of the information please tell us why in the comment box provided.**

Use the arrow buttons to navigate through this survey and view the type of information we are requesting for your school. On completing the survey please press the 'submit' button' on the final page.

We would greatly appreciate it if you can complete and submit the survey by Friday 8th March 2013.

If you have any queries whilst completing this survey please contact Elizabeth Davies at BMG Research on 0121 333 6006 or Elizabeth.davies@bmgresearch.co.uk.

ASK ALL

Q1 Firstly, could you provide basic information about the school and yourself?

Your name

Your job title or role

ASK ALL

Q3 Do any students travel to any other school (s), college(s), or training provider(s) in order to widen their course choices as a result of the measure? **PLEASE TICK ONE OPTION ONLY**

A. **ASK ALL** KS4

1. Yes

2. No

B. **ASK IF DB3=1** Sixth form

1. Yes

2. No

IF Q3A=2 AND Q3B=2 GO TO Q53

ASK IF Q3A=1 OR Q3B=1

Q4 How many additional course options does travel as a result of the measure add to the number you would otherwise be able to offer...

A. ASK IF Q3A=1 At KS4 **PLEASE WRITE NUMBER IN THE BOX PROVIDED**

B. ASK IF Q3B=1 At sixth form **PLEASE WRITE NUMBER IN THE BOX PROVIDED**

ASK IF Q3A=1 OR Q3B=1

Q5 Typically, how many students make these journeys?

- A. **ASK IF Q3A=1** At KS4 **PLEASE WRITE NUMBER IN THE BOX PROVIDED**
- B. **ASK IF Q3B=1** At sixth form **PLEASE WRITE NUMBER IN THE BOX PROVIDED**

ASK IF Q3A=1 OR Q3B=1

Q6 What percentage (approximately) of students travel to other sites...

- A. **ASK IF Q3A=1** In the two years of KS4 **PLEASE WRITE NUMBER IN THE BOX PROVIDED TO THE NEAREST PERCENT**
- B. **ASK IF Q3B=1** In sixth form **PLEASE WRITE NUMBER IN THE BOX PROVIDED TO THE NEAREST PERCENT**

ASK IF Q3A=1 OR Q3B=1

Q7 To which other school(s), college(s) or training provider(s) do they travel? Could you also indicate the distance between your school and the other institution(s)?

PLEASE WRITE IN NAMES OF THE SCHOOL(S) OR COLLEGE(S) BELOW AND THEIR APPROXIMATE DISTANCE FROM YOUR SCHOOL; IF LESS THAN 1 MILE, PLEASE WRITE '1'; OTHERWISE ROUND TO NEAREST MILE

- A. **ASK IF Q3A=1** In the two years of KS4?

School/College/Training Provider 1	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 2	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 3	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 4	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 5	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 6	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles

- B. **ASK IF Q3B=1** In sixth form?

School/College/Training Provider 1	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 2	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 3	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 4	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 5	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles
School/College/Training Provider 6	<table border="1"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>					miles

ASK IF Q3A=1 OR Q3B=1

Q8 Which course option(s) are supplied by these other school(s), college(s) or training providers? **PLEASE WRITE IN BELOW**

A. **ASK IF Q3A=1** In the two years of KS4?

- Course 1
- Course 2
- Course 3
- Course 4
- Course 5
- Course 6

B. **ASK IF Q3B=1** In sixth form?

- Course1
- Course 2
- Course 3
- Course 4
- Course5
- Course 6

ASK IF Q3A=1 OR Q3B=1

Q9 Which of these periods of the day do students spend away from your school?
PLEASE TICK AS MANY AS APPLY

A. (i) **ASK IF Q3A=1** In the two years of KS4?

1. Full school days
2. Half days (i.e. mornings or afternoons)
3. Other periods of time **PLEASE DESCRIBE**

(ii) **ASK IF Q9Ai=1-3** How many students spend these periods of the day away from your school in the two years of KS4?

Number Don't know

Full school days

Half days (i.e. mornings or afternoons)

Other periods of time

B. (i) **ASK IF Q3B=1** In sixth form?

1. Full school days
2. Half days (ie. mornings or afternoons)
3. Other periods of time **PLEASE DESCRIBE**

(ii) ASK IF Q9Bi=1-3 How many students spend these periods of the day away from your school in sixth form?

Number Don't know

Full school days

Half days (i.e. mornings or afternoons)

Other periods of time

ASK IF Q3A=1 OR Q3B=1

Q10 Do students start their journeys from your school or from their home? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. All start from school
2. Some start from school, some from home
3. All start from home

B. **ASK IF Q3B=1** In sixth form?

1. All start from school
2. Some start from school, some from home
3. All start from home

ASK IF Q3A=1 OR Q3B=1

Q11 How do the students who attend classes at other school(s), college(s) or training provider(s) travel to those classes? **PLEASE TICK AS MANY AS APPLY**

A. **(i) ASK IF Q3A=1** In the two years of KS4?

1. They use school coach or mini-bus
2. They use coaches/buses for which the school contracts
3. They use coach or mini-bus supplied by the school(s) or college(s) to which they travel
4. They travel there in groups using scheduled bus services which pass the school
5. They make their own way there (by bus, parents drive, they walk, etc.)
6. Other **PLEASE DESCRIBE**

(ii) ASK IF Q11Ai=1-6 How many students use these options to travel to classes at other schools in KS4?

	Number	Don't know
Use school coach or mini-bus		
Use coaches/buses for which the school contracts		
Use coach or mini-bus supplied by the school(s) or college(s) to which they travel		
Travel there in groups using scheduled bus services which pass the school		
They make their own way there (by bus, parents drive, they walk, etc.)		
Other		

B. (i) ASK IF Q3B=1 In sixth form?

1. They use school coach or mini-bus
2. They use coaches/buses for which the school contracts
3. They use coach or mini-bus supplied by the school(s) or college(s) to which they travel
4. They travel there in groups using scheduled bus services which pass the school
5. They make their own way there (by bus, parents drive, they walk, etc.)
6. Other **PLEASE DESCRIBE**

(ii) ASK IF Q11Bi=1-6 How many students use these options to travel to classes at other schools in sixth form?

	Number	Don't know
Use school coach or mini-bus		
Use coaches/buses for which the school contracts		
Use coach or mini-bus supplied by the school(s) or college(s) to which they travel		
Travel there in groups using scheduled bus services which pass the school		
They make their own way there (by bus, parents drive, they walk, etc.)		
Other		

ASK IF Q3A=1 OR Q3B=1

Q12 Do students return to your school or go home following their classes at other school(s), college(s) or training providers? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. All return to school
2. Some return to school, some go home
3. All return home

B. **ASK IF Q3B=1** In sixth form?

1. All return to school
2. Some return to school, some go home
3. All return home

ASK IF Q3A=1 OR Q3B=1

Q13 How do the students who attend classes at other school(s), college(s) or training providers travel from those classes when they have completed their 'away' sessions?
PLEASE TICK AS MANY AS APPLY

A. (i) **ASK IF Q3A=1** In the two years of KS4?

1. They use school coach or mini-bus
2. They use coaches/buses for which the school contracts
3. They use coach or mini-bus supplied by the school(s) or college(s) to which they travel
4. They travel there in groups using scheduled bus services which pass the school
5. They make their own way there (by bus, parents drive, they walk, etc.)
6. Other **PLEASE DESCRIBE**

(ii) ASK IF Q13Ai=1-6 How many students use these options to travel from classes when they have completed their 'away' sessions in KS4?

	Number	Don't know
Use school coach or mini-bus		
Use coaches/buses for which the school contracts		
Use coach or mini-bus supplied by the school(s) or college(s) to which they travel		
Travel there in groups using scheduled bus services which pass the school		
They make their own way there (by bus, parents drive, they walk, etc.)		
Other		

B. (i) ASK IF Q3B=1 In sixth form?

1. They use school coach or mini-bus
2. They use coaches/buses for which the school contracts
3. They use coach or mini-bus supplied by the school(s) or college(s) to which they travel
4. They travel there in groups using scheduled bus services which pass the school
5. They make their own way there (by bus, parents drive, they walk, etc.)
6. Other **PLEASE DESCRIBE**

(ii) ASK IF Q13Bi=1-6 How many students use these options to travel from classes when they have completed their 'away' sessions in sixth form?

	Number	Don't know
Use school coach or mini-bus		
Use coaches/buses for which the school contracts		
Use coach or mini-bus supplied by the school(s) or college(s) to which they travel		
Travel there in groups using scheduled bus services which pass the school		
They make their own way there (by bus, parents drive, they walk, etc.)		
Other		

ASK IF Q3A=1 OR Q3B=1

Q14 In your experience, do some students restrict their choice of courses to 'home' options because they are reluctant to travel to other school(s) or college(s)? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. Yes
2. No
3. Don't know

B. **ASK IF Q3B=1** In sixth form?

1. Yes
2. No
3. Don't know

ASK IF Q14A=1 OR Q14B =1

Q15 How significant and widespread is this reluctance? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. Very significant/widespread
2. Quite significant/widespread
3. Only a minor effect

B. **ASK IF Q3B=1** In sixth form?

1. Very significant/widespread
2. Quite significant/widespread
3. Only a minor effect

ASK IF Q3A=1 OR Q3B=1

Q16 Is there any impact on attendance amongst those students who travel to other sites on days when they are timetabled to travel? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. Yes negative impact and quite significant
2. Yes negative impact but only a little
3. No impact
4. Yes positive impact and quite significant
5. Yes positive impact but only a little

B. ASK IF Q3B=1 In sixth form?

1. Yes negative impact and quite significant
2. Yes negative impact but only a little
3. No impact
4. Yes positive impact and quite significant
5. Yes positive impact but only a little

ASK IF (Q9A>1 AND Q16A<5) OR (Q9B>1 AND Q16B<5)

Q17 On days when students travel to another school or college for part of the day, does this impact negatively on their attendance at classes in their own school in the other part of the day? **PLEASE TICK ONE OPTION ONLY**

A. ASK IF Q9A>1 AND Q16A<5 In the two years of KS4?

1. Yes – quite significantly
2. Yes – but only a little
3. No
4. Doesn't apply – students only travel for full days

B. ASK IF Q9B>1 AND Q16B<5 In sixth form?

1. Yes – quite significantly
2. Yes – but only a little
3. No
4. Doesn't apply – students only travel for full days

ASK IF Q3A=1 OR Q3B=1

Q18 Does travel cause travelling students to have shorter breaks (e.g. mid-morning and/or lunch) than are normally timetabled? **PLEASE TICK ONE OPTION ONLY**

A. ASK IF Q3A=1 In the two years of KS4?

1. Yes – consistently and by a significant amount
2. Yes – consistently but only a minor amount of break-time is lost
3. Yes – but only occasionally and the effect is not great
4. No

B. ASK IF Q3B=1 In sixth form

1. Yes – consistently and by a significant amount
2. Yes – consistently but only a minor amount of break-time is lost
3. Yes – but only occasionally and the effect is not great
4. No

ASK IF Q18A<4 OR Q18B<4

Q19 Does this have any negative effects on students who travel? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. Yes
2. No
3. Don't know

B. **ASK IF Q3B=1** In sixth form

1. Yes
2. No
3. Don't know

ASK IF Q19A=1 OR Q19B=1

Q20 What are those negative effects? **PLEASE TICK ALL THAT APPLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. Lateness at the start of classes
2. Inattention in class
3. Poor behaviour in class
4. Other **PLEASE DESCRIBE**

B. **ASK IF Q3B=1** In sixth form

1. Lateness at the start of classes
2. Inattention in class
3. Poor behaviour in class
4. Other **PLEASE DESCRIBE**

ASK IF Q3A=1 OR Q3B=1

Q21 Does the use of options requiring travel have any of the positive or negative effect on the engagement and motivation of students listed below? **PLEASE TICK ONE OPTION ONLY**

A. ASK IF Q3A=1 In the two years of KS4?

1. Positive for all students who travel
2. Positive for some students who travel but not all
3. Positive for students who choose not to travel
4. Neutral effect on all students who travel
5. Neutral effect on some students who travel
6. Neutral effect on students who choose not to travel
7. Negative for all students who travel
8. Negative for some students who travel but not all
9. Negative for students who choose not to travel
10. Don't know

B. ASK IF Q3B=1 In sixth form

1. Positive for all students who travel
2. Positive for some students who travel but not all
3. Positive for students who choose not to travel
4. Neutral effect on all students who travel
5. Neutral effect on some students who travel
6. Neutral effect on students who choose not to travel
7. Negative for all students who travel
8. Negative for some students who travel but not all
9. Negative for students who choose not to travel
10. Don't know

ASK IF Q3A=1

Q23A In your opinion does the availability of options that require travel at KS4 have any influence on the likelihood of students who take these options choosing to remain in learning after age 16? **PLEASE TICK ONE OPTION ONLY**

1. Yes – significantly for these students
2. Yes, but only to a small degree
3. No
4. Don't know

ASK IF Q3B=1

Q23B In your opinion, does the availability of options that require travel in the sixth form have any impact on the proportion of your KS4 students who stay on into your sixth form? **PLEASE TICK ONE OPTION ONLY**

1. Yes – increases the numbers who stay on here instead of leaving at age 16
2. No – the numbers who stay on would not be affected if we did not offer the ‘travel away’ options
3. Other **PLEASE DESCRIBE**

ASK IF Q23A=1/2

Q24A Does the increase in students staying in learning beyond KS4 result in ? **PLEASE TICK ALL THAT APPLY**

1. More students staying in your sixth form
2. More students going to a sixth form centre other than at your school
3. More students going to FE College
4. More students entering Work Based Learning/Apprenticeships
5. Other **PLEASE DESCRIBE**
6. Don't know

ASK IF Q23B=1

Q24B How significant is the increase in numbers staying on into your sixth form because of options that require travel? **PLEASE TICK ONE**

1. Very significant – increases sixth form by 25% or more
2. Significant – increases sixth form by 10%-24%
3. Minor – increases sixth form by less than 10%
4. Negligible – increases sixth form by only a handful of students
5. Don't know

ASK IF Q3A=1 OR Q3B=1

Q25 How does attainment in courses for which students travel to other school(s), college(s) or training provider(s) compare with their attainment in courses for which they study at your school? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. They tend to attain at a higher level in courses which they study at other school(s), college(s) or training provider(s)
2. They attain at a level consistent with their performance at this school
3. They tend to attain at a lower level in courses which they study at other school(s), college(s) or training provider(s)
4. Don't know

B. **ASK IF Q3B=1** In sixth form?

1. They tend to attain at a higher level in courses which they study at other school(s), college(s) or training provider(s)
2. They attain at a level consistent with their performance at this school
3. They tend to attain at a lower level in courses which they study at other school(s), college(s) or training provider(s)
4. Don't know

ASK IF DB8=EM AND (Q3A=1 OR Q3B=1)

Q26 Does travel by students allow you to offer them courses in the Welsh language when you would otherwise not be able to offer this? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. Yes
2. No

B. **ASK IF Q3B=1** In sixth form?

1. Yes
2. No

ASK IF Q26A=1 OR Q26B=1

Q27 How significant is the option to study a course in Welsh as a factor when students choose to travel to other sites? **PLEASE TICK ONE OPTION ONLY**

A. **ASK IF Q3A=1** In the two years of KS4?

1. Major factor taken up by a majority of students who travel
2. Significant factor – taken up by around half of students who travel
3. A factor taken up by a significant minority of students who travel
4. Very minor factor taken up by only a handful of students who travel

B. **ASK IF Q3B=1** In sixth form?

1. Major factor taken up by a majority of students who travel
2. Significant factor – taken up by around half of students who travel
3. A factor taken up by a significant minority of students who travel
4. Very minor factor taken up by only a handful of students who travel

ASK ALL

Q53 The Learning and Skills (Wales) Measure 2009 established a statutory requirement that 30 course options be available to KS4 and sixth form students. What impact did this have on student travel at your school? **PLEASE TICK ALL THAT APPLY**

1. No impact – the school offered sufficient options without needing ‘travel away’ options
2. No impact – the school already had established ‘travel away’ arrangements in place which allowed the school to offer both KS4 and sixth form students at least this many options
3. Impact on arrangements for KS4 students – the school started to offer ‘travel away’ options *for the first time*
4. Impact on arrangements for KS4 students – the school *increased* the number of ‘travel away’ options which it offered before the Measure came into effect
5. Impact on arrangements for sixth form students – the school started to offer ‘travel away’ options *for the first time*
6. Impact on arrangements for sixth form students – the school *increased* the number of ‘travel away’ options which it offered before the Measure came into effect
7. Other **PLEASE DESCRIBE**
8. Don’t know

ASK ALL

Q56 Does your school act as a host destination for **KS4** students travelling from other school(s) or college(s)? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No

ASK IF Q56=1

Q57 From how many others schools(s) or college(s) do KS4 students travel to your school?

PLEASE WRITE IN NUMBER

ASK IF Q56=1

Q58 How many course options do you supply to KS4 students from elsewhere?

PLEASE WRITE IN NUMBER

ASK IF Q56=1

Q59 Approximately how many KS4 students from other school(s) or college(s) travel to your school to take up these options?

PLEASE WRITE IN NUMBER TO

--	--	--

NEAREST 10

ASK IF Q56=1

Q60 Does the fact that KS4 students from other institutions travel to your school have benefits for your school? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No
3. Don't know

ASK IF Q60=1

Q61 What are these benefits? **PLEASE DESCRIBE**

ASK IF Q56=1

Q62 Does the fact that KS4 students from other institutions travel to your school have any negative effects for your school? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No
3. Don't know

ASK IF Q62=1

Q63 What are these negative effects? **PLEASE DESCRIBE**

ASK ALL

Q64 Does your school act as a host destination for sixth form students travelling from other school(s) or college(s)? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No

ASK IF Q64=1

Q65 From how many others schools(s) or college(s) do sixth form students travel to your school?

PLEASE WRITE IN NUMBER

--	--

ASK IF Q64=1

Q66 How many course options do you supply to sixth form students from elsewhere?

PLEASE WRITE IN NUMBER

--	--

ASK IF Q64=1

Q67 Approximately how many sixth form students from other school(s) or college(s) travel to your school to take up these options?

PLEASE WRITE IN NUMBER TO

--	--	--

NEAREST 10

ASK IF Q64=1

Q68 Does the fact that sixth form students from other institutions travel to your school have benefits for your school? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No
3. Don't know

ASK IF Q68=1

Q69 What are these benefits? **PLEASE DESCRIBE**

ASK IF Q64=1

Q70 Does the fact that sixth form students from other institutions travel to your school have any negative effects for your school? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No
3. Don't know

ASK IF Q70=1

Q71 What are these negative effects? **PLEASE DESCRIBE**

ASK ALL

Q72 Does your school use the methods below to reduce the number of students who might otherwise have to travel to other school(s) or college(s)? **PLEASE TICK ALL THAT APPLY**

1. Yes – we use video links or other electronic techniques
2. Yes – peripatetic teachers travel to this school to offer additional options
3. **SINGLE RESPONSE** No - we do not use any of the methods mentioned above

ASK IF Q72=1

Q73 How many KS4 and/or sixth form course options are delivered involving the use of video or other electronic techniques?

PLEASE WRITE IN NUMBER

--	--

ASK IF Q72=1

Q74A Approximately how many KS4 and/or sixth form students are taught in this way?
TICK ONE OPTION ONLY

1. 1 – 10
2. 11 – 20
3. 21 – 50
4. 51 – 100
5. 100+
6. Don't know

ASK IF Q72=1

Q74B Approximately what percentage of KS4 and/or sixth form students are taught in this way?

PLEASE WRITE IN NUMBER TO NEAREST PER CENT

ASK IF Q72=2

Q75 How many KS4 and/or sixth form course options are delivered involving the use of peripatetic teachers?

PLEASE WRITE IN NUMBER

--	--

ASK IF Q72=2

Q76A Approximately how many KS4 and/or sixth form students are taught in this way?

1. 1 – 10
2. 11 – 20
3. 21 – 50
4. 51 – 100
5. 100+
6. Don't know

ASK IF Q72=2

Q76B Approximately what percentage of KS4 and/or sixth form students are taught in this way?

PLEASE WRITE IN TO NEAREST 10 PER CENT

ASK IF Q72>1

Q77 Why does your school not use video or other electronic techniques as a hypothetical means of reducing 'travel away' by your students? **PLEASE DESCRIBE REASONS**

ASK IF Q72<2>

Q78 Why does your school not use peripatetic teachers as a hypothetical means of reducing 'travel away' by your students? **PLEASE DESCRIBE REASONS**

ASK ALL

Q79 Does your school have any other strategies or techniques for minimising the volume of students who travelling from your school to other institutions in order to undertake course options not available at your school? **PLEASE TICK ONE OPTION ONLY**

1. Yes **PLEASE DESCRIBE**
2. No

Q81 A ASK IF Q3A=1 OR Q3B=1Q81 How is travel by students at your school to other school(s), college(s) or training provider(s) funded in KS4? **PLEASE TICK ALL THAT APPLY AND, IF POSSIBLE, PUT APPROXIMATE PERCENTAGES OF THE TOTAL INTO BOXES AGAINST EACH ITEM**

- | | |
|--|--|
| 1. From Welsh Government grant to support the 14-19 Learning Pathways policy | |
| 2. From normal school budgets | |
| 3. By students and their families | |
| 4. Other PLEASE DESCRIBE | |
| | |
- 100%

Q81B ASK IF Q3A=1 OR Q3B=1Q81 How is travel by students at your school to other school(s), college(s) or training provider(s) funded in sixth form? **PLEASE TICK ALL THAT APPLY AND, IF POSSIBLE, PUT APPROXIMATE PERCENTAGES OF THE TOTAL INTO BOXES AGAINST EACH ITEM**

- | | |
|--|--|
| 1. From Welsh Government grant to support the 14-19 Learning Pathways policy | |
| 2. From normal school budgets | |
| 3. By students and their families | |
| 4. Other PLEASE DESCRIBE | |
| | |
- 100%

ASK ALL

Q82 Welsh Government funding for the 14-19 policy has been reduced. To date, what impact, if any, has this reduction had on your school's approach to the offer of course options undertaken at other school(s) or college(s)? **PLEASE DTICK ALL THAT APPLY**

1. Less courses are offered to be undertaken at other school(s) or college(s)
2. Less courses are offered at our school
3. More courses are offered to be undertaken at other school(s) or college(s)
4. More courses are offered at our school
5. No impact
6. Other impact PLEASE DESCRIBE

ASK ALL

Q83 What impact or further impact from grant reduction, if any, do you anticipate in the 2013/14 academic year? **PLEASE TICK ALL THAT APPLY**

1. Less courses will be offered to be undertaken at other school(s) or college(s)
2. Less courses will be offered at our school
3. More courses will be offered to be undertaken at other school(s) or college(s)
4. More courses will be offered at our school
5. No impact
6. Other impact PLEASE DESCRIBE

ASK ALL

Q84 What are the main constraints on supplying options that require travel for KS4 students? **PLEASE TICK ANY OF THESE WHICH APPLY**

1. Insufficient funding
2. Poor or inconvenient public transport
3. Some student reluctance to travel or to study other than at your school
4. Some parents' negative views on student travel
5. Timetabling difficulties
6. Monitoring student behaviour during travel or when at other institutions
7. School preference to minimise travel as much as possible
8. Lengthy travel times to other school(s), college(s) or training provider(s)
9. Cost of provision at other school(s), college(s) or training provider(s)
10. Other PLEASE DESCRIBE

ASK ALL

Q86 What are the main constraints on supplying 'travel away' options for sixth form students? **PLEASE TICK ALL THAT APPLY**

1. Insufficient funding
2. Poor or inconvenient public transport
3. Some student reluctance to travel or to study other than at your school
4. Some parents' negative views on student travel
5. Timetabling difficulties
6. Monitoring student behaviour during travel or when at other institutions
7. School preference to minimise travel as much as possible
8. Lengthy travel times to other school(s), college(s) or training provider(s)
9. Cost of provision at other school(s), college(s) or training provider(s)
10. Other **PLEASE DESCRIBE**

ASK ALL

Q88 How would you describe parents' attitudes to the travel demands involved if their children want to travel in order to undertake **KS4** option at other schools or colleges? **TICK ONE OPTION ONLY**

1. Widely positive
2. On balance positive, but with some negative views
3. Tend to be negative, but with some positive views
4. Widely negative
5. Tend to be mainly neutral, with few strong feelings either way
6. Other **PLEASE DESCRIBE**
7. Don't know

Q89 Do parental views on travel result in some students at **KS4** not pursuing options that require travel? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No
3. Don't know

ASK ALL

Q90 How would you describe parents' attitudes to the travel demands involved if their children want to travel in order to undertake sixth form option at other schools or colleges? **TICK ONE OPTION ONLY**

1. Widely positive
2. On balance positive, but with some negative views
3. Tend to be negative, but with some positive views
4. Widely negative
5. Tend to be mainly neutral, with few strong feelings either way
6. Other **PLEASE DESCRIBE**
7. Don't know

ASK ALL

Q91 Do parental views on travel result in some students in the sixth form not pursuing 'travel away' options? **PLEASE TICK ONE OPTION ONLY**

1. Yes
2. No
3. Don't know

ASK ALL

Q92 Finally, could you give an indication of the overall views of your schools management and senior teaching staff on the provision of course options for KS4 pupils? Could you say which of the following statements you agree or disagree with? **PLEASE TICK ONE OPTION ONLY FOR EACH**

	Agree	Disagree
The 14-19 transformation agenda is the basic driver of the number of options the school offers to KS4 students rather than the Learning and Skills (Wales) Measure 2009	<input type="checkbox"/>	<input type="checkbox"/>
If the Measure had not been instituted, the school would still seek to offer the same number of options to KS4 students we now offer	<input type="checkbox"/>	<input type="checkbox"/>
In requiring a minimum of 30 options for KS4, the Measure has obliged the school to offer 'travel away' options for KS4 students which we would prefer not to offer	<input type="checkbox"/>	<input type="checkbox"/>

ASK IF DB3=1

Q93 Could you give your views on the same questions in respect of sixth form travel?
PLEASE TICK ONE OPTION ONLY FOR EACH

	Agree	Disagree
The 14-19 transformation agenda is the basic driver of the number of options the school offers sixth form students rather than the Learning and Skills (Wales) Measure 2009	<input type="checkbox"/>	<input type="checkbox"/>
If the Measure had not been instituted, the school would still seek to offer the same number of options to sixth form students we now offer	<input type="checkbox"/>	<input type="checkbox"/>
In requiring a minimum of 30 options for sixth form, the Measure has obliged the school to offer 'travel away' options for sixth form students which we would prefer not to offer	<input type="checkbox"/>	<input type="checkbox"/>

ASK ALL

Q94 If you feel that the items in the last two questions have not allowed you to address your school's general views on the relationship between the options offered to students, the demand that may put on student travel to other institutions, and the particular terms of the Learning and Skills (Wales) Measure, we would be grateful if you would set those views out here? **PLEASE DESCRIBE**

ASK ALL

Q95 Do you have any particular views on how the Measure or the underlying 'choice agenda' might be beneficially adjusted from your school's point of view? **PLEASE DESCRIBE**

Q96 If you have any further comments then please provide them in the box provided.

IF YOU ARE HAPPY THAT THE INFORMATION YOU HAVE PROVIDED IS ACCURATE TO THE BEST OF YOUR KNOWLEDGE AND YOU ARE NOT WAITING FOR FURTHER INFORMATION OR SIGN-OFF FROM COLLEAGUES PLEASE PRESS 'SUBMIT'

Many thanks for taking the time to complete this form. If you have any queries then please contact Elizabeth Davies on 0121 333 6006 or Elizabeth.davies@bmgresearch.co.uk

THANK YOU

Appendix C: Stakeholder topic guide

Topic guide

Research into the extent and impact of increased travel arising as a result of the Learning and Skills (Wales) Measure 2009 Welsh Government

Researcher notes

The Welsh Government has commissioned this research to explore the impact of increased travel arising as a result of the Learning and Skills (Wales) measure 2009. The interviewee is either a representative of the local authority with responsibility for transport or local networks; a network coordinator who has day-to-day responsibility for the network; or a senior teacher from a school involved in the 14-19 network. This interview will explore the nature of the model used ('hub and spoke' etc) and the reasons for its adoption, its strengths and weaknesses; and perceptions of impacts (on learner attitudes, attendance, achievement, staying-on rates, etc.). It will also explore impacts of grant reduction and other changes (e.g. regionalisation - Please be aware that in terms of regionalisation/regional consortia these differ for education and transport) and investigate local views of beneficial changes which could be driven by the Welsh Government.

This interview is to be undertaken in an open-ended way to allow the researcher to capture information key to the research objectives, whilst reflecting the experiences of the respondent and enabling flexibility to pursue lines of enquiry based on interviewee's responses. Not all interviews will have the same level of detailed knowledge about the network so the interviewer should focus on different areas of this topic guide as appropriate.

Introduction and background questions

Introduce self and BMG Research; inform the respondent that we have been commissioned by the Welsh Government research to explore the impact of increased travel arising as a result of the Learning and Skills (Wales) measure 2009. Explain that we would like their views based on their experiences in their network to inform the development of a case study which will provide a detailed overview of how the network operates and what the main impacts of its work and any increased travel have been.

Interviewer should stress that all interviews are undertaken in accordance with the MRS code of conduct and as such everything they say will be anonymised and individuals will not be identified in final reporting. The discussion will last approx 30-45 minutes.

Seek to record the discussion, reassuring respondent about confidentiality.

1. Before we begin can you please give me an overview of your role and, if relevant how this relates to the network? *Interviewer to explore:*
 - Length of time in role
 - How they came to be involved in the network
 - Their role in the network

2. **Ask if respondent is an LA transport officer:** How would you describe your involvement with the network?

Network model

3. How did this network initially form, what were your reasons for choosing to work with the partners you have? *Interviewer to explore:*
- Range of partners involved and respective roles and responsibilities
 - Which partners provide different provision/resources e.g. peripatetic teachers, travel, electronic solutions
 - If LA transport officers were not very involved ask why
4. How would you describe the transport provision model that the network operates?
5. How does this model work in practice? *Interviewer to explore:*
- What funding is available and how it is allocated
 - How roles are allocated
 - To what extent are LA transport officers involved in making decisions regarding the transport provision model and funding allocations? To what extent do you think this level of involvement is the appropriate amount? Why is this? *Interviewer to explore whether a different level of engagement might lead to more or less efficient arrangements*
 - What different courses are offered and how these are agreed
 - What delivery methods are offered and how the delivery of different courses is agreed amongst partners in the network (e.g. peripatetic teachers, encouraging learners to travel to other locations, use of electronics etc)
 - How partners communicate amongst themselves e.g. regular meetings, via network coordinator etc
 - **If LA transport officers are not very involved ask:** In what ways could LA transport officers be more involved and what impact could this have on the overall delivery of the transport provision model?
6. What were the reasons for selecting this model for the network? *Interviewer to explore:*
- Financial reasons
 - Geographical reasons
 - Resources available
7. How, if at all, has the model has evolved since it was established? What changes have been made and for what reasons?
8. How do you identify further areas for development in the network? *Interviewer to explore:*

- Use of LMI to identify new course areas to offer
 - Use of meetings to discuss and agree areas for change
9. What do you perceive to be the strengths and conversely, the weaknesses of this model?
10. How, if at all, do you think the model can be improved? Why is this?

Impact of network

Interviewer to refer to MI if available to identify the number of learners who are travel to other locations and ask the following questions as appropriate to the model offered.

11. What types of impact, if any, do you think this increased number of courses on offer has actually had on learners? *Interviewer to explore:*
- Outcomes/achievement
 - Learner attitudes to study
 - Attendance
 - Progression
 - Capacity to study in the welsh medium
12. Further to my previous question, what types of impact, if any, do you think increased **travel** required has on learners?
- Outcomes/achievement
 - Learner attitudes to study
 - Attendance
 - Progression
 - Capacity to study in the welsh medium
13. Have there been any wider impacts of the transport provision model operated by network? What are these? *Interviewer to explore:*
- Improved relationships between colleges/decreased competition
 - Better use of LMI
 - Increased staff retention/improved recruitment
 - Higher numbers of learners
 - Reduction in the number of young people who are NEET in the area
14. Have you received any feedback from parents or carers (either directly or via learners or colleagues) about the impact the increased **offer** has had on their children? What is this?

15. Have you received any feedback from parents or carers (either directly or via learners or colleagues) about the impact the increased **travel** has had on their children? What is this? *Interviewer to explore:*
- longer journey times
 - improves their children's self esteem
 - believe children are more ready to learn when they arrive if they make their own way
16. What, if any, have been the main impacts of increased travel on **teachers** that you are aware of? *Interviewer to explore:*
- Any impact on other lessons/commitments
 - Punctuality
 - Retention
 - Staff satisfaction
17. What factors do you believe have allowed the transport provision model operated by the network to have these impacts? *Interviewer to explore:*
- Elements of best practice
 - Impact of the model selected
18. Conversely, have any factors provided barriers to achieving any or further impacts? What are these?

Local Authority Transport Officers

19. What have been the additional transports costs for local authorities and schools in meeting the requirements of the Learning and Skills (Wales) Measure, what have these costs been allocated for?
20. In what ways have costs differed for providing additional travel in rural and urban areas? Why has this been?
21. What will be the financial impact on Consortia, as the 14-19 grants are phased out? In what ways, if at all, do you plan to address this? *Interviewer to specifically explore any impacts that the phasing out of the 14-19 grants will have on local authority transport plans, ensure the response is clear, where any impact is highlighted, whether this is perceived to be on transport or education budget*
22. What do you perceive to be the key challenges faced by local authorities in meeting increased transport demand? How has your authority addressed this?

23. What if any elements of the transport provision model do you perceive to be most effective or examples of 'good practice'? Do you think such elements of good practice be transferable to other areas?

Further changes and improvements

24. ASK NETWORK REPRESENTATIVES What will be the financial impact on Consortia, as the 14-19 grants are phased out? In what ways, if at all, do you plan to address this? *Interviewer to specifically explore any impacts that the phasing out of the 14-19 grants will have on local authority transport plans, ensure the response is clear, where any impact is highlighted, whether this is perceived to be on transport or education budget*

25. What have been the key impacts that the network has had to contend with following the reduction of grants available? *Interviewer to explore:*

- Impact on overall offer
- Impact on learner numbers

26. What, if any, have been the main changes which have impacted upon the networks ability to deliver against the Learning and Skills measure since its introduction? *Interviewer to explore:*

- Specific changes that have impacted on the network e.g. regionalisation
- Interviewer to explore the impact of each factor

27. How has the network responded to or addressed the impacts you have described?

28. In the future, are there any changes or improvements that you feel would be beneficial which may be driven by the Welsh Government? *Interviewer to explore:*

- Feasibility given tight budgets and drive for efficiency

29. Are there any further comments you would like to make about your experience working within this network?

Researcher to ensure the interviewee has their contact details if they have any further information to send or have any queries about this research in the future

Thank and close

Appendix D: Learner group discussion guide

Discussion guide

Research into the extent and impact of increased travel arising as a result of the Learning and Skills (Wales) Measure 2009 – Group discussion guide
Welsh Government

Researcher notes

These discussions will aim to develop an insight into the experiences and attitudes of learners in case study networks, in particular in those areas where learners are expected to travel to other schools and colleges to undertake a wider range of courses. Specifically they will explore:

- attitudes to travel or other approaches employed by networks
- whether the increased number of options available or increased travel have impacted on their attitudes to education and course choices

Researcher to note that although topics are applicable to respondents in areas where a variety of methods may be used to allow additional courses to be made available **questions should be tailored accordingly, emphasising learner travel, electronic resources and peripatetic teachers** to reflect learners' experiences.

Introduction

Thank you for agreeing to take part in this research. My name is XXX and I work for the independent research company BMG Research, which is based in Birmingham. The Welsh Government has commissioned this research to look at the impact of increased travel arising as a result of the increased course options available for learners between the ages of 14 and 19 in Wales.

We will be discussing a range of themes today and want you all to get involved so we can share your ideas and thoughts to help us get a good overview of your experiences.

I am an independent researcher working for BMG Research – not the Welsh Government. Please be as honest as possible – we want to gather genuine views and opinions. Anything you say here will be kept confidential by BMG Research. No-one else will know what you have said, as we won't be naming anyone in the report that we write. When all of these discussions are completed, a report (with anonymous quotes) will be sent to the client.

With your permission, I'd like to record the discussion. This is just to minimise the need to take too many notes and to make sure I can concentrate on what you are saying.

Ground rules

There are no right or wrong answers, all views and experiences are important for us to hear. Only one person speaking at a time, so we can all hear what is being said.

Warm up

1. Ask each member of the group to:
 - o introduce themselves

- state what courses they are studying for which require them or their teachers to travel, or use electronic resources to access (and specify modes undertaken)
- say what school year they are in
- provide a brief description of the type of travel undertaken if relevant (length of time taken/mode of transport)
- how long they have been doing the course/travelling
- how far they travel, in comparison to distance they travel to their main school

Reasons for choosing courses

2. For what reasons did they choose these courses? (e.g. have particular future study or career in mind that this will enable, believe they would get better grade in this course than others, general interest/enjoyment etc)
3. What would they have done if this option was not available?
 - IF LEARNERS ARE NOT REQUIRED TO TRAVEL Would they consider travelling if they could not undertake this course otherwise? How far?
4. What is the furthest they would have considered travelling for study? Why is this e.g. financial reasons, distance involved

Review findings and discuss respondents' responses, record on flip chart.

Experience of course

Facilitator to explore travel/peripatetic teachers/electronic resources separately with the group as appropriate to their experiences

1. What impact have the arrangements had on them? (such as lateness at the start of class, more opportunities to use welsh language, inattention/tiredness, more choices of courses and better/worse grades as a result, any effects on behaviour or engagement in class either in a positive or negative way?)
2. Do they think they enjoy these courses more or less, or get as much/more/less from them as other courses in their main school or college? Why is this?
3. Do they expect to achieve similar grades as in other studies in their main school or college? Why is this?
4. Have they discussed the travel arrangements/peripatetic teachers/electronic resources with their parents – what is their view on the way the course is delivered? Did they still support them undertaking the course?

Review findings and discuss responses, record on flip chart.

Overall opinions on the delivery arrangements and areas for future development

5. Overall, what do you think the benefits or challenges of having additional course choices are?
6. Thinking back to what you wanted to achieve by taking part in the course, has it met your expectations? Would you take this option if provided the choice again?
7. How, if at all, do you think the way the course is offered can be developed in the future?
 - What aspects do you think should stay the same
 - What aspects do you think can be improved
 - What aspects should be removed/changed?

Review findings and discuss reasons for their responses, record on flip chart.

Finally,

- Overall, how would you sum up the process of travelling to classes/having peripatetic teachers/using electronic resources in one sentence?
- Thank you very much for your time, is there anything else that you would like to add about your experiences the courses you have undertaken?
- Gather consent and contact details for further follow up if required.

Facilitator to thank and close

Appendix E: Table of figures

Figure 1: Periods of the day which schools' learners spend away from their main school and number of learners this includes	25
Figure 2: Where learners start their journeys	27
Figure 3: Proportion of schools using different methods of transport for KS4 learners' outbound and return journeys and the number of learners using these options.....	28
Figure 4: Proportion of schools using different methods of transport for sixth form learners' outbound and return journeys and the number of learners using these options.....	30
Figure 5: Where schools' learners return following lessons in other institutions	31
Figure 6: Proportion of schools that think some learners restrict their choices because they are reluctant to travel to different providers.....	42
Figure 7: Level of impact on learners' attendance on days when they travel	44
Figure 8: Whether travel causes learners to have shorter breaks than normally timetabled	46
Figure 9: Whether the use of options requiring travel have positive or negative effects on the engagement and motivations of learners.....	47
Figure 10: How would you describe parents' attitudes to the travel demands involved if their children want to undertake options at other providers?	52
Figure 11: How does attainment differ between courses for learners that travel?	53
Figure 12: Does having learners from other institutions have benefits for the school?.....	56
Figure 13: Main constraints on supplying options that require travel for learners.....	58
Figure 14: Impact the requirement that 30 course options be available to KS4 and sixth form students has had on schools	61
Figure 15: Methods used by schools to reduce the numbers of learners who might otherwise have to travel	65
Figure 16: Anticipated impact from grant reduction in the 2013/14 academic year.....	73
Figure 17: Views of course options for KS4 pupils.....	74
Figure 18: Proportion of schools with a sixth form	83
Figure 19: School type according to Welsh Medium provision.....	86

Appendix F: Table of Tables

Table 1: Number of learners travelling per school – banded *	23
Table 2: Average number of courses offered at KS4 at Local Authority level	32
Table 3: Average number of courses offered post-16 at Local Authority level	33
Table 4: Overall grant funding allocated to transport	35
Table 5: Proportion of grant funding allocated to transport by recipient age	35
Table 6: Proportion of transport funding from different sources accessed by schools for learners at KS4 and sixth form	38
Table 7: Courses learners travelled for in KS4	40
Table 8: Courses learners travelled for in sixth form	41
Table 9: Proportion of all schools in Local authorities in Wales	84
Table 10: Size of schools in Wales	85